

Our MEASURE of Success

SPARC - School Counseling Program Accountability Report Card

School: Phoenix Academy
Enrollment: 144
Principal: Dr. Rachel Shelley as of 2006-2007; previous principal was Stephen Cantees
Counselor: Cheryl Thomas, counselor
Laura Zane, counselor
Yesenia Cendejas, social worker
Sindy Hark, social worker

Principal's Comments

The Phoenix Academy MEASURE program has had a significant impact on the school climate and student achievement. On the FCAT results, Phoenix Academy students performed within 22 points of earning a B school grade! Cutting edge technology in the classroom, innovative instruction and collaborative efforts by counselors, parents, students and teachers contributed to increased learning gains for students. This includes, but is not limited to, attendance tracking by the Pupil Support Team. We take great pride in meeting with students individually for what we call "FCAT chats" to explain previous test results and to establish goals that are closely monitored by a mentor (usually an administrator or a member of the support team.)

The first priority is always given to attendance. Students must be present to learn. The Phoenix Academy team of teachers and support personnel has been effective in use of strategies to make school a safe and welcoming environment where students take academic risks where they have previously experienced failure. The relationships established at school with teachers, counselors, administrators, social workers and others, contribute to improvement in attendance and in turn increase FCAT learning gains.

School Improvement Issues

Our school improvement process will continue to include regular monitoring of student attendance and recognition for students who attend school regularly. Our goal is to improve attendance for the student body as it is realized students must be present to learn.

Stakeholders

- Counselors and social workers since they provide direct case management and monitor attendance.
- Read 180 Program teachers who provide individualized instruction as reading impacts all learning.
- Administrators and support staff, who conduct FCAT chats with students so that take personal responsibility in setting learning goals.
- Devoted teachers in all instructional areas, who integrate technology in the classroom and utilize innovate instruction to captivate the reluctant learner.
- Mentors from the community, who effectively provide support students in reaching personal goals, especially as it relates to confidence.
- Area business workers and parents who support recognition programs such as Renaissance to celebrate student achievement.

Results

As was noted in last year's MEASURE report for Phoenix Academy, it is important to assess the effectiveness of student intervention over time. As we continue to monitor attendance for students this year, we anticipate continued improvement as we learn ways to enhance on previous strategies. The FCAT data showed increased learning gains for target group students in reading and math. The results also showed a need to focus on students who are reading at FCAT levels of proficiency.

Systemic Changes

Students who are performing at proficiency will be challenged with high interest materials, rigor of instruction and with technology to engage them in continued improvement in reading; these students do not need the Intensive Reading (READ 180) program that was previously offered to all students at Phoenix Academy.

Phoenix Academy added 10th grade to the school for 2007-2008 school year. It is recognized that the relationships established between students and school personnel is invaluable to making school a place students want to come to learn.

Faces Behind the Data

This 16 year-old female is not with either parent and lives with the parents of a friend. She works most evenings to pay for this living arrangement. During the 2005-2006 school year, she missed 76 days of school due to disruptions in her family life. She was in and out of her home and even stayed briefly in a shelter. Last year—her first year at Phoenix Academy—she missed half as many days. The student ended the year with a 3.0 GPA. She scored at a Level 2 – Reading DSS (301) and Level 3— Math DSS (306). She is back this year as a 10th grade student and is a leader on campus. The student called just prior to the opening of school. She wanted to come back. She knew there were people who care about her well-being and would offer her support. We all own the graduate, especially at Phoenix Academy.

SPARC is a continuous improvement document sponsored by the California Department of Education and the Los Angeles County Office of Education. SPARC has been adapted with permission as a complement to MEASURE.