

ADDING GRADE LEVELS TO CHARTER AMENDMENT REQUEST

(Charter Holder Name) Phoenix Collegiate Academy (CTDS) 90-0394347

(Charter Holder Mailing Address) 5610 S Central Avenue

(City, State) Phoenix, AZ (Zip) 85040

(Charter Representative's Name) Rachel Bennett Yanof

(Phone Number) 602-268-9900 (Fax Number) 602-268-9911

RECEIVED

MAR 09 2011

Failure to submit all required documentation will result in the Amendment Request being returned without being processed. Faxed copies will not be accepted. Please send originals.

Adding grade levels served for charter

Included are the following:

- Board minutes approving the change (If the body is subject to Open Meeting Law, minutes must comply with ARS §38-431.01)
- Narrative that 1) provides background and support for expansion; 2) how the additional grades support the philosophy, methods of instruction, special emphasis, and mission of the charter
- Timeline for implementation
- Proficiency level required for credit and/or promotion and credit transfer policies

For each grade level being added, provide the following as a representation of a program of instruction aligned to the State Academic Standards and to the methods of instruction described in the charter:

- Math – A completed curriculum sample template including all required attachments as outlined on the template attached.
- Language Arts - A completed curriculum sample template, for both reading and writing, including all required attachments as outlined on the template attached.

The Arizona State Board for Charter Schools and Phoenix Collegiate Academy (Charter Holder), herein agree to amend the terms of the charter contract as follows:

FROM SERVING GRADES: 6-12

TO SERVING GRADES: 5-12

In witness whereof, Charter Holder has signed this contract amendment as of this 7 day of March, 2011, and the State Board for Charter Schools has signed this contract amendment as of this ____ day of _____, 20____, to take effect at such time as it is signed by both parties.


Charter Representative Signature

Representative Signature for the Arizona State Board for Charter Schools

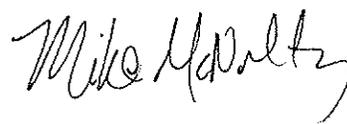
Phoenix Collegiate Academy
January 21, 2011
8:30 a.m.- 2:30 p.m.

Rio Salado Audubon Center
3131 S Central Ave.
Phoenix, AZ

Minutes
Phoenix Collegiate Academy

A COPY OF THE AGENDA BACKGROUND MATERIAL PROVIDED TO THE MEMBERS OF THE GOVERNING BOARD (WITH THE EXCEPTION OF MATERIAL RELATING TO POSSIBLE EXECUTIVE SESSIONS) IS AVAILABLE FOR PUBLIC INSPECTION.

- A. Call to Order
- B. Roll Call
 - i. Present: Michael, Mike, Jan, Susan, Tomas, Chris; Absent: Hal
- C. Approval of minutes from December 15, 2010 meeting
 - i. Susan approves, Michael seconds, unanimous
- D. Recommendation of new slate of Board Members for 2011
 - i. Recommendation of Lydia Aranda, Deb Dillion, Shelly McTee, Chris motions, Jan seconds, unanimous
- E. Vote on amendment to charter to add 5th grade
 - i. Discussion first. Deb moves to approve, Jan seconds, unanimous
- F. Executive work session for strategic planning of 2011
- G. Adjournment
 - i. Motion to adjourn by Jan, second by Michael, unanimous at 3:00 p.m.



Phoenix Collegiate Academy 5th Grade Expansion

Background and Support for Expansion

Mission

Phoenix Collegiate Academy Charter School prepares students to succeed in college and be leaders in our community.

Vision

Phoenix Collegiate Academy Charter School (“Phoenix Collegiate Academy”) is uniquely positioned to increase the academic achievement, college preparedness and college acceptance rates of students in South Phoenix. Our educational program:

- provides rigorous instruction, character training, and access to enrichment that equips students with the tools to excel in colleges and professional careers;
- offers a seamless path to college, providing eight years of continuous and rigorous middle and high school college preparatory education;
- integrates best practices from the highest performing charter schools; and
- utilizes frequent assessments that inform data-driven decisions and best support a focused and purposeful academic curriculum aligned to state and national standards.

We target the academic needs of middle and high school students and the challenge of large, overcrowded schools currently existing in South Phoenix. Within a small school environment, we will opened with grade six, have been growing one grade per year, and are providing a seamless middle and high school education to some of Phoenix’s most at-risk students.

In our inaugural year (2009-2010) with 70 sixth graders only we earned the label of performing plus and outscored the area school district, Roosevelt Elementary School District, by 18% in mathematics and 7% in Reading on the AIMS assessment. Students made, on average, two years of growth according to the Stanford 10 assessment that we administered in August and April.

Need for Academic Achievement

Students in South Phoenix public schools continue to underachieve in the core subjects. In third to eighth grade, less than 65% of students are meeting standards on the Arizona Instrument to Measure Standards (AIMS). National data indicates that between third and eighth grade there is a drop off in academic skills. This

for our students.³ We have seen over the last year and half that this is true, and we continue to believe it will be true for fifth grade students.

Methods of Instruction

Rigorous instruction requires teachers with content mastery, passion, and a commitment to hold students to the highest academic and behavioral standards. Experience with educating students in high-poverty environments, a track record of successful, measurable results in the classroom, a belief that every student can learn and that standards-driven lessons and assessments are supportive of learning are key. All staff will be expected to work hard to give students discipline, boundaries, and challenges, and to work as a member of a mission-driven team relentless about academic results. We will support teachers through a three-week summer orientation and professional development time as part of the school's weekly and annual schedule. Teachers will use materials demonstrating success with similar populations. We will never use any one instructional approach in isolation, as we believe it is important to encourage teachers to devise the most comprehensive methods to deliver the best educational outcomes for students. Curriculum will be standards-driven, and we will ensure that all students meet specific national, state, and school standards required before progressing into higher grades. We believe that standards provide a clear and useful framework by which to measure real student progress.

A future of academic success that includes college cannot be built on a weak foundation. A strong foundation is built upon well-developed skills in literacy and mathematics, and "[t]he ability to learn something new depends on an ability to accommodate the new thing to the already known."⁴ To do more advanced work, students must have skills and content "already known," and to achieve mastery students must be given rigorous instruction and mandatory supports to develop that skill and knowledge base. We build this foundation through the implementation of instructional methods which are supported by the proven practice of high performing urban charter schools. Each instructional method is described below.

Gradual Release of Responsibility for Learning (commonly referred to as "I-WE-YOU")

Teachers will use consistent, clear modeling of academic skills by utilizing the Gradual Release of Responsibility model, referred to as the "I-WE-YOU" instructional process. In the "I" stage, the teacher models the academic skill by having students watch while he/she works through the new skill step-by-step. Teachers allow the modeling to shift to the "WE" stage, allowing the students a chance to work through each step of similar problems. Teachers then slowly let students take more of a role

³ Based on site visits to schools in Arizona such as Basis; Scottsdale and Great Hearts Chandler and schools in Boston such as Excel Academy Charter School, a Fellow-founded charter school, and Academy of the Pacific Rim Public Charter School.

⁴ E.D. Hirsch. *The Schools We Need and Why We Don't Have Them*. New York: Anchor Books, 2003. .3.

Data-Driven

To be academically competitive, our students must be able to excel above their local, state and national peers. We will create frequent standards-based assessments to ensure students are reaching those expectations, and enabling us to effectively address any student deficiencies within the extended day, week, and year supports and to adjust classroom instruction and materials as needed. This data-driven instructional approach has proven an invaluable tool in the highest performing middle and high schools and is a critical component of our school design.

Constant Support - No Excuses

In addition to the instruction that teachers will deliver in their classrooms, Homework Club and Saturday Academy (detailed below in Other Successful Strategies) will provide additional time to ensure students master the material and meet the school's high expectations.

Working with a Sense of Urgency

The school must be filled with a sense of immediacy, particularly with a school population that is challenged to remediate two or three years of skill and content acquisition within the first year. From the second students walk through the door they will start a Do Now, flow right into the lesson, and work until it is time for the next class to begin.

In total, we only plan to use instructional methods that have been proven successful, reach all learners, and are supported by ample evidence of positive achievement outcomes for urban children.

Seamless Path to College

We provide a seamless path to college, beginning in middle school. With fifth to eighth grade spent invigorating a sense of college purpose, strengthening foundational skills, and developing the work habits and characteristics that lead to school success, middle school students are prepared to enter Phoenix Collegiate Academy High School without the need to adjust to a new environment with different expectations. While it will be necessary to structure the high school component differently to meet advanced academic challenges and the developmental needs of maturing students, the mission and core beliefs will be a constant in all grades, minimizing the adjustment period between middle and high school for some of Phoenix's most at-risk students and allowing them to focus on the end goal: acceptance into and success in college.

Compilation of Best Practices

All components of our instructional practice and school design are informed by the successful practices of the highest performing charter schools in the nation. Lead Founder Rachel Yanof has visited and studied more than 60 of the nation's highest performing urban charter schools as part of training with Building Excellent Schools

Frequent Standards-Driven Assessments

Frequent assessments aligned to state and national standards are critical to student achievement. Standards-driven assessments inform school staff of individual students' academic strengths and weaknesses, with focus on each skill and component of content knowledge in each content area at each grade level. Guided analysis of assessment results allows teachers to adjust lesson planning, focus tutorials, and modify instruction in response to students' needs, and leadership to make larger curricular decisions as appropriate. We utilize data from state assessments, nationally-normed tests, end-of-course exams, internally developed interim assessments, tests, quizzes, and assignments to inform and modify curriculum and instruction, and provide ongoing professional development throughout the school year.

Results of our Instructional Methods

As a result of the instructional methods we have chosen our students will have:

- More time on task – if students need to learn more, they need more time to learn it
- Demanding curriculum – if all students are going to college, all students must take college prep classes
- Social competency
- Competitive test scores
- Exposure to a variety of cultural experiences
- An opportunity to thrive academically
- Individualized attention

Methods of Assessment

We use state criterion-referenced assessments, nationally-normed assessments, and internally developed interim assessments to monitor and measure student achievement. Results for state and national assessments are reviewed annually and inform the development of internally created interim assessments and school power standards. Interim assessments are reviewed immediately after their implementation every quarter. Interim assessments incorporate standards that have been re-taught and cumulatively build upon other areas required for mastery.

Timeline for Implementation

Upon approval for expansion by the Arizona State Board for Charter Schools we will begin marketing and enrolling students in fifth grade. We will keep enrollment open until we have filled all open seats maintaining a preference for siblings of currently enrolled students. We will begin with our first fifth grade in August of 2011.