

Phoenix

CHARTER ACADEMY

Proving It's Possible



The PCA graduating class of 2011

Annual Report 2010-2011

Phoenix Charter Academy

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Table Of Contents

I.	Letter from Chair of the Board of Trustees and Executive Director	3
II.	Mission Statement	5
III.	Introductory Description of the School	5
IV.	Performance and Plans	
	Faithfulness to Charter	
	Accountability Plan Objectives	5
	Common School Performance Criteria	7
	Academic Program Success	
	Accountability Plan Objectives	9
	Common School Performance Criteria	11
	Organizational Viability	
	Accountability Plan Objectives	20
	Common School Performance Criteria	24
V.	Recruitment and Retention Plan	28
VI.	Dissemination	38
VII.	Data Section	39
VIII.	Financial Reports and Attachments	
	Unaudited FY2011 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)	42
	FY2011 Statement of Net Assets (Balance Sheet)	43
	FY2012 School Budget presented to the Board of Trustees	44
	FY2011 Capital Plan	45
	Phoenix Charter Academy Bullying Prevention and Intervention Policy	46
	2010-2011 Organization Chart	50

August, 1, 2011

Dear Friends and Supporters of Phoenix Charter Academy,

“There aren’t enough Latinos in college. I know I’ll have to push myself, but I’m going to do it.”

This was a statement made by the valedictorian of the PCA Class of 2011, Zoe Romero. In her speech on graduation day, Zoe opted for non-traditional advice to the rest of the Phoenix community. She said, "...now that I hold my diploma in hand, I’m positive that there is nothing that makes us different. Every PCA student here can accomplish everything I have. In fact, I *dare* you to. Beat every single record made by every graduate; leave us in the dust. Then, we would have something much more precious than a record. We would have the knowledge that we have set the foundation so that every student may succeed. So again I repeat this – ‘Do better, better than I ever could’.”

We think Zoe is right, and her words embody the unique mission for our students - all students, regardless of life circumstance, can achieve at increasingly high levels, "beating" each other's success as the school gets older, learns more, and accomplishes more. Zoe's words push all of us to do more for an amazing student body that never ceases to amaze us with its ability to succeed.

On behalf of the Board of Trustees and the staff and students of Phoenix Charter Academy, we are thrilled to submit this Annual Report. It is the fifth in the life of our growing school, and the first since the unconditional five-year renewal of our charter, earlier this year.

In addition to re-chartering, we've reached and at times exceeded significant benchmarks this year.

- Last year, our MCAS scores reached their highest level to date, with all students passing the exam. 69% of students reached proficient or higher on the English language arts exam, as did 61% on the math exam. This success proved two things to us. First, the Phoenix Urban Fellowship Program has a strong effect on student achievement and, along with the great faculty at PCA, produced a 19% and 22% increase, respectively, on the exams. Second, the scores of our MCAS cohort – which included students who had previously dropped out, are teen parents, and were chronically truant prior to attending PCA – were higher than those at schools that do not serve our high-risk target populations. High expectations, and the requisite support, work for *all* students.
- PCA was able to increase its organizational capacity through increased public and private fundraising. The school used a competitive AmeriCorps three-year grant, awarded in June of 2010, to nearly double the amount of in-house tutors working with PCA students on MCAS preparation. In April, PCA received a three-year Mass Graduation Initiative grant, a subsection of the federal High School Graduation Initiative. We are currently using the funds to support an expanded home visiting and support program which will increase the retention rate of our most truant students. Most importantly, the Board was also able to increase its fundraising capacity, raising over \$100,000 at its second annual “Ignite the Future” gala. The proceeds more than doubled from 2010 and exceeded the goal amount by \$38,000.
- Lastly, the Board, Executive Director, and school leadership team have begun work on the next stage of Phoenix's strategic plan to raise the quality of education for increasing numbers of high-need students. As Phoenix enters its sixth academic year, we will be exploring potential replication cities where this model of charter school could increase the graduation and college completion rates of students who are currently highly truant, out of school, or who can't be served by district schools.

In addition to these successes, we continue to hurdle the barriers to achievement that affect PCA students on a

daily basis. PCA deliberately seeks to serve a high percentage of truant youth, teen parents, and English language learners, spending a great deal of time helping these students recommit to school and find success in a rigorous academic program. This year, PCA will continue to implement innovative ideas that help these student populations succeed in high school and graduate from college, creating ways that all communities might use to reach and graduate these students in particular.

With more than 7,000 students dropping out of school every day, we need more models that can help all students turn failure into success at the college level. We thank our friends and supporters for their investments in this critically important work and look forward to its expansion in the coming academic year.

Warmly,

Nick Hofer, Chair, Board of Trustees

Beth Anderson, Executive Director

I. Mission Statement

Phoenix Charter Academy's mission is to close the achievement gap that exists between academically underperforming adolescents in Chelsea and surrounding cities' district schools and their academically successful peers. Partnering rigorous academic work with relentless support for 14-22 year-old students, the Phoenix Charter Academy provides students with the tools necessary to achieve high school graduation and college success.

II. Introductory Description of the School

Phoenix Charter Academy (PCA), a public charter high school (grades 9-12) located in Chelsea, Massachusetts, endeavors to redefine alternative education in Massachusetts. Opened in September of 2006, the founders of PCA designed the school to serve older, out-of-school students, including teen parents, English language learners, and court-involved youth, many of whom had struggled to succeed in traditional academic settings. In serving this population, the founders of PCA sought to create more than an equivalency or vocational program (the usual options for these populations of students): they wanted to start an academically rigorous, college preparatory high school. Combining high academic expectations with relentless social and emotional support, PCA's unique program was charged to become a "model for alternative education" by former Department of Education Commissioner David Driscoll at the inception of the school's charter in February, 2005.

Five years after opening its doors, PCA is well on its way to fulfilling this charge. In February of 2011, we received an unconditional renewal of our charter, which will allow us to continue our work with high-risk youth for the next five years. Guided by our founding mission, we actively recruit and retain students who are out-of-school, chronically truant, parenting, and/or are involved with the Department of Children and Families and the Department of Youth Services. As outlined in the Performance and Plans section below, our students have shown remarkable progress on the English language arts and mathematics MCAS exams, and our graduates are continuing to enter, persist, and succeed in college. We have found that 185 students is our target enrollment number, although we have room for even more students with a cap of 225. Next year, we look forward to helping more youth commit to their education and prepare for college.

III. Performance and Plans

A. Faithfulness to Charter

a. Accountability Plan Objectives

Goal 7: PCA will ensure that it serves its target student population (students 2-3 grade levels behind, students who dropped out of school, pregnant or parenting teens, court involved teens, and immigrant students).

Annual outreach (3+ times each year) will include conversations, meetings and follow-up with the following agencies and organizations:

- MA Department of Youth Services; MA Department of Social Services; Boston, Chelsea, and Lynn Juvenile Probation Offices, the courts and local police departments.
- Chelsea and Revere district schools truancy officers, guidance counselors, middle and high school principals and other program staff.
- Street outreach organizations such as Roca, Inc. and the Lynn and Chelsea Boys and Girls Clubs.

At least 40 applications in our first two years, 60 applications in our third year, and 80 applications in subsequent years will come from contacts at community organizations that serve the same youth.

- **2010-2011 Results: Has met goal.** 96 new applicants came to PCA this year through local community-based organizations.

Goal 8: PCA students will make healthy, informed decisions that support their educational advancement as they prepare for college admissions and other post-secondary educational options.

100% of PCA students will create a graduation plan, and select their own courses each quarter based on their academic needs.

- **2010-2011 Results: Has met goal.** With the help of their advisors, 100% of students created an individualized graduation plan, and 100% of students selected their own short-block elective courses each quarter based on their academic needs.

100% of graduating PCA students will apply to and be accepted by a post-secondary education program.

- **2010-2011 Results: Has met goal.** Of the twenty-one graduating students, 96% applied to and were accepted by post-secondary education programs. The sole student who did not apply is cognitively impaired; his IEP dictates career and workplace training.

60% of enrolled students will voluntarily choose to participate in PCA's summer school, leadership, internships, Saturday programs, and/or training opportunities.

- **2010-2011 Results: Has met goal.** 70% of all students enrolled at PCA during the 2010-2011 school year voluntarily participated in the 2011 Summer Academy, Event Planning Committee, PCA Athletics, Student Leadership Council, Black Women's Association, Phoenix Ambassadors, or the PCA Day of Service.

Starting in PCA's 4th year, 65% of those PCA students who enroll in a post-secondary education program will still be enrolled after 2 semesters.

- **2010-2011 Results: Has met goal.** 71% of students who graduated in the class of 2008 have either graduated or are still enrolled in a post-secondary education program. 61% of students who graduated in the class of 2009 have either graduated or are still enrolled in a post-secondary education program. 60% of students in the class of 2010 have either graduated or are still enrolled in a post-secondary education program.

Discussion

PCA's first graduates started college in the fall of 2008. In the past three years, as we have followed our graduates through college, we have been struck by two key realizations: 1) we must address college preparatory issues more significantly through the general PCA curriculum; and 2) we must expand services for PCA graduates entering college. According to the Brookings Institute, only 11% of high school graduates who come from families in the lowest 5th percentile of income actually remain in college and graduate. With 63% of our graduates still enrolled in school, the college services portion of Phoenix's mission and practice is on track. However, it is not good enough. We endeavor to help 100% of our graduates succeed in and finish college.

To that end, this year, the Phoenix Through College (PTC) program continued to create a sense of urgency and expectation around college, and expanded its capacity to provide support to both graduating seniors and college-enrolled graduates. All class of 2011 graduating seniors met bi-weekly with either the Director of College Services or the Phoenix Fellow working closely with the PTC. The PTC strengthened its relationship with the local colleges (Bunker Hill Community College, North Shore Community College, and the University of Massachusetts-Boston) that receive multiple applications from PCA in order to better support the class of 2011. Because of our strong relationship with BHCC's dual enrollment program we were able to give all of our graduating students a practice version of the College Board's ACCUPLACER exam. This allowed us to identify which seniors needed a preparatory class before formally taking the exam. By taking this class, some students were able to avoid taking costly and time-consuming remedial classes upon enrolling in college. We partnered with local nonprofits, FUEL and Financial Aid University (FAU), to help PCA students save money for college and prepare the necessary tax and financial aid paperwork. For our previous graduates, our expanded capacity allowed us to have regular meetings about their progress

at their new programs. Additionally, we fostered a culture of expectation around college for our students nearing graduation by sending over 80 students on trips to 12 different college campuses.

Despite these changes, some of our graduates still struggled to remain enrolled in college. According to informal surveys of our graduates, challenges include: immigration and financial struggles, difficulty with college-level work, managing the freedom of a college schedule after so much structure at PCA, and successfully navigating the worlds of enrollment, financial aid, and the registrar. Additionally, many of our graduates who have struggled have reached out to PCA for help too late in the process.

Action steps for 2011-12 and PCA’s next five years include:

- Developing the “pathway to college” so that students understand the expectations for college entry and design an academic plan to reach all necessary academic and behavioral benchmarks upon enrollment in PCA.
- Institutionalizing a new graduation plan with more rigorous academic expectations (aligned with the Common Core standards) and ensuring that PCA classes foster the necessary independence, diligence, and curiosity that college students must have.
- Creating a College Mentoring Program (using local college student volunteers) to ensure that our students have role models in college and a clear vision of what college life entails.
- Strengthening our partnerships with local colleges and universities so that PCA students will be better supported through tutoring and mentoring and sidetracked less frequently by bureaucratic problems.
- Increased regular follow-up with both graduates and families of graduates so that PCA is consistently informed of highlights and struggles as they arise.
- Using the newly created College Services Coordinator position to ensure that graduates will stay connected to PCA's alumni services.
- Educating potential graduates in their final year of PCA about the support systems that exist in local two- and four-year colleges.
- Regular attendance and curricular oversight by the Director of College Services in departmental, instructional leadership team, and professional development sessions where academic goals and objectives are defined and planned out.

b. *Common School Performance Criteria*

Implementation of mission, vision, and educational philosophy

In our charter we sought to create a school that, while open to all students seeking a small, college preparatory charter school, would actively and intentionally reach out to students who had failed in other educational environments due to academic or behavioral issues, including expulsion, transiency, truancy, and parenthood, and help them to succeed in college. Consider the following highlights of our journey:

We are reaching our target audience of students.

Below is a snapshot of our 2010-2011 student body:

- Our students are 61.5% Hispanic, 21% African American, 13.5% Caucasian, 1% Asian, and 2% other.
- 13% of PCA students are raising their own child. Most parenting students have their children at PCA’s on-site childcare center.
- 58% are currently or have been involved in the Department of Children and Families, Department of Youth Services, and/or are involved in the Juvenile Court System.
- 56% have one adult supporter in their life.
- 52% of incoming students are older (16 and older), and most enter with minimal or no academic credit from other high schools.

- 29% of PCA students have dropped out of high school prior to attending PCA, and 65% reported struggling with attendance during the previous academic year.
- Incoming students have, on average, a seventh-grade reading level.
- 85% are eligible for free or reduced price lunch.
- Serving 75 students in our first year, the PCA student body has grown to 180 students. Over 900 students have applied to PCA in the past five years in the hopes of meeting the school's high expectations for conduct, achievement and graduation.

Students are finding academic success at PCA.

- 29% of current students who have dropped out of prior high schools make it work at PCA, coming to school, reaching MCAS goals, and preparing to graduate into college; this meets the 2009 “dropout recovery goals” set by Massachusetts Governor Deval Patrick.
- In its second year, PCA graduated its first seven students on June 18, 2008. *The Boston Globe* highlighted the great success of the 13 2009 graduates and WBUR 90.9 featured the graduation on *Morning Edition*. As of June, 2011, 61 students have crossed the graduation stage at PCA and:
 - 98% were accepted to post-secondary educational institution.
 - 21% were accepted to four-year school.
 - 54% were significantly truant prior to enrolling in PCA.
 - 33% were former high school dropouts.
 - 57% were 19 or older at the time of graduation.
 - 33% were pregnant or parenting.
 - 49% will be the first in their family to attend college.
 - 31% were the first in their family to graduate from high school.
- In an effort to improve MCAS scores and increase individualized instruction, PCA created a Friday after-school MCAS tutoring program in the 2008-2009 school year that served over 30 students.
- In August of 2009, PCA grew its tutoring program and created the Phoenix Urban Fellowship Program. Ten Fellows lived on-site and served as full-time tutors to students who were preparing to take the MCAS exams, the SATs, and who were generally academically behind.
- On June 25th, 2010, the Massachusetts Service Alliance announced that Phoenix Charter Academy will become an AmeriCorps site through the Edward M. Kennedy Serve America Act, expanding the Phoenix Urban Fellowship Program. With AmeriCorps funding, 17 Fellows now serve as full-time, live-in tutors working with students preparing for the MCAS exams. Additionally, Fellows now provide push-in classroom support, off-site tutoring for high-risk students at the Chelsea REACH Program and Seacoast Academy in Revere, and college readiness support for students nearing graduation.

At the moment, we know of no other school in Massachusetts (public, charter, or independent) that shares our unique model of successfully providing previously disenfranchised students with the opportunity to participate in a structured, rigorous, 36+ hour/week college-preparatory program.

Implementation of the governance/leadership structure

PCA implements the same governance and leadership structure defined in the original charter, with some changes and increases to the leadership team that resulted from the school's growth. The organizational chart that defines the relationships between the board, the leadership team and other faculty, staff, and Fellows at PCA is included at the end of this Report.

The Board meets at least ten times each year, and the Executive Director meets at least monthly with the Chair of the Board of Trustees and/or the Board Treasurer to prepare for Board meetings and update them on all aspects of the school as listed in and measured by the PCA Accountability Plan.

The Executive Director meets with the Chair and committee heads to write monthly meeting agendas and prepares her individual report on the progress of the school. All Executive Director reports follow the PCA Accountability Plan, and plan goals and objectives are listed monthly for the board in the reports. Trustees often ask questions and engage in discussions at the meetings about priority areas. In addition to the Executive Director, committee chairs also report in on committee meetings and other committee work. Current committees include finance, development, and strategic planning. The Executive Director evaluation committee meets twice annually to evaluate the school leader and plan goals for the following academic year.

Contractual relationships - none at this time.

B. Academic Program Success

a. *Accountability Plan Objectives*

Goal 1: Students at Phoenix Charter Academy will become proficient readers and writers of academic texts.

For students who have attended PCA and have reached a 10th grade equivalent, and have had an 80% attendance rate...

Criterion Referenced Measures:

	Year 2	Year 3	Year 4	Year 5
Aggregate MCAS ELA	75% will receive a Needs Improvement or higher score	80% will receive a Needs Improvement or higher score	50% will receive a Proficient or higher score	55% will receive a Proficient or higher score

- **(Year 5) 2010-2011 results: Has met goal.** Preliminary results show that 72% of all students received a Proficient (66%) or Advanced (6%) score.

In addition, PCA expects that the majority of students will take the MCAS 2-4 times. Many have taken the MCAS exams at prior high schools before enrolling at PCA. PCA students will show the following improvements each time they take the MCAS exam:

	Year 2	Year 3	Year 4	Year 5
MCAS ELA retake score improvement	50% will improve their raw test score by 6 points each time they (re)take the MCAS.	60% will improve ... by 6 points.	50% will receive a Needs Improvement or higher score.	55% will receive a Needs Improvement or higher score.

- **(Year 5) 2010-2011 results: Has met goal.** Five students took the ELA MCAS retest exam, and 60% earned a Needs Improvement or higher score.

Comparative Measures:

An equal or higher percentage of students will pass the 10th grade MCAS English language arts assessment than their peers in alternative or late entry high schools in the districts of Lynn, Chelsea and Revere.

- **(Year 4) 2009-2010 results: Has met goal.** While there is currently no public MCAS data for alternative or late entry high schools in the districts of Lynn, Chelsea, and Revere (Chelsea High Alternative Program, Seacoast Academy in Revere, and Lynn High Alternative Program) due to small size of students tested, the following chart shows a comparison between Boston Day and Evening Academy, another late entry, alternative high school and Chelsea High School.

School	Advanced	Proficient	Needs Improvement	Failing	CPI Score
Phoenix Charter Academy	6%	63%	31%	0%	89.1
Boston Day and Evening Academy	4%	48%	48%	0%	83.3
Chelsea High School	3%	41%	42%	4%	76

- **(Year 5) 2010-2011 results:** To be added when results are public.

Value-Added Measures:

80% will meet or exceed typical growth targets in reading skills as indicated by MAP testing as measured from fall to spring. *New accountability plan goal in 2009-2010 school year.

- **(Year 4) 2009-2010 results: Is making progress towards meeting goal.** 59 students had both fall and spring data in PCA’s pilot year of MAP testing in reading. Of those 59, 62.7% met or exceeded “typical growth rates.”
- **(Year 5) 2010-2011 results: Is making progress towards meeting goal.** 75 students tested in both fall and spring. Of those 75, 77.3% met or exceeded “typical growth rates,” an improvement of nearly 15% over last year.

Starting in the Academy’s second year, 75% will receive a letter grade of “C” or higher in their humanities classes by their third quarter of enrollment.

- **(Year 5) 2010-2011 results: Has met goal.** 78.4% of students in their third quarter of enrollment or later received a letter grade of “C” or higher in their humanities classes.

Goal 2: Students at PCA will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.

For students who have reached a 10th grade equivalent, and have had an 80% attendance rate ...

Criterion Referenced Measures:

	Year 2	Year 3	Year 4	Year 5
MCAS Math	75% will receive a NI score or higher	80% will receive a NI score or higher	45% will receive a Proficient or higher score	50% will receive a Proficient or higher score

- **(Year 4) 2009-2010 results: Has met goal.** 61% of all students received a Proficient (33%) or Advanced (28%) score.
- **(Year 5) 2010-2011 results: Has met goal.** To be added when results are public.

In addition, PCA expects that the majority of students will take the MCAS 2-4 times. Many have taken the MCAS exams at prior high schools before enrolling at PCA. PCA students will show the following improvements each time they take the MCAS exam:

	Year 2	Year 3	Year 4	Year 5
MCAS Math	50% will improve their	60% will	50% will	55% will

retake score improvement	raw test score by 6 points each time they (re)take the MCAS.	improve ... by 6 points.	receive a Needs Improvement or higher score.	receive a Needs Improvement or higher score.
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- **(Year 5) 2010-2011 results: Has met goal.** Nine students took the Mathematics MCAS retest exam, and 55.6% earned a Needs Improvement or higher score.

Comparative Measures:

An equal or higher percentage of students will pass the 10th grade MCAS mathematics assessment than their peers in alternative or late entry high schools in the districts of Lynn, Chelsea and Revere.

- **(Year 4) 2009-2010 results: Has met goal.** While there is no public MCAS data for alternative or late entry high schools in the districts of Lynn, Chelsea, and Revere (Chelsea High Alternative Program, Seacoast Academy in Revere, and Lynn High Alternative Program) due to small size of students tested, the following chart shows a comparison between Boston Day and Evening Academy, another late entry, alternative high school and Chelsea High School.

School	Advanced	Proficient	Needs Improvement	Failing	CPI Score
Phoenix Charter Academy	28%	33%	39%	0%	83.3
Boston Day and Evening Academy	16%	32%	24%	28%	71
Chelsea High School	17%	22%	35%	26%	66.7

- **(Year 5) 2010-2011 results:** To be added when results are public.

Value-Added Measures:

80% will meet or exceed typical growth targets in mathematics skills as indicated by MAP testing measured from fall to spring. *New accountability plan goal in 2009-2010 school year.

- **(Year 4) 2009-2010 results: Has met goal.** Sixty students had both fall and spring data in MAP mathematics testing. Of those 60, 71.7% met or exceeded "typical growth rates". While we didn't achieve our accountability plan goal in our pilot year of MAP testing, certain subgroups did particularly well. 87% of our 10th grade MCAS cohort met or exceeded typical growth rates. 79% of students in Algebra 1 (our lowest level math class) met or exceeded typical growth.
- **(Year 5) 2010-2011 results: Has met goal.** 73 students tested in both fall and spring. Of those 73, 81.7% met or exceeded "typical growth rates," an improvement of 10% over last year.

Starting in the Academy's second year, 75% will receive a letter grade of "C" or higher in their math classes by their third quarter of enrollment.

- **(Year 5) 2010-2011 results: Has met goal.** 75.2% of students in their third quarter of enrollment or later received a letter of grade "C" or higher in their math classes.

b. *Common School Performance Criteria*

Massachusetts Comprehensive Assessment System (MCAS)

Progress toward Proficiency

PCA students have continued to make significant progress in their achievement in English Language Arts (ELA) and Mathematics. Chart 1 below shows student scores on the 10th grade math component of the MCAS from 2007 to 2010. Chart 2 shows student scores on the 10th grade English language arts component of the MCAS from 2007 to 2010.

Chart 1:

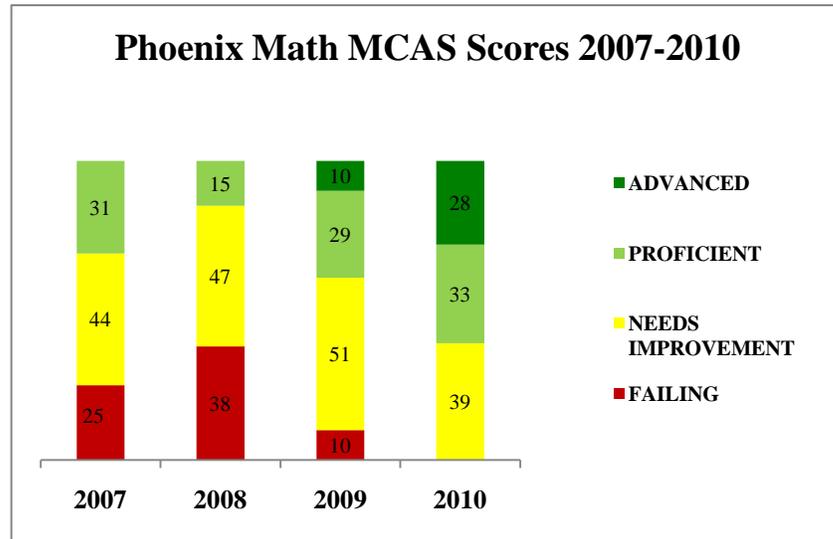
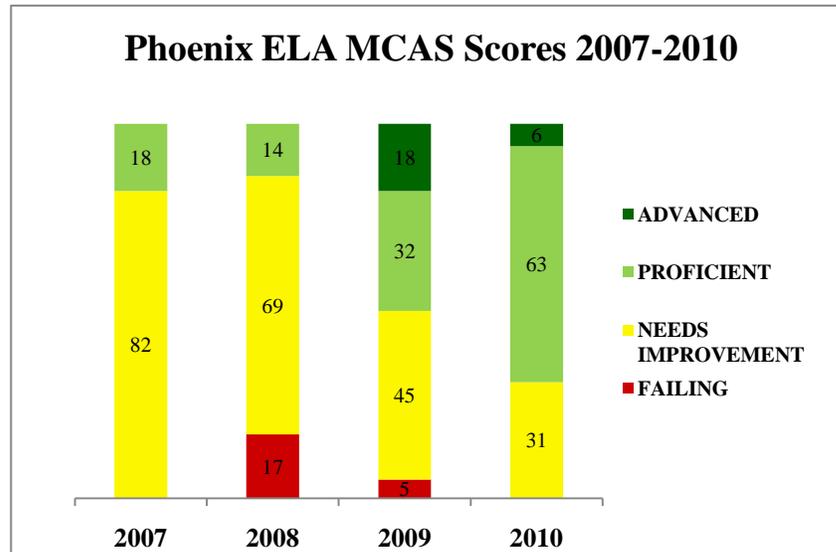


Chart 2:



Student Growth Percentile

There were not enough students with median student growth percentiles (SGP) in the aggregate and for all statistically significant subgroups in 2010 testing. Many students who took the 10th grade MCAS had been disconnected from school, did not have historical MCAS data, or more specifically, did not have 2008 8th grade data

Annual Yearly Progress

PCA achieved AYP in the 2008-2009 school year in the aggregate and for all statistically significant subgroups. In 2009-2010 school year, because our MCAS cohort was so low, AYP data was not reported by the state, and the school continued to not be identified for accountability purposes.

Other achievement, improvement, or assessment measures

In addition to the MCAS, PCA uses the NWEA MAP assessment to measure student progress. The MAP assessment is a summative assessment that is given at the beginning and end of the school year to identify progress over time. The test identifies student skills and weaknesses, and allows teachers to “drill down” student data so they can provide appropriate differentiated instruction. While MAP testing

shows growth as compared to a student's benchmarked data, the MCAS shows how PCA students compare to their Massachusetts peers. Because so many students come to PCA several grade levels behind, PCA tracks growth on the MCAS in many ways, including tracking raw and scaled MCAS scores over time for students retaking the exam.

PCA's Director of Assessment continues to oversee both internal and external assessments. The Director of Assessment helps teachers design courses that are vertically aligned to cover state standards, create a culture of urgency around assessment, and help teachers create formative assessments that gauge student progress. This year, the Director of Assessment has worked with teachers to implement systematic tracking systems that measure student progress on individual standards and allow teachers to drill down and discover individual areas of challenge in order to remediate instruction. Teachers regularly use this information (both MAP testing data and internal mastery tracking) to modify their curriculum and daily lesson plans.

Curriculum

The curriculum of PCA is rigorous and provides a base of coursework in order to prepare all students for college success, as outlined in our mission. Courses in every discipline at PCA are aligned with the Massachusetts Curriculum Frameworks. Teachers use frameworks to create scopes and sequences for each course which outline the content and skills taught in a particular course. Because PCA has a heterogeneous classroom model, teachers work relentlessly to differentiate curricula as necessary to meet the diverse needs of each student.

In each area of study, courses are aligned vertically, ensuring all students attain maximum mastery of all high school frameworks before graduation. This year, the Humanities Department extended this practice by creating categories of courses (I, II, and III) that ensure students practice each framework before graduating after Category III. Category I courses build students' basic writing and reading skills, whereas category III courses are aligned with and modeled after college courses. As might be expected, math courses begin at Algebra I, followed by Geometry, Algebra II, Pre-Calculus, and Calculus. 2010-2011 was the first year Calculus was offered at PCA, and it will continue to be a growing need moving forward. In science, students progress through two years of Biology (Biology I and Biology II), before moving on to Chemistry and Physics, both year-long courses. The science department also includes a Health course, now a graduation requirement.

All courses are separated into Quarters, as mandated by our calendar. However, this year, we added Session 1 (a five-week introduction to the school year) to aid PCA students in ramping into the academic year and allow for school-wide assessments and diagnostics. Internal and external assessments were used during this time and again at the end of the year to measure students' progress in reading, writing, and math. This year, we also began using a mastery tracker and standardized rubric to trace students' writing progress.

As noted previously, all courses are aligned with Massachusetts State Frameworks. In addition, all scholars in our MCAS cohort receive intense tutoring by the Phoenix AmeriCorps Urban Fellows. This tutoring curriculum is aligned to math, ELA, and biology Massachusetts Curriculum Frameworks. Preliminary 2011 MCAS ELA results show that 72% of our students scored proficient or advanced on the exam.

As in years past, PCA students spent most of their class time in core "long block" courses. This year, however, we increased the number of classes from four to five per day, and students enrolled in one short block course from 4:10-5:00 PM. This allowed for much more specialized instruction in all core-block areas while also exposing students to additional skills through short blocks.

PCA teachers store all curricular documents on a common space website (sharepoint) that allows all curricula to be accessed by staff, and enables supervisors and department chairs to monitor and give feedback on appropriate documentation and alignment of curricula.

Instruction

PCA teachers provide the highest quality instruction to all students. Universally, teachers at PCA provide the same lesson structure including a common Blackboard Configuration (BBC) and agenda.

Our PCA BBC includes the following:

- Do Now**
- Content and Skills Objectives**
- Language Objectives**
- Mini-lesson focus**
- Activity (ies)**
- Ticket-to-leave**
- Homework**

Teachers learn of common practices and expectations during a two-week Teacher Institute each year in August.

To improve instructional micro-behaviors, most PCA teachers have been coached for at least one six-week session with a consultant-coach. These sessions focus each teacher on individual professional development through video tapings and purposeful reflection. This practice developed more precise instructional practices and allowed for common “good instruction” language for all teachers.

To align with the mission and serve our target population, PCA heterogeneously mixes classes as determined by proximity to graduation. This requires teachers to differentiate for all learners and keeps the classroom a diverse environment. Classes that had students with either the most diverse or numerous needs were given extra push-in supports by Fellows, the ESL Coordinator, or Reading Specialist.

Teachers were expected to use data from both internal and external assessments to adjust instruction to proven student need. We diagnosed students at the beginning of the year and adjusted curricula as needed based on these exams (NWEA MAP testing in math and reading, and internal writing assessments) and on each quarter’s demonstrated progress or lack thereof.

Classroom and School Environment

Relentless support is the second pillar of our mission and is an essential force that propels our students’ success. During the 2010-2011 school year, PCA continued its outreach programs to provide individualized support to all of its students in the following ways:

- *360° Support:* While Phoenix believes that high standards and an innovative academic program are the foundation to student success, we know that many of our students need additional support to make comprehensive life changes. PCA’s 360° support network is created by the following areas that work together to foster an all-encompassing support system.
 - *Student Support Center:* Many students enroll at PCA with a history of behavioral and academic challenges. The Student Support Center (SSC) is a resource for these students. Students are encouraged to use the staff of the SSC when they experience struggles in classes. In addition, if a student is misbehaving in class, a teacher may send the student to the SSC for a brief time where he or she will process behavior. We continue to utilize a “Circling Back Protocol” for student and teacher conflict that is taught to new staff at Teacher Institute,

- and re-addressed throughout the year in Professional Development. In addition to the Dean of Students and Social Worker, in the 2010-11 school year, the SSC was also staffed by the Recruitment and Enrollment Specialist and Phoenix Fellows who were able to utilize their close relationships with students to help them process their behaviors and return to class. For the 2011-12 school year, the Student Support Center will be staffed by the Dean of Student and Family Support, the Retention and Intervention Specialist, and the Student Support Specialist, with the Social Work department providing deeper supports as needed.
- *Social Worker and Dean of Student and Family Support:* We have continued to build these two positions at PCA in order to offer the most effective 360° support. The Social Worker's role this year included directing IEP counseling, case management services, and crisis management and intervention. Through building relationships with outside health organizations and developing maternity plans for students on leave, the Social Worker has deepened PCA's commitment to providing on- and off-campus support. The addition of a social work intern provided additional case management and outreach this past year, and two more interns as well as an additional Social Worker will come on board for the 2011-12 school year, providing further services and support. The Dean of Student and Family Support has continued to involve oversight of student support services, but has evolved to include more extensive work on supporting staff around the integration of academics, student support, and classroom management. This has included professional development sessions as well as in-classroom support and supervisory meetings.
 - *Attendance Transformation Team:* The Attendance Transformation Team began during the 2010-2011 school year. The team, comprised of four full-time fellows and led by the Dean of Student and Family Support, targeted 20 students struggling with attendance who were at risk of dropping out of school. The team conducted home visits in the mornings and after school to check in with students, worked with parents and adult supporters, and troubleshoot issues that prevented students from attending school, including motivational issues, academic difficulties, scheduling court and other appointments, establishing a morning routine, and navigating transportation issues. The team also educated students around the impact of absenteeism, created student investment in school, provided incentives for attendance and achievement, and created a strong team cohort among the students to support each other. This program will continue in the 2011-2012 school year, growing off of lessons learned during the past school year to create a more effective and impactful program.
 - *Student Events, Athletics, and Extracurriculars:* The 2010-2011 school year marked significant growth in the student athletics department as the program built on the previous year's successes. The boys' basketball program continued for its second consecutive year, competing with other charter schools in the Greater Boston area. Additionally, PCA launched a girls' basketball team which plans to compete in the charter school league during the 2011-12 school year. The boys' and girls' track team competed for its second consecutive year, and for the first time in PCA's history, cross-country was offered in the fall for interested students.

In addition to the growth of the athletics program, PCA also offered a number of other clubs and extra-curricular programs. The Student Events Committee planned the second annual PCA Prom, open to all students and held in early June. A Student Government program was begun for the first time, with two students serving office for the school year. Born out of student interest, a Gay-Straight Alliance was begun during the 2010-11 school year as well. Phoenix Fellows also ran a number of other extracurricular clubs, including the Black Women's Association and French Club.

- *Demerit/Merit System:* PCA uses a demerit/merit system to monitor and track student behavior.

- To help students remember what we most value at PCA, we have created the SCHOLAR acronym and often reward students specifically in these areas: **S** Service, **C** Community, **H** Hope, **O** Opportunity, **L** Leadership, **A** Achievement, **R** Respect.
- Students receive “Phoenix Feathers” from a teacher for embodying any of these seven aspects of a SCHOLAR. These feathers reward positive behavior and are “deposited” and “banked” for the student to use to buy PCA mission gear, school supplies, and other rewards. Our feather system allows teachers to publicly and quickly reinforce and reward positive behavior. With the help of the Phoenix Fellows, we were able to track and display publicly the receipt of feathers so that the accomplishments of all students are recognized. This system of rewards continues to be a driving force that motivates our students to display the attributes of a scholar.
- At our end-of-week Friday community meeting, both students and staff are given an opportunity to give mardi gras beads to other members of the community. When giving beads, students or staff publicly recognize another community member who has embodied one of the 7 aspects of a SCHOLAR (scholarship, community, hope, opportunity, leadership, achievement, or respect). The “Phoenix Award” is given once yearly to one student at the end of the year. Teachers and staff members vote on students who they believe embody all seven aspects of a SCHOLAR, have risen out of the “ashes” and have excelled academically during the year.
- Students also receive demerits at PCA for behaving in ways that disrupt the learning environment. These behaviors can range from minor infractions to more major ones, and earning demerits results in detention. Additionally, students whose behavior shows they are not ready to be in class are sent home in order to protect PCA’s learning environment. This year, PCA worked on codifying and naming the behaviors for which students could earn demerits, and trained all new and returning teachers during teacher institute to ensure that these were uniformly applied.
- While PCA does use a system of suspensions and expulsions for severe, violent, or repeated negative behaviors, we attempt to seek alternatives to these punishments as much as possible. Sometimes, however, these are appropriate measures for a student’s behavior. All expulsions follow Massachusetts state regulations, and all out-of-school behavioral suspensions are decided by the Dean of Students and Family Support in conversation with the Executive Director and Principal.
- To encourage and reward positive behavioral choices, the High Rollers Club was started this year. This Club was comprised of students who did not earn detention for an entire quarter, and whose teachers deemed as excellent examples of student conduct. These students were then removed from the demerit and consequence system, having shown that they could do the right thing without threat of consequences. Students maintain membership in the High Rollers Club as long as they continue to exemplify PCA values, and all fourteen students initially enrolled in the club continued to maintain membership through the last quarter of the 2010-2011 school year.

Diverse Learners

PCA’s mission is based on the belief that every student who walks through the doors of PCA has the potential to learn and succeed at high levels. Therefore we work tirelessly to ensure that our curriculum and instruction reaches each and every student.

In each of our heterogeneous classes are students who have various challenges. In all PCA classes, one would meet students who:

- Lack the literacy and/or numeracy skills required for high school level work.

- Are not fluent in English.
- Have intellectual impairments and/or specific learning disabilities.
- Get very little sleep at night because they are teen parents and/or they work to support their families.
- Were never taught the organizational or study skills required to do independent or collaborative high school level work.
- Do not have a home environment or family that appreciates and supports their work as a scholar.
- Do not have a consistent home.

To reach every student – rather than let their struggles beyond the classroom become an excuse for their failure – PCA teachers differentiate curriculum and instruction. Quality differentiation is challenging and time-consuming. PCA provides teachers with ongoing professional development and support in their work to fulfill PCA’s mission and effectively teach all students.

Students with Individualized Education Plans (IEPs)

During the 2010-11 school year, the Academic Support Department served between 15% and 20% of the entire population of the school. Students received special education services both through inclusion in general education classes and through pull-out support in the areas of literacy, study skills and organization, mathematics, and vocation and study skills.

Teachers and fellows at PCA received constant supervision and professional development regarding special education strategies and regulations. In addition to professional development opportunities, teachers worked closely with the Academic Support Team to create modified curriculum as appropriate. All teachers were expected to read the IEPs of all students in their classes, and to be very familiar with students’ accommodations, modifications, and IEP goals in order to properly implement them in the classroom.

Teachers were also expected to fill out all appropriate paperwork and provide input into writing the students' IEPs, as well as attend Team meetings. All Special Education paperwork was compiled by the academic support department to ensure completion and compliance.

English Language Learners (ELLs)

English Language Learners (ELLs) are a traditionally underserved group in urban public schools. In the 2010-11 school year, PCA staff members worked diligently to recruit and retain English Language Learners, who benefit from our comprehensive ESL program, our sheltered content instruction, and our environment of high expectations coupled with high levels of support. English Language Learners are fully included in all of our classes, and teachers utilize sheltered instruction to teach English acquisition through the content areas. All teachers received ongoing professional development and support in sheltered instruction from our ESL Coordinator and the Principal.

Each ELL’s MEPA level was included as part of a comprehensive profile of each ELL that all classroom teachers received so that they better knew their ELLs and their particular language acquisition challenges. ESL students received one to two classes of sheltered instruction based on their MEPA levels. During ESL class, students engaged in a literacy-based curriculum where they read and analyzed novels, gave oral presentations, and participated in academic and informal conversation practice. Within the ESL program, students engaged in Word Study, a language acquisition program that builds phonemic awareness and develops pronunciation skills.

When students demonstrated the level of English proficiency to no longer need ESL instruction, the ESL coordinator continued to monitor their progress in content classes and offer homework and study help,

as needed. In addition, ELL students had a variety of opportunities for homework assistance. ELL students could attend a morning drop-in academic support session as often as they chose. The morning homework help was run by a bilingual staff member. ELL students could also sign up for ELL study hall, which was a 50-minute class offered four days per week to allow students extra time and support to complete their homework.

Professional Climate

Evaluation of Teachers

Teachers were informally observed no less than once per week by their direct supervisors. The Principal formally observed each teacher (included were pre- and post-observation meetings and formal write-ups) while direct supervisors formally supervised teachers four times during the year (once per quarter).

Further, each teacher and staff member engaged in weekly supervisory meetings with his or her direct supervisor to ensure proper support and coaching. During supervision, departmental chairs provided feedback on informal classroom observations.

PCA's formal observations were designed using a tool originally created two years ago and then reconstructed by Instructional Leadership Team during the 2010-11 school year. All staff were given copies of this rubric. The basis of this rubric included best practices in teaching from other "no excuses", high accountability charter schools.

Professional Development Activities

Each Friday, all teaching staff were involved in three hours of Professional Development. The activities on Fridays were drawn from one of three areas: organizational goals for the school year, student need, or responsive needs generated by teachers. The effectiveness of these development sessions was measured by weekly surveys distributed to participants as well as student growth data as it related to development sessions.

Professional Development schedules were designed by the Deputy Executive Director and Principal and approved by all Instructional Leadership Team members. The primary organizational goal for this year was to use data more effectively in every discipline. As direct supervisors witnessed and marked student progress, more development sessions were planned to ensure maximum student progress (for example, each quarter included Professional Development time for teachers to collaborate on final exam alignment).

As student support need was identified by the Dean of Students and Social Worker, Professional Development sessions were planned to ensure that appropriate academic and social support continued throughout the year for all students. Additionally, this team led sessions on quarterly Student Support data.

Finally, most PCA teachers engaged in one-on-one coaching with an outside consultant to ensure growth of teaching micro-behaviors that make student growth more rapid and teacher effectiveness more acute. These six-week sessions required weekly filming and debriefing sessions.

Structures for Collaboration

All teachers collaborated weekly in departmental meetings on Wednesday afternoon from 4 to 5 PM. Beyond this, teachers collaborated to ensure final exam alignment each quarter during Professional Development time. Moreover, staff engaged in the Peer Coaching model of professional development. Throughout each quarter, staff were asked to participate in Data-Driven protocol discussions as well as peer critiques of lesson plans.

Within the humanities team, three teachers were asked to participate in a year-long workshop and planning program with Building Quality Schools. In this program, the ESL teacher, US History teacher and a literature teacher headed a progressive project to create uniform rubrics for all of PCA.

Appropriate Professional Climate

All staff at PCA is encouraged to reflect and grow. Unique to PCA is a supervisory structure that engages all staff in one-on-one meetings with his/her supervisor each week. At this meeting, staff “check-in” on progress towards growth and individual development, review informal observations, and discuss immediate goals and action plans for the week. Further, all staff engage in weekly feedback about supports provided by the organization. These activities engage all members of PCA, including leadership, and allow leaders to provide a model of a “growth mindset.”

PCA also provides funding for professional consultants to ensure leadership coaching and personal, individualized teacher coaching each year. This enables teachers to take part in a community of learners in an individualized way.

Finally, many members of leadership team participated in 360 degree feedback at midyear wherein the entire school community could comment on their strengths, values, and areas of weakness. These members then addressed the entire community and made “plans of change” to address issues or main ideas gleaned from surveys.

Assessment and Instructional Decision-Making

As described above, in addition to the MCAS, PCA uses the NWEA MAP assessment to measure student progress. The MAP assessment is a summative assessment that is given at the beginning and end of the school year to identify progress over time. The test identifies student skills and weaknesses, and allows teachers to “drill down” student data so they can provide appropriate differentiated instruction. While MAP testing shows growth as compared to a student’s benchmarked data, the MCAS shows how PCA students compare to their Massachusetts peers. Because so many students come to PCA several grade levels behind, PCA tracks growth on the MCAS in many ways, including tracking raw and scaled MCAS scores over time for students retaking the exam.

PCA’s Director of Assessment continues to oversee both internal and external assessments. The Director of Assessment helps teachers design courses that are vertically aligned to cover state standards, create a culture of urgency around assessment, and help teachers create formative assessments that gauge student progress. This year, the Director of Assessment worked with teachers to implement systematic tracking systems that track student progress on individual standards and allow teachers to discover individual areas of challenge in order to remediate instruction. Teachers regularly use this information (both MAP testing data and internal mastery tracking) to modify their curriculum and daily lesson plans.

Within the math and science courses, a Mastery Tracker, aligned to state frameworks, was used to mark student progress after each assessment. Students in these courses were engaged with a school-wide goal of 80% mastery of each subject. Each quarter, in departmental collaboration time, staff would address areas of “non-mastery” and make decisions about how to re-teach or remediate in given areas as they created their scopes and sequences for the next quarter.

Within the Humanities Department, students’ writing progress was measured formally each quarter by humanities teachers. This year, the humanities team created uniform rubrics and measured student writing growth each quarter against the students’ starting points measured during the initial writing assessment. These quarterly measures were documented and studied by the humanities team in order to

create a better course of study the following quarter. Moreover, these writing assessments served as “early warning signs” for twelve students who were making little to no writing progress. Teachers were able to formally intervene using new tactics during the latter half of the year, and this number was cut to six students.

All of our staff, in order to achieve the school-wide goal of using data more effectively, engaged in targeted professional development sessions to use informal data as a measure of student growth. For example, all staff were asked to formalize the use of “Tickets to Leave” as a measure of student retention of the day’s activities and learning goals. This is a school-wide practice that allows day-to-day assessment of student learning.

Overall, instructional data of all types allowed instructional leaders to make informed decisions about the professional development sessions that should be provided as the year progressed. Also, it allowed for interventions to be introduced early in the year.

Our Student Support Team also used quarterly data to address specific student behavioral and school-wide cultural needs. This data included, but was not limited to, attendance data, visits to the student support center, and outreach levels per student and staff member. This data was used to make school-wide decisions regarding rules and regulations as well as used to provide grounds for training to all staff. Further, this data was used measure non-academic student achievement and success (i.e. social-emotional growth).

Program Evaluation

As mentioned previously, PCA measures its success by the progress of its students. This year, the following measures were fully in place to measure student growth:

- NWEA testing to measure reading and math progress
- Decoding/reading skill growth
- Writing assessment at the beginning and end of the year for each individual student
- Graduation rate, college persistence rate
- Teacher assessment of individuals in classes, pass-fail rate and framework mastery tracking in math and science
- Grade Point Average growth
- Attendance rate of subgroups
- End-of-year teacher survey

Most of these pieces of data had been used piecemeal in years prior. However, this year, all of them worked in concert to give a more complete image of our students’ progress and academic skill gain. Each teacher and staff member was able to access this data and use it to teach students more effectively.

C. Organizational Viability

a. Accountability Plan Objectives

Goal 3: PCA will practice sound decision-making and fiscal management sufficient to ensure strong student achievement and the responsible stewardship of public monies.

Budget Measures:

Yearly balance sheets will show that the school is fiscally sound by maintaining an average cash reserve of 60 days and no less than 45 days in the Academy’s checking account.

- **2010-2011 Results: Has met goal.** The school met both of these measures during FY11.

The annual financial audit will show an unqualified opinion and no material weaknesses.

- **2009-2010 Results: Has met goal.** We received an unqualified opinion with no material weaknesses in the FY10 audit.

Board Measures:

The Board will privately fundraise at least 10% of the school’s budget annually.

- **2010-11 Results: Has met goal.** Through individuals, corporate donations, private foundations, and state and federal grants, the school privately raised \$525,692, which is about 18% of the school’s operating income. For the first time, we received support from the Smith Family Foundation, the Target Foundation, Lowes Toolbox for Education, and the Chelsea Community Fund. We continued to receive funding from the Mifflin Memorial Fund, the Moses Kimball Fund, the Clipper Ship Foundation, and AmeriCorps. In March of 2011, we hosted our second annual “Ignite the Future” benefit, which raised over \$104,000 through live and silent auction items, donations, and corporate sponsorships. We also were chosen to be a part of the MassGrad Initiative, which will help fund our dropout recruitment and recovery efforts for the next three years.

The Board will increase its membership by 2-3 members each year until it reaches 13 members.

- **2010-2011 Results: Is making progress toward goal.** The Board added two new members this year and is currently at nine members. The Board transitioned two members off of the Board in 2010-11, including our founding chair Edward McDonough. Ed remains active with the school. The Board is currently evaluating three candidates for membership as of October, 2011.

The Board will maintain 80% attendance at meetings and will have a quorum at each meeting.

- **2010-2011 Results: Has met goal.** Board meeting participation averaged 87% for the year. The Board added two members and is actively recruiting new members to join.

Goal 4: PCA will build and ensure strong and consistent daily attendance by all students.

Attendance Measures:

Attendance for students in the sub-groups below who have attended PCA for two consecutive quarters will meet the following average daily attendance rates for the year:

	Year 2 Goal	Year 2 Actual	Year 3 Goal	Year 3 Actual	Year 4 Goal	Year 4 Actual	Year 5 Goal	Year 5 Actual
Aggregate:	80%	75%	84%	81%	87%	83%	90%	79%
Teen Parents	80%	77%	84%	75%*	87%	77%	90%	74%
IEP/504 students	80%	70%	84%	75%	87%	80%	90%	82%
ELL Students	80%	82%	84%	84%	87%	85%	90%	78%
Court-Involved Youth	80%	68%	84%	76%	87%	76%	90%	76%
Previously truant and re-entering students	80%	65%	84%	73%	87%	75%	90%	75%
<i>(These students tend to be 17+ years old, have histories of truancy and fewer than 100 credits accumulated over 2+ years of high school)</i>								

*The attendance rate for teen parents includes maternity leave. Maternity leaved ranged from 1 to 3 months.

2010-2011 Results: Is making progress towards this goal with certain subgroups.

Discussion

One of the biggest challenges our school continues to face is daily attendance and attrition. This past year, 65% of our students reported having struggling with attendance during the previous school year, and 29% dropped

out of school before attending PCA. While these statistics are daunting, we believe that we can both improve attendance rates and reduce attrition among this population of students. It is our ongoing goal to continue to find new ways to help teach our students to come to school regularly, and to improve our overall and subgroup attendance rates. Below, we discuss the data from this year's subgroups as well as outline a plan for the 2011-12 school year.

2010-11 Data Analysis:

Aggregate: As the table above shows, during the 2010-2011 school year, PCA's overall daily attendance rate for students who attended PCA for two consecutive quarters was 79%, a drop from the 2009-10 school year. We believe this trend is the result of raising the overall academic and behavioral standards of the school. For example, we implemented a new attendance regulation at PCA this year: no student who reaches an absence limit in a given quarter can receive academic credit for that quarter. Additionally, we raised the rigor of our academic program, demanding that our students take five, rather than four, core academic classes each day, and increased the expectations in each of these core classes. As we are consistently trying to ensure college readiness in all of our students, we are discovering how to pair these expectations with our students' varied academic and behavioral needs. To address this challenge, a growing student support team, including a new Dean of Students, was charged this year with targeting specific groups to increase attendance (see court-involved youth and attendance transformation team, below). For these targeted groups, we saw a dramatic increase. However, as we seek to improve the attendance and retention rates of the school as a whole entity, we still have much work to do.

IEP/504 students: This cohort population increased its overall attendance rate from 80% to 82%. This increase is largely due to the additional staff time added to the Academic Support team through a dedicated AmeriCorps Fellow, assigned to work specifically with students with IEPs and 504s. We also added a new Academic Support teacher who, in working with the Director of Academic Support, devised clearer expectations for school-wide support for students on IEPs and 504s and otherwise noted needs. Additionally, through regular meetings and strategic planning sessions, the relationship between the Student Support Team and the Academic Support Team became better aligned.

Court-Involved Youth: Court-involved youth maintained their attendance rate during the 2010-11 school year. We believe this is the result of strong relationships between PCA staff and the court system (particularly the Department of Youth Services). We also became more involved with Community Based Justice teams, which allowed us to foster a greater alliance with our students' adult supporters over the last year. We anticipate that our school-wide attendance rate will increase next year as we become closer with this group of court supporters. The primary reason for this subgroup of students to miss school is court obligations, most of which occur during school hours.

2011-12 Action Plan:

Attendance Transformation Team: Launched at the beginning of the 2010-11 school year, the Attendance Transformation Team (ATT) was a key initiative of the Phoenix AmeriCorps Urban Fellowship. Comprised of the Dean of Students and four AmeriCorps Fellows, the ATT targeted a small group of students each quarter (approximately 20 students) who needed additional attendance support. Through a daily advisory period, frequent meetings and phone calls with adult supporters, an incentive program, and home visits, the ATT helped students build the skills needed to attend school successfully.

The ATT was specifically designed to raise the attendance rates of PCA's most truant youth, and the team saw remarkable success amongst its cohort over the course of the year. During Quarter 2, 31% of students being served by the ATT raised their attendance rate over the previous quarter, as did 62% of students in Quarter 3 and 42% of students in Quarter 4. As the ATT worked with students and honed its methods (for

instance, the team added an incentive program after recognizing that they needed additional tools to motivate students' attendance), its success rate increased. Next year, with a year of experience and lessons learned, we anticipate that the ATT will be even more successful, and we look forward to implementing the program for a larger group of students.

Increased Student Support Staff: In order to address the diverse behavioral and socio-emotional needs of our students, we are adding three additional members to the Student Support Team in the 2011-12 school year: a social worker, a retention and intervention specialist, and a student support specialist. The social worker will work closely with our current social worker to lessen her caseload and serve students who require additional counseling services. The retention and intervention specialist and student support specialist will oversee recruitment, enrollment, and attendance, in addition to addressing immediate student support needs through work in our Student Support Center. These three staff members, overseen by the Dean of Students, will serve a critical role in working with our highly truant youth and helping them come to school regularly. We anticipate that with the additional support, students will be able to make positive changes in their attendance and commit to school.

Goal 5: PCA will demonstrate its continued effectiveness in earning parent and community approval and support sufficient to ensure the school's long-term viability and effectiveness.

Parent/ Adult-Supporter Satisfaction Measures:

A survey will indicate that 70% of parent respondents respond with an 8 or higher to the question below:

Question: *On a scale of 1-10, with 10 being the highest score, how satisfied are you with PCA?*

- **2010-2011 Results: Has met goal.** 83.4% of parents and adult supporters said they were either satisfied or highly satisfied with PCA.

A survey will indicate that 80% of parents and adult supporters rate the quality of teaching and academics at PCA at 8 or above, as they respond to the question below:

Question: *On a scale of 1-10, how satisfied are you with the teaching and academics at the PCA?*

- **2010-2011 Results: Has met goal.** 91.7% of parents and adult supporters said they were either satisfied or highly satisfied with the teaching and academics at PCA.

90% or more of PCA students without parents (about 10% of our students) will have an adult supporter who comes to school at least three times during the year to check on the student's progress. These supporters will be recruited from community partner organizations.

- **2010-2011 Results: Has met goal.** 11% of the 2010-2011 student body had adult supporters. 100% of adult supporters engaged in school-based, home-based or phone meetings with PCA staff during the school year to discuss the students' progress.

80% of PCA students will have at least 3 meetings annually with parents or an adult supporter about academic progress and graduation plans.

- **2010-2011 Results: Has met goal.** PCA was able to engage 100% of parents or adult supporters of our 2010-2011 student body in school-based or phone meetings with PCA staff during the year to discuss students' progress. Additionally, PCA conducted 70 home visits during the 2010-11 school year.

PCA will demonstrate community demand for its services by maintaining a waitlist of at least 25 students for the first two quarters of each school year.

- **2010-2011 Results: Has met goal.** PCA had a waitlist of 38 students during session one, 37 students during the first quarter, 28 students during the second quarter, and five students during the third quarter.

Goal 6: PCA will retain effective instructional staff.

PCA will retain at least 75% of the staff we wish to rehire on a year-to-year basis.

- **2010-2011 Results: Has met goal.** 94% of the staff who Phoenix Charter Academy wished to retain from the 2010-2011 school year are returning for the 2011-2012 school year. No staff left for jobs at other charter schools.

b. *Common School Performance Criteria*

Policy Decisions

The PCA Board of Trustees made no significant policy decisions in 2010-11.

Amendments to the Charter

The PCA Board of Trustees did not request any amendments to the charter in 2010-2011.

Complaints

Neither PCA nor the Board of Trustees received any complaints during the 2010-11 school year.

Oversight

See “Implementation of the Governance/Leadership Structure,” page 8.

Board Planning

The Board planned three major events during the 2010-11 school year. First, the Board applied for the renewal of PCA’s charter and underwent the review process successfully in October and November of 2010. Second, the Board, supported by the Development Subcommittee, planned and executed the second annual “Ignite the Future” gala, which raised over \$104,000.

Finally, the Board appointed a Strategic Subcommittee which has been meeting quarterly or more to research replication possibilities for Phoenix. The Board has charged the committee and the Executive Director to create an action plan for potentially executing the strategic plan.

Family Engagement

Besides informal and anecdotal conversations, Phoenix Charter Academy measures whether families are satisfied with the school’s program through the End of the Year Parent/Adult Supporter Survey, the Parent Advisory Council, and the number of meetings between parents/adult supporters and PCA staff. The continuous communication with families about students’ progress, which PCA prides itself on, greatly increased this year. In fact, PCA tripled the number of phone calls we made to adult supporters, parents, and students this year – going from 4,271 calls, emails, and text messages in 2009-10 school year to 13,197 in the 2010-11 school year.

The 2010-2011 End of Year Parent/Adult Supporter Survey showed that students’ families strongly support PCA. 91.7% of parents and adult supporters reported being either satisfied or highly satisfied with the academics at PCA, and 83.3% of parents and adult supporters said they were more satisfied with PCA than with their child’s former school. In addition, parents/adult supporters felt that PCA made a strong effort to engage parents in the school and in their student’s academics (95.9%), and said they were comfortable raising concerns about their child or PCA to PCA teachers and leaders (95.8%). Finally, 94.7% of parents/adult supporters of students receiving tutoring services from the Phoenix AmeriCorps Fellowship reported that they felt that tutoring helped their child succeed academically and commit to school.

With the growth of the Phoenix AmeriCorps Urban Fellowship Program this year, as well as our administrative staff, PCA was able to have more communication, more meetings, and more engagement

with students and their families/adult supporters. In addition to nearly tripling the number of outreach phone calls and emails made this year (as stated above), PCA was able to engage 100% of parents or adult supporters (11% of our student body has adult supporters) of our 2010-2011 student body in school-based, home-based or phone meetings with PCA staff during the year to discuss students progress.

In addition to phone calls and meetings, PCA increased engagement opportunities for parents and adult supporters. The Principal continued to oversee a Parent Advisory Council (PAC) that consisted of about 15 parents and adult supporters. The PAC met five times throughout the year to discuss topics including student handbook policies, concerns of students with IEPs/504s, reading and academic interventions, college readiness, and PCA's community reputation. PCA also held three Parent Teacher Conferences during the school year where parents and adult supporters could meet and talk to his/her student's teachers about his/her progress in a class. Lastly, parents and adult supporters were invited to join PCA at our second annual "Ignite the Future" benefit, our second annual talent show, and our first annual AmeriCorps Day of Service.

Safety

Phoenix Charter Academy is devoted to a safe and healthy environment free of discrimination or harassment for students and staff. To foster this environment, PCA created a comprehensive Bullying Prevention and Intervention Policy in the event that instances of bullying or harassment occurred. The Bullying Prevention and Intervention Policy is attached to this report, and further support in creating and maintaining a positive and healthy school culture was provided by the school Social Worker and the Student Support Team.

In addition to implementing new protocols to prevent bullying, the Student Support Center and Social Work Department worked to support the physical, emotional, and mental health needs of PCA students through a variety of interventions during the 2010-2011 school year. To support the individual needs of students, our social worker:

- Evaluated and referred twenty students needing crisis intervention or long-term individual counseling for ongoing care through our partnership with North Suffolk Mental Health;
- Worked closely with clinicians at outside hospitals and community agencies servicing nine PCA students that were hospitalized for mental or physical illness and co-created a plan for students to return to school once they had received proper treatment;
- Supported seven students experiencing pregnancy in navigating prenatal care and maternity leave planning and coordination;
- Held a school-wide "Topic Talk" focused on homophobia at PCA attended by over thirty students and staff.

Employee Qualifications

In the 2010-2011 school year, PCA offered Category 1, 2, and 3 trainings to all teachers needing ESL certification. All Humanities Teachers have taken the ESL MTEs, and in the coming year, we expect that all new and returning staff will complete the ESL MTEL and be highly qualified to teach ESL students. All new teachers have taken and passed MTEs in their subject area.

Financial Oversight

The school's annual budget is created by the Business and Operations Manager with assistance and oversight from the Executive Director and input from the Principal and the Instructional Leadership Team. The Board of Trustees meets with the Executive Director a minimum of four times per year to review organizational priorities based on student achievement and prepares the annual budget for the

Board vote. Priorities are also determined by identifying areas of student academic achievement which require more support through consultation with the Principal and the Instructional Leadership Team. Budgets are created conservatively with an assumed enrollment rate of 90% to 95% which is based on annual recruitment projections. Many of our students struggle to commit to the academic rigor that PCA requires and find that it takes them several different enrollment periods at the school before they are ready to come to school consistently. This transient population causes our enrollment to fluctuate, so when the budget is created it is done so conservatively to account for these types of variations. Additional revenue is obtained by our development department through grants and donations.

Recruitment, Enrollment, and Retention Strategies

During the 2010-11 school year, PCA continued to offer innovative approaches to recruit, enroll, and retain its target student populations. As in past years, the majority of our recruitment efforts were channeled through three main sources: local school districts, community-based organizations, and local charter schools. We are one of the few charter schools that work closely with our sending school districts (Chelsea, Revere, and Everett) to recruit students. Frequently, these districts will recommend to struggling students that they consider enrolling in our high-support, structured environment. Additionally, we communicated nearly daily with representatives from community-based organizations, including Roca, the Department of Youth Services, and the Department of Children and Families in an effort not only to recruit, but also to retain students. We also worked with organizations such as the Chelsea Collaborative, Tenacity, and Inner-City Weightlifting as we sought to expand our applicant pool throughout the school year. Other charter schools in the Boston area, including Excel Academy, Roxbury Prep, Boston Collegiate, and the Neighborhood House Charter School also sought out our school when placing their high-risk youth in nearby house schools. In addition to these partners, we continued to recruit students through word-of-mouth recommendations about our academic program. Overall, we were able to enroll 132 new students during the 2010-11 school year, compared to 123 in 2009-10.

Students are invited to apply to PCA between the ages of 14 and 22 after they have attempted or completed 8th grade, depending upon their age. True to its charter, PCA endeavors to capture older students who have attempted but not passed 8th grade and are at risk of becoming dropouts. PCA also seeks to serve students who drop out of district high schools midyear so that they have an option to stay connected to school. To accomplish this, PCA offers five enrollment periods throughout the year: at the beginning of the school year, at the end of September, at the end of November, in the middle of February, and at the end of April. Our experience in past years showed us that many students start at traditional high schools in August or September and then quickly become disconnected from those schools. To combat this problem, we started the 2010-11 school year with “Session 1”, a five-week period during which students completed remedial coursework (i.e., pre-algebra in an Algebra I class) and diagnostic testing. Following Session 1, we offered an additional enrollment period at the beginning of the first quarter, and then at the beginning of each following quarter. Application pools mid-year ranged from 10 to 50 applications; to date PCA allows all applicants to enter and “sample” the school at the beginning of each quarter. We strengthened our enrollment process this year to include a mandatory comprehensive orientation, which include an introduction to PCA’s culture and high expectations, diagnostic assessments in reading, mathematics, and writing, and individual meetings with core teachers to ensure correct class placement.

During the 2010-2011 school year, PCA also increased its ability to retain students. With seventeen Phoenix Fellows, we offered students more opportunities to build strong relationships with staff members, which in our experience is the most important factor connecting a student to school. The Fellowship also launched the Attendance Transformation Team, a five-person effort dedicated to retaining PCA’s highly truant youth. We hired a Recruitment and Enrollment Specialist who was

charged with helping coach students struggling with attendance and re-enrolling them if they became disconnected from school. The Recruitment and Enrollment Specialist also maintained tracking systems for staying in contact with PCA students and their families communicating attendance information to students' parents/adult supporters. For a more detailed look at the attendance rates and retention efforts, please see pages 21-22, and our recruitment and retention plan below.

IV. Recruitment and Retention Plan

Name of School: Phoenix Charter Academy

Date: July 18, 2011

I. Recruitment Plan

A. Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities List recruitment activities undertaken each year which apply to all students.
1. PCA's website provides a comprehensive and in-depth detailing of the school's mission, academic program, student supports, and unique school design. Applications for admission to the school are included in English and Spanish on both the homepage and on the "Prospective Students" page.
2. PCA places advertisements in a number of community locations, including various churches in the Chelsea area, on the tails of buses that run in the Chelsea, Lynn, Revere, Everett, Malden, Medford, Charlestown, Somerville, Cambridge, and Boston communities, in MBTA commuter rail and T stations including Haymarket, North Station, Chelsea, and Lynn stations.
3. PCA hosts a Scholar Shadow Day each May that allows prospective students to shadow a current PCA student for the day to get an idea of what the school is like prior to enrolling. At the end of the day, parents and adult supporters are given the opportunity to meet with the Dean of Students to learn more about the school and ask any questions that they may have.

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending district(s). Create goals and strategies for each of the following categories:

- A. Special education students
- B. Limited English-proficient students
- C. Students eligible for free lunch
- D. Students eligible for reduced price lunch
- E. Students who are sub-proficient (as determined by a previous score of "Needs Improvement" or "Warning/Failing" on the mathematics or English language arts examinations of the MCAS for the previous two years)
- F. Students at risk of dropping out of school
- G. Students who have dropped out of school
- H. Other subgroups of students who should be targeted to eliminate the achievement gap

Recruitment Plan – Goals and Strategies List goals and strategies for recruitment activities for <u>each</u> demographic group.
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<p>Demographic Group:</p> <p>A. Special education students</p>	<ul style="list-style-type: none"> • PCA accepts all students, regardless of IEP status. When a student is identified as having an IEP or 504 plan upon enrollment, the Academic Support Office ensures that we have all necessary documentation from sending school districts, and convenes a team meeting to ensure that a student’s academic schedule meets their needs. • PCA regularly receives referrals from other alternative schools or residential programs (including Communities for People and Seacoast Academy) specializing in students with emotional or behavioral disabilities. • PCA maintains active relationships with a number of community and health organizations that serve students with emotional or behavioral disabilities, and frequently asks these partners for referrals. • PCA has set as a goal to raise the percentage of students served with an IEP or 504 plan from 12.5% to 15% to better reflect the percentage of special education students being served by the surrounding communities.
<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<ul style="list-style-type: none"> • Our mission includes serving older students who are disconnected from school, which often includes students who are new to the country and have limited English proficiency. As a charter school that actively recruits older youth who have little or no credits, for many older youth new to the country, PCA is the only viable option to earn a high school diploma. • We have a full-time, Spanish-speaking, outreach staff member who works closely with ELL students and parents who are interested in enrolling. We provide Spanish translators at orientation events, and all letters home to parents (including our student handbook, report cards, etc.) are translated for our Spanish-speaking or French-speaking parents. • We partner closely with ROCA Inc., a youth drop-in center in Chelsea, MA. ROCA regularly works with recent immigrants, and their staff members often refer students to PCA. • We also work closely with and receive referrals from Centro Latino which is an organization that serves Latinos and immigrants in Chelsea and Boston. • PCA has set as a goal to maintain the percentage of students deemed Limited English-proficient at 12% for the 2011-2012 school year.

Demographic Group:

C. Students eligible for free lunch

- Our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Chelsea, Lynn, Revere, and Everett). We offer the following supports as we recruit low income students:
 - Transportation (Charlie cards) to and from school
 - All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms
 - A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program
 - Access to community resources, including homeless shelters, food banks, and housing support resources, through our school social workers
- PCA has grown and maintains active relationships with a number of governmental organizations, including the Department of Children and Families, and the Department of Youth Services. As these organizations frequently deal with children and families in poverty, these relationships yield a high number of referrals of students who are eligible for free or reduced-price lunch.
- PCA has grown and maintains active relationships with a number of community organizations that work with at-risk youth as well. As poverty is one of the criteria for determining at-risk, referrals from these organizations also are frequently students who are eligible for free or reduced-price lunch.
- PCA performs street outreach by passing out flyers and speaking with youths at high-traffic locations for teenagers. These areas include particularly streets and neighborhoods in Chelsea, Lynn, and Revere, fast-food restaurants, courts in Essex, Suffolk, and Middlesex Counties, and community organizations.
- PCA has set as a goal to maintain the percentage of students qualifying for free or reduced-price lunch at 85% for the 2011-2012 school year.

Demographic Group:

D. Students eligible for reduced price lunch

- Our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Chelsea, Lynn, Revere, and Everett). We offer the following supports as we recruit low income students:
 - Transportation (Charlie cards) to and from school
 - All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms
 - A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program
 - Access to community resources, including homeless shelters, food banks, and housing support resources, through our school social workers
- PCA has grown and maintains active relationships with a number of governmental organizations, including the Department of Children and Families, and the Department of Youth Services. As these organizations frequently deal with children and families in poverty, these relationships yield a high number of referrals of students who are eligible for free or reduced-price lunch.
- PCA has grown and maintains active relationships with a number of community organizations that work with at-risk youth as well. As poverty is one of the criteria for determining at-risk, referrals from these organizations also are frequently students who are eligible for free or reduced-price lunch.
- PCA performs street outreach by passing out flyers and speaking with youths at high-traffic locations for teenagers. These areas include particularly streets and neighborhoods in Chelsea, Lynn, and Revere, fast-food restaurants, courts in Essex, Suffolk, and Middlesex Counties, and community organizations.
- PCA has set as a goal to maintain the percentage of students qualifying for free or reduced-price lunch at 85% for the 2011-2012 school year.

<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<ul style="list-style-type: none"> • PCA actively recruits students who are 2-3 years behind grade level. This often comes with the students our mission aims to serve; those who are disconnected from school or who have dropped out for a period of time. Many of these students are 18+ years of age and still have not passed their MCAS exam. With our accelerated track to graduation, we can offer these students intensive daily MCAS preparation tutoring in ELA, mathematics, and biology. • PCA requires that all applicants have either successfully completed their 8th grade course of studies or that they tried at least twice. If a student has tried 8th grade twice but has failed to pass, we will enroll that student as a 9th grader if they are at least 14 years old. • PCA has a close relationship with Wright Middle School in Chelsea, and they will often refer students who are behind in their studies, who are at risk of dropping out before high school, or who are at risk of dropping out in a large comprehensive high school. • PCA has established relationships with other charter middle schools (including Roxbury Prep, Kipp Academy Lynn, and Excel Academy) who refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to alumni support advisors at these schools. • PCA actively seeks to serve older students, and students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.
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Demographic Group:

F. Students at risk of dropping out of school

- PCA recognizes that those students who are at-risk and those who have dropped out are very closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways which includes those students who are at-risk of dropping out and those who have dropped out.
- Because the PCA enrollment process occurs throughout the year, we lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We enroll and re-enroll students at the start of each academic quarter (5 times a year).
- PCA has close relationships with DYS and DCF workers in the Chelsea, Lynn, Revere, Everett, and Boston communities, and work closely with these workers, both in support of our current students, and in recruiting students. PCA receives frequent referrals from these organizations.
- PCA has built and maintains an active relationship with probation officers and the court system, and actively recruits in these places. PCA posts flyers and applications in the juvenile probation offices in Lynn, Chelsea, and Boston courts.
- PCA has an open door policy for students who may have had disciplinary issues in past schools. PCA admits students who have been expelled from previous schools as well. Due to this policy, PCA has a growing reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus PCA has received many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from a school.
- PCA has a close relationship with several guidance counselors at Revere High School, Chelsea High School, and Wright Middle School who refer youth who are struggling academically or who are deemed 'at risk' by their current school.
- We have constant contact with ROCA, Inc. which is a youth drop-in center in Chelsea. Because of its services and function as a non-profit, ROCA attracts many youth who do not attend school and refers prospective students to our school.

Demographic Group:

G. Students who have dropped out of school

- PCA recognizes that those students who are at-risk and those who have dropped out are very closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways which includes those students who are at-risk of dropping out and those who have dropped out.
- Because the PCA enrollment process occurs throughout the year, we lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We enroll and re-enroll students at the start of each academic quarter (5 times a year).
- PCA has close relationships with DYS and DCF workers in the Chelsea, Lynn, Revere, Everett, and Boston communities, and work closely with these workers, both in support of our current students, and in recruiting students. PCA receives frequent referrals from these organizations.
- PCA has built and maintains an active relationship with probation officers and the court system, and actively recruits in these places. PCA posts flyers and applications in the juvenile probation offices in Lynn, Chelsea, and Boston courts.
- PCA has an open door policy for students who may have had disciplinary issues in past schools. PCA admits students who have been expelled from previous schools as well. Due to this policy, PCA has a growing reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus PCA has received many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from a school.
- PCA has a close relationship with several guidance counselors at Revere High School, Chelsea High School, and Wright Middle School who refer youth who are struggling academically or who are deemed 'at risk' by their current school.
- We have constant contact with ROCA, Inc. which is a youth drop-in center in Chelsea. Because of its services and function as a non-profit, ROCA attracts many youth who do not attend school and refers prospective students to our school.

<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> • PCA actively recruits parenting or pregnant teens and provides the necessary supports in order for them to obtain educational success. Currently, 13% of our school population is parenting or pregnant. We provide the following services, all of which we outline upon enrollment. <ul style="list-style-type: none"> ○ Daycare center on site, with three full-time staff and two part-time staff, focuses on the development of their children in the daycare and education/support for parents ○ Coordination with DCF and the voucher programs and our school to better support pregnant/parenting youth. ○ Mandatory parenting short-block class taught by our Childcare Center Director ○ Full-time social worker to support youth who are pregnant/parenting. We have also established a maternity leave program where new parents have one point-person at the school who calls on a regular basis (as established between liaison and new parent). The liaison gathers all work from teachers of the student and coordinates getting that work to the student as well as handling any concerns the student who is on maternity leave has to the appropriate person at school. • PCA coordinates with the WIC program to support currently enrolled students and also to actively connect with youth who need our support to complete their high school education. • We also work closely with several DCF workers who have referred students who were pregnant or parenting to our school.
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II. Retention Plan

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

Overall Student Retention Goal	
<p>Annual goal for student retention (percentage):</p>	<p>Our annual goal is to increase student retention rates by 10% over the 2011-12 school year.</p>
<p>Retention Plan Goals and Strategies -- List goals and strategies for retention activities</p>	

<p>Retention Activity 1</p>	<p>PCA staff build strong relationships with students and adult supporters, and these relationships form the backbone of our retention activities. Students are placed in advisories, and a student’s advisor serves as their point person and advocate. Advisors call home when a student is absent, work with the student on any areas in which they are struggling, and form a relationship that will be necessary for the student to achieve success at PCA. Advisors also communicate to parents and adult supporters regarding how a student is doing in school to bridge the gap between home and school.</p>
<p>Retention Activity 2</p>	<p>PCA has expanded the Student Support Team to provide greater support and outreach for struggling students. The team has grown from one social worker to two social workers to better support students with social or emotional challenges, and to better connect students with resources outside of school as needed. Additionally, the team includes a Retention and Intervention Specialist who will conduct regular home visits to struggling students, grow relationships with organizations that are connected to our students outside of PCA, and coordinate staff outreach to these students. A Student Support Specialist will work with students in-school who are struggling to reach PCA expectations. This team, overseen by the Dean of Students, will provide comprehensive support for students and families struggling to be successful at PCA.</p>
<p>Retention Activity 3</p>	<p>PCA will continue its Attendance Transformation Program begun during the 2010-2011 school year in which four full-time fellows, led by the Retention and Intervention Specialist, target 20 students struggling with attendance and at-risk of dropping out of school. The team conducts home visits in the mornings and after school to check in with students, work with parents and adult supporters, and troubleshoot issues that prevent students from attending school, including motivational issues, academic difficulties, scheduling court and other appointments, establishing a morning routine, and navigating transportation issues. The team also educates students around the impact of absenteeism, creates student investment in school, provides incentives for attendance and achievement, and creates a strong team cohort among the students to support each other.</p>
<p>Retention Activity 4</p>	<p>PCA will pilot a new class during the 2011-2012 school year geared towards students having difficulty meeting the PCA expectations. The course will be a 2-quarter program centered around the <i>Career Choices</i> curriculum, focusing on three questions – Who am I, What do I want, and How do I get it? The structure and expectations of PCA, and how to be successful will be woven into the class, as will a 13-session health course, with the goal of successfully integrating sixty students through the course of the year into PCA.</p>

<p>Retention Activity 5</p>	<p>PCA will introduce two changes to the academic curriculum for the 2011-2012 school year designed to address specific student academic deficits leading to student dis-engagement from school. These are:</p> <ol style="list-style-type: none"> 1. A daily 30-minute silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school, and this reading period will improve students' reading ability, making all students more comfortable in literature classes, and more likely to be successful. 2. Basic math skills course. Many students arrive at PCA with significant skills deficits in math, and a course designed for the students furthest behind will help these students be more successful in math class. This success will re-engage these students in school, leading to continued success.
<p>Retention Activity 6</p>	<p>PCA will continue to offer extensive academic support for struggling students. Monday through Thursday, a drop-in Homework Lab is available from 5:00-6:00 p.m. Staffed by full-time tutors (our Urban Fellows), students have the opportunity to receive individualized instruction and complete their homework in a safe, nurturing environment. Additionally, all PCA teachers make themselves available before school, at lunch, and after school for student support as needed, and PCA teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.</p>
<p>Retention Activity 7</p>	<p>Every student enrolled for Session 1 will be visited at home at some point during the Session. The goals for this visit are to establish a connection between home and school, to familiarize the student and adult supporter(s) with PCA's structure and supports, and to discuss student-specific challenges and goals for the coming year. Home visit teams will be comprised of an administrator, a teacher, and a Phoenix Fellow.</p>

V. Dissemination and Sharing of Innovative Practices

PCA is currently developing three areas of the school as models for possible dissemination in other schools and programs. These include:

- I. Use of full-time tutors for MCAS preparation for struggling students who have not taken or not passed the MCAS in the past.
- II. Developing a web of support for each student, regardless of whether the student has a parent or not, and creating consistent, sustainable relationships with each student's supporters. Supporters include parents but also social service agency workers, case managers, probation officers and youth workers.
- III. Use of support practices such as circling back, debriefing, and differentiation to keep students engaged in classes and coming to school after periods of truancy. These practices are instrumental in reaching students who are disconnected from school and lack any success stories about school.

PCA has a long and positive relationship with the Chelsea and Revere Public School systems. Both systems reach out to the school for support primarily with behaviorally challenged students but also for any high school student who is not succeeding in the district system. This year our partnership has taken a more active role. The Superintendents of both districts have worked with PCA staff to develop two off-site, in-house tutoring programs using PCA Fellows in the school districts. Both programs are funded through the three-year AmeriCorps grant, and were successful in their pilot year.

In Chelsea, PCA collaborated with the Chelsea REACH program. Monday-Thursday afternoons from 5:00-6:00pm, seven Fellows tutored middle school and high school students in MCAS prep (using PCA's designed curriculum) and homework help. In Revere, four PCA Fellows worked with the Seacoast Alternative High School. Fellows used PCA's MCAS prep curriculum to help struggling students who had either previously failed or not taken the MCAS. To date, the principal at Seacoast reports that all students who received tutoring earned Proficient scores on their ELA MCAS.

In the next two years, with an institutionalized evaluation system in place, we hope that PCA will be able to write about its experience using full-time tutors to increase the skills of students in multiple public school environments. We also hope that more schools will be interested in hearing about additional models of student support, described above.

VI. Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2010-11 school year	187
First and last day of the 2010-11 school year	First Day: Wednesday, August 25, 2010 Last Day: Thursday, June 23, 2011
Length of school day (please note if schedule varies throughout the week or the year)	Monday – Thursday: 8 hours Friday: 4 hours

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2009-10 school year but did not reenroll for the 2010-11 school year (excluding graduates)	10
Total number of students enrolled as of October 1, 2010	192
Total number of students who enrolled during the 2010-11 school year after October 1, 2010	63
Total number of students who left during the 2010-11 school year after October 1, 2010	115
Total number of students enrolled as of the June 30, 2011 SIMS submission	109
Number of students who graduated at the end of the 2010-11 school year	22
Number of students on the waitlist as of June 30, 2011	47*

*As explained earlier on page 27, PCA defines waitlist as the number of students who have applied to the school. In March 2011, PCA held its first lottery for Session 1 of the 2011-2012 school year. 45 students had applied to PCA at this point and were offered spots. In June, PCA held its second lottery and offered spots to the 38 students that had applied to PCA during this time period. From these two lottery periods, 47 students who were offered spots accepted those spots. Therefore, as of June 30, 2010, there were 47 students who had applied to PCA and were on our waitlist.

In addition to completing the table above, please provide a summary of the reasons for all student departures (excluding graduation).

Reason for Departure	Number of Students
Expelled	1
Transferred to other schools	30
GED	18
Moved	5
In Jail	3
Job Corps	4
Left PCA to work to support family	8
Dropped out	63

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	30	23%
Asian	1	1%
Hispanic	81	62%
Native American	1	1%
White	14	10%
Native Hawaiian, Pacific Islander	1	1%
Multi-race, non-Hispanic	3	2%
Special education	18	14%

Limited English proficient	24	18%
Low income	111	85%

ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	School Leader	8/1/05	
Deputy Executive Director	Manage internal and external academic assessment, assist with instructional and strategic areas of the school	7/1/10 (<i>hired as full-time teacher 8/1/06</i>)	
Principal	Instructional Leader	7/1/10 (<i>hired as full-time teacher 7/1/07</i>)	
Director of College Services	Oversees graduation plans, preparing students for college, and the Phoenix Urban Fellowship Program	7/1/10 (<i>hired as full-time teacher 7/1/07</i>)	
Dean of Students and Family Support	Leader of student support services department	7/1/10	
Director of Finance and Operations	Oversees facility and day to day school operations	7/1/11 (<i>hired as front office coordinator 12/1/07</i>)	
Business and Operations Coordinator	Front office clerical worker and facilities support	7/1/10 (<i>hired as Development Associate 4/1/08</i>)	
Grant Writer	Oversees fundraising events and grant writing	8/1/10 (<i>hired as Phoenix Fellow 8/1/09</i>)	

TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	14	1***	3*
Other Staff	14	0	2**

In addition to completing this table, please provide a summary of the reasons for teacher and staff departures.

* One of our teachers left because she moved out of state. One teacher left for graduate school. One teacher was not asked to return.

** Our Enrollment and Retention Specialist left to work in higher education. Our Operations Coordinator moved out of state.

***One of our Humanities teachers left halfway through the school year because she moved out of state.

BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	- Number of terms served - Length of each term, including date of election and expiration
Dr. Edward F. McDonough III	Board Chair (Former)	Membership Committee	Organization Development and Leadership	2 terms 2/12/05 to 1/19/11

Mr. Nicholas Hofer	Board Chair (Current) Treasurer (Former)	Strategic Planning Committee	Business and Finance	2 terms 2/12/05 to present
Mr. Neil S. Cohen	Trustee	Development Committee	Legal	1 term 5/21/08 to present
Mr. Jim Nicoletti	Trustee	Real Estate Task Force	Real Estate	1 terms 6/1/09 to 12/31/10
Mrs. Colette L. Stanzler	Trustee	Strategic Planning Committee	Non-profit organizations	2 terms 8/30/07 to present
Mr. Greg Susco	Trustee	Development Committee, Strategic Planning Committee	Insurance	2 terms 1/1/07 to present
Mrs. Joan O. Gallant	Trustee	Development Committee	Fundraising	1 terms 6/27/08 to present
Mr. Patrick Monkiewicz	Treasurer (Current)	Finance Committee	Business	1 term 6/11/09 to present
Ms. Beth Anderson	Ex-Officio	All Committees	Education	2 terms 2/12/05 to present
Mr. Devin Sullivan	Trustee	Development Committee	Real Estate	1 term 11/30/10 to present
Mr. Jeff Meaney	Trustee		Business	1 term 11/30/10 to present

VII. Financial Documents and Attachments

Unaudited FY10 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Phoenix Charter Academy Profit & Loss July 2010 - June 2011

	<u>Total</u>
Income	
4100 Tuition	2,106,762.00
4150 Federal and State Entitlements and Grants	217,292.00
4200 Fundraising and Grants	134,800.04
4300 Student fees	27,221.80
4400 Americorp	199,103.62
4500 Nutrition Income	19,072.28
4900 Other Income	<u>152,542.45</u>
Total Income	<u>\$2,856,794.19</u>
Gross Profit	\$2,856,794.19
Expenses	
5000 Salaries, Benefits, and Taxes	1,902,358.13
6000 Student Services	68,396.01
6400 Nutrition Services	43,262.61
6500 Instructional Services	126,639.16
7000 Facilities and Equipment	380,782.82
8000 Operations	150,498.71
9000 Special Programs- Urban Fellows	<u>84,383.13</u>
Total Expenses	<u>\$2,756,320.57</u>
Net Operating Income	\$ 100,473.62
Other Expenses	
7900 Depreciation	<u>117,457.00</u>
Total Other Expenses	<u>\$ 117,457.00</u>
Net Other Income	<u>-\$ 117,457.00</u>
Net Income	<u>-\$ 16,983.38</u>

FY10 Statement of Net Assets (Balance Sheet)

Phoenix Charter Academy

Balance Sheet

As of June 30, 2011

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	600,061.12
Accounts Receivable	4,901.50
Other Current Assets	<u>198,189.46</u>
Total Current Assets	\$ 803,152.08
Fixed Assets	<u>401,420.16</u>
TOTAL ASSETS	\$1,204,572.24
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	-42,346.39
Other Current Liabilities	<u>134,465.23</u>
Total Current Liabilities	\$ 92,118.84
Equity	<u>1,112,453.40</u>
TOTAL LIABILITIES AND EQUITY	\$1,204,572.24

FY12 School Budget

Financial Reports		
Fiscal Year 2011 Statement of Revenues, Expenses and Changes in Net Assets (Income Statement), Unaudited, and Fiscal Year 2012 Proposed School Budget		
	Unaudited FY 2011	Projected FY 2012
I. Revenue		
State Funded Tuition	\$ 2,106,762.00	\$ 2,445,300.00
Government Grants and Entitlements	\$ 408,569.18	\$ 525,354.67
Private Funds	\$ 134,800.04	\$ 174,217.00
MA Health Reimbursements	\$ 27,221.80	\$ 5,000.00
Breakfast & Lunch Collections and Reimbursements	\$ 45,699.23	\$ 20,200.00
Investment and Rental Income	\$ 19,065.32	\$ 22,900.00
Child Care Reimbursement and Revenue	\$ 114,676.62	\$ 105,000.00
Total Revenue	\$ 2,856,794.19	\$ 3,297,971.67
II. Expenditures		
Salaries		
Administrative	\$ 338,604.69	\$ 409,728.75
Instructional	\$ 1,045,722.40	\$ 1,264,367.50
Daycare	\$ 120,477.37	\$ 119,500.00
Urban Fellows	\$ 196,869.07	\$ 165,900.00
Total Salaries	\$ 1,701,673.53	\$ 1,959,496.25
Benefits		
Medical, Dental, Disability, Life Insurance, Worker's Comp., and MTRS	\$ 1,864,546.23	\$ 2,176,866.56
Payroll taxes	\$ 37,811.90	\$ 43,075.92
Total Benefits	\$ 1,902,358.13	\$ 2,219,942.47
Student Services		
Child Care Center and Health Services Materials	\$ 7,016.99	\$ 7,300.00
Student Transportation and Athletic Services	\$ 44,192.99	\$ 48,500.00
Uniforms and Student Groups	\$ 17,186.03	\$ 15,500.00
Nutrition Services	\$ 43,262.61	\$ 43,300.00
Total Student Services	\$ 111,658.62	\$ 114,600.00
Instructional Services		
Professional Development	\$ 24,410.80	\$ 25,000.00
Instructional Supplies & Materials	\$ 39,526.67	\$ 62,000.00
PD Supplies and Materials	\$ 5,327.23	\$ 5,000.00
Standardized Testing, Wellness and Appreciation	\$ 10,835.40	\$ 12,500.00
Special Education	\$ 46,539.06	\$ 35,000.00
Total Instructional Services	\$ 126,639.16	\$ 139,500.00
Facilities and Equipment		
Rent	232,712.61	230,000.00
Maintenance Buildings & Grounds	62,134.39	62,758.99
Utilities, Equipment Rental and Maintenance	85,935.82	93,000.12
Total Facilities and Equipment	380,782.82	385,759.11
Operations		
Business, Financial, HR, and Legal Services	\$ 50,906.25	\$ 55,731.00
Dues, Licenses & Subscription	\$ 7,165.90	\$ 6,850.00
Office Supplies, IT, Travel, Advertising, Recruitment, Insurance, Fundraising	\$ 92,426.56	\$ 129,371.54
Urban Fellows Expenses	\$ 84,383.13	\$ 91,946.00
Total Operations	\$ 234,881.84	\$ 283,898.54
Other Revenues and Expenditures		
Other Income	0.00	0.00
Depreciation Expense	117,457.00	118,600.00
Total Other Revenues and Expenditures	-117,457.00	-118,600.00
Total Revenues	\$ 2,856,794.19	\$ 3,297,971.67
Total Expenditures	\$ 2,756,320.57	\$ 3,143,700.12
Balance	-16,983.38	35,671.55

FY 2012 Capital Plan

PCA has already spent a considerable amount of time and resources preparing our space for its current use. In August of 2008, we spent approximately \$350,000 renovating the space for use as a high school. In 2009, we added a science lab to the building. In the summer of 2010 we converted one classroom into four offices to accommodate counseling and office needs of the expanded staff. We are currently in the process of several capital improvements including implementing a full \$20,000 audio visual system in our auditorium. We are also renovating an unused bathroom into more office space to house our expanding staff and meeting needs.

Phoenix Charter Academy Bullying Prevention and Intervention Policy

1. DESCRIBING AND PROHIBITING

PCA defines “Bullying” as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: (i) causes physical or emotional harm to the victim or damage to the victim’s property; (ii) places the victim in reasonable fear of harm to himself or of damage to his property; (iii) creates a hostile environment at school for the victim; (iv) infringes on the rights of the victim at school; or (v) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this section, bullying shall include cyber-bullying”: **“Cyber-bullying”, bullying through the use of technology or any electronic communication**, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications. Cyber-bullying shall also include (i) the creation of a web page or blog in which the creator assumes the identity of another person or (ii) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Students who participate in bullying will immediately receive consequences perhaps as severe as suspension.

All bullying is prohibited. This includes and is not limited to retaliation for bullying or for after disclosure of bullying by target. Cyberbullying of all types (as defined above) is also prohibited.

Retaliation of bullying or of victims who report bullying is also prohibited and will result in sever deisciplinary action. Retaliation is defined as “getting back” at any student for a perceived wrong. This includes any type of aggression or cyber response to an action by another student.

2. REPORTING PROCEDURES

Reports received by Staff:

All accusations of bullying will be taken seriously. First, a formal report will be logged in Powerschool by staff member. Further, all reports will be cc’d to Dean of Students and Principal.

Second, the parent or adult supporter of the victim and accused bully will be notified by the Principal and/or the Dean of Students.

For retaliatory behavior, the same procedures are to be followed:

- Make record of report in Powerschool
- Cc Dean of Students or Principal
- Dean of Students or Principal will then follow up with parents of both victim and accused and begin investigation (see below)

Reports received by Parents:

First, parents should call the Dean of Students or Principal to report bullying.

Parents can also disclose to another staff member who will notify the Dean of Students or Principal. Any staff member who receives such a report will be asked to record the report in Powerschool

For retaliatory behavior, the same procedures are to be followed:

- Report to Dean, Principal or teacher
- Make record of report in Powerschool
- Cc Dean of Students or Principal
- Dean of Students or Principal will then follow up with parents of both victim and accused and begin investigation (see below)

To make an **anonymous report** of either bullying or retaliation, parents can leave a message at the Principal’s voicemail at 617 889 3100 ext. 135 or the Dean of Student’s voicemail at 617 889 3100 ext. 120.

Reports received by or shared by students

Students will be given confidential space to confide or share what they know or have experienced. After a disclosure, the above protocols will be followed, beginning with reporting to Dean of Students/Principal.

To make an **anonymous** report of either bullying or retaliation, students can leave a message at the Principal’s voicemail at 617 889 3100 ext 135 or the Dean of Student’s voicemail at 617 889 3100 ext. 120.

3. INVESTIGATION PROCEDURES

After receiving any reports of bullying and or retaliation, the principal and/or Dean of Students will begin an investigation in the following ways:

- Interview each party (accused and victim) and take written statements
- After said interview, make a report in Powerschool under each student's account
- Call each adult supporter to share information gleaned in interview
- Meet and make decisions as to evidence of bullying. If proper evidence shows that there is evidence of an "unsafe environment", disciplinary procedures will begin

4. DISCIPLINARY ACTION AND PROTECTION OF TARGET AND OTHERS

Discipline:

The consequences for bullying or retaliation may include suspension and detention as well as other forms of reparation to the community. Upon re-entry to school the student (aggressor) must then sign a contract committing to ceasing all similar types of behavior.

When appropriate and necessary, parents and adult supporters will be notified of their right to contact local Police and file formal complaints. All parents will be informed of their right to pursue criminal charges when appropriate through the Chelsea and Everett Police Departments. Additionally, the school reserves the right to file charges against a student who endangers the school community.

Prevention:

In order to prevent further acts of bullying, all parents and adult supporters of students accused or targeted in bullying will be asked to reread the bullying policies and protocols of PCA. Next, parents will be given weekly updates as to student's behavior by the advisor through a check-in phone call. Further, the Dean of Students will build in Advisory lesson plans that target prevention for the entire school population.

Safety of Target and others:

To ensure the safety of the target, PCA will provide a safety plan meeting with an adult supporter and the target. At this meeting, a strategy will be put in place to provide a safe place for the target to go (physically) and report (verbally or in written form) any incident that continues to threaten his/her safety.

Further, all targets will be provided an opportunity to meet with the Academy Social Worker after reporting bullying. She will determine if other case management needs are evident.

In an effort to maintain the safety of all students who report bullying, anonymous reporting systems are in place. Further, all students who feel threatened or triggered by bullying or harassment can request a meeting with the Dean of Students and/or Social Worker.

Students who report feeling unsafe because of:

- Reporting bullying/retaliation
- Providing information to help an investigation of bullying/retaliation
- Witnessing an act of bullying/retaliation

Will all be given the above opportunities. Further, their parents/ adult supporters will be called and all parties will be invited to a meeting.

Students at PCA have the benefit of being able to leave class and visit the Student Support Center whenever issues (inside or out of school) are preventing their learning. These types of "breaks" from class will be extended to all parties who fit the above description.

5. FALSE ACCUSATIONS AND RETALIATION

PCA students will be informed at the beginning of every quarter of the consequences for making a false accusation of bullying or retaliation. As stated in the PCA Student Handbook, any student who knowingly makes a false accusation of bullying is subject to suspension from school for up to three days, depending upon the incident. The Principal and Dean of Students will follow regular suspension procedures. Upon return, the student must bring a parent or other guardian to discuss the false accusation and apologize to the person or parties accused. The suspension will be listed on the student's permanent record.

Phoenix Charter Academy views retaliation against a target for disclosure, another and more egregious incident of bullying. Therefore, students who retaliate in any way towards a target during or after an investigation of bullying are subject to consequences including suspension or possibly expulsion from school, depending upon the severity of the incident.

6. SUPPORT SERVICES

Phoenix Charter Academy takes seriously its responsibility to all who are affected by a bullying incident including the targeted student(s), the aggressor student(s) and the appropriate family members of involved student. Currently, we have one Dean of Students, one full time social worker, one part time mental health counselor, a counseling intern and two case management staff that work with individual students on socio-emotional needs, depending upon the incident.

The targeted student will receive counseling from the school social worker and support from the Dean of Student as the incident is resolved and afterwards, for as long as the student needs. If the parent prefers an outside agency, PCA will make arrangements for the student to see a counselor or therapist at a neighboring agency. We currently have partnerships with three counseling agencies.

Aggressor students, after facing school consequences, may need to also see the school counselor or an outside counselor, depending upon the severity of the incident. The Student Support Team and the families of all interested parties will have input into this decision but ultimately the Dean of Students, Principal and school social worker will make a plan to keep the involved students and the school community safe.

The school social worker and other support staff will also offer short term counseling services to any parent or guardian and any appropriate family members that need support around a particular bullying incident. The Dean of Students will call and check in with parents of both targeted and aggressor students at least two weeks after an issue is resolved in order to see how both families are feeling about school safety and support at school.

7. PROTECTION OF ALL STUDENTS

All Phoenix Charter Academy students have a right and expectation of the protections and supports listed above regardless of status including race, age, gender, national origin, religion, sexual orientation, physical, emotional or mental ability, or educational or academic ability.

8. PCA STAFF TRAINING/ PROFESSIONAL DEVELOPMENT ON BULLYING PROCEDURES AND PREVENTION

Professional development plan:

Teachers and staff will all read approved plan and attend training of all information outlined below. This training will occur two times a year:

- Once at the Summer Institute (mandatory training for all staf)
- Once during the school year at weekly Professional Development meetings

Further, teachers will be encouraged to attend the Parent Advisory Council meetings that are focused on bullying and retaliation prevention.

Procedures: Your Job (as Staff Member)

1. Notice as much as possible, listen to students and take ALL complaints seriously

2. Report every accusation of bullying to:

- a. Powerschool- Under EACH students name (alleged victim and alleged bully)- Copy the Powerschool report in an email to BOTH Danny Clark and Sarah Miller**
- b. Danny Clark (Dean of Students) and Sarah Miller (Principal)**
- c. Victim's parent- explain disclosure and to whom you've spoken. This call should be made the same day of the disclosure/accusation). Do not use the word "bullying" in the call, just explain the accusation and that the dean and principal have been notified.**

3. Report all things that look suspicious to you (again, both in Powerschool and to the dean and principal).

4. Follow up with student (accuser) everyday, be an ally.

Strategies and Interventions for Stopping/intervening with Bullying:

PCA has 3 advisory sessions a week which include targeted lessons on bullying and the prevention of bullying. Each teacher is also an advisor and takes part in this type of training. Staff are encouraged to report all suspicion of bullying in both powerschool and to the Dean of Students/Principal.

Information on defining bullying:

At PCA, bullying includes any or all threatening behavior and may be something small or simple. The following are examples of bullying:

- Forcing someone to move a chair or take a seat
- Demanding homework or other school work
- Using physically threatening postures to impose upon another's personal space
- Writing demeaning things or saying demeaning things about another student repeatedly

Any action that involves a more powerful person (power not in physical strength only but also in social status or in other arenas) and a target is bullying. Teachers will be trained specifically using information about the complex interactions and power differential among aggressors, target and witnesses **IF YOU SUSPECT, REPORT!**
Students who are at HIGH RISK of being bullied:

The following students might be at higher risk than others for being bullied:

- Students who are not fluent in English or are new to the United States
- Students who are perceived as lower skilled by other students or students who struggle academically
- Students who stand out for any reason such as (but not limited to) their sexual orientation or behavior

Cyberbullying:

Students can be victims of cyberbullying as well as physical/verbal bullying. This is usually done via internet (Facebook, Myspace, etc) but can also be done via cell phone. Our students use cell phones and texting in massive amounts and can receive threats or demeaning messages this way. Students participating in this or reporting this will be treated as outlined above.

Due to the nature of cyberbullying, it is **IMPERATIVE** that all classrooms remain “Facebook Free”. Students who are not doing coursework on the computers during class time should be sent immediately to the SSC for disciplinary action. Further, all students must turn in cell phones if caught using them during the school day. This type of negative interaction is part of the reason for our zero tolerance policy here.

9. PARENT/ADULT SUPPORTER INFORMATION:

Bullying protocols and procedures will be an ongoing topic during Parent Advisory Council meetings. These meetings occur quarterly. Parents and adult supporters will be trained on the nuances of bullying and the important role technology plays in bullying and victimizing students.

Parent component of bullying and intervention curriculum will be sent home annually.

This training will be run by the Principal and Dean of Students and will include the following:

- Defining bullying of all types
- Dynamics of bullying
- The internet and cyberbullying and online safety
- Bullying prevention
- Communicating with PCA staff and reporting incidents to PCA staff
- Reinforcing PCA’s prevention plans at home (all training materials will also be mailed home)

To help with reinforcement of Advisory lesson plans, all advisors will be checking in with parents and adult supporters to answer questions about PCA’s prevention plans.

Further, since parents are integral to the re integration and rehabilitation of both targets and accused, they will be communicated with regularly through the advisor. PCA will respond to questions and concerns of parents as they develop.

All parents will receive a copy of approved bullying plans via mail.

Phoenix Charter Academy Organizational Chart 2010-2011

