

Profile and Plan Essentials

School		AUN/Branch
Phoenix Academy		113364002
Address 1		
630 Rockland Street		
Address 2		
City	State	Zip Code
Lancaster	PA	17602
Chief School Administrator		Chief School Administrator Email
Keith Miles		keithmiles@sdlancaster.org
Principal Name		
Jonathan Back, M.Ed.		
Principal Email		
jonathanback@sdlancaster.org		
Principal Phone Number		Principal Extension
717-735-7860		55503
School Improvement Facilitator Name		School Improvement Facilitator Email
Gregory M. McGough, Ed.D., CSIS		gregory_mcgough@iu13.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Gregory M. McGough, Ed.D., CSIS	Education Specialist	Lancaster-Lebanon IU 13	Gregory_McGough@iu13.org
Diana Rodriguez	Community Member	Former Executive Director, Phoenix Academy	dmrodriguez@sdlancaster.org
Terry Martin	District Level Leaders	School District of Lancaster	tmartin@sdlancaster.org
Kayla Brathwaite	Education Specialist	11/12 Team Leader, Phoenix Academy	kaylabrathwaite@sdlancaster.org
Tyler Real	Education Specialist	Director of Student Services, Phoenix Academy	tareal@sdlancaster.org
Anjelica Rooks	Education Specialist	Phoenix Academy	ajrooks@sdlancaster.org
Shana Carlstrom	Education Specialist	Director of Special Education, Phoenix Academy	shana.carlstrom@sesischools.com
Jonathan Back, M.Ed.	Principal	Phoenix Academy	jonathanback@sdlancaster.org
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Kristen Schuller	Education Specialist	Academic Coordinator, Phoenix Academy	krlefeverschuller@sdlancaster.org
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Jen Warren	District Level Leaders	School District of Lancaster	jjwarren@sdlancaster.org
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Brian Booker	Education Specialist	Lancaster-Lebanon IU 13	Brian_Booker@iu13.org
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Dana Fogg	Teacher	Math Instructor, Phoenix Academy	danafogg@sdlancaster.org
Delaney Kuklinski	Teacher	Communication Arts Instructor, Phoenix Academy	delaneykuklinski@sdlancaster.org
Antonio Harley	Education Specialist	9/10 Team Leader, Phoenix Academy	antonioharley@sdlancaster.org
Stephanie McNulty	Community Member	Professor, Franklin and Marshall College	stephanie.mcnulty@fandm.edu
Ismail Smith Wade-El	Community Member	State Assembly Representative 49th District	SKnoll@paqhouse.net
Jodie Richardson	Community Member	Magisterial District Judge	RichardsonJ@lancastercountypa.gov
Jizelle Rodriguez	Student	Phoenix Academy	71685@sdlancaster.org

Vanessa Rosa	Student	Phoenix Academy	67394@sdlancaster.org
Wanda Santana	Parent	Phoenix Academy	santanawandawit3@yahoo.com
Witt Welch	Community Member	Director of Program Advancement, Benchmark Program	wittwelch@benchmarkprogram.org
Marcos Mercedes	Student	Phoenix Academy	84319@sdlancaster.org
Kevin McKeither	Community Member	Predisposition Program Manager, Benchmark	kevinmckeither@benchmarkprogram.org
Noel Maldonado	Parent	Phoenix Academy	nmaldonado81@gmail.com
Dr. Keith Miles	Chief School Administrator	School District of Lancaster	keithmiles@sdlancaster.org

Vision for Learning

Vision for Learning

Phoenix Academy is committed to a cycle of continuous improvement to provide a safe, academically relevant, and restorative-centered learning environment that enables students to recover their academic credits while building the requisite skills to plan and pursue diverse post-secondary opportunities.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

False K	False 1	False 2	False 3	False 4	False 5	False 6
True 7	True 8	True 9	True 10	True 11	True 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
All student ELA Proficient or Advanced from 3.7% in 2020-2021 to 12% in 2022-23	Insufficient sample size in 2021-2022 required data being pulled from 2020-2021 to measure a notable increase in that interim.
All student attendance rate increased from 4.4% in 2021-2022 to 11.2% in 2022-2023	This is notable increase that will continue to be worked on

Challenges

Indicator	Comments/Notable Observations
Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23	The team recognizes that our literacy rates remain below the state average
Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23	The team recognizes the lack of progress in this area is a significant challenge that needs to be addressed
The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2%	While this was an improvement for Phoenix this will continue to be an area of focus moving forward

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
<p>The Special Education 4 year graduation cohort increased 39.3% in 2021-22 to 46.2% in 2022-2023</p> <p>ESSA Student Subgroups</p> <p>Students with Disabilities</p>	<p>This is a notable increase</p>

Indicator The Hispanic sub-group outperformed the all group for career standard benchmark during the 2022-23 school year by 7% (66.1% to 59.8%) ESSA Student Subgroups Hispanic	Comments/Notable Observations This indicates our Hispanic group is motivated when provided academically relevant curricula
Indicator Our Black sub-group Regular Attendance Rate went from 1.5% in 2021-2022 to 12.7% in 2022-23 ESSA Student Subgroups African-American/Black	Comments/Notable Observations This is a notable increase in one year, but will remain an area of focus moving forward

Challenges

Indicator English Language Arts/Literature Combined Ethnicity (10.2%) fell short of the All Group (12%) ESSA Student Subgroups Combined Ethnicity	Comments/Notable Observations Phoenix Academy seeks to identify trends in data from marginalized groups and students with Combined Ethnicity will be a new focus for data analysis
Indicator Our ELL sub-group regular attendance rate decreased from 7.5% in 2021-2022 to 2.4% in 2022-2023. This should also be considered in relative to our All Group regular attendance rate in 2022-23 of 11.2% ESSA Student Subgroups English Learners	Comments/Notable Observations We recognize that language, culture, and economic barriers contribute significantly to this data trend
Indicator The Math performance indicator for 2022-23 indicates a 0% proficiency for our Economically Disadvantaged sub-group ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations This will remain an area of significant focus moving forward
Indicator School Demographics (Outliers): Asian (1%) White (4.3%) ESSA Student Subgroups Asian (not Hispanic), White	Comments/Notable Observations The Asian and White subgroups are too small to have data in the Future Ready Comprehensive Planning Portal (FRCPP)

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

All student ELA Proficient or Advanced from 3.7% in 2020-2021 to 12% in 2022-23
All student attendance rate increased from 4.4% in 2021-2022 to 11.2% in 2022-2023

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23
Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23
The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
As indicated by end of year data analysis of Star Reading Assessments, 59% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points	This indicator is only for those students that were a part of our 180 day cohort and were seated to complete three test administrations
As indicated by end of year data analysis of Star Reading Assessments, 28% of Phoenix Academy students grew their Scaled Score 40 points	This indicator is for only for those students that were a part of our 180 day cohort and were seated to complete three test administrations

English Language Arts Summary

Strengths

As indicated by end of year data analysis of Star Reading Assessments, 59% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points
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Challenges

As indicated by end of year data analysis of Star Reading Assessments, 28% of Phoenix Academy students grew their Scaled Score 40 points
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Mathematics

Data	Comments/Notable Observations
As indicated by end of year data analysis of Star Math Assessments, 66% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points	This indicator is only for those students that were a part of our 180 day cohort and were seated to complete three test administrations
As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points	This indicator is only for those students that were a part of our 180 day cohort and were seated to complete three test administrations

Mathematics Summary

Strengths

As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points

As indicated by end of year data analysis of Star Math Assessments, 66% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points

Challenges

Implementing the use of additional resources such as IXL to enhance student outcomes and data gathering capabilities

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
N/A	At the current time, we do not collect any data for Science, Technology, and Engineering Education

Science, Technology, and Engineering Education Summary

Strengths

N/A

Challenges

N/A

Related Academics

Career Readiness

Data	Comments/Notable Observations
All Phoenix Academy students utilize Xello for career education (59.6% of students completed their required updates during the 2023-24 school year)	Xello local data is reported to the state for students in grades 2 through 12

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Xello has helped to expose a number of our students to career possibilities that interest them, which has led to meaningful discussions around post-secondary pursuits between students and staff
Access to virtual college tours has allowed students to turn career interests from Xello into tangible goals

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Attendance impacts the completion rate of Xello coursework and testing
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Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

N/A

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

N/A

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Emerging
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Emerging
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Not Yet Evident
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Our Multi-Tiered Student Support team meets weekly and communicates effectively with a variety of stakeholders to support a healthy school environment
Students receive 30 minutes of social emotional learning a day through small group guided interaction

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

We as a school need to utilize the data from a variety of assessments (including formative, summative, and diagnostic) to inform and improve student instruction
We need to put measures in place to consistently monitor the implementation of our school improvement plan, including maintaining an active steering committee and implementation committee
We need to better align curriculum, assessments, and instruction to the PA Standards
We as a school need to return to implementing more of our pre-pandemic activities taking place outside of the school day to allow for students, parents/guardians, and community members to holistically interact with Phoenix Academy, thereby improving the school environment
In accordance with our contract with the School District of Lancaster, we need to raise our attendance 5% from the 2022-2023 school year, improving from 68% regular attendance to 73%

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
All student ELA Proficient or Advanced from 3.7% in 2020-2021 to 12% in 2022-23	False
All student attendance rate increased from 4.4% in 2021-2022 to 11.2% in 2022-2023	False
N/A	False
As indicated by end of year data analysis of Star Reading Assessments, 59% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points	False
As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points	True
As indicated by end of year data analysis of Star Math Assessments, 66% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points	False
Access to virtual college tours has allowed students to turn career interests from Xello into tangible goals	False
Xello has helped to expose a number of our students to career possibilities that interest them, which has led to meaningful discussions around post-secondary pursuits between students and staff	False
Our Multi-Tiered Student Support team meets weekly and communicates effectively with a variety of stakeholders to support a healthy school environment	False
N/A	False
Students receive 30 minutes of social emotional learning a day through small group guided interaction	True
	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23	True
Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23	True

	False
The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2%	True
As indicated by end of year data analysis of Star Reading Assessments, 28% of Phoenix Academy students grew their Scaled Score 40 points	False
Implementing the use of additional resources such as IXL to enhance student outcomes and data gathering capabilities	False
N/A	False
In accordance with our contract with the School District of Lancaster, we need to raise our attendance 5% from the 2022-2023 school year, improving from 68% regular attendance to 73%	False
Attendance impacts the completion rate of Xello coursework and testing	False
We as a school need to return to implementing more of our pre-pandemic activities taking place outside of the school day to allow for students, parents/guardians, and community members to holistically interact with Phoenix Academy, thereby improving the school environment	False
N/A	False
We as a school need to utilize the data from a variety of assessments (including formative, summative, and diagnostic) to inform and improve student instruction	False
We need to put measures in place to consistently monitor the implementation of our school improvement plan, including maintaining an active steering committee and implementation committee	False
	False
We need to better align curriculum, assessments, and instruction to the PA Standards	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The team discussed the need for multiple learning opportunities for staff to develop and implement a variety of educational best practices to better serve student development and academic growth. In addition, students will need to improve their reading and math skills in order to successfully enter the workforce or pursue post-secondary education and training, therefore proficiency percentages will need to grow in the areas of ELA and Math.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23	The growth in this area from 2020-21 to 2022-23 is significant, but we recognize this remains significantly below the state average. We are therefore committed to reengaging students in the learning process through developing student reading interventions, providing professional development to support their implementation, and incentivizing student attendance.	True
Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23	There is a noted area of significant challenge and we truly appreciate the School District of Lancaster's commitment to a Theory of Action to support the development of student math skills. Similar to our ELA strategy we seek to reengage the students through developing academically relevant math interventions and providing the professional development to our staff to support their implementation.	True
The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2%	Phoenix Academy was designated for their 61% graduation rate. In an effort to progress monitor the four(4) & five(5) year cohort graduation rates, the administrative teams have decided to track regular attendance rates.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Students receive 30 minutes of social emotional learning a day through small group guided interaction	The administration observed that Maslow's needs superseded a focus on Bloom's Taxonomy in relation to student achievement and have therefore made a commitment toward the additional advancement of its pre-existing SEL class to include Tier 1-3 supports to students with demonstrated academic and social emotional needs.
As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points	The administration recognized that a math co-teaching model was effectively implemented and led to significant gains in STAR Assessment Data. This team teaching approach will continue to be supported and monitored through the 2024-2025 school year.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	IF we reengage our students in the learning process through providing individualized reading interventions, including an evidence-based strategy, as necessary and further incentivize student attendance THEN more learners will meet the established STAR scaled score benchmarks
	IF we continue to utilize a co-teaching model in our mathematics class with a specific focus on providing academically relevant math interventions and an evidence-based strategy THEN learners will continue to advance their math skills
	IF we further monitor and incentivize student attendance THEN learners will reengage in the learning process and obtain the requisite credits to graduate within their established graduation cohort

Goal Setting

Priority: IF we reengage our students in the learning process through providing individualized reading interventions, including an evidence-based strategy, as necessary and further incentivize student attendance THEN more learners will meet the established STAR scaled score benchmarks

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 7% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.			
Measurable Goal Nickname (35 Character Max)			
ELA Achievement Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Quarter 1 Benchmark: By October 31, 2024, 1% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.	Quarter 2 Benchmark: By January 31, 2025, 3% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.	Quarter 3 Benchmark: By April, 30, 2025, 5% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.	Quarter 4 Benchmark: By June, 30, 2025, 7% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.

Priority: IF we continue to utilize a co-teaching model in our mathematics class with a specific focus on providing academically relevant math interventions and an evidence-based strategy THEN learners will continue to advance their math skills

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 6% of Phoenix Academy's 180 Day Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.			
Measurable Goal Nickname (35 Character Max)			
Mathematics Achievement Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Quarter 1 Benchmark: By October 31, 2024, 0% of Phoenix Academy's Mathematics Cohort,	Quarter 2 Benchmark: By January 31, 2025, 2% of Phoenix Academy's Mathematics	Quarter 3 Benchmark: By April 30, 2025, 4% of Phoenix Academy's Mathematics	Quarter 4 Benchmark: By June 30, 2025, 6% of Phoenix Academy's 180 Day Mathematics

with regular attendance, will demonstrate a proficient or advanced scale score.	Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.	Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.	Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.
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Priority: IF we further monitor and incentivize student attendance THEN learners will reengage in the learning process and obtain the requisite credits to graduate within their established graduation cohort

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By June 30, 2025, 80% of Phoenix Academy's students will have a 70% average daily attendance (ADA).			
Measurable Goal Nickname (35 Character Max)			
Attendance Goal			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Benchmark 1: By October 31, 2024, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA).	Benchmark 2: By January 31, 2025, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA).	Benchmark 3: By April 30, 2025, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA).	Benchmark 4: By June 30, 2025, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA).

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
Measurable Goal Nickname (35 Character Max)			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Action Plan

Measurable Goals

Mathematics Achievement Goal	Attendance Goal
ELA Achievement Goal	

Action Plan For: Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, 7% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.

Action Step		Anticipated Start/Completion Date	
(Word and World Knowledge) Monitor instructional use of vocabulary enrichment activities through informal and formal observation mechanisms and collaborative professional development opportunities		2024-09-04	2025-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	Vocabulary Building PD, Anchor Charts, Student vocabulary materials and strategies, Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports	Yes	
Action Step		Anticipated Start/Completion Date	
(Questioning) Monitor instructional use and modeling of questioning activities through informal and formal observation mechanisms and collaborative professional development opportunities		2024-11-04	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers,	Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports	Yes	

Additional Phoenix Resource Team as needed			
Action Step		Anticipated Start/Completion Date	
(Getting the "gist") Monitor instructional use of establishing student routines while reading to summarize text through informal and formal observation mechanisms and collaborative professional development opportunities		2025-02-03	2025-04-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports	Yes	
Action Step		Anticipated Start/Completion Date	
(Monitoring Comprehension) Monitor instructional led activities that require students to combine the previous reading elements while they read text through informal and formal observation mechanisms and collaborative professional development opportunities		2025-05-01	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports	Yes	
Action Step		Anticipated Start/Completion Date	
Quarterly Administration of STAR Reading Assessment		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers,	LEA Support - Director of Assessment and Accountability, I.T. Renaissance STAR Assessment Portal, Supervisory/Coaching review	No	

Additional Phoenix Resource Team as needed			
Action Step		Anticipated Start/Completion Date	
1:1 student conferencing and small group instruction		2024-08-20	2024-10-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	LEA Support - Data/Analytics, Director of Assessment and Accountability, Culture and Climate (Ruler), Supervisory/Coaching review	Yes	
Action Step		Anticipated Start/Completion Date	
PD - Text Dependent Analysis, Teacher Clarity/Success Attributes		2024-08-20	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back, Principal, Kristen Schuller/Academic Coordinator, SIF/Gregory McGough	IU-13 Support, Supervisory/Coaching review	Yes	
Action Step		Anticipated Start/Completion Date	
Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	Student Assessment Data (formative, summative, and diagnostic, LEA Support with curriculum initiatives, Supervisory/Coaching review	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved use of teacher led activities to accelerate student reading comprehension through informal and formal observations and collecting learning artifacts from teachers	People: CSI Implementation Team: Frequency: Biweekly Tracking Form, Monthly and Quarterly Reviews; Methods: Agendas and data analysis

Action Plan For: Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, 6% of Phoenix Academy's 180 Day Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.

Action Step		Anticipated Start/Completion Date	
Providing students with problem solving prompts to monitor and reflect.		2024-08-20	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	Anchor Charts, Scaffolding materials for problem solving and metacognitive artifacts, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports	Yes	
Action Step		Anticipated Start/Completion Date	
Model how to monitor and reflect		2024-08-20	2025-01-31
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers,	Anchor Charts, Scaffolding materials for problem solving and metacognitive artifacts, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory	Yes	

Additional Phoenix Resource Team as needed	and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports		
Action Step		Anticipated Start/Completion Date	
Use student thinking to drive instruction.		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	Anchor Charts, Scaffolding materials for problem solving and metacognitive artifacts, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports	Yes	
Action Step		Anticipated Start/Completion Date	
Quarterly Administration of STAR Reading Assessment		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	LEA Support - Director of Assessment and Accountability, I.T. Renaissance STAR Assessment Portal, Supervisory/Coaching review	No	
Action Step		Anticipated Start/Completion Date	
1:1 student conferencing and small group instruction		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers,	LEA Support - Data/Analytics, Director of Assessment and Accountability, Culture and Climate (Ruler), Supervisory/Coaching review	Yes	

Additional Phoenix Resource Team as needed			
Action Step		Anticipated Start/Completion Date	
Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed	Student Assessment Data (formative, summative, and diagnostic, LEA Support with curriculum initiatives, Supervisory/Coaching review	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved use of teacher led activities to accelerate student problem solving through informal and formal observations and collecting learning artifacts from teachers	People: CSI Implementation Team: Frequency: Biweekly Tracking Form, Monthly and Quarterly Reviews; Methods: Agendas and data analysis

Action Plan For: (Attendance) Check and Connect

Measurable Goals:
<ul style="list-style-type: none"> By June 30, 2025, 80% of Phoenix Academy's students will have a 70% average daily attendance (ADA).

Action Step		Anticipated Start/Completion Date	
Hire Check and Connect Person		2024-08-21	2024-09-24
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Terry Martin, Assistant Director of Student Supports and Services	LEA Support	No	
Action Step		Anticipated Start/Completion Date	
Train Staff and Faculty in the processes of taking period attendance		2024-08-20	2024-09-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Phoenix Resource Team	LEA Support (e.g. Synergy/IT assistance)	Yes	
Action Step		Anticipated Start/Completion Date	
Bi-weekly home visitations		2024-08-20	2024-09-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Phoenix Academy Resource Team, HSV, Check and Connect	LEA Support (IT/Synergy)	Yes	
Action Step		Anticipated Start/Completion Date	
Developing Advisory Model to include explicit instruction in Social Emotional Learning		2024-08-20	2024-11-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Phoenix Academy Resource Team/Phoenix Ruler Committee	Scheduling Requirements, LEA Support - IT Support (Synergy); School and Climate, Phoenix Academy Ruler Committee, Empower U, XELLO, Overcoming Obstacles curriculum, Conferencing Documents,	Yes	
Action Step		Anticipated Start/Completion Date	
Phone Calls to Parents		2024-08-26	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Phoenix Academy Resource Team	LEA Support - IT Support (Synergy Access)	No	
Action Step		Anticipated Start/Completion Date	
3-6-10 day Attendance Letters and pre AIC meetings and AIC's as needed		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Phoenix Academy Resource Team, HSV	LEA Support - IT Support (Synergy Access), Regular Data Analytic Reports	No	
Action Step		Anticipated Start/Completion Date	
Use LEA/SESI analytic data to enhance student engagement through teacher observations, parent contacts, student conferencing and related MTSS truancy data		2024-08-20	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Phoenix Academy Resource Team, HSV, Check and Connect	LEA and Specialized Education Services Incorporated (SESI) supports	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Enhance student engagement through students and community/family outreach that is driven by data analytic processes and measured by improved student attendance	People: CSI Implementation Team: Frequency: Biweekly Tracking Form, Monthly and Quarterly Reviews; Methods: Agendas and data analysis

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Check and Connect (Salary)* Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.	<ul style="list-style-type: none"> (Attendance) Check and Connect 	Salary	3	48460
Check and Connect (Benefits)* Phoenix Academy is an institution charged with supporting students who historically	<ul style="list-style-type: none"> (Attendance) Check and Connect 	Benefits	3	12115

score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
Check and Connect (Services)* Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy	<ul style="list-style-type: none"> (Attendance) Check and Connect 	Services	3	11785

(EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.				
<p>Professional Development *</p> <p>Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & math. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.</p>	<ul style="list-style-type: none"> • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text • Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process • (Attendance) Check and Connect 	Supplies & Property	1	30000

<p>MTSS and Instructional Materials * Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.</p>	<ul style="list-style-type: none"> • Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text • Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process • (Attendance) Check and Connect 	Supplies & Property	1	49888
Total Expenditures				152248

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text	(Word and World Knowledge) Monitor instructional use of vocabulary enrichment activities through informal and formal observation mechanisms and collaborative professional development opportunities
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text	(Questioning) Monitor instructional use and modeling of questioning activities through informal and formal observation mechanisms and collaborative professional development opportunities
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text	(Getting the "gist") Monitor instructional use of establishing student routines while reading to summarize text through informal and formal observation mechanisms and collaborative professional development opportunities
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text	(Monitoring Comprehension) Monitor instructional led activities that require students to combine the previous reading elements while they read text through informal and formal observation mechanisms and collaborative professional development opportunities
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text	1:1 student conferencing and small group instruction
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text	PD - Text Dependent Analysis, Teacher Clarity/Success Attributes
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text	Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance
Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process	Providing students with problem solving prompts to monitor and reflect.
Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process	Model how to monitor and reflect
Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process	Use student thinking to drive instruction.

Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process	1:1 student conferencing and small group instruction
Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process	Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance
(Attendance) Check and Connect	Train Staff and Faculty in the processes of taking period attendance
(Attendance) Check and Connect	Bi-weekly home visitations
(Attendance) Check and Connect	Developing Advisory Model to include explicit instruction in Social Emotional Learning
(Attendance) Check and Connect	Use LEA/SESI analytic data to enhance student engagement through teacher observations, parent contacts, student conferencing and related MTSS truancy data

ELA Professional Development

Action Step		
<ul style="list-style-type: none"> • (Word and World Knowledge) Monitor instructional use of vocabulary enrichment activities through informal and formal observation mechanisms and collaborative professional development opportunities • (Questioning) Monitor instructional use and modeling of questioning activities through informal and formal observation mechanisms and collaborative professional development opportunities • (Getting the "gist") Monitor instructional use of establishing student routines while reading to summarize text through informal and formal observation mechanisms and collaborative professional development opportunities • (Monitoring Comprehension) Monitor instructional led activities that require students to combine the previous reading elements while they read text through informal and formal observation mechanisms and collaborative professional development opportunities • 1:1 student conferencing and small group instruction • PD - Text Dependent Analysis, Teacher Clarity/Success Attributes 		
Audience		
Instructional Staff		
Topics to be Included		
Anchor Charts; Vocabulary Activities; Scaffolding Strategies; Text Dependent Analysis Instruction; Teacher Clarity; Success Attributes; Establishing Student Reading Comprehension Routines; Summarizing Strategies		
Evidence of Learning		
Implementation of strategies in classroom setting as observed through informal and formal observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jonathan Back, Principal; Kristen Schuller Academic Coordinator; IU-13; LEA	2024-08-20	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 3a: Communicating with Students 1c: Setting Instructional Outcomes 4c: Communicating with Families 1e: Designing Coherent Instruction 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 4b: Maintaining Accurate Records 	
This Step Meets the Requirements of State Required Trainings	

Problem Solving

Action Step		
<ul style="list-style-type: none"> Providing students with problem solving prompts to monitor and reflect. Model how to monitor and reflect Use student thinking to drive instruction. 1:1 student conferencing and small group instruction Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance 		
Audience		
Instructional Staff		
Topics to be Included		
Problem solving activities, Scaffolding to encourage student reflection, Collecting student artifacts, Student conferencing documentations		
Evidence of Learning		
Evidence of strategy usage through informal and formal observations		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jonathan Back/Principal, Kristen Schuller, Academic Coordinator, IU-13; LEA	2024-08-20	2025-06-06

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	weekly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3a: Communicating with Students 1d: Demonstrating Knowledge of Resources 4b: Maintaining Accurate Records 1c: Setting Instructional Outcomes 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	

Attendance Professional Development

Action Step		
<ul style="list-style-type: none"> Train Staff and Faculty in the processes of taking period attendance Developing Advisory Model to include explicit instruction in Social Emotional Learning 1:1 student conferencing and small group instruction Use LEA/SESI analytic data to enhance student engagement through teacher observations, parent contacts, student conferencing and related MTSS truancy data 		
Audience		
All Staff/Faculty		
Topics to be Included		
Period Attendance; Conferencing with Students; Record Keeping; SEL Curriculum Review; Data Analytic Training		
Evidence of Learning		
Accurate Record Keeping as illustrated through Data Analytic Reports		
Lead Person/Position	Anticipated Start	Anticipated Completion
Phoenix Resource Team; LEA;SESI	2024-08-20	2025-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	As needed
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none">• 2a: Creating an Environment of Respect and Rapport• 1d: Demonstrating Knowledge of Resources• 4c: Communicating with Families• 3c: Engaging Students in Learning• 1b: Demonstrating Knowledge of Students• 4b: Maintaining Accurate Records• 3a: Communicating with Students• 3e: Demonstrating Flexibility and Responsiveness• 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement.pdf

Chief School Administrator	Date
Dr Keith Miles	2024-08-20
Building Principal Signature	Date
Jonathan Back, M.Ed., Phoenix Academy, Principal	2024-08-28
School Improvement Facilitator Signature	Date
Gregory M. McGough, Ed.D., CSIS	2024-08-26