

## Alternative School Profile

### 1. Demographics

School Name	The Phoenix School of Discovery	
Location Number	201	
Program Type	Check One: A5 <input checked="" type="checkbox"/> A6 <input type="checkbox"/> See definitions in <b><i>Alternative Education Programs in KY</i></b>	
Program Capacity	600	
Building Capacity	600	
Total number students served 12-13	258	
Student Enrollment on Oct 1	210	
Diploma Awarded	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Ages Served	11 - 21	
Grades Served	6 - 12	
<b>Administrative and Instructional Staff</b>	<b>Position</b>	<b>Identify Staff Member Name</b>
	Principal –Full Time	David Bennett
	Assistant Principal/s –Full Time	Cynthia Wilburn-Brock, Carol Mills, John Voelker
	Counselor/s – Full Time	Nancy Breitenstein, Selina Leon
	Part Time Administrator/s	
	Other Administrative Staff- Describe position/duty	
	Other Instructional Staff – Describe position/duty	Carol DeMuth - Math Interventionist Ashley Panknin - Goals Clarity Coach
		<b>Identify Number Of Staff</b>
	Regular Class Teacher	FTE only: 23
	ECE Teacher	FTE only: 6
	Instructional Assistant	FTE only: 2

## 2. Program Purpose

**Mission:** Through the world of technology, The Phoenix School of Discovery creates a positive learning environment where all students can achieve while developing a sense of community and civic responsibility.

**Vision:** Create Your Future With Us: Rise, Transform, Soar

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students. In 2006, the Phoenix School of Discovery was established as Jefferson County Public Schools' option under the No Child Left Behind Act. The Phoenix School of Discovery empowers these disenfranchised, fragile, or low-motivated students to attain the learning skills to become successful contributing members of society. To support the districts college and career readiness plan, the Phoenix School of Discovery has:

- \* Every fall student fill out an Individual Learning Plan
- \* Workshops and college financial aid led by Gene Weiss
- \* Counselors guide students in understanding grade point average, credit courses, KEEs monies, transcripts and college entrance requirements
- \* Counselors work with students on understanding different career paths, i.e. trade schools, internships, military options, etc.
- \* A Student Success Coach takes students on individual/small group college visits
- \* Students are encouraged to attend major college fairs to gather knowledge of options
- \* A college fair produced by students
- \* Students participate in College Application Week
- \* One computer in every classroom for every student along with course work to enable students to master technology

## 3. Referral/Enrollment Procedures

Criteria for Entrance:	<ul style="list-style-type: none"><li>* Student must want to attend</li><li>* Student may have no serious drug, alcohol or behavior issues</li><li>* Incoming students often feel disenfranchised with their former larger setting</li><li>* Many Phoenix students are "fragile" students in danger of dropping out or "falling through the cracks"</li></ul>
Procedure for Entrance	<ul style="list-style-type: none"><li>* Contact The Phoenix School of Discovery to express interest in attending</li><li>* Fill out enrollment application, Parent Commitment Form, Parent Agreement</li><li>* Student answers 3 essay questions</li><li>* Teacher/Administration recommendation</li><li>* Transcript of grades, achievement scores and copy of most recent report card</li><li>* Have an assessment at the Safe &amp; Drug Free School Center</li><li>* Be accepted by the Phoenix Entrance Application Committee</li><li>* High School - accepts students as they apply and qualify</li><li>* Middle school - accepts students 4 times per year with intakes via the Futures program</li></ul>

Student Assignment	Involuntary <input type="checkbox"/> Describe procedure: Voluntary <input checked="" type="checkbox"/> Describe procedure:
Parent/Student Self-Referral	Describe procedure: See Procedures for Entrance above. Parent/student may contact either location if interested in attending.
Enrollment Cycle	Check as appropriate: Open entry: <input checked="" type="checkbox"/> Term entry: <input type="checkbox"/> Other entry: <input checked="" type="checkbox"/>

#### 4. Program Entry/Student Program Planning

Strategy	Description
Initial Assessment:	Review of student transcript, attendance, test scores, behavior data, Safe & Drug Free assessment, student "essay" questions, and whether we can academically accommodate student and reason for wanting entry.
Program Planning: Identification of Behavioral Needs	Documentation of school behavioral history and any special education documentation.
Program Planning: Identification of Academic Needs	Review of student transcript, test scores, any teacher recommendations from previous school, MAPS testing (middle school)
Describe Instructional Methods	Lecture, Cooperative Work, Journaling, Guided Practice, Student Presentations, Class discussions, Textbook assignments, Labs, reading assignments, Vocabulary Instruction, Word Walls, Student Reports/Research, Gamification, Visual aids, Graphic Organizers, WhiteBoards, Incorporation of technology in instruction via YouTube, TeacherTube, Khan Academy, KDE resources, etc. Field trips, Small group remediation, differentiated assignments and homework, brainstorming, Preparing exhibits, Guest speakers, Service Learning Projects, Hands-on activities,
Describe Instructional Tools and Technology	Smart boards, JCPS Online (Library of Resources), One-on-One Program, SuccessMaker, Study Island, Read 180, eSchool, Nooks (one per student), Khan Academy, Link, AB Tutor,
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> Content Recovery <input type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe
System for Monitoring Academic Progress	Interim Progress reports every three weeks, Progress Reports every 6 weeks, COMPASS, ACT, PLAN, Explore testing, Teacher work within the teams and Professional Learning Communities
System for Monitoring Behavioral Progress	Daily progress reports, teacher reports, Student Success Coach interventions, reports from Student Response Center and the Student Response Team, student self-reporting
System for Parent Communication	JCPS Online, Infinite Campus email, letters home, Parent/Teacher conferences, phone calls
System for Communication to Sending School	Requested transcript and student records from sending school. Letters of recommendation. Possible contact with counselors.
Describe strategies to <b>build capacity with teachers</b> in high quality services and programming that conforms with best practices and guides all students to college and career readiness.	Deliberate professional development focused on most effective instructional strategies and best practices in classroom management. Use of 3 resource teachers to work with teachers to maximize progress in teacher efficacy. Use of Professional Learning Communities to help teachers focus on student growth and mastery of student learning goals.
Describe the types of programs used in your building to address individual learning needs.	SuccessMaker, Study Island, Read 180, eSchool, Nooks (one per student), Khan Academy, Link, AB Tutor, Math Lab (MS), Small group remedial instruction

## 5. Transition to A1 School

Assessment Tool Used for Exit	N/A - Students graduate or leave voluntarily
Exit Criteria for Academic Performance	N/A - Students graduate or voluntarily leave to return to resides school.
Exit Criteria for Behavioral Performance	N/A - Students graduate or voluntarily leave to return to resides school.
Transition Strategies to Prepare Student for Exit	N/A - Students graduate or voluntarily leave to return to resides school.
Transition Strategies to Support Student Following Exit	N/A - Students graduate or voluntarily leave to return to resides school.
Attach Examples of Current Student Transition Plans	<input type="checkbox"/> See attached

## 6. Provisions of 704 KAR 19:002

Describe your building's procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	N/A - All placements at The Phoenix School of Discovery are voluntary. However, The Phoenix does have outside services through Seven Counties counseling and other agencies. These are on a voluntary basis and the school provides an area where the agencies can meet with their clients.
Who will serve on the ILPA Team?	Counselors, teachers, assistant principals
Who will guide completion of the ILPA?	Counselors, teachers
Who will monitor student progress of the ILPA?	Counselors, teachers