Phoenix Charter Academy

Application for a Massachusetts Charter

Submitted by the Founding Group for the proposed Phoenix Charter Academy to the Massachusetts Department of Education

September 17, 2004
PUBLIC STATEMENT

The Mission of the Phoenix Charter Academy is to close the achievement gap that exists between academically underperforming teenagers who are in Chelsea, Revere and Lynn district schools and their academically successful peers. Partnering rigorous academic work with programmatic support for 15-21 year-old students, the Phoenix Charter Academy provides students with the tools necessary to achieve high school graduation and college success.

Starting in the fall of 2005, the Phoenix Charter Academy will serve a maximum of 210 students by its third year. Named after a mythological figure of strength, healing and renewal, we believe in the capacity of our students to regain control of their academic future and recast themselves as strong, independent and self-sufficient adults.
Commonwealth Charter School
Certification Statement

Proposed Charter School Name  Phoenix Charter Academy

Proposed School Location (City/Town):  To Be Determined

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; that this application has been or is being sent to the superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person ________________________________ Date 9/17/04

(please label copy with original signature)

Print/Type Name  Beth Anderson , on behalf of the PCA Founding Group

Address  39 Tilton Terrace   Lynn, MA  01902

Daytime Phone  (617) 257-0140  Fax (same)
Phoenix Charter Academy

Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Final Application. Please type information.

Name of Proposed Charter School: Phoenix Charter Academy

School Address (if known): To be determined

School Location (City/Town): Chelsea, Revere or Lynn, MA

Name of Group Applying for the Charter: Phoenix Charter Academy Founding Group

Contact Person: Beth Anderson

Address: 39 Tilton Terrace

Lynn, MA 01902

Daytime Tel: (617) 257-0140

Fax: (781) 599-4252

E-mail: beth_anderson@post.harvard.edu

The proposed school will open in the fall of school year: X 2005-06 □ 2006-07

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>Tools/Scaffolding/Mastery</td>
<td>70</td>
</tr>
<tr>
<td>Second Year</td>
<td>Tools/Scaffolding/Mastery</td>
<td>140</td>
</tr>
<tr>
<td>Third Year</td>
<td>Tools/Scaffolding/Mastery</td>
<td>210 (at capacity)</td>
</tr>
<tr>
<td>Fourth Year</td>
<td></td>
<td></td>
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<tr>
<td>Fifth Year</td>
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</tbody>
</table>

Will the school be at total enrollment in Year 5? Yes; School will be at full enrollment in Year Three.

Commonwealth charter applicants only:

Will this school be a Regional Charter School? X Yes □ No

If yes, list the school districts in the proposed region (use additional sheets if necessary):

Chelsea
Revere
Lynn
EXECUTIVE SUMMARY

The Mission of the Phoenix Charter Academy is to close the achievement gap that exists between academically underperforming teenagers who are in Chelsea, Revere and Lynn district schools and their academically successful peers. Partnering rigorous academic work with programmatic support for 15-21 year-old students, the Phoenix Charter Academy provides students with the tools necessary to achieve high school graduation and college success.

The Founding Group has named the school after the phoenix, a mythological bird of great strength and healing with the power of self-renewal. We appreciate the imagery for a school dedicated to serving young people who regularly experience life’s toughest barriers and yet have the innate capacity and strength to re-evaluate their lives and make a new plan for success. As adults in their lives, we know that this plan cannot be launched without first being grounded upon comprehensive and measurable academic skills.

The Phoenix Charter Academy (PCA) has designed an academic program that to seeks meet the needs of students who are no longer finding success in the traditional school structure. Through the use of best practices including (1) a longer school day and a longer school year, (2) intensive double blocks of math and literacy, and (3) inclusion of unique staff positions such as our Recruitment & Outreach Coordinator, the PCA will be able to produce successful graduates from students who are currently being left behind in the communities of Chelsea, Revere, and Lynn.

Our target population will be students in the cities of Chelsea, Revere and Lynn who have been left behind. The poverty, pregnancy, and attrition rates for students in these communities are far greater than for students in many other communities in Massachusetts. We anticipate many of our students will be:

- Students that are 2 – 3 grade levels behind;
- Students who have dropped out of school;
- Immigrant and refugee students;
- Pregnant or parenting teens; and
- English Language Learner students (ELL).

Studies show that students with these characteristics are poor, and much less likely to thrive academically and to graduate from the academic systems that currently exist in Chelsea, Revere and Lynn. While maintaining rigorous academic standards, PCA will provide a supportive learning environment for students who have not experienced academic success.

Because all students learn at different rates and because our students have not sufficiently learned core grade-level content and skills while in their previous schools, PCA does not use traditional grade levels. The school will offer three competency-based divisions – Tools, Scaffolding and Mastery:

- **Tools:** For students who test at or below an 8th grade-level, the instructional focus is on basic skills acquisition – particularly in literacy and numeracy, basic study skills, and critical thinking. We expect that many of our students will need to spend one to two years in this division.

- **Scaffolding:** For students who test at or above a 9th grade-level in literacy and numeracy, but below an 11th grade equivalency level, the focus is on deeper content, independent study skills and higher-level critical thinking. We expect that our students will spend one year in this division.

- **Mastery:** For students who are at an 11th or 12th grade equivalency, the focus is on pre-college content, increased levels of critical thinking and analysis. These students have fulfilled their MCAS requirement and are making final preparations to enter post-secondary life. We expect that our students will spend one year in this division.
Competency-based divisions build the specific tools that students need in order to master content. Because older students can experience stigma when they are “held back” in a one year per grade-level system, our division system assists students’ focus upon attaining the skills and concepts they need to thrive in higher learning as well as in society. All students, in their time at the PCA will be aware of, strive for and eventually actualize PCA’s three learning goals:

- **Learning Goal 1**: PCA students will become scholars who can demonstrate their capacity to think critically and solve complex problems.
- **Learning Goal 2**: PCA students will graduate as productive, independent, and ethical participants in their community.
- **Learning Goal 3**: PCA students will make healthy, informed decisions that support their educational advancement as they prepare for college admission and other post secondary educational options.

Student and faculty schedules reflect our commitment to not only providing a literacy-rich curriculum, but also to providing the dedicated support necessary to aid these students’ success. The school will use a 3 – 5 year system where students are first grouped according to skill level, and then promoted on the basis of skill acquisition. The school year is separated into trimesters with one week breaks between each for students to a) have a break between trimesters, b) spend some extra time catching up on concepts missed in class, or c) provide a community service to the school. Students who struggle academically during the semester will use the time for more intensive instruction. Students who struggle with behavior, tardiness or other social challenges to academic success will be required to spend a certain portion of the week performing service to the school.

In addition to regular block classes of English Literature, Writing and Composition, History, Science, Spanish and Math, student schedules will be supplemented with the following support elements:

- **Advisory Period** – A 50-minute period where students meet with their Advisor, engage in team building activities, or prepare for the MCAS exam.
- **Community Meeting** – A 15-minute whole school meeting at the beginning and end of each day to check in on goals for the day and measure progress towards those goals at the end of the day.
- **Intensives** – A 50-minute period taking place before school hours where students receive extra tutoring or English language instruction.
- **Outreach** – A time when staff member call home regarding attendance or other issues. This time will also be used to inform parents or guardians of a student’s recent achievements.
- **Wednesday Half-Day** – Students will take elective classes. Four groups of approximately 20 students will rotate through classes such as financial information and decision-making, child rearing, making healthy life decisions and nutrition. There will be no classes in the afternoon. Instead, the afternoon can be used by students to attend doctor’s appointments, meet with DTA (Department of Transitional Assistance) agents, etc. Teachers will use this time for professional development.

Our founding group has committed its diverse business, education, legal, and youth development expertise to building a high quality academic environment where all students will have the opportunity to gain the tools necessary for college success. Collectively, we have studied school models around the country that have demonstrated academic success with students who have been left behind in larger settings. Both our educational program and organizational structure reflect the best practices of these school models and the experience of our group.
I. Charter School Mission

A. Mission Statement
The Mission of the Phoenix Charter Academy is to close the achievement gap that exists between academically underperforming teenagers who are in Chelsea, Revere and Lynn district schools and their academically successful peers. Partnering rigorous academic work with programmatic support for 15-21 year-old students, the Phoenix Charter Academy provides students with the tools necessary to achieve high school graduation and college success.

B. Statement of Need

Speak to the value of your school based on its own merit.
While all effective educators believe that all children have the ability to learn, few are willing or able to create an academic environment that makes that belief a reality. The Phoenix Charter Academy has designed an academic program that will meet the needs of the students who are no longer finding success in the traditional school structure. Through the use of best practices including (1) a longer school day and a longer school year, (2) intensive double blocks of math and literacy, and (3) inclusion of unique staff positions such as our Recruitment and Outreach Coordinator, the PCA will be able to enroll, teach and produce successful graduates from groups of students who are currently being left behind in the communities of Chelsea, Revere, and Lynn.

Explain the need for this particular school in the communities it will serve and the target population it will serve.
The Phoenix Charter Academy (PCA) will serve students from Chelsea – population 34,106, Lynn – population 89,571, and Revere – population 47,002 (US Census, 2003), all of which are predominantly working class and poor communities on the north shore coast of Massachusetts. While being demographically unique, all three communities are in need of a school that serves students most affected by poverty and language barriers. In Chelsea, 67% of families are Spanish-speaking and the majority of the remaining population are immigrants from central and South America. In Lynn, where 67% of the population is white, there is an ever-growing number of immigrant families from Cambodia, Guatemala, and Haiti. Revere, while being 84% white, also has a significant Cambodian community. Due to a lack of affordable housing and adequate income, many families arriving in these three cities tend to be transient, subsequently creating a population of students who are the least likely to succeed academically (MA Dept. of Public Health, 2000). In addition to focusing on these students, we are also targeting the large numbers of special education students in these communities who are performing dramatically below the state average on standardized tests such as the MCAS.

Based on the demographic data from these three communities, we anticipate many of our students will be:
- Students that are 2 – 3 grade levels behind;
- Students who have dropped out of school;
- Immigrant and refugee students;
- Pregnant or parenting teens; and
- English Language Learner students (ELL).

Students with these characteristics are much less likely to thrive academically and graduate in the academic systems that currently exist in Lynn, Chelsea, and Revere. While maintaining high expectations or rigorous academic standards, Phoenix Charter Academy will provide a learning environment for this population who cannot achieve in traditional public schools.

Significantly Substandard Academic Performance

In the three communities that PCA will serve, the academic performance of a significant percentage of students is far below standards that Massachusetts has deemed acceptable. Table 1 provides a detailed picture of which students in these communities are not achieving in school as determined by the MCAS.
Students take this test in two areas – math and English Language Arts (ELA). Students may earn a score of: 1) Advanced, 2) Proficient, 3) Needs Improvement, or 4) Warning (i.e., failure). Table 1 contains the combined percentages of students who scored in the Needs Improvement and Warning categories. Scores are broken down by community and within these communities by ethnic background, ELL students, low SES (Socioeconomic status) students, and SPED students. The average of all students in each community’s respective district and the Massachusetts state average are also given. These numbers indicate some alarming conclusions, namely that special education and ELL students are failing at extraordinarily high rates.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>ELA</td>
<td>Math</td>
</tr>
<tr>
<td>SPED students</td>
<td>94%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>ELL students</td>
<td>78%</td>
<td>81%</td>
<td>97%</td>
</tr>
<tr>
<td>Latino students</td>
<td>78%</td>
<td>74%</td>
<td>85%</td>
</tr>
<tr>
<td>White students</td>
<td>60%</td>
<td>44%</td>
<td>58%</td>
</tr>
<tr>
<td>Black students</td>
<td>80%</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>Asian students</td>
<td>67%</td>
<td>61%</td>
<td>74%</td>
</tr>
<tr>
<td>Low SES students</td>
<td>69%</td>
<td>60%</td>
<td>73%</td>
</tr>
<tr>
<td>All district students</td>
<td>68%</td>
<td>57%</td>
<td>65%</td>
</tr>
<tr>
<td>Massachusetts State Average</td>
<td>49%</td>
<td>40%</td>
<td>49%</td>
</tr>
</tbody>
</table>

As these scores make clear, a huge percentage of students in each community are performing significantly below the Massachusetts state average for MCAS scores. In addition, an analysis of the gap of these three cities’ most underachieving population shows that insufficient progress is being made towards the No Child Left Behind (NCLB) goal that all students reach academic proficiency by 2014, as demonstrated by rigorous objective assessments such as MCAS.

The poor performance of so many students from these communities can be attributed to factors related to poverty, pregnancy, and attrition.

**Students of low socio-economic status (SES)**

The Mid-Cycle Adequate Yearly Progress (AYP) report shows that students living in poverty (those who are eligible for free or reduced lunch) did not make their necessary AYP performance rate (see Table 2).

<table>
<thead>
<tr>
<th>High School</th>
<th>MCAS Math Scores W/NI</th>
<th>MCAS ELA Scores W/NI</th>
<th>Met AYP Performance standard for subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chelsea – low SES students</td>
<td>80%</td>
<td>76%</td>
<td>No</td>
</tr>
<tr>
<td>Revere – low SES students</td>
<td>75%</td>
<td>67%</td>
<td>No for ELA; Yes for Math</td>
</tr>
<tr>
<td>Seacoast Academy, Revere</td>
<td>88%</td>
<td>86%</td>
<td>No</td>
</tr>
<tr>
<td>Lynn English High School</td>
<td>69%</td>
<td>60%</td>
<td>No</td>
</tr>
<tr>
<td>Lynn Vocational Technical</td>
<td>87%</td>
<td>75%</td>
<td>No</td>
</tr>
</tbody>
</table>
These students require a school such as PCA whose staff will combine rigorous academic work with the specific programmatic supports that these students need in order to succeed academically.

**Pregnant/Parenting Teens**

Poverty, educational attainment and teen birth rates are inextricably linked, making teen parents a large component of the underperforming and underachieving students in Chelsea, Revere, and Lynn. These communities’ teen birth rates are staggering. From 2000 – 2002, Lynn had the 7th highest teen birth rate out of the 360 communities in MA. Chelsea, had the 2nd highest, and Revere had the 13th highest teen birth rate of those 360 communities. All three are among the identified communities in MA where teen parents are most academically behind (MA Department of Public Health, MA Births 2002). Forty-one percent of all 15-19 year-old female parenting students were two or more years below grade level (Mass Department of Public Health, 2002).

These statistics clearly indicate the need for a school such as PCA that will specifically address the needs of these students. We anticipate that 60 – 80% of our student body will be teenage parenting students.

**Attrition**

Attrition is another significant problem in the communities of Lynn, Chelsea, and Revere. Data show that the high schools within our target communities are losing students at double or more the rate of the state’s attrition rate. (see Table 3).

<table>
<thead>
<tr>
<th>High School</th>
<th>9th Grade Enrollment 1999</th>
<th>12th Grade Enrollment 2003</th>
<th>Percent Decrease in number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chelsea High School</td>
<td>394</td>
<td>170</td>
<td>43%</td>
</tr>
<tr>
<td>Revere High School</td>
<td>492</td>
<td>271</td>
<td>55%</td>
</tr>
<tr>
<td>Lynn total enrollment</td>
<td>1,239</td>
<td>865</td>
<td>69.8%</td>
</tr>
<tr>
<td>State Enrollment change</td>
<td>70,811</td>
<td>55,987</td>
<td>21%</td>
</tr>
</tbody>
</table>

While it is not possible to specify the exact cause of attrition, a number of explanations are credible including, economic barriers (poverty), language barriers (English Language Learners), and social barriers (pregnancy/parenting). Each of these barriers can contribute to a lack of academic success, as it is not unusual for such students to be behind by three or more grade levels and unable to pass the exit MCAS exam. Our school is committed to serving these students who are being left behind and by doing so increase the retention rates of the schools in Chelsea, Revere, and Lynn.

**Clarify why a charter and the type of charter sought is necessary in order for this school to exist or succeed.**

MA charter law provides a foundation for innovative public schools to try new methods of curriculum design, scheduling, and support to help underachieving students reach high standards. We have learned a number of lessons about what our target population of poor, ELL, and parenting young people – all of whom are either underperforming or un-enrolled in the district schools – needs to achieve.

- **A Combination of Academic and Social Support in One Staff:** The Lynn Neighborhood Coalition reported in 2003 that teenagers in Lynn understand the importance of a high school diploma (Lynn Community Health Indicators Report, 2003). These students need adult support to actualize this goal. At PCA, faculty schedules will include no more than 20 hours of instruction, to ensure that teachers provide before-school tutoring. Advisory group, a small setting where teachers foster supportive relationships with students, will take place twice a week. The teaching staff will also work closely
with the Recruitment & Outreach Coordinator to provide a network of support and accountability for students. A charter affords us the unique opportunity to create the kind of whole-school community that truly demonstrates to students that school is a safe place in which to learn and succeed.

- **Student Schedules:** A charter school can also allow us the flexibility to utilize the schedule that best accommodates our population. With a charter, we can build a daily, weekly, and yearly schedule that is not tied to the preset schedules of the local districts. Students will attend school 9:00 pm – 6:00 pm, and we have built in time to address those social constraints that have inhibited success in other settings.
  - Research shows most adolescents respond better to a post-8:00 am school schedule (Carskadon, M.A., Acebo, C., Richardson, G.S., and Tate, B.A., 1997)
  - Community research indicates that young people from immigrant and refugee families need to be available to families for social and economic needs such as translating at medical and financial appointments and that teenage parents need time for frequent pediatrician visits as well as a school day that fits the early morning needs of infants and toddlers. Four days each week the school schedule will end at 6:00 pm; on Wednesdays, classes will end at 1:00 pm so that students have the afternoon to work, keep doctor’s visits, and keep other necessary appointments.

- **Independent Budget:** Serving the educational needs of this population is difficult for an urban system with many hiring constraints, including the tenure system which has caused many innovative teachers to lose positions in times of fiscal crisis. Charter law will allow us to hire a staff that has the capacity to serve this population. For example, we can hire the PCA Recruitment & Outreach Coordinator, who will work non-traditional, late night hours to locate missing students and keep them in regular attendance. This type of position is nearly impossible to fill in district schools. Human services providers that have tried to work with students experiencing challenges in district schools often encounter bureaucratic rules which are too prohibitive to make their programs effective (e.g. heavy building costs and regulations concerning staff working after hours.) Freedom to manage our own budget will help us maintain a high quality, high support program for our students.

### II. How will the school demonstrate academic success?

#### A. Educational Philosophy

Describe the educational philosophy of the proposed school.

The educational foundation of Phoenix Charter Academy lies in the belief that when high expectations for academic success are partnered with a strong and structured support system, students who were previously not achieving can pass the MCAS, graduate from high school and continue on to college. While the communities of Chelsea, Revere and Lynn have many effective social service agencies, these agencies currently do not provide the necessary level of investment in literacy and numeracy that so many young people from these cities need to prosper academically (Steen, 1999). We recognize that academic success is only possible with a learning environment that is structured to address the particular needs and challenges of our student population; therefore, we have designed a purposeful academic program.

Embedded within the foundations of our education program are the following three research-based best practices (Bransford, et al 1999):

1. Students need to have time devoted to skill acquisition in order to reach proficiency and mastery.
2. Students need ample time in their regular program for practice of new skills.
3. Students need opportunities for learning and practice using multiple contexts.
Because all students learn at different rates and because our students have not yet sufficiently learned core grade-level content and skills while in their previous schools and may need more time to do so, we have divided the school into three competency-based divisions – Tools, Scaffolding, and Mastery:

- **Tools**: For students who test at or below an 8th grade-level, the instructional focus is on basic skill acquisition – particularly in literacy and numeracy, basic study skills, and critical thinking.

- **Scaffolding**: For students who test at or above a 9th grade-level in literacy and numeracy, but below an 11th grade equivalency level, the focus is on deeper content, independent study skills, and higher-level critical thinking.

- **Mastery**: For students who are at an 11th or 12th grade equivalency, the focus is on pre-college content, increased levels of critical thinking and analysis. Students have fulfilled their MCAS requirement and are completing the exit standards needed to graduate from PCA.

It is important to note that these three divisions are not age-specific nor do students pass through them in exactly three years. Because the data indicate our students may enter with an elementary school knowledge base and skill level, we have determined that the divisions are neither age-specific nor time-bound: some students may spend two or three years in Tools, others may spend a comparable amount of time in Scaffolding. In order to move from one division to the next, a student must demonstrate proficiency in key curricular areas. Such a design ensures students will meet high academic expectations. Additionally, implementing a multi-year division process eliminates the stigma to older students who need to “stay back” in traditional grade levels if they do not master enough skills to be promoted.

Include in this a description of the instructional methods to be used.

- **Longer Hours of Instruction in Core Classes**: Because most of our students will lack literacy skills, the schedule offers 85-minute classes of both ELA and Math that will meet four times per week and 85-minute classes of science and history that will meet twice per week.

- **Authentic Acquisition and Authentic Inquiry**: Current research states that literacy and the ability to solve complex problems begins with the authentic acquisition of basic skills (Murnane and Levy, 1996). Acquisition of basic skills is only secured when instructional methods allow students’ authentic inquiry into subject matter. For example, when teaching the Industrial Revolution, a teacher a might ask, “If you owned a company, would you pay your employees a fair wage even though it would come out of your profit?” Rather than a teacher-centered explanation of capitalism, students can make an authentic investment in the content, so that when the actual historical context it taught, they have a personal lens through which to view and interact with the material. (Bransford et.al. 1999)

- **Varied Methods of Instruction and Evaluation**: PCA teachers will be experienced in recognizing and teaching to the needs of visual, tactile and auditory learners. The Principal will check lesson plans and visit classrooms weekly to ensure that varied methods of instruction are used in each core class.

- **Structured Support**: PCA has designed support systems within the school to help students reach their highest academic potential: (a) **Community Meeting**, a 15-minute daily whole-school gathering that serves as an open forum for student concerns; (b) **Advisory**, a 50-minute period meeting four times per week for teachers to work with small groups of students regarding academic concerns; and (c) **Intensives**, a before-school 9:00am – 10:00am extra help session. Each provide meaningful and effective support necessary for our students to move from being formerly not-enrolled or underperforming students, to being fully enrolled and proficient students at PCA.

Describe how this educational theory aligns with your mission.

“Critical thinking is the primary element allowing the possibility of change. No matter what one’s class, race, gender, or social standing, without the capacity to think critically about ourselves and our lives, none of us would be able to move forward, to change, to grow.”

- bell hooks, *Teaching to Transgress*, p. 202
We believe strongly that all students can reach high academic achievement when superior instruction is coupled with unfailing and structured support, so we have developed the following Learning Goals to meet our mission.

- **Learning Goal 1**: PCA students become scholars who can demonstrate their capacity to think critically and solve complex problems.
- **Learning Goal 2**: PCA students graduate as productive, independent, and ethical participants in their community.
- **Learning Goal 3**: PCA students make healthy, informed decisions that support their educational advancement as they prepare for college admission and other post-secondary educational options.

The first Learning Goal supports our belief that providing intensive basic skills and content-rich work in core subject areas (Bransford, et al. 1999) will prepare students with the skills necessary to become more independent learners able to meet increasingly difficult academic challenges.

Our second and third Learning Goals are born out of the belief that to truly educate is to educate the whole child. As indicated by the circumstances of much of our target population, these students have not had healthy and informed decision-making modeled for them, nor have they had the chance to develop themselves as independent and ethical participants in their community. The health program of the school on Wednesday mornings will offer information on healthy relationships, child development, and financial literacy skills. As our students are young adults, we will also teach the tools that adults need in order to manage their personal lives. If we are to offer our students an opportunity to gain an academic foothold, we must also provide an opportunity for societal and emotional footholds, or we risk losing our students to the same life patterns they inherited.

Describe the research on this approach that demonstrates that it will result in high academic achievement for your anticipated student population.

“The belief that all students can achieve high standards transforms nearly everything about the way we approach schooling.” (Saphier and Gower; *The Skillfull Teacher*, p. 322)

Our theory and our approach are predicated on two primary pieces of analysis – academic alignment and adult support. When these are aligned, they can lead to high academic achievement for students of PCA.

- **Academic Alignment**: PCA has studied the curriculum, methodologies, discipline policies and organizational systems of schools across the nation that have successfully graduated students who were previously underachieving.1 All of these schools embrace small class sizes, rigorous academics with ample support, and immediate, relevant consequences if expectations are not met. For example, the MATCH (Media and Technology Charter High) School in Boston, MA employs an ethic of “no excuses” (Thernstrom 2003) coupled with high academic standards and has experienced unprecedented outcomes.2 In 1999, 80% of the entering student body had failed the MCAS, and now, four years later, MATCH students are not only successfully passing the MCAS at the proficiency level, but are also aiming to score beyond 1000 points on the SAT. In addition, each student in the graduating class received acceptance to at least one college. PCA’s theory of academic rigor, competency-based promotion, and a small learning environment is in alignment with this research and its implementation.

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1 University Park Campus School, the MATCH School, Lowell Middlesex Academy Charter School, and the Maya Angelou Public Charter School have all experienced high rates of graduates and college-accepted students from youths failing in their former schools.
2 As of 2003, external assessment scores show MATCH as the highest performing public non-exam school in a cohort of high poverty Boston schools. MA Inc.
**Adult Support:** We also plan to actualize Deborah Meier’s philosophy as she has in her own schools, Central Park East School in East Harlem and Mission Hill Charter School in Boston, where students are interacting with adults with whom they have meaningful and healthy relationships (Meier, 2002). PCA students will build relationships with their teachers due to the low teacher-student ratio and through the Advisory period. Additionally, each student will have either a parent or other designated adult supporter whose job will be to help ensure the student’s graduation and post-high school placement. S/he will be responsible for helping students to maintain regular attendance, practice respectful and positive behavior, and make sure that homework is completed. We recognize that some of our students may not have an involved and available parent; another adult supporter from the family will be chosen by the student while they are enrolled in PCA.

**B. Curriculum**

Explain the process the school will use to ensure that its curriculum is aligned with the MA Curriculum Frameworks.

The curriculum has academic as well as non-academic standards that every student must meet. All PCA teachers will have a copy of and will use the particular Curriculum Frameworks that correspond to the classes they are teaching. In their syllabus, as well as in their lesson plans, teachers will be required to cite which learning standards they are addressing and how the content and academic aims align with those of the Frameworks. The Principal confirms that the lessons and academic goals are aligned and takes appropriate action to guide teachers in meeting the standards.

Explain how limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.

**Below Grade Level:** As stated in earlier sections, our students will enroll in PCA with skills and knowledge below that are grade level. Therefore, we have intentionally developed a curriculum for the Tools division that requires students to develop and demonstrate pre-secondary proficiency in reading, writing, and mathematics. PCA teachers will use a variety of teaching strategies and materials to engage students – such as Literature Circles®, History Alive!®, hands-on activities, class debates, film and field trips – to bring difficult content alive.

To ensure that students have enough time to close the achievement gap, ELA and math classes will be 85 minutes each. In addition to these longer classes, students who are not making demonstrated progress with regular instruction will attend a morning Intensive class.

**Intensive:** This 50-minute period takes place before school begins, from 9:00am – 10:00am, during which students receive extra academic help from teachers and tutors.

**English Language Learner (ELL) Students:** A critical part of our target population is students who are not proficient in English. To address their specific needs, teachers practice will Sheltered English Instruction (SEI), wherein they use cognates and visuals to assist ELL students in mastering English while in the regular classroom. ELL students will also use the Intensives period for additional English instruction.

**Disabled Students:** The PCA will be located in a handicapped accessible building and will meet the federal guidelines outlined in the Individuals with Disabilities Education Act (IDEA). All core classes are designed to meet the needs of diverse learning styles, including those of special education students. Special education staff will be in the regular education classroom assisting with special education designated students and will conduct small pull-out groups. We expect that 20%, or 14 students in our first year, will have an IEP.

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3 These students are referred to by the state as “Limited English Proficient” students, however, in accordance with the Office of Civil Rights, we are referring to them as English Language Learners.
Provide a description of the curriculum that will be used by the school.

Because we believe so strongly in helping students not only gain the academic skills needed to compete for college, but also in helping them to develop and utilize thinking skills that will enable them to make healthy and informed decisions, we have designed Guiding Questions for every core subject area of our curriculum that seek to deal with both these areas. We believe the thematic questions are necessary to focus the curriculum and will inform the actual content in such a way as to make it accessible and relevant to students’ previous knowledge. Such specific grounding of curriculum content will expedite the learning of basic information as well as create a foundation where new information can be stored.

The following table details our guiding questions for each core subject area:

<table>
<thead>
<tr>
<th>Guiding Questions for Core Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td>How can the study of literature enhance an understanding of us and our world? How do we communicate effectively with others?</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>How can we gain and strengthen basic skills and number sense to solve real world problems? How can the study of mathematics lead to higher educational and economic opportunities?</td>
</tr>
<tr>
<td><strong>Social Studies/History</strong></td>
<td>How and why have communities, societies, and nations evolved over time? How does knowledge of historical people and events help us to understand and evaluate our world?</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>How can we develop and design scientific experiments, draw conclusions and present our finding to others? How can knowledge of the physical/biological world allow us to be ethical participants of our community?</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td>What research can assist us in healthy decision-making around family, relationships and raising children? How can we set academic and economic goals and implement a successful pre-and-post-graduation plan?</td>
</tr>
</tbody>
</table>
### Tools Division Skill Sets and Corresponding Learning Goals

<table>
<thead>
<tr>
<th>COMPREHENSION AND ORGANIZATION</th>
<th>COMMUNICATION AND COMPOSITION</th>
<th>ANALYSIS AND PROBLEM SOLVING</th>
<th>CONCEPTUALIZATION AND APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve mathematical operations and equations and apply basic concepts of probability. (1)</td>
<td>Read and construct charts and graphs to understand data. (1)</td>
<td>Solve equations using fractions, decimals, percents. (1)</td>
<td>Create a written work that appropriately addresses audience, purpose and information to be conveyed. (1,2)</td>
</tr>
<tr>
<td>Analyze and solve increasingly complex word problems. (1)</td>
<td>Solve increasingly complex word problems. (1)</td>
<td>Analyze characteristics and properties of 2 - 3 dimensional geometric shapes. (1)</td>
<td>Use spoken and written language to clearly express understanding of and opinions about real life situations. (1,2,3)</td>
</tr>
<tr>
<td>Understand and apply knowledge of grammatical structures and use increasingly complex vocabulary. (1)</td>
<td>Write and revise multiple paragraphs for mechanics, content and clarity. (1)</td>
<td>Use the basic facts and main ideas to interpret a text. (1)</td>
<td>Solve simple equations for one variable. (1)</td>
</tr>
<tr>
<td>Analyze texts, generate questions and take notes. (1)</td>
<td>Participate effectively in group discussion. (1,2,3)</td>
<td>Use contextual clues to expand comprehension. (1)</td>
<td>Solve simple geometric problems involving distance, perimeter, area, and volume. (1)</td>
</tr>
<tr>
<td>Use primary and secondary sources to understand chronology and complexity of historical cause and effect. (1,2)</td>
<td>Construct and analyze a timeline of major world events. (1)</td>
<td>Understand the influence of diverse economies, governments, religions, and culture on world events. (1,2)</td>
<td>Understand price, supply and demand, labor markets, and the growth of unions. (1)</td>
</tr>
<tr>
<td>Understand scientific process, construct tables and graphs and present and explain data. (1)</td>
<td>Explore conflicting points of view on particular historical accounts. (1,2)</td>
<td>Analyze effect of geography on growth of nation-states. (1)</td>
<td>Compare / contrast properties and conditions of objects in the solar system to those on earth. (1)</td>
</tr>
<tr>
<td>Identify the relationship between decision-making, actions and physical wellness. (3)</td>
<td>Form relevant questions to guide research. (1)</td>
<td>Recognize, interpret, and create models of the earth’s common physical features. (1)</td>
<td>Develop self-awareness; learn and practice conflict resolution skills. (2,3)</td>
</tr>
</tbody>
</table>

### Scaffolding Division Skill Sets and Corresponding Learning Goals

<table>
<thead>
<tr>
<th>COMPREHENSION AND ORGANIZATION</th>
<th>COMMUNICATION AND COMPOSITION</th>
<th>ANALYSIS AND PROBLEM SOLVING</th>
<th>CONCEPTUALIZATION AND APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire, understand and use increasing complex vocabulary in reading and writing. (1)</td>
<td>Write for different audiences and purposes with a clear focus, coherent organization and sufficient detail. (1,2)</td>
<td>Understand how point of view, structure, tone, and mood inform the interpretation of works of literature, non-fiction, drama, and poetry. (1)</td>
<td>Respond orally and in writing to open ended questions by drawing on research and experience. (1)</td>
</tr>
<tr>
<td>Determine, describe and use formal and informal language in appropriate settings. (1,2)</td>
<td>Plan and present dramatic speeches, recitations, and performances for appropriate audiences. (1,2,3)</td>
<td>Develop mathematical arguments about geometric relationships. (1)</td>
<td>Create various media productions that convey clear ideas, adequate subject detail, and appropriate consideration of audience, purpose and medium. (1)</td>
</tr>
<tr>
<td>Identify and analyze themes, theses and other elements of writing in literary and non-literary works. (1)</td>
<td>Specify locations and describe spatial relationships using coordinate geometry and other representational systems. (1)</td>
<td>Represent and analyze mathematical situations and structures using algebraic symbols. (1)</td>
<td>Use increasingly complex patterns, relations and functions to solve problems. (1)</td>
</tr>
<tr>
<td>Understand patterns, relations, and functions. (1)</td>
<td>Form oral and written reasoned and evidentiary arguments. (1)</td>
<td>Gather information from a variety of sources, analyze and evaluate the quality of information, and use it to</td>
<td>Use mathematical models to represent quantitative relationships. (1)</td>
</tr>
<tr>
<td>Demonstrate ability to</td>
<td>Compose full-length essays utilizing relevant quotes (1)</td>
<td>(1) Critical Thinkers  (2) Ethical Community Participants  (3) Healthy Decision – Making</td>
<td>Explore how history has directly and indirectly affected present national and international</td>
</tr>
</tbody>
</table>
### Scaffolding Division Skill Sets and Corresponding Learning Goals

<table>
<thead>
<tr>
<th>Skill Sets</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Critical Thinkers</td>
<td>- Translate increasingly complex word problems into mathematical operations. (1)</td>
</tr>
<tr>
<td>(2) Ethical Community Participants</td>
<td>- Explain how the revolution of the earth and inclination of the axis of the earth cause seasonal variances. (1)</td>
</tr>
<tr>
<td>(3) Healthy Decision – Making</td>
<td>- Describe the components of the electromagnetic spectrum and give examples of its impact on students’ lives. (1,2)</td>
</tr>
<tr>
<td></td>
<td>- Recognize the contingency of history when assessing the past.</td>
</tr>
<tr>
<td></td>
<td>- Answer self-generated questions. (1,3)</td>
</tr>
<tr>
<td></td>
<td>- Distinguish between intentional and unintentional consequences of an event. (1,3)</td>
</tr>
<tr>
<td></td>
<td>- Explain how seismic data is used to reveal the interior structure of the layered earth. (1)</td>
</tr>
<tr>
<td></td>
<td>- Identify and analyze barriers to Graduation Plan success; present recommendations for change. (1,2)</td>
</tr>
<tr>
<td></td>
<td>- Circumstances. (1,2)</td>
</tr>
<tr>
<td></td>
<td>- Recognize, describe and differentiate between renewable and non-renewable sources of energy. (1)</td>
</tr>
<tr>
<td></td>
<td>- Collaborate with peer groups to create the vision for an ideal community for younger children. (1,2,3)</td>
</tr>
</tbody>
</table>

### Mastery Division Skill Sets and Corresponding Learning Goals

<table>
<thead>
<tr>
<th>Skill Sets</th>
<th>Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Critical Thinkers</td>
<td>- Prove theorems using mathematical induction.</td>
</tr>
<tr>
<td>(2) Ethical Community Participants</td>
<td>- Use algebraic models to represent and understand real-life situations.</td>
</tr>
<tr>
<td>(3) Healthy Decision - Making</td>
<td>- Analyze increasingly complex literary and non-literary texts, interpret meaning and apply the text to contemporary and historical issues.</td>
</tr>
<tr>
<td></td>
<td>- Present research related to local issues to a variety of forums.</td>
</tr>
<tr>
<td></td>
<td>- Excavate historical context and potential current application from texts.</td>
</tr>
<tr>
<td></td>
<td>- Complete understanding of and competency with the writing process.</td>
</tr>
<tr>
<td></td>
<td>- Evaluate successes in the Graduation Plan and identify future work needed to meet goals.</td>
</tr>
</tbody>
</table>

**COMPREHENSION AND ORGANIZATION**
- Understand meaning and uses of trigonometric, exponential and logarithmic functions.
- Collect, organize and present relevant data to answer mathematical and scientific questions.
- Use basic facts of a primary text as the basis for interpreting supplemental material.
- Acquire and understand increasing complex vocabulary and use it correctly in speaking and writing.
- Read, understand and interpret increasingly complex literary and non-literary texts using advanced elements of structure and elements of writing.
- Present examples of logical and fault reasoning by organizing complex arguments.
- Research and write a thesis paper on the cause and effect relationship of a current local health issue.

**COMMUNICATION AND COMPOSITION**
- Formulate mathematical and scientific questions that can be addressed with varied data.
- Clearly convey complex ideas through composition that demonstrates strong organization, paragraph development, high level of detail, style, tone, and word choice after revisions.
- Debate publicly relevant historical, contemporary issues in peer groups.
- Make a public presentation about the thesis paper to an appropriate city governance structure. Include theories of the cause of the local health challenge and recommendations for change in the future.

**ANALYSIS AND PROBLEM SOLVING**
- Develop and evaluate inferences and predictions that are based on data.
- Analyze messages’ implications and the use of facts to understand how different media influence audiences.
- Gather information from a variety of sources, analyze and evaluate the verity of information, and use it to answer increasingly complex questions.
- Use research and community experience to analyze case studies on relationships, parenting situations and career choices.
C. Assessment System

Indicate if the school will use additional standardized assessment tools to determine and report student progress. Include how assessment and achievement data will be reported.

In addition to taking the MCAS exam each spring, PCA students will also take the Stanford 10 at the start of each year and the PSAT/SAT exams starting in the Scaffolding Division. All external assessment and achievement data will be shared with the MA Department of Education and the community, the Board of Trustees, parents, and students and will also be documented in PCA’s Annual Reports.

Describe which internal/school-developed instruments will be administered in order to measure and report student progress. Explain why these particular assessments were selected for the targeted student population.

PCA’s internal/school-developed assessments will be frequent and relevant to individual classes, specific to the requirements of each division of study within the school, and directly aligned with state standards. All teachers and administrators will meet in August to plan PCA’s internal assessments and all teachers will design subject-specific assessment tools (essays, projects, quizzes and tests). As many of our students will be behind in written communication skills, essays will be assigned weekly in all ELA classes and will be assigned frequently in other core classes. Written composition will be required in all subjects, particularly in math where students will have to write an explanation of their work.

Portfolios will be an integral part of the school’s internal assessments and help students work towards the Mastery division of study at the school. They will contain work from each of the five core subjects and reveal a progression of increased knowledge and skills. Students will revise, edit and present these at the end of each trimester. Portfolios are compiled at the end of each year and contain mastery work from preceding years. Students in this population need to see concrete examples their academic achievement and be able to validate themselves and their academic growth – particularly because they have not had this kind of validation in past educational experiences.

Each student will have a Graduation Plan that s/he will maintain while at PCA. It will contain personal, behavioral and academic goals and be updated monthly by students and their advisor. The Graduation Plan will serve as a reference to assess student progress.

With regard to our target population, it is important that students understand the scope of learning for which they will be held accountable and simultaneously have the opportunity to reach incremental success each day. Indeed, it is that very feeling of not achieving that sometimes prevented these students from committing to and succeeding in their previous school. Consequently, there will be weekly assignments to which teachers will promptly and thoroughly respond. In addition, we will implement a “Ticket to Leave” for each core class, with students completing a written task each day that evidences what they have learned in that class period before they are dismissed.

Describe how baseline achievement data will be collected and how it will be used. Describe how assessment information will be used to improve instruction. Describe how the administered tests and results will be used to demonstrate student achievement. Why was the decision made for the targeted population?

Incoming students will take the Accuplacer Exam, an adaptive online assessment tool in Sentence Skills, Reading Comprehension, and Math in which the questions are based on the answers given for the previous questions. Data will determine each student’s starting division of study. The Accuplacer provides immediate quantitative data on student skills in core subjects.

The Accuplacer Exam will allow us to place students not by prior earned credits (which may or may not reveal academic competency) but by objectively assessed skills in reading, writing, and math. MCAS and Stanford 10 exams will allow us to monitor how well our students are meeting the learning standards set by the MA State Frameworks, while also comparing our students’ progress against similar cohorts of students in the district schools of Chelsea, Revere and Lynn.

External Assessment Data: School meetings will be held with the Principal, teachers, and special education staff to review scores. Observations will be shared and a collective analysis will lead to
discussions regarding changes in practice and/or curriculum. It is imperative that constant assessments are
being conducted and instruction methods are being evaluated. Data from external assessment tools
represent our only objective insight to the real academic progress of our students.

**Internal Assessment Data:** In addition to baseline data, teachers will regularly assess students within their
classrooms (i.e. tests, quizzes, oral presentations and written pieces). Student work will be carefully
analyzed by teachers, and used to inform instruction. For example, if a unit test given by one of the Tools
math teachers reveals that a small group of students have not learned how to factor numbers, s/he may
decide to refer these students to an Intensive class, or s/he may research new methods of teaching
factoring and develop a collection of activities for these students to complete with support.

*Explain how assessment data will be used to plan staff development that will support the goal of improved student
learning.*

We understand that professional development is key to improving student performance (Elmore and
Burney, 1997). PCA will provide frequent, diverse and meaningful professional development with
specific attention to areas of academic weakness. In order to maximize our effectiveness, PCA will use a
multi-faceted approach to staff development. First, we will analyze baseline data to identify some critical
school-wide areas for student improvement. For example, even before baseline data is collected we know
that our students will have gaps in their literacy and numeracy skills. However, we will use the baseline
data to determine which students are struggling with decoding and which are dealing with comprehension
difficulties. With a clear picture of the individual and collective strengths and weaknesses of the students,
we will draw on the individual strengths of teachers in each content area to address those deficits.

Assessment and achievement data from Stanford 10 exams will be shared with and analyzed by the entire
school team. Teachers will analyze students’ internal grades with respect to their subject matter as part of
the Wednesday planning time. Teachers will also track the scores of various subgroups of the student
population (i.e. parenting teens, ELL students, special education students, students living in poverty).

**D. School Characteristics**

*Describe the culture or ethos that will be developed in the school and your plans to create or implement this
culture/ethos.*

One of the most tangible indications of PCA’s ethos will be the strong and supportive relationships
between faculty and students as well as among faculty members themselves. During their planning time
teachers will be required to observe a fellow teacher’s class in order to learn new management strategies
or to provide advice on instructional methods. School culture will be evident through the active
involvement of teachers with their classes. Teachers will be energetically engaged, moving about the
room, making eye-contact with all students, facilitating class discussion, and closely supervising hands-on
activities. The Principal will be visible during instruction time as s/he visits classrooms to assess teaching
methods as well as direct students’ academic experience. It is important that the Principal is seen not only
as a disciplinarian but also as a member of the academic team, invested in each student’s success.

The success of our students is contingent upon students’ healthy relationships with each other, and with
the faculty. Through team-building activities and a challenging yet highly supportive academic program,
students will learn the rewards of taking positive risks such as offering to solve an equation on the board
or entering a poetry contest. It is important that any space in which learning happens is also treated with
respect, so as to reinforce the bond between school as a physical building and school as a sacred space of
progress. Large bulletin boards will display student work and class projects, relevant local newspaper
articles and school announcements, and praise for outstanding students or teachers. A student may wish to
recognize a peer who helped him or her with algebra homework, or the Executive Director may want to
acknowledge two teachers who helped with a breakfast for potential donors.
Community Meeting and Advisory period are structural supports that will offer a purposeful and structured time within the schedule to uphold and enhance the school’s culture of challenge, respect and support. If there are issues among students (i.e., questions about fairness and equity, or concerns about the work load) that are distracting students from their studies, teachers can address these issues in Advisory, as they will have a small group with whom they have formed a relationship. Community Meeting, a 15-minute school-wide gathering, will provide another forum in which faculty and students can make announcements or raise concerns. The staff’s dedication to forming an authentic learning community will offer inroads to all students seeking success.

Implementation of the educational program in terms of the daily or weekly organization of students and faculty. Student and faculty schedules reflect not only our commitment to a literacy-rich curriculum wherein academic success is attainable for students behind by two or more grade levels, but also the dedicated support necessary to aid these students’ success. The school uses a 3 – 5 year system where students are first grouped according to skill level, and then promoted on the basis of skill acquisition.

A Sample Tools Student Schedule, Fall of 2005

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:50</td>
<td>Intensives</td>
<td>Outreach</td>
<td>Academic Counseling</td>
<td>Outreach</td>
</tr>
<tr>
<td>9:50-10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>COMMUNITY</td>
<td>MEETING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15-11:40</td>
<td>ELA Writing I</td>
<td>ELA Writing I</td>
<td>Health/Life Skills</td>
<td>ELA Writing I</td>
</tr>
<tr>
<td>11:40-11:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45-1:10</td>
<td>Tools History</td>
<td>Tools Science</td>
<td>Electives</td>
<td>Tools History</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15-3:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20-4:10</td>
<td>Advisory</td>
<td>Spanish</td>
<td>Advisor</td>
<td>Spanish</td>
</tr>
<tr>
<td>4:10-4:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:15-5:40</td>
<td>ELA Lit I</td>
<td>ELA Lit I</td>
<td>ELA Lit I</td>
<td>ELA Lit I</td>
</tr>
<tr>
<td>5:40-6:00</td>
<td>COMMUNITY MEETING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We are committed to developing students as academic scholars. To this end, math and ELA courses, as well as supports such as intensives and advisory groups, occur every week throughout the year, meeting for more than double the amount of time that students spend in these classes in their district schools.

Sample Faculty Schedule, Fall 2005

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:50</td>
<td>Intensive with ESOL students</td>
<td>Outreach or Intensive</td>
<td>Academic Counseling</td>
<td>Outreach or Intensive</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>COMMUNITY</td>
<td>MEETING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15-11:40</td>
<td>Planning Period</td>
<td>Planning Period</td>
<td>Health/ Life Skills</td>
<td>Planning Period</td>
</tr>
</tbody>
</table>
Phoenix Charter Academy

11:45-1:10 | Tools ELA - Writing | Tools ELA – Writing | Tools ELA - Writing | Tools ELA - Writing
---|---|---|---|---
1:15-1:45 | L | U | N | C | H
1:50-3:15 | Tools ELA Literacy | Tools ELA Literacy | Tools ELA Literacy | Tools ELA Literacy
3:15-3:20 | | | | |
3:20-4:10 | Advisor/Electives | Advisor/Electives | Advisor/Electives | Advisor/Electives
4:10-4:15 | | | | |
4:15-5:40 | Scaf. ELA | Scaf. ELA | Scaf. ELA | Scaf. ELA
5:40-6:00 | C | O | M | M | U | N | I | T | Y | M | E | E | T | I | N | G

- **Community Meeting** – A 15-minute whole school meeting at the beginning and end of each day where for a structured 15 minutes students can raise concerns and teachers can make announcements.
- **Advisory** – A 50-minute period where students meet with their Advisor – a teacher who has this small group only for this period. Advisors can hold discussions around school or community issues, students can engage in team building activities, or MCAS preparation sessions can be held.
- **Intensives** – A 50-minute period before school hours where students receive tutoring.
- **Outreach** – A time when staff can call home regarding attendance or other issues. This time will also be used to inform parents or guardians of a student’s recent achievements.
- **Wednesday Half-Day** – The first half of this day will be used for students’ elective classes. Four groups of approximately 20 students will rotate through classes such as financial information and decision-making, child rearing, making healthy life decisions and nutrition. The second half of the day is for students to attend doctor’s appointments, meet with DTA (Department of Transitional Assistance) workers, etc. Teachers will use this time for professional development.

Please summarize a typical day from the perspective of a student in a grade level of your choice.

In email correspondence to her tutor, Ana, a Tools division student, writes:

Hello!

I had to make my little brother’s lunch today, and I was almost late for my meeting with Ms. Nunez! But I made it to school at exactly 9:00 during Intensives and had plenty of time to work with her on that Pythagorean theorem stuff, which is finally starting to make sense. I’m so glad school starts later or else I couldn’t be here. Today, I am working with my project partner, Jessica, where we use the Pythagorean theorem to find the distance between places in Chelsea (using a map, of course.)

I got an email from Mr. Poole with revisions for my paper on Sojourner Truth. Do you think we can work on that on Friday? Don’t worry, I wrote all my assignments down in my PCA Planner, so we can be super organized this time.

I’m looking forward to my ELA class today because we are working more on the “zoom lens.” This means that we examine something like an event or a person in very close detail. I’m pretty thankful for the Word Wall in Ms. A’s room because it’s been helping me build up my vocabulary. I like that she asks us to read our pieces out loud, I’m getting better about volunteering!

I think we’re watching the rest of the film on women in history today. It’s been really neat to see all those old photos of people like Susan B. and Sojourner Truth. When they show the photos, they play music that sort of makes you sad, and think about how hard things were back then. Mr. Poole is really great about letting us use our imagination in history class.

Well, I better go. I hope you are fine. See you Friday! - Ana

Describe the school calendar.

**Yearly Schedule:** The school year will be organized into trimesters. With trimesters, Progress Reports will be given every six weeks, and formal Report Cards every trimester.
**Daily Schedule:** School will be in session 190 days, 8 hours each day, beginning at 10:00am and ending at 6:00pm. This schedule works well for students who have not experienced success in the hours of the traditional school day; schools such as University Park Campus School (UPCS), KIPP Academies, and MATCH have found longer school days to be effective to increase skills dramatically over shorter periods of time.

The daily schedule changes only on Wednesdays when school will end at 1:10pm and students will have the latter half of the day to attend doctor’s appointments for their children, help their family with medical or financial appointments, attend court appointments, or other demands that would otherwise have them missing school. Schools such as UPCS and MATCH School have found this works very effectively for a young urban population and that it does increase and regulate attendance rates. The shortened day on Wednesdays is also beneficial for teachers as they can hold meetings around curriculum design, behavior of a specific student or group of students, or to meet with parents or the Adult Supporter.

**E. Special Student Populations and Student Services**

_Describe how the school will identify, assess, and develop IEPs for students who require special education._

PCA is committed to making the curriculum accessible to all students in an inclusive environment so that all students will reach the goal of post-secondary success outlined in or mission. Some students will have an existing IEP from their sending district school which the special educator will obtain for review and implement in our school. For students who do not have an existing IEP but may need special education services, we will use the following processes for identification, assessment and IEP development:

**Pre-referral process:** When a teacher suspects that a student may have a learning disability, s/he will report it to the special educator. S/he will meet with the student’s teachers to identify an array of instructional modifications to be used to address the student’s challenges.

**Assessment:** If these modifications do not result in a positive impact, the special educator, teacher, student and student’s parent or adult supporter will discuss assessment strategies. With the parent’s permission, the student will be given an assessment by the special education teacher.

After the assessment is completed, the Student Support Team (Principal, student’s regular education teacher, special educator, student and parent or adult supporter) will meet to review the results and determine whether there is an identifiable disability that is impeding the effective progress of the student.

**IEP Development:** In the event that an IEP is appropriate, one will be constructed by the special educator and reviewed with the rest of the SST. With the agreement of the team, the IEP is evaluated and modified annually to reflect student progress, or sooner if deemed appropriate by the SST.

_Describe how the school will comply with state and federal special education requirements for serving students with disabilities. Describe how special education services will be delivered within the school’s daily schedule, the settings in which these services will be provided, the titles, salaries, and qualifications of the individuals delivering the services, and the methods they will use._

In the first year of the school, one full time special education teacher and one part time special education administrator will be hired. Speech, occupational and physical therapists will be contracted on an as needed basis. When the school reaches capacity in year three, there will be two full-time special education teachers, a part time administrator and other part time consultants as needed. Special education teachers will be hired at a competitive rate with the local districts. We will contract the services of William K. Miller and Associates to assist us in setting up our special education staff and providing necessary consulting services.

In the first year, special education will be provided daily in the Math and ELA courses using a classroom inclusion model, where the special education teacher works in the regular education classroom with the regular education teacher. The school will also provide daily “pull-out” instruction during the morning Intensives class, for those students whose IEP’s indicate this specific need. When the special education
has worked with the student in a pull out situation, the special education teacher will discuss the student’s work and progress from these periods with the regular subject teacher.

Each month, teachers will meet to discuss the coordination of regular education and special education work, evaluate the co-teaching process, and look at the assessment data for special education students to evaluate their progress, and make necessary modifications. As much as possible, the school will provide for special education students to learn alongside their regular education peers, participate in the same learning groups, and complete class work and projects together.

In addition to inclusion and pull-out academic work, we will provide the following:

- Workshops on co-teaching and the inclusion model, understanding IEPs with students and their parents, working with students with particular physical and mental disabilities, and other subjects as requested by the faculty or special education administrator;
- Speech and language, occupational, and counseling services;
- Instructional aides such as special desk or writing equipment, phonetic assistance software for reading, tape recorders, and larger print books.

All special education teachers will need to meet the following requirements:

- MA certification in special education;
- Experience with the inclusion model of special education and a desire to use this model as much as possible;
- Excellent communication skills and demonstrated experience working as part of an special education team of professionals;
- Knowledge of MA special education laws and regulations and best practices serving hard-to-reach students in an urban setting.

Describe the services and supports that will be available through the school to students who are limited English proficient. Include a description of how services for limited English proficient students will be delivered within the school’s daily schedule, the settings in which these services will be provided, the titles, salaries, and qualifications of the individuals delivering the services, and the methods they will use.

All of PCA’s services for ELL students will meet federal guidelines according to the Office for Civil Rights, and MA state English immersion laws. We anticipate that over 20% of the student body (42 students) will be English language learners (ELL), with the majority being native Spanish speakers.(MA Dept. of Education, 2003). Each student will complete a home language survey once enrolled in the school. If the student indicates a native language other than English, the student will be given the Massachusetts English Proficiency Assessment by a trained teacher or consultant. Students who are assessed as English proficient will be placed in regular education classrooms. Students who are assessed to be English Language Learners will also learn along their English speaking peers but will also receive English instruction four days a week during the Intensives period. ELA faculty who teach English in the intensives period will receive a yearly stipend. All teachers will be highly qualified in accordance with NCLB, and salaries will be competitive with comparable teachers in the local school district delivering ELL services.

As much as possible, ELL students will be involved in the mainstream setting, where teachers will use the practice of Sheltered English to aid students’ understanding of lessons delivered entirely in English. Sheltered English allows teachers to use cognates and visual material to augment instruction. At least one of the two ELA teachers in the first year will be certified in SEI.

Describe your plan to provide a nutrition program at the school.

PCA will follow all federal regulations addressing proper nutrition. Lunch is 40 minutes Monday through Friday and starts at 11:10am. The school will budget one lunch for each student in the school. All students will fill out a federal family income form during enrollment and the school will use the form to determine the number of students in the free and reduced lunch program. Students who are not eligible for free lunch will be given a monthly bill for lunches they eat at the school.
Given the large amount of small, independently-owned lunch shops in all three communities, we will contract with community restaurants to provide a reimbursable off-campus lunch option for students. We have been studying the model of the MATCH School in Boston and are seeking to replicate that model. Upon charter, we will sign agreements with local providers for lunch services, and explain the nutritional value that needs to be met. PCA will reimburse shop owners for the number of lunches eaten by the students.

In the event that this type of relationship is not immediately possible, we will hire a catering service to provide daily lunch services. Lunches will be ordered for delivery twice each week.

As the school day lasts until 6pm, students will be offered a snack of one juice and one grain every day (except Wednesday) in their 4pm class. Snacks will be delivered by a volunteer to classes and students will have ten minutes to eat their snack at the end of the class period.

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<th>Section III: How will the school demonstrate organizational viability?</th>
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**A. Capacity**

*Briefly describe how the founding group came together to form this school.*

The PCA Founding Group is divided into two smaller groups who began working together one year ago.

- The Founding Board: This group plans to become the Board of Trustees of the School.
- The Design Team: These members work on the educational program of the School.

The Founding Group consists of local residents from Chelsea, Revere and Lynn, high school educators, a college professor, a real estate attorney and a secondary school administrator. We became involved through our common investment in seeing more young people graduate from high school and proceed to college. We share the belief of Robert Gittens, former Secretary of Health and Human Services, who once told a group of North Shore residents, “When a community focuses on the kids who have the most trouble and can figure out a way to best work with them, all children are the beneficiaries.” To this end, many of the members of our Founding Group have worked for years to design programs for older teenage students existing on the margins of the educational system due to social and academic barriers such as family responsibilities, court involvement, being two to three grade levels behind in school, lack of connection to the district school environment, and expulsion.

*Explain how often the founding group meets and how the planning and writing process is being executed.*

The Founding Board meets monthly to review the progress of the research and writing, to discuss the status of on-going partnership building with community organizations, and to assess budgetary matters. The Design Team meets weekly to design the educational program of the school and revise drafts of the application.

Tasks, including the writing of the application, are delegated according to expertise and reviewed by internal and external readers. Practitioners with a background in teaching have taken primary responsibility for drafting sections regarding curriculum and assessment sections. Members of the Founding Board have provided direction and expertise in the writing of sections on organizational capacity, governance, and viability.

*Please summarize each founder’s and/or proposed board member’s experience and qualifications.*

**Beth Anderson** is the Lead Founder of the Phoenix Charter Academy. Beth has worked for the last 14 years in a variety of capacities in the fields of public education, public health and youth development seeking to improve educational and economic opportunities for urban youth. Currently, Beth is the Deputy Executive Director of the Media and Technology Charter High School in Boston, MA and is responsible for annual fund development. She resides in Lynn, MA.

**Jennifer Levine,** M.Ed, is the former Director of a small Chelsea-based alternative school. After working for Harvard University’s RALLY program, designing and directing national school-based prevention
programs for urban students, she is now enrolled in Harvard’s Graduate School of Education School Leadership Program. Jennifer resides in Chelsea, MA.

Sandra Little, M.Ed holds a Masters degree in urban education from Clark University. Sandy spent three years working with court-involved youth as a GED teacher at the Department of Youth Services Day Reporting Center in Dorchester. She is currently a consultant for the National Center on Education and the Economy, reviewing curriculum for alternative education programs. She is also working with the Uphams Corner Charter School as a recruiter.

Edward McDonough III is a Professor of Organization Behavior and Innovation Management in the College of Business Administration at Northeastern University. Ed holds a Ph.D. in the fields of organizational behavior and design, as well as an MBA with a concentration in organization development and design. He held administrative positions in two start-up companies prior to joining Northeastern in 1979 and has consulted with numerous companies to help them manage and organize more effectively and to improve their innovativeness.

Megan McDonough, M.Ed., holds a Masters degree from Clark University in urban education. Meg worked at University Park Campus School in Worcester, Massachusetts, an innovative, successful, small, urban middle/high school. After spending the past year traveling in Asia and South America, Megan is teaching Humanities at the MATCH School in Boston.

Maira Mejia, LCSW, is a bilingual adjustment counselor for Latino and other immigrant teenage students at Northeast Regional Vocational Technical High School. Maira brings her experience working with immigrant and refugee teenagers and families to the PCA Board. Maira and her teenage son reside in Lynn, MA.

Carlos Rivera moved to Lynn 20 years ago from his native Guatemala and is a community organizer. Carlos directs Spanish radio broadcasting programs and leads the United Guatemalan Association of Lynn, an entirely volunteer-run literacy program for immigrant adults and families.

Jodi Zeramby, Esq., formerly an English teacher in the Lynn Public Schools, Jodi was a Teachers’ Union delegate at the local, state, and national levels, specializing in grievances and dispute mediation. She was a Classical High School council member for several years, gaining experience in evaluating the progress of the school and creating new policies. Jodi, a lifelong resident of Lynn, is a real estate attorney.

Advisors to the Founding Group:

Molly (Mary S.) Baldwin, is the Executive Director of Roca, Inc.. Molly founded Roca, Inc. in 1988 to address the needs of street-involved youth in Chelsea. Roca Inc. has grown into a nationally recognized model of youth development, working in five communities and serving over 10,000 youth and families annually. Molly is assisting with outreach, recruitment and mental health support of our target population.

Alan PG Safran, Esq., is the Executive Director of the Media and Technology Charter High School in Boston, MA, one of the highest performing, high poverty, public, non-exam schools in Massachusetts. Before leading the MATCH School, Alan was a Deputy Commissioner at the Massachusetts Department of Education. Before moving to Massachusetts, Alan was an assistant district attorney in New York City. Alan is providing technical assistance with development and fiscal matters.

Susan Walsh, M.A., is a school design consultant and is the former principal at South Boston Harbor Academy Charter School (SBHA), a school recognized as a Vanguard Model of Excellence for its outstanding performance in Math on the MCAS. Before joining SBHA, Sue was Curriculum Coordinator and founding English Teacher/Counselor at Lowell Middlesex Academy Charter School (LMACS). Sue is providing technical assistance to the design team in developing a strong education plan for the school.
B. Governance Structure

Present an organizational chart and narrative.

Phoenix Charter Academy will be led by the Board of Trustees, many of whom will transition from the Founding Group of the school. The Board of Trustees will maintain the mission of the school and ensure it is faithful to its charter as well as assure the school’s financial viability. The Board will hire and evaluate the Executive Director and work with him or her to remain informed about the school’s progress towards both its internal academic goals as well as meeting goals for external examinations. The Board will hear reports on academic achievement on a regular basis from the Principal. All meetings held by the Board are public and will be posted in the City Hall of each community served. Notice about meetings will also be given to the Secretary of State as well as posted on the local cable networks.

The Board of Trustees is ultimately responsible for ensuring that PCA, like all charter schools, meets the Department of Education requirements after five years of receiving their charter. The Board will continually ask the three overarching questions held by all charter schools: (1) Are we increasing student achievement in Chelsea, Revere and Lynn? (2) Are we a fiscally viable organization? (3) Are we faithful to the terms of our charter? The Board of Trustees will ensure that:

- Students excel at or beyond the level of similar populations of students in Chelsea, Revere and Lynn. The progress of PCA students will be compared with results from high schools and alternative high schools in all three cities. This success is measured by internal and external assessments and shared openly with key stakeholders in the community.

- PCA is a fiscally sound organization with positive cash flow and conservative budgets with built-in contingency funding. The finance committee will meet quarterly with the Executive Director and contracted business providers to develop and review school fiscal practices.

- PCA builds a strategic plan for growth and a corresponding development plan by the end of the first year of the school. Our development committee will look at various ways we can build our funding base, raise capital to purchase a site, and initiate partnerships with local businesses to help leverage additional funding for our school.

All Board members will act in the best interest of the school, both publicly and privately, and represent the school in a way that is consistent with its mission, purpose and learning goals, ensuring that the organization stays true to its mission at all times.
• **Executive Director:** The Executive Director will report directly to the Board of Trustees. The Executive Director’s role is to implement the mission of the school as established by the Board. He or she will hire, supervise and evaluate the Principal with whom he or she will work closely. The Executive Director will supervise all non-instructional contracted staff and outsourced services. The Executive Director is responsible for the development activities of the school until such time that a Development Director can be hired.

• **Principal:** The Principal is the instructional leader of the school. S/he will be responsible for sharing the latest and most effective teaching strategies with faculty during Wednesday professional development time. The Principal will evaluate teachers’ practice by visiting all classrooms to assess methodology and student comprehension levels. The Principal will work with the Executive Director and faculty to develop strategies to improve instruction. The Principal will work with the R&O Coordinator to effectively include parents, adult supporters and family members in appropriate decision-making processes in the school.

• **Faculty:** All faculty will be hired by the Principal. PCA teachers will be highly qualified educators, as well as have experience with and a demonstrated desire to work with underprivileged youth. It is integral to the success of the school that teachers recognize our students’ socioeconomic challenges, but do not allow excuses on the basis of these challenges. Special Education staff will have certificates in special education and experience working with students on IEPs.

• **Recruitment and Outreach (R & O) Coordinator:** The R&O Coordinator will be hired and supervised by the Principal. The R&O Coordinator has three primary responsibilities: (1) to assist students in improving their attendance; (2) to coordinate and train the adult supporters in effectively helping students to arrive at school prepared to learn; and (3) to support students individually and in small groups to overcome barriers to educational success. Because out-of-school youth spend a great deal of time on the street and at their homes feeling isolated, it is imperative that the R&O Coordinator be experienced in forming relationships with families and youth. S/he will also be responsible for building a base of community volunteers who can assist with tracking and supporting these students.

• **Tutors:** Tutors for PCA will be either volunteers from local colleges and universities or undergraduate students seeking a degree in education, therefore needing practical experience. They will be supervised by the teachers and evaluated by the Principal.

**Briefly describe the recruitment, selection, and development plans for board members.**

The Founding Board will initially consist of 7-10 members, expanding to 12-15 members by the time the school opens in the fall of 2005. The Board seeks individuals who are committed to the mission and learning goals of the school and can contribute diverse skills to the school, complementing the skills of existing Founding Board members. Currently we are looking for additional members from Chelsea and Revere with finance and business experience to complement the existing experience on the Board.

The Governance Committee, under the leadership of the Board Chair, will screen all potential Board members using the Phoenix Charter Academy Screening Tool. The Governance Committee will present the resume and Board Screening Tool results with recommendations of potential Board members to the Founding Board for approval. With a majority vote, the new Board member(s) will be contacted by the Board Chair and begins service at the next meeting of the Board.

New Board members will have an orientation with the Executive Director, Board Chair, and other Board members as appropriate. New Board members will receive a letter of welcome, minutes from the most recent two meetings and a copy of the Massachusetts Charter School Guide for Trustees. After the school opens, new Board members will be required to volunteer one day per trimester in the school to gain an increased understanding of the school’s culture. Once a year, the entire Board will attend a retreat where they can renew their goals for development, strategic planning and governance for the upcoming year.
PROSPECTUS

ATTACHMENTS
Statement of Interest in the Phoenix Charter Academy
Maira T. Mejia
Proposed Position: Founding Board member

I am honored to be able to be a Founding Board member of the PCA. As a resident of the city of Lynn, I know the population that PCA intends to serve is in significant need of an environment that produces academic and personal success. This group of students needs extra support and guidance, especially for those that are immigrants, those who are in need of special education services, and those who are young parents. Education will permit these students to support themselves as independent contributors to our community. I believe in the overall goal of preparing students to be productive citizens.

I am honored to be able to be a Founding Board member of the Phoenix Charter Academy. I have over twenty years of experience working with adolescents in various settings. I worked with young mothers in Concilio Hispano to provide a safe space for communication and support. I also referred these young mothers to services in the community where they could find resources or emotional support. Presently, in my job as a guidance counselor at Northeast High School in Wakefield, I work with young mothers and other high-risk students. They deal with issues such as financial difficulties, stress with regard to the new responsibilities of parenting, ambivalence towards school as well as issues of self-respect.

I look forward to the opportunity of offering my expertise to the Phoenix Charter Academy. Please feel free to contact me should you require additional information.

Sincerely,

Maira T. Mejia, M.S.W.

Statement of Interest for the Phoenix Charter Academy
Sandra Little
Proposed Position: School Design Advisor

As a former GED teacher in Dorchester, MA and a current high school teacher in Boston, I see the desperate need for schools like the PCA every day. Despite the difference in racial demographics between Dorchester and the north shore, both areas possess large numbers of families living in poverty, a problem that poses numerous threats to a child’s learning. Boston Public Schools, and its satellite locations, are unprepared, under-staffed, and under-funded to deal with the issues being brought to them by at-risk teens in recent years.

During my time teaching GED, most of my male student population was asked to leave BPS due to criminal activity, those who chose to leave the system frequently report, “I never learned anything.” Whether or not people tried to teach them, is, unfortunately, not the point. The point is that there is a distinct group of youth, some of whom are no longer enrolled in school, who believe they are not capable of learning academically and therefore seek alternative or illegal means of succeeding economically. The statistics of our GED program show that 85% of female students were pregnant or parenting when they enrolled. One application from a 17 year-old mother of two reads in response to a question concerning her life in the next 5 years, “I don’t know, I can’t plan the future.” It is irrelevant that this student is from the neighborhoods in Dorchester – she is a member of a rapidly growing population of teens for whom school is not a priority and the future is bleak. By looking at the statistics for Lynn where 41% of all female parenting students are behind by two or more grade levels, and where MCAS scores dominate the “Needs Improvement,” or “Failing,” categories, it is clear that these students need help in reclaiming their academic abilities and their future. They’ve lost faith in the education system and in themselves. It is critical that this population not be left behind any longer.

The design that PCA is proposing aims to target this specific population and invite them to rejoin the academic community in an intensive, small-school, supportive environment. While those involved in implementing the PCA understand the obstacles and circumstances these particular teens face, expectations of excellence will not be diluted in any way. As evidenced by University Park Campus School, a public school in Worcester, MA, this population can meet the highest personal and academic expectations as well as pass the MCAS if offered the appropriate learning environment and a network of adult support. Teachers at PCA will have ample planning and professional development time so as to
ensure not only a united and informed teaching community, but also a cross-curricular approach to teaching skills and content. The adults chosen to work with the student body are prepared to handle the distinct issues that these teens carry and; furthermore, they are prepared to give them the academically rigorous curriculum they deserve in order to secure their economic self-sufficiency as young adults.

As an educator of inner city youth, I believe very strongly in the power of education to change people’s lives and expectations of themselves and I look forward to working closely with PCA.

Sincerely,

Sandra Little

Statement of Phoenix Charter Academy
Megan McDonough
Proposed Position: School Design Advisor

During the 2000-2001, school year I worked at University Park Campus School, a small, urban school in Worcester, MA. Started with a grant given to the city of Worcester and Clark University, UPCS single-handedly altered my perspective on the power of public education for economically deprived urban communities. The faculty of UPCS created an atmosphere conducive to success for every child in its midst. In June of 2003, I watched as the first graduating class of UPCS stand in front of their families and friends, as well as the faculty who watched them evolve into scholars and mature young adults, receive their high school diplomas. Many of these 32 scholars had entered UPCS in seventh grade barely literate, and now six years later, they were heading off to some of the country’s finest universities, such as Brown and Georgetown.

UPCS created a model and subsequent standard by which I measure the success of all public schools. With this in mind, I look confidently to the Phoenix Charter Academy as a new environment, where overlooked teens can be academically successful. With only 210 students, PCA seeks to create a small school environment where students will receive both the extra academic and social attention they crave and need. Overlooking the reality of teen pregnancy, truancy, learning and behavioral challenges will not aid society in helping teens overcome such difficulties. PCA is acknowledging these students and their need for a supportive, small and inspiring academic environment.

Teachers at PCA will work together with the support of professional development, to contemplate and create an environment and curriculum that communally addresses the questions associated with this population. For example: How does one design a lesson that challenges students, lessons that instill confidence and help build a desire to be “school smart,” but not so overwhelming that it drives its students back to the streets? This is a population of students who have spent years believing they could never be academically successful, now as a faculty, PCA will tackle the statement heard too often, “I don’t know, I’m stupid.” Some might question the validity and reality of such a statement made by adolescents, and rightfully so; however, upon closer examination it becomes obvious that this statement is not merely a disclaimer, or the voice of laziness. It is in fact the voice of truth spoken by students who without the necessary support and encouragement cannot balance the responsibilities of parenthood and school, who are tired of being humiliated by those who are supposed to be educating them and for those who still struggle at the age of 15 to take the responsibility for their own education. The PCA seeks to fulfill its civic responsibility and refuses to turn its back and compound the reality of urban education by ignoring it.

Statement of Interest
Beth Anderson,
Proposed position: Executive Director

As a resident of Lynn and a lifelong supporter of out-of-school youth and young adults, I am honored to be one of the leaders of this new school. The Phoenix Charter Academy (PCA) provides a sorely needed educational option for youth and young adults who are the most left out of the academic opportunities on the north shore. PCA will provide a groundbreaking program of academic scholarship and relentless adult support designed to reach some of our hardest-to-reach students. Too often education for hard-to-reach youth is left to community based organizations offering GED preparation programs on budgets that are already stretched much too thin. This is a bad use of limited community
resources which should be targeting youth development and capacity building activities and initiatives. It is the responsibility of public schools – district, pilot and charter – to provide high quality education options that meet the needs of all young people in a particular community. Community-based organizations, health clinics, adult educational facilities and many others who work with or live with these students have been incredibly supportive to us as we have built this school over the past two years. I come to PCA with 14 years of experience in public education, program administration and development which will serve the needs of young people in Lynn, Revere and Chelsea. I am deeply committed to ensuring its success.

Statement of Interest
Jennifer Levine
Proposed Position: School Design Advisor

My 14-year academic and professional career has been dedicated to teaching, mentoring, and supporting students who have not succeeded in traditional school systems. I have worked as a teacher in the inner-city of Baltimore and have taught homeless and runaway youth in Boston. For almost five years I designed and ran an alternative school program for 17- to 21-year-old students in Chelsea, MA who had left school because they were pregnant or parenting, supporting their families, involved in gangs, or were struggling academically. As the director of the program, I designed and implemented an innovative curriculum targeted specifically to the special needs of this at-risk population. Through small classes, intensive individual academic and emotional support, community and parent involvement, and a student-centered, project-based curriculum, we were able to help many students pass the MCAS tests and graduate from high school despite the difficulties they faced. Currently, I am the Associate Director for a national school-based prevention program run through Harvard University and McLean Hospital. Not only because of my experience working with urban youth, but because of my passion for students and for education, I am excited to volunteer my time and my skills to further the success of the PCA and its students and believe that I have much to contribute.

Statement of Interest for the Phoenix Charter Academy
Jodi Zeramby, ESQ
Proposed Position: Board Member

A product of the Lynn Schools, I am excited to participate in the founding of the PCA. Through the commitment, support, and caring of various school faculty, I flourished during my impressionable years. After graduating with top honors from high school, I attended Boston University and later Suffolk University Law School. Presently, I am a solo practitioner, with expertise in residential real estate transactions, employment law, and civil litigation. I taught in the Lynn School System from 1992 through the 2003. PCA’s vision of supporting youth by providing real-life skills, aiding them in maintaining high academic performance, and directing these students toward career opportunities is exactly what the north shore needs to complement their public schools and to take the pressure off an already overburdened system. With my background in education and law, I have insight toward the type of student we seek to service, the state structure we need to follow, and the process of educating these students with the skills they need.

Statement of Interest for the Phoenix Charter Academy
Carlos Rivera
Proposed Position: Founding Board Member

Currently, I am the President of the United Guatemalan Association. I have been working with the community since 1977 through my employment at ABCD New Careers Program, at Martha Elliot Health Center, and at ETC Developers Inc., under the umbrella of IBA Inquilinos Boriquas en Acción. In addition, I was the founder and Chairman of the Board of the first credit union in New England administered by Hispanics. As a college drop out, I continue to long for and feel remorse for those days of opportunity when I was on a positive road of bettering myself, my family and the community. I wish I could enjoy again the association with people, friends and classmates who really understand the importance of education. For this reason, I support the PCA, a school with a philosophy of care, empathy and interest in our youth. I believe that it could help youth avoid taking the path that I took, make them happier and more successful, and help them to better themselves, their families, and society.
Statement of Interest for the Phoenix Charter Academy
Edward F. McDonough, III
Proposed Position: Founding Board Member

Throughout my life I have been an active teacher and advocate for disadvantaged youth. When I was in high school, I taught reading to young people in the inner city of Springfield. During Summer breaks in college, I served as a counselor at the Connecticut State Receiving home for emotionally and behaviorally disturbed youth. As a member of my church, I have served as the chair of our Missions Committee and since 1993 have served as an advisor to our Senior High Youth Group for our annual work camps. On these work camps we spend a week on work projects for poor and disadvantaged individuals and families.

I have always viewed education as instrumental to an individual’s success. This belief no doubt stems from the fact that I come from a family of educators and have married one as well. This belief led me to become an academic, where for the past 25 years I have been a professor at Northeastern University, teaching Management in the College of Business Administration. As a professor, I have taught student teams that have “consulted” for black owned enterprises in the Boston area and taught extensively in our University College – a program designed for older students who are working full time and taking evening classes to obtain their undergraduate degree. I have, of course, also taught in all of our other programs – day undergraduate, graduate, and executive. During my tenure at Northeastern, I have also developed new courses, served as Director of our Honors program, chaired numerous committees, and been a co-founder of our Institute for Global Innovation Management.

The Phoenix Charter Academy is an opportunity for me to help disadvantaged students from the communities of Lynn, Revere, and Chelsea – three communities with disproportionate populations of disadvantaged students. Because Phoenix Charter Academy will address the needs of students who typically are overlooked in traditional school systems, it provides me with a chance to help create an educational environment that will be far superior to schools forced to operate under the strictures of our existing public school bureaucracy. In this way, Phoenix Charter Academy enables me to engage my passion for education and for creating an opportunity for disadvantaged youth in the communities of Lynn, Revere, and Chelsea.
PROFESSIONAL STRENGTHS:

• Effective communicator and representative of organizations and statewide groups.
• Facilitates consensus among colleagues with divergent points of view.
• Manages large budgets and allocates resources to promote educational or environmental change.
• Analyzes complex problems and provides realistic and effective solutions.
• Identifies and secures financial resources to support programming.

EXPERIENCE:

MEDIA AND TECHNOLOGY CHARTER HIGH (MATCH) SCHOOL, Boston, MA 8/2004-present

Deputy Executive Director
• Assist Executive Director to reach quarterly fundraising goals for a $3M organization.
• Research, contact and recruit prospective individual donors from the high technology field and introduce them to the MATCH School.
• Create and implement the development strategic work plan to reach annual fundraising goals. Coordinate new donor orientation and fundraising events such as the annual October Gala.
• Assist Executive Director with the daily coordination of building and operational issues.
• Manage federal and state compliance responsibilities.

BUILDING EXCELLENT SCHOOLS, INC., Boston, MA 5/2003-6/2004

National Fellow
• Lead Founder of the proposed Imani Charter School of Lynn.
• Led 12 community members to design a public high school to assist out-of-school teenage students to graduate in 3-5 years.
• Built local community collaborations and partnerships to support the educational work of the school.


Senior Manager
• Developed and managed a budget of $600,000. Increased private foundation donations from $40K to $300K. Developed relationships with prospective foundations and donors and managed on-going grant responsibilities. Organized and supervised three yearly events for 200-500 youth and adult community members, community leaders and foundation representatives.
• Redesigned a small $25,000 adult basic education program into a $200,000 Community Building Team. Built a continuum of education, leadership development and organizing to promote change in the public school system. Increased public school support for immigrant and refugee children with an emphasis on Muslim, Central American, South American and other immigrant and refugee communities.
• Spearheaded a campaign of 17 public health and youth development coalitions across Massachusetts to create an accountability structure, collect evidence of successes, document challenges and report findings to the state legislature. Represented the interests of the group with lobbyists, legislators, and public health officials to increase legislative knowledge of the impact of the group. Successfully asked for $2.9M of funding to be reinstated in the state budget.
• Supervised 20 youth and adult staff. As part of the Senior Management Team, made operational, fund development and programmatic decisions on health and education-related organizing and advocacy work.


Summer Academic Enrichment Program Director
• Developed and implemented intensive standardized test readiness program for 38 3rd, 4th and 8th grade students at 2 sites – Cambridge and Dorchester.
• Distributed program information to parents and students with most need, including door to door outreach, home visits, and outreach at apartment complexes where most children lived.

GIRLS INCORPORATED OF LYNN, TeenLine and Career Center Programs, Lynn, MA 3/96-8/98

Program Director
• Implemented a Job Bank and Readiness training program as a subcontractor of the Lynn Teen Pregnancy Prevention Coalition.
• Co-designed “Athena House” teen leadership orientation program.
• Supervised and trained 15 diverse multilingual teen volunteers and two adult assistants to provide resources and mentoring for teens in crisis.

JUDGE BAKER CHILDREN’S CENTER, Child-At-Risk Hotline, Boston, MA 1/95-present

Application Prospectus for a Massachusetts Charter 2004–2005
Clinical Case Supervisor

- Supervise 10 crisis intervention screening staff doing on an emergency basis. (current)
- Recruited, hired and trained new staff to evaluate crisis situations involving children in immediate risk and implement appropriate emergency response measures.
- Coordinated training for staff and information sessions for the Department of Social Services.

LOS ANGELES UNIFIED SCHOOL DISTRICT, South Central Los Angeles, CA  9/91-1/95

Bilingual Kindergarten Teacher

- Formulated curriculum to reflect the needs of a diverse multilingual classroom.
- Supervised three teaching assistants and interns and 10 parent volunteers for instructional support and academic enrichment.
- Worked with external groups to bring progressive curriculum ideas into classrooms.
- Integrated a new bilingual reading program into existing instructional plan for the grade level.
- Trained teachers and students to use computers as classroom learning tools.
- Collaborated with educators at 10 other schools at strategic planning sessions to prepare for the California State Review.
- Built parental and community awareness and involvement in the classroom through volunteer aide program.

COMMUNITY ACTIVISM AND MENTORING:

CENTER FOR VENTURES IN GIRLS’ EDUCATION, Wellesley, MA  9/98-6/99

Leadership Consultant

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN, Pasadena, CA  3/93-12/94

Public Policy Chairperson/ Board of Directors

GIRL SCOUTS OF AMERICA, South Central Los Angeles, CA  10/92-6/94

Founder and Leader of Troop

AWARDS/ CERTIFICATIONS/ MEMBERSHIPS:

- Al-Huda School recognition for support and service to the Muslim immigrant community  2001, 2002
- Board member of the Massachusetts Workforce Investment Board, Metro North Region  2002
- Restorative Justice Peacemaking Circle Training and Facilitation, Roca, Inc.  1999-2002
- Girls Incorporated National Award for Best New Community Service Learning Program  1996
- Appointed kindergarten grade level chairperson, Charles B. Barrett Elementary School  1993

EDUCATION:

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION, Cambridge, MA  June 1999

Master of Education, concentration in Administration, Planning, and Social Policy

PROFESSIONAL DEVELOPMENT DISTRICT INTERN PROGRAM, Los Angeles, CA  June 1993

Professional Clear Teaching Credential, District Fluency in Spanish

Graduate Teaching Thesis: A Multicultural Approach to Thematic Teaching

TEACH FOR AMERICA Corps member Teacher Training Program  August 1991

BRANDEIS UNIVERSITY, Waltham, MA  May 1991

Bachelor of Arts in Sociology with Honors

Senior Thesis: Health and Sexuality Education in the Boston Public School System
EDUCATION

M.Ed. Pending –Harvard University Graduate School of Education, Principal Licensure (June 2005)
M.Ed. –Harvard University Graduate School of Education, Adolescent Risk and Prevention (June 1997)
BA –Oberlin College, Black Studies major with concentration in Urban Education (December 1993)

WORK EXPERIENCE

Harvard University/McLean Hospital, Cambridge and Boston, Massachusetts

**RALLY Associate Director** 2003-2004
- Oversaw and managed school-based prevention programs in Boston, including creating, developing, and facilitating trainings; directly supervised five staff and indirectly supervised 30; was in charge of hiring, supervising, and performance management of all staff; developed and facilitated individual and group staff meetings.
- Developed, implemented, and maintained consultation to national and international sites, including recruitment, program development, training, technical assistance, and evaluation.
- With Director, developed and managed the RALLY budget of approximately 1 million dollars. Worked closely with grant writers and administrative staff to write and prepare grant proposals, report on awarded grants, and develop relationships with funders.
- Supervised the evaluation coordinator in work that relates to the collection of data and the design of evaluation for local and national sites.

**RALLY Prevention Practitioner** 1996-1997
- Provided school-based socio-emotional and academic support to 30 seventh grade students at-risk of school failure. This included one-on-one counseling, small-group work, tutoring, and classroom support.
- Attended weekly seminar trainings around issues of adolescent mental health, group therapy work, working with families, helping students deal with trauma, etc.

Pathway Program, Chelsea Public Schools, Chelsea, Massachusetts 1998-2003

**Pathway Director**
- Administered an alternative high school program for 17- to 21-year-old adolescents who had previously dropped out, been expelled from, or were at risk of dropping out of public high school.
- Supervised all teachers and staff: responsible for hiring and firing of employees, one-on-one supervision, classroom observation, running of weekly staff meetings, and professional development.
- Created program mission; redesigned project-based, student-centered program curriculum; created core course projects in all subject areas to meet Massachusetts Curriculum Frameworks; and created classroom curriculum.
- Responsible for student admissions, student and staff schedules, report cards, discipline policy and enforcement, and all other administrative duties.
- Organized an international exchange program and worked with community members to raise funds to take Pathway students to the Dominican Republic, where they lived in rural homes and taught literacy classes to children who have no access to public education. In addition, organized student-led community-service activities, weekly field trips, bi-monthly open-houses, and coordinated community organizations to donate weekly field trips to the Program.
- Taught mathematics and English classes.

Bridge Over Troubled Waters, Boston, Massachusetts 1997-1998

**GED Teacher**
- Taught math, science, social studies, and general GED classes to homeless and runaway adolescents.
- Designed curriculum in all subject areas.
- Worked as an on-call runaway counselor on weekends, counseling youth and their parents and providing emergency shelter for homeless teenagers.

Charles A. Hall Middle School, Baltimore, Maryland 1995-1996

**Social Studies Department Head**
- Taught sixth grade World History and seventh and eighth grade United States History in a low-income urban school in Baltimore, Maryland.
- As Department Head, designed curriculum, met weekly with other teachers, and acted as teacher-liaison to the school administration.

Fey y Alegría Primary School, Quito, Ecuador 1994-1995
Math and Reading Teacher

- Taught basic literacy and mathematics to child laborers and homeless children age eleven to eighteen.
- Designed and implemented curriculum, planned field trips and weekly art project for grades one through six.
- Taught all subjects in Spanish.

Special Skills

Fluent in Spanish, including ability to read, write, and lead classroom discussion in Spanish.
Experience:

Media and Technology Charter High School, Boston, MA
(August 2004 – Present)
- Research, prepare and teach Advanced Placement English for 12th grade students.
- Collaborate with English/ Humanities department staff on the assessment, curriculum development and student support pieces of the education plan.
- Supervise MATCH Corps full time fellow; approve lesson plans and tutoring plans daily.
- Supervise “The Flame”, the MATCH School student-published literary magazine.
- Facilitate department meetings as needed.
- Participate in whole school activities.

ESAC – Ensuring Stability through Action in the Community, Jamaica Plain, MA
(October 2001 – June 2004)
- Taught and counseled 16-21 year-old homeless, pregnant, parenting, court-involved and high-risk youth.
- GED teacher for two 3-hour classes with year-round rolling admissions.
- Increased graduate rate by 60% each year.
- Researched, designed and wrote curricula for all five subject areas (Language Arts, Writing; Language Arts, Reading; Math; Social Studies; Science) of the 2002 GED test with significant focus on grammar and writing skills.
- Utilized a variety of innovative and creative teaching strategies to ensure attainment of GED for students with low literacy and numeracy skills.
- Member of grant writing team and edited state and federal grant proposals.
- Active participant in ALRI (Adult Literacy Resource Center) GED meetings. Led discussions and presentations regarding curriculum, teaching strategies and classroom community building, particularly for a high school aged target audience.

NCEE – National Council on Education and the Economy, Washington, DC
(November 2002 – present)
- Official Reviewer for alternative education curriculum materials.
- Presenter at workshops for teaching adult education.

The Imani Charter School Project of Lynn, MA
(August 2003 – present)
- Member of Founding Group for potential charter school in Lynn, MA.
- Researched potential curriculum for students with low literacy and math scores. Wrote history and English Language Arts curriculum.
- Participated in Building Excellent Schools, Inc. workshops and meetings through the year on school design, best practices and board development.
- Actively plan and participate in bi-weekly school design meetings.

Education:
Clark University, Worcester, MA
- Master of Urban Education and Teacher Research  June 2001
Clark University, Worcester, MA
- Bachelor of Arts in History with minor in Secondary Education  June 2000
Special Skills:
Exceptional written and oral communication skills
Professional training in proofreading and editing
Experience teaching ESOL

Awards/Memberships/Honors:
Phi Alpha Theta History Honors Society
Field Notes Advisory Board

Publications:
“Charting a Path to Declarative Knowledge and the GED” *Field Notes*, Spring 2004
CURRICULUM VITAE

Edward F. McDonough III

Business Address
Human Resources Group
304 Hayden Hall
College of Business Administration
Boston, MA 02115
(617) 373-4726

Home Address
157 Washington St.
Sherborn, MA 1770
(508) 653-0712

RANK
Professor

EDUCATION

1981  Ph.D., University of Massachusetts, Amherst
1979  MBA, Clark University
1972  AB, Clark University

EMPLOYMENT EXPERIENCE

1999-  Professor, Northeastern University,
        College of Business Administration, Human Resources Group

1997-1999  The Patrick F. & Helen C. Walsh Research Professor

1986-1987  Visiting Scholar, R&D Research Unit, Manchester
           Business School, University of Manchester, England

1985-  Associate Professor, Northeastern University,
       College of Business Administration, Human Resources Group

1979-1985  Assistant Professor, Northeastern University,
            College of Business Administration, Human Resources Group

1976-1979  Teaching Associate, University of Massachusetts,
            School of Business, Department of Management

1973-1975  Manager, Vanguard, Ltd.,
            Worcester, Massachusetts

1972-1973  Manager, R&D Design Corporation,
            Worcester, Massachusetts
**TEACHING**

**Graduate**

The Executive MBA Program  
Organizational Behavior and Design  
Organizational Behavior  
Building High Performance Teams  
New Product & Service Development

The High Technology MBA program  
Management of High Technology Firms  
Problems in the Management of High Technology Firms  
Organizational Behavior

Part Time, Co-Op, and Full Time MBA Programs  
Field Consulting Project  
Managing Innovation in the Global Company  
Future Work: Teams, Turbulence and Transition  
The Management of Innovation  
Organizational Behavior  
Behavioral Concepts  
Organization Design and Theory

**Masters Program**  
Organizational Behavior for non-MBA students

The High Tech Management Workshop  
Organizational Behavior & Design

DBA Program, Maastricht School of Management  
Organizational Behavior & Innovation

The Executive MBA Program, Sabanci University, Istanbul, Turkey  
Strategic Planning & Execution

**Undergraduate**  
The Management of Innovation (Honors Seminar)  
Increasing Organizational Innovativeness (Honors Seminar)  
Organizational Behavior Intensive  
Designing Effective Organizations (Honors Seminar)  
Designing Innovative Organizations (Honors Seminar)  
Organizational Behavior  
Complex Organizations  
Business Policy

**University College**  
Leadership  
Organizational Behavior  
Applied Human Resource Management  
Business Policy I  
Business Policy II  
Business Policy Intensive

**Other**  
Honors Adjunct to HRM 1433  
Independent Studies for MBA students
PUBLICATIONS

Refereed Articles


**Book Chapters**


**Book**


**Conference Proceeding**


**Book Reviews**


**Editorial/Reports**


**Monograph**


**Refereed Papers Published in Conference Proceedings**


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**Cases**

Modine Manufacturing Corporation the Richard Ivey School of Business Case series, with Gloria Barczak and David Wesley, 2002.

Compaq High Performance Computing (A) to be submitted to the Richard Ivey School of Business Case series, with Frank Spital, Nick Athanassiou, and David Wesley, 2003.

Compaq High Performance Computing (B) to be submitted to the Richard Ivey School of Business Case series, with Frank Spital, Nick Athanassiou, and David Wesley, 2003.

Edward F. McDonough III and Francis C. Spital, “Laboratory Division of Analytical Devices.”


**RESEARCH GRANTS**

$175,000, Institute for Global Innovation Management, *Northeastern University Grant*, 2002.


“An Examination of the Relationship between Empowerment and Innovativeness”, *Northeastern University RDSF Grant*, 1985.

*Application Prospectus for a Massachusetts Charter 2004–2005*


“A Test of a Revised Model of Organization Design”, CBA Faculty Research Committee, 1980.

COLLEGE AND UNIVERSITY SERVICE

Group Service

Member, Group Research Committee – 1999 – 2004
Mentor to HRM junior faculty member - 1998-2001
Co-Chair, HR Group Task Force on Future Teams - 1993-1994
Member, HR Group subcommittee on Teaching Evaluation - 1992-1993
Mentor to HRM junior faculty member - 1989-1992
Area Coordinator, Organizational Behavior - 1982-1984

College Service

Internal Secretary, Subcommittee of Full Professors - 1999-2001
Member, Tenure & Promotion Subcommittee - 1999-2001
Member, Search Committee for the Assistant Dean of the Graduate School, 1998
Member, Graduate Programs Committee - 1993 and 1997
Member, Teaching and Research Committee - 1995-1997
Chair, Tenure & Promotion Subcommittee - 1994-1995
Member, Tenure & Promotion Subcommittee - 1993-1995
Member, Tenure & Promotion Appeals Committee - 1989, 1991, 1992
Member, Faculty Policy Committee - 1990-1992
Chair, Faculty Policy Committee - 1989-1990
Member, CBA Support Services Task Force - 1988-1989
Freshman Adviser for the Honors Program - 1987, 1988
Director, Honors Program - 1984-1985
Member, Academic Standing Committee - 1980-1982; 1984
Member, MBA Writing Workshop Task Force - 1983
Chair, Undergraduate Programs Committee - 1981-1982
Member, Undergraduate Programs Committee - 1980-1981
Orientation for Honors Program Students - 1981

University Service

Member, Graduate Programs Review Committee, 2003-2004
Member, Advocates for a Common Experience (ACE) - 1993-1994
Member, Search Committee for Sociology/Anthropology Chair - 1993
Conducted a Workshop for members of the Coop departments - 1992
Member, University Graduate Council - 1987-1990
Member, New Programs Committee - 1987-1990
Chair, Establishing a Business Minor for Arts & Sciences Task Force - 1981-1982

Invited Speeches & Workshops

Plenary Address: “Global Innovation: Managing Chaos or Chaotic Management?,” The Design Management Institute, Boston, MA, June 11, 2002.


Facilitator: “New Product Teams...When do teams work and will they work tomorrow?” Frontier Dialogue, the Product Development & Management Association, Winston-Salem, NC, 1993.


Consulting

Eastman Kodak Black & Decker Basic American Foods
Litton Industries Bay State Gas Modine Manufacturing Corporation
Company New Pig Corporation
Northern Trust Corporation Quebecor Printing Providence, RI
Corning, Inc. Peritus, Inc.
Philips, Ltd. Office of consumer Advocate for the State of Pennsylvania
ITT Hartford SER-Jobs for Progress, Fall River, MA.
EG&G The State of Massachusetts
PROFESSIONAL ACTIVITIES

Offices Held

Product Development Management Association
- Vice President, Research 1995 - 2000
- Executive Committee 1995 - 2000
- Board of Directors 1995 - 2000

Product Development Management Association International Conference
- Chair, Academic Session 1994
- Proceedings Editor 1994

Product Development Management Association, New England Chapter
- Board of Advisors 1993 - 1999

The Institute of Management Sciences (TIMS), College of Technology & Engineering Management
- President 1993 - 1994
- Vice President 1992 - 1993
- Secretary 1991 - 1992
- Treasurer 1990 - 1991

Book Review Editor

*Journal of Engineering and Technology Management*

Reviewing for Journals

*Management Science*
*Organization Science*
*Journal of Product Innovation Management*
*IEEE Transactions on Engineering Management*
*Journal of Engineering and Technology Management*
*R&D Management Journal*
*Academy of Management Executive*
*Journal of World Business* (formerly *Columbia Journal of World Business*)

Discussant & Conference Reviewer

National Academy of Management Meeting, 1985
National American Institute of Decision Sciences Conference, 1985
Midwest Academy of Management Meeting, 1984
Northeast American Institute of Decision Sciences Conference, 1984
Eastern Academy of Management Meeting, 1983

Other Conference Presentations Not Published in Proceedings


Memberships

Academy of Management

AWARDS AND HONORS

The Patrick F. and Helen C. Walsh Research Professor, 1997


Nominated for the Excellence in Teaching Award, 1982.
Megan R. McDonough, M.Ed.

Professional licensure, MA History 5-12
24 Sheffield Rd. Roslindale, MA 02121 617.512.5669 mmcdonough@matchschool.org

EXPERIENCE:

**9th Grade Humanities Teacher MATCH School, Boston, MA** 8/04 – Present
- Teach and design a 9th grade curriculum focused on history through non-fiction
- Responsible for running Silent Sustained Reading for all 9th graders

**The Imani Charter School, Lynn, MA** 8/03 – Present
- Member of Founding Group for potential charter school in Lynn, MA.
- Researched potential curriculum for students with low literacy and math scores.
- Designed history curriculum.
- Actively plan and participate in bi-weekly Founding Group meetings.

**Pre-9 Alternative Program Social Studies Teacher, Chelsea High School, Chelsea, MA** 9/02 – 6/03
- Designed and implemented an alternative program for 13-17 year olds struggling with below average literacy and math skills.
- Created a disciplinary program for students with truancy and general behavioral challenges.
- Wrote geography focused social studies curriculum for three academically diverse classes.
- Began pen-pal program between Chelsea students and adolescents in Ghana, Africa.
- Teacher representative for Chelsea High School Council.
- Certified in restraint training.

**ESL Teacher, Summer School, Boston Public Schools, Charlestown, MA** 7/02 – 8/02
- Taught English as a Second Language to adolescents from Vietnam and Central America – all participants passed their exit exam at the conclusion of the course.

**7th and 8th grade Social Studies Teacher, Johnson Middle School, Walpole, MA** 9/01 – 12/01
- Taught Ancient Civilization curriculum to academically diverse 8th graders.
- Collaborated with Special Education Teachers and Aids to create lessons for over 20 inclusion and behaviorally challenged students.
- Taught 7th grade American History curriculum.

**9TH and 10th World History Teacher, University Park Campus School, Worcester, MA** 9/00 – 6/01
- Taught 9th grade World History Honors curriculum to an academically gifted class with a focus on investigating multiple perspectives and a heavy emphasis on essay skills.
- Taught 10th grade World History curriculum to a class of extremely diverse and challenged learners using innovative pedagogy.

INTERNATIONAL EXPERIENCE:

**Volunteer and Student, Excel Spanish Program, Cuzco, Peru & Sucre, Bolivia** Fall 2003
- Completed a Spanish immersion program, with family home-stay and intensive course work.
- Taught English and personal health at a community center for street children.

**Volunteer, Cross Cultural Solutions, Ghana, Africa** 01/02 – 4/02
- Taught English and history in several schools throughout the Ho Region.
- Worked on local farm learning organic and innovative irrigation methods/techniques.
- Took part in local/native customs and practices.

- Tutored and supervised children with severe behavioral and emotional problems who had been expelled from mainstream schools.

EDUCATION:

**Masters of Education, Clark University, Worcester, MA** 2001
Specialty in urban education and teacher research.
Graduate Teacher Research: *A Study on the Root of Academic Success*

**Bachelor of Arts in History and Secondary Education. Clark University, Worcester, MA  2000**
Cum Laude. National History Society, Phi Alpha Theta.

**SKILLS AND ACTIVITIES:**
Volunteer MCAS tutor; extensive travel and volunteer work throughout Europe, Africa, Asia, and Latin America; high school soccer and track coach; active in outdoor activities such as, soccer, skiing and hiking.
MAIRA T. MEJIA, MSW
47 Curran Rd.
Lynn, MA 01905
(781) 595-6121

EDUCATION
Postgraduate Certificate Program in Alcoholism and Drug Abuse, Boston University, Boston, MA 1992
M. S. W. Simmons College School of Social Work, Boston, MA 1988
B.S. Tufts University, Medford, MA 1985
A.S. Middlesex Community College, Bedford MA 1982 (Major in Mental Health)

EXPERIENCE
1995-Present Northeast Metropolitan Regional Vocational High School Wakefield, MA
School Adjustment Counselor
- Coordinate services for students in the English Language Learners Program.
- Develop academic and technical schedules. Refer students and their families for services in their communities as needed.
- Work closely with administrators, teachers and other staff members in order to assist the students and their families.
- Translate in meeting for students and their families, translate letters, documents and other information pertinent to the school.
- Advocate for students’ rights.

KIDNET Coordinator- Bentley and Federal Street Schools.
- Provided assessment of need, information, referral and support to children and their families regarding services in the community.
- Provided consultation and assistance to principals and staff around crisis interventions.
- Facilitated and presented workshops to parents and staff members.
- Coordinator of Cross Cultural Services.
- Developed, implemented and oversaw policies within the agency that addressed the need of Spanish speaking families.
- Assigned cases to members of the Cross Cultural Team.
- Provided consultation to teachers from preschool to the high school level.
- Counseled children, adolescents and adults.
- Led psycho-educational groups for children, adolescents and parents.
- Presented workshops to parents.

1988-1991 Family and Children's Clinic, The Home for Little Wanderers Boston, MA
Therapist.
- Provided mental health treatment to children, adolescents and families.
- Provided consultation to teachers of the Boston Public School System and Jamaica Plain Day Care Center.
- Coordinated services for Spanish speaking clients, including intake and advocacy.
- Co-led Parent Educator Program.
- Participated in team meetings.

1987-1988 Cambridge Guidance Center Cambridge, MA
Social Work Intern.
- Intake, psychosocial evaluation, treatment planning and counseling for children and families of diverse ethnic backgrounds.
- Coordinated services with school and community agencies.
- Provided bimonthly consultation to after school program.
- Supervised paraprofessional companion-tutor.
- Translated treatment plans and other documents.
- Participated in Cross Cultural Program.
- Attended in-service training and staff meetings.

1986-1987 Family Services Court Clinic Cambridge, MA
Social Work Intern.
- Assessed children's needs. Evaluated divorce custody dispute.
- Interviewed families.
- Provided short-term counseling to parents, mediated visits and vacation arrangements with children and parents.
- Referred families to appropriate sources.
- Attended weekly conference and seminars.

1986 Mayor's Health Line Boston, MA
Intake Worker.
- Provided information and referral to clients from the Boston area hospitals and community health centers.
- Negotiated payment plan and financial assistance between clients and hospitals.
- Provided counseling.
- Maintained contact with referral sources.

1984-1986 Concilio Hispano Cambridge, MA
Case Worker
- Participated in the recruitment of clients and visited clients weekly.
- Developed curriculum for parenting group.
- Initiated a weekly support group for young mothers and organized workshops.
- Attended supervision meetings, maintained weekly progress reports and statistics.

1984 Woburn Council of Social Concern Woburn, MA
1981-1982 Solomon Mental Health Center Lowell, MA
1980-1982 Middlesex Community College Bedford, MA

AWARDS
Who's Who Among America's Teachers- Honoring Our Nation's Most Respected Teachers- 2002
The Resumed Education for Adult Learners. Prize Scholarship, Tufts University, 1985
Mental Health Award, Middlesex Community College, Bedford, MA 1982
Association of University Women Award, Lexington-Bedford Chapter, 1982
Outstanding Service Award, Mental Health Association, Lowell, MA 1982

PRESENTATION
"Issues of Cross-Cultural Supervision", Presented at Multicultural Children and Adolescents Conference, sponsored by the Mental Health Department, Waltham, MA 1990

PERSONAL
Regent of Catholic Daughters' of the America, Saint John The Baptist Church, Peabody, MA 2001-2004
Fluent in Spanish and English, U.S. citizen

REFERENCES Available upon request
Phoenix Charter Academy
Application Prospectus for a Massachusetts Charter 2004–2005  27

Qualifications

The Team:

Carlos Rivera, CEO
EDUCATION:

May, 1997  Suffolk University Law School  Boston, MA  
  Juris Doctor

May, 1993  Boston University  Boston, MA  
  Bachelor of Arts/English  
  Cum Laude

May, 1993  Boston University  Boston, MA  
  Bachelor of Science/Education: English and Language Arts  
  Cum Laude

RELATED PROFESSIONAL EXPERIENCE:

2002 – Present  Private Practice  Lynn, MA
  Perform residential real estate transactions representing sellers, and buyers, including negotiations,  
  preparation of Offer to Purchase, Inspection demands, Purchase and Sale Agreements, deeds, and  
  executions of all documents;
  Practice probate work, including simple wills, trusts, estate planning and administration;
  Litigate tort, civil law, personal injury, and contractual matters.

1999 – 2002  Office of Sharon D. Meyers  Salem, MA  
  Of Counsel
  Performed residential real estate transactions representing sellers, and buyers, including negotiations,  
  preparation of Offer to Purchase, Inspection demands, Purchase and Sale Agreements, deeds, and  
  executions of all documents;
  Litigated various trial court hearings and filed court documents;
  Conducted complex legal research pertaining to employment law, civil litigation, personal injury, and tort;
  Gained proficiency with Lexis/Nexis and LoisLaw.

1997 - 1999  Straub & Lyons, LLP  Salem, MA  
  Associate
  Performed extensive research and discovery; represented various banks as conveyance attorney through  
  Union Trust, requesting and processing MLCs, plot plans, title searches; preparing all closing documents,  
  deeds with Exhibits, title insurance, settlement statements, check and document dispersal, property run-  
  downs, and registry filings;
  Practiced a wide degree of legal work, including estate planning and administration, divorces, personal  
  injury, tort, and civil litigation.

1993 - 1997  Straub, Meyers & Lyons, LLP  Salem, MA  
  Legal Assistant/Law Clerk
  Acquired a working knowledge of the legal system practices of a small law firm through assisting with the  
  Small Claims/Civil Litigation division, conducting legal research, and clerking at court hearings.
  Built up Small Claims/Civil Litigation from one hundred cases to approximately four thousand cases;
- Gained proficiency with West Law, Case Base and computer-based law office correspondence and administration.

**ADDITIONAL PROFESSIONAL EXPERIENCE:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Location</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997 - 2003</td>
<td>Lynn Classical High School</td>
<td>Lynn, MA</td>
<td>English Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Educated a culturally, as well as intellectually, diverse high school student body in the areas of literature, reading, grammar, vocabulary, study and communication skills; Instructed students in all aspects of mock trial procedures including creating openings, closings, direct and cross examination questioning, objections, and integration of facts with legal theories.</td>
</tr>
<tr>
<td>1996 - 1997</td>
<td>Breed Junior High School</td>
<td>Lynn, MA</td>
<td>English Teacher</td>
</tr>
<tr>
<td>1994 - 1996</td>
<td>Thurgood Marshall Middle School</td>
<td>Lynn, MA</td>
<td>English Teacher</td>
</tr>
</tbody>
</table>

**PROFESSIONAL MEMBERSHIPS:**

- Massachusetts Bar Certification
  Certification Number 636823
- Massachusetts State Certification
  Grades 9-12, English
  Certification Number 310943
- Massachusetts State Certification
  Grades 5-9, English
  Certification Number 310943
- Massachusetts Bar Association: Individual Rights & Responsibilities
- American Bar Association: Real Property, Probate and Trust
- National Council of Teachers of English
- American Federation of Teachers national delegate
- Massachusetts Federation of Teachers delegate
- Local 1037, AFT, AFL-CIO Lynn Teachers' Union representative
- North Shore Labor Unions delegate
- Notary Public of the Commonwealth of Massachusetts

**ACCOMPLISHMENTS:**

- Summer Internship: Lynn District Court under the direction of Chief Justice Joseph I. Dever
- Founder and Coach of the Lynn Classical High School Massachusetts Bar Institute Mock Trial Tournament Team: Established a team for high school students to compete against other high schools throughout the region.
- Founder and Coach of the Breed Junior High School MBI Mock Trial Team.
Founder and Coach of the Marshall Middle School MBI Mock Trial Team.
Assistant Advisor to the Lynn English High School Mock Trial Team.

Law School Theses: Sex Discrimination in the Schools; Step-Father Obligation to College Costs; Union Arbitration in North Shore School Systems; Mentally Incompetent Defendants

Classical High School Class Advisor: Monitor the election of class officers, and advise the students on matters related to community activism, fund raising, and social activities.

HONORS:

Boston University Collaborative Degree Program (BUCOP) Student: Accepted to program through a strenuous essay and interview process. This program enabled me to earn two degrees within four years by taking extra courses and maintaining a minimum cumulative GPA of 3.0.

Golden Key National Honor Society

School of Education Honor Society: Awarded to outstanding seniors who have maintained at least a cumulative GPA of 3.3.

Dean's List for College of Liberal Arts

School of Education Alumni Board Undergraduate Scholar

RECOMMENDATIONS:

Available Upon Request