The Phoenix Program Naples

2022-23 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: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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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School Demographics

School Type and Grades Served
(per MSID File)

Combination School
4-12

2021-22 Title I School

Yes

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

Alternative Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

82%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Klein, Brent	Principal	Mr. Klein begins his first year as Principal for Alternative Schools in Collier County Public Schools. He previously served as the Assistant Principal of Curriculum and Instruction for Beacon and Bethune. Mr. Klein monitors the Assistant Principals, handles all staff hiring for Beacon High School, Phoenix, TAPP, and New Beginnings in Immokalee and in Naples, He delegates leadership duties to the Assistant Principals and Lead Teachers, conducts staff evaluations and manages the finances. He reports to the district and ensures that all programs meet all state and district compliance requirements. Mr. Klein leads weekly meetings with the Assistant Principals and Lead Teachers to discuss, school and district, information, and he leads bi-weekly Alternative School leadership team meetings.
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 oversees the Life Skills 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
Friday 7/1/2022, Brent Klein

Number of teachers with a 2022 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 2022 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.*

0

Total number of teacher positions allocated to the school

11

Total number of students enrolled at the school

171

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	1	10	30	29	43	53	5	171
Attendance below 90 percent	0	0	0	0	0	0	1	2	18	10	13	27	3	74
One or more suspensions	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	3	4	7	11	17	0	42
Course failure in Math	0	0	0	0	0	0	0	2	1	7	21	26	2	59
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	5	19	16	26	30	2	99
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	5	15	14	14	19	2	70
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	3	16	13	25	34	3	95

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	15	0	16
Students retained two or more times	0	0	0	0	0	0	0	1	0	2	0	3	0	6

Date this data was collected or last updated

Tuesday 8/16/2022

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	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	

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

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	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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	55%					59%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								63%	54%
Math Achievement		45%	42%					66%	62%
Math Learning Gains								61%	59%
Math Lowest 25th Percentile								58%	52%
Science Achievement		59%	54%					46%	56%
Social Studies Achievement		56%	59%					83%	78%

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	2022					
	2019					
Cohort Comparison						
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	56%	-56%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	8%	55%	-47%	52%	-44%
Cohort Comparison		0%				
08	2022					
	2019	8%	58%	-50%	56%	-48%
Cohort Comparison		-8%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2022					
	2019					
Cohort Comparison						
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	25%	66%	-41%	54%	-29%
Cohort Comparison		0%				
08	2022					
	2019	5%	36%	-31%	46%	-41%
Cohort Comparison		-25%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2022					
	2019	8%	52%	-44%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	68%	-35%	67%	-34%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	72%	-72%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	72%	-3%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	59%	-59%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD										10	
HSP											
FRL										6	

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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
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	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

Hispanic Students	
Federal Index - Hispanic Students	0
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1

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%	0

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	6
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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 where 8th grade ELA and Math FSA's and were within 10 and 15 points below district average. The percentage of students demonstrating proficiency increased from FY21 (-21) in 8th grade ELA (-10) and 8th grade science (-110. The percentage of students demonstrating proficiency in Algebra was positive as FSA scores were within two points of district standard. Our first year of offering direct instruction in Geometry was unsuccessful as we scored double digits behind district in all QB progress monitoring and -21 points behind district in FSA Geometry scores.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Middle school math scores were all in double digit deficits in both seventh and eight grade math QB and FSA scores.

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

Our number one concern is we began the year with two openings in the area of Math-both at the high school and middle school levels. We are delivering all middle school math and Algebra 1 classes by direct instruction. The fact we do not have certified instructors at this time is a concern.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The percentage of students demonstrating proficiency in Algebra was positive as FSA scores were within two points of district standard.

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

We had a very motivated and dynamic teacher who unfortunately retired. We are seeking his replacement at this time.

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, Math Nation), 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 CCPS district.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase student EOC pass rates by 10% for the school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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%. 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	Both the Lead Teacher and the APC will monitor benchmark testing outcomes, along with the supplemental material data from Aleks, Math Nation, Gateway (Civics ad US History) in order to guide teacher's instruction for a successful outcome in passing key EOC/FSA tests.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific 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.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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   [no one identified]

#3. Positive Culture and Environment specifically relating to Life Skills/Connect For Success	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The events of the last two school years have drastically effected students academically in a negative way. The introduction of the Life Skills program Connect For Success was a positive addition to our curriculum last year. We believe the emphasis on Connect For Success (Thursdays) will be supported for additional days by bulletin boards that support Connect for Success themes along with a weekly Kahoot activity.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	We will utilize data from Attendance and Discipline data along with student exit survey input from previous two years.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School Principal, APC, and Lead Teacher will analyze Attendance & Discipline data along with student exit surveys in Fall and Spring.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Mondays will include a brief individual data chat and SMART goal setting in each class. 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As stated above, our students come to us with challenging pasts. They have personal challenges along with academic ones. Life Skills activities will promote Grit and Emotional Regulation-two areas of needed growth.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible	Dan Cox (coxda@collierschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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, parents, and APC, Lead Teacher, and Counselor meet and explain the Phoenix Standards of Operation at each enrollment. Connect for Success sessions each Thursday will encourage 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.