
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)
Entity: ARISE Academy Charter High School
Address: 1118 Market Street
Philadelphia, PA 19104

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

**Charter School Annual Report
Summary Data
2009 - 2010**

Name of School: ARISE Academy Charter High School

Date of Local Chartering School Board/PDE Approval: February 2009

Length of Charter: 3 years **Opening Date:** September 2009

Grade Level: 9 - 12 **Hours of Operation:** 8:30 am - 3:00 pm

Percentage of Certified Staff: 81.25 **Total Instructional Staff:** 11

Student/Teacher Ratio: 18/1 **Student Waiting List:** N/A

Attendance Rate/Percentage: 64%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 136 **Per Pupil Subsidy:** Nonspec ed - \$8,183.58; Spec ed - \$17,788.75

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	1
Black (Non-Hispanic):	128
Hispanic:	5
White (Non-Hispanic):	2
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
75

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 48

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	NA	NA	NA	168	168
Instructional Hours	NA	NA	NA	NA	NA	1008	1008

SECTION I. EXECUTIVE SUMMARY

Educational Community

Our community is in an urban environment. More than 90% of our students are Title I eligible due to the socio-economic status of our families. The City of Philadelphia has many industries and businesses, but job opportunities are scarce.

We serve a student body of approximately 136 youngsters, all of whom are in the foster care system for the City of Philadelphia and the State of Pennsylvania.

We offer our students opportunities to interact with other students who share a similar foster relationship. We anticipate that all of our students will participate in an online curriculum supported by our school's technology infrastructure. Students also have access to the full resources of this online curriculum.

Our students will have opportunities to participate in mentorships with many community partners which will build their workplace experience and skills.

Mission

The Greater Philadelphia Urban Affairs Coalition (GPUAC) purposed the creation of a state-of-the-art charter high school that would serve 200 adolescents in the foster care system with very limited prospects for adoption. The school will work in partnership with other key segments of the foster care community to create a school environment focused on meeting the particular educational, social, and behavioral health needs of foster care adolescents by providing a distinctive, comprehensive program that is currently unavailable in the School District of Philadelphia.

Mission Statement:

Arise Academy Charter High School will provide a high-quality academic program combined with high quality on-site support services for foster care youth ages fourteen to twenty-one, who are moving toward emancipation. Staff and administration will focus on assisting students in reaching their full potential. Arise Academy Charter High School students will learn and grow in an atmosphere of mutual respect and appreciation for individual talent. Its students will realize the intrinsic value of education and family, and will become part of a community of life-long learners. Arise Academy Charter High School will prepare students to take their places in society as responsible workers or students of higher education.

Vision

Arise Academy Charter High School has a vision for all of our students to develop both their academic and their social skills. We want our students to participate in job programs and to acquire skills that will help them succeed in their vocational and social relationships.

We also want our students to develop and mature as young adults who believe that they have a place in society and a chance to live as successful citizens. Competency with everyday technology will help them to feel capable of success in their chosen careers.

Arise students will leave our school with improved job skills, social skills and academic skills. They will have experienced positive interactions with their peers and with adults in the workplace. Our vision is for all of our students to leave us prepared for jobs and additional schooling. They will be able to interact with peers and colleagues in a mature manner, and they will have a strong self-image that motivates them for more success.

Shared Values

We believe that all of our students can achieve all of the goals of our school and our community. The founders believe strongly that a critical element for this success is a stable, consistent and nurturing school environment. The lost piece of the puzzle for these youth is the normalcy of

caring, supportive, and knowledgeable adults who are committed to their care and education. Founders, current staff and community stakeholders share core beliefs that our school community can engage all students and help them to improve.

Academic Standards

Arise Academy Charter High School uses the Philadelphia School District Core Curriculum for senior high school. In addition, the Skills for Life curriculum incorporates those competencies required for success after high school. The fundamental lessons of this curriculum will be woven throughout the Arise Academy program. Arise Academy Charter High School expects all students to achieve a level of proficiency consistent with the standards set by the Pennsylvania Department of Education and evaluated by the PSSA. At the top of our priorities in academic achievement are Literacy and Mathematics. Literacy includes reading, writing, speaking and listening. Our online curriculum and use of the word processing and presentation software provided for our students will help them to improve and to excel in creating narrative, editing their own work, and in organizing ideas and information.

Math achievement will focus development of proficient mathematical skills in numbers, computation, measurement, statistics and data analysis, probability and predictions, algebra and functions, geometry, trigonometry, and concepts of calculus. Using this content, students will learn to think, reason, and communicate mathematically.

Other areas we will address in our curriculum include Science and Technology, Environment and Ecology, and Social Studies including History, Geography, Civics, and Economics.

The instructional technology tools we will provide for our students will support student acquisition and application of knowledge in all areas. In addition to the PSSA and standardized tests, we will evaluate student achievement through teacher-made tests, anecdotal records and report card grades.

Strengths and Challenges

Arise Academy Charter High School has a number of strengths. The small school enrollment (under 200 students) provides a small learning community with a highly individualized supportive environment provided by a highly dedicated staff. The average class size is 18. The school is centrally located in Center City Philadelphia. Year round schooling is provided. The afterschool program includes both an enrichment program and a sports program. Multiple credit recovery opportunities are provided for students throughout the year.

The unique nature of Arise Academy Charter High School has attracted a number of partners and benefactors. A number of external partnerships including the Eagles Youth Partnership, the Women's Art Caucus, the Department of Human Services, and the Achieving Independence Center, have been established to provide support for Arise Academy students. Other benefactors have provided financial and

in-kind contributions. These include the Lenfest Foundation that awarded the school a two-year \$100,000 matching gift, the African American Museum, Lowes, Old Navy, and Neiman Marcus. The services and products provided by these partners are described in more detail in other parts of this report. There are three major areas in need of improvement. Student enrollment and daily attendance are low, student behavior is in need of improvement, and most students read well below grade level. A major factor influencing all of these areas is the special nature of our student body.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

As a newly opened charter school, school leadership has been implementing the strategic direction outlined in the initial charter school application, regularly assessing the program and planning for the future. In November, the Board engaged Foundations Inc. to provide an indepth evaluation of school-wide operations and develop a set of recommendations for improvement of processes, policies, and procedures.

Since December, the school has organized its strategic planning processes around an articulated structure of committees including climate, attendance, operations, recruitment, and external relations. These committees are staffed by administrators, teachers, staff, and board members. Their work is overseen by the Leadership committee which is made up of by the Board President, Interim School Leader, and other staff of Foundations Inc.

At the end of the year, a retreat was held with all teaching and non teacher staff as well as all administrators to review successes and challenges of the past year and identify goals for the coming year. Over the summer, the school leadership team has been addressing those goals and putting into place strategies, policies, procedures, and timelines in response.

This process will continue throughout the next year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Barashango, Lydia	Arise Academy CHS	Ed Specialist - School Counselor	Albert Bichner, Interim School Leader
Barnes, Paula	Arise Academy CHS	Administrator	Albert Bichner, Interim School Leader
Bichner, Al	School Leader	Administrator	Board
Davis, Jill	Board President	Board Member	Board
Marlowe, Colin	Arise Academy CHS	Secondary School Teacher	Albert Bichner, Interim School Leader
Moscovici, Jacquie	Arise Academy CHS	Ed Specialist - School Counselor	Albert Bichner, Interim School Leader
Samworth, Elizabeth	Arise Academy CHS	Administrator	Albert Bichner, Interim School Leader
Stapleton Carroll, Julie	Foundations Inc.	Other	Jill Davis, Board President

Goals, Strategies and Activities

Goal: Build Foundational Skills with Technology

Description: Arise Academy staff will provide increased time and improved quality of instruction to support students who are behind in foundational skills utilizing instructional technology resources

Strategy: Extended Hours

Description: Through the use of online instructional support services, students will have access to quality learning experiences both during the school day and during extended hours outside of the school day

Activity: After School Facilities

Description: Locate facilities students can use after school hours and encourage them to take advantage of those facilities

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009	-
	Finish: 9/30/2009	

Status: Complete

Activity: Develop Instructional Opportunities

Description: Develop instructional opportunities for students, set goals and monitor growth towards completing goals

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Overdue

Activity: Diagnostic Testing

Description: Conduct diagnostic testing incorporating online resources

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009	-
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Finish: 9/30/2009

Status: Complete

Date **Comment**

5/6/2010 Part of our online curriculum.

Activity: Evaluate Addition of Increased Time and Resources

Description: Evaluate goal by comparison of report card grades with Year 1

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: 9/30/2010	

Status: In Progress — Overdue

Activity: Evaluate Increased Resources - Year 2

Description: Evaluate goal by comparison of report card grades with Years 1 and 2

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	-
	Finish: 9/30/2011	

Status: Not Started — Upcoming

Activity: Incentives to Resources After School

Description: Provide incentives to students to use online resources outside of school day

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Overdue

Goal: Expectations

Description: Staff and students will set expectations for students will focus on academic proficiency, self-sufficiency, and self-reliance through the use of best practices in both instruction and character development.

Strategy: Expectations

Description: Students will be given opportunities to meet their own expectations and personal academic objectives

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: In Progress — Upcoming

Activity: Continue Setting Personal Goals

Description: Continue working with students in setting personal goals, using technology resources to monitor

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: In Progress — Upcoming

Activity: Students Maintain Records

Description: Students will create and maintain electronic records of their activities towards meeting personal expectations

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Overdue

Strategy: Needs Assessment - Academic Proficiency

Description: Students will complete diagnostic testing using instructional technology resources to determine skills that need reinforcement and improvement to achieve academic proficiency

Activity: Conduct Diagnostic Testing

Description: Conduct diagnostic testing incorporating online resources

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009	-
	Finish: 9/30/2009	

Status: Complete

Date Comment

5/6/2010	This has occurred as part of the implementation of our online curriculum.
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Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: 6/29/2012	

Status: In Progress — Upcoming

Activity: Develop Instructional Opportunities

Description: Develop instructional opportunities for students, set goals and monitor growth towards completing goals

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Overdue

Activity: Evaluate Student Achievement

Description: Evaluate student achievement with setting, monitoring and meeting personal goals

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Modify Development Process - PDP

Description: Revisit and modify development of Personal Plans as indicated by CAO's evaluation

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: 6/29/2012	

Status: Not Started — Upcoming

Activity: Review Personal Development Plans

Description: Review Personal Development Plans as part of evaluation of program

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	-
	Finish: 9/30/2011	

Status: Not Started — Upcoming

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Expectations

Description: Students will be given opportunities to meet their own expectations and personal academic objectives

Activity: School Counselor will develop graduation plans with students

Description: School Counselor will meet with all eligible students in early September to finalize graduation plan. The School Counselor will monitor the students progress and meet as needed with student.

Person Responsible Timeline for Implementation Resources

Moscovici, Jacquie	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: School Counselor will meet with all incoming students

Description: School counselor will meet one on one with all current and incoming students to develop student action plan toward graduation and higher education. Counselor will meet with each student individually at least twice per academic year.

Person Responsible Timeline for Implementation Resources

Moscovici, Jacquie	Start: 9/8/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Extended Hours

Description: Through the use of online instructional support services, students will have access to quality learning experiences both during the school day and during extended hours outside of the school day

Activity: Expand student involvement

Description: Expand student involvement with online school group, encourage positive interactions

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: Not Started — Overdue

Strategy: Implement an articulated attendance follow up process

Description: Build on already established attendance processes to maximize student attendance

Activity: Attendance Committee will meet weekly

Description: The Attendance Committee will continue to meet weekly to assess progress, discuss individual student issues and improve processes.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: 6/21/2011	

Status: Not Started — Overdue

Strategy: Increase communication to caregivers

Description: Develop a plan to more regularly communicate with caregivers and connect them to the school.

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Parent/Caregiver Letter

Description: A letter will be sent both via email and regular mail to all caregivers four times per year. In addition, letters will go out to caregivers announcing special events and news.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Strategy: Provide professional development for teachers

Description: Implement an articulated professional develop schedule.

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Samworth, Elizabeth	Start: 9/8/2010 Finish: 6/15/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	40	25

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Arise Academy Charter High School	<ul style="list-style-type: none">School Entity	Not approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Educators will be more prepared to implement the curriculum and support student achievement.	Professional development activities will be conducted by expert practitioners with many years experience in professional development delivery as well as classroom practice.	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none">Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages

- Mathematics
- History
- Career Education and Work
- Economics
- Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Strategy: Support Groups

Description: Students will use technology resources to explore and participate in support groups for adolescents

Activity: School Counselor will meet with all incoming students

Description: School counselor will meet one on one with all current and incoming students to develop student action plan toward graduation and higher education. Counselor will meet with each student individually at least twice per academic year.

Person Responsible Timeline for Implementation Resources

Moscovici, Jacquie	Start: 9/8/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Increase access to community resources and partnerships

Description: Continue to increase numbers of community partners and increase access to financial and material resources.

Strategy: Continue strengthening relationships with DHS/CBH partners

Description: Maximize partnership opportunities and increase level at which systems work with each other to support student learning and success.

Activity: Establish external relations committee

Description: An external relations committee will be established and will meet weekly to develop process and policies for external relations including fundraising, friendraising and media communications. Committee will be responsible for publications, website and communication to external partners.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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Stapleton Carroll, Julie	Start: 8/11/2010 Finish: Ongoing	-
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Status: Not Started — Overdue

Activity: Expand Community Partners

Description: Expand list of community partners to allow for expanded intern program

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 7/1/2011 Finish: 10/31/2011	-
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Status: Not Started — Upcoming

Goal: Increase parental/caregiver involvement in the school

Description: Increase the numbers and type of involvement at the school by caregivers and families of Arise students.

Strategy: Establish an active Home and School Association

Description: Work with caregivers to establish a H and S Association to support students.

Activity: Expand Community Partners

Description: Expand list of community partners to allow for expanded intern program

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	-
	Finish: 10/31/2011	

Status: Not Started — Upcoming

Activity: Parent/Caregiver Letter

Description: A letter will be sent both via email and regular mail to all caregivers four times per year. In addition, letters will go out to caregivers announcing special events and news.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Solicit volunteers to establish Arise Home and School Association

Description: Solicit 4 volunteers to be members of the new Arise Home and School Association.

Person Responsible Timeline for Implementation Resources

Moscovici, Jacquie	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement an articulated attendance follow up process

Description: Build on already established attendance processes to maximize student attendance

Activity: Call all students who are absent every day

Description: Administrative assistant will call all students who are absent everyday.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Increase communication to caregivers

Description: Develop a plan to more regularly communicate with caregivers and connect them to the school.

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Parent/Caregiver Letter

Description: A letter will be sent both via email and regular mail to all caregivers four times per year. In addition, letters will go out to caregivers announcing special events and news.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Maintain a high level of communication with provider agencies.

Description: A staff member will be designated to contact provider agencies daily when a student is not in attendance. Follow up meetings with providers of students who are chronically absent will occur prior to the tenth day of absence/truancy.

Activity: Establish external relations committee

Description: An external relations committee will be established and will meet weekly to develop process and policies for external relations including fundraising, friendraising and media communications. Committee will be responsible for publications, website and communication to external partners.

Person Responsible Timeline for Implementation Resources

Stapleton Carroll, Julie	Start: 8/11/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Goal: MATHEMATICS

Description: Student proficiency in Mathematics, as measured by the annual state-wide PSSA assessments, will increase by ten percentage points.

Strategy: Access Skill Development Programs

Description: The RHC will be equipped with state of the art technology allowing students to access extra skill development programs

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: In Progress — Upcoming

Activity: Evaluate Student Achievement

Description: Evaluate student achievement with setting, monitoring and meeting personal goals

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Establish an articulated test prep strategy

Description: Develop a test prep strategy that focuses on attendance, math and reading success.

Activity: Purchase test prep materials

Description: Purchase curriculum to support test taking and the articulated test prep strategy.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth	Start: 8/23/2010	\$400.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Insure that all subject areas have necessary materials and resources

Description: Work with teachers and curriculum experts to determine necessary resources to support instruction.

Activity: Purchase textbooks and learning materials

Description: Determine appropriate textbooks and materials to support curriculum and instruction. Purchase textbooks and arranged for professional development to support learning.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth	Start: 8/11/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Intensive Tutoring

Description: Students will improve their literacy and math skills through intensive tutoring utilizing subscriptions to online services that include diagnostic testing, on-going evaluation of student progress, and opportunities for student to interact with others

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: In Progress — Upcoming

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student’s academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2011 -
Finish: 6/29/2012

Status: In Progress — Upcoming

Strategy: Provide professional development for teachers

Description: Implement an articulated professional develop schedule.

Activity: Develop Instructional Opportunities

Description: Develop instructional opportunities for students, set goals and monitor growth towards completing goals

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2009 -
Finish: 6/30/2010

Status: In Progress — Overdue

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Samworth, Elizabeth	Start: 9/8/2010 Finish: 6/15/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School	Estimated Number of Participants Per Year
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	Year	
2.00	40	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Arise Academy Charter High School	<ul style="list-style-type: none"> School Entity 	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will be more prepared to implement the curriculum and support student achievement.

Professional development activities will be conducted by expert practitioners with many years experience in professional development delivery as well as classroom practice.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and

learning, with an emphasis on learning.

- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Health, Safety and Physical Education • World Languages • Mathematics • History • Career Education and Work • Economics • Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Goal: READING

Description: Student proficiency in Reading, as measured by the annual state-wide PSSA assessments, will increase by ten percentage points.

Strategy: Access Skill Development Programs

Description: The RHC will be equipped with state of the art technology allowing students to access extra skill development programs

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: In Progress — Upcoming

Strategy: Establish an articulated test prep strategy

Description: Develop a test prep strategy that focuses on attendance, math and reading success.

Activity: Purchase test prep materials

Description: Purchase curriculum to support test taking and the articulated test prep strategy.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth	Start: 8/23/2010	\$400.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Insure that all subject areas have necessary materials and resources

Description: Work with teachers and curriculum experts to determine necessary resources to support instruction.

Activity: Purchase textbooks and learning materials

Description: Determine appropriate textbooks and materials to support curriculum and instruction. Purchase textbooks and arranged for professional development to support learning.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth Start: 8/11/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Provide professional development for teachers

Description: Implement an articulated professional develop schedule.

Activity: Develop Instructional Opportunities

Description: Develop instructional opportunities for students, set goals and monitor growth towards completing goals

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/1/2009 -
Finish: 6/30/2010

Status: In Progress — Overdue

Activity: Provide professional development for teachers

Description: Provide professional development for teachers following the articulated pd calendar and plan and/or on an as needed basis.

Person Responsible	Timeline for Implementation	Resources
Samworth, Elizabeth	Start: 9/8/2010 Finish: 6/15/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2.00	40	25
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Arise Academy Charter High School	• School Entity	Not approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Educators will be more prepared to implement the curriculum and support student achievement.

Professional development activities will be conducted by expert practitioners with many years experience in professional development delivery as well as classroom practice.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • High school 	<ul style="list-style-type: none"> • Reading, Writing, Speaking &

- Principals / asst. principals
 - School counselors
 - Other educational specialists
- (grades 9-12)
- Listening
 - Science and Technology
 - Arts & Humanities
 - Civics and Government
 - Health, Safety and Physical Education
 - World Languages
 - Mathematics
 - History
 - Career Education and Work
 - Economics
 - Geography

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Goal: Skills for Life

Description: Arise Academy will provide a Skills for Life Curriculum in concert with partner agencies that provide support in career learning

Strategy: Access Skill Development Programs

Description: The RHC will be equipped with state of the art technology allowing students to access extra skill development programs

Activity: Involve Community Partners with Interns

Description: Involve students as interns with community partners

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: Not Started — Overdue

Strategy: Career Learning - 120 Hours

Description: Students will have the opportunity to complete up to 120 hours for 1 credit unit in the core subject areas

Activity: Expand Community Partners

Description: Expand list of community partners to allow for expanded intern program

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	-
	Finish: 10/31/2011	

Status: Not Started — Upcoming

Strategy: Homework Assistance and Credit Recovery

Description: Students can access the center for tutoring, credit recovery, homework assistance, and class support.

Activity: Interns as Mentors

Description: Continue program, involve successful interns as mentors for current year

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: 6/29/2012	

Status: Not Started — Upcoming

Strategy: Job Search Skills

Description: Students will learn about and put into practice the following: job search skills,

resume development and dressing for success. The instructional technology tools provided by Arise Academy will support acquisition of these skills

Activity: Lessons - Career and Life Skills

Description: Plan and implement lessons using instructional technology resources to improve students' career and life skills

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Overdue

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Continue strengthening relationships with DHS/CBH partners

Description: Maximize partnership opportunities and increase level at which systems work with each other to support student learning and success.

Activity: Establish external relations committee

Description: An external relations committee will be established and will meet weekly to develop process and policies for external relations including fundraising, friendraising and media communications. Committee will be responsible for publications, website and communication to external partners.

Person Responsible Timeline for Implementation Resources

Stapleton Carroll, Julie	Start: 8/11/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement an articulated attendance follow up process

Description: Build on already established attendance processes to maximize student attendance

Activity: Advisory teachers will develop a curriculum to reinforce the importance of attendance

Description: Advisory teachers will work with individual students to create a plan for their success. They will monitor their attendance and grades to insure students are staying on track.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Assist with Personal Development Plans

Description: Assist students as they develop Personal Development Plans. Provide technology resources to students to create and store plans

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 6/30/2011	

Status: In Progress — Upcoming

Strategy: Increase communication to caregivers

Description: Develop a plan to more regularly communicate with caregivers and connect them to the school.

Activity: Call all students who are absent every day

Description: Administrative assistant will call all students who are absent everyday.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Intensive Tutoring

Description: Students will improve their literacy and math skills through intensive tutoring utilizing subscriptions to online services that include diagnostic testing, on-going evaluation of student progress, and opportunities for student to interact with others

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: 6/29/2012	

Status: In Progress — Upcoming

Activity: Incentives to Resources After School

Description: Provide incentives to students to use online resources outside of school day

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Overdue

Strategy: Maintain a high level of communication with provider agencies.

Description: A staff member will be designated to contact provider agencies daily when a student is not in attendance. Follow up meetings with providers of students who are chronically absent will occur prior to the tenth day of absence/truancy.

Activity: Daily calls to absent/truant students and their providers

Description: Administrative assistant will call all students who are not present on a daily basis.

Person Responsible Timeline for Implementation Resources

Barashango, Lydia	Start: 9/7/2010	-
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Finish: Ongoing

Status: Not Started — Overdue

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Establish an articulated test prep strategy

Description: Develop a test prep strategy that focuses on attendance, math and reading success.

Activity: Assign test coordination committee

Description: Appoint test coordination committee who will be charged with developing timeline and implementing strategy.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth	Start: 8/30/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Purchase test prep materials

Description: Purchase curriculum to support test taking and the articulated test prep strategy.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth	Start: 8/23/2010	\$400.00
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Implement an articulated attendance follow up process

Description: Build on already established attendance processes to maximize student attendance

Activity: Advisory teachers will develop a curriculum to reinforce the importance of attendance

Description: Advisory teachers will work with individual students to create a plan for their success. They will monitor their attendance and grades to insure students are staying on track.

Person Responsible Timeline for Implementation Resources

Samworth, Elizabeth	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Daily calls to absent/truant students and their providers

Description: Administrative assistant will call all students who are not present on a daily basis.

Person Responsible Timeline for Implementation Resources

Barashango, Lydia	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Improve student instruction

Description: Provide necessary hardware and infrastructure for student instruction

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: 6/29/2012	

Status: In Progress — Upcoming

Activity: Evaluate Student Achievement

Description: Evaluate student achievement with setting, monitoring and meeting personal goals

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Increase communication to caregivers

Description: Develop a plan to more regularly communicate with caregivers and connect them to the school.

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Intensive Tutoring

Description: Students will improve their literacy and math skills through intensive tutoring utilizing subscriptions to online services that include diagnostic testing, on-going evaluation of student progress, and opportunities for student to interact with others

Activity: Continue Diagnostic Testing

Description: Continue diagnostic testing of student's academic proficiency to compare with Personal Development Plans and guide student efforts

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: 6/29/2012	

Status: In Progress — Upcoming

Activity: Evaluate Student Achievement

Description: Evaluate student achievement with setting, monitoring and meeting personal goals

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Strategy: Maintain a high level of communication with provider agencies.

Description: A staff member will be designated to contact provider agencies daily when a student is not in attendance. Follow up meetings with providers of students who are chronically absent will occur prior to the tenth day of absence/truancy.

Activity: Obtain emails and electronic contact information for all caregivers

Description: Upon arrival in September, all caregivers will be contacted to insure that we have updated email and address information for parents and caregivers.

Person Responsible Timeline for Implementation Resources

Bichner, Al	Start: 9/7/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Goal: Support Learning via Technology

Description: Arise Academy intends to support learning via technology for all students

Strategy: Using Technology to Improve Literacy and Math Skills

Description: Students will use technology resources such as the Internet and electronic curriculum support to build and improve their literacy and math skills

Activity: Evaluate Program

Description: Evaluate program effectiveness by comparing 2009 pre-test info and 2010 pre-test info

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
	Finish: 10/29/2010	

Status: Not Started — Overdue

Activity: Evaluate software - Matches PSSA

Description: Evaluate installed software to determine how well it matches objectives of PSSA

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2011	-
	Finish: 10/31/2012	

Status: Not Started — Upcoming

Goal: Technology and Mutual Respect

Description: Arise Academy students will incorporate technology into their activities as they learn and grow in an atmosphere of mutual respect and appreciation for individual talent.

Strategy: Technology Cooperation and Sharing

Description: Students will work cooperatively in the Resource/Homework Center with state of the art technology to learn to share resources and solve problems as members of a team

Activity: Expand student involvement

Description: Expand student involvement with online school group, encourage positive interactions

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2010	-
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Finish: 6/30/2011

Status: Not Started — Overdue

Goal: Technology and Resource/Homework Center

Description: Arise Academy students will receive appropriate services to meet their educational needs. Instructional technology tools in the Resource/Homework Center will support and promote student success

Strategy: Intensive Tutoring

Description: Students will improve their literacy and math skills through intensive tutoring utilizing subscriptions to online services that include diagnostic testing, on-going evaluation of student progress, and opportunities for student to interact with others

Activity: Evaluate Resource/Homework Center

Description: Evaluate by comparing diagnostic results and report card grades from Year 1 with Year 2

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2010	-
	Finish: 9/30/2010	

Status: Not Started — Overdue

Activity: Problem Solving Skills

Description: Continue to expand range of problem solving skills, develop specific lessons for higher order skills such as analysis, synthesis and evaluation

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2011	-
	Finish: 6/29/2012	

Status: Not Started — Upcoming

Activity: Roster Students

Description: Roster students into classes with access to mobile computer carts where their learning experiences will include extensive use of subscriptions to online tutorial services

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/1/2009	-
	Finish: 6/30/2010	

Status: In Progress — Overdue

Activity: Screen for Math and Literacy Placement

Description: Students screened for math and literacy placement with APEX

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009	-
	Finish: 9/30/2009	

Status: Complete

Activity: Set Up Classes

Description: Set up subscriptions, enroll students, create classes

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/1/2009	-
	Finish: 9/30/2009	

Status: Complete

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The school follows the Philadelphia School District core curriculum. Graduation requirements include four units of English, three units of mathematics, science, and social studies, and two units of world language and humanities. Additional graduation requirements include a rigorous internship and a senior culminating project encompassing research and an oral presentation. In addition, Arise Academy provides a computer-based program (APEX), which is adapted to address diversity of learners by allowing students to move through the curriculum at their own pace. Teachers work with students individually or in small groups to provide instructional support (remediation or acceleration). The first month of instruction at the beginning of the school year was designed to "level the playing field" by providing all students with the skills necessary to utilize the APEX program. Rostered classes are provided in basic skills math and remedial reading for those students needing additional support in these subjects. These basic skills are reinforced by teachers in all classes throughout the school year. With the APEX program, questions may be restated in a simplified manner to increase student comprehension. Teachers use a variety of instructional techniques to address the special needs of this special student body including direct and indirect instruction, small group instruction, project-based learning, interactive instruction, collaborative learning, independent study, and individualized instruction. The Skills for Life curriculum, which addresses school to work, independent living, and character education competencies includes instruction that addresses healthy life choices, conflict resolution and anger management, interpersonal relationships, community service, teamwork, and leadership development. The integration of on-site behavioral health support services makes available the substitute familial support system needed for students to graduate and continue into adulthood with choices for success.

Approval letters for the Professional Development Plan and the Teacher Induction Plan cannot be located. A copy of the Induction Plan has been attached.

Rigorous Instructional Program - Attachment

- New Learning Facilitator Induction Plan

English Language Learners

A Home Language Survey is conducted to determine a primary or home language other than English. If a student with limited English proficiency is identified (the school does not have any LEP students enrolled at this time), a staff member will consult with the child's family/care provider to determine the appropriate course for instructional support. ESL instruction may be provided by the world language teacher. If necessary, other bilingual staff members may be called upon to assist these students and/or to act as interpreters for care providers. A contracted consulting teacher will be utilized if no one on the staff speaks the child's native language and the child is unable to understand English. Students whose special learning needs arise from limited English proficiency will be included in the regular academic program and will be given accommodations required by their individual circumstances. When appropriate, ESL class support and/or individual tutoring are options that will be used for improving English capacity and supporting achievement in other classes. Specific accommodations designed to engage LEP students include linking classroom instruction to the child's home experiences, providing native language instructional materials, and, when ever possible, creating flexible groups in the classroom to make sure that language minority students have access to bilingual peers. LEP students will also be encouraged to participate in after school co-curricular activities as a way to increase their exposure to the English language. When it is determined that an LEP student is performing at a proficiency level and can participate meaningfully in the general education program, that student will be exited from the language support program.

Since we do not have any ELL students, there is no ELL report.

There are currently no supporting documents selected for this section.

Graduation Requirements

Students must complete 19.5 credits in which to graduate including an intensive internship requirement (5 credits). The 19.5 credits are allocated as follows:

English 1
English 2
English 3
English 4
Algebra I
Geometry
Algebra 2
World History
US History
Government/Economics
Physical Science
Biology
Chemistry
Physical Education
Humanities I
Humanities 2
French 1
French 2
Elective

Students engage in a Senior culminating project encompassing research and an oral presentation. In order to pass courses and gain credits, students must achieve a minimum of a 70 in the course.

Special Education

Arise Academy has a full-inclusion model. In this model, indirect service is provided to students with IEPs via consultation between their general education teachers and the special education teacher; staff development for all general education teachers by special education teacher; and written documentation of modifications and specially designed instruction given to all general education teachers.

Direct service is provided to students via a Strategies class where they are receiving explicit instruction in reading comprehension and writing strategies. Instruction in this class is shared by the general education and special education teacher, who provides itinerate support to students and instructional support to the teacher. Special education students receive one-on-one assistance by appointment from a special education teacher. Students with emotional needs are also supported by Student Support Assistants in the general education setting.

Special Education - Attachment

- Special Education Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Keith Fullenwellen	.80	learning support	Arise Academy	37	These students are rostered into this class with their non-disabled peers for supplemental reading instruction and academic skills support.

Elizabeth Samworth	.15	itinerant support	Arise Academy	37	na
Steve Silvasy	.33	itinerant support	Arise Academy	0	works with all students with disabilities as needed in student support aide role
Margaret Wolf	.33	itinerant support	Arise Academy	0	works with all students with disabilities as needed to provide emotional and academic support
Gloria Jordan	.66	itinerant support	Arise Academy	0	works with all students with disabilities as needed to provide emotional support

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	.10	Psycho-educational Evaluations	Arise Academy	25	na

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Arise Academy	.33
Special Education Instructional Consultant	Arise Academy	.66
Special Education Compliance Consultant	Arise Academy	.66
Student Support Aide	Arise Academy	.66
Student Support Aide	Arise Academy	.33

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Title/Service Individual	Amount of Time Per Week
Keith Fullenwellen	Teacher; Reading Strategies & Academic Skills .66
Elizabeth Samworth	Consultant; Itinerant Instruction .66
Steve Silvasy	Student Support Aide; Itinerant Support .33
Gloria Jordan	Student Support Aide; Itinerant Support .66
Rose Skolnick	Compliance Consultant; IEP meetings .66
Margaret Wolf	Instructional Support; Itinerant Support .33
Therapy Source	Psychologist; Re-evaluations .10

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
NA	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
PASA	No	No	No	No	No	Yes	No
Acuity Predictive	No	No	No	Yes	Yes	No	Yes

Student Assessment

a.) The information below shows PSSA scores in percentages. All students 17 years of age by October 1, 2009 were tested.

	Reading	Math	Writing	Science
Advanced	0	0	0	0
Proficient	8	2	27	0
Basic	21	6	56	22
Below Basic	71	92	17	78

These results clearly show that a majority of students are at the Below Basic level of performance. Since this is the first time these students were tested, there is no data base upon which to measure improvement or progress. This information has been shared at faculty meetings and subject area meetings and will be used to plan ongoing support and professional development activities designed to assist teachers in developing skills and strategies focused on the delivery of instruction in an effort to increase student learning and improve performance.

While the Acuity Predictive test was administered, test results are not available at this time.

b.) A Comprehensive Support Plan has been developed to address students with special needs and students at risk. It is a three-stage plan that uses school personnel, on-site behavioral health personnel, and family members to develop interventions to meet the educational needs of students with disabilities or at risk of academic failure. The Plan incorporates continuous progress monitoring.

Stage I focuses on a review of the classroom setting to ensure that the student is receiving instruction in an effective learning environment. This model depends on collaboration between classroom teachers, the CAO, specialists, and related personnel. The Team discusses the kinds of interventions to employ to support the child. Appropriate modifications and classroom supports are added as necessary. These strategies may include grouping students with similar needs, differentiated instruction, pull-out and in-class services, and/or tutoring during lunch or after school. When despite the use of Stage 1 supports, a student requires more specific interventions, referral is made to Stage II.

Stage II emphasizes the creation of an individual support plan developed by the classroom teacher, specialists, and related personnel. The plan is implemented with careful monitoring during the implementation period; revisions to the plan are made as necessary. Depending on the student's progress, interventions will be stopped, continued, or modified. In the absence of progress, all information and records will be forwarded to the Multidisciplinary Team.

In Stage III, support focuses on determining whether a student should be recommended for special education support and services. If it is determined that this intervention is necessary, all procedural safeguards are followed and with proper approval, the child may be evaluated by the Child Study Team.

Student Assessment - Attachment

- Arise Academy Local Test Data

Teacher Evaluation

The teacher evaluation process is implemented on an ongoing basis during the school year and is based upon a combination of performance observations and evaluations, self-assessment, and student progress. The teacher evaluation process includes the following elements:

- A goal-setting meeting with the chief school administrator or designee at the beginning of each school year
- Ongoing informal and formal classroom observations
- Pre and post-observation conferences
- Conferencing and mentoring activities to support staff members in need of further assistance
- Professional development opportunities to assist teachers in improving their skills and competencies
- The performance of students consistent with school goals
- Regular on-time attendance
- Meeting individual professional development goals
- Written observation and evaluation reports
- A new teacher induction plan

Observations/evaluations are conducted by the CAO and an outside consultant, both of whom are certified administrators.

Supervision of staff serves to support, motivate, and coach staff members to improve the performance of students, themselves, and the school (formative evaluation). Second, the process provides information for decisions about contract renewal (summative evaluation). The supervision and evaluation process emphasizes self-reflection, goal setting, accountability, and professional development. Remediation for teachers who fail to meet the established standards may include the assignment of mentor colleagues, required professional development activities beyond those required of all staff, regular submission of lesson plans, other evidence that demonstrates improvement in targeted areas, and an enhanced schedule of classroom visits and follow-up meetings.

Teacher Evaluation - Attachments

- Arise Academy Pre-conference Form
- Arise Academy Pre-Observation Form
- Arise Academy Teacher Observation Form
- Evaluation of Teachers
- Foundations Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The initial Board consisted of eight members. During the 2009-10 school year, two Board members left; those vacancies were filled by two new Board members. Early in the school year, the Board Treasurer left and an existing Board member assumed that position. The initial Board President continues to serve in that capacity.

At the beginning of the school year, there were three administrators, CEO, CAO, and COO. In December, 2009, the Board terminated the services of the CEO; the other two administrators remain in their respective positions. At that time, Foundations, Inc. was brought in to provide interim leadership. The search for a new CEO is ongoing.

Board of Trustees

Name of Trustee	Office (if any)
Jill Welsh Davis	President
Tommy Davis	Vice President
Mary Hugues	Treasurer
Burt Cohen	Member
Sharmain Matlock-Turner	Member
Judy Rappaport	Member
Mark Solomon	Member
Steve Wanner	Member

Professional Development (Governance)

While the Board recognizes the importance and the need for governance training, there has been no formal training this year. Most Board members are seasoned executives well aware of the responsibilities and leadership obligations they have assumed. The Board plans to schedule governance training early in the 2010-11 school year. The Board meets the requirements of the Open Public Meeting Act with all meetings open to the public. The dates of these meetings are advertised in advance. Board members comply with the Public Officials Act; the Board has adopted a Conflict of Interest policy in keeping with public official and employee ethics laws.

Coordination of the Governance and Management of the School

The Board of Trustees addresses matters related to the operation of the school, including but not limited to budgeting, curriculum, and the establishment of operating policies and procedures subject to the school's charter. The Board sets direction and works with the chief school administrator to plan and achieve results. The Board adheres to the formal processes required to govern a charter school. Rules for voting and quorum are described in the bylaws and enforced at all Board meetings. Minutes are kept for each meeting. Past and present minutes are available upon request and are kept in the CEO's office.

Day to day administration of the school is delegated to the CEO. The Board meets regularly with the school administrative team to discuss pertinent issues, set direction, and establish short and long-term plans. Both the Board and the school administrators maintain regular lines of communication with the School District Office of Charter Schools. District charter school personnel were on site for the opening day ceremony. During the school year, District personnel completed an on-site audit.

The schedule of BOT meetings for 2009-10 has been attached.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees 2009-10 Meeting Schedule

Community and Parent Engagement

Parent engagement at Arise Academy Charter High School is limited. The school is involved more with the social worker/case manager assigned to each student. Regular correspondence is sent to each student's residence (i.e., foster home, group provider, kinship care provider). Families are invited to participate in school events such as the Thanksgiving feast, Black History Month activities, and the school talent show. Each month, the family of the Student of the Month is invited to a luncheon with the school.

leader. One parent offered to organize a home and school association but little progress has been made in that effort. Board meetings are publicized and parents are encouraged to attend. Time during each meeting is provided for public comment.

Trips to colleges/universities, museums, and other sites in the City of Philadelphia were scheduled this year including trips to LaSalle University, Lincoln Technical Institute, the African American Museum, and City Hall. These trips serve to expand and enrich the learning opportunities taking place in the classroom and provide the opportunity for students to interact with members of the community.

A number of community partnerships have been successfully established. Through the Eagles Youth Partnership, members of the Philadelphia Eagles professional football team have come to the school to provide motivational talks for students and to meet with them one-on-one as a way to build confidence and instill self-esteem. The Women's Art Caucus provided workshops for students to instruct them in making projects and books that will be displayed at the Philadelphia Free Public Library. Experts from Lowes worked with students instructing them how to paint wall murals in the school and in painting and refurbishing the facility. Old Navy has provided uniform shirts for students. The Philadelphia based Old Navy stores are involved in raising funds for other clothing items for Arise Academy students. The school's prom was mostly paid for by a myriad of sponsors. The African American Museum provided the location for the prom, Today's Man provided free tux rental, and Neiman Marcus provided makeup and clothing. LaSalle University made its facilities available for Arise Academy's first graduation ceremony. The Achieving Independence Center shares the same facility as Arise Academy. The Center assists students with issues of health, employment, and residence. Jefferson Hospital provides group and individual social and emotional support to students. Most of the students enrolled at Arise Academy have been referred by the Department of Human Services. The school works with DHS to align support for students both inside and outside of the school day in the areas of education, health, and residence.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The unique nature of Arise Academy Charter High School has attracted a great deal of excitement among potential partners, stakeholders, and benefactors. The school is currently in the midst of a major fundraising campaign. The school received a two-year \$100,000 matching gift from the Lenfest Foundation. We are working to raise the matching funds. We are considering obtaining the services of a professional fundraiser. The small size of the school and the high needs of its students makes Arise Academy attractive to funders and other benefactors. In-kind contributions including books, computers, healthy foods, etc. have been received from a number of different sources. The African American Museum made its facility available for the school to hold its prom while other businesses provided free prom dresses and free tux rental. Graduation expenses were acquired through fundraising. The school has written a grant application to get books and other items that will help make the school library a media/literacy rich environment. A federal service learning communities in schools grant was also submitted.

The Board's fundraising focus for next year will concentrate on locating new sources of revenue to include major gifts (defined as \$5,000 or more), individual gifts, and grants that address the mission of Arise Academy. We will continue to grow and expand our current list of partners and benefactors so that we may provide enhanced programs for the growth and development of our student body.

Fiscal Solvency Policies

The Board has approved the following policies to maintain fiscal solvency:

Bank Accounts - The Board designates one or more banks or bank and trust companies as depository for school funds

Bonding - Employees and Trustees responsible for the safekeeping of school funds are bonded

Budgeting - The Board adopts an annual budget

Investments - Monies invested are invested in certificates of deposit, U.S. Treasury bills or notes, or other investments authorized by the Public School Code

Payment of Claims - The Board approves the payment of all bills and at the same time ensure that due care has been taken in the review of such bills

Pay Practices and Payroll Deductions - Employees are paid twice each month; involuntary deductions required by law are taken from the paycheck of employees

Petty Cash - The Board authorizes the establishment of petty cash funds in the care of the CEO

Purchases budgeted - Establishes guidelines for the purchase of budgeted goods and services; establishes bid thresholds and thresholds for expenditures that require prior approval of the Board

Purchases Not budgeted - Ensures that monies are not dispersed in amounts in excess of the funds provided to the school and that expenditures do not exceed the amount budgeted for each line item account subject to transfers as stated in this policy

Accounting System

The school's Chart of Accounts mirrors that of the State Chart of Accounts. GAAP Accounting is followed for accrual-based accounting.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Statement of Revenue and Expenditures

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Arise Academy Charter High School has just completed its first year of operation. There are no audit reports or findings available at this time.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

Arise Academy Charter High School has just completed its first year of operation. No state audits were conducted during the 2009-10 school year.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The Founding Board members, working with the services of a broker, visited 10 sites before deciding on the current facility located at 1118 Market Street in Center City Philadelphia. The Board signed a five-year lease. Necessary renovations were made and Arise Academy Charter High School opened for the first time in September, 2009. This center city location along with the fact that the Achieving Independence Center is located in the same building as the school made this an ideal site. The Achieving Independence Center

- Commercial General Liability 500,000
- Sexual Abuse 1,000,000
- Professional Liability 3,000,000
- Educators Legal Liability 1,000,000

Automobile Liability 1,000,000

- Hired Autos
- Non-Owned Autos

Excess/Umbrella Liability 4,000,000

- Retention 10,000

Workers Compensation and Employers' Liability

- Each Accident 500,000
- Disease Each Employee 500,000
- Disease Policy Limit 500,000

Other

- Contents/Improvement & Income/Extra Expense 100,000/600,000/300,000
- Directors/Officers 2,000,000

The ACORD page showing types and amounts of coverage is attached.

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance ACORD Document

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

When the school opened in September, 2009, there were 14 staff members - 11 classroom teachers and 3 administrators. Of that number, 11 (80%) remained for the entire school year. Replacements for the other three positions were hired as the vacancies occurred. Staff turnover can be attributed to factors such as finding a position with another school, not happy with current working conditions, etc. One staff member was dismissed by the Board. Since this was the first year of operation for Arise Academy Charter High School, it is too early to arrive at conclusions about staff turnover and retention patterns. 81.25% of the staff is certified.

Quality of Teaching and Other Staff - Attachment

- PDE 414

Student Enrollment

Admission to Arise Academy Charter High School was facilitated by and through the Department of Human Services and Family Court referrals. Since the number of foster care students seeking enrollment exceeded the number of available spaces, a lottery was held in August, 2009 for students in foster care in the School District of Philadelphia. The school year began with 211 students enrolled. The remaining students were placed on a Wait List in the order in which their names were drawn. However, due to the highly transient nature of students in foster care (statistics show that 75% of students in foster care drop out of school), as the school year progressed attendance became a problem. Student enrollment dropped. Students were enrolled from the Wait List until the list was exhausted. As student enrollment declined, the Board made a deliberate decision to keep the enrollment low in order to stabilize school operations. The school year ended with a student enrollment of 136, all of whom are expected to be enrolled for the next school year. The school is actively recruiting foster care students with a goal of opening the second year of operation in September, 2010 with an enrollment of 200 students. Of the 211 students enrolled in September, 2009, 127 withdrew during the course of the school year and 52 students were added to the rolls. Arise Academy is an ungraded school therefore grade level statistics are not available. The year ended with an enrollment of 136. There were no students expelled during the 2009-10 school year.

There are currently no supporting documents selected for this section.

Transportation

Arise Academy Charter High School is located in Center City Philadelphia at 11th and Market Streets. This location was chosen to enable students city-wide, from foster care, to access the school by public transportation. Following School District of Philadelphia guidelines (free to students living more than 1.5 miles from the school), all students are eligible for free transportation through the weekly distribution of SEPTA "Transpasses." These transportation passes are distributed to students each Friday afternoon for use by students the following week. Students absent on Friday are given the Transpasses on the day of their return to school.

Food Service Program

Food services are provided through the satellite lunch program of the School District of Philadelphia. Students are required to demonstrate need through federal financial guidelines. All students qualify for the free breakfast program, but only those completing the application for free and reduced lunches are entitled to foods provided by the school.

Satellite lunches are served since the school does not have a full service kitchen. The Board and current school administration are currently working with potential partners to improve the choice and quality of foods available to our students. Student representatives have added voice and leverage to this process.

Student Conduct

In order to create an environment for positive student development and achievement that enhances learning and leads to success in school, we have established a number of Expectations for Student Behavior. These expectations may be divided into two categories - those that apply to academic endeavor and those that apply to student behavior. Compliance with these expectations will foster positive and productive behavior that will enable students to achieve their full potential. In the area of student behavior, failure to comply with these expectations may result in disciplinary action being taken against students.

Demonstrate respect for people and property

- Students are honest, courteous, and polite
- Students respond courteously to instructions and/or requests from staff members
- Students respect school property and the property of others
- Students accept the rights of others to their opinion

- Students settle differences peacefully
- Students use appropriate language at all times
- Students display good sportsmanship at school-related functions
- Students participate in the maintenance and cleanliness of school facilities and property

Take responsibility for his/her own behavior and learning

- Students come to school prepared to learn
- Students recognize that schoolwork and academic development is the primary purpose
- Students complete all homework, class work, and exams
- Students make personal choices based on reasonable decision-making processes
- Students accept constructive criticism and disagreement when necessary and appropriate
- Students comply with all school rules
- Students accept the consequences of their actions

Use time and other resources responsibly

- Students attend school regularly and punctually
- Students attend all classes regularly and punctually
- Students use books and other equipment appropriately

Share responsibilities when working as members of a group

- Students participate, contribute, and share the work of the group
- Students accept and assume leadership when appropriate
- Students listen to the points of view of others

Meet the unique requirements of each class

- Students participate actively in class work
- Students follow class rules and procedures
- Students bring to class textbooks, clothing, and other material necessary for participation
- Students observe rules for safe handling of class equipment and materials

Students who exhibit inappropriate behavior may receive one or more interventions including but not limited to a verbal warning, notification to the parent/legal care giver, suspension, or expulsion. When a suspension exceeds three days, the student and his/her parents/legal care giver are provided with the opportunity for an informal hearing with the designated school official. The purpose of this informal hearing is to provide the student with the opportunity to explain circumstances surrounding the event for which he/she is being suspended or to show why the student should not be suspended. Such hearing takes place as soon as possible after the circumstances except that, when extraordinary circumstances involving the health and safety of the student or of others in the school require immediate exclusion, the hearing may be delayed to such time as circumstances permit. The following due process requirements are observed regarding informal hearings:

- Notification of the reason(s) for the suspension are given in writing to the parents/legal care giver and to the student
- Sufficient notice of the time and place of the informal hearing is given
- The student has the right to question any witnesses present at the hearing
- The student has the right to speak and produce witnesses on his/her own behalf

- The informal hearing is held within the first five days of the suspension

The Board may either expel for a period exceeding 10 calendar days or may permanently expel from the rolls any student whose misconduct or disobedience is such as to warrant this sanction. No student shall be expelled without the opportunity for a formal hearing before the Board or a duly authorized committee of the Board. The following due process requirements are observed regarding formal hearings:

- Notification of the charges shall be sent to the student's parents/legal care giver by certified mail
- Sufficient notice of the time and place of the hearing is given
- The hearing shall be held in private unless the student or parent/legal care giver requests a public hearing
- The student has the right to be represented by counsel
- The student has the right to be presented with the names of witnesses against him/her, and copies of the statements or affidavits of those witnesses
- The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined
- The student has the right to testify and present witnesses on his/her own behalf
- A record is kept of the hearing. The student is entitled, at his/her expense, to a copy of the transcript
- The proceedings are held with all reasonable speed

During the 2009-10 school year, 104 students were involved in 206 suspensions. No students were expelled.

Student Conduct - Attachments

- Bullying, Harassment, Intimidation - Prohibition of
- Code of Student Conduct
- Corporal Punishment
- Discipline and Students with Disabilities
- Expulsion - Weapons Possession
- Firearms, Weapons, and Dangerous Instruments
- Student Conduct
- Substance Abuse

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The ARISE Academy Charter High School within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The ARISE Academy Charter High School assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Albert Bichner **Title:** Interim School Leadership through Foundations Inc.

Phone: 215-563-1656 **Fax:** 215-563-5374

E-mail: abichner@foundationsinc.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name: Jill Welsh Davis **Title:** President of the Board

Phone: 215-851-1776 **Fax:** 215-851-0514

E-mail: jdavis@gpuac.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Elizabeth Samworth **Title:** Special Education Director

Phone: 215-563-1656 **Fax:** 215-563-5374

E-mail: esamworth@ariseacademychs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

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