

2022-23 Student Investment Account Annual Report

Annual Report Questions	
Question	Context/Guidance
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? (500 words or less)</p>	<p>Reflecting on the 2022-23 school year and the implementation of the SIA plan, there have been notable shifts in the dynamics at Phoenix Charter School that align with the grant's objectives. A trauma informed support team, reduction in absenteeism and data driven instructional support .</p> <p>The employment of staff with specialized skills has yielded a positive change in the school's atmosphere. There's a decrease in physical altercations, which can often be a symptom of unaddressed emotional or social needs. By providing support structures for students grappling with various challenges, we've not only reduced conflict but also cultivated a school culture where students feel equipped and encouraged to resolve their issues constructively. The changes we've observed are not merely operational but are deeply rooted in a philosophy that honors the individual journey of each student. We're not just seeing fewer disruptions; we're witnessing students who are beginning to view themselves as capable learners. This shift in self-perception is crucial as it lays the foundation for lifelong learning and personal growth and creates an incentive to show up and participate in learning.</p> <p>The revamping of our special education process and the development of a robust data system are significant milestones. These advancements enable us to track behavior and academic performance, leading to the creation of personalized educational plans. This tailored approach ensures that our interventions are not one-size-fits-all but are as multifaceted as the students we serve.</p> <p>The sense of community, which is vital for a conducive learning environment, is also in the process of being rejuvenated. Through increased student engagement and empowerment, our students are not only preparing academically but are also developing the soft skills necessary for success</p>

	<p>beyond the classroom. This holistic approach to education, where community and individual strengths are recognized and harnessed, is at the heart of our SIA plan.</p> <p>The SIA implementation this year has been instrumental in steering Phoenix Charter School towards its envisioned goals. As we progress, these changes are not just mere adjustments but pivotal steps towards a future where every student is seen, heard, and given the tools to succeed.</p>
2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges? <i>(500 words or less)</i>	<p>The implementation of the Student Investment Account (SIA) has indeed encountered several barriers, which are crucial for community and state leaders to understand for the betterment of educational strategies. The most profound challenge has been navigating the aftermath of the COVID-19 pandemic, particularly its impact on the social and emotional development of our students, especially within the 8th and 9th-grade cohorts. These students, who missed critical periods of in-person learning, exhibit pronounced social learning gaps, high levels of anxiety, and a disconnect from the value of education. It has been a task of considerable magnitude to re-engage these students and rekindle their interest in learning. The reality is that no matter how robust our educational offerings may be, they must be aligned with the readiness of the students to engage. Otherwise, these opportunities remain unutilized, standing by as we strive to bridge the gap between potential and participation.</p> <p>Another significant barrier has been the recruitment and retention of staff capable of addressing the unique needs of our student population. The type of staff required goes beyond academic proficiency; we need individuals who are adept at managing and motivating students who may not see the immediate value in their education. This is a multi-faceted challenge, as it involves finding professionals with the right mix of expertise, patience, and passion for working with students who require more than just traditional teaching methods.</p>

	<p>These barriers, while formidable, have not been insurmountable. Our response has been to adapt and be flexible, creating an environment that acknowledges and works to fill the gaps left by the pandemic. It's imperative for our leaders to recognize that the road to educational recovery post-COVID is non-linear and complex. It requires support systems that are tailored to the nuanced needs of each student group, along with staff who are not only educators but also mentors and champions for our youth.</p> <p>Understanding these challenges is essential for our leaders to provide the necessary support and resources. As we continue to work through these obstacles, it becomes increasingly clear that the path to effective SIA implementation is a collaborative effort, one that hinges on the understanding and action of not just our school, but the community and state apparatus that surround and sustain us.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students¹, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p>The journey of Phoenix Charter School's Student Investment Account (SIA) implementation and community engagement this academic year reflects a concerted effort towards greater inclusivity and participation, as outlined in the Levels of Community Engagement spectrum. We currently find ourselves straddling the 'Consult' and 'Involve' stages, earnestly working toward the 'Collaborate' phase.</p> <p>Changes in leadership came with the challenge of re-establishing trust. To address this, we initiated a wellness expo, which exemplifies our commitment to not only consult but actively involve our community partners and school families. This event served as a convergence point, enabling us to share resources and knowledge while fostering a sense of unity and collective purpose.</p> <p>The expo's design was intentional in its approach to elevate student voice, allowing students to play a pivotal role in organizing and executing the event.</p>

¹ Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

	<p>This empowerment is an essential component of our SIA plan, as it underscores the significance we place on student agency and leadership. By engaging students in the process, we are actively moving from merely consulting with our community to involving them in a manner that values their input and perspectives.</p> <p>This academic year has been a testament to the belief that building relationships and trust is an incremental but fundamental process. As we continue to engage our students, families, staff, and community partners, we are laying a robust foundation for enduring partnerships. The progression from consultation to involvement is evident in our efforts to integrate health and wellness initiatives, thereby attending to the holistic needs of our school community.</p> <p>The path ahead is clear; we aim to fortify the bonds we have and continue to invite broader participation and shared decision-making. By doing so, we anticipate a shift into the 'Collaborate' spectrum, where our community engagement efforts are not just about input but about joint action and shared power. The trust we build today lays the groundwork for the collective success of our students tomorrow.</p>
4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future implementation efforts? <i>(500 words or less)</i>	<p>Reflecting on the choices and prioritization efforts during the 22-23 year Student Investment Account (SIA) implementation, it is clear that our preemptive approach to address potential learning gaps was a solid approach. The decision to allocate funding to areas anticipated to require bolstering in student learning was a good one. It acknowledged the unpredictable impact of educational disruption and positioned us to respond effectively to our students' needs.</p> <p>The challenge of staff turnover, however, has underscored a critical learning curve. The necessity of repeated training due to new staff inductions brought to light the importance of having robust, well-documented systems and policies in place. This</p>

experience has illuminated the path forward: to build an infrastructure resilient enough to withstand staff changes without compromising the essence of our trauma-informed care approach and goals.