

Collier County Public Schools

# The Phoenix Program Naples



2021-22 Schoolwide Improvement Plan

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## The Phoenix Program Naples

3706 ESTEY AVE, Naples, FL 34104

[ no web address on file ]

### Demographics

**Principal: Brent Klein**

Start Date for this Principal: 7/12/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 4-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Collier County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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# The Phoenix Program Naples

3706 ESTEY AVE, Naples, FL 34104

[ no web address on file ]

## School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

## School Grades History

Year  
Grade

## School Board Approval

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## SIP Authority

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The goal of Phoenix Naples is to provide an alternative route for students that have not been successful in the traditional school setting due to disciplinary reasons. They also may be behind cohort, have failed state assessments, have low GPAs, or have chronic absenteeism. Students are encouraged to reclaim responsibility and become active participants in their educational experience.

#### Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the Phoenix Program. She delegates the leadership team's duties and manages the finances. She reports to the district and ensures that Phoenix is in compliance with all state and district requirements, She does an evaluation on each staff member. Dr. Janssen further ensures that the three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings on a weekly basis with lead teachers and key people in leadership roles.
Cox, Dan	Assistant Principal	Dr. Daniel Cox serves as the on site leader for Phoenix Naples. He completes the evaluations, monitors the data for this program, and serves in both the curriculum and instruction role while also overseeing attendance and discipline. He is responsible for the textbook distribution, instructional supplies and laptops, and the facilities. He is implementing the new SEL program (Connect For Success) and training the teachers and staff to implement it. Finally, he is responsible for supervising the site based testing coordinator for Phoenix Naples.

### Demographic Information

#### Principal start date

Thursday 7/12/2012, Brent Klein

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Total number of teacher positions allocated to the school**

14

**Total number of students enrolled at the school**

80

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	3	9	13	17	28	10	80
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	7	8	13	2	32
One or more suspensions	0	0	0	0	0	0	0	1	3	4	8	7	5	28
Course failure in ELA	0	0	0	0	0	0	0	1	2	8	7	4	4	26
Course failure in Math	0	0	0	0	0	0	0	2	4	6	8	12	3	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	6	12	9	18	9	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	4	9	7	15	6	42
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	2	4	7	4	13	2	32

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	1	1	1	2	9	1	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	0	3	0	4

**Date this data was collected or last updated**

Monday 8/23/2021

**2020-21 - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	3	19	19	33	54	8	136
Attendance below 90 percent	0	0	0	0	0	0	0	3	17	13	27	46	4	110
One or more suspensions	0	0	0	0	0	0	0	3	16	17	28	35	5	104
Course failure in ELA	0	0	0	0	0	0	0	0	11	7	15	27	4	64
Course failure in Math	0	0	0	0	0	0	0	2	10	9	16	22	6	65
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	2	8	8	13	17	4	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	2	6	4	14	17	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	3	17	16	30	40	6	112

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	0	0	20	5	31
Students retained two or more times	0	0	0	0	0	0	0	1	4	2	0	2	1	10

**2020-21 - Updated**

**The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	3	19	19	33	54	8	136	
Attendance below 90 percent	0	0	0	0	0	0	0	3	17	13	27	46	4	110	
One or more suspensions	0	0	0	0	0	0	0	3	16	17	28	35	5	104	
Course failure in ELA	0	0	0	0	0	0	0	0	11	7	15	27	4	64	
Course failure in Math	0	0	0	0	0	0	0	2	10	9	16	22	6	65	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	2	8	8	13	17	4	52	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	2	6	4	14	17	0	43	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	3	17	16	30	40	6	112	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	2	4	0	0	20	5	31	
Students retained two or more times	0	0	0	0	0	0	0	1	4	2	0	2	1	10	

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	61%		56%	60%
ELA Learning Gains					61%	59%		58%	57%
ELA Lowest 25th Percentile					63%	54%		49%	52%
Math Achievement					66%	62%		65%	61%
Math Learning Gains					61%	59%		63%	58%
Math Lowest 25th Percentile					58%	52%		59%	52%
Science Achievement					46%	56%		62%	57%
Social Studies Achievement					83%	78%		86%	77%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	8%	55%	-47%	52%	-44%
Cohort Comparison		0%				
08	2021					
	2019	8%	58%	-50%	56%	-48%
Cohort Comparison		-8%				
09	2021					
	2019	15%	56%	-41%	55%	-40%
Cohort Comparison		-8%				
10	2021					
	2019	8%	53%	-45%	53%	-45%
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	25%	66%	-41%	54%	-29%
Cohort Comparison		0%				
08	2021					
	2019	5%	36%	-31%	46%	-41%
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
08	2021					
	2019	8%	52%	-44%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	33%	68%	-35%	67%	-34%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	72%	-3%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	67%	-67%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	59%	-59%	57%	-57%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District benchmark assessments is used to monitor student progress in core content areas.

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		50% (1/2)	33% (1/3)
	Economically Disadvantaged Students With Disabilities English Language Learners			33% (1/3)
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			33% (2/6) 33% (2/6)
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		50% (1/2)	33% (1/3)
	Economically Disadvantaged Students With Disabilities English Language Learners		50% (1/2)	33 (1/3)

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33% (3/9)	17% (2/12)	22% (2/9)
	Economically Disadvantaged	25% (2/8)	10% (1/10)	13% (1/8)
	Students With Disabilities	50% (1/2)	25% (1/4)	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		8 % (1/12)	33% (2/6)
	Economically Disadvantaged			20% (1/5)
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	13% (1/8)	18% (2/11)	43% (3/7)
	Economically Disadvantaged		11% (1/9)	33% (2/6)
	Students With Disabilities		33% (1/3)	33% (1/3)
	English Language Learners			

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33% (3/9)	25% (2/8)	33% (3/9)
	Economically Disadvantaged Students With Disabilities English Language Learners	38% (3/8)	25% (2/8)	38% (3/8)
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27% (4/15)		31% (5/16)
	Economically Disadvantaged	27% (3/11)		27% (3/11)
	Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38% (3/8)	50% (1/2)	50% (3/6)
	Economically Disadvantaged	40% (2/5)	50% (1/2)	50% (2/4)
	Students With Disabilities English Language Learners	100% (1/1)	100% (1/1)	
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	18% (2/11)	33% (2/6)	8% (1/12)
	Economically Disadvantaged	20% (2/10)	40% (2/5)	10% (1/10)
	Students With Disabilities English Language Learners	50% (1/2)		
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			11% (1/9)
	Economically Disadvantaged Students With Disabilities English Language Learners			11% (1/9)
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	20% (2/10)	40% (4/10)	
	Economically Disadvantaged Students With Disabilities English Language Learners	20% (2/10)	40% (4/10)	
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	26% (7/27)	7% (1/14)	60% (6/10)
	Economically Disadvantaged Students With Disabilities English Language Learners	29% (7/24)	8% (1/12)	56% (5/9)
		22% (2/9)		50% (1/2)

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	5
Total Components for the Federal Index	1
Percent Tested	

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

**English Language Learners**

Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

**Native American Students**

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

**Asian Students**

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Students in all grade levels and within all subgroups scored below district averages in all core content areas. The strongest performing area was in US History where we finished just three point below district average. The percentage of students demonstrating proficiency increased from FY19 to FY21

in 8th and 9th grade ELA, and 8th grade science. The percentage of students demonstrating proficiency decreased from FY19 to FY21 in 10th grade ELA.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Seventh grade Civics and ELA for grades eight through tenth grades.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Student and teacher absences due to pandemic related issues contributed to the need for improvement. Another contributing factor is that our data reflects a disenfranchised population of students who have been enrolled in Phoenix because they have not experienced success in their previous school. Instruction focused on assessed standards as well as emphasis on students' social and emotional well-being and positive behavior support will support improvement.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Consistency in ELA staff and instructional strategies from FY19 to FY21 along with pull out and push in support from a reading resource teacher contributed to improvement in ELA. Providing students with small group and one-on-one support contributed to improvement in Algebra 1.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

We have been able to retain the same teaching staff from the previous year! We like to think it is because of the addition of a permanent APC and Lead Teacher for two previous years. Both of these individual made a cultural sea change at the school that has proven popular with teachers. We also believe and can point to data that shows students have an adult at school they trust and can talk to (72% said yes).

**What strategies will need to be implemented in order to accelerate learning?**

Teachers at Phoenix Naples use both direct instruction aimed at EOC's and Edgenuity which is a digital delivery method of the curriculum and credit recovery. We will increase the use of other digital resources (Read 180, Aleks), focus on assessed standards, instructional strategy support from our literacy coach, and push in/pull out support from our reading resource teacher need to be implemented to accelerate learning.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be provided to teachers in social and emotional learning through the implementation of "Connect for Success", teacher leaders will provide PD to their peers through shared best practices during PLC meetings, our literacy coach will provide PD to teachers on the implementation of reading instructional strategies in core content areas.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Instructional staff will continue to participate in professional development provided through the district specific to the content area that they teach.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

**Area of Focus Description and Rationale:** Our goal is to increase the rate at which students successfully complete End of Course Exams (EOC's). This has an impact on students staying on track to graduate, their overall GPA's, and enables them to have the opportunity to graduate and pursue post-secondary education. This area was identified as a critical area of need based on the district data comparing our student performance on EOC's to the other schools across the district.

**Measurable Outcome:** Increase student EOC pass rates by 10% for the school year.

**Monitoring:** Both the Reading Coach and the APC will monitor via benchmark testing during the year along with Read 180 data.

**Person responsible for monitoring outcome:** Dan Cox (coxda@collierschools.com)

**Evidence-based Strategy:** We will have teachers supplement the online learning platform with direct instruction and Khan Academy lessons targeting specific goals. We are scheduling intensive reading and math support for state mandated tests, we are planning multi-tiered support for students based on their specific needs, including test prep and small group intensive support.

**Rationale for Evidence-based Strategy:** Our rationale for selecting these strategies is based on Learning Sciences International's research on effective instructional strategies. We chose these specific strategies based on our school needs and capabilities.

#### Action Steps to Implement

1. Intentional Master Scheduling (APC & Counselor)
2. Create collaborative planning teams for curriculum creation. (APC & Lead)
3. Planning student groups (Counselor and Lead)
4. Progress Monitoring (Periodic) & Feedback (AP & Lead)
5. Monitor Quarter Benchmark Testing result to drive instruction. (APC)

**Person Responsible:** Dan Cox (coxda@collierschools.com)

## #2. Instructional Practice specifically relating to Graduation

**Area of Focus** Our goal is to increase the rates at which students take and successfully complete (level 3 or higher) End of Course and FSA Exams (Civics, Biology, Algebra 1, History, & Geometry EOC's/FSA ELA, Math, & Science). We aim to improve our testing rate by at least 10%.

**Description and Rationale:** This has an impact on students staying on track to graduate, their overall GPA's, and enables them to have the opportunity to graduate and pursue post-secondary education. This area was identified as a critical area of need based on the district data comparing our student performance on EOC's to the other schools across the district and state.

**Measurable Outcome:** If 100% of teachers adhere to district curriculum/pacing guides while monitoring student progress and providing differentiated support, then overall proficiency on the 20/21 EOC & FSA Exams (Civics, Biology, Algebra 1, History, & Geometry EOC's/FSA ELA, Math, & Science) will increase by a minimum of 10%.

**Monitoring:** Both the Lead Teacher and the APC will monitor benchmark testing outcomes, along with the supplemental material data from Aleks, Math Nation, Gateway (Civics and US History) in order to guide teacher's instruction for a successful outcome in passing key EOC/FSA tests.

**Person responsible for monitoring outcome:** Dan Cox (coxda@collierschools.com)

**Evidence-based Strategy:** We will have teachers supplement the online learning platform with direct instruction, we are scheduling intensive reading and math support for state mandated tests, we are planning multi-tiered support for students based on their specific needs, including test prep and small group intensive support.

**Rationale for Evidence-based Strategy:** Our rationale for selecting these strategies is based on Learning Sciences International's research on effective instructional strategies. We chose these specific strategies based on our school needs and capabilities.

### Action Steps to Implement

1. Intentional Master Scheduling (APC & Counselor)
2. Create collaborative planning teams for curriculum creation. (APC and Lead)
3. Planning student groups (Lead and Counselor)
4. Progress Monitoring (Periodic) & Feedback (APC)
5. Monitor Quarter Benchmark Testing result to drive instruction. (APC & Lead)

**Person Responsible** Dan Cox (coxda@collierschools.com)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** The events of the last two school years have drastically effected students academically in a negative way. On top of that student data from Panorama shows student's overall social and emotional well being has been negatively effected. The data shows our students score lower in the areas of Grit and Feeling Connected to Others at School. We believe the new emphasis on Connect For Success (Tuesdays/Thursdays) will be supported for the other three days by bulletin boards that support Connect for Success themes along with a weekly Kahoot activity.

**Measurable Outcome:** We will utilize data from Panorama as well as Attendance and Discipline data from previous two years.

**Monitoring:** School Principal, APC, and Lead Teacher will analyze Panorama in Fall and Spring.

**Person responsible for monitoring outcome:** Dan Cox (coxda@collierschools.com)

**Evidence-based Strategy:** Mondays will include a brief individual data chat and SMART goal setting in each class. Tuesdays will involve the Connect for Success Canvas activity. Wednesday will be the Kahoot activity based on the bulletin boards themes. Thursdays will be the other Connect for Success Canvas activity. Friday will be another data chat and evaluate if they accomplished their weekly goals.

**Rationale for Evidence-based Strategy:** As stated above, our students come to us with challenging pasts. They have personal challenges along with academic ones. Social Emotional Learning (SEL) activities will promote Grit and Emotional Regulation-two areas of needed growth.

**Action Steps to Implement**

Both the Lead Teacher and the APC will monitor classrooms daily during our Connect for Success periods form 7:00am-7:30am.

**Person Responsible** Dan Cox (coxda@collierschools.com)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Alternative School data is not appearing at this site.**



### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

Phoenix students have not experienced success in school, hence why they are sent to an Alternative School Program. During the enrollment process at Phoenix, parents and students are provided with an orientation explaining expectations and supports provided. Phoenix staff members work with students to set academic and behavior goals and to provide students with encouragement and positive feedback. Students participate daily in social emotional learning sessions in an effort to address their social emotional needs and build positive relationships among students and staff.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Input from representatives from a variety of stakeholder groups is used to increase involvement in school wide decision making and building a positive culture. Students and staff complete a Panorama survey in the fall and the spring to determine areas of strength and areas of concern with regard to student equity and social and emotional well-being. Instructional and non-instructional staff participate in social emotional learning sessions with students daily in an effort to build positive relationships among students and staff. Students and staff are recognized for their achievements during class and at staff meetings. Parents are invited to provide input through district surveys and to attend our Annual Title 1 Parent/Curriculum Night.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$53,010.41
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	9015 - The Phoenix Program Naples	Title, I Part A	0.73	\$38,122.22
			<i>Notes: Resource Teacher .73 Salary</i>			
	5100	200-Employee Benefits	9015 - The Phoenix Program Naples	Title, I Part A		\$14,425.18
			<i>Notes: Benefits (retirement 10.82%, Social Security 7.65%, Workers comp 0.40%, Health \$9,681.00 &amp; life insurance \$70.00)</i>			

	6150	510-Supplies	9015 - The Phoenix Program Naples	Title, I Part A		\$463.01
			<i>Notes: Parent Involvement Supplies: Flyers, brochures, Info Guides</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Graduation</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$53,010.41</b>