Phoenix Charter School
SIA Grant Application

Part One: General Information

This preview of the SIA application is created for information purposes only. It shares the content of what applicants will be asked to submit through an application portal. It may be revised slightly for clarity, logistical, use-ability, or formatting purposes. It is provided here only as a tool to plan and prepare.

Applicant

School District or Eligible Charter School Name: Phoenix School (DBA Phoenix Charter School)
Institution ID: 4391
Webpage (where SIA Plan will be posted): https://phoenix.roseburg.k12.or.us/

Contact Person

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Part Two: Narrative Plan Summary

Plan Summary

Phoenix School of Roseburg is a private nonprofit organization incorporated in 1981 when two local GED teachers sought a unique structure to educate youth. Since 2005, our flagship program has been our open enrollment special purpose charter school serving greater Douglas County. The Phoenix Charter School student population is characterized by mid-to-high ACES scores, and subsequentially, we define school success is the ability to form life assets. The key to forming these 40 developmental assets (Search Institute) is the ability to benefit from developmental relationships. The ability to form and to maintain healthy, developmental relationships can be greatly compromised by unresolved trauma. As a result, it is our mission to help youth resolve trauma, to form and maintain healthy, developmental relationships and to build the life assets that predict they will become healthy, caring, committed, productive citizens.

In 2018-2019 school year, Phoenix Charter enrolled 289 students with an average daily membership of 182 for the year. The student population demographics of those enrolled last year include: 80% White, 8% Hispanic/Latino, 11% Multiracial, <1% American Indian, <1% Asian, <1% Black/African American, 70% Free and Reduced Lunch, 24% Students with Disabilities, and no students Ever English Learners.

Our school is proud of our dedicated team of individuals working each day to inspire, motivate, and support our students towards their success. Some recent elements to share include: a 14% increase in Freshman on Track, an 81% retention of our 8th grade class, the high level of engagement with our CTE offerings, and 12% increase in our four-year cohort success rate. Our school strives to address many challenges such as attendance rates, on-track to graduation rates, and the achievement in core academics by our students experiencing poverty and students with disabilities.

The Phoenix Charter Mission Statement is 'Students creating pathways to college and careers through high standards of academic achievement, career-technical education, and personal growth.' In early 2019, our Board of Directors adopted a strategic framework to guide our strategy and school culture called, "Rise Up Resilience." This framework has three goals: 1) Everyday Matters! – Our School is Your Home, Be Here with Us! 2) This is OUR School! – Make Everyone Feel Welcome in Our Odyssey! 3) Look, Listen, Do! - Be a Student Leader & Lend a Helping Hand Today! Our school has also adopted new language of referring to all individuals in our population (students, faculty, staff, parents, partners, etc.) as our Odyssey; the word which defines a group of Phoenix. We have welcome everyone in the Phoenix Odyssey with our theme of 'Journey to Rise Up.'

As a member of Roseburg Public Schools, our charter also works to fit well into the strategy of our sponsor. Phoenix methods for student learning also meet the district's strategic targets of achieving appropriate and timely instruction, safe and inclusive environments, establishing data-informed systems, leadership development, and effective operations aligning resources to best support learning. Our SIA plan also complements their SIA approach with similar targeted outcomes and directing funds towards activities for a 'well-rounded education' as well as student 'health and safety.'

In areas of providing a well-rounded education, our school's SIA funding will address the need for more quality and engaging activities by increasing the availability of project-based learning (PBL) approaches and access to STEAM education in our CTE offerings and electives. In order to reduce disparities and increase achievement, the funding will be utilized to improve academic skills and decrease gaps students navigating poverty and students with disabilities by increasing the number of highly qualified SPED faculty to increase time for these students with specially designed instruction while also ensuring they are served in their least restrictive environment.

Well-Rounded Education activities include:
- Materials to support STEAM
- Special Education Teachers

The Phoenix SIA plan addresses the need of supporting student mental and behavioral needs through social-emotional learning and supports embedded in instruction via a focus on individual resilience. It also addresses the need to increase students' sense of belonging and safety and the need for increased instructional time by the reduction of classroom disruptions. The goal of the support will be to increase graduation rates for all students with an emphasis on our students of color, students with disabilities, students among the LGBTQIA communities, and students navigating poverty, homelessness, and foster care. A secondary outcome goal will be staff retention via their leadership in school culture initiatives.

Health and Safety activities include:
- Materials to support social emotional learning
- Support faculty leadership in resilience focused initiatives

Last, the Phoenix SIA plan will continue on-going engagement of our school community populations through scheduling community events and targeted interviews of groups of focal students and member of their households. Clarity of the SIA process and requirements are more understood by the Phoenix team and our desire is a stronger practice of engaging students of color, students with disabilities, students among the LGBTQIA communities, and students navigating poverty, homelessness, and foster care. We plan to utilize SIA funds in year one to assist with travel stipends, strong outreach to communicate the opportunity for engagement, and materials to have quality quarterly events which attract families.

Part Three: Community Engagement and Input

Overview of Community Engagement

Phoenix Charter engaged with our community, parents, staff and students to receive input on our strengths and where are weaknesses may need attention and improvements. Our relatively small size of our population of staff and student does allow from continuous feedback and data to be gathered throughout the school year. Our tools collect key information such as meeting students' mental and behavioral health needs, type/access to academic courses, teacher collaboration/independent development time, shared data review, and overall strategies for on-track measures for student success.

A key source of data was derived from our practice of annually engaging all students each spring with two surveys; our school climate survey and our positive youth development survey. These tools were developed in 2015 to inform our annual charter sponsorship review with Roseburg Public Schools and our accreditation process at that time. We have maintained these tools as resources for understanding our students' academic performance and to showcase longitudinal growth of school culture. The Phoenix Charter Board of Directors was engaged to input on the Focus Group type inquiries provided by ODE.

We have also partnered formally with our sponsor, Roseburg Public Schools (Douglas County SD 4), to inform our strategy and targeted outcomes to align with their overall district strategy. In February 2020, our administrative leadership team presented to Roseburg Public Schools Board of Directors during their bi-weekly public meeting our methods for connecting with district strategies.

Self-Assessment of Community Engagement

Our engagement work does reach all students in providing quantitative data of our students concerning how they are performing and the quality of relationships they build while attending our school. The Student Success process does inform us to seek deeper qualitative activities, especially with students of color and students with disabilities. Our school also needs to build more tangible avenues to listening to the significant population of students navigating poverty, homelessness, and the foster care system.

Our agency seeks to build an on-going practice of engaging directly with those who benefit from our activities in a meaningful way to inform our programmatic directions. While we are working to increase our social media presence and our story-sharing capacity, we also recognize the need to be inclusive to those households and community members which do not have access to digital resources or who do not utilize social media. As Phoenix approaches its 40th Anniversary in 2021, we plan to roll out further engagement strategies in way which invites the community to inform us on our strategy in the coming years. We believe households of our students could be more broadly engaged with events at the school which would host activities for learning and feedback on the school. We seek to host one event per trimester during the 20-21 school year and have students engaged in planning these later afternoon gatherings. We will need to learn barriers for families to attend and create alternative avenues for them to engage in a way which accessible. Our school also serves eight communities across the county, we may need to strategize for reaching those beyond Roseburg.

Our agency does maintain on-going robust and formal windows to the greater community via our collaborative partnerships through two major initiatives. These greatly inform our methodologies and practices. First, the Douglas County Partners for Student Success (www.dcpss.org) informs our school on rich methods for training our teachers and improving their abilities to deliver STEAM opportunities in learning for our students. DCPSS also provides a solid bridge for the greater workforce needs and keeps our direction informed of demands for youth transitioning to local opportunities. Second, Creating Community Resilience (www.dc-ccr.org) serves as a platform to systematic efforts to integrate Adverse Childhood Experiences (ACEs) science and trauma-informed approaches. Many of the partners at the CCR table directly partner to serve our students such as the

battered person advocacy agency, the local child advocacy center, the local drug and alcohol counseling agency, and the tribal health clinic. These partners voice in our activities is continually welcomed and integrated.

What relationships and/or partnerships will you cultivate to improve future engagement?

Our agency seeks richer relationships with those youth we serve, the related households of these youth, local community businesses, and partnering agencies. We will continue to invest resources in collaborative partnership structures and community advisory committees to direct CTE investments in concert with our Board of Directors. The Student Success Act Engagement Toolkit and Tools are extremely valuable and will be a source of continuous improvement in our engagement efforts. We look to ODE to continue providing more resources such as these to inform our practices.

Who was Engaged? Select all of the community members/groups you engaged for this process:

X   Students of color

X   Students with disabilities

X   Students navigating poverty, homelessness, and foster care

X   Students among the LGBTQIA communities

X   Families of students of color

X   Families of students with disabilities

X   Families of students navigating poverty, homelessness, and foster care

X   Licensed staff (administrators, teachers, counselors, etc.)

X   Classified staff (paraprofessionals, bus drivers, office support, etc.)

X   Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)

X   Tribal members (adults and youth)

X   School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)

X   Business community

X   Community leaders

How did you engage your community? Select all of the strategies/activities you deployed to engage your community:

X   Survey(s) or other engagement applications (i.e. Thought Exchange)

X   Community group meeting

X   Email messages

X   School board meeting

X   Partnering with community-based partners

X   Partnering with business

X   Phoenix Charter School Pathways Teachers, process of on-going engagement

<u>Evidence of Engagement</u>
*Provide five artifacts of engagement and explain why there were selected.*

The artifacts showcase data directly from student academic performance, their understanding of the school climate, and how the school provides opportunity for positive youth development. The documents also highlight voice from key stakeholders in the community such as the Phoenix Charter School Board of Directors and how Phoenix leadership present their methods of meeting the strategies of Roseburg Public School to their Board of Directors.

- Artifact 1: Phoenix Charter School Student Climate Survey
- Artifact 2: Phoenix Charter School Positive Youth Development Survey
- Artifact 3: Phoenix Charter School Board of Directors Feedback Form
- Artifact 4: Phoenix Charter School Methods for RPS District Strategies
- Artifact 5: Phoenix Charter School RPS Performance Measure Review

Artifact 1: Phoenix Charter School Student Climate Survey

Phoenix Charter School Student Survey 2018-19

High School Grade Level

Answer Options	Response %	Response Count
8th	12.24%	12
9th	17.35%	17
10th	33.67%	33
11th	22.45%	22
12th	8.16%	8
12th+	6.12%	6
	Answered	98
	Skipped	0

High School Grade Level

- 8th
- 9th
- 10th
- 11th
- 12th
- 12th+
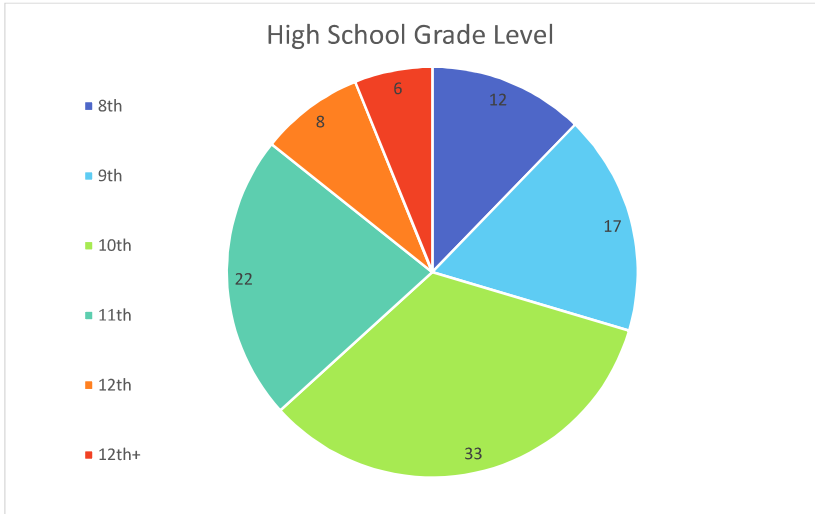
Phoenix Charter School Student Survey 2018-19

Gender?

Answer Options	Response Count
Male	52
Female	32
Joke Response	9
Gender Fluid	2
Answered	95
Skipped	3

Gender?

- Male
- Female
- Joke Response
- Gender Fluid
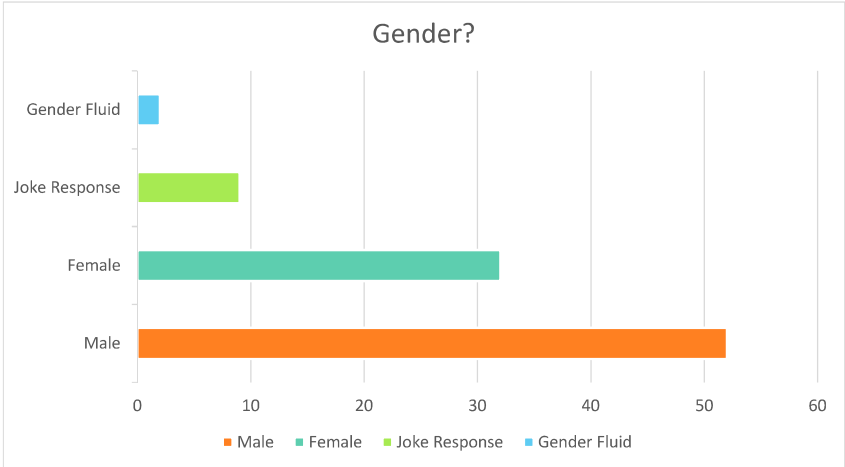
Phoenix Charter School Student Survey 2018-19

Where is your home school district?

Answer Choices	Response %	Response Count
Roseburg School District	85.71%	84
Winston Dillard School District	6.12%	6
South Umpqua School District	4.08%	4
Sutherlin School District	2.04%	2
Oakland School District	1.02%	1
Unknown	1.02%	1
	Answered	**98**
	Skipped	**0**

Where is your home school district?

- Roseburg School District
- Winston Dillard School District
- South Umpqua School District
- Sutherlin School District
- Oakland School District
- Unknown
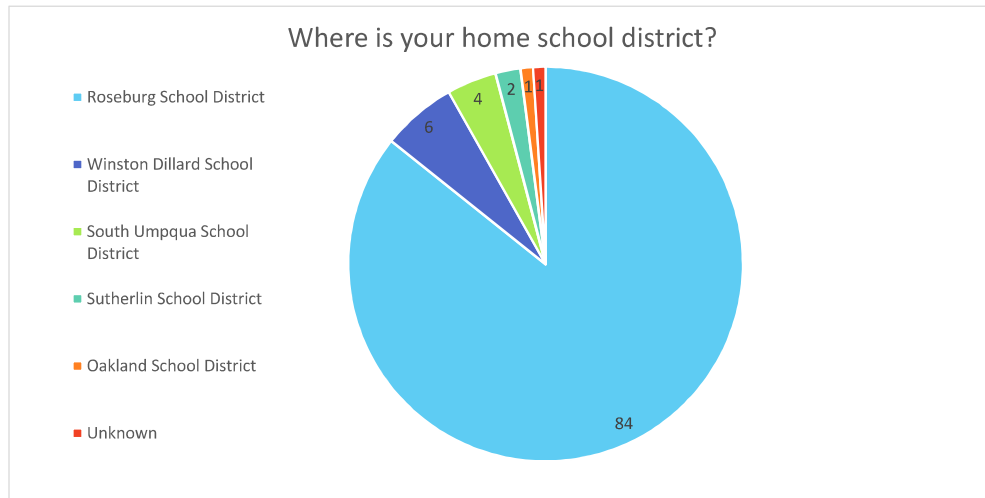
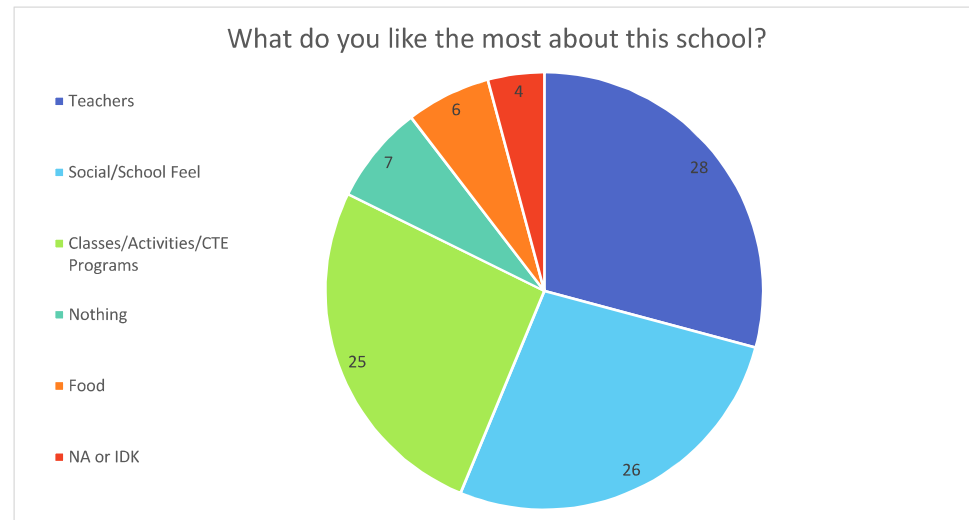Phoenix Charter School Student Survey 2018-19

How much do you agree or disagree with the following questions?	% Strongly disagree	Strongly disagree	% Somewhat disagree	Somewhat disagree	% Agree	Agree	% Strongly agree	Strongly agree	Total
I think that I am learning more here than at my last school.	15.63%	15	18.75%	18	33.33%	32	32.29%	31	96
I am getting more kinds of learning opportunities here than at my last school.	12.50%	12	15.63%	15	35.42%	34	36.46%	35	96
I wish there were more classes I could choose from.	8.33%	8	23.96%	23	42.71%	41	25.00%	24	96
I have a computer available at the school when I need one.	11.46%	11	5.21%	5	40.63%	39	42.71%	41	96
I understand and agree with the goals my school has for me.	9.38%	9	13.54%	13	47.92%	46	29.17%	28	96
All kinds of students are welcome at Phoenix.	9.38%	9	10.42%	10	34.38%	33	45.83%	44	96
Students respect others and their property.	19.79%	19	37.50%	36	32.29%	31	10.42%	10	96
The school building is clean and well maintained.	8.33%	8	20.83%	20	53.13%	51	17.71%	17	96
There are school rules we must follow.	7.29%	7	10.42%	10	52.08%	50	30.21%	29	96
If the teacher left the class, most students would continue to work on their assignments.	23.96%	23	35.42%	34	34.38%	33	6.25%	6	96
I get feedback on most or all of the assignments I turn in.	15.63%	15	33.33%	32	35.42%	34	15.63%	15	96
Students take responsibility for their own learning.	15.63%	15	29.17%	28	40.63%	39	14.58%	14	96
Teachers and administrators know me by my name.	9.38%	9	10.42%	10	41.67%	40	38.54%	37	96
My teacher is available to talk to me or help me when I need it.	7.29%	7	19.79%	19	44.79%	43	28.13%	27	96
Students have some power at our school.	11.46%	11	21.88%	21	52.08%	50	14.58%	14	96
Students feel important.	14.58%	14	29.17%	28	40.63%	39	15.63%	15	96
I feel as though my ideas are heard.	15.63%	15	27.08%	26	43.75%	42	13.54%	13	96
Teachers seem happy.	11.46%	11	25.00%	24	48.96%	47	14.58%	14	96
This school is doing a great job preparing me for the future.	17.71%	17	20.83%	20	42.71%	41	18.75%	18	96
I feel safe at this school.	13.54%	13	20.83%	20	43.75%	42	21.88%	21	96
							Answered	**96**	
							Skipped	**2**	

How much do you agree or disagree with the following questions?

- Agree
- Strongly agree
- Somewhat disagree
- Strongly disagree
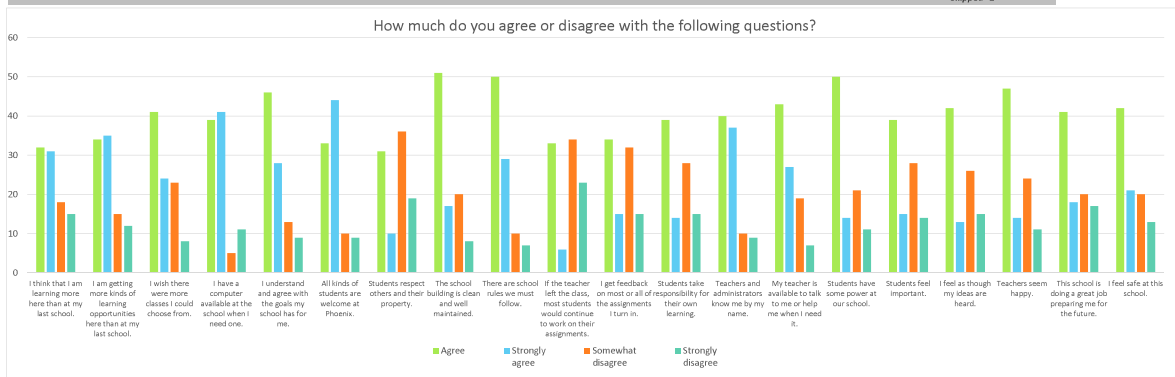
Phoenix Charter School Student Survey 2018-19

What do you like the most about this school?

Answer Choices	Response %	Response Count
Teachers	29.17%	28
Social/School Feel	27.08%	26
Classes/Activities/CTE Programs	26.04%	25
Nothing	7.29%	7
Food	6.25%	6
NA or IDK	4.17%	4
	Answered	96
	Skipped	2

What do you like the most about this school?

- Teachers
- Social/School Feel
- Classes/Activities/CTE Programs
- Nothing
- Food
- NA or IDK

(Pie chart values: 28, 26, 25, 7, 6, 4)

Phoenix Charter School Student Survey 2018-19

What do you dislike the most about this school?

Answer Choices	Response %	Response Count
Students/Student Behaviors	38.54%	37
School Policies	12.50%	12
Teachers	12.50%	12
Classes/Graduation/Homework	9.38%	9
Nothing or N/A	9.38%	9
Facilities/Services	5.21%	5
Not Sure or IDK	5.21%	5
Everything	4.17%	4
Image	3.13%	3
	Answered	96
	Skipped	2

What do you dislike the most about this school?

- Students/Student Behaviors
- School Policies
- Teachers
- Classes/Graduation/Homework
- Nothing or N/A
- Facilities/Services
- Not Sure or IDK
- Everything
- Image

(Pie chart values: 37, 12, 12, 9, 9, 5, 5, 4, 3)
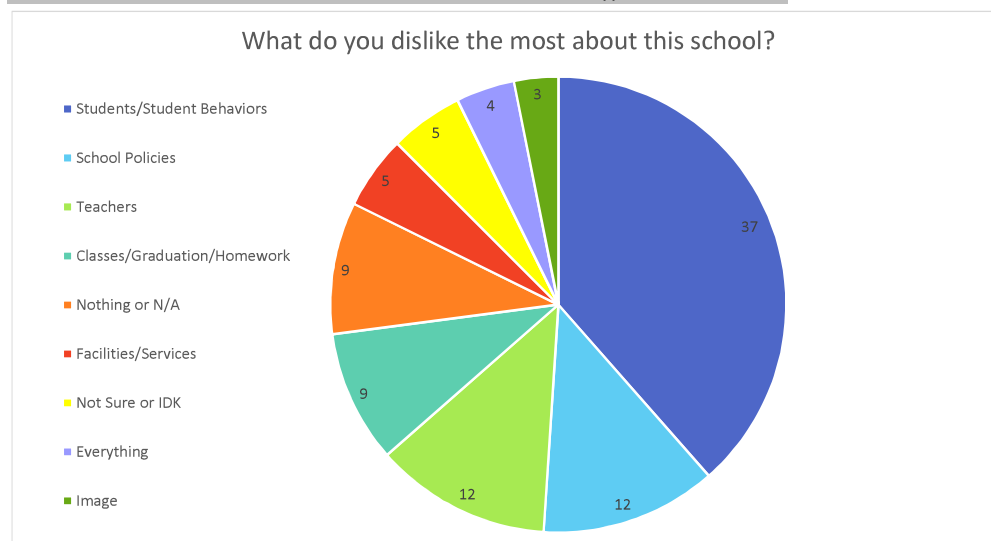
Artifact 2: Phoenix Charter School Positive Youth Development Survey

Phoenix Charter School Positive Youth Survey 2018-19

High School Grade Level

Answer Options	Response %	Response Count
8th	11.88%	12
9th	15.84%	16
10th	32.67%	33
11th	25.74%	26
12th	5.94%	6
12th+	7.92%	8
	Answered	101
	Skipped	0

High School Grade Level

- 8th
- 9th
- 10th
- 11th
- 12th
- 12th+

12, 16, 33, 26, 6, 8
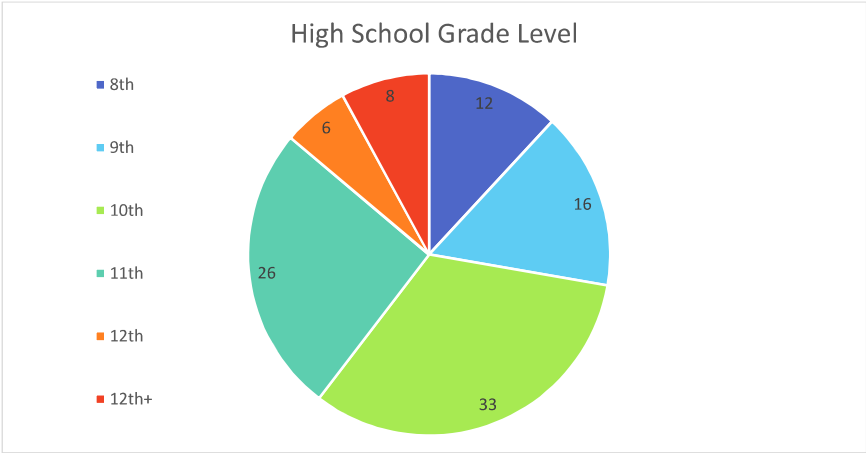
Phoenix Charter School Positive Youth Survey 2018-19

Gender?

Answer Options	Response Count
Male	58
Female	35
Joke Response	4
Gender Fluid	2
Answered	99
Skipped	2

Gender?

- Gender Fluid
- Joke Response
- Female
- Male
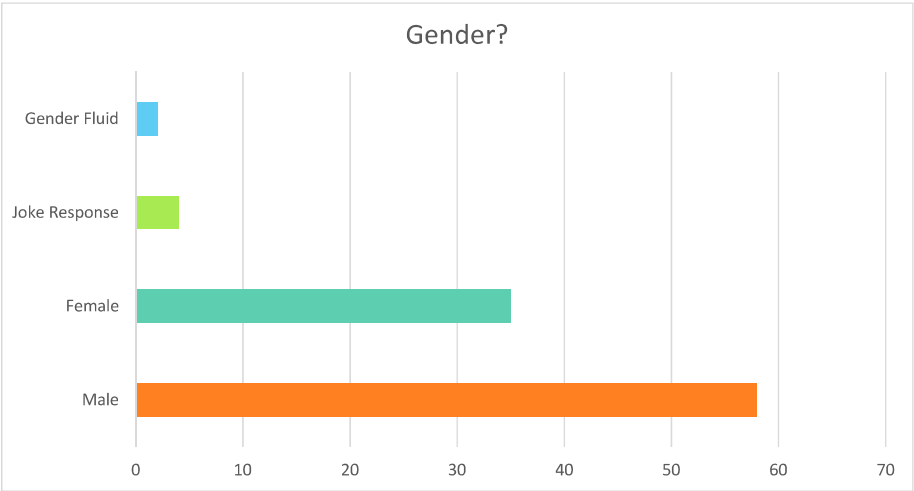
Phoenix Charter School Positive Youth Survey 2018-19

Where is your home school district?

Answer Choices	Response %	Response Count
Roseburg School District	85%	86
Winston Dillard School District	6%	6
South Umpqua School District	4%	4
Sutherlin School District	3%	3
Oakland School District	1%	1
Unknown	1%	1
	Answered	101
	Skipped	0
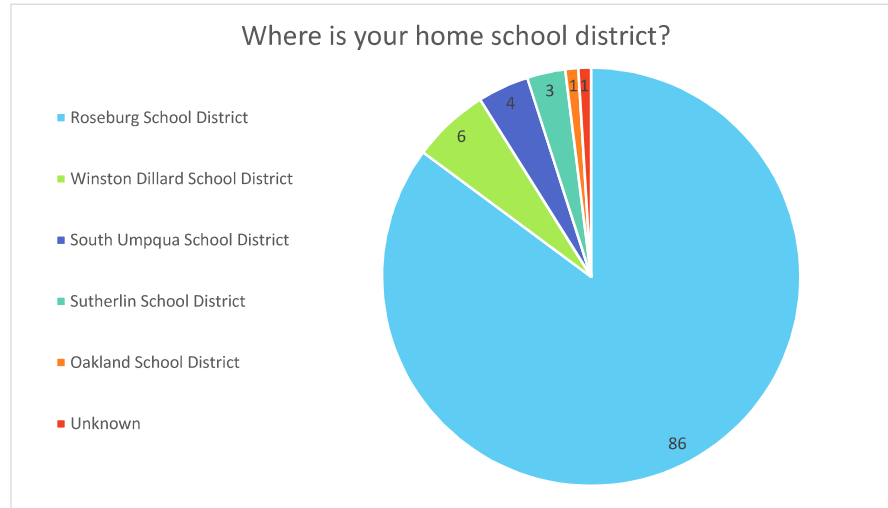
Where is your home school district?

- Roseburg School District
- Winston Dillard School District
- South Umpqua School District
- Sutherlin School District
- Oakland School District
- Unknown

Because I came to this program...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
I get along better with people my age.	30.69%	31	49.50%	50	14.85%	15	4.95%	5	101
I am better at making friends.	28.71%	29	42.57%	43	24.75%	25	3.96%	4	101
I am better at telling others about my ideas and feelings.	26.73%	27	33.66%	34	28.71%	29	10.89%	11	101
I am better at listening to other people.	54.46%	55	33.66%	34	8.91%	9	2.97%	3	101
I work better with others on a team.	28.71%	29	43.56%	44	21.78%	22	5.94%	6	101
I make better decisions.	42.57%	43	35.64%	36	15.84%	16	5.94%	6	101
I am better at planning ahead.	23.76%	24	41.58%	42	25.74%	26	8.91%	9	101
I am better at setting goals.	25.74%	26	42.57%	43	24.75%	25	6.93%	7	101
I am better at solving problems.	36.63%	37	45.54%	46	14.85%	15	2.97%	3	101
I am more of a leader.	31.68%	32	31.68%	32	26.73%	27	9.90%	10	101
I am better at taking care of problems without violence or fighting.	43.56%	44	30.69%	31	17.82%	18	7.92%	8	101
							Answered	101	
							Skipped	0	
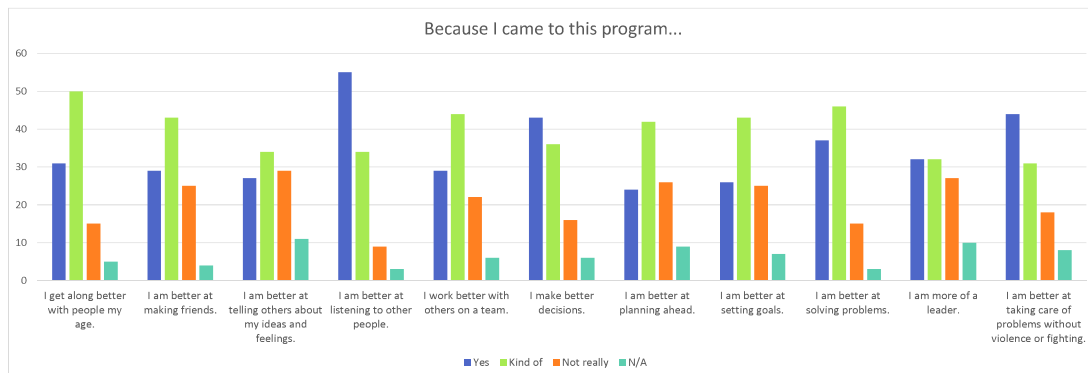
Because I came to this program...
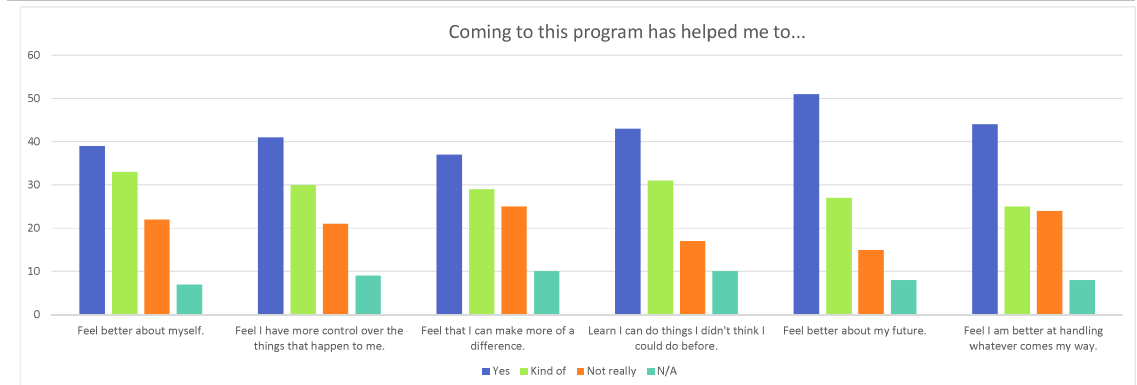
Yes ■ Kind of ■ Not really ■ N/A

Phoenix Charter School Positive Youth Survey 2018-19

Coming to this program has helped me to...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
Improve my grades in school.	57.43%	58	31.68%	32	4.95%	5	5.94%	6	101
Do better in school.	60.40%	61	25.74%	26	9.90%	10	3.96%	4	101
Try harder in school.	49.50%	50	35.64%	36	8.91%	9	5.94%	6	101
Spend more time doing my homework.	18.81%	19	37.62%	38	27.72%	28	15.84%	16	101
Participate more in class activities.	46.53%	47	28.71%	29	17.82%	18	6.93%	7	101
Become more interested in going to school.	46.53%	47	29.70%	30	12.87%	13	10.89%	11	101
Care more about my school.	48.51%	49	26.73%	27	17.82%	18	6.93%	7	101
Get along better with my classmates.	42.57%	43	38.61%	39	11.88%	12	6.93%	7	101
Get along better with my teachers.	53.47%	54	31.68%	32	9.90%	10	4.95%	5	101
Spend more time reading for fun (not for school).	20.79%	21	26.73%	27	32.67%	33	19.80%	20	101

Answered **101**
Skipped **0**
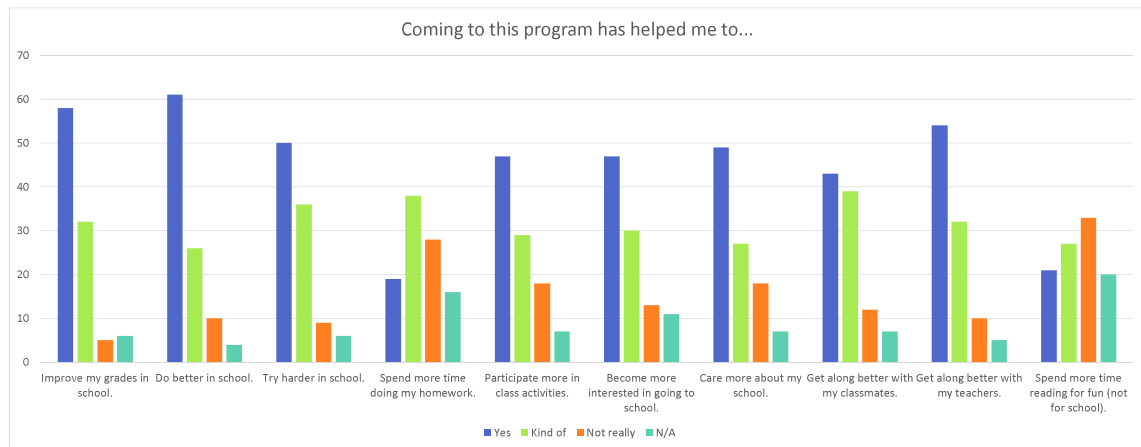
Coming to this program has helped me to...

Phoenix Charter School Positive Youth Survey 2018-19

Coming to this program has helped me to...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
Feel better about myself.	38.61%	39	32.67%	33	21.78%	22	6.93%	7	101
Feel I have more control over the things that happen to me.	40.59%	41	29.70%	30	20.79%	21	8.91%	9	101
Feel that I can make more of a difference.	36.63%	37	28.71%	29	24.75%	25	9.90%	10	101
Learn I can do things I didn't think I could do before.	42.57%	43	30.69%	31	16.83%	17	9.90%	10	101
Feel better about my future.	50.50%	51	26.73%	27	14.85%	15	7.92%	8	101
Feel I am better at handling whatever comes my way.	43.56%	44	24.75%	25	23.76%	24	7.92%	8	101

Answered **101**
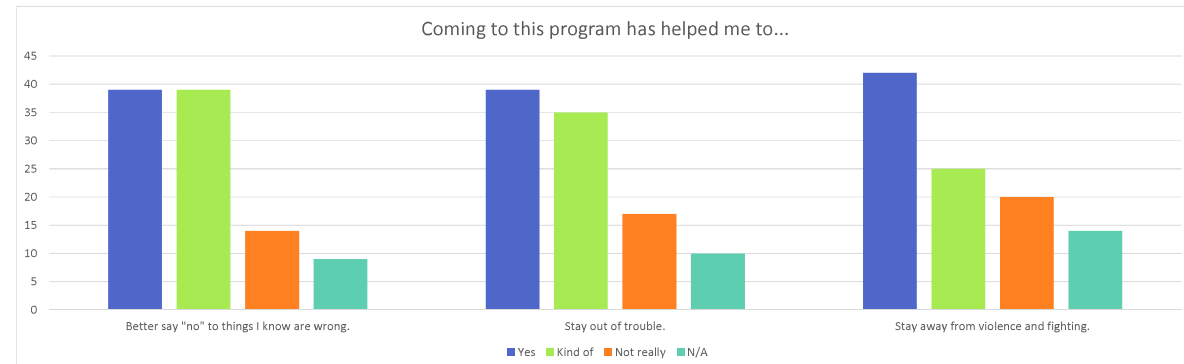*Skipped* **0**

Coming to this program has helped me to...

Phoenix Charter School Positive Youth Survey 2018-19

Coming to this program has helped me to...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
Spend more time volunteering or helping others in my community.	21.78%	22	39.60%	40	28.71%	29	9.90%	10	101
Spend more time looking for opportunities to help others in my community.	24.75%	25	36.63%	37	26.73%	27	11.88%	12	101
Feel more important to my community.	22.77%	23	33.66%	34	30.69%	31	12.87%	13	101
Feel a stronger connection to my community.	23.76%	24	32.67%	33	31.68%	32	11.88%	12	101
Feel better about myself because I help others.	33.66%	34	40.59%	41	16.83%	17	8.91%	9	101

Answered 101
Skipped 0
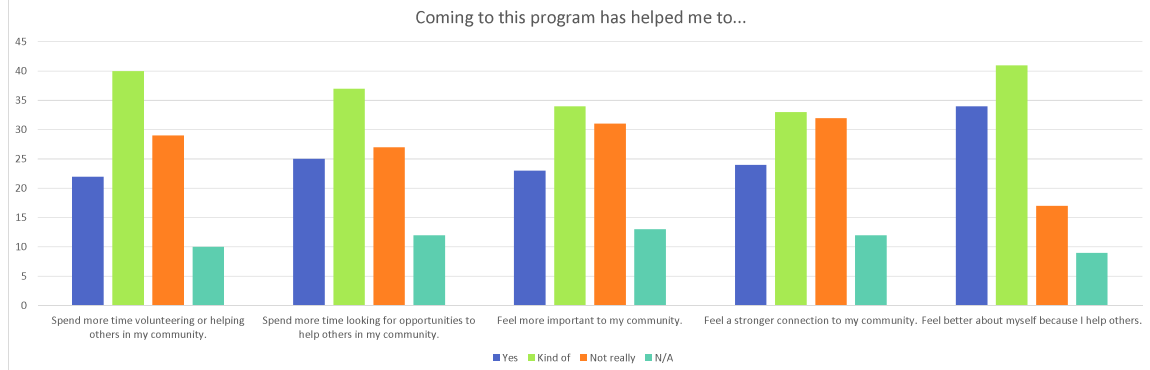
Coming to this program has helped me to...

Phoenix Charter School Positive Youth Survey 2018-19

Coming to this program has helped me to...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
Better say "no" to things I know are wrong.	38.61%	39	38.61%	39	13.86%	14	8.91%	9	101
Stay out of trouble.	38.61%	39	34.65%	35	16.83%	17	9.90%	10	101
Stay away from violence and fighting.	41.58%	42	24.75%	25	19.80%	20	13.86%	14	101

Answered 101
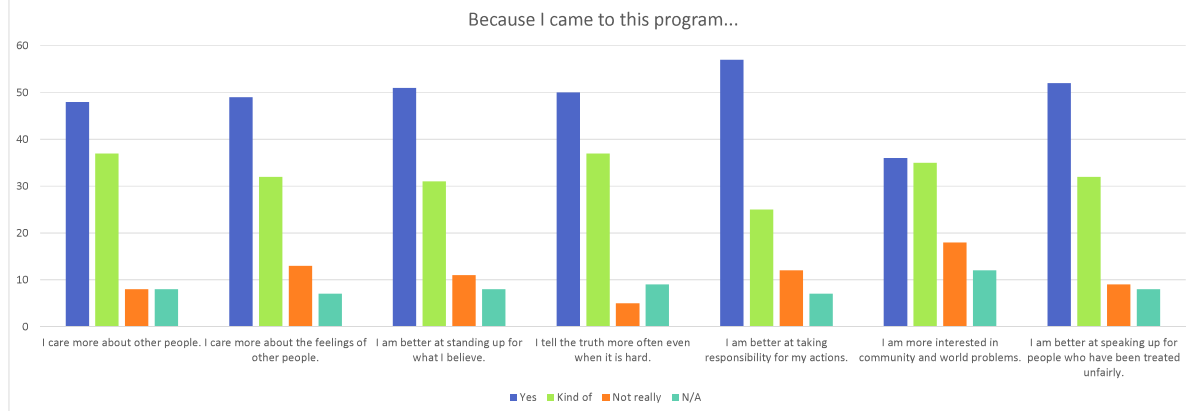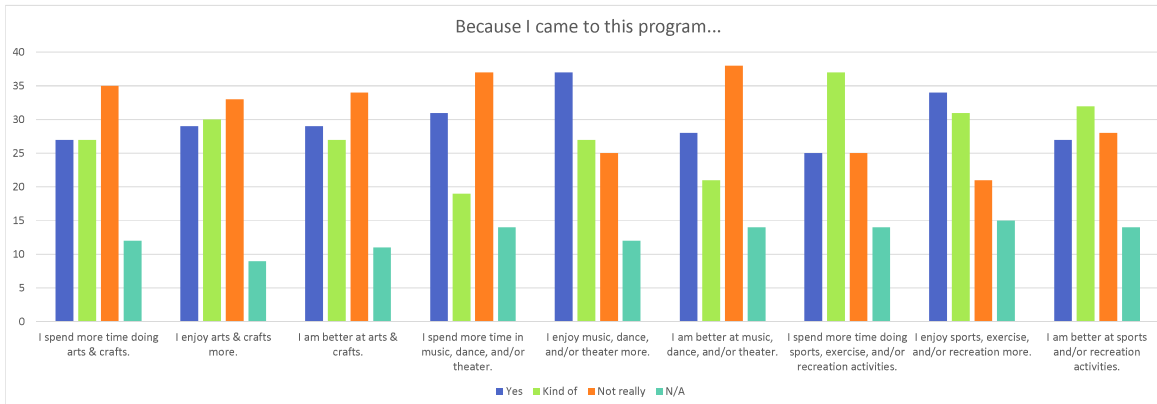*Skipped* 0

Coming to this program has helped me to...

Phoenix Charter School Positive Youth Survey 2018-19

Because I came to this program...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
I care more about other people.	47.52%	48	36.63%	37	7.92%	8	7.92%	8	101
I care more about the feelings of other people.	48.51%	49	31.68%	32	12.87%	13	6.93%	7	101
I am better at standing up for what I believe.	50.50%	51	30.69%	31	10.89%	11	7.92%	8	101
I tell the truth more often even when it is hard.	49.50%	50	36.63%	37	4.95%	5	8.91%	9	101
I am better at taking responsibility for my actions.	56.44%	57	24.75%	25	11.88%	12	6.93%	7	101
I am more interested in community and world problems.	35.64%	36	34.65%	35	17.82%	18	11.88%	12	101
I am better at speaking up for people who have been treated unfairly.	51.49%	52	31.68%	32	8.91%	9	7.92%	8	101
							Answered	**101**	
							Skipped	**0**	

Because I came to this program...

Phoenix Charter School Positive Youth Survey 2018-19

Because I came to this program...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
I spend more time doing arts & crafts.	26.73%	27	26.73%	27	34.65%	35	11.88%	12	101
I enjoy arts & crafts more.	28.71%	29	29.70%	30	32.67%	33	8.91%	9	101
I am better at arts & crafts.	28.71%	29	26.73%	27	33.66%	34	10.89%	11	101
I spend more time in music, dance, and/or theater.	30.69%	31	18.81%	19	36.63%	37	13.86%	14	101
I enjoy music, dance, and/or theater more.	36.63%	37	26.73%	27	24.75%	25	11.88%	12	101
I am better at music, dance, and/or theater.	27.72%	28	20.79%	21	37.62%	38	13.86%	14	101
I spend more time doing sports, exercise, and/or recreation activities.	24.75%	25	36.63%	37	24.75%	25	13.86%	14	101
I enjoy sports, exercise, and/or recreation more.	33.66%	34	30.69%	31	20.79%	21	14.85%	15	101
I am better at sports and/or recreation activities.	26.73%	27	31.68%	32	27.72%	28	13.86%	14	101
							Answered	**101**	
							Skipped	**0**	

Because I came to this program...

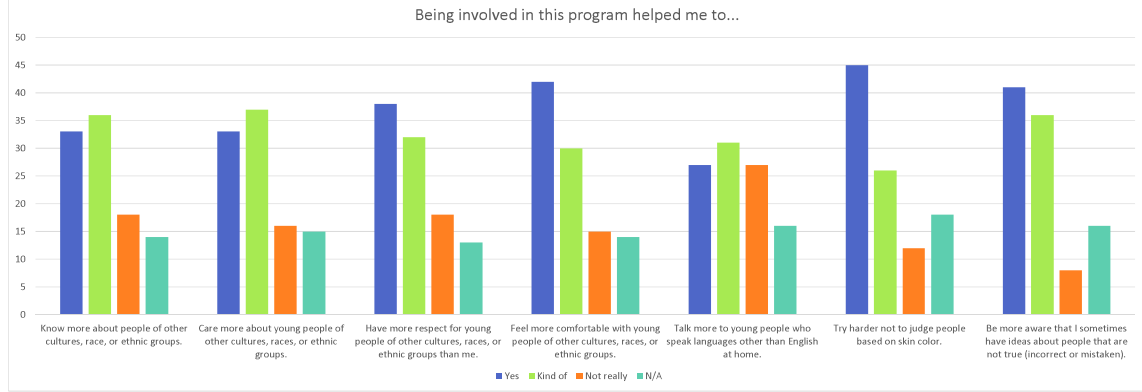**Phoenix Charter School Positive Youth Survey 2018-19**

| Being involved in this program helped me to...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
Know more about people of other cultures, race, or ethnic groups.	32.67%	33	35.64%	36	17.82%	18	13.86%	14	101
Care more about young people of other cultures, races, or ethnic groups.	32.67%	33	36.63%	37	15.84%	16	14.85%	15	101
Have more respect for young people of other cultures, races, or ethnic groups than me.	37.62%	38	31.68%	32	17.82%	18	12.87%	13	101
Feel more comfortable with young people of other cultures, races, or ethnic groups.	41.58%	42	29.70%	30	14.85%	15	13.86%	14	101
Talk more to young people who speak languages other than English at home.	26.73%	27	30.69%	31	26.73%	27	15.84%	16	101
Try harder not to judge people based on skin color.	44.55%	45	25.74%	26	11.88%	12	17.82%	18	101
Be more aware that I sometimes have ideas about people that are not true (incorrect or mistaken).	40.59%	41	35.64%	36	7.92%	8	15.84%	16	101

Answered **101**
Skipped **0**

Being involved in this program helped me to...

Phoenix Charter School Positive Youth Survey 2018-19

Because I came to this program...	Yes %	Yes	Kind of %	Kind of	Not really %	Not really	N/A %	N/A	Total
I know more about my own culture, race, or ethnic group.	21.78%	22	25.74%	26	33.66%	34	18.81%	19	101
I am more interested in my own culture, race, or ethnic group.	18.81%	19	27.72%	28	35.64%	36	17.82%	18	101
I feel more connected to my family's cultural traditions.	13.86%	14	26.73%	27	39.60%	40	19.80%	20	101
I feel more connected to my own culture, race, or ethnic group.	18.81%	19	24.75%	25	38.61%	39	17.82%	18	101
I feel more pride for my own culture, race, or ethnic group.	16.83%	17	29.70%	30	36.63%	37	16.83%	17	101
I have more respect for members of my own community.	22.77%	23	34.65%	35	25.74%	26	16.83%	17	101

Answered **101**
Skipped **0**

Because I came to this program...
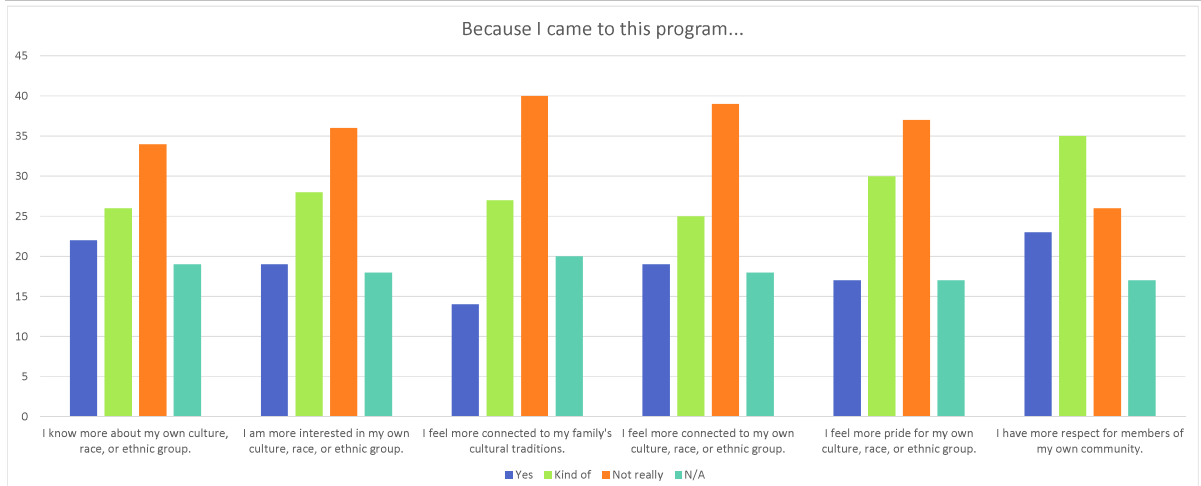
Artifact 3: Phoenix Charter School Board of Directors Feedback Form

SIA Feedback Form
Share your thinking and input on investing in our school.

Student Investment Account

DATE: 04/07/20	GROUP/INDIVIDUAL: Phoenix Charter School Board of Directors		
SIA Purpose	**What are we doing that works for students, families, and educators?**	**What are the challenges for students, families, and educators?**	**What should we do to make it better for students, families, and educators?**
Supporting student academic growth for students the education system has not served well.	• Offering a variety of learning options, such as hands-on classes and career/tech education. • Focusing on meeting students where they are at academically to build them up as learners. • Keeping class sizes small to help students engage with their peers and teachers more effectively. • Small class sizes • All students have free breakfast & lunch. • Career-based education, hands-on education, & project-based learning. • Heavy focus on meeting students' basic needs. • Finding innovative ways to teach students core subject area courses, through project-based learning. • Offering CTE classes and connecting students with internships and local businesses. • Building individual learning plans for students taking in to account where they are at academically, so not using a one size fits all approach.	• Our county has a high rate of generational poverty which impacts student and/or their family's personal investment in education. • Students often come to Phoenix at least a year behind in credits, so it takes time for them to catch up. • High levels of generational poverty and housing & food insecurity. • Chronic low graduation rates throughout our county. • High ACES scores and adverse community events too. • Lack of middle/high-wage employers in our area. • Some of our students have been disconnected from school for long periods of time and are behind in grade level, it can be difficult for them to re-commit to school. • A high number of students needing more mentorship/role models to feel like they are capable of academic success. • Wide range of outside resources / home environments • Current covid 19 challenges	• Funding to support instructional assistants or other support staff to increase student/staff mentorship. • Increase funds for Instructors (Special Education) and Instructional Assistants. • Ensure funding for curricular updates, software & technology updates, etc. • Support stipends for after-school programming and summer bridge programs. • Additional funding for Special Education Teachers and teachers dedicated to helping students catch up to grade level in core subject areas. • Support for a summer bridge program to keep students connected with school over the break. • Continue keeping contact with students and staff during this unprecedented time. • Phoenix School would benefit from additional support staff (instructional assistants) that can build strong relationships with students.

Phoenix Charter School Board of Directors – SIA Feedback Page 1

SIA Feedback Form
Share your thinking and input on investing in our school.

Student Investment Account

	• Supporting students' families and educators with positive, safe, learning environment • Phoenix School does an amazing job at creating a learning environment for those students who might have otherwise been left behind--GED support, experience-based learning, and a flexible, creative environment to best meet the needs of the student population while encouraging and expecting excellence are hallmarks of the school's success. • This statement could be the mission for Phoenix. Programs are selected and implemented specifically to support students who have not been well-served in previous school placements. Individual learning plans are developed and monitored for each student. In addition to required coursework, curricular opportunities offer a variety of CTE courses including manufacturing, applied technologies, farm-to-table, culinary arts, health occupations, and more. Advanced coursework is accessed through dual enrollment with Umpqua CC. Community partnerships provide workforce internships, opportunities and transitions. Family involvement is proactively nurtured through a team approach to student	• The faculty and staff are dedicated to the success of their students, but the ratio of student to faculty/staff could be improved. • A large segment of our student population is low-income, homeless, foster, and/or credit deficient when they enroll in Phoenix. Many students come from trauma affected homes and lack role models of success and stability. Students who have been under-served in prior settings often lack confidence and self-esteem. Educators at Phoenix take on so much more than just academic roles. They also provide stability, guidance, encouragement, and care. Our staff members are heroes - and though that is rewarding, it is also stressful.	• Expand on-site Special Ed staff, expand on-site therapeutic staff, access CTE resources of our sponsoring district, expand project-based learning opportunities, math and ELA remediation programs, expand elective programs, and strengthen community partnerships that support student success.

Phoenix Charter School Board of Directors – SIA Feedback Page 2

	success with engaging family activities and workshops.		
Meeting the needs of students' mental and behavioral health needs.	• Onsite mental health therapists through an agreement with Douglas CARES (child advocacy nonprofit). • Onsite alcohol, tobacco, and other drug intervention with Adapt. • QMHP staff • Blue Zone Certification • The LOFT & Teen Parent Program • A Student Services Team which includes school based mental health staff and school counselors and skills trainers to identify, triage, and track student needs. • Connecting each student to a Pathways Teacher (like a homeroom) creates stability for students. • Adopting Trauma Informed practices. • Have the correct resources and personnel in place and communicated those resources to students. • Connecting at least one adult to each student • Hope Squad peer support program • Rise Up Resilience initiative through which connections are fostered between students and their learning community, day-to-day living resources, and leadership opportunities	• Student, family, and community "buy in" for accepting mental health intervention and the patience to see the process through. • Significant issues impacting health in our area such as high substance abuse, alcohol & tobacco addiction, high infant mortality. • High teenage pregnancy rates historically and generationally. • Some of our students have very complex mental and behavioral health needs, so determining the right balance of intervention and support can take time. • De-stigmatizing the need for mental health assistance in our community is an on-going need. • Recruiting mental health professionals to our rural area can be a challenge. • Continuing to help students recognize when help is needed • Trauma Informed Care is an emerging approach that can be very challenging to implement well. Continuing this work will require the dedication of all of Phoenix, but is critical as so many of the students have histories of trauma and may still be living in difficult environments, all impacting their mental and behavioral health.	• Programming and/or funding that helps make mental health services at school more accessible for any student in need. • Support for professional development for faculty & staff. • Support for increased equity-based funding for Students of Color, LGBTQIA, and poverty/homeless students. • Programs to increase onsite access to mental health services across Oregon schools, so needs are identified early and are ongoing. • Funding to recruit and retain additional mental health staff. • Continue keeping contact with students and staff during this unprecedented time. • Continue to focus on trauma-informed practices and building resilience for students and staff. Increasing support staff could allow for more supportive relationships for students, a key component for building resilience. • Expand on-site therapeutic counseling and skills training • Strengthen community partnerships

Phoenix Charter School Board of Directors – SIA Feedback Page 3

	• A variety of career-connected programs among other alternative coursework options • Truancy prevention interventions. • Conscious Discipline and Restorative Justice approaches to student behavior issues • Deliberate efforts to maintain a safe and inclusive learning environment respecting students of all backgrounds and the LGBTQIA community	• Because the needs of our students are proportionally greater than the norm, the breath of mental and behavioral programs adds significant demands of our relatively small staff. Parents are often overwhelmed by their family situations. There is not enough time in the day to provide for our students at an optimal level.	

Other questions or comments about Student Success?

Phoenix Charter School Board of Directors – SIA Feedback Page 4

RPS Student Learning	Phoenix Methods for Connecting with District Strategies
Appropriate & Timely Instruction	*Student Success Act funds targeted towards adding Highly Qualified, Specially Designed Instruction to meet the growing English Language Arts and Math needs of students
	* Calibrating the *'Phoenix Pathways'* program to assist youth in transitioning beyond high school with the learning and additional supports they need
	* Furthering our Career Technical Education opportunities to engage students and increase their cooperative learning among their peers
Safe & Inclusive	* All staff adopting our *'Rise Up Resilience'* strategy to implement *'Sanctuary Model'* and *'Restorative Justice'* principles & practices
	* Students of color, students of the LGBTQIA community, and students navigating poverty, homelessness, & foster care receiving equitable supports (Note: Phoenix provides all charter students our services free of tuition or fees)
	* Story-sharing initiative builds avenues for student voice to reach out to the community and directly to their peers
Systems Development	* High School Success funds allow for Retention Specialist personnel to manage attendance related positive behavior interventions and household supports
	* Charter Performance Measure accountability focusing Phoenix data systems to assist students with timely, on-track graduation
	* Calibrating re-engagement work to reach drop-out students for GED pathways success prior to 19th birthday
Leadership Development	* Continued open partnership with Phoenix participating with RPS Leadership Team trainings and activities
	* *'Resilience Core Team'* of faculty and leadership manages our 'trauma-informed care' work and moves our school culture to healthy inclusion of all students
	* *'Oregon Youth Corps'* opportunities create solid partnerships for youth employment working on community solutions regarding natural resources and construction trades
Effective Operations	* Formalizing community member led committee for mapping of future capital investments at Diamond Lake Blvd campus site
	* *'Brightworks Academy'* model assisting *'Horizons'* program goals and the greater high school success goals for charter youth with available after-school programming
	*2021 marks 40 years since the formation of *'Phoenix Learning Center'* Celebrate with new nonprofit identity: *'Phoenix Odyssey of Roseburg'* Cement unique School ID for charter: *'Phoenix Odyssey High School'*

Phoenix Charter School
Performance Measure Review

2018-2019

Phoenix Charter School Growth Model

Rise-Up Resilience
- Everyday Matters
- This is Our School
- Look, Listen, Do

Performance Measures

Measure 3-4: Students achieving proficiency in ELA and Math on state assessment comparable schools → Measure 11-12: Development of essential skills in ELA and Math → Measure 13-14: Increasing graduation percentage within 5 years → Measure 16-17: Dropout prevention → Measure 21: Dual credit or Expanded Options → Measure 22-23: School climate surveys → Measure 24: Drug and alcohol intervention

Measure 3: Students achieving proficiency in ELA on state assessment

2017-2018	
Measure 3-Prof in ELA from State Assessments	
West Lane Technical Learning Center	55.00%
Centennial Park School	37.50%
Summit Community College High School	30.60%
Roberts High School	23.90%
Columbia County Education Campus	23.10%
Armadillo Technical Institute	22.70%
New Urban High School	5.00%
Phoenix Charter School	5.00%
Innovative Learning Center	No Report Card
Gateways High School	* (not rated)
Falcon Heights Academy	* (not rated)
MEDIAN	23.5%

2018-2019	
Measure 3-Prof in ELA from State Assessments	
Columbia County Education Campus	83.30%
West Lane Technical Learning Center	46.70%
Centennial Park School	29.60%
Roberts High School	27.40%
Summit Community College High School	26.90%
Armadillo Technical Institute	20.00%
Gateways High School	18.20%
Phoenix Charter School	14.60%
New Urban High School	8.10%
Falcon Heights Academy	6.30%
Innovative Learning Center	No Report Card
MEDIAN	23.45%

2017-2018   Total # of Juniors = 44   Average Enrollment = 170 students
2018-2019   Total # of Juniors = 60   Average Enrollment = 167 students

Measure 4: Students achieving proficiency in Math on state assessment

2017-2018	
Measure 4-Prof in MATH from State Assessments	
Centennial Park School	12.50%
West Lane Technical Learning Center	10.00%
Armadillo Technical Institute	9.10%
Columbia County Education Campus	5.00%
New Urban High School	5.00%
Phoenix Charter School	5.00%
Roberts High School	5.00%
Summit Community College High School	5.00%
Innovative Learning Center	No Report Card
Gateways High School	* (not rated)
Falcon Heights Academy	* (not rated)
MEDIAN	5.00%

2018-2019	
Measure 4-Prof in MATH from State Assessments	
West Lane Technical Learning Center	20.00%
Roberts High School	9.60%
Armadillo Technical Institute	5.00%
Centennial Park School	5.00%
Columbia County Education Campus	5.00%
Falcon Heights Academy	5.00%
Gateways High School	5.00%
New Urban High School	5.00%
Phoenix Charter School	5.00%
Summit Community College High School	5.00%
Innovative Learning Center	No Report Card
MEDIAN	5.00%

2017-2018   Total # of Juniors = 44   Average Enrollment = 170 HS students
2018-2019   Total # of Juniors = 60   Average Enrollment = 167 HS students

Graduates – Oregon State Assessment Statistics

- **2018-2019 Graduates**
  - 36 Students Graduated
    - 41% of our students were 5th – 7th year seniors
      - Down 10% from 2017-2018
      - 9 students were 5th year seniors
      - 4 students were 6th year seniors
      - 2 students were 7th year seniors
    - 32 students graduated on time
    - 4 students graduated as a junior
    - 13 students completed their GED
  - 2019-2020 Graduates
    - To date: 14 students
      - 3 Students graduated via Diploma Trimester 1
      - 2 Student graduated via Diploma Trimester 2
      - 9 Students graduated via GED

Writing =
5 Students
21.7%

Reading =
8 Students
34.7%

Math =
5 Students
21.7%

Students met Essential Skills via OSA
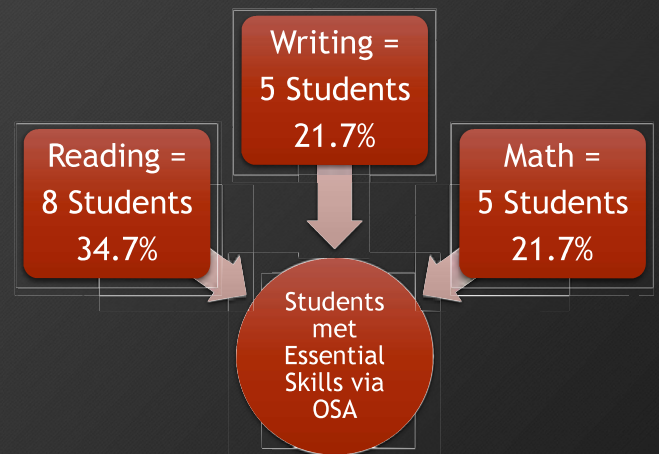
Measure 11: Development of Essential Skills in ELA

READING (2018-19)	
20 of 45 students met essential skills via state testing or work samples	44%
1 of the remaining 25 students had one passing work sample	4%

READING (2019-20)	
38 of the 45 enrolled during 2018-19 testing returned as seniors for the 2019-20 SY	
20 of the 25 students who did not pass Reading essential skills in 2018-19 returned as seniors for the 2019-20 SY	
0 of the 20 returning students have met essential skills via state testing or work samples so far in the 2019-20 SY	0%
0 of the 20 returning students have passed one work sample so far in the 2019-20 SY	0%
8 of the 20 returning students are currently enrolled in our GED program	40%

WRITING (2018-19)	
14 of 45 students met essential skills via state testing or work samples	31%
2 of the remaining 31 students had one passing work sample	6%

WRITING (2019-20)	
38 of the 45 enrolled during 2018-19 testing returned as seniors for the 2019-20 SY	
26 of the 31 students who did not pass Writing essential skills in 2018-19 returned as seniors for the 2019-20 SY	
0 of the 26 returning students have met essential skills via state testing or work samples so far in the 2019-20 SY	0%
0 of the 26 returning students have passed one work sample so far in the 2019-20 SY	0%
9 of the 26 returning students are currently enrolled in our GED program	35%

60 juniors enrolled during the 2018-19 School Year

45 of those juniors were enrolled during the testing period (April-June)

Measure 12: Development of Essential Skills in Math

MATH (2018-19)	
21 of 45 students met essential skills via state testing or work samples	47%
1 of the remaining 24 students had one passing work sample	4%

MATH (2018-19)	
38 of the 45 enrolled during 2018-19 testing returned as seniors for the 2019-20 SY	
20 of the 24 students who did not pass Math essential skills in 2018-19 returned as seniors for the 2019-20 SY	
12 of the 20 returning students have met essential skills via state testing or work samples so far in the 2019-20 SY	60%
0 of the 20 returning students have passed one work sample so far in the 2019-20 SY	0%
5 of the 20 returning students are currently enrolled in our GED program	25%

60 juniors enrolled during the 2018-19 School Year

45 of those juniors were enrolled during the testing period (April-June)

Measure 13: On-track 4th year cohort graduation percentage

- Measure 13
  - 4 Year Cohort Graduation Rate
    - 2014-2015 = 16.7%
    - 2015-2016 = 14.1%
    - 2016-2017 = 14.1%
    - 2017-2018 = 16.7%
    - 2018-2019 = 23.44%
  - 4 Year Completer Rate
    - 2016-2017 = 11%
    - 2017-2018 = 23.44%
    - 2018-2019 = 31.25%

Improvement

Measure 13 Comparable School 4-year Cohort Graduation Rate	
New Urban High School	46.30%
Gateways High School	39.13%
Columbia County Education Campus	33.33%
Armadillo Technical Institute	23.53%
Phoenix Charter School	23.44%
Falcon Heights Academy	21.59%
Centennial Park School	19.72%
Summit Community College High School	19.27%
Roberts High School	10.88%
West Lane Technical Learning Center	9.80%
Innovative Learning Center	No Report Card
MEDIAN	22.51%

Measure 14: On-track 5th+ year cohort graduation percentage

- Measure 14
  - 5 Year Cohort Graduation Rate
    - 2014-2015 = 32.2%
    - 2015-2016 = 29.5%
    - 2016-2017 = 24.8%
    - 2017-2018 = 38.4%
    - 2018-2019 = 21.33%
  - 5 Year Completer Rate
    - 2016-2017 = 11%
    - 2017-2018 = 23.44%
    - 2018-2019 = 34.67%

Improvement

Measure 14 Comparable School 5-year Cohort Graduation Rate	
New Urban High School	55.38%
Armadillo Technical Institute	51.85%
Centennial Park School	50.63%
Gateways High School	46.94%
Columbia County Education Campus	46.67%
Summit Community College High School	33.69%
Phoenix Charter School	21.33%
Falcon Heights Academy	20.99%
Roberts High School	15.47%
West Lane Technical Learning Center	8.16%
Innovative Learning Center	No Report Card
MEDIAN	40.18%

Measure 16-17: Dropout Prevention

Measure 16-Decreasing Dropouts

- 2014-15 Rate: 23.70%
- 2015-16 Rate: 28.90%
- 2016-17 Rate: 14.50%
- 2017-18 Rate: 28.73%
- 2018-19 Rate: 25.41%
  - (40% of dropouts were Homeless for 18-19)

Improvement

Measure 17 Comparable School Dropout Rate	
West Lane Technical Learning Center	38.36%
Summit Community College High School	38.29%
Centennial Park School	28.19%
Roberts High School	26.79%
Phoenix Charter School	25.41%
Columbia County Education Campus	19.61%
Gateways High School	17.95%
New Urban High School	15.97%
Falcon Heights Academy	14.97%
Armadillo Technical Institute	13.58%
Innovative Learning Center	No Report Card
MEDIAN	22.51%

Measure 21: Dual Credit or Expanded Options

Dual Credit Options – Early College Program 2017-2018

- Umpqua Community College = 18 Students
  - Passed UCC Courses for Credit = 69
  - Failed UCC Courses = 6
  - 91% Passing

Dual Credit Options – *Early College Program 2018-2019

- Umpqua Community College = 8 Students
  - Passed UCC Courses for Credit = 23
  - Failed UCC Courses = 1
  - 96% Passing

*Program was restructured due to student needs

Measure 22-23: School Climate Surveys

Student Life Asset Development as measured by the Positive Youth Development Survey

- Surveyed 101 students
- Anonymously
- Spring trimester
- Rated on 65% or higher

Personal Growth/ Development 73.09%

Cultural Competency 65.12%

Interest in School 75.74%

Hobbies/ Activities 56.99%

Self Esteem 70.96%

Caring about Self & Others 80.91%

Community Involvement 61.98%

Staying out of Trouble/ Conflict 72.28%

Measure 24: Drug and Alcohol Intervention

of Students UA'd = 175

# of different students who tested positive, other than verifiable prescription meds = 21 (12% of Total)

# of UA''s obtained = 264

# of students involved with Adapt = 12

# of students who entered residential care = 3

Average toxicology lab reading for THC = 106 (Top 6 Removed – Average = 66.11)

Toxicology Range Low = 30

Toxicology Range High = 558

Population Performance Measure Challenges

- Measure 1–2: Meeting state student academic Achievement in ELA and Math
- Measure 5-6: Meeting state student academic growth in ELA and Math – no longer on report card
- Measure 7-8: Meeting expected annual academic growth in ELA and Math compared to peers – no longer on report card for the majority of comparable schools
- Measure 9-10: Grade locator testing – implementation in 2017-2018
- Measure 15: Increasing percentage of earning credits for student significantly behind
- Measure 18-19: Freshmen on Track
- Measure 20: Attendance rate

Measure 1-2: State Student Academic Achievement in ELA and Math

Measure 5-6: State Student Academic Growth in ELA and Math

Academic Achievement

ELA   Math
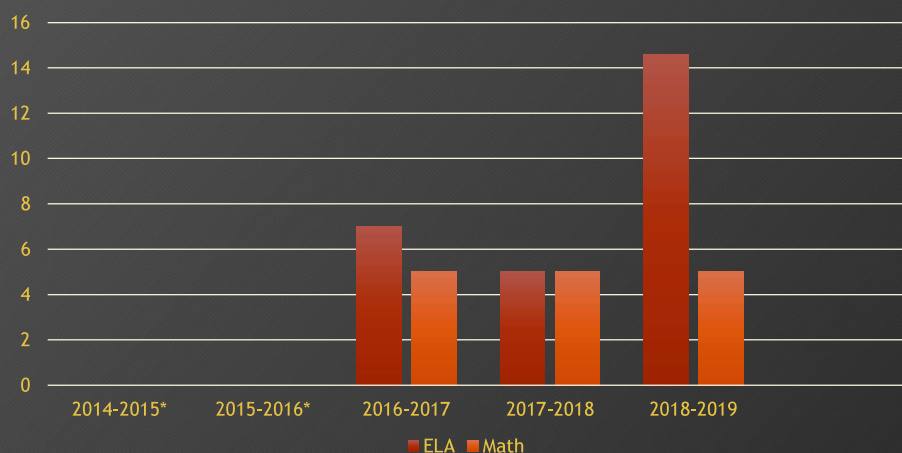
*No Achievement Data was Reported

Academic Growth

- 2016-2017
  - ELA = Level 1
  - Math = Level 1
- 2017-2018
  - Removed from State Report Card
- 2018-2019
 - Removed from State Report Card

Measure 7-8: Expected annual academic growth in ELA and Math compared to peers

- Academic Growth combined median growth percentile
  - 2016-2017
    - ELA = Level 1: 11.5%
    - Math = Level 1: 15.0%
  - 2017-2018
    - Removed from State Report Card
  - 2018-2019
    - Removed from State Report Card

- Academic Growth combined median growth percentile
  - 2016-2017 Economically Disadvantaged
    - ELA = Level 1: 15.5%
    - Math = Level 1: 14.0%
  - 2017-2018 Economically Disadvantaged
    - Removed from State Report Card
  - 2018-2019 Economically Disadvantaged
    - Removed from State Report Card

Measure 9-10: Grade Locator Testing – Implementation in 2018-2019

- Implementation STAR360 Program
  - Began in Spring 2018

- Roll-out for 2018-2019
  - Fall assessment in reading and math – 78% students completed
  - Spring assessment
    - Reading = 91%
    - Math = 90%

- 2019-2020
  - Fall Assessment
   - Reading = 90%
    - Math = 91%
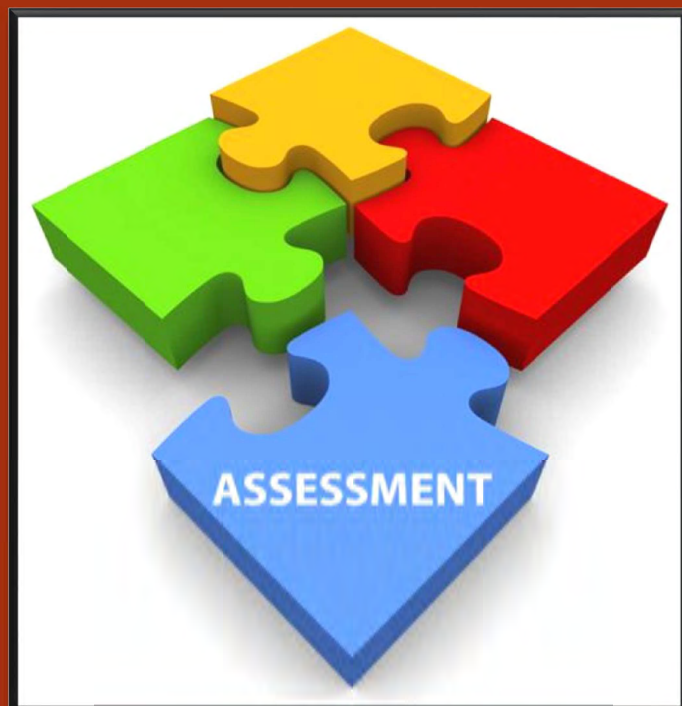
Measure 15: Percentage of earning credits for students significantly behind

2018-2019 students significantly behind in credit

- 9 Juniors and 13 Seniors

- 2 JR's and 1 SR earned at a rate of 6 credits per year = 14%

- 19 did not earn at a rate of 6 credits per year = 86%. Of those students:
  - 1 JR graduated with a GED in Fall term 2018.
  - 1 JR is currently enrolled in the 2019-20 SY and is pursuing a GED.
  - 2 JRs are currently enrolled in the 2019-20 SY and are pursuing a HS Diploma.
  - 1 JR was with us for less than 1 term in our GED program and was dropped due to non-attendance
  - 1 JR re-enrolled for the 2019-20 SY in our GED program and has since dropped due to non-attendance.
  - 1 JR re-enrolled for the 2019-20 SY in our GED program and has since transferred in district.
  - 3 SRs graduated with a GED in Spring term 2019.
  - 1 SR re-enrolled for the 2019-20 SY and graduated with a GED in Fall term 2019.
  - 1 SR is currently enrolled in the 2019-20 SY and is pursuing a HS Diploma.
  - 1 SR was with us for 1 term or less in our HS program and was unenrolled due to non-attendance.
  - 5 SRs were with us for 1 term or less in our GED program and were unenrolled due to non-attendance.
  - 1 SR was with us for 1 term or less in our GED program and transferred out of district.
  - 1 SR was with us for 1 term or less in our GED program and transferred in district.

Number of Students Behind in Credits
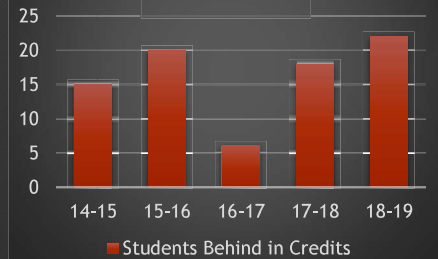
Increasing % of students earning credits toward graduation:
- *Significantly behind JRs: Less than 6 credits at time of enrollment*
- *Significantly behind SRs: Less than 12 credits at time of enrollment*

Measure 18-19: Freshmen on track

Measure 18 - Increasing % of freshman on track to graduate in 4 years (state report card data)

Measure 19 - Freshman on Track (enrolled in the full academic year) (Synergy data)

- 18 freshman enrolled for the full academic year
  - *Full academic year is defined as freshman enrolled within six weeks of the first day of school (September 6th to October 18th) and were enrolled at Phoenix at the end of the school year*

Freshmen on Track
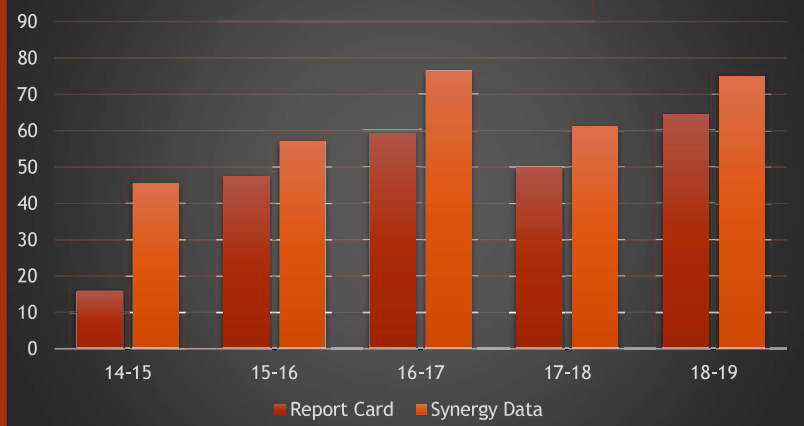
Measure 20: Attendance rate

Measure 20 – increasing % of students attending 90% or more of enrolled days (state report card data)

→ **New Attendance Program Roll-Out in Fall 2019**

Attendance

Year	Attendance
14-15	46
15-16	30
16-17	38
17-18	37
18-19	24

- Attendance

Rise-Up Resilience
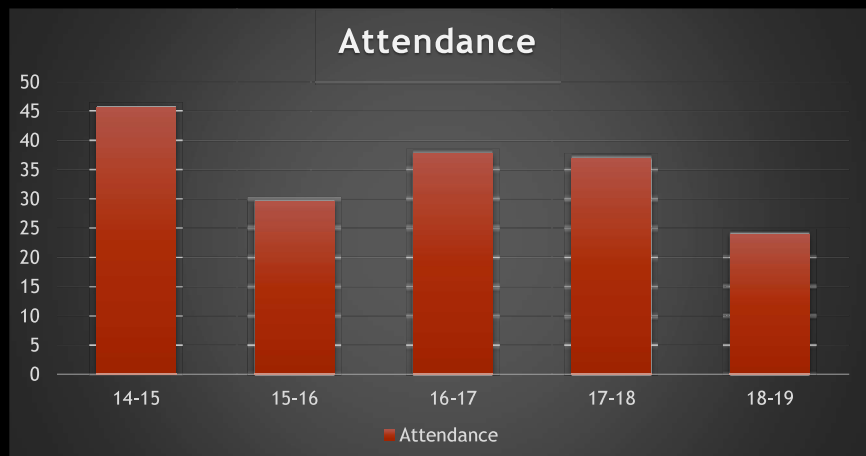
- **Charter School Strategic Objectives:**
  - A. Everyday Matters
  - B. This is Our School
  - C. Look, Listen, Do
- **Charter School Strategies:**
- Academic
  - PLC: Project-Based Learning
  - PLC: Teaching & Learning
  - Career Technical Education
  - SIA SPED ELA and Math (20-21)
  - 3-Tiered Attendance System
- Inclusive School Culture
  - Trauma Informed Approach
  - Sanctuary Model
  - Conscious Discipline
  - Restorative Justice
- Students as Leaders
  - Hope Squad
  - Blue Zones
  - Ally Alliance
  - Community 101
  - Oregon Youth Corps

Strategies and Activities for Engaging Focal Student Populations and their Families

Describe the strategies that you executed to engage each of the focal student groups and their families present within your district and community.

Our school utilized our past survey tools because they were quality in design and could help assist in providing valuable longitudinal data. Our team also designed an engagement plan to glean pertinent information about our focal populations of students of color, students with disabilities, students among the LGBTQIA communities, and students navigating poverty, homelessness, and foster care. Faculty and support staff were trained on how to best approach these populations and instructed to forward feedback from working with these populations through our Pathways (homeroom) Class model. The close relationships our team fosters with all students provided invaluable data to the leadership team. Administrators made personal phone calls with families to consistently learn their needs and concerns for support. This strategy reached a variety of students and families.

Describe the activities that you executed to engage each of the focal student groups and their families present within your district and community.

Our team had planned to engage our student of color and their families in empathy interviews. These will be planned to continue our engagement and learning in the early months of next school year. Our students navigating poverty, homelessness, and foster care were engaged in a listening session with the visiting team from the local United Way agency.

Strategies and Activities for Engaging Staff

Describe the strategies that you executed to engage staff.

Our leadership team designed and implemented a plan for strategically engaging all staff in conversations to learn their attitudes and beliefs about student learning and overall agency success. Learning from staff their needs for learning in the classroom and how our past trauma-aware initiatives were engaging youth was a key priority. This strategy sought to provide qualitative data since the small size of our team allows for this rich approach.

Describe the activities that you employed to engage staff.

Faculty were scheduled to meet with the Principal in early January during a professional development day. All other classified staff were approached by the organization Executive Director during the winter as well. Our weekly staff meetings also provide ample time for direct feedback from faculty and rich discussions among their peers.

Collecting and Using Input

Describe and distill what you learned from your community and staff.

Community/Parents:
- Challenges for students, school and educators in the areas of reducing academic disparities and meeting students' mental and behavioral needs:
    - Lack of communication among agency partners about youth needs
    - More support for LQBTQ students
    - Lack of adults to create developmental relationships

Students:
- Improvements needed:
    - Consistent application of school rules
    - More engaging content in classes
    - More options for coursework

Staff:
- Challenges for students, schools and educators in the areas reducing academic disparities and meeting students' mental and behavioral needs:
    - Instructor to student ratio for this population, need more assistants
    - Time for collaboration and purposeful planning
    - Resources to meet individual students needs

Part Four: Data Analysis

Describe the data sources used and how the data informs equity-based decision-making.

The following data sources were used to inform decisions: Phoenix Charter Annual School Climate Survey and Positive Youth Development Survey; IRRE Teacher, Student, Parent survey; School Attendance and Discipline Data; SSA Staff Interviews; SSA Phoenix Charter School Board of Directors Interviews;

Data was reviewed for all student groups including our focus of students navigating poverty, homelessness, and foster care. Our primary goal of data analysis was to inform decisions for all students in our school community.

Part Five: SIA Plan

Outcomes:

Outcome #1: Increased graduation rates and attendance rates for all students in the Phoenix Odyssey.

Outcome #2: A comprehensive system to support social emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: School culture and supports lead to youth re-engagement and on-track pathways for successful transitions to community college, regional trades, and local workforce.

Phoenix Charter School has identified four activities to advance our priorities for students' academic success and 'Rise Up Resilience.' Each activity is tied to one of the three identified strategies.

<u>Strategies:</u>

<u>Strategy #1:</u> Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical well-being of students and adults that is critical to academic and professional success.

Which outcomes will Strategy #1 address:

Outcome #1: Increased graduation rates and attendance rates for all students in the Phoenix Odyssey.

Outcome #2: A comprehensive system to support social emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: School culture and supports lead to youth re-engagement and on-track pathways for successful transitions to community college, regional trades, and local workforce.

<u>Strategy #2:</u> Ensure instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with content area standards and are culturally and academically relevant.

Which outcomes will Strategy #2 address:

Outcome #1: Increased graduation rates and attendance rates for all students in the Phoenix Odyssey.

Outcome #2: A comprehensive system to support social emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #4: School culture and supports lead to youth re-engagement and on-track pathways for successful transitions to community college, regional trades, and local workforce.

<u>Strategy #3:</u> Establish systems and interventions to identify and remove barriers to graduation for all students.

Which outcomes will Strategy #3 address:

Outcome #1: Increased graduation rates and attendance rates for all students in the Phoenix Odyssey

Outcome #2: A comprehensive system to support social emotional needs for students and adults will produce positive changes in school climate and learning conditions.

Outcome #3: All students will demonstrate typical or higher growth in reading and math.

Outcome #4: School culture and supports lead to youth re-engagement and on-track pathways for successful transitions to community college, regional trades, and local workforce.

<u>Activities</u>

Specific Activities that will support Strategy #1:

<u>Activity #1:   Materials to Support Social Emotional Learning</u>

Person or Team Responsible for Activity 1:
Principal, Executive Director, and Resilience Core Team.

Measures of Evidence for Activity 1:
Four- year graduation, five-year completion, ninth grade on track, regular attenders.

Phoenix will allocate $5,000.00 to materials necessary to continue improvements to our personal resilience centered model of social emotional learning (SEL) and continued implementation of our trauma-informed practices working with the Sanctuary Institute. We have seen success with students through the initial implementation that fosters resilience in students individually and in helping other students. SEL is the core component of our Pathways (Homeroom) model that ensures students are connected to at minimum one adult in the school. Navigating social interactions and emotional every day responses will continue to see growth at Phoenix as students understanding is more firmly reinforced with daily supports.

<u>Activity #2:   Support Faculty Leadership in Resilience Focused Initiatives</u>

Person or Team Responsible for Activity 2:
Principal, Executive Director, and Resilience Core Team.

Measures of Evidence for Activity 2:
Four- year graduation, five-year completion, ninth grade on track, regular attenders.

Phoenix will allocate $10,000.00 towards faculty projects to expand their activities in our Rise Up Resilience model. Ur school has several programs which invite students to be leaders in their school. These initiatives include Hope Squad, a peer mentoring model which trains student's self-care and how to be suicide intervention allies through Question, Persuade, Refer (QPR). Other initiatives include our adoption of Blue Zones practices, a local private health initiative focused on living longer and healthier. Students practice leadership through demonstrating healthy eating strategies, daily exercise tips, and encouraging students form a Moai or core group of peers as anti-bullying strategy. Last, our English and Social Studies faculty have partnered to form the All (Y)EARS Project, an initiative to capture the stories of the community and develop videos and podcasts. Prioritization of fund allocation for supplies and materials will be decided by our Resilience Core Team committee of faculty and administrators in adherence to our school's value of shared leadership.

Specific Activities that will support Strategy #2:

<u>Activity #3:   Materials to Support PBL & STEAM Education</u>

Person or Team Responsible for Activity 3:
Principal and Executive Director.

Measures of Evidence for Activity 3:
Four- year graduation, five-year completion, ninth grade on track, regular attenders.

Phoenix will allocate $12,000.00 to support teachers' efforts in the continuous building of our PBL programs

and STEAM education programs within our school. Teachers have engaged in both areas of learning for students, began implementation of PBL in the classrooms this past year, which assured a stronger engagement and rich educational learning opportunities for students. The overarching goal is to continue to improve and implement more PBL practices in each classroom and to greater enhance our STEAM education learning efforts. Historically, Phoenix has taught through a PBL and STEAM lens, as we navigate working with students whose needs to engage requires a more hands-on approach. We are enhancing these programs with greater resources available to teachers and students to implement across the entire school.

Specific Activities that will support Strategy #3:

Activity #4:   Additional Special Education Teacher

Person or Team Responsible for Activity 4:
Principal, Executive Director, Business Manager.

Measures of Evidence for Activity 4:
Four- year graduation, five-year completion, ninth grade on track, regular attenders.

In order to increase access for all students to a well-rounded education as well as support our school and our district's priorities of appropriate and timely instruction, Phoenix will allocate $97,500.00 to hire one English Language Arts special education teacher to instruct our grades 9-12 students. This investment also supports the purpose of increasing academic achievement and reducing academic disparities for students with disabilities. The newly hired teacher will assist the district's SPED case manager for a third of their duties to increase on-site case management of IEPs and direct tutoring capacity. This will ensure the Phoenix population will have access to high-quality evidence-based instruction that maximizes his/her potential in the Least Restrictive Environment (LRE). This investment will support that access and ensure the needs of our students are met in a collaborative and inclusive environment. Our priorities have this position beginning at the start of 2020-21 school year.

Activity #5:   On-going Community Engagement Activity

Person or Team Responsible for Activity 5:
Principal, Executive Director.

Measures of Evidence for Activity 5:
Four- year graduation, five-year completion, ninth grade on track, regular attenders.

Phoenix SIA plan will continue on-going engagement of our school community populations through scheduling community events and targeted interviews of groups of focal students and member of their households. Clarity of the SIA process and requirements are more understood by the Phoenix team and our desire is a stronger practice of engaging students of color, students with disabilities, students among the LGBTQIA communities, and students navigating poverty, homelessness, and foster care. We plan to utilize SIA funds in year one to assist with travel stipends, strong outreach to communicate the opportunity for engagement, and materials to have quality quarterly events which attract families.

Priorities

Phoenix places a 'high priority' on additional special education teacher and materials to support social emotional learning. A 'medium priority' has been assigned to materials to support PBL & STEAM education and support faculty leadership in resilience focused initiatives.

<u>SIA Integrated Planning Tool</u>

Please see attachment 1.

<u>Budget</u>

Please see attachment 2.

<u>Equity Lens or Tool</u>

Phoenix Charter School employs the Roseburg Public Schools Equity Lens. This tool asks with every decision:
1) Whose voice is and isn't represented in this decision?
2) Who does this decisions benefit or burden?
3) Does this decision close or widen the access, opportunity and expectation gaps?
4) How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

Our agency filters our investments of time, energy, and resources through these questions. Our practice seeks to promote more equitable access and opportunity for our focal student populations (students of color, students with disabilities, students among the LGBTQIA communities, and students navigating poverty, homelessness, and foster care.)

<u>Draft Longitudinal Performance Growth Targets</u>

Please see attachment 3

Part Six: Use of Funds

<u>Phoenix Charter School's plan utilizes the following use categories:</u>

X   Addressing students' health and safety needs
X   Expanding availability of and student participation in well-rounded learning experiences

<u>Describe how you will utilize SIA funds to meet student's mental health needs and increase academic achievement and reduce academic disparities for the focal student groups called out in the law.</u>

Students' mental health and behavioral needs will be addressed increasing the volume of assistants to aid faculty and by continuing our trauma-informed policies and practices. The Rise Up Resilience model will continue to press Positive Behavioral interventions and Supports (PBIS) type supports for all students via our faculty and administration shared Resilience Core Team committee. Our Student Services Team will continue to partner with outside agencies to directly provide services such as mental health counseling to our students on-site at a counselor to student ratio below 25:1. The behavioral and social emotional learning supports will be provided for all Phoenix students through the Pathways class model. SIA funds will directly add to resources available for faculty during these daily learning times. Additionally, our team will continue to define and delivery specialized supports to focal student populations in our building such as students of color, students with disabilities, students among the LGBTQIA communities, and students navigating poverty, homelessness, and foster care.

Our agency will utilize SIA funds directly to increase academic achievement and reduce academic disparities for our student population by increasing the amount of highly-qualified SPED instructors offering specially designed instruction to our students, especially those on IEPs/504 plans or those behind in grade-level skills for English Language Arts and Math. These teachers will be to provide instructional opportunities to every student in their least restrictive environment.

Addressing the Needs and Impact on Focal Student Groups

Describe the potential academic impact for all students <u>and</u> the focal student groups based on your plan to use funds.

The potential academic impact for Phoenix Charter students includes increased 4-year graduation rates and 5-year completion rates and reading and math achievement and growth meeting at or beyond state assessment standards. The potential impact for our focal student groups are the same.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted or otherwise experience the supports or changes you hope your plan causes?

Recruitment and retaining staff for special education and/or mental health needs can be challenging in a rural Oregon. SSA funds have increased capacity for many schools in Oregon to add positions attracting these types of professionals. On-boarding new staff can also be challenging to learn many aspects of our school's unique approach. We are working to build proprietary trainings unique for our systems and values.

Part Seven: Documentation and Board Approval

Evidence of Board Approval:
Board meeting minutes documenting approval will be uploaded to https://phoenix.roseburg.k12.or.us/, after board approval of our SIA plan.

Attachment 1: SIA Integrated Planning Tool

	Student Investment Account	Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Increased graduation rates and attendance rates for all students in the Phoenix Odyssey.	X	X	X		
Outcome	A comprehensive system to support social emotional needs for students and adults will produce positive changes in school climate and learning conditions.	X	X	X		
Outcome	All students will demonstrate typical or higher growth in reading and math.	X		X		
Outcome	School culture and supports lead to youth re-engagement and on-track pathways for successful transitions to community college, regional trades, and local workforce.	X	X	X		
Outcome						

Strategy #1	Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical well-being of students and adults that is
Strategy #2	Ensure instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with content area standards and are culturally
Strategy #3	Establish systems and interventions to identify and remove barriers to graduation for all students
Strategy #4	
Strategy #5	

		YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST		Total Budget
Strategy 1	Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical well-being of students and adults that is critical to academic and professional success	$ 17,905.81	$ 42,905.81		$ 125,605.81
Strategy 2	Ensure instructional materials and tasks are appropriately challenging and supportive for all students, are aligned with content area standards and are culturally and academically relevant	$ 12,000.00	$ 36,000.00		
Strategy 3	Establish systems and interventions to identify and remove barriers to graduation for all students	$ 95,700.00	$ 298,584.00		
Strategy 4	0	$ -	$ -		
Strategy 5	0	$ -	$ -		

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Materials to support social emotional learning	S1	X	X		$ 5,000.00	$ 10,000.00		HIGH
2	Support faculty leadership in resilience focused initiatives	S1	X	X	X	$ 10,000.00	$ 30,000.00		MID
3	Materials to support PBL & STEAM education	S2	X	X	X	$ 12,000.00	$ 36,000.00		MID
4	Additional Special Education Teachers	S3	X	X	X	$ 95,700.00	$ 298,584.00		HIGH
5	Ongoing Community Engagement	S1	X			$ 2,905.81	$ 2,905.81		HIGH

Select your institution from the drop down list to the right	Phoenix School

Estimated Allocation	$	132,216.64
Maximum Administrative Costs	$	6,610.83

Please provide contact information for the person completing this budget	
Name	**Thomas McGregor, Executive Director, Phoenix School**
Phone	**Work Cell: 541 580 7032**
Email	tmcgregor@roseburgphoenix.com

Additional Resources
SIA Engagement Toolkit
SIA Comprehensive Guidance
SIA Webpage

The "INFO" tab provides brief descriptions of the activities described in the "allowable use" categories.

The "Expenditures" tab is an activities-based budget tool to list and categorize budgeted activities.

The "Summary" tab provides a summary of categorized expenditures.

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UPDATED February 10, 2020

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	$ Amount	Budget Justification Narrative
				Total Expenditures:	$ 132,216.64	
				Allowable Administrative Costs:	$ 6,610.83	
				Unbudgeted Funds:	$0.00	

Proposed Activity

Activity #	FTE	Allowable Use Category	Object Code	Description	$ Amount	Budget Justification Narrative
1		H&S	4xx	Materials to support social emotional learning	$ 5,000.00	Supplies and Materials
2		H&S	4xx	Support faculty leadership in resilience focused initiatives	$ 10,000.00	Supplies and Materials
3		WRE	4xx	Materials to support PBL & STEAM education	$ 12,000.00	Supplies and Materials
4	1	WRE	111	Additional Special Education Teacher	$ 58,000.00	Average salary of an Oregon SPED teacher
5		ADMIN	ADMIN	Administrative	$ 6,610.83	
6		WRE	2xx	Additional Special Education Teacher	$ 37,700.00	Est.65% cost of overhead (PERS, Medical, EAP, Payroll, etc)
7		OCG	34x	Ongoing Community Engagement	$ 405.81	Travel stipends for focal student groups to events
8		OCG	34x	Ongoing Community Engagement	$ 1,000.00	Media advertising for quarterly events
9		OCG	4xx	Ongoing Community Engagement	$ 1,500.00	Supples and materials for quarterly events
10						

CODE	Description	Total Line Items	Total Budgeted
111	Licensed Salaries	1	$ 58,000.00
112	Classified Salaries	0	$ -
113	Administrative Salaries	0	$ -
12x	Substitute Salaries	0	$ -
13x	Additional Salaries	0	$ -
2xx	Benefits	1	$ 37,700.00
31x	Instructional, Professional and Technical Services	0	$ -
33x	Transportation	0	$ -
34x	Travel	2	$ 1,405.81
35x	Communications	0	$ -
4xx	Supplies and Materials	4	$ 28,500.00
5xx	Capital Outlay	0	$ -
640	Dues and Fees	0	$ -
8xx	Miscellaneous	0	$ -
ADMIN	Administrative Indirect Costs	1	$ 6,610.83
OTHER	Other codes not listed	0	$ -

Allowable Use Category	Total Line Items	Total Budgeted
Administrative	1	$ 6,610.83
(Ongoing Community Engagement	3	$ 2,905.81
Increased Instructional Time	0	$ -
Improving Student Health & Safety	2	$ 15,000.00
Reducing Class Size	0	$ -
Well Rounded Education	3	$ 107,700.00

TOTAL $ 132,216.64

TOTAL $ 132,216.64

Total FTE 1.0

Attachment 3: Longitudinal Performance Growth Targets
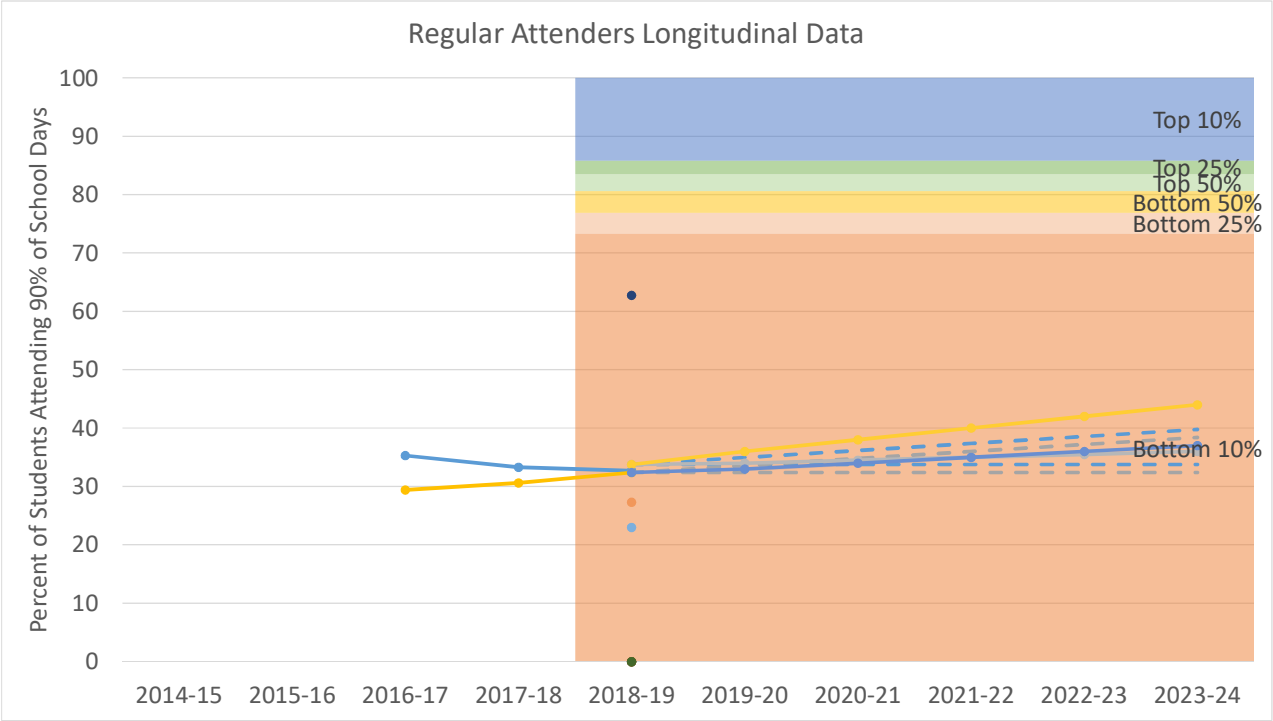
Regular Attenders Longitudinal Data

Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students			35.3	33.3	32.7	32.7					
Starting Point (3 Year Avg)						33.8	33.8	33.8	33.8	33.8	33.8
Starting + Top Growth						33.8	35.0	36.2	37.4	38.6	39.8
Combined Disadvantaged			29.4	30.6	32.4	32.4					
Starting Point (3 Year Avg)						32.4	32.4	32.4	32.4	32.4	32.4
Starting + Top Growth						32.4	33.6	34.8	36.0	37.2	38.4
American Indian/Alaska Native			*	*	*						
Black/African American			*	*	*						
Hispanic/Latino			*	*	*						
Native Hawaiian/Pacific Islander			*	*	*						
Economically Disadvantaged			29.4	30.6	62.73	62.7					
English Learners			*	*	*						
Homeless					22.98	23.0					
Students with Disabilities			45.5	*	27.3	27.3					

Growth Achieved by Top 10% of Districts	1.2
District Percentiles	
Top 10%	85.8
Top 25%	83.5
Top 50%	80.6
Bottom 25%	76.9
Bottom 10%	73.3

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	33.8	34	34.5	35	35.5	36
Stretch Targets	33.8	36	38	40	42	44
Gap Closing Targets	32.4	33	34	35	36	37

9th Grade On Track Longitudinal Data
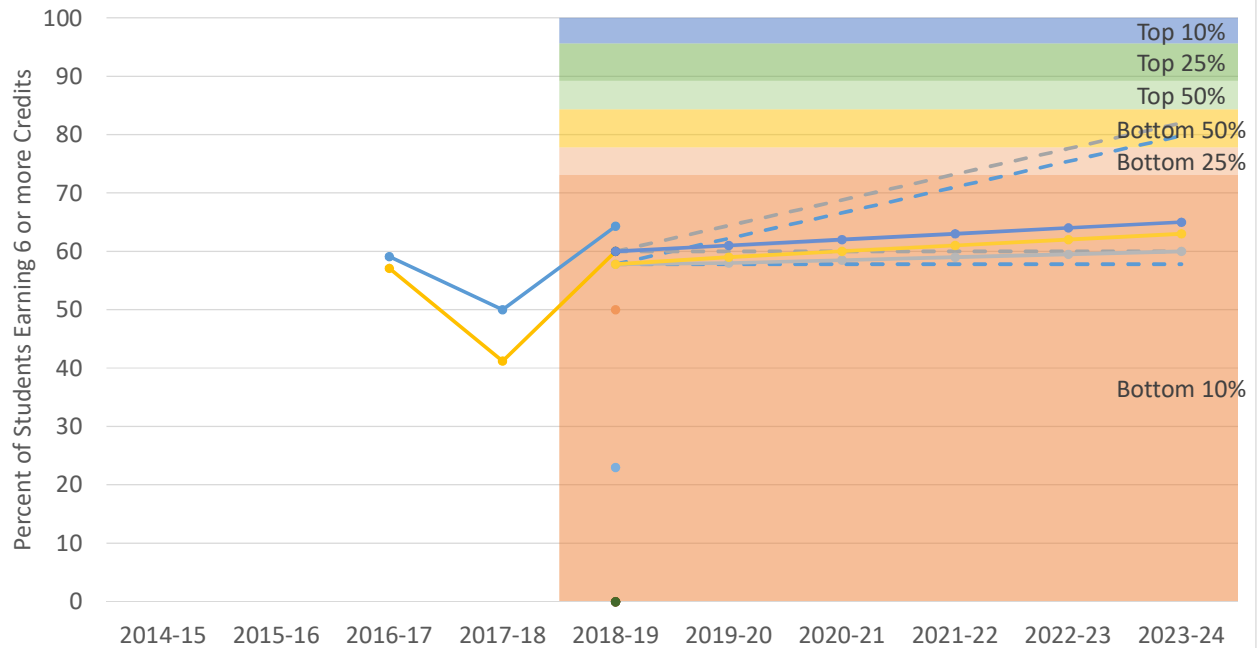
Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students			59.1	50	64.3	64.3					
Starting Point (3 Year Avg)						57.8	57.8	57.8	57.8	57.8	57.8
Starting + Top Growth						57.8	62.2	66.6	71.0	75.4	79.8
Combined Disadvantaged			57.1	41.2	60.0	60.0					
Starting Point (3 Year Avg)						60.0	60.0	60.0	60.0	60.0	60.0
Starting + Top Growth						60.0	64.4	68.8	73.2	77.6	82.0
American Indian/Alaska Native			*	*	*						
Black/African American			*	*	*						
Hispanic/Latino			*	*	*						
Native Hawaiian/Pacific Islander			*	*	*						
Economically Disadvantaged			57.1	41.2	60	60.0					
English Learners			*	*	*						
Homeless					22.98	23.0					
Students with Disabilities			*	*	50	50.0					

Growth Achieved by Top 10% of Districts	4.4
District Percentiles	
Top 10%	95.6
Top 25%	89.2
Top 50%	84.3
Bottom 25%	77.8
Bottom 10%	73.1

	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	57.8	58	58.5	59	59.5	60
Stretch Targets	57.8	59	60	61	62	63
Gap Closing Targets	60.0	61	62	63	64	65

Four Year Graduation Rate Longitudinal Data
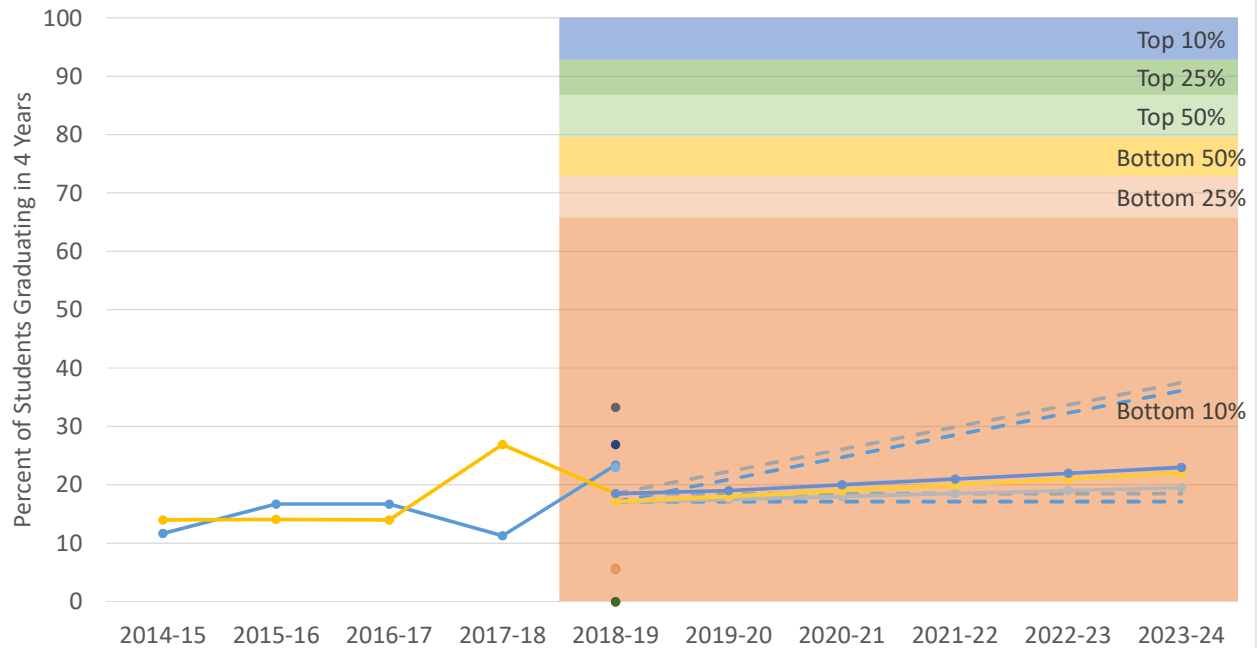
Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	11.7	16.7	16.7	11.3	23.4	23.4					
Starting Point (3 Year Avg)						17.1	17.1	17.1	17.1	17.1	17.1
Starting + Top Growth						17.1	20.9	24.7	28.5	32.3	36.1
Combined Disadvantaged	14	14.1	14.0	26.9	18.5	18.5					
Starting Point (3 Year Avg)						18.5	18.5	18.5	18.5	18.5	18.5
Starting + Top Growth						18.5	22.3	26.1	29.9	33.7	37.5
American Indian/Alaska Native	0	0	0	13.3	5.6	5.6					
Black/African American	0	0	0	0	0	0.0					
Hispanic/Latino	0	20	20	0	33.3	33.3					
Native Hawaiian/Pacific Islander	0	0	0	0	0	0.0					
Economically Disadvantaged	8.1	15.1	15.1	14	26.9	26.9					
English Learners	0	0	0	0	0	0.0					
Homeless	*	*	*	*	22.98	23.0					
Students with Disabilities	12.5	20	20	13.3	5.6	5.6					

Growth Achieved by Top 10% of Districts	3.8
District Percentiles	
Top 10%	92.8
Top 25%	86.8
Top 50%	79.6
Bottom 25%	72.9
Bottom 10%	65.8

	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	17.1	17.5	18	18.5	19	19.5
Stretch Targets	17.1	18	19	20	21	22
Gap Closing Targets	18.5	19	20	21	22	23

5 Year Completion Rate
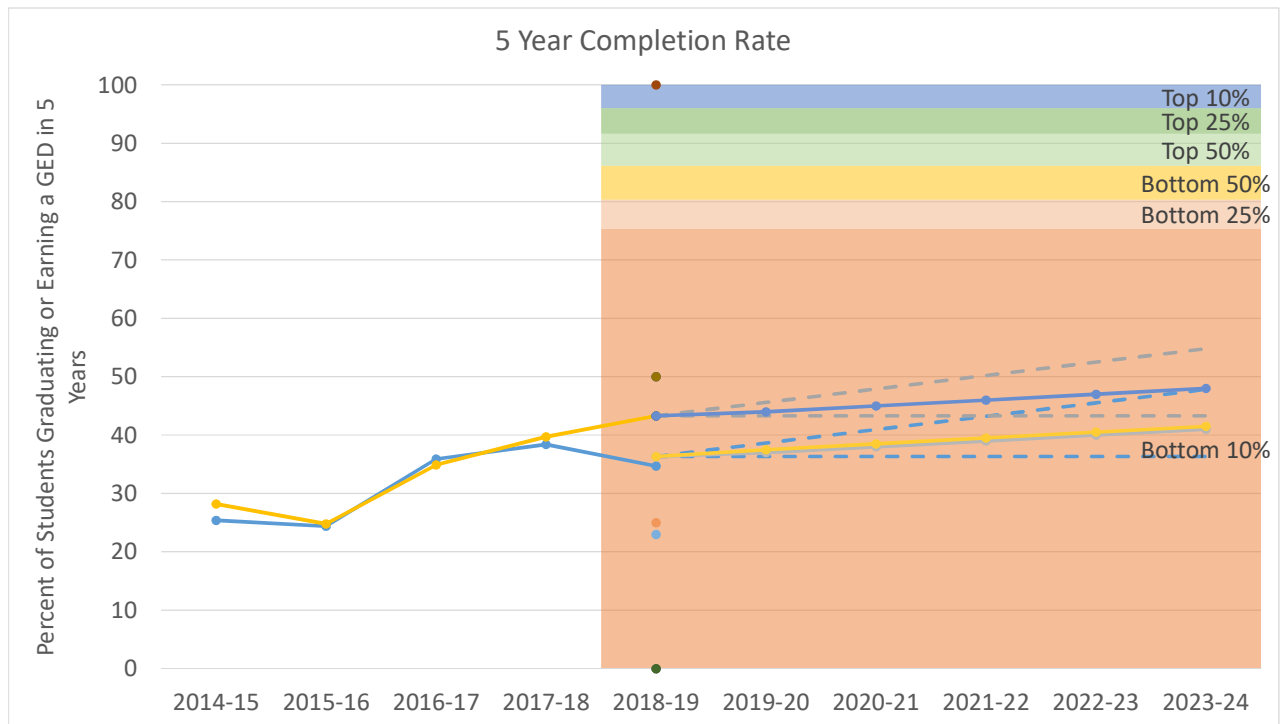
Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	25.4	24.4	35.9	38.4	34.7	34.7					
Starting Point (3 Year Avg)						36.3	36.3	36.3	36.3	36.3	36.3
Starting + Top Growth						36.3	38.6	40.9	43.2	45.5	47.8
Combined Disadvantaged	28.2	24.8	34.9	39.7	43.3	43.3					
Starting Point (3 Year Avg)						43.3	43.3	43.3	43.3	43.3	43.3
Starting + Top Growth						43.3	45.6	47.9	50.2	52.5	54.8
American Indian/Alaska Native	0	0	100	66.7	50	50.0					
Black/African American	0	0	0	100	100	100.0					
Hispanic/Latino	40	0	37.5	20	0	0.0					
Native Hawaiian/Pacific Islander	0	0	0	100	50	50.0					
Economically Disadvantaged	24.5	20.6	34.9	39.7	43.3	43.3					
English Learners	0	0	0	0	0	0.0					
Homeless	*	*	*	*	22.98	23.0					
Students with Disabilities	17.6	22.2	22.2	47.4	25	25.0					

Growth Achieved by Top 10% of Districts	2.3
District Percentiles	
Top 10%	96
Top 25%	91.6
Top 50%	86.1
Bottom 25%	80.3
Bottom 10%	75.3

	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	36.3	37	38	39	40	41
Stretch Targets	36.3	37.5	38.5	39.5	40.5	41.5
Gap Closing Targets	43.3	44	45	46	47	48