

National Heritage Academies

# School Improvement Process Workbook

School Financial Services  
March 2023

## 1.0 Overview - SIP Workbook

The school has created this schoolwide plan in order to outline and direct its schoolwide improvement efforts for the 2023-2024 school year and beyond. By evaluating and updating this plan, the school will meet state and federal requirements pertaining to schoolwide planning each year.

As part of the school's Comprehensive Needs Assessment, the school analyzes and disaggregates norm-referenced and criterion-referenced, as well as authentic assessment data, to ensure that all students master academic goals and State standards. The results of the data analysis drive changes (if needed) to the school's implementation of curriculum, instructional practices, professional development, and the school's schoolwide plan.

## 2.0 Evidence of Collaboration with Board and Continuous Improvement Team (CIT) Roster

ESSA requires that you consult and collaborate with specific stakeholder groups as you plan for the utilization of Federal grant funds, including presentation to the school board. To be in compliance, representatives from multiple stakeholders must be included on the school's continuous improvement team and listed on the roster. ***In order to pass an audit, you must have at least one parent who is NOT a school employee on the team.***

To complete this section, fill in the names of each improvement team member on the Continuous Improvement Team (CIT) Roster template and upload to OnBase along with submitting the date the school improvement goals were presented to the Board.

Links to Board Collaboration documents and Templates

- [OnBase Instructions](#)
- [Continuous Improvement Team \(CIT\) Roster Template](#)

## 3.0 Collaboration with Teachers and Other School Staff (including Title I staff)

To demonstrate that you have gathered feedback from your school staff, conduct a School Improvement Plan staff meeting. To make it easier on you and to ensure you are in compliance, use the required agenda, sign in sheets, presentation, and surveys templates along with suggested talking points linked below.

To complete this section, upload your completed School Improvement Plan staff meeting, agenda, sign in sheets, presentation, and surveys to OnBase.

Links to Staff Collaboration documents and templates

- [OnBase instructions](#)
- [Agenda](#)
- [Sign-in Sheets](#)
- [Presentation](#)
- [Survey](#)

## Phoenix Academy

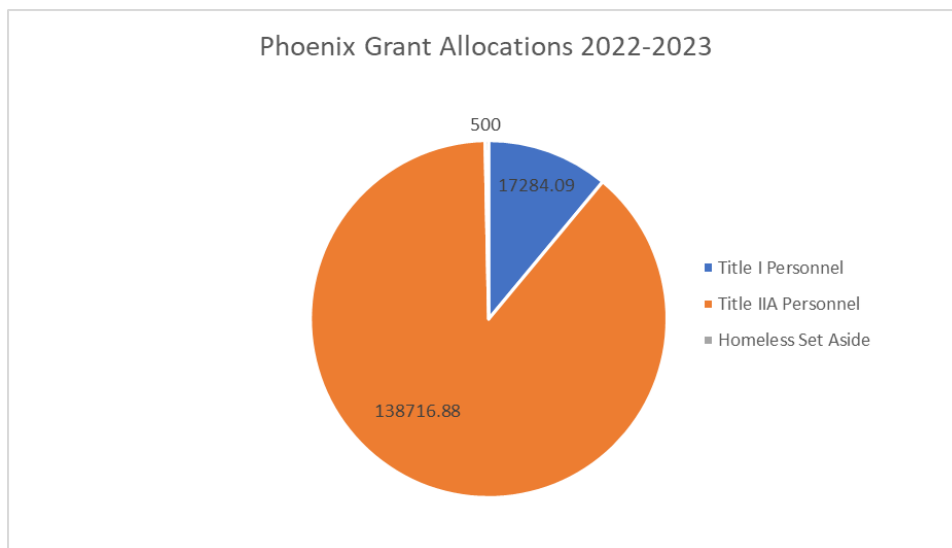


Figure: Grant Allocation Summary

### 4.0 Collaboration with Parents

To demonstrate that you have gathered feedback from parents, conduct your School Improvement Parent meeting. To make it easier on you and to ensure you are in compliance, use the required invitation, agenda, sign in sheets, presentation, and surveys templates along with suggested talking points.

To complete this section, upload your completed School Improvement Parent Meeting, invitation, agenda, sign in sheets, presentation, and surveys to OnBase.

***Please note, Comprehensive Needs Assessment (CNA) results are shared with parents during the Title I School Improvement Parent Meeting so it must be completed in advance.***

Links to SIP Parent Collaboration docs and templates:

- [OnBase instructions](#)
- [Agenda](#)
- [Sign-in Sheets](#)
- [Presentation](#)
- [Paper-Pencil Survey Template](#)
- [Survey \(Electronic link\)](#)
- [Survey \(QR code – You may copy/paste this QR code\)](#)



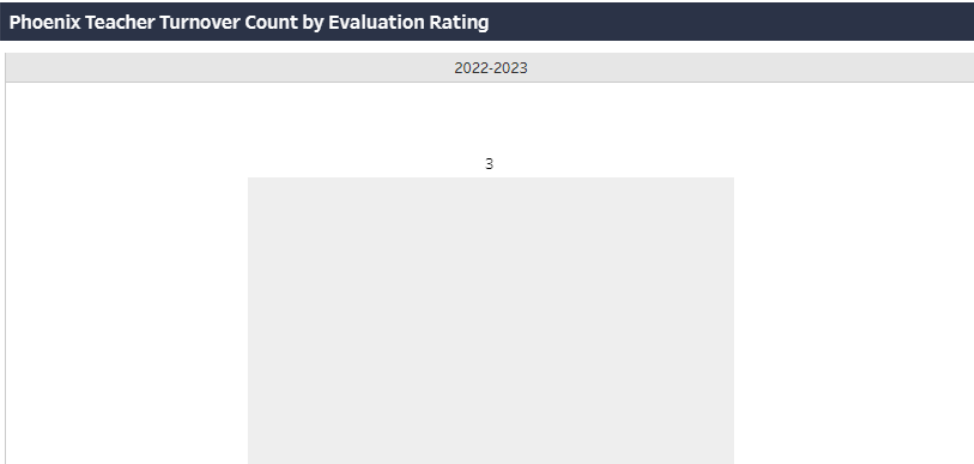
## 6.0 Comprehensive Needs Assessment - Overview

The Comprehensive Needs Assessment (CNA) is where you analyze data to determine the strengths, trends, and challenges of your school. Much of this data you have already reviewed as a part of ongoing school improvement that you lead in your building. Please record your analysis in the space provided in each section so we can include it in your official School Improvement Plan. The state is most interested in the trends you see, what may be causing those trends, and what you plan to do moving forward as a result.

## 7.0 Staff Data

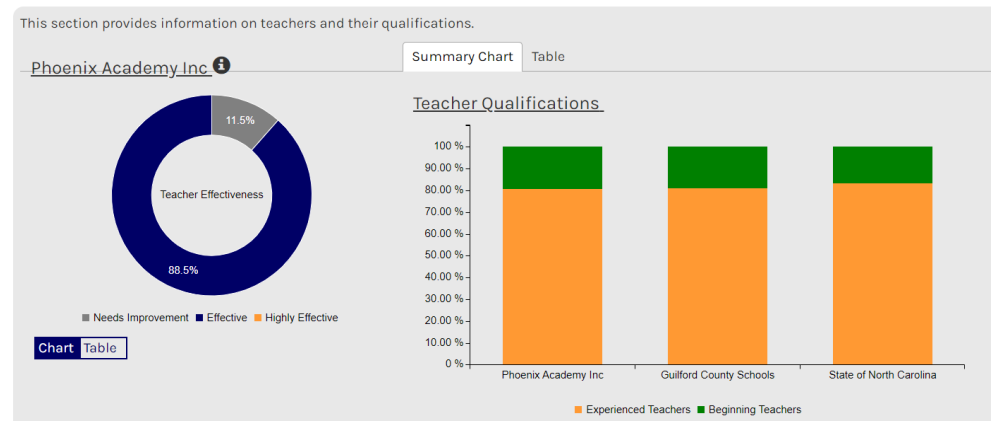
Staff data is collected in order to provide information on trends in staff experience, attendance, HQ status and satisfaction year over year.

### Teacher Turnover

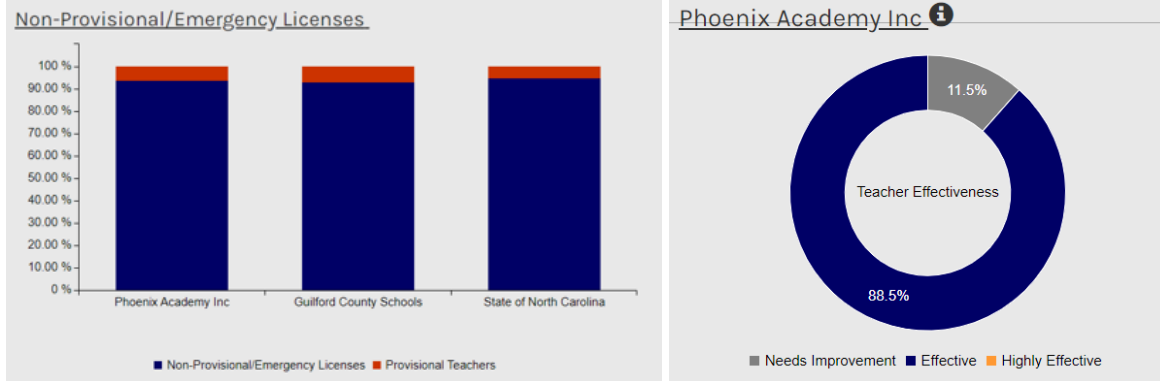


### % Highly Qualified

#### 2021-22 Teachers and Qualifications



## Phoenix Academy



### Staff Survey Data

		Fall 2022-2023
Overall Engagement Index		65
Loyalty	I would recommend my location as a great place to work.	65
	I would recommend my location to others for educating their children.	66
Manager/Principal	I have confidence in my leadership team.	70
	I would recommend My Manager to others.	69
	My Manager provides me with feedback that helps me improve my performance.	68
Personal Perception	I clearly understand what is expected of me in my role.	69
	I feel empowered to make decisions regarding my work.	58
	I have good opportunities to learn and grow at My Location.	64
	My opinions seem to count.	53
	The work that I do at my Location is meaningful to me.	86
School Environment	I feel physically safe at my location.	82
	I trust the people I work with.	64
	My location has a great culture	64
	My location is successful in responding to unproductive student behaviors.	53

### What trends do you notice in your school staff data?

**Most of our teachers are experienced and fully licensed. Overall, our engagement is 65 which we think is positive as the changes our staff have gone through over the last are numerous and have required learning completely new systems and processes.**

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**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

**Yes, Continuous PD, Leadership Training and Planning over the summer, addition of two more Deans and an additional registrar, and access to curriculum for teachers over the summer**

## 8.0 Parent Perception Data

Parent perception data is collected in order to provide information on trends in parent satisfaction year over year.

### Parent Survey Data

Phoenix Academy Fall 2022 Voice of the Parent Results									
Overall Satisfaction		Net Promoter		Invited Response Rate					
80%		34%		43% (401)		<b>Key:</b> Rank is based off the Top Box score for the individual measure. Net Promoter = % Promoters (answer of 9 or 10 on Recommend) - % Detractors (answer 0-6 on Recommend)			
		Percent Favorable	Rank	5 High	4	3	2	1 Low	
School Leadership	How satisfied are you with the quality of school leaders?	83%	54	44%	39%	14%	2%	1%	
	How satisfied are you with the communication you receive from school leaders?	74%	78	42%	32%	16%	8%	2%	
	I receive a response within 24 hours from school leaders.	77%	54	50%	27%	15%	5%	3%	
Teachers	How satisfied are you with the quality of teachers?	82%	62	50%	32%	14%	3%	1%	
	How satisfied are you with the communication you receive from teachers?	78%	66	48%	30%	14%	6%	2%	
	I receive a response within 24 hours from teachers.	79%	61	54%	25%	12%	5%	4%	
Academics	My children are receiving a high-quality education.	80%	68	41%	39%	15%	3%	2%	
	Phoenix is delivering on its promise of moral guidance.	79%	76	44%	35%	16%	4%	2%	
Facilities	The pick-up and drop-off procedures work well for my family.	78%	47	47%	31%	13%	4%	4%	
	The school building is well-maintained.	93%	33	61%	32%	5%	2%		
School Offerings	How satisfied are you with the sports and club options?	55%	68	25%	30%	28%	10%	7%	
	How satisfied are you with the course options?	69%	77	34%	36%	23%	6%	1%	
Other	Phoenix's culture is a good fit for my family.	82%	59	47%	35%	13%	3%	2%	
	Discipline policies are implemented fairly and in a timely manner.	76%	56	43%	33%	15%	6%	3%	
	School policies, procedures, and staff keep my children safe.	89%	32	55%	35%	8%	2%	1%	
	Phoenix is open to parent feedback.	81%	65	49%	32%	13%	4%	2%	
	The office staff is responsive and friendly.	90%	39	62%	29%	7%	2%	1%	
NPS	How likely are you to recommend Phoenix to others?	84%	45	51%	33%	11%	3%	3%	
Overall Satisfaction	How satisfied are you with Phoenix?	80%	59	41%	40%	16%	3%	1%	

**What trends do you notice in your school parent perception data?**

Overall satisfaction is 80% with communication being a high score. Lower scores are for extra curriculars and course options.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Yes, we are developing a Middle School Program that we were really lacking last year for 5<sup>th</sup>-8<sup>th</sup> grade. Plus, we have added many more electives and class choices for high school by adding

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more teachers. Last, we added two more elective teachers so K-7 students can have more regular exposure to arts and electives.

### 9.0 Demographic Data

Student Demographic Data is collected to demonstrate trends in enrollment, attendance, mobility, and discipline year over year.

Enrollment Snapshot									2022-2023
Grade	Offered Capacity	Enrolled on Count Day	Currently Enrolled	Re-Enrolled	Applied	Accepted	Registered	Available Seats	Wait List
Kindergarten	135	139	133	0	0	2	0	0	0
First Grade	135	136	137	0	0	0	0	-2	37
Second Grade	135	130	129	0	0	0	0	6	9
Third Grade	125	123	124	0	0	1	0	0	41
Fourth Grade	125	126	125	0	0	0	0	0	23
Fifth Grade	125	122	122	0	0	3	0	0	5
Sixth Grade	125	116	119	0	0	0	0	6	0
Seventh Grade	125	128	125	0	0	0	0	0	31
Eighth Grade	115	115	113	0	0	2	0	0	6
Ninth Grade	50	63	69	0	0	0	0	-19	15
Tenth Grade	40	38	34	0	0	1	0	5	0
Eleventh Grade	20	18	17	0	0	0	0	3	1
Total	1,255	1,254	1,247	0	0	9	0	-1	168

### Gender Counts

Gender	Number of Students	% of Total
Null	29	2.3%
Female	610	48.9%
Male	608	48.8%

### Ethnicity Counts

Ethnicity	Number of Students	% of Total
Null	50	4.0%
American Indian or Alaskan Native	5	0.4%
Asian	113	9.1%
Black or African American	461	37.0%
Hispanic	170	13.6%
Native Hawaiian or Pacific Islander	2	0.2%
White	446	35.8%

## FRL Counts

FRL Status	Number of Students	% of Total
Free	26	2.1%
Not Eligible	1,207	96.8%
Reduced	14	1.1%

## IEP Counts

IEP Status	Number of Students	% of Total
IEP Student	142	11.4%
Non-IEP Student	1,105	88.6%

## ELL Counts

ELL Status	Number of Students	% of Total
ELL Student	73	5.9%
Non-ELL Student	1,174	94.1%

## Special Populations

Foster Student Count	Foster % Total Enrolled	Homeless Count	Homeless % Total Enrolled	EL Count	EL % Total Enrolled	Migrant Count	Migrant % Total Enrolled	Immigrant Count	Immigrant % Total Enrolled
4	0.32%	2	0.16%	73	5.85%	0	0%	6	0.48%

## What trends do you notice in your school student demographic data?

Our school has become very diverse over the years. Our white and black student population are almost equal. Our Hispanic and Asian populations have increased to 20%. This is consistent with the EL data we got at the beginning of the year. Our EC is 11.4%. Our students have needs from articulation to self-contained needs. We only had 40 families who qualified for free and reduced lunch.



**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Yes, we added two EL teachers with a full EL program. Also, we added two self-contained rooms and 3 EC teachers. Moving forward with the High School we will be developing an OCS program. We need to communicate more about what the free and reduced lunch information is used for and get all our families to complete a form. Last, we need to offer a culturally responsive PD for our staff to understand the diversity within their classrooms.

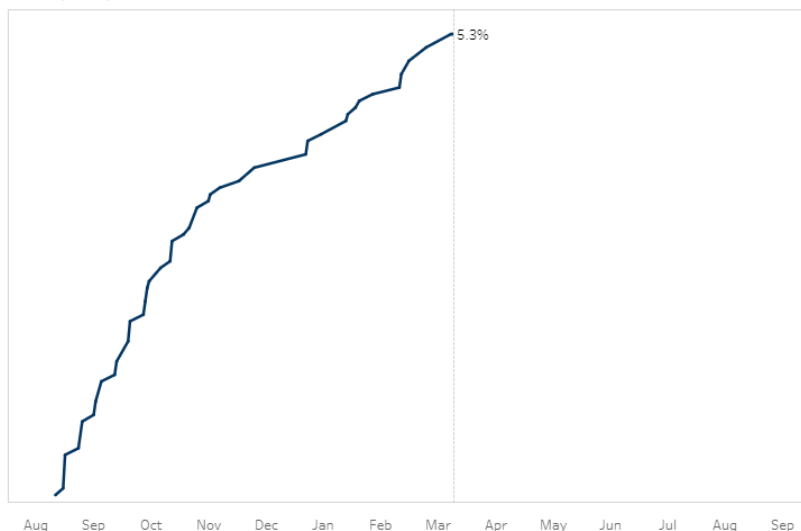
## 9.1 Student Attrition Data

Year-To-Date Attrition Trend: Phoenix  
YTD attrition/withdrawal totals as of 3/22



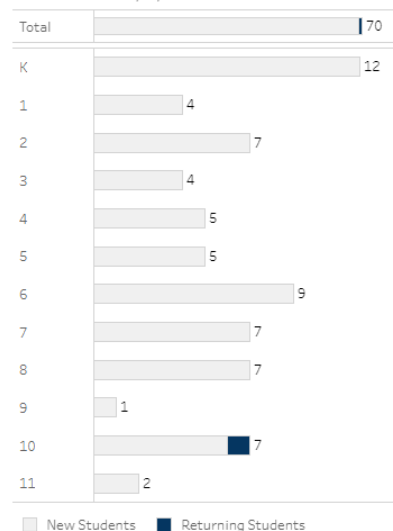
Attrition Running Total

Click a specific point on the chart below to filter dashboard YTD totals



2022-23 Withdrawal Totals by Grade

Grade totals as of 3/22/2023



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### Withdrawal Reasons List: Phoenix

Totals as of 3/22/2023

Parent Relations Withdrawal Reason(s)		Withdrawal Form Reason Text
Total	70	3/10/2023 No longer satisfied with the school's ability to meet my c..
--	17	3/8/2023 Will be attending another school in Rowan Salisbury Sch..
Transportation not provided	16	3/8/2023 Will be attending another school in Rowan Salisbury Sch..
Moved too far to attend	9	3/3/2023 Moved
Relocation due to military	6	3/3/2023 Moved
Virtual option	4	3/2/2023 Going to a middle school closer to his dad's home.
Other student behavior	3	2/1/2023 Severe anxiety developed tics in " In school" learning env..
School culture does not meet expect..	3	1/4/2023 Online school
Classroom staff engagement/quality	2	11/9/2022 We feel it is in Parker's best interest to homeschool him ..
Custody change	2	10/31/2022 Car troubles can't get student to school.
Family circumstances	2	10/9/2022 Relocated
Academic program not meeting exp..	1	9/26/2022 Not pleased
Expulsion or Possible Expulsion	1	9/26/2022 Homeschool online. Not pleased with what Phoenix has ..
Family Related Circumstances	1	9/22/2022 There was a special child in the same class who had hit m..
Safety	1	9/9/2022 transportation
Siblings attending multiple schools	1	8/31/2022 Transferring to Summerfield Charter Academy
Teacher to parent communication	1	8/26/2022 Transferring to a school closer to home we got accepted ..

### What trends do you notice in your school student attrition data?

44% of our attrition was the result of relocation or transportation concerns. 2% of our families did not put a reason for leaving.

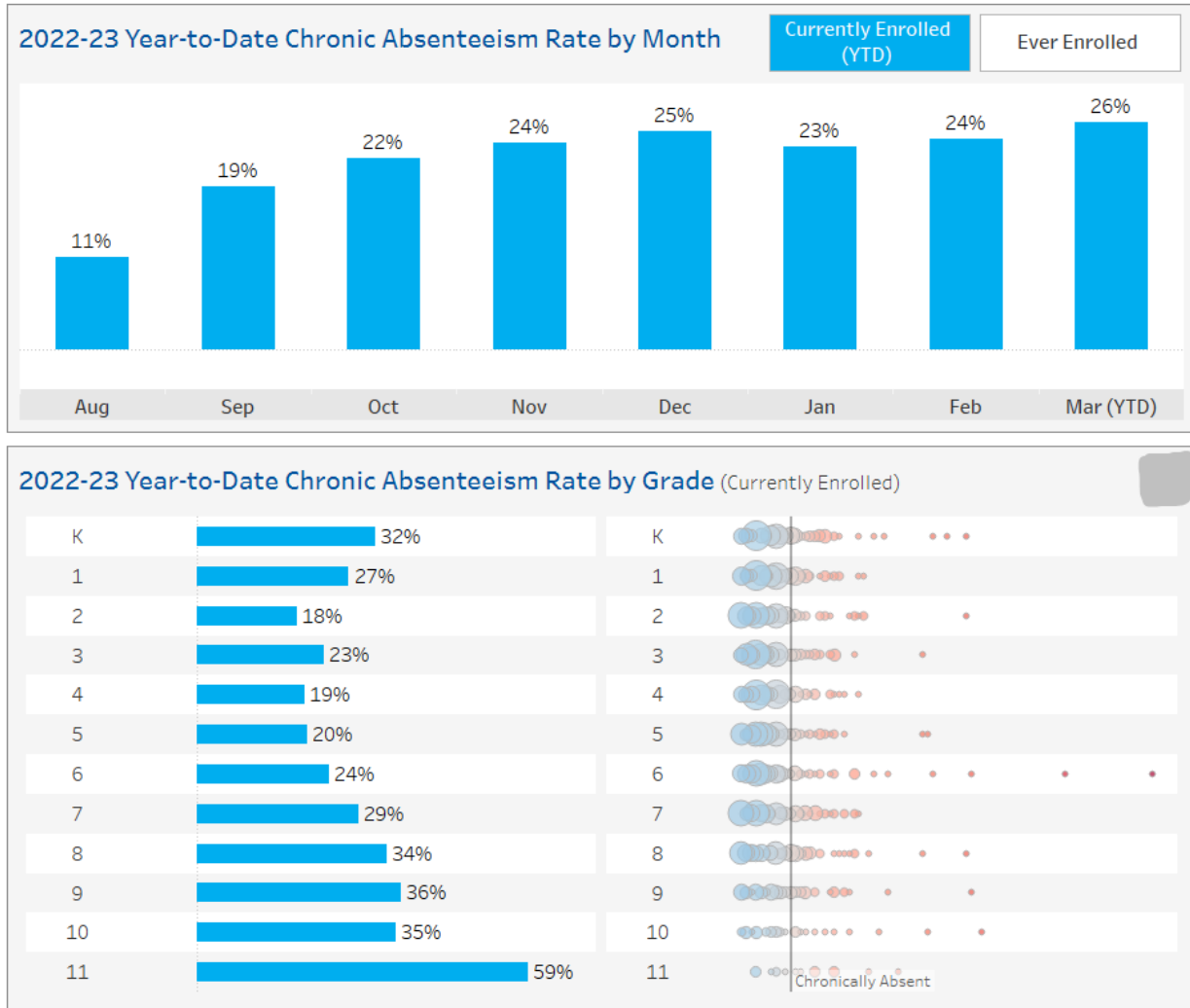
### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Yes, we will reach out to all families that are leaving to gather information through a personal phone call.

## 9.2 Student Attendance

Insert Attendance Data

## Phoenix Academy



○ **What trends do you notice in your student attendance data?**

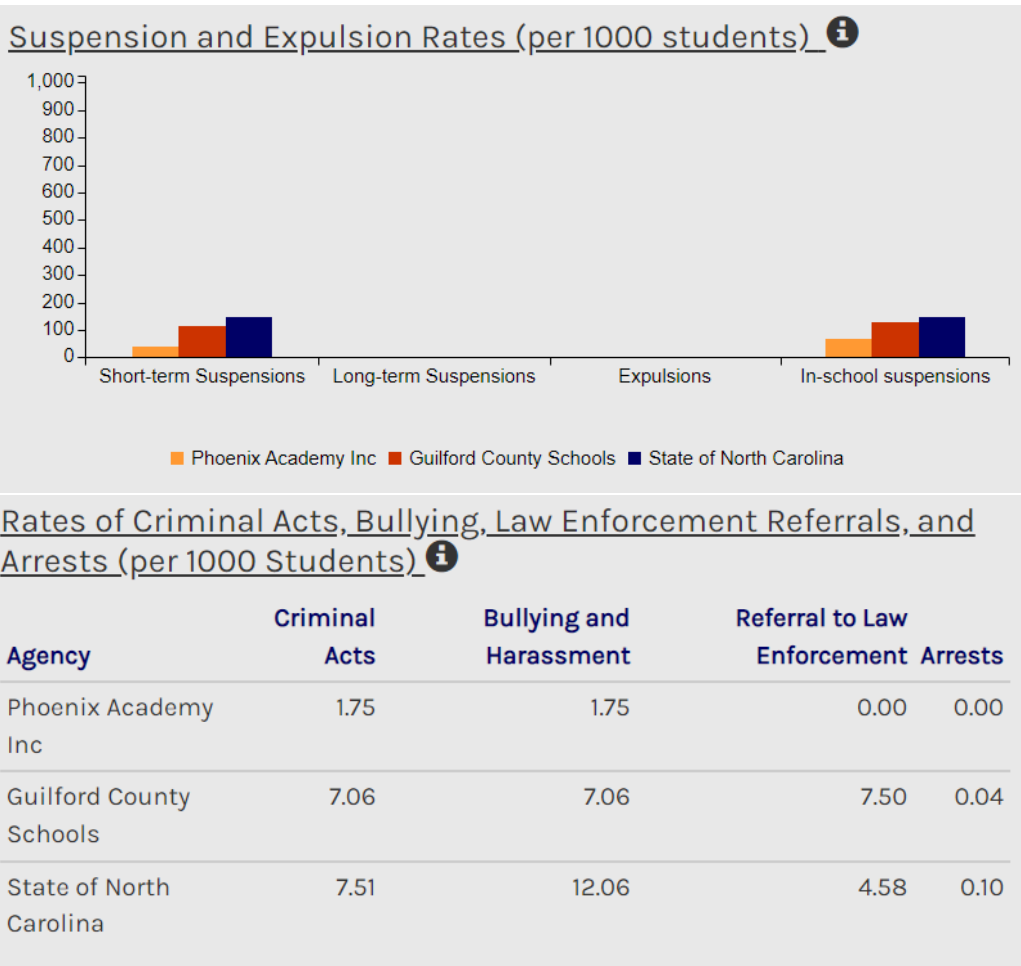
Our HS numbers are high for absences and Kindergarten.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Yes, we have a new HS handbook where students who miss class periods will have to make up the time. We will be having meetings with families of historically chronic absenteeism to explain in the upcoming school year, their children will be retained or have to go to credit recovery if they continue to be absent or arrive late, or leave early.

### 9.3 Student Discipline

Note: Data below is from State report card data as it does not appear that Phoenix is currently utilizing the myNHA Behavior application. If school has additional behavior/discipline data, feel free to add that to your analysis.



**What trends do you notice in your student discipline data?**

We have had an increase in minor disruptive behavior as well as minor inappropriate touching which have resulted in a huge increase in short term ISS or OSS. Additionally, although more students are being disciplined, it does seem to be about 60% are repeat students.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Yes, we are adding an ABSS to the largest student population building to help with behavior support. We are adding behave with care and moral focus. Also, we will be meeting with our frequent fliers to start behavior contracts before school begins.

## 10.0 School Community Summary

**Provide a summary of unique features and challenges associated with the community in which your school resides. Include demographic and economic information.**

Provide a summary of unique features and challenges associated with the community in which your school resides. Include demographic and economic information.

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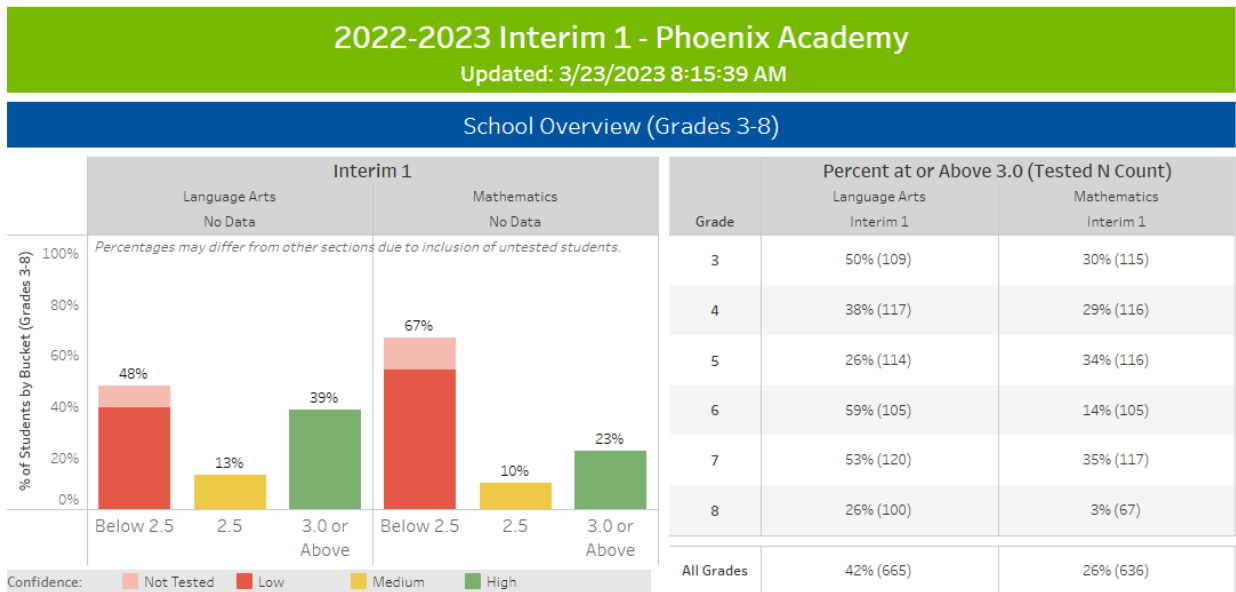
<http://www.usa.com> is an excellence resource available to identify community information-statistics by zip code)

Phoenix Academy is geographically located in the 3<sup>rd</sup> largest school district in the state of NC, Guilford County Schools. Guilford County has grown 19% since 2000. We are the 3<sup>rd</sup> largest state county. There is a lack of choice for high schools in High Point. Two of the three high schools are failing with high behavior reputations. The third high school is overcrowded and has recently since a sharp increase in behavior resulting in police intervention. GCS high schools in general are not safe spaces for students to learn which is causing many families to look for alternative solutions for their children.

The average household income is \$45,000. With the average female making \$25,000 and male making \$32,000. The White family income is \$56,000. Black is \$33,000. Hispanic \$33,000 and Asian \$46,000. 13% of Guilford County families live in poverty. The county is 57% white, 33% black and other 12% Hispanic, Asian, and multi-racial. In the Asian population over 30% of the families are Vietnamese.

The most popular industries are education, healthcare, and social services.

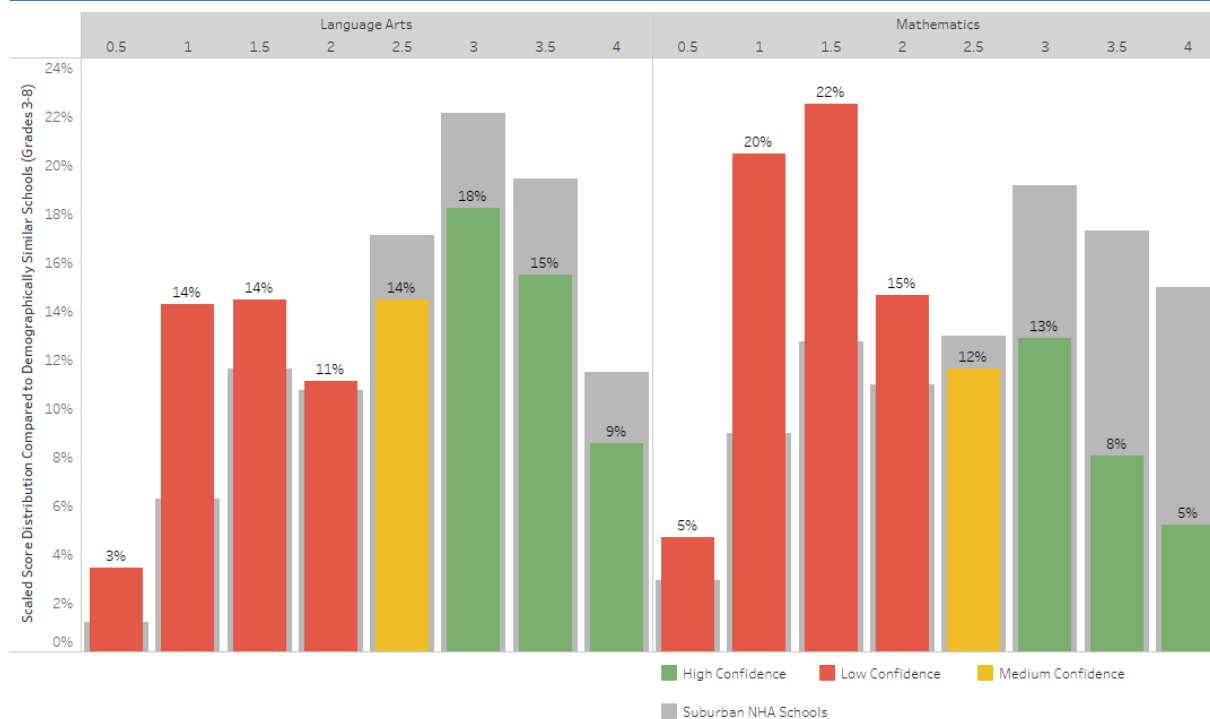
### 11.0 Student Interim Data



Scaled Score Distribution by Grade (Interim 1 Results)																
Grade	Language Arts								Mathematics							
	0.5	1	1.5	2	2.5	3	3.5	4	0.5	1	1.5	2	2.5	3	3.5	4
3	4%	21%	9%	7%	8%	18%	15%	17%	3%	13%	28%	15%	10%	15%	9%	7%
4	6%	15%	18%	10%	12%	20%	14%	5%	8%	26%	17%	8%	12%	10%	14%	5%
5	7%	23%	16%	16%	12%	18%	9%		7%	15%	13%	18%	14%	14%	12%	8%
6	1%	5%	10%	10%	15%	23%	22%	14%		31%	27%	10%	17%	10%	1%	3%
7	1%	6%	16%	9%	16%	14%	24%	14%	2%	9%	21%	26%	7%	21%	9%	6%
8	2%	16%	18%	14%	24%	17%	9%		10%	36%	34%	7%	9%	3%		
All Grades	3%	14%	14%	11%	14%	18%	15%	9%	5%	20%	22%	15%	12%	13%	8%	5%

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## Scaled Score Distribution Compared to Suburban NHA Schools (Interim 1 Results)

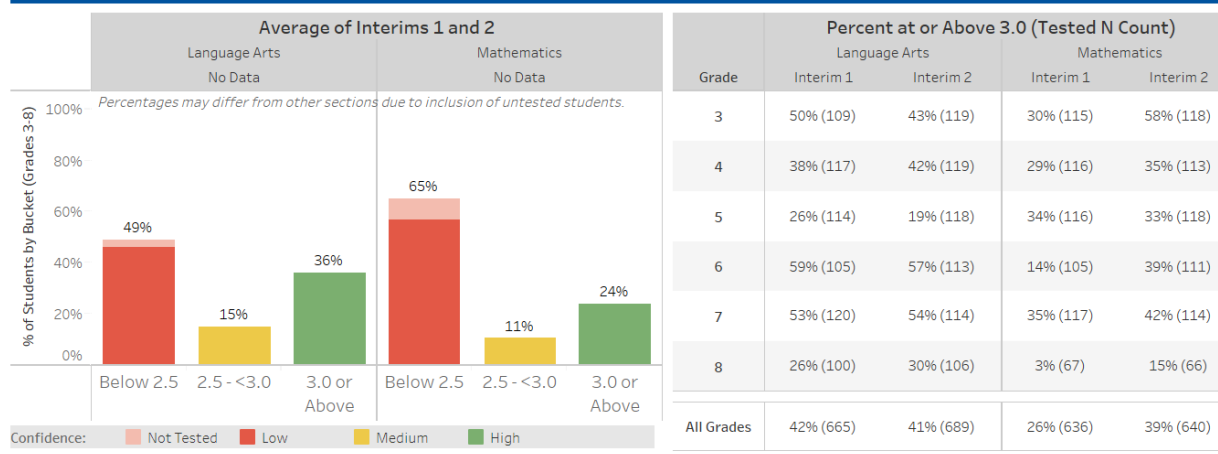


Colors indicate confidence level that students will be proficient on the state test. Students who have a high confidence level are likely to be proficient on the state test, while students with low confidence are less likely to be proficient.

## 2022-2023 Interim 2 - Phoenix Academy

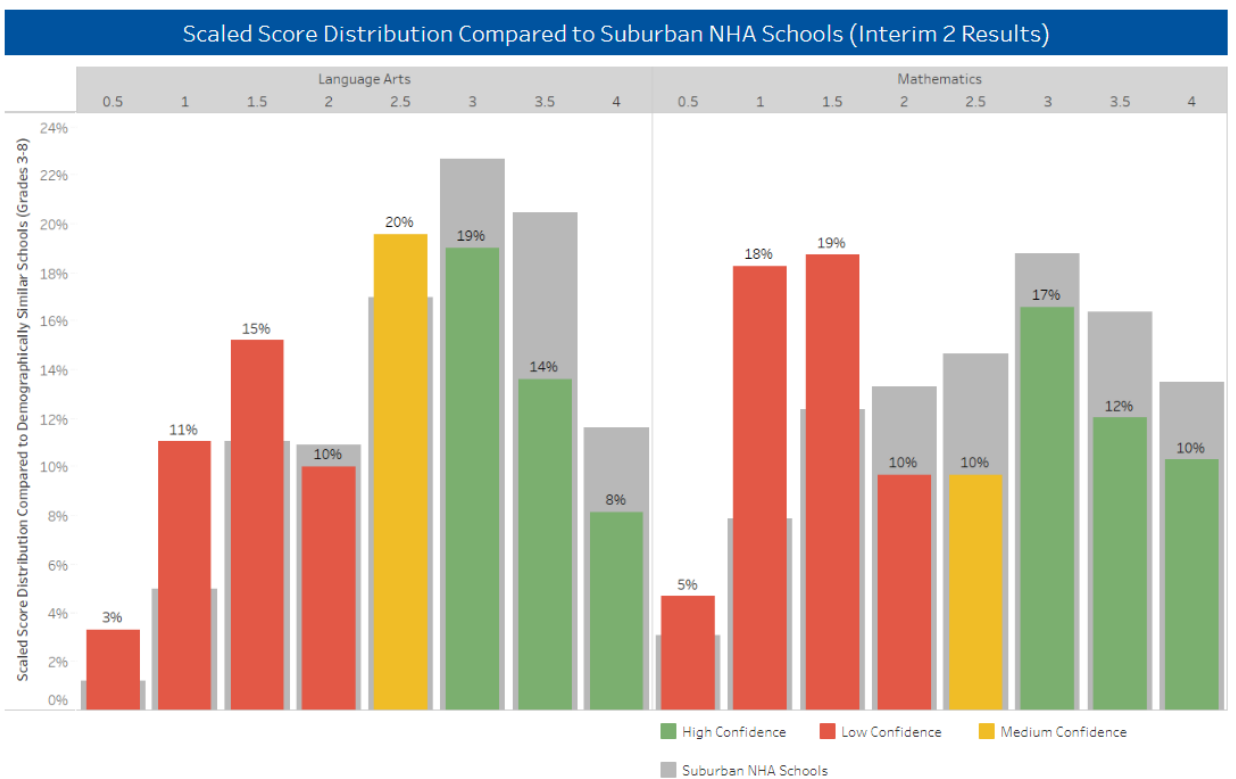
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### School Overview (Grades 3-8)



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Scaled Score Distribution by Grade (Interim 2 Results)																
Grade	Language Arts								Mathematics							
	0.5	1	1.5	2	2.5	3	3.5	4	0.5	1	1.5	2	2.5	3	3.5	4
3	3%	15%	14%	7%	18%	21%	10%	12%	4%	4%	13%	8%	12%	19%	19%	21%
4	5%	10%	15%	8%	19%	19%	16%	7%	6%	23%	15%	16%	4%	13%	12%	11%
5	11%	10%	25%	15%	20%	17%	2%		6%	19%	19%	10%	12%	12%	13%	8%
6		7%	7%	9%	20%	18%	23%	16%	3%	22%	20%	7%	10%	18%	14%	7%
7		6%	11%	13%	15%	26%	17%	11%	1%	21%	16%	7%	13%	22%	11%	10%
8	1%	18%	19%	8%	25%	12%	15%	3%	11%	23%	38%	9%	5%	15%		
All Grades	3%	11%	15%	10%	20%	19%	14%	8%	5%	18%	19%	10%	10%	17%	12%	10%



### What trends do you notice in your student interim data?

COVID severely impacted our 5<sup>th</sup>-8<sup>th</sup> student math progress. While our K-3 students suffered the most impact in reading. However, all our testing data is lower than years prior to COVID.

### Are there action steps you are taking/will take to impact this trend? If yes, what are they?

Yes, we are currently having summer remediation for any students who did not pass and would like to try again. We are adding reading and math curriculum for 3-8 with targeted PD. Summer school is being required for our HS who did not pass their courses or EOCs. We added two Deans to help with coaching throughout the year and compartmentalizing 4-8 grade to increase the teaching consistency.

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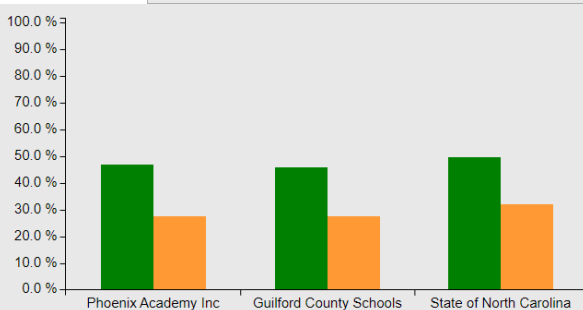
## 12.0 State Test Data

Note: Data below is from 2021-22 State Report Card [Phoenix Academy Inc \(sas.com\)](https://sas.com). If school has access to any additional historical state test data, feel free to include it.

### Proficiency in Subject Areas

#### Math Performance

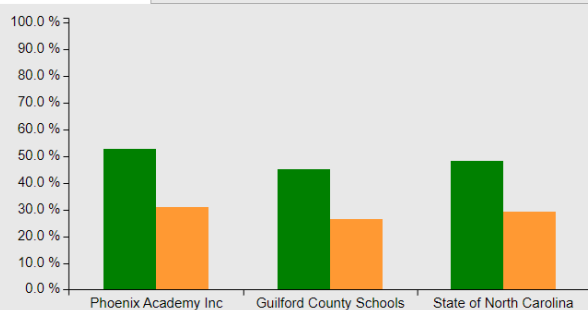
Summary Chart Table



■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

#### Reading Performance

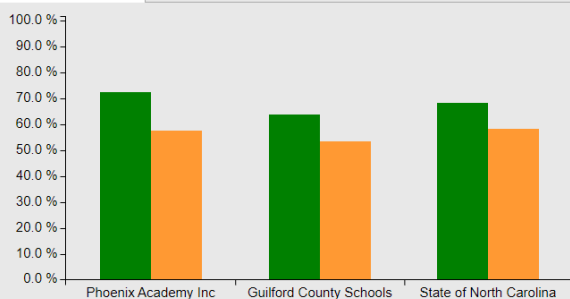
Summary Chart Table



■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

#### Science Performance

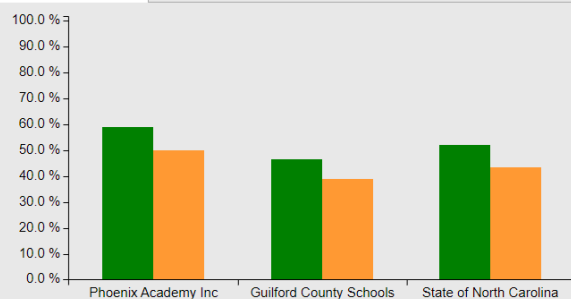
Summary Chart Table



■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

#### Biology Performance

Summary Chart Table



■ Grade Level Proficient (Levels 3-5) ■ Career and College Ready (Levels 4-5)

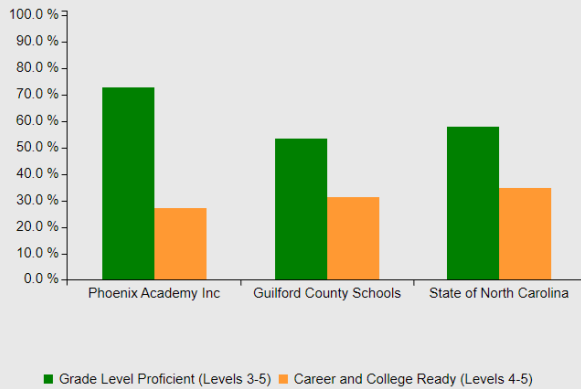


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## English II Performance

Summary Chart

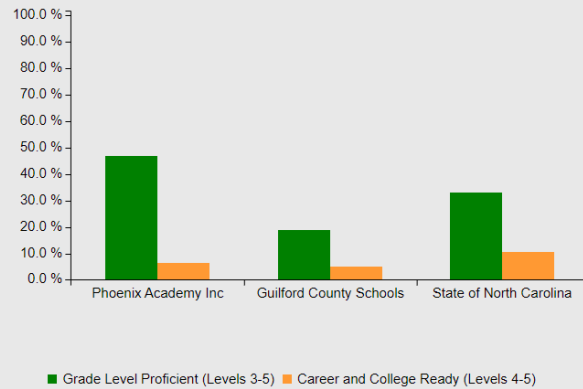
Table



## NC Math 1 Performance

Summary Chart

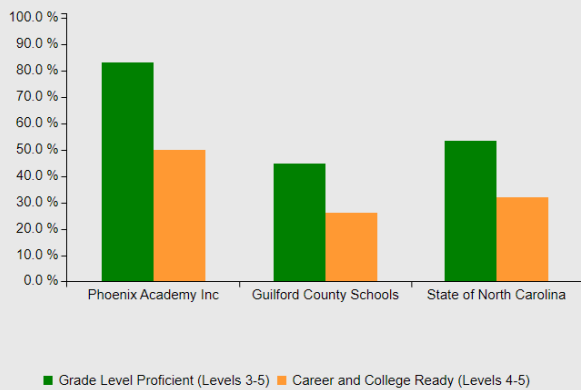
Table



## NC Math 3 Performance

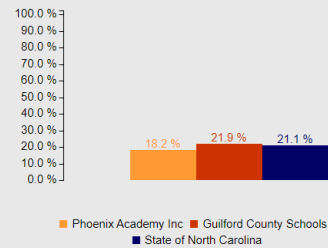
Summary Chart

Table

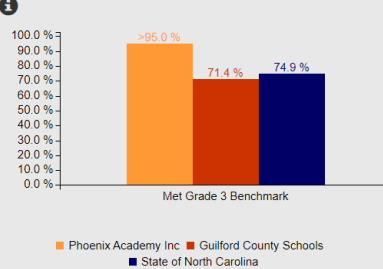


## Other Measures

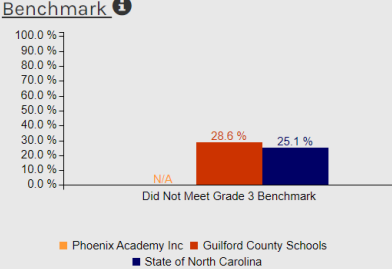
### English Learner Progress



### Read to Achieve - Met Grade 3 Benchmark

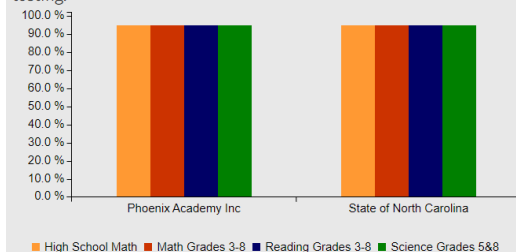


### Read to Achieve - Did Not Meet Grade 3 Benchmark



### Test Participation

Percentage of students participating in state mandated standardized testing.



## 12.1 Subgroup State Achievement Data

### State % Proficient by Subgroup

**What trends do you notice in your student state test data by grade?**

5<sup>th</sup> grade scored well in all areas. We beat the county in all measures. Science and Bio were strong. However, we have more at grade level proficient compared to college and career ready.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

Yes, Curriculum, Professional Development, Staff Changes, and departmentalizing 4<sup>th</sup>-8<sup>th</sup>. Also, we are adding MClass to our K-3 program.

**What trends do you notice in your student state test data by gender?**

Our males and females scored consistent.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

None needed.

**What trends do you notice in your student state test data by students who are homeless or in foster care?**

We do not have enough sample size for this to be reported.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We added a social worker this year who works with this population and leadership.

**What trends do you notice in your student state test data by migrant status?**

We do not have enough sample size for this to be reported.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We added a social worker this year who works with this population and leadership.

**What trends do you notice in your student state test data by EL subgroup?**

We had less than 25% pass.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We added 2 EL teachers with a full program this past year. We will be adding an actual class for HS to help support students.

**What trends do you notice in your student state test data by race/ethnicity?**

Our Black students are performing the worst and our Asian students are far outperforming their peers.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We are adding curriculum. We plan to use our internal gen ed paras for more targeted tutoring. Additionally, adding more Deans will allow for more one on one data discussions and classroom observations with teachers.

### **13.0 Comprehensive Needs Summary**

Reflecting on all of the data in your Comprehensive Needs Assessment, please answer the questions below.

#### **Reading**

**What strengths and challenges in Reading have been identified?**

Lack of standardized instruction and curriculum for K-11. Lack of writing instruction as well as vocabulary instruction for all grades.

**What trends have been identified in Reading?**

Our 3<sup>rd</sup> and 4<sup>th</sup> graders are still struggling to meet their reading progress. Students who are behind are years behind and it is difficult to move them.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

We are tutoring. We have a reading interventionist working with the bottom 20%. We are implementing MCLASS for consistent data collection and new reading curriculum.

#### **Writing**

**What strengths and challenges in Writing have been identified?**

Our students cannot write at grade level. We do not have a standardized measure of this but from anecdotal data and teacher input, they are not able to organize and write their thoughts cohesively.

**What trends have been identified in Writing?**

Poor grammar, lack of depth in vocabulary and sentence structure, inability to organize thoughts and flesh them out

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

The new curriculum has a writing component as well as practice in the intervention classes when possible. Additionally, introducing the idea of writing across curriculum to our elective teachers.

**Math**

**What strengths and challenges in Math have been identified?**

The 5<sup>th</sup>-8<sup>th</sup> graders missed foundational pieces during COVID which has made higher level math very difficult for them.

**What trends have been identified in Math?**

5<sup>th</sup> and 7<sup>th</sup> should have growth but still have low proficiency.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

New curriculum that is consistent school wide, more coaching for teachers, additional Deans, tutoring

**Science**

**What strengths and challenges in science have been identified?**

Often science is one of the subjects cut for time in the lower grades. This makes the 5<sup>th</sup> grade test difficult as the foundation can be missing important parts.

**What trends have been identified in science?**

Our school traditionally has done well with science showing both high growth and some of our highest school wide proficiencies.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

New curriculum, PD, More Deans

**Social Studies**

**What strengths and challenges in Social Studies have been identified?**

This is the subject teachers seem to be most attracted to teaching. However, since it is the only non-tested subject it is also the one most often cut for time and without a consistent curriculum.

**What trends have been identified in Social Studies?**

We need to be more consistent with our expectations for what will be done by grade including writing more to gauge critical thinking skills.

**Are there action steps you are taking/will take to impact this trend? If yes, what are they?**

More Deans, More Leadership direction, and more field trips to bring social studies to life

### Student Interventions

#### **How does your school make sure all students learn at a high level?**

This past year we had an AIG teacher who worked with the highest students in groups and with the teachers for all other students with differentiation help. Plus, we had online programs such as Dreambox and Istation which would differentiate instruction challenging kids across the board.

#### **How does your school identify students who need intervention?**

Testing Data, teacher referral, mastery connect, teacher assistance team referrals.

#### **How does your school intervene for students who need the most instruction support (both in the classroom and through intervention programs)?**

We have small pull outs within the classroom, pull out groups with interventionists, one on one tutoring after school, small group tutoring after school, EC services, EL services, Social Worker, Teacher Assistance Team

#### **How does your school determine if the needs of those students are being met?**

Through testing data, data meetings, leadership meetings, EC meetings, parent feedback and if appropriate student feedback

#### **How are your teachers involved in analyzing student achievement data to improve the results of all students?**

Teachers go to weekly data meetings and monthly School Leadership Meetings to discuss trends.

#### **Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.**

We have proactive programs that incentivize students and teachers to recognize and reward the positive behaviors of our students. Students are only removed from the classroom as a last resort or a issue with safety. Families are always contacted for removals.

### Highly Qualified Staff

#### **What does your school do to attract and/or retain high quality teachers (different from the things NHA might do on your behalf)?**

We develop relationships with our staff. We make sure teachers are happy on the grade levels where they teach. We survey our staff and try to do fun culture building events like our annual carnival and international night.

### Staff Professional Development

#### **What staff development offers were the most effective last year?**

Trainings with math story that involved follow up with C and I.

**How do you know the PD was effective?**

Teacher's feedback and data on growth and proficiency, walk throughs.

**How will the learning be sustained moving forward?**

We are implementing the whole curriculum with instructional coaching and C and I support.

**Describe the systems or processes in place that provide opportunities for professional growth and building the capacity of teachers.**

Teacher Surveys, Leadership opportunities to lead PD, Team Leads, School Leadership Team, Mentoring/Beginning Teacher Programs

**Describe (1) teacher needs that impact academic achievement, and (2) how your Title II, Part A program is designed to address those needs for the upcoming year.**

Teachers will have several new curriculums they will be implementing this upcoming school year. These curriculums were chosen off data from testing and surveys.

We will use our Title II funds to provide numerous PD opportunities for teachers to become proficient in the execution of the curriculums.

## 14.0 Wellness Policy and Goal Evaluation

The National School Lunch Act mandates that all schools participating in the National School Lunch Program and/or School Breakfast Program establish a Wellness Policy and general requirements for the development, implementation, dissemination, and assessment of the policy and evaluate it annually.

To complete this section, review your 2022-23 Wellness Policy and Goals, complete the evaluation template linked below and upload to OnBase

**\*\*We do not have a lunch program.**

Links to resources and templates

- [2022-23 Wellness Policy and Goals](#)
- [Evaluation of Wellness Plan and Goals Template](#)
- [OnBase Task Instructions](#)

## 15.0 School Improvement Goals

Based on your Comprehensive Needs Assessment and Subgroup State Achievement Data complete the goals tables below. Completion of two (2) goals with at least one (1) activity per goal is required. Any additional Goals and Activities are optional.

**Action Plan for Continuous Improvement**

**Goal #1 Required:**

<b>SMART Goal</b>	Improve math proficiency in grades 3-8 by 15%
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Phoenix Academy

Baseline Data	Overall math EOG passing rate of 43%								
Area of Need	Proficiency and on-grade competency								
Root Cause	Lack of consistent curriculum and teacher effectiveness.								
Strategies	Consistent math instruction and monthly progress monitoring								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Instructional Coaching	Observations and walk-throughs . O3 meetings	Deans and C&I team will monitor instruction and provide feedback in O3 meetings.	8/9/23	6/7/24	Deans and C&I team	General Budget	Common Assessments, State tests and Teacher Evaluation Data		
Progress monitoring	DreamBox, Common assessments benchmark testing	Teachers/Interventionists/Deans will monitor data monthly	8/9/23	6/7/24	Teachers and Deans	General budget	Common Assessments, DreamBox and State tests		
Math Interventionist	Tutoring and conferencing	Work with teachers in classroom, and small groups of students in pull out	8/22/23	6/7/24	Math interventionist and Deans	Title I	DreamBox, common assessments, and state testing		

**Goal #2 Required:**

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SMART Goal	Improve reading proficiency by 15% across grades K-8								
Baseline Data	EOG scores show 53% of students proficient in Reading.								
Area of Need	Reading proficiency								
Root Cause	Lack of consistent curriculum and teacher effectiveness.								
Strategies	Implement new curriculum with monthly progress monitoring								
Activities/Action Steps the School will Implement as Part of the Overall Strategy for Continuous Improvement and Meeting Goal/Objective.									
Name	Activity Type	Action Steps	Begin Date	End Date	Staff Responsible	Funding	Measurement of Progress	Goal Status	Notes
Instructional coaching	Observation, walk-through and O3	Deans and C&I team will monitor instruction and provide feedback in O3 meetings.	8/9/23	6/7/24	Deans and C&I team	General budget	Common Assessments, State tests and Teacher Evaluation Data		
Progress monitoring	mClass, Lexia, benchmark testing	Teachers/Interventionists/Deans will monitor data monthly	8/9/23	6/7/24	Teachers and Deans	General budget	Common Assessments, Lexia, mClass and State tests		
Reading Interventionist	Tutoring and conferencing	Work with teachers in classroom, and small groups of students in pull out	8/22/23	6/7/24	Reading interventionist and Deans	Title I	MClass, common assessments, and state testing		

Add additional Goals if desired.

## 16.0 Evaluation of School Improvement Efforts



**How does your school evaluate the effectiveness of your goals and strategies each year?**

We use data analysis, progress monitoring, surveys and feedback, qualitative assessment, and shareholder collaboration.

**Please complete the following review of the goals from the previous year, if available.**

We do not have all of our testing data finalized to see if we met our goals.

## **17.0 Professional Learning Plan**

In accordance with ESSA, the academy provides high-quality and ongoing professional learning for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The school plans to carefully integrate its professional learning for the staff—for both teachers and paraprofessionals—into its collaborative team-focused culture and its ongoing teacher supervision and support model. The cornerstone of that model is the grade level team arrangement which provides daily opportunities for common planning/professional learning time for the grade level teams within the regular school days as well as regularly scheduled vertical house/full faculty meetings outside of the school day.

To complete this section, Consider the data you have gathered and carefully identify and prioritize your professional learning needs for the 2023-24 school year. Complete the Professional Learning Plan for 2023-24 staff professional development and upload it to OnBase. Use the links below for resources and templates.

Links to resources and templates

- [OnBase Professional Learning Plan Instructions](#)
- [Professional Learning Plan template](#)

## **19.0 Parent and Family Engagement Plan and Activities Calendar**

ESSA requires that you ensure meaningful involvement and engagement of parents and support a partnership among the school, parents, and community to improve academic achievement. The completion of the Parent and Family Engagement Plan Template and Calendar of Activities along with review of the Plan with parents during your Parent Collaboration Meeting is evidence this has occurred.

To complete this section, update the Parent and Family Engagement Plan and Parent and Family Engagement Activities Calendar for the 2023-24 school year and upload to OnBase. Use the resources and templates provided below.

Links to resources and templates

## Phoenix Academy

- [OnBase instructions](#)
- [Parent and Family Engagement Plan Template](#)
- [Parent and Family Engagement Activities Calendar](#)