

Phoenix Academy Public Charter High School, Chelsea Annual Report 2016-2017

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Phoenix Academy Public Charter High School, Springfield Annual Report 2016-2017

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INTRODUCTION TO THE SCHOOL

| <i>Name of School: Phoenix Academy Public Charter High School, Chelsea</i> | | | |
|--|-----------------------------|---|-----------------------------------|
| Type of Charter: (Commonwealth or Horace Mann) | Commonwealth Charter | Location of School (Municipality) | Chelsea |
| Regional or Non- Regional? | Regional | Chartered Districts in Region | Chelsea, Everett, Revere, Lynn |
| Year Opened | 2006 | Year(s) in which the Charter was Renewed | 2011, 2016 |
| Maximum Enrollment | 225 | Current Enrollment | 189 as of 6/23/17 |
| Chartered Grade Span | 9-12 | Current Grade Span | 9-12 |
| # of Instructional Days per school year | 190 | Students on Waitlist | 0 |
| School Hours | 9am-4pm M-Th; 9am- 1pm F | Age of School | 11 |
| Mission Statement: Phoenix Academy Public Charter High School Chelsea challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults. | | | |

| <i>Name of School: Phoenix Academy Public Charter High School Chelsea</i> | | | |
|--|-----------------------------|---|-----------------------------------|
| Type of Charter: (Commonwealth or Horace Mann) | Commonwealth Charter | Location of School (Municipality) | Springfield |
| Regional or Non- Regional? | Regional | Chartered Districts in Region | Springfield, Holyoke, Chicopee |
| Year Opened | 2014 | Year(s) in which the Charter was Renewed | N/A |
| Maximum Enrollment | 250 | Current Enrollment | 152 as of 6/23/17 |
| Chartered Grade Span | 9-12 | Current Grade Span | 9-12 |
| # of Instructional Days per school year | 190 | Students on Waitlist | 0 |
| School Hours | 9am-rpm M-Th; 9am- 1pm F | Age of School | 3 |
| Mission Statement: Phoenix Academy Public Charter High School Springfield challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults. | | | |

BOARD OF TRUSTEES LETTER

August 1st, 2017

Dear Friends of Phoenix,

Over eleven years ago, Phoenix Charter Academy Chelsea applied to open a ground-breaking high school, setting out to serve students that had been previously forgotten, counseled out of school, or disengaged from their education entirely. In 2006, the idea that was conceived on a napkin became a reality; Phoenix Charter Academy Chelsea opened to 75 students in a church on Clark Avenue. In just over a decade, Phoenix has evolved into three high expectation schools, bustling with over 600 students, supported by a talented CMO driven to ensure we continue to position ourselves as innovative game-changers in the education sphere.

On behalf of the Board of Trustees, I welcome you to examine the contents of the 2016-2017 Phoenix Chelsea and Phoenix Springfield Annual Report. Phoenix continues to focus on its very heart and soul: our students. We recently graduated an impressive, articulate, and charismatic group of 17 seniors from our Chelsea campus, 10 from our Springfield campus and 21 from our Lawrence campus. Phoenix has continually raised the bar of academic achievement, and these 48 scholars and high school graduates have arguably experienced the most rigorous, complete high school academic and social experience we as a network have yet been able to offer.

Phoenix continues to innovate, grow, and refine its practice as it serves its disconnected student demographic. Phoenix is excited about what is in store for Phoenix Springfield, with its new leader, Jackie Adam-Taylor going into her second year as Head of School. In 2016-2017, Phoenix Springfield had its second graduating class of 10 students, which doubles the number of Phoenix graduates in Springfield. Additionally, the majority of the Phoenix Springfield's leadership team is returning and the members of this team are looking forward to continuing the progress that they stewarded in 2016-2017 in Phoenix Springfield's fourth year.

Phoenix Chelsea's cohort of English Language Learners continues to expand. In 2016-2017 over 60% of Phoenix Chelsea scholars were English Language Learners. Typically, Phoenix Chelsea's English Language Learners are overage and/or newcomers to the country who often experienced interrupted formal education. Over 60% of the English Language Learners enrolled at Phoenix Chelsea are 18 or older. Given that Phoenix Chelsea is small, serving 225 students, this demographic shift has had major staffing and programmatic implications. Phoenix is still in the process of making programmatic adaptations, but it fundamentally changes how we need to approach the Phoenix mission with our Phoenix Chelsea students.

As of July 1st, Phoenix Chelsea is excited to call Bellingham square its home. We are incredibly excited to share that Phoenix has recently developed a partnership with Bunker Hill Community College, which includes co-locating at their Chelsea campus in Bellingham Square. This opens doors for exciting and unprecedented partnerships and college-preparatory programming for current Phoenix students and college persistence support for alumnae. We believe this partnership will demystify the college experience and allow Phoenix students to move more fluidly, and successfully, from high school into college and into the workforce. I'm excited to partner with fellow innovator and Bunker Hill Community College President, Dr. Pamela Eddinger to study how we can increase college persistence

and completion rates with disengaged young people. Recognizing the potential and power of this new partnership, MassINC recently awarded Phoenix and Bunker Hill Community College a Gateway Cities Innovation Award, which included a case study and interviews.

With the combination of adapting programming to meet the needs of a swiftly changing demographic in Chelsea to developing a high potential partnership with Bunker Hill Community College, the Phoenix Network is at a critical insertion point in its history and future. When Phoenix applied for a charter in 2005, we were endeavoring to do something that no other school was doing in Massachusetts – prepare the most at-risk and disconnected students for college. Through a myriad of proof-points (MCAS results, 253 graduates, strong college enrollment and persistence numbers), the disruptive Phoenix mission has been proven to be possible. With these eleven years of success and game-changing data outcomes, Phoenix is ready to amplify the success of its mission; this is the goal of the Phoenix Forward design process. Through Phoenix Forward, a design team is evaluating the effectiveness of all Phoenix’s current practices and learning best practices from the broader field. Additionally, this team will work to develop policies and programming that will allow students to move more quickly through the Phoenix program and develop youth development practices to reinforce and build scholarly habits and metacognitive and social-emotional skills, proven to be critical for college success.

As Phoenix moves forward towards its second decade of existence, it remains dedicated to its philosophy and practices surrounding our Commonwealth’s disconnected students. We present this report as evidence of our ability to meet the needs of our students through uncompromisingly high expectations bundled with relentless support and care. We invite you to celebrate in our past success and reflect upon the road to come.

I am grateful and excited to take on the challenges and new roads of 2017-2018.

Sincerely,

A handwritten signature in black ink, appearing to read "Beth E. Anderson". The signature is fluid and cursive, with a long horizontal flourish at the end.

Beth Anderson,
Founder & Chief Operating Officer
Phoenix Charter Academy Network

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

Mission and Key Design Elements

Phoenix Academy Public Charter High School, Chelsea (Phoenix Chelsea) and Phoenix Academy Public Charter High School, Springfield (Phoenix Springfield) remain deeply committed to the founding mission of serving high-risk students and providing them with the tools necessary to enter and succeed in college. With 253 graduates across the network, Phoenix continues to prove that this mission is possible. The success of the Phoenix mission hinges on Phoenix's commitment to implementing its programmatic key design elements, which are outlined below.

Key Design Element 1: Serve disconnected youth, using a high-risk student population definition¹

As stated in the first key design element, Phoenix Chelsea and Phoenix Springfield are committed to serving and graduating high-risk students. In 2016-2017, both schools clearly demonstrated this commitment by creating and implementing a recruitment and retention plan geared towards serving high-risk students. Additionally, Phoenix schools consistently serve high percentages of students in 1 or more high-risk subgroup and Phoenix schools graduate a high percentage of students in 1 or more high-subgroups (both reported on in the accountability plan report). This demonstrates that Phoenix schools not only recruit students core to Phoenix's mission, but Phoenix schools are successful in graduating these students. Phoenix has been able to uphold this promise by remaining laser-focused on ensuring that all policies and practices are aligned to providing the conditions for success for high-risk students and their families.

Key Design Element 2: Relentless Supports

While our student population presents a wide range of challenges that are daily barriers to their success, Phoenix schools recognize and address many of these challenges to promote student persistence and success by building in purposeful supports for students that combat the challenges that students face both in and outside of school and foster the development of students metacognitive and social-emotional skills. A critical component of the Phoenix model is providing students with relentless supports. Phoenix utilizes a number of key supports to ensure the success of students, including:

- **Student Support Team:** The Student Support Team (SST), consisting of a Director of School Culture, an on-site social worker, two Student Support Specialists, and a Recruitment and Community Engagement Specialist, relentlessly monitors students and pushes them to engage in school. In the students' words, the staff "always nags you, making sure you come to school, complete your homework, and are on your game." At first, this type of attention can often be jarring and aggravating for students who are used to the hands-off approach of most public schools. However, when students realize that the attention is genuine, they often come to see it as a necessary support on their path to education success that they lacked at their previous schools.

¹ The definition for high-risk student population is based on charter and alternative education research and includes the following high-risk groups: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.

- **Little Scholars Child Development Center:** Phoenix schools are equipped with a Little Scholars Child Development Center to help Phoenix’s parenting students succeed academically. Students drop their children off at the Little Scholars Child Development Center when they come to school in the morning and pick their child up at the end of the school day. Little Scholar teachers support students who wish to meet with teachers after school.
- **Individualized College Planning Center:** Because Phoenix schools do not have traditional grade levels, students are on individualized paths to graduation. Each scholar must reach the same requirements to graduate, so the College Services Coordinator works with students to set short and long-term goals, and helps students navigate the college planning process.
- **Athletics, Clubs, and Activities:** Phoenix utilizes extracurricular programming, including clubs and athletics, to help connect students and propel them to success within Phoenix. For example, Phoenix student-athletes are held to high academic and behavioral expectations in order to promote a strong culture of scholarly leadership. Phoenix has found that sometimes all a struggling student needs to succeed is the support of the basketball team, as encouragement to raise his/her grades in order to play in the next game.
- **Multi-Quarter Enrollment Process:** Phoenix opens its doors to all students and in order to ensure that the most disconnected and at-risk students have the opportunity to attend Phoenix, Phoenix schools recruit students five times each school year, at the beginning of every term. If there is a student who would like to join the Phoenix community, the school works with the student to enroll and begin learning as soon as possible.

Other hallmark supports Phoenix schools provide include:

- Phoenix’s **AmeriCorps Members** provide intense outreach and attendance transformation work (calls, texts, home visits).
- Phoenix utilizes **youth development practices** to reinforce and build scholarly habits.
- In weekly **community meetings**, the whole school gathers to offer shout-outs, public apologies, and “beads”.
- Phoenix schools serve **daily meals** to all students, including breakfast, lunch, and snack.
- Phoenix schools have a **washer and dryer** on-site that is designed for the use of students who are homeless.

Key Design Element 3: Rigorous academic instruction through use of data and professional development

Given that the vast majority of Phoenix scholars enroll in Phoenix multiple grade levels behind, implementing a rigorous academic curriculum is a core component of the Phoenix model. As outlined in the accountability plan, during Phoenix Chelsea and Phoenix Springfield’s current charter terms, data-driven instruction and professional development are the two priority mediums for continuing to increase the academic rigor at Phoenix schools. In 2016-2017 both Phoenix Chelsea and Springfield have

leveraged ongoing staff professional development sessions in order to support teaching staff in maintaining rigorous academic instruction for all students. The professional development structure for the 2016-2017 year included the following:

- **Leadership Institute:** In the summer of 2016 leaders across the Phoenix Network convened for a weeklong Leadership Institute. All school and network-based leaders attend Leadership Institute and receive targeted professional development. During this time Phoenix leaders ground their work for the upcoming year in Phoenix’s mission and vision and finalize yearlong goals and action plans that are aligned to the strategic goals of the organization. Additionally, during this time, instructional leaders are provided with tools to successfully roll-out instructional priorities for the year and continue to lead teachers towards practicing data-driven instruction.
- **Staff and Members Institute:** Before the start of the school year, all school-based staff, including teachers and AmeriCorps Members, receive two full weeks of planning, professional development, and work time.
- **Ongoing Professional Development:** School-based staff members convene for approximately three hours each Friday afternoon for a variety of professional development sessions and collaborative work projects; in the 2016-2017 school year, teachers received at least 150 hours of professional development.
- **Quarterly Content Days:** Quarterly, teachers and leaders across the network met with their content teams (i.e. all the Science teachers from Chelsea, Lawrence, and Springfield meet) in order to develop curriculum, create rigorous assessments, and share best teaching practices.
- **Quarter Leadership Retreats:** As an extension of Leadership Institute, the Phoenix Network offers quarterly collaborative leadership retreats for leaders in job-alike roles across the Phoenix Network. Phoenix currently offers these professional learning communities for Heads of Schools, Directors of School Culture, Directors of Curriculum and Instruction, Directors of Operations, and Directors of the Child Development Center.
- **Supervision:** Phoenix Chelsea and Phoenix Springfield school-based staff members meet once a week individually with their supervisors. For example, teachers’ supervision meetings generally include a general check-in, feedback on most recent observation, check-in on weekly overviews to make sure they are aligned to schedule of assessed standards and common core, and a review of accountabilities.
- **Mid-year & Summative Evaluations:** The Phoenix Network has adapted Massachusetts Department of Elementary and Secondary Education’s rubric for mid-year and summative evaluations. Through the mid-year and summative evaluation cycle, Phoenix teachers meet with their supervisors to set, reflect on, review, and evaluate their progress towards reaching instructional and non-instructional professional goals.

Additionally, during the 2016-2017 school year, Phoenix focused on increasing the use of targeted academic data in order to drive rigorous instruction. Specifically, by implementing the following:

- **Quality Performance Assessments:** Quarterly, every teacher designed and administered at least one Quality Performance Assessment. These assessments require scholars to demonstrate their skills and knowledge on a project or performance requiring students to leverage critical thinking skills.
- **Interim Assessments:** Quarterly, students in core academic classes (Math, Literature and Science), take Interim Assessment exams, which assess students' mastery of specific standards and skills. Following each assessment teachers review the data during a quarterly data day and based on the data create tailored action plans.
- **Quarterly Dashboards:** Utilizing quarterly dashboards, network and school-based leadership teams analyze data aligned to 6 network-wide goals. School leadership teams utilize this data to create and adjust yearlong action plans.
- **Quarterly Benchmark Meetings:** During quarterly benchmark meetings, instructional leadership teams review student assessment and grade data to evaluate progress towards annual school goals. This data is immediately used to make adjustments to planning, professional development, and academic interventions.

Finally, Phoenix schools employ a number of core academic structures to ensure that all students have access and support to a rigorous academic program. These practices were all implemented with fidelity in the 2016-2017 school year and include:

- **Categorized Classes to Ensure Framework Mastery:** Across all disciplines, Phoenix classes are aligned vertically into Categories (I, II, III), guaranteeing all students master all high school frameworks prior to graduation. At Phoenix, students do not progress through curriculum based on seat time, but on the acquisition of specific skills that are determined by students' proximity to graduation. To ensure college success, students are required to pass classes in each Category, in each discipline, prior to graduation.
- **Phoenix Readers on Point (PROPs):** Many of our students enter Phoenix schools several grade levels behind in reading; some students have said they have never read a book prior to enrolling at Phoenix. PROPs began in 2011 as a sustained silent reading initiative to give students more time to practice reading and to engage students in the reading process. Teachers of all disciplines lead PROPs sessions four days per week. While most class time is spent reading silently, PROPs leaders encourage book talks and textual analysis assignments.
- **High-Dosage Tutoring:** Phoenix AmeriCorps Members are an integral part of Phoenix's academic model. AmeriCorps Members provide intensive 1-on-1 or 2-on-1 tutoring for students in hour-long, daily sessions. Every student in our MCAS cohort receives tutoring from an AmeriCorps Member. AmeriCorps Members utilize rigorous curriculum aligned with Common Core frameworks in order to ensure that all students in tutoring have the opportunity to meet their academic potential.

Key Design Element 4: Preparing students for college success:

At the core of Phoenix mission, Phoenix schools are dedicated to ensuring that upon graduation, students are ready for college. Unlike many alternative schools, and even traditional schools, Phoenix's

curriculum is backwards mapped to college success, rather than to minimal high school graduation requirements. Almost unheard of in the alternative school space, Phoenix offers AP courses, dual enrollment opportunities with local community colleges, and advanced math classes (such as pre-calculus and calculus). In 2016-2017 Phoenix Chelsea and Springfield leveraged its core college services practices to ensure students were being prepared for success in college, including:

- **College Services Coordinator:** The College Services Coordinator leads several initiatives to broaden academic support for students nearing graduation, including supporting students to meet the requirement of their graduation plans, guiding students through the college application and financial aid processes, and supporting alumni in college.
- **College Entry Exams:** In 2015-2016, Phoenix schools became ACCUPLACER testing sites. Since then, all Phoenix students in their senior years prepare and take the ACCUPLACER exam. Additionally, many Phoenix scholars who are working towards 4-year colleges, prepare and take either the SAT or ACT exams.
- **Dual Enrollment in College Courses:** To help our scholars prepare for college, we encourage students nearing graduation to take a college-level course. These students remain fully enrolled at Phoenix but have the option of adjusting their schedule to include courses at local community colleges. Several scholars have benefited from this opportunity, noting their appreciation of the supports at Phoenix and excitement about an academic challenge on a real college campus. In 2016-2017, both Phoenix Chelsea and Phoenix Springfield strengthened their partnerships with their local community college (Bunker Hill Community College and Springfield Technical Community College).

Amendments to the Charter

| Date | Amendment Requested | Approved? |
|------------|--|-----------|
| 10/4/2016 | Accountability Plan | Yes |
| 12/20/2016 | Board of Trustees Bylaws | Yes |
| 1/19/2017 | Phoenix Chelsea Enrollment Policy and Application Form | Yes |
| 3/31/2017 | Phoenix Springfield Enrollment Policy and Application Form | Yes |

Dissemination Efforts

Phoenix is deeply committed to dissemination as part of our work as an innovative charter school network. Over the course of 2016-2017, our dissemination work has involved 2 primary efforts, including: the expansion of the Phoenix model as part of the Lawrence Public Schools District turnaround efforts and ongoing consultation and learning visits with education leaders interested in bringing aspects of our model to their schools, districts, and organizations.

Phoenix Academy Lawrence, a high school operated by Phoenix within Lawrence Public Schools, opened in August 2012, serving 125 students ages 14-22 through the Phoenix Model of rigorous academics and relentless support. This high school, like Phoenix Chelsea and Phoenix Springfield, serves a diverse student body with a wide range of experiences, educational backgrounds, and challenges to overcome.

In 2016-2017, Phoenix Chelsea and Springfield hosted many visitors from schools and organizations in the Commonwealth as well as teams from across the country interested in learning about our model and results. These visits usually include class observations, meetings with school and network leaders, and conversations with students and discussions of the daily operations of the school. Additionally, Phoenix Chelsea and Phoenix Springfield staff members participated in events, where they had the opportunity to disseminate components of the Phoenix model. See the table below for examples of Phoenix’s 2016-2017 dissemination efforts:

| Best Practice Shared | Vehicle for Dissemination (describe the method, format, or venue used to share best practices) | Who at the school was involved with the dissemination efforts? (Title) | Criteria that best aligns to the shared best practice (choose from the drop down menu) | With whom did the school disseminate its best practices? (Partners and Locations) | Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.) |
|-------------------------------|--|---|---|---|---|
| Compliance | Podcast posted to Phoenix’s website | Chief Operating Officer | Compliance | Viewers of Phoenix’s website (potential staff, partners, donors) | Podcast posted to Phoenix’s website, |
| Community Partners | School Visit | CEO, Head of School (HoS) | Culture & Family Engagement | MassInc | Video shared at MassInc Gateway Cities best practices. |
| Mission & Key Design Elements | School Visit | CEO | Mission & Key Design Elements | Jeremiah Program (partner) | Visited classrooms and met with Chief Executive Officer. |
| Academic Performance | School Visit | CEO, MD of Operations, Director of Development | Program Delivery | Will Austin (partner) | Visited classrooms, connected regarding tech operations, general operations, and education landscape in Boston. |
| Mission & Key Design Elements | School Visit | Chief Executive Officer | Mission & Key Design Elements | One Goal (partner) | Explored potential for partnership down the line, shared Phoenix’s model and learned about One Goal model. |
| Mission & Key Design Elements | School Visit | Chief of Partnerships & Student Supports, HoS | Mission & Key Design Elements | Norwell Academy (partner) | Shared information about Phoenix’s key design elements. |
| Mission & Key Design Elements | School Visit | HoS, Director of Development | Mission & Key Design Elements | Dr. Cook, President of Springfield Technical Community College (partner) | Shared information about Phoenix’s key design elements and rigorous college preparation practices to develop a dual enrollment partnership. |
| Recruiting students and staff | School Visit | HoS, Recruiter | Capacity | Veritas Charter School (partner) | Shared best practices on recruiting staff and students. |
| Mission & Key Design Elements | School Visit | Director of School Culture (DSC), Recruiter | Mission & Key Design Elements | Empowerment Zone (partner) | Shared information about Phoenix’s key design elements. |
| Improved Instruction | School Visit | HoS, DSC | Program Delivery | Jounce Organization (partner) | Developing partnership around teacher coaching. |
| Mission & Key Design Elements | School Visit | HoS, DSC, Director of Curriculum & | Mission & Key Design Elements | Springpoint Schools (partner) | Visited classrooms and met with school-staff. |

| | | | | | |
|----------------------------------|-------------------------|---|-------------------------------|---|--|
| | | Instruction (DCI), Teachers | | | |
| Community Partners | Speaking Engagement | Chief Executive Officer | Culture & Family Engagement | Mass Inc Gateway Cities best practices | Partnerships across community colleges and existing K-12 organizations. |
| Instruction for Diverse Learners | DESE Dissemination Fair | ELD Teacher, Director of Curriculum & Instruction | Program Delivery | DESE Dissemination Fair | Teacher & DCI participated in a panel on best strategies to support English Language Learners. |
| Recruiting high-quality Staff | Working Group | Head of School | Capacity | Teach Western Mass | Head of School shared strategies with working group on how to recruit and retain talent. |
| Mission & Key Design Elements | Community Event | Recruiter | Mission & Key Design Elements | Boston Public Schools High School Showcase | Participated in Boston Public Schools High School Showcase. |
| Mission & Key Design Elements | Community Event | Recruiter | Mission & Key Design Elements | Boston Area Charter School Showcase at Wentworth | Participated in Boston Area Charter School Showcase at Wentworth. |
| Mission & Key Design Elements | Community Event | Head of School | Mission & Key Design Elements | Presentation at Chelsea Thrives Executive Council | Presented at Chelsea Thrives Council Meeting. |

Academic Progress Success

Student Performance

A. Student Data Table:

- [Phoenix Chelsea Report Card](#)
- [Phoenix Springfield Report Card](#)

Phoenix Chelsea and Springfield demonstrated success on the 2016 MCAS. This is evidenced by data comparing Phoenix Chelsea and Springfield's students against an average of students from alternative charter and district high schools in Massachusetts with publically reported data. The data is as follows:

| MCAS Subject | ELA | Math |
|---|-----|------|
| # of comparison schools with data publically available* | 4 | 4 |
| Comparison schools average % Advanced/Proficient | 62% | 29% |
| Phoenix Charter Academy, Chelsea % Advanced/Proficient | 93% | 93% |
| Phoenix Charter Academy, Springfield % Advanced/Proficient | 92% | 33% |
| Phoenix Chelsea % above annual average of comp. schools | 50% | 220% |
| Phoenix Springfield % above annual average of comp. schools | 48% | 14% |

* Boston Day & Evening, Lowell-Middlesex Charter Academy, Edison Academy, and Lawrence's High School Learning Center

B. External Assessment Results

In addition to utilizing MCAS data to evaluate and demonstrate Phoenix schools' academic achievement and academic growth, Phoenix utilizes an external and nationally normed growth assessment. Historically, Phoenix utilized the NWEA exam. However for the start of 2016-2017, Phoenix piloted the STAR assessment. Despite being in the first year of implementation, where Phoenix expected its results to not fully demonstrate student success, Phoenix students demonstrated strong outcomes on the STAR exam, based on the goal Phoenix set for the next five years of STAR exam.

Historically, Phoenix's MCAS results are stronger in ELA than in Math. Since the STAR results do not match this pattern, after our first implementation year Phoenix is digging into the results and the test questions to determine why the MCAS and STAR exam results do not match. Phoenix is looking forward to continue its implementation of the STAR assessment in 2017-2018. See the accountability data in Appendix A for additional Phoenix's 2016-2017 STAR results.

Program Delivery

Throughout the 2016-2017 school year, the academic team has been driving a number of new initiatives forward, ensuring that our students are receiving an academic program that is rigorous, equitable for our students, and engages student through real-world applications. Three major initiatives that support these goals include: Quality Performance Assessments (QPAs), the Mastery Portfolio Promotion Process, implementation of the STAR assessment, and the roll-out of the Ultimate Dashboard.

Quality Performance Assessment (QPA):

A QPA is an assessment that provides scholars with an opportunity to demonstrate their mastery of rigorous and real-world content on a sustained project and/or problem. Unlike traditional assessments with multiple choice and short answer questions, a QPA is an assessment that measures performance across multiple standards, requiring scholars to integrate multiple skills (both hard and soft) over a longer period of time. For example, a QPA could be a research project or presentation.

Mastery Portfolio Promotion Process:

For both Phoenix Chelsea and Phoenix Springfield, the Mastery Portfolio Promotion Process has been an exciting new process that provides students with the opportunity to demonstrate mastery and be promoted from one category to the next. Historically, students could only be promoted at the end of the school year. The creation of this promotion pathway spurred from a review of Phoenix's historical data, which demonstrated a need to increase the number of students who are being promoted from Category I to Category II. The Master Portfolio Promotion Process provides students with alternative pathways for promotion; this process allows students to apply to be promoted to the next category mid-year, upon successful completion of a portfolio. The Mastery Portfolio Promotion Process is a rigorous process, requiring students to demonstrate academic mastery in their classes, reflect on metacognitive and social-emotional skills, write a personal statement, create a unique piece of work, and present their portfolio to a panel.

STAR Exam:

For the last seven years, in addition to utilizing the MCAS as an assessment to measure students' academic performance and growth, Phoenix has coupled the review of student growth on the MCAS with the results of an external and nationally normed growth assessment. Up until this past year, Phoenix students were assessed utilizing the external and nationally normed NWEA assessment. However, in 2016, after Phoenix's Chief Academic did extensive research into the gamut of nationally normed growth assessments, Phoenix made the decision to transition from utilizing the NWEA assessment to

using the STAR assessment. This decision was based on a deep analysis of the various assessment platforms, including test question analysis and a review of the scope and type of data that the platforms provided teachers that would be beneficial for data action planning and instruction. The 2016-2017 school year served as a pilot and implementation year for the STAR assessment. The results of this first year of data indicates that Phoenix schools are on-track to demonstrating significant growth once this assessment is fully implemented in 2017-2018. See the accountability data in Appendix A for additional Phoenix's 2016-2017 STAR results.

Ultimate Dashboard:

Additionally, new in the 2016-2017 school year, Phoenix schools are utilizing an “ultimate dashboard” to track a number of key performance metrics, including: attendance, discipline, and the percentage of students passing their classes. Each metric is disaggregated by subgroup, so that school teams can ensure that all student groups, including English Language Learners and students with disabilities, are making academic gains. Weekly, the school's leadership team meets to discuss the “ultimate dashboard” metrics. On a daily basis, advisors utilize attendance and discipline data to intervene with students.

Currently across the network, Phoenix schools are preparing to adopt the Board of Elementary and Secondary Education's recently revised Massachusetts Science and Technology/Engineering Curriculum Framework and revised standards for Mathematics and English Language Arts and Literacy. In order to prepare for these revisions, Phoenix schools are taking the following steps:

- A number of teachers are working on curriculum development this summer. In order to prepare for this work, teachers were introduced to the standards revisions, which will inform teachers' curriculum development.
- This coming August, during Staff and Member Institute, all teachers will be introduced to the new standards.
- During quarterly Professional Development, teachers will revisit standards and integrate the standards into their planning for curriculum and assessment development throughout the 2017-2018 school year.

Social, Emotional, and Health Needs

In the 2016-2017 year, neither Phoenix Chelsea nor Phoenix Springfield made any changes to the schools' approaches to student discipline. The core components of how Phoenix schools support students' social, emotional, and health needs is described below:

- **Student Support Team:** The Student Support Team's primary goal is to aid students in being academically and socially successful at Phoenix schools.
- **Pregnant / Parenting Support:** Phoenix schools have a unique capacity to meet the needs of parenting teens. Teen parents arrive at school, drop their students off at the onsite daycare, and attend class while their children begin their own education under the care of Phoenix's experienced early childhood education teachers.
- **Social Work Resources:** The many life challenges our students face can make it hard to focus and often prevent success at Phoenix. As such, Phoenix schools each have a full-time school

social worker who works to get to know all students by observing classes, working in the SSC, and meeting with students one-on-one. The school social worker serves students who have mandated counseling or who want/need counseling for issues including depression, anxiety, family/home issues, or school-related issues. They also help connect students to resources that they may need; examples include: housing, transportation, health care, child care, outside counseling, or other case management needs. Additionally the social worker acts as the Homeless Liaison, ensuring Phoenix adheres to the standards set forth by the McKinney Vento Homeless Assistance Act. The social worker provides crisis intervention services to students and work collaboratively with the Department of Children and Families, attorneys, and community resources to acquire assessments and higher level of care for students.

- **Advisory:** All scholars are part of an Advisory group that meets several times per week to check in, monitor grades, build community, and provide focused support. Strong relationships are the heart of Phoenix culture and knowing scholars well is critical to engaging them and motivating them to succeed.
- **Priority Meta-Cognitive and Social-Emotional Skills:** In 2014-2015, Phoenix developed a list of high impact “soft skills” to be integrated into curriculum, Advisory, and College Services programming. The list was a collaborative effort between the CAO, the Network College Persistence Task Force, and the Social Workers’ Professional Learning Community.

Organizational Viability

Organizational Structure of the School

In 2016-2017, neither Phoenix Chelsea nor Phoenix Springfield made any changes to the organizational structure and neither school plans to make any changes in 2017-2018. The 2016-2017 school-based organizational chart is attached in Appendix D and a brief description of the leadership structure is described below.

Phoenix currently has four levels of leadership: the Phoenix Charter Academy Network Board of Trustees, the network senior leadership team, the network managing director/director team, and Phoenix’s school-based leadership teams. Ultimately, the Phoenix Charter Academy Network Board of Trustees is responsible for the oversight of the school, reporting through the Chief Executive Officer to the Massachusetts Department of Elementary and Secondary Education.

At each Phoenix school, the school-based Phoenix leadership team is led by the Head of School, who is directly supervised by the Chief Academic Officer. In weekly supervision meetings, the Chief Academic Officer and the Head of School review progress towards school goals. The Head of School supervises the school-leadership team, which includes: the Director of Curriculum and Instruction, Director of School Culture, Director or Manager of Operations, and the Director of the Child Development Center. School-based leadership teams meet weekly to assess progress towards goals and review academic, attendance, and staff culture data. The members of leadership team oversee instruction, student support, operations, child development center, and the AmeriCorps Fellowship program.

The leadership team leads the school in support of the rest of the school-based staff. Phoenix’s teaching staff is the core of the Phoenix school; teachers are responsible for the implementation of all the core classes of the instructional program. The student support staff, Child Development Center staff, and

operations staff work diligently to maximize each student's ability to engage in the academic program. Additionally, Phoenix AmeriCorps Members, who provide a year of volunteer service, became an integral part of the school staff in 2009 and have continued to play a key role in Phoenix's success. AmeriCorps members are primarily responsible for providing academic support for students through individual tutoring and push-in support in classrooms.

Network Structure

In 2016-2017, in support of Phoenix's goals to provide rigorous instruction and prepare students for college, the Phoenix Network added a critical role, the Network Director of Curriculum Instruction. The 2016-2017 Phoenix Network Organizational chart is attached in Appendix D. The Phoenix Network does not have plans to change this structure in 2017-2018.

The Phoenix Network has a robust leadership team that is crafted to ensure that the mission and vision of all Phoenix schools is implemented and that Phoenix schools operate with a lens of continuous improvement. The network senior leadership team is comprised of the following roles: Chief Executive Officer, Chief Academic Officer, Chief Operating Officer, and Chief of Partnerships and Student Supports. The network senior leadership team sets and maintains the organizational priorities and directly supervises the heads of school and the managing directors. The network managing director/director team was built-out during the second phase of developing the Phoenix's statewide network team. This team creates additional capacity in places that are critical to the success of Phoenix schools. The network managing director/director team includes the following roles: Managing Director of Curriculum and Instruction, Managing Director of AmeriCorps, Managing Director of Finance and HR, Managing Director of Talent, Managing Director of Development, Managing Director of Operations and Strategic Initiatives, and Director of Special Education and English Language Learners.

Teacher Evaluation

The Phoenix Network has adapted Massachusetts Department of Elementary and Secondary Education's rubric for mid-year and summative evaluations. Through the mid-year and summative evaluation cycle, Phoenix teachers meet with their supervisors to set, reflect on, review, and evaluate their progress in reaching instructional and non-instructional professional goals. In 2016-2017, Phoenix Chelsea and Phoenix Springfield did not make any changes to their current systems for teacher evaluation.

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement):

The unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement) for both Phoenix Chelsea and Phoenix Springfield are attached.

B. Statement of net assets for FY17 (balance sheet):

The statement of net assets for FY17 (balance sheet) for both Phoenix Chelsea and Phoenix Springfield are attached.

C. Approved School Budget for FY18:

The FY18 school budgets for both Phoenix Chelsea and Phoenix Springfield were approved on May 19th, 2017 at a Phoenix Charter Academy Network Board of Trustees Meeting. These approved budgets are attached.

D. Capital Plan for FY18:

The capital plan for FY18 is described below:

- **Capital Improvements for a New Phoenix Chelsea Facility:** In June 2017, Phoenix Chelsea moved to a new location at 175 Hawthorne Street, under a license agreement with Bunker Hill Community College. This space, while providing an upgrade in the condition and age of many infrastructure pieces like HVAC, lighting, etc., requires some information technology and classroom space renovation to make it a fully usable Phoenix school. Thus, Phoenix Chelsea's modest capital investments during FY18 are focused on making customizations to this newly-licensed space.
- **Springfield Permanent Facility:** In July 2015, Phoenix moved into a newly-renovated permanent home. This was a significant undertaking for both the school and the network, and now that Phoenix Springfield has a space that will allow Phoenix Springfield to reach maximum enrollment capacity, Phoenix Springfield has no additional capital plans at this time.

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement):

Budget vs. Actuals: FY 17 BOT APPROVED BUDGET - FY17 P&L

July 2016 - June 2017

| | <u>Total</u> |
|--|------------------------------|
| | <u>Actual</u> |
| Chelsea | |
| Income | |
| 4100 Tuition | 2,722,571.00 |
| 4150 Federal and State Entitlements and Grants | |
| 4150 Federal and State Entitlements and Grants | <u>\$115,880.00</u> |
| 4200 Fundraising and Grants | <u>\$3,000.00</u> |
| 4300 Student fees | <u>\$4,084.75</u> |
| 4500 Nutrition Income | <u>\$36,598.79</u> |
| 4800 Contributins- in kind | <u>6,408.00</u> |
| 4900 Other Income | <u>\$28,898.24</u> |
| Total Income | <u>\$2,917,440.78</u> |
| Gross Profit | <u>\$2,917,440.78</u> |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | <u>\$1,431,189.91</u> |
| 6000 Student Services | |
| 6000 Student Services | <u>\$112,630.68</u> |
| 6400 Nutrition Services | <u>\$52,005.82</u> |
| 6500 Instructional Services | <u>\$92,106.64</u> |
| 7000 Facilities and Equipment | <u>\$490,954.92</u> |
| 8000 Operations | <u>\$457,313.33</u> |
| Total Expenses | <u>\$2,636,201.30</u> |
| Net Operating Income | <u>\$281,239.48</u> |
| CMO | |
| Other Income | |
| 4400 Americorps | <u>\$487,509.00</u> |
| 9320 Network Fees | <u>\$570,260.00</u> |
| 9330 Foundation Support for Network | <u>770,000.00</u> |
| 9340 Private Grants-Released for Network | <u>613,500.00</u> |
| Total Other Income | <u>\$2,441,269.00</u> |
| Other Expenses | |
| 5901 AmeriCorps Expenses | <u>\$589,278.65</u> |
| 9400 Network Salaries, Benefits, and Taxes | <u>\$1,443,400.49</u> |
| 9430 Lawrence Expenses | <u>46,653.02</u> |
| 9500 Network Operations | <u>\$497,581.14</u> |
| 9600 Bad Debt | <u>118,897.84</u> |
| Total Other Expenses | <u>\$2,695,811.14</u> |
| Net Other Income | <u>\$(254,542.14)</u> |
| Net Income | <u>\$26,697.34</u> |

Thursday, Jul 27, 2017 02:02:22 PM GMT-7 - Accrual Basis

Phoenix Springfield
Budget vs. Actuals: FY 17 BOT APPROVED BUDGET - FY17 P&L
 July 2016 - June 2017

| | Total |
|--|-----------------------|
| | Actual |
| Income | |
| 4100 Tuition Reimbursement | 2,595,144.00 |
| 4150 Federal and State Entitlements and Grants | \$245,558.00 |
| 4200 Fundraising and Grants | \$3,500.00 |
| 4900 Other Income | \$7,453.41 |
| Total Income | \$2,851,655.41 |
| Gross Profit | \$2,851,655.41 |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | \$1,326,387.29 |
| 6000 Student Services | \$104,929.21 |
| 6400 Nutrition Services | \$1,571.20 |
| 6500 Instructional Services | \$121,369.56 |
| 7000 Facilities and Equipment | \$679,706.84 |
| 8000 Operations | \$453,854.84 |
| Bank Charges | 60.00 |
| Total Expenses | \$2,687,878.94 |
| Net Operating Income | \$163,776.47 |
| Other Income | |
| 9997 In-Kind Revenue - Food | 53,569.86 |
| Total Other Income | \$53,569.86 |
| Other Expenses | |
| 9996 In-Kind Expense - Food | 53,569.86 |
| Total Other Expenses | \$53,569.86 |
| Net Other Income | \$- |
| Net Income | \$163,776.47 |

Thursday, Jul 27, 2017 02:08:31 PM GMT-7 - Accrual Basis

B. Statement of net assets for FY17 (balance sheet)

Phoenix Charter Academy (Chelsea/CMO)

Balance Sheet

As of June 30, 2017

| | <u>Total</u> |
|-------------------------------------|-----------------------|
| | <u>As of Jun 30,</u> |
| | <u>2017</u> |
| ASSETS | |
| Current Assets | |
| Bank Accounts | <u>\$424,396.98</u> |
| Accounts Receivable | <u>\$11,402.27</u> |
| Other Current Assets | <u>\$868,560.29</u> |
| Total Current Assets | <u>\$1,304,359.54</u> |
| Fixed Assets | <u>\$85,766.94</u> |
| Other Assets | <u>\$1,500.00</u> |
| TOTAL ASSETS | \$1,391,626.48 |
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | <u>\$145,764.28</u> |
| Other Current Liabilities | <u>\$118,437.16</u> |
| Total Current Liabilities | <u>\$264,201.44</u> |
| Total Liabilities | \$264,201.44 |
| Equity | |
| 3010 Unrestrict (retained earnings) | 748,905.76 |
| 3100 Investment in Fixed Assets | 351,821.94 |
| Net Income | <u>26,697.34</u> |
| Total Equity | <u>\$1,127,425.04</u> |
| TOTAL LIABILITIES AND EQUITY | \$1,391,626.48 |

Thursday, Jul 27, 2017 02:05:10 PM GMT-7 - Accrual Basis

Phoenix Springfield
Balance Sheet
As of June 30, 2017

| | Total |
|-------------------------------------|-------------------------------|
| | As of Jun 30, 2017 |
| ASSETS | |
| Current Assets | |
| Bank Accounts | \$852,307.36 |
| Other Current Assets | \$33,758.45 |
| Total Current Assets | \$886,065.81 |
| Fixed Assets | \$1,016,290.34 |
| TOTAL ASSETS | \$1,902,356.15 |
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | \$89,706.68 |
| Other Current Liabilities | \$332,357.97 |
| Total Current Liabilities | \$422,064.65 |
| Total Liabilities | \$422,064.65 |
| Equity | |
| 3010 Retained Earnings | 1,316,515.03 |
| Net Income | 163,776.47 |
| Total Equity | \$1,480,291.50 |
| TOTAL LIABILITIES AND EQUITY | \$1,902,356.15 |

Thursday, Jul 27, 2017 02:09:09 PM GMT-7 - Accrual Basis

C. Approved School Budget for FY18

Chelsea FY18 Approved Budget

| | FY 18 Budget |
|--|-------------------------|
| Income | |
| 4100 Tuition | 2,639,000 |
| 4150 Federal & State Entitlements & Grants | 147,091 |
| 4200 Fundraising and Grants | 100,000 |
| 4420 Medicaid reimbursement | 2,500 |
| 4500 Nutrition Income | 40,500 |
| 4900 Other Income | 25,100 |
| Total Income | 2,954,191 |
| Gross Profit | 2,954,191 |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | 1,692,165 |
| 6000 Student Services | 93,000 |
| 6400 Nutrition Services | 48,000 |
| 6500 Instructional Services | 83,750 |
| 7000 Facilities and Equipment | 620,111 |
| 8000 Operations | 541,200 |
| Total Expenses | 3,078,227 |
| Net Operating Income | (124,036) |

CMO FY18 Approved Budget

| | |
|--|------------------|
| Other Income | |
| Americorps Income | 576,721 |
| Network Income | |
| 9320 Network Fees | 660,497 |
| 9330 Foundation Support for Network | 785,000 |
| 9340 Private Grants-Released for Network | 738,000 |
| Total Network Income | 2,183,497 |
| Total Other Income | 2,760,218 |
| Other Expenses | |
| Americorps Expenses | 851,834 |
| Network Expenses | |
| 9501 CMO Salaries, Benefits, and Taxes | 1,543,575 |
| 9001 CMO Non-Personnel | 337,500 |
| 9430 Lawrence Expenses | 27,000 |
| Total Network Expenses | 1,908,075 |
| Total Other Expenses | 2,759,909 |
| Net Other Income | 309 |
| Net Income of School and CMO Combined | (123,727) |

Springfield FY18 Approved Budget

| | FY 18 Budget |
|--|-------------------------|
| Income | |
| 4100 Tuition | 2,696,322 |
| 4150 Federal & State Entitlements & Grants | 319,975 |
| 4200 Fundraising and Grants | 12,000 |
| 4420 Medicaid reimbursement | 1,000 |
| 4500 Nutrition Income | - |
| 4900 Other Income | 15,000 |
| Total Income | 3,044,297 |
| Gross Profit | 3,044,297 |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | 1,645,535 |
| 6000 Student Services | 101,000 |
| 6400 Nutrition Services | 2,400 |
| 6500 Instructional Services | 130,250 |
| 7000 Facilities and Equipment | 645,910 |
| 8000 Operations | 516,389 |
| Total Expenses | 3,041,484 |
| Net Operating Income | 2,813 |

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE FOR 2016-2017

Phoenix Chelsea Accountability Plan:

| Measure | 2016-2017 Performance (Met/Not Met) | Evidence |
|--|---|---|
| Objective: Phoenix will recruit, serve, and graduate students who demonstrate a high risk of not graduating high school. (Key Design Element 1) | | |
| Annually, as measured by Phoenix’s entry survey and data from student records, 70% of the current student body falls into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants. | Met | 94% of students enrolled at Phoenix Chelsea in the 2016-2017 school year fell into at least one high-risk subgroup. |
| Each year, as measured by Phoenix’s entry survey and data from student records, 70% of the graduating class will fall into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants. | Met | 14 out of 17 of Phoenix Chelsea students in the class of 2017 (82%) fell into at least one high-risk subgroup. |

| Objective: Phoenix utilizes strong relentless support techniques to ensure positive school culture (Key Design Element 2) | | |
|---|-----|---|
| In order to inform decisions and provide strong supports for students, both relentless support and behavior trends will be tracked and analyzed on a weekly and quarterly basis, utilizing standardized data dashboards. | Met | Phoenix Chelsea leaders and staff utilized the “ultimate dashboard” to track student behavior and student supports on both a weekly and quarterly basis. |
| Students and adult supporters will receive consistent communication through home visits/and or phone calls. On average, Phoenix staff members will make 10 points of contact a week (i.e. phone calls, text messages, home visits, adult supporter meetings). | Met | As tracked in Kickboard, Phoenix Chelsea staff made an average of 13.2 points of contact per week. |
| Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs. | Met | 87% of Phoenix Chelsea students who were enrolled at Phoenix from September to June demonstrated at least one of the positive outcomes. |
| 70% of students will report connectivity to school through a biannual student survey administered using survey monkey. 70% of students will agree or strongly agree with one of the following questions, assessing connectivity, which may include: <ul style="list-style-type: none"> • If you walked into class upset, how concerned would your teacher be? • How connected do you feel to the adults at your school? • Overall, how much do you feel like you belong at your school? • How well do people at your school understand you as a person? | Met | As measured by a survey administered in survey monkey, 94% of Phoenix Chelsea scholars reported connectivity to school. |
| In order to build recruitment pipelines and student support partnerships, Phoenix will actively engage key community institutions such as: police, DYS, Probation DCF, traditional district schools, youth service agencies, homeless agencies, DTA/WIC to provide ongoing student support and education. Each school will host or participate in a minimum of 4 community education events a year. | Met | Phoenix Chelsea staff members participated in 4 community education events, including the following: Boston Public High Schools Showcase, Boston Area Charter School Showcase at Wentworth, DESE Dissemination Fair, Chelsea Thrives Executive Council Meeting. |
| Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year. | Met | Phoenix Chelsea held 2 parent advisory council meetings in 2016-2017. |

| Objective: Phoenix will utilize professional development and data-driven instruction to ensure that Phoenix students are receiving rigorous academics and are making significant academic gains. (Key Design Element 3) | | |
|--|---------|--|
| The school-based team will coordinate and administer Interim Assessments to all students in Math and Humanities at least four times per year and utilize the Interim Assessments in Professional Development sessions to review and analyze the data, action plan, and adjust instruction. | Met | In 2016-2017, Phoenix Chelsea Math and Humanities teachers administered interim assessments 4 times during the academic year. |
| Teachers will design at least one performance assessment per quarter (4 total each year) in each course that requires scholars to demonstrate their skills and knowledge on a project or performance that requires critical thinking. | Met | 100% of the core academic teachers in Chelsea created at least 4 quality performance assessments in their classes. |
| Annually, 70% of teachers will be observed in their classrooms implementing the practices outlined in the annual school-wide PD goals. | Met | 100% of Phoenix Chelsea teachers were observed in their classrooms implementing the practices outlined in the annual school-wide goals. |
| 70% of school-based leaders report that network-wide Leadership Institute and Quarterly Retreats positively impact their on-campus leadership work focused on data-driven instruction and implementation of professional development programming. | Met | 100% of Phoenix Chelsea leaders indicated via a survey administered through survey monkey that the network-wide Leadership Institute and Quarterly Retreats positively impacted their on-campus leadership work focused on data-driven instruction and implementation of professional development programming. |
| Each year, 65% of students who are enrolled at Phoenix from September to June and based on their attendance are eligible to earn credit will have a positive academic outcome. | Not Met | 18% of students who were enrolled at Phoenix Chelsea from September to June and based on their attendance were eligible to earn credit demonstrated a positive academic outcome. |
| Phoenix will develop a system to track teachers' licensure status and ensure that by the end of a teacher's first year, if a teacher is not yet certified, they are actively working towards certification. | Met | Phoenix Chelsea's Director of Operations and Director of Curriculum & Instruction collaborated to track teachers' licensure statuses and ensure, that teachers who were not yet certified were actively working towards certification. |

| Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4) | | |
|---|-----|---|
| Each year, 90% of students in the graduating class will complete all three sections of the ACCUPLACER exam. | Met | 100% of Phoenix Chelsea students in the class of 2017 completed all three section of the ACCUPLACER exam. |
| 90% of students in the graduating class will apply and be accepted into college. | Met | 100% of Phoenix Chelsea students in the class of 2017 applied and were accepted to college. |
| Annually, 70% of Phoenix alumni will either enroll in college, will have already enrolled in college, or will have graduated from college; this rate will include all Phoenix alumni. | Met | 81% of Phoenix Chelsea alumni enrolled in college. |
| Annually, 65% of the students who ever enroll in college will persist in college for 2 or more semesters. | Met | 75% of Phoenix Chelsea students who ever enrolled in college persisted for 2 or more semesters. |

| Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term. (Dissemination) | | |
|--|-------------|---|
| Phoenix will host at least 2 schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members. | Met | Phoenix Chelsea hosted 5 school visits over the course of the 2016-2017 school year, not including visits with individual or foundation supporters. |
| Over the course of the charter term, senior leaders will create at least 10 presentations (podcasts or Ed talk) that are posted to the website and shared with a network of educators; topics could include: effective circle-backs, training staff on good boundaries with students who come from trauma backgrounds, building community partnerships etc.. | In Progress | During the 2016-2017 school year, 1 dissemination podcast was posted to Phoenix's website. |
| Over the course of the charter term, our CEO will participate in five speaking engagements with practitioners, discussing the Phoenix model. | In Progress | During the 2016-2017 school year, the CEO participated in 1 speaking engagement with practitioners, discussing the Phoenix model. |
| Phoenix teachers and administrators will participate in at least one event each year of the charter term where Phoenix best practices are shared with other charter schools and district schools. | Met | In 2016-2017, Phoenix teachers participated in a panel at the DESE Dissemination Fair. |

| Objective: Phoenix students will demonstrate growth on an external student reading and math assessment. (Student Performance)² | | |
|--|---------|---|
| Each year, Phoenix’s Category I students’ average Fall to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade. | Met | Phoenix Chelsea’s average Fall to Spring growth in Math on the STAR assessment was 58.7. |
| Each year, Phoenix’s Category I students’ average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade. | Not Met | Phoenix Chelsea’s average Fall to Spring growth in Math on the STAR assessment was 28.7. |
| Each year, Phoenix’s Category I students’ average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade. | Not Met | Phoenix Chelsea’s average Winter to Spring growth in Math on the STAR assessment was 34.5. |
| Each year, Phoenix’s Category I students’ average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade. | Not Met | Phoenix Chelsea’s average Winter to Spring growth in Reading on the STAR assessment was 22.4. |

| Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4, STRETCH MEASURES) | | |
|--|---------|---|
| Based on ACCUPLACER results, each year 60% of students in the graduating class will earn a “green” score on at least 2 of 3 sections of the ACCUPLACER exam | Not Met | In 2016-2017 3 out 17 (42%) students in Phoenix Chelsea’s graduating class earned a “green” score on 2 of 3 sections of the ACCUPLACER. |

² Phoenix Chelsea is in the process of finalizing with the Department of Elementary and Secondary Education the STAR metrics that are included in this accountability plan report out; currently the STAR metrics are in draft form.

Phoenix Springfield Accountability Plan:

| Measure | 2016-2017 Performance (Met/Not Met) | Evidence |
|---|-------------------------------------|--|
| Objective: Phoenix will recruit, serve, and graduate students who demonstrate a high risk of not graduating high school. (Key Design Element 1) | | |
| <p>Annually, as measured by Phoenix’s entry survey and data from student records, 70% of the current student body falls into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.</p> | <p>Met</p> | <p>83% of students enrolled at Phoenix Springfield in the 2016-2017 school year fell into at least one high-risk subgroup.</p> |
| <p>Each year, as measured by Phoenix’s entry survey and data from student records, 60% of the graduating class will fall into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.</p> | <p>Met</p> | <p>9 out of 10 of Phoenix Springfield students in the class of 2017 (90%) fell into at least one high-risk subgroup.</p> |

| Objective: Phoenix utilizes strong relentless support techniques to ensure positive school culture (Key Design Element 2) | | |
|---|---------|--|
| In order to inform decisions and provide strong supports for students, both relentless support and behavior trends will be tracked and analyzed on a weekly and quarterly basis, utilizing standardized data dashboards. | Met | Phoenix Springfield leaders and staff utilized the “ultimate dashboard” to track student behavior and student supports on both a weekly and quarterly basis. |
| Students and adult supporters will receive consistent communication through home visits/and or phone calls. On average, Phoenix staff members will make 10 points of contact a week (i.e. phone calls, text messages, home visits, adult supporter meetings). | Not Met | As tracked in Kickboard, Phoenix Springfield staff made an average of 7.7 points of contact per week. |
| Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs. | Met | 79% of Phoenix Springfield students who were enrolled at Phoenix from September to June demonstrated at least one of the positive outcomes. |
| 70% of students will report connectivity to school through a biannual student survey administered using survey monkey. 70% of students will agree or strongly agree with one of the following questions: <ul style="list-style-type: none"> • If you walked into class upset, how concerned would your teacher be? • How connected do you feel to the adults at your school? • Overall, how much do you feel like you belong at your school? How well do people at your school understand you as a person? | Met | As measured by a survey administered in survey monkey, 94% of Phoenix Springfield scholars reported connectivity to school. |
| In order to build recruitment pipelines and student support partnerships, Phoenix will actively engage key community institutions such as: police, DYS, Probation DCF, traditional district schools, youth service agencies, homeless agencies, DTA/WIC to provide ongoing student support and education. Each school will host or participate in a minimum of 4 community education events a year. | Met | Phoenix Springfield staff members participated in 31 community education events. |
| Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year. | Met | Phoenix Springfield held 2 parent advisory council meetings in 2016-2017. |

| Objective: Phoenix will utilize professional development and data-driven instruction to ensure that Phoenix students are receiving rigorous academics and are making significant academic gains. (Key Design Element 3) | | |
|--|---------|--|
| The school-based team will coordinate and administer Interim Assessments to all students in Math and Humanities at least four times per year and utilize the Interim Assessments in Professional Development sessions to review and analyze the data, action plan, and adjust instruction. | Met | In 2016-2017, Phoenix Springfield's Math and Humanities teachers administered interim assessments 4 times during the academic year. |
| Teachers will design at least one performance assessment per quarter (4 total each year) in each course that requires scholars to demonstrate their skills and knowledge on a project or performance that requires critical thinking. | Met | 100% of the core academic teachers in Springfield created at least 4 quality performance assessments in their classes. |
| Annually, 70% of teachers will be observed in their classrooms implementing the practices outlined in the annual school-wide PD goals. | Met | 100% of Phoenix Springfield teachers were observed in their classrooms implementing the practices outlined in the annual school-wide goals. |
| 70% of school-based leaders report that network-wide Leadership Institute and Quarterly Retreats positively impact their on-campus leadership work focused on data-driven instruction and implementation of professional development programming. | Met | 100% of Phoenix Springfield leaders indicated via a survey administered through survey monkey that the network-wide Leadership Institute and Quarterly Retreats positively impacted their on-campus leadership work focused on data-driven instruction and implementation of professional development programming. |
| Each year, 65% of students who are enrolled at Phoenix from September to June and based on their attendance are eligible to earn credit will have a positive academic outcome. This will be demonstrated by one of the following: 1) improving the number of core academic classes they are passing from quarter 1 to quarter 4, 2) passing all 3 core academic classes in quarters 1 and 4. | Not Met | 25% of students who were enrolled at Phoenix Springfield from September to June and based on their attendance were eligible to earn credit demonstrated a positive academic outcome. |
| Phoenix will develop a system to track teachers' licensure status and ensure that by the end of a teacher's first year, if a teacher is not yet certified, they are actively working towards certification. | Met | Phoenix Springfield's Director of Operations and Director of Curriculum & Instruction collaborated to track teachers' licensure statuses and ensure, that teachers who were not yet certified were actively working towards certification. |

| Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4) | | |
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| Each year, 90% of students in the graduating class will complete all three sections of the ACCUPLACER exam. | Met | 100% of Phoenix Springfield students in the class of 2017 completed all three section of the ACCUPLACER exam. |
| 90% of students in the graduating class will apply and be accepted into college. | Met | 100% of Phoenix Springfield students in the class of 2017 applied and were accepted to college. |
| Annually, 60% of Phoenix alumni will either enroll in college, will have already enrolled in college, or will have graduated from college; this rate will include all Phoenix alumni. | Met | 60% of Phoenix Springfield alumni enrolled in college. |
| Annually, 55% of the students who ever enroll in college will persist in college for 2 or more semesters. | N/A | Given that Phoenix Springfield has only 1 graduating class, Phoenix Springfield will not be able to report on this until 2017-2018. |

| Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term. (Dissemination) | | |
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| Phoenix will host at least 2 schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members. | Met | Phoenix Springfield hosted 9 school visits over the course of the 2016-2017 school year, not including visits with individual or foundation supporters. |
| Over the course of the charter term, senior leaders will create at least 10 presentations (podcasts or Ed talk) that are posted to the website and shared with a network of educators; topics could include: effective circle-backs, training staff on good boundaries with students who come from trauma backgrounds, building community partnerships etc.. | In Progress | During the 2016-2017 school year, 1 dissemination podcast was posted to Phoenix's website. |
| Over the course of the charter term, our CEO will participate in five speaking engagements with practitioners, discussing the Phoenix model. | In Progress | During the 2016-2017 school year, the CEO participated in 1 speaking engagement with practitioners, discussing the Phoenix model. |
| Phoenix teachers and administrators will participate in at least one event each year of the charter term where Phoenix best practices are shared with other charter schools and district schools. | Met | In 2016-2017, Phoenix Springfield's Head of School participated in a Teach Western Mass working group. |

| Objective: Phoenix students will demonstrate growth on an external student reading and math assessment. (Student Performance)³ | | |
|--|---------|--|
| Each year, Phoenix’s Category I students’ average Fall to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade. | Met | Phoenix Springfield’s average Fall to Spring growth in Math on the STAR assessment was 47.3. |
| Each year, Phoenix’s Category I students’ average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade. | Met | Phoenix Springfield’s average Fall to Spring growth in Math on the STAR assessment was 45.8. |
| Each year, Phoenix’s Category I students’ average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade. | Not Met | Phoenix Springfield’s average Winter to Spring growth in Math on the STAR assessment was 33.5. |
| Each year, Phoenix’s Category I students’ average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade. | Met | Phoenix Springfield’s average Winter to Spring growth in Math on the STAR assessment was 44.7. |

| Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4, STRETCH MEASURES) | | |
|--|---------|---|
| Based on ACCUPLACER results, each year 60% of students in the graduating class will earn a “green” score on at least 2 of 3 sections of the ACCUPLACER exam | Not Met | In 2016-2017 0 out of 10 (0%) students in Phoenix Chelsea’s graduating class earned a “green” score on 2 of 3 sections of the ACCUPLACER. |

³ Phoenix Springfield is in the process of finalizing with the Department of Elementary and Secondary Education the STAR metrics that are included in this accountability plan report out; currently the STAR metrics are in draft form.

APPENDIX B: RECRUITMENT AND RETENTION PLAN

School Name: Phoenix Academy Public Charter High School, Chelsea

Date: 7/31/2017

Phoenix Chelsea Recruitment Plan

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.

Implementation Summary:

Phoenix Chelsea had a successful recruitment year in 2016-2017; at the end of the year, Phoenix Chelsea had an enrollment of 189. Throughout the year, with the support of a Recruitment & Community Engagement Specialist, Phoenix Chelsea maintained strong community partnerships. Additionally, Phoenix Chelsea successfully recruited students in its target high-risk subgroups.

| Subgroup | Chelsea |
|-----------------------------|---------|
| % in 1+ High Risk Subgroups | 94% |
| English Language Learner | 61% |
| IEP/504 | 13% |
| Pregnant/Parenting | 13% |
| Court Involved | 27% |
| Truant/Dropout | 56% |

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

General Recruitment Activities:

Personal Outreach: Each student who has expressed interest in the school will receive a letter inviting him/her to orientation as well as at least **one phone call** from a school representative answering any questions about the school before orientation or lottery. Students who fit our target charter subgroups- especially **ELLs and special education students- will receive the highest priority** calls and attempts to reach out from our Recruitment and Community Engagement Specialist.

Shadow Days: Prospective students are invited to shadow current students for half of a day as well as stay for a question and answer session with a staff representative.

Middle School Outreach: Staff representative will do a presentation at sending middle schools for incoming 8th grade students who middle school has decided would be good fit for the school. Students will be able to ask questions and meet with school's staff representatives. The presentation will target our intended charter populations, especially **English Language Learners** and students with **special education needs**.

High School Outreach: Staff representatives will partner with area high schools (**Chelsea High School, Boston Day and Evening**, etc.). These schools will refer students to our school who they feel are a good fit for the school, especially students who are not being adequately served by their district public school's ELL and Academic Support departments.

Community Partner Outreach: Staff representative will do at least **10 presentations** about the school at 10 community organizations, including neighboring high schools, in an attempt to empower these organizations to refer students who fit the school's mission. Staff representative will host **semi-annual Partner's Breakfast** to inform partners of school, school policies, give tour, etc.

Publicity: School will **post advertisements in local papers, on social media, and hang flyers** with local partners with enrollment dates. School will also use newspapers and social media to seek out possible recruitment

opportunities. **Phoenix’s Athletics Facebook page’s call to action** button, for instance, connects directly to the Phoenix Network’s website where students can learn more about the Phoenix schools and dates for registration.

Re-engagement Opportunities: Representative will reach out to past students of the school to re-engage them for the upcoming school year or quarter via phone calls, home visits, meetings, and re-engagement events. Staff will also attempt to seek out expellees from surrounding area schools and attempt to re-engage them. This measure was implemented to reach out to target students who were formerly/highly truant and students with IEP/504s, both of who are more likely to be disconnected from their traditional district schools.

Recruitment Incentives: Students who refer a student to Phoenix will receive \$100 if that referred student and the referring student pass their classes and have an 80% attendance rate or higher.

Translation Services: In the upcoming year, Phoenix Chelsea will translate all of its recruitment and materials and student paperwork into Spanish and Portuguese, which are the primary languages of our LEP students. Additionally at all recruitment and orientation events, Phoenix has a staff member available for translations.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2016-2017 Strategies

Met GNT/CI: no enhanced/additional strategies needed

1. In its **recruitment materials**, Phoenix Chelsea will clearly advertise that the school will **accept all students, regardless of IEP status**. When meeting with families prior to enrollment, staff members will explain how the Phoenix Academic Support team will ensure that students’ academic schedule meets their needs.

2. Using **existing partnerships from sending school districts**, Phoenix Chelsea will regularly receive referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities.

3. Phoenix Chelsea will maintain **active relationships with community mental health organizations** that serve students with emotional or behavioral disabilities, and will ask these partners for referrals whenever seats become available prior to a new enrollment period. Phoenix Chelsea will establish a mutually beneficial relationship with mental health agencies and residential programs that host students with emotional or behavioral disabilities that require short-term care. The Student Support Team will communicate with these programs frequently, and include recruitment conversations at the time of quarterly enrollment.

4. When meeting with prospective students and families who require Academic Support accommodations, staff representative will explain that how the Academic Support Team at Phoenix Chelsea will use the student’s IEP/504 paperwork to ensure proper placement in classes, and all necessary support beyond the classroom, to ensure the student and his/her family that his/her needs will be met.

(c) 2017-2018 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

(a) CHART data

School percentage: 11.2%
GNT percentage: N/A
CI percentage: 7.3%

The GNT percentages were not included and the school is above CI percentages

Limited English-proficient students/English learners

(b) 2016-2017 Strategies

Met GNT/CI: no enhanced/additional strategies needed

1. **Recruiting overage English Language Learners:** In its recruitment materials, Phoenix Chelsea will clearly state that our mission includes serving older students who are disconnected from school, which often includes students who are new to the country and have limited English proficiency. When meeting with students and families prior to enrollment, staff will explain that as a charter school that actively recruits older youth who have little or no credits, for many older youth new to the country, Phoenix Chelsea is the only viable option to earn a high school diploma.

2. **Translations:** We will provide **Spanish translators** at all orientation events, as well as all home visits, and all initial printed outreach (flyers, application, etc.) will be translated for our Spanish-speaking parents. Additionally all recruitment documents (flyers, applications) will be translated in Spanish and Portuguese.

3. Our **Recruitment and Community Engagement Specialist**, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Chelsea staff representative will explain how Phoenix Chelsea will support students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid.

4. **Build relationships with Community Partners/Leaders:** Phoenix Chelsea will build relationships with community leaders that are connected to our immigrant populations (in Chelsea: Spanish speaking & Portuguese). In this relationship building, Phoenix recruiters will learn which organizations to connect with that work with Spanish and Portuguese-speaking community members. Additionally, Phoenix will educate these community leaders about Phoenix, so they can serve as a student referral pipeline. Once this pipeline begins, we expect that we will gain peer referrals.

5. **Community events:** Phoenix recruiters will attend community events that are hosted/attended by Spanish and Portuguese-speaking community members. This will support building relationships with these community members, provide opportunities to educate community members about Phoenix, actively recruit potential students and build a referral pipeline.

6. In his/her initial meetings with students new to the country, Phoenix Chelsea staff representative will explain how at Phoenix Chelsea, newly immigrated students will be placed in a **small class 3 times per week** to review aspects of Phoenix Chelsea culture as well as US education culture, self-advocacy, etc. Staff representative will also explain specific supports designed to support language acquisition for new immigrants.

7. Phoenix Chelsea will maintain constant communication with community partners who refer students to Phoenix Chelsea. These partners will be essential to these specific students in communication and retaining.

(c) 2017-2018 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

(a) CHART data

School percentage: 54.7%
GNT percentage: N/A
CI percentage: 12.0%

The GNT percentages were not included and the school is above CI percentages

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

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| <p align="center">(a) CHART data</p> <p>School percentage: 33.5% GNT percentage: N/A CI percentage: 33.1%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p> | <p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In our outreach to community organizations, and to students and families, our staff representative will explain that our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Phoenix Chelsea: Chelsea, Everett, Boston, and surrounding areas). Staff representative will further explain that we will offer the following supports to students to ensure their success in school, helping to limit any push-back from students or families:</p> <ul style="list-style-type: none"> a. Transportation (Chelsea: MBTA bus passes) to and from school b. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms c. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program d. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers <p>2. Phoenix Chelsea has grown and will maintain active relationships with a number of governmental organizations, including the Department of Children and Families, Juvenile Probation, and the Department of Youth Services. As these organizations frequently deal with families in poverty, these relationships will yield a high number of referrals of students eligible for free or reduced-price lunch.</p> <p>3. Phoenix Chelsea will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street/ projects, Phoenix Chelsea staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> |
| <p>Students who are sub-proficient</p> | <p>1. Phoenix Chelsea will actively recruit students who are 2-3 years behind grade level. Lagging academic skills often accompany students our mission aims to serve: those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Chelsea will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools.</p> <p>3. Phoenix Chelsea actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.</p> |
| <p>Students at risk of dropping out of school & students who have dropped out of school</p> | <p>1. Phoenix Chelsea recognizes that students who are at-risk and have dropped out are very closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Chelsea enrollment process will occur throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school</p> |

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| | <p>year. We will hold lotteries before the start of each academic quarter (5 times a year).</p> <p>3. Phoenix Chelsea will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations.</p> <p>4. Phoenix Chelsea will build and maintains an active relationship with probation officers and the court system, and actively recruit in these places. Phoenix Chelsea will post flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Chelsea has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Chelsea admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Chelsea will have a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Chelsea will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from a school.</p> <p>6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Chelsea.</p> |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p> | <p>1. Phoenix Chelsea will actively recruit parenting or pregnant teens and will provide the necessary supports in order for them to obtain educational success.</p> <p>2. Daycare center on site will focus on the development of the children in the daycare and education/support for parent.</p> <p>3. Students will be helped to obtain daycare vouchers through the social work department. We will establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion.</p> <p>4. We will also work closely with DCF workers who refer students who are pregnant or parenting to our school.</p> |

Phoenix Chelsea Retention Plan

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Strategy:

Phoenix Chelsea implemented its key retention in 2016-2017; despite this, Phoenix Chelsea did not meet its retention goal of 85%. Through the Phoenix Forward design process, in the 2017-2018, Phoenix Chelsea will continue on working towards improving student retention.

| Overall Student Retention Goal | |
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| Annual goal for student retention (percentage): | 85% |

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(b) 2016-2017 Strategies

- Below third quartile: no enhanced/additional strategies needed

Phoenix Academy Chelsea employs the following retention strategies for Special Education students:

- **Absence Phone Call Protocol:** Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.
- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Weekly team meetings:** An academic support team, comprising of the Special Education Administrator, Special Education Teacher and Social Worker, meets weekly to discuss students' progress, create interventions/behavior plans and to observe and consult teachers.
- **Failing student protocol:** The Academic support utilizes a "Failing Student Protocol" in which teachers are required to report if a student on an IEP/504 is failing a class so that he/she can receive support.
- **Student Success Plans:** On an ongoing basis, Student Success Plans are by Advisory and Academic Support Teacher for students that are showing additional academic and behavioral risk.
- **Instructional Kid Talk (IKT):** At least a half hour every other week (excluding Data Days) of Friday professional development time was dedicated to Instruction Kid Talks, where staff members would dedicate 5-6 weeks to evaluating a specific students' strengths, struggles, and circumstances to create an action plan for academic/behavioral support.
- **Data Days:** During quarterly data days, the Student Support Team and Academic Support Team, specifically analyze academic performance of students with IEPs and develop action steps to

(a) CHART data

School percentage: 42.9%
Third Quartile: 12.3%

The school is above third quartile percentages.

ensure that these students are receiving the academic supports that they need.

- **Advisory cohorts:** Special Education Students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for special education students through the following:
 - *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for special education students, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school.
 - *Phone calls* – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school.
- **Student Support Center (SSC):** The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. For special education students, sometimes this is due to not understanding the material. Thus, Student Support Team staff will work closely with the student and the teacher to ensure that the student can access the material and go back to class successfully. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that special education students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.
- **Circle Back Protocol:** For all students, but especially special education students, academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Chelsea has two Academic Support courses taught by Special Education teachers. These courses provide additional academic intervention to special education student, allowing special education students to access content in their core academic classes; we believe that for special education students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This is especially true for our special education students. The PROPS reading period is designed to improve students’ reading ability, which will result in special education students feeling more confident and likely to be successful in their literature classes.
- **Transitions to Algebra:** Many of our Special education students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are

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| | <p>furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.</p> <ul style="list-style-type: none"> • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Network Leadership: the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support Phoenix Chelsea in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our special education classes in academic support classes and general education classes. |
| <p>Additional strategies for students with disabilities</p> | <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Parent Advisory Council: A Parent Advisory Council was developed during the 2016-2017 school year. One of three council attendees was the guardian of a scholar receiving special education services. The council met twice and will be meeting four times during the 2017-2018 school year. The council will directly address attendance and retention issues, ensuring that scholars and families' needs are known. • Individualize Graduation Plan: In addition, each scholar will have an individualized graduation plan developed in the first four week of the school year. The scholars' advisor will review this plan with the scholar and parent/guardian, ensuring they fully understand links between attendance and academic success and can indicate specific ways the school can assist in issues of truancy. |

| Limited English-proficient students/English learners | |
|---|---|
| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 21.6% Third Quartile: 14.1%</p> <p>The school is above third quartile percentages.</p> | <p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Chelsea employs the following retention strategies for LEP students:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Failing student protocol: The Academic support utilizes a "Failing Student Protocol" in which teachers are required to report if a student on a LEP student who is failing a class so that he/she can receive support. |

- **ELD team:** Phoenix has teachers at each school devoted to English Language Development. In Chelsea, in 2015-2016 we are increasing the number of ELD teachers from 1 to 3. These teachers not only teach the ELD classes, but additionally, they observe students in their general education classes and lead professional development sessions for all teachers to ensure that all teachers are employing academic strategies to best teach LEP students.
- **Advisory cohorts:** LEP students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for LEP students through the following:
 - *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for LEP students, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school.
 - *Phone calls* – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school.
- **Student Support Center (SSC):** The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. For LEP students, sometimes this is due to not understanding the material. Thus, Student Support Team staff will work closely with the student and the teacher to ensure that the student can access the material and go back to class successfully. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that LEP students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.
- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Chelsea has three English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This is especially true for our LEP students. For LEP students, we have a differentiated PROPS group, PROPS SIFE, which allows LEP students to improve their reading and language abilities, which will result in LEP students feeling more confident and likely to be successful in their general education classes.

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| | <ul style="list-style-type: none"> • Transitions to Algebra: Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Network Leadership: the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support Phoenix in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our LEP students. • Translations: Understanding that feeling a part of a community supports student retention, Phoenix ensure that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are translated. Additionally, many staff members feel that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English. • Addressing work schedules: Many of LEP students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school. • Athletics: A large core of Phoenix's ELL population (especially boys) play or follow soccer. Phoenix Chelsea's recently started varsity soccer program features a significant percentage of ELLs and serves as a key athletics retention tool, with high expectations for academics and attendance required in order to be eligible for varsity matches. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. • Teacher Professional Development: Phoenix understands that it is incredibly important for our staff members to demonstrate cultural proficiency with all of our students, because often negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of culture proficiency is by using the book <i>Everyday Anti-Racism</i> as a core text in Professional Development days. |
| <p>Additional strategies for English Language Learners</p> | <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • Student Support Teams: Each week, a group of educators, leaders, and support staff will gather in a "HUB" to discuss scholar progress. Each advisor will select two scholars to discuss and the team will review their academic, attendance, and behavioral data. The team will then construct Student Support Plans, which will involve targeted truancy intervention strategies to proactively address concerning trends before they become persistent patterns. These plans will be |

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| | <p>communicated to scholars, adult supporters, and service providers to ensure that all know how they can support consistent scholar attendance.</p> <ul style="list-style-type: none"> Middlebury Interactive: Phoenix Chelsea has used the Middlebury Interactive Languages personalized learning tool to increase students' ability to access learning content in and outside the classroom. For the latter, students are able to make academic progress outside of the school day when life circumstances inhibit their ability to attend classes during normal school hours. This pilot program will be expanded in 2017-2018 to be available for more students. In addition, the school has piloted two support groups for students - 1 for Latino males and 1 for Latino females - led by school personnel and peer mentors. These weekly meetings are designed to help scholars build support groups to assist with attendance and academic challenges and will continue into 2017-2018. |
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

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| <p>(a) CHART data</p> <p>School percentage: 45.0% Third Quartile: 11.3%</p> <p>The school is above third quartile percentages.</p> | <p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Chelsea employs the following retention strategies for students eligible for free or reduced lunch:</p> <ul style="list-style-type: none"> Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. Graduation coaching: All of our students receive graduation coaching from Phoenix's College Services Coordinators and AmeriCorps members. This coaching provides students with an opportunity to individually sit down with staff members and set goals around high school completion, college and careers. Since grad coaching helps students set goals, this support provides students with additional motivation for staying enrolled in school. Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. Advisory cohorts: Free/reduced lunch students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following: <ul style="list-style-type: none"> <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for free/reduced lunch students, because it is a proactive method for ensuring that students continue to make academic progress. <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students' adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to |
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| | <p>receive consistent updates and helps maintain the connection to school, so that students remain in school.</p> <ul style="list-style-type: none"> • Student Support Center (SSC): The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school. • Circle Back Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. • PROPS: PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Addressing work schedules: Many of free/reduced lunch students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. |
| | <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Mastery Portfolio Process: Phoenix Chelsea will utilize a Mastery Portfolio Process that allows students to be promoted from one category to the next, midyear, so that students can move more quickly through categories, based on their mastery, as opposed to the constraints of seat time or a school calendar. Students' making progress based on mastery, will support their engagement in school. |
| Students who are sub- | Phoenix Academy Chelsea employs the following retention strategies for students who are sub- |

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| <p>proficient</p> | <p>proficient:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student’s adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Advisory cohorts: Sub-proficient students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following: <ul style="list-style-type: none"> ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • Student Support Center (SSC): The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school. • Circle Back Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. • PROPS: PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. |
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| | <p>This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.</p> <ul style="list-style-type: none"> • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the quarter. • Tutoring: One of Phoenix Chelsea strongest retention tools for students who are sub-proficient will be our AmeriCorps Fellowship program, which will pair all students preparing to take the MCAS exams with a one-on-one tutor for at least 68 minutes daily. Through targeted remediation and skill building, Members will help students who are academically behind catch up to their peers and experience academic success in tutoring, in the classroom, and on external exams. • Stages of Engagement: Phoenix is developing a stages of engagement tool to track students’ progress through academic and behavioral benchmarks. Each stage will be associated with interventions to support students’ promotion to the next stage. This tool will support the retention of all students, but especially sub-proficient students; students who are not making academic progress due to skill (and thus may be at risk for dropping out) will receive targeted academic intervention. |
| <p>Students at risk of dropping out of school & students who have dropped out of school</p> | <p>Phoenix Academy Chelsea employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> • Multiple Enrollment Periods: Phoenix has 5 enrollment periods during the course of the year. During each enrollment period, Phoenix enrolls new students and “Re-engages” students who are re-enrolling at Phoenix after dropping out. Having multiple enrollment periods supports our retention efforts, by allowing these re-engagers to attempt Phoenix again without having to wait for a prolonged period of time before re-enrolling. • Attendance Transformation Team (ATT): ATT, comprised of AmeriCorps Members and one full-time staff member, targets 20 students struggling with attendance and at-risk of dropping out of school. The team will conduct home visits in the mornings and after school to check in with students, work with parents and adult supporters, and troubleshoot issues that prevent students from attending school, including motivational issues, academic difficulties, scheduling court and other appointments, establishing a morning routine, and navigating transportation issues. The team will also educate students around the impact of absenteeism, will foster student investment in school, provide incentives for attendance and achievement, and create a strong team cohort among the students to support each other. • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student’s adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. |

- **Advisory cohorts:** students who are at-risk of dropping benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following:
 - *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school.
 - *Phone calls* – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school.
- **Student Support Center (SSC):** The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.
- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Progress Reports:** Every 3 weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the quarter.

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| | <ul style="list-style-type: none"> • Stages of Engagement: Phoenix is developing a stages of engagement tool to track students' progress through academic and behavioral benchmarks. Each stage will be associated with interventions to support students' promotion to the next stage. This tool will support the retention of students who are at risk of dropping out; students who are not making academic progress or have low attendance (and thus may be at risk for dropping out) will receive targeted interventions. |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p> | <p>Phoenix Academy Chelsea employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> • Childcare Center Staff: The Childcare Center will be staffed by one Director and several Lead and Assistant Teachers, all of whom will act not only as caretakers and teachers of the school's little scholars, but also as intensive supports for teen parents. When the school's teen parents are struggling with attendance or academics, these staff members will help provide the counseling and case management necessary to help get the parents back on track and succeeding in school. • Parenting supports: Childcare center staff members coordinate with outside services, including healthy family services, child care development specialists in order to ensure that our pregnant and parenting students receive targeted parenting support. Providing this additional support allows for pregnant or parenting students balance the stresses of parenting and school. • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Advisory cohorts: Pregnant or parenting students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following: <ul style="list-style-type: none"> ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students' adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • Student Support Center (SSC): The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not lot behavioral or academic hurdles prevent students |

from remaining in school.

- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork.

School Name: Phoenix Academy Public Charter High School, Springfield

Date: 7/31/2017

Phoenix Springfield Recruitment Plan

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.

Implementation Summary:

Phoenix Springfield had a successful recruitment year in 2016-2017; at the end of the year, Phoenix Springfield had an enrollment of 152. Throughout the year, with the support of a Recruitment & Community Engagement Specialist, Phoenix Springfield maintained strong community partnerships. Additionally, Phoenix Springfield successfully recruited students in its target high-risk subgroups.

| Subgroup | Springfield |
|-----------------------------|-------------|
| % in 1+ High Risk Subgroups | 83% |
| English Language Learner | 15% |
| IEP/504 | 36% |
| Pregnant/Parenting | 9% |
| Court Involved | 24% |
| Truant/Dropout | 39% |

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

General Recruitment Activities:

Personal Outreach: Each student who has expressed interest in the school will receive a letter inviting him/her to orientation as well as at least **one phone call** from a school representative answering any questions about the school before orientation or lottery. Students who fit our target charter subgroups- especially **ELLs and special education students- will receive the highest priority** calls and attempts to reach out from our Recruitment and Community Engagement Specialist.

Shadow Days: Prospective students are invited to shadow current students for half of a day as well as stay for a question and answer session with a staff representative.

Middle School Outreach: Staff representative will do a presentation at sending middle schools for incoming 8th grade students who middle school has decided would be good fit for the school. Students will be able to ask questions and meet with school's staff representatives. The presentation will target our intended charter populations, especially **English Language Learners** and students with **special education needs**.

High School Outreach: Staff representatives will partner with area high schools (**i.e. Springfield Public Schools**). These schools will refer students to our school who they feel are a good fit for the school, especially students who are not being adequately served by their district public school's ELL and Academic Support departments.

Community Partner Outreach: Staff representative will do at least **10 presentations** about the school at 10 community organizations, including neighboring high schools, in an attempt to empower these organizations to refer students who fit the school's mission. Staff representative will host **semi-annual Partner's Breakfast** to inform partners of school, school policies, give tour, etc.

Publicity: School will **post advertisements in local papers, on social media, and hang flyers** with local partners with enrollment dates. School will also use newspapers and social media to seek out possible recruitment opportunities. **Phoenix's Athletics Facebook page's call to action** button, for instance, connects directly to the

Phoenix Network's website where students can learn more about the Phoenix schools and dates for registration.

Re-engagement Opportunities: Representative will reach out to past students of the school to re-engage them for the upcoming school year or quarter via phone calls, home visits, meetings, and re-engagement events. Staff will also attempt to seek out expellees from surrounding area schools and attempt to re-engage them. This measure was implemented to reach out to target students who were formerly/highly truant and students with IEP/504s, both of who are more likely to be disconnected from their traditional district schools.

Recruitment Incentives: Students who refer a student to Phoenix will receive \$100 if that referred student and the referring student pass their classes and have an 80% attendance rate or higher.

Translation Services: In the upcoming year, Phoenix Springfield will translate all of its materials into Spanish and Somali, which are the primary languages of our LEP students. Additionally at all recruitment and orientation events, Phoenix has a staff member available for translations.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2016-2017 Strategies

Met GNT/CI: no enhanced/additional strategies needed

1. In its **recruitment materials**, Phoenix Springfield will clearly advertise that the school will **accept all students, regardless of IEP status**. When meeting with families prior to enrollment, staff members will explain how the Phoenix Academic Support team will ensure that students' academic schedule meets their needs.

2. Using **existing partnerships from sending school districts**, Phoenix Springfield will regularly receive referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities.

3. Phoenix Springfield will maintain **active relationships with community mental health organizations** that serve students with emotional or behavioral disabilities, and will ask these partners for referrals whenever seats become available prior to a new enrollment period. Phoenix Springfield will establish a mutually beneficial relationship with mental health agencies and residential programs that host students with emotional or behavioral disabilities that require short-term care. The Student Support Team will communicate with these programs frequently, and include recruitment conversations at the time of quarterly enrollment.

4. When meeting with prospective students and families who require Academic Support accommodations, staff representative will explain that how the Academic Support Team at Phoenix Springfield will use the student's IEP/504 paperwork to ensure proper placement in classes, and all necessary support beyond the classroom, to ensure the student and his/her family that his/her needs will be met.

(c) 2017-2018 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

(a) CHART data

School percentage: 31%

GNT percentage: N/A

CI percentage: 12.5%

The GNT percentages were not included and the school is above CI percentages

Limited English-proficient students/English learners

(b) 2016-2017 Strategies

Met GNT/CI: no enhanced/additional strategies needed

1. **Recruiting overage English Language Learners:** In its recruitment materials, Phoenix Springfield will clearly state that our mission includes serving older students who are disconnected from school, which often includes students who are new to the country and have limited English proficiency. When meeting with students and families prior to enrollment, staff will explain that as a charter school that actively recruits older youth who have little or no credits, for many older youth new to the country, Phoenix Springfield is the only viable option to earn a high school diploma.

2. **Translations:** We will provide **Spanish translators** at all orientation events, as well as all home visits, and all initial printed outreach (flyers, application, etc.) will be translated for our Spanish-speaking parents. Additionally all recruitment documents (flyers, applications) will be translated in Spanish and Somali.

3. Our **Recruitment and Community Engagement Specialist**, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Springfield staff representative will explain how Phoenix Springfield will support students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid.

4. **Build relationships with Community Partners/Leaders:** Phoenix Springfield will build relationships with community leaders that are connected to our immigrant populations (in Springfield: Spanish speaking & Somali). In this relationship building, Phoenix recruiters will learn which organizations to connect with that work with Spanish and Somali-speaking community members. Additionally, Phoenix will educate these community leaders about Phoenix, so they can serve as a student referral pipeline. Once this pipeline begins, we expect that we will gain peer referrals.

5. **Community events:** Phoenix recruiters will attend community events that are hosted/attended by Spanish and Somali-speaking community members. This will support building relationships with these community members, provide opportunities to educate community members about Phoenix, actively recruit potential students and build a referral pipeline.

6. In his/her initial meetings with students new to the country, Phoenix Springfield staff representative will explain how at Phoenix Springfield, newly immigrated students will be placed in a **small class 3 times per week** to review aspects of Phoenix Springfield culture as well as US education culture, self-advocacy, etc. Staff representative will also explain specific supports designed to support language acquisition for new immigrants.

7. Phoenix Springfield will maintain constant communication with community partners who refer students to Phoenix Springfield. These partners will be essential to these specific students in communication and retaining.

(c) 2017-2018 Additional Strategy(ies), if needed

Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

(a) CHART data

School percentage: 15%
GNT percentage: N/A
CI percentage: 7.1%

The GNT percentages were not included and the school is above CI percentages

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

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| <p align="center">(a) CHART data</p> <p>School percentage: 81.3% GNT percentage: N/A CI percentage: 50.8%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p> | <p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In our outreach to community organizations, and to students and families, our staff representative will explain that our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Phoenix Springfield: Springfield, Holyoke, Chicopee, and surrounding areas). Staff representative will further explain that we will offer the following supports to students to ensure their success in school, helping to limit any push-back from students or families:</p> <ul style="list-style-type: none"> e. Transportation (Springfield: PVTA bus passes) to and from school f. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms g. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program h. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers <p>2. Phoenix Springfield has grown and will maintain active relationships with a number of governmental organizations, including the Department of Children and Families, Juvenile Probation, and the Department of Youth Services. As these organizations frequently deal with families in poverty, these relationships will yield a high number of referrals of students eligible for free or reduced-price lunch.</p> <p>3. Phoenix Springfield will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street/ projects, Phoenix Springfield staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> |
| <p>Students who are sub-proficient</p> | <p>1. Phoenix Springfield will actively recruit students who are 2-3 years behind grade level. Lagging academic skills often accompany students our mission aims to serve: those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Springfield will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools.</p> <p>3. Phoenix Springfield actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.</p> |
| <p>Students at risk of dropping out of school & students who have dropped out of school</p> | <p>1. Phoenix Springfield recognizes that students who are at-risk and have dropped out are very closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Springfield enrollment process will occur throughout the year, we will lend</p> |

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| | <p>ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic quarter (5 times a year).</p> <p>3. Phoenix Springfield will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations.</p> <p>4. Phoenix Springfield will build and maintains an active relationship with probation officers and the court system, and actively recruit in these places. Phoenix Springfield will post flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Springfield has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Springfield admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Springfield will have a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Springfield will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from a school.</p> <p>6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Springfield.</p> |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p> | <p>1. Phoenix Springfield will actively recruit parenting or pregnant teens and will provide the necessary supports in order for them to obtain educational success.</p> <p>2. Daycare center on site will focus on the development of the children in the daycare and education/support for parent.</p> <p>3. Students will be helped to obtain daycare vouchers through the social work department. We will establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion.</p> <p>4. We will also work closely with DCF workers who refer students who are pregnant or parenting to our school.</p> |

Phoenix Springfield Retention Plan

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Strategy:

Phoenix Springfield implemented its key retention in 2016-2017; despite this, Phoenix Springfield did not meet its retention goal of 85%. Through the Phoenix Forward design process, in the 2017-2018, Phoenix Springfield will continue on working towards improving student retention.

| Overall Student Retention Goal | |
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| Annual goal for student retention (percentage): | 85% |

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(b) 2016-2017 Strategies

- Below third quartile: no enhanced/additional strategies needed

Phoenix Academy Springfield employs the following retention strategies for Special Education students:

- **Absence Phone Call Protocol:** Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.
- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Weekly team meetings:** An academic support team, comprising of the Special Education Administrator, Special Education Teacher and Social Worker, meets weekly to discuss students' progress, create interventions/behavior plans and to observe and consult teachers.
- **Failing student protocol:** The Academic support utilizes a "Failing Student Protocol" in which teachers are required to report if a student on an IEP/504 is failing a class so that he/she can receive support.
- **Student Success Plans:** On an ongoing basis, Student Success Plans are by Advisory and Academic Support Teacher for students that are showing additional academic and behavioral risk.
- **Instructional Kid Talk (IKT):** At least a half hour every other week (excluding Data Days) of Friday professional development time was dedicated to Instruction Kid Talks, where staff members would dedicate 5-6 weeks to evaluating a specific students' strengths, struggles, and circumstances to create an action plan for academic/behavioral support.
- **Data Days:** During quarterly data days, the Student Support Team and Academic Support Team,

(a) CHART data

School percentage: 29.7%
Third Quartile: 17.5%

The school is above third quartile percentages.

specifically analyze academic performance of students with IEPs and develop action steps to ensure that these students are receiving the academic supports that they need.

- **Advisory cohorts:** Special Education Students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for special education students through the following:
 - *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for special education students, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school.
 - *Phone calls* – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school.
- **Student Support Center (SSC):** The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. For special education students, sometimes this is due to not understanding the material. Thus, Student Support Team staff will work closely with the student and the teacher to ensure that the student can access the material and go back to class successfully. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that special education students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.
- **Circle Back Protocol:** For all students, but especially special education students, academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Springfield has two Academic Support courses taught by Special Education teachers. These courses provide additional academic intervention to special education student, allowing special education students to access content in their core academic classes; we believe that for special education students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This is especially true for our special education students. The PROPS reading period is designed to improve students’ reading ability, which will result in special education students feeling more confident and likely to be successful in their literature classes.
- **Transitions to Algebra:** Many of our Special education students come to Phoenix with significant

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| | <p>skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.</p> <ul style="list-style-type: none"> • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Network Leadership: the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support Phoenix Springfield in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our special education classes in academic support classes and general education classes. |
| <p>Additional strategies for students with disabilities</p> | <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Individualize Graduation Plan: In addition, each scholar will have an individualized graduation plan developed in the first four week of the school year. The scholars' advisor will review this plan with the scholar and parent/guardian, ensuring they fully understand links between attendance and academic success and can indicate specific ways the school can assist in issues of truancy. • Personalized Learning Block: In 2017-2018 Phoenix Springfield will be adding a personalized learning block to its schedule, which will allow students with disabilities to be pulled for counseling, speech and additional tutoring. This additional and targeted support will support their engagement and retention in school. • Cascading Schedule: In 2017-2018 Phoenix Springfield will implement a cascading schedule, which will mean that the same class occurs at different times depending on the day. This will support students with disabilities being able to engage in class; as some times of the day are more difficult to focus than others. |

| Limited English-proficient students/English learners | |
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| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 40% Third Quartile: 17.9%</p> <p>The school is above third quartile percentages.</p> | <p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Springfield employs the following retention strategies for LEP students:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. |

- **Failing student protocol:** The Academic support utilizes a “Failing Student Protocol” in which teachers are required to report if a student on a LEP student who is failing a class so that he/she can receive support.
- **ELD team:** Phoenix has teachers at each school devoted to English Language. These teachers not only teach the ELD classes, but additionally, they observe students in their general education classes and lead professional development sessions for all teachers to ensure that all teachers are employing academic strategies to best teach LEP students.
- **Advisory cohorts:** LEP students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for LEP students through the following:
 - *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for LEP students, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school.
 - *Phone calls* – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school.
- **Student Support Center (SSC):** The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. For LEP students, sometimes this is due to not understanding the material. Thus, Student Support Team staff will work closely with the student and the teacher to ensure that the student can access the material and go back to class successfully. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that LEP students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.
- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Springfield has three English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This is

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| | <p>especially true for our LEP students. For LEP students, we have a differentiated PROPS group, PROPS SIFE, which allows LEP students to improve their reading and language abilities, which will result in LEP students feeling more confident and likely to be successful in their general education classes.</p> <ul style="list-style-type: none"> • Transitions to Algebra: Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Network Leadership: the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support Phoenix Springfield in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our LEP students. • Translations: Understanding that feeling a part of a community supports student retention, Phoenix ensure that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are translated. Additionally, many staff members feel that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English. • Addressing work schedules: Many of LEP students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. • Teacher Professional Development: Phoenix understands that it is incredibly important for our staff members to demonstrate cultural proficiency with all of our students, because often negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of culture proficiency is by using the book Everyday Anti-Racism as a core text in Professional Development days. |
| <p>Additional strategies for English Language Learners</p> | <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • English Language Learner Promotion: There will be opportunities for English Language Learning students to use a master portfolio process to be promoted through the English Language proficiency levels at their own pace, based on mastery. This will allow English Language Learning students to move through the categories faster, based on mastery as opposed to seat time, which will support student engagement and retention. • Middlebury Interactive: Phoenix Springfield has used the Middlebury Interactive Languages |

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| | <p>personalized learning tool to increase students' ability to access learning content in and outside the classroom. For the latter, students are able to make academic progress outside of the school day when life circumstances inhibit their ability to attend classes during normal school hours. This pilot program will be expanded in 2017-2018 to be available for more students. In addition, the school has piloted two support groups for students - 1 for Latino males and 1 for Latino females - led by school personnel and peer mentors. These weekly meetings are designed to help scholars build support groups to assist with attendance and academic challenges and will continue into 2017-2018.</p> |
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

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| <p><u>(a) CHART data</u> School percentage: 33.9% Third Quartile: 19.5%</p> <p>The school is above third quartile percentages.</p> | <p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Springfield employs the following retention strategies for students eligible for free or reduced lunch:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Graduation coaching: All of our students receive graduation coaching from Phoenix's College Services Coordinators and AmeriCorps members. This coaching provides students with an opportunity to individually sit down with staff members and set goals around high school completion, college and careers. Since grad coaching helps students set goals, this support provides students with additional motivation for staying enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Advisory cohorts: Free/reduced lunch students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following: <ul style="list-style-type: none"> ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for free/reduced lunch students, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students' adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • Student Support Center (SSC): The Phoenix Student Support Team operates an SSC, which is a |
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space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.

- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Addressing work schedules:** Many of free/reduced lunch students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Progress Reports:** Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter.

(c) 2017-2018 Additional Strategy(ies), if needed

- ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
- **Mastery Portfolio Process:** Phoenix Springfield will utilize a Mastery Portfolio Process that allows students to be promoted from one category to the next, midyear, so that students can move more quickly through categories, based on their mastery, as opposed to the constraints of seat time or a school calendar. Students' making progress based on mastery, will support their engagement in school.
- **Advisory Shifts:** In 2017-2018, Phoenix Springfield will be shifting the advisory model to further leverage this practice as a strategy for retention. In 2017-2018 every advisory will have two adults, one returning staff member and one new staff member.

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| | <ul style="list-style-type: none"> • 2-absence cohorts: In 2017-2018, Phoenix advisors will be cohorting students who miss 2 or more days, so that they can provide targeted outreach for these students. |
| <p>Students who are sub-proficient</p> | <p>Phoenix Academy Springfield employs the following retention strategies for students who are sub-proficient:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student’s adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Advisory cohorts: Sub-proficient students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following: <ul style="list-style-type: none"> ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • Student Support Center (SSC): The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school. • Circle Back Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. • PROPS: PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes. |

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| | <ul style="list-style-type: none"> • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. • Tutoring: One of Phoenix Springfield's strongest retention tools for students who are sub-proficient will be our AmeriCorps Fellowship program, which will pair all students preparing to take the MCAS exams with a one-on-one tutor for at least 68 minutes daily. Through targeted remediation and skill building, Members will help students who are academically behind catch up to their peers and experience academic success in tutoring, in the classroom, and on external exams. • Stages of Engagement: Phoenix is developing a stages of engagement tool to track students' progress through academic and behavioral benchmarks. Each stage will be associated with interventions to support students' promotion to the next stage. This tool will support the retention of all students, but especially sub-proficient students; students who are not making academic progress due to skill (and thus may be at risk for dropping out) will receive targeted academic intervention. |
| <p>Students at risk of dropping out of school & students who have dropped out of school</p> | <p>Phoenix Academy Springfield employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> • Multiple Enrollment Periods: Phoenix has 5 enrollment periods during the course of the year. During each enrollment period, Phoenix enrolls new students and "Re-engages" students who are re-enrolling at Phoenix after dropping out. Having multiple enrollment periods supports our retention efforts, by allowing these re-engagers to attempt Phoenix again without having to wait for a prolonged period of time before re-enrolling. • Attendance Transformation Team (ATT): ATT, comprised of AmeriCorps Members and one full-time staff member, targets 20 students struggling with attendance and at-risk of dropping out of school. The team will conduct home visits in the mornings and after school to check in with students, work with parents and adult supporters, and troubleshoot issues that prevent students from attending school, including motivational issues, academic difficulties, scheduling court and other appointments, establishing a morning routine, and navigating transportation issues. The team will also educate students around the impact of absenteeism, will foster student investment in school, provide incentives for attendance and achievement, and create a strong team cohort among the students to support each other. • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been |

absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed.

- **Advisory cohorts:** students who are at-risk of dropping benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following:
 - *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school.
 - *Phone calls* – advisors make phone calls home to their advisee when they are absent and make phone calls to students' adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school.
- **Student Support Center (SSC):** The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.
- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.

| | |
|---|--|
| | <ul style="list-style-type: none"> • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the quarter. • Stages of Engagement: Phoenix is developing a stages of engagement tool to track students’ progress through academic and behavioral benchmarks. Each stage will be associated with interventions to support students’ promotion to the next stage. This tool will support the retention of students who are at risk of dropping out; students who are not making academic progress or have low attendance (and thus may be at risk for dropping out) will receive targeted interventions. |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap Pregnant & Parenting</p> | <p>Phoenix Academy Springfield employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> • Childcare Center Staff: The Childcare Center will be staffed by one Director and several Lead and Assistant Teachers, all of whom will act not only as caretakers and teachers of the school’s little scholars, but also as intensive supports for teen parents. When the school’s teen parents are struggling with attendance or academics, these staff members will help provide the counseling and case management necessary to help get the parents back on track and succeeding in school. • Parenting supports: Childcare center staff members coordinate with outside services, including healthy family services, child care development specialists in order to ensure that our pregnant and parenting students receive targeted parenting support. Providing this additional support allows for pregnant or parenting students balance the stresses of parenting and school. • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student’s adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Advisory cohorts: Pregnant or parenting students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following: <ul style="list-style-type: none"> ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • Student Support Center (SSC): The Phoenix Student Support Team operates an SSC, which is a |

space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.

- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **PROPS:** PROPS is a daily silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school. This course allows students to improve their reading and language abilities, which will result in students feeling more confident and likely to be successful in their general education classes.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.

APPENDIX C: SCHOOL AND STUDENT DATA

[Phoenix Chelsea Demographic Data](#)

[Phoenix Springfield Demographic Data](#)

| STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION | | | | |
|--|---------------|--------------------------|---------------|--------------------------|
| | Chelsea | | Springfield | |
| Race/Ethnicity | # of students | % of entire student body | # of students | % of entire student body |
| African-American | 28 | 16.5% | 41 | 21.2% |
| Asian | 4 | 2.4% | 1 | 0.5% |
| Hispanic | 127 | 75.3% | 134 | 69.4% |
| Native American | 0 | 0.0 | 2 | 1.0% |
| White | 10 | 5.9% | 6 | 3.1% |
| Native Hawaiian, Pacific Islander | 1 | 0.6 | 0 | 0.0% |
| Multi-race, non-Hispanic | 0 | 0.0% | 9 | 4.7% |
| Special education | 19 | 11.2% | 60 | 31.1% |
| Limited English proficient | 93 | 54.7% | 29 | 15.0% |
| Economically Disadvantaged | 57 | 33.5% | 157 | 81.3% |

| ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR – Chelsea | | | |
|---|---|------------|----------|
| Name, Title | Brief Job Description | Start Date | End Date |
| Kevin Dean, Head of School | The Head of School is responsible for the overall management of the school while leading initiatives and programs related to academics and school culture | 7/13/2015 | N/A |
| Emily Dixon, Director of Curriculum & Instruction | The Director of Curriculum and Instruction (DCI) works to ensure that every scholar reaches ambitious achievement goals for school-wide levels of mastery | 7/1/2014 | 6/30/17 |
| Elizabeth Harbison, Operations Director | Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Chelsea campus. | 7/1/2015 | 4/28/17 |

| ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR – Springfield | | | |
|---|--|------------|------------|
| Name, Title | Brief Job Description | Start Date | End Date |
| Jackie Adam-Taylor Head of School | The Head of School is responsible for the overall management of the school while leading initiatives and programs related to academics and school culture | 5/23/2016 | N/A |
| Geoffrey Schmidt, Director of Curriculum & Instruction | The Director of School Culture (DSC) will own school-wide efforts to build and maintain a strong, positive, achievement oriented school culture where scholars can grow and learn. She or he will create and maintain the school-wide behavior system. | 7/1/2014 | N/A |
| Janet Hicks Director of Curriculum and Instruction | The Director of Curriculum and Instruction (DCI) works to ensure that every scholar reaches ambitious achievement goals for school-wide levels of mastery | 7/1/2015 | 11/25/2016 |
| Calvin Johnson, Operations Director | Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Springfield campus. | 2/1/2016 | N/A |

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR

| School | Type | Number as of the last day of the 2016-2017 school year | Departures during the 2016-2017 school year | Departures at the end of the school year | Reason(s) for Departure |
|-------------|-------------|---|---|---|---|
| Chelsea | Teachers | 13 | 1 | 8 | A combination of voluntary and performance related departures. |
| | Other Staff | Leadership Team: 3 Student Support Team: 4 Operations: 2 AmeriCorps: 5 | Leadership Team: 2 Student Support Team: 2 Operations: 0 AmeriCorps: 1 | Leadership Team: 1 Student Support Team: 1 Operations: 1 | A combination of voluntary and performance related departures; AmeriCorps – term of service ended, some voluntary some involuntary. |
| Springfield | Teachers | 9 | 4 | 3 | A combination of voluntary and performance related departures. |
| | Other Staff | Leadership Team: 4 Student Support Team: 5 Operations: 1 AmeriCorps: 4 | Leadership Team: 1 AmeriCorps: 2 | Leadership Team: 0 Student Support Team: 3 Operations: 0 AmeriCorps: 4 | A combination of voluntary and performance related departures; AmeriCorps – term of service ended, some voluntary some involuntary. |

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR

| Name | Position on the Board | Committee Affiliation(s) | Number of terms served | Length of Each Term |
|-----------------------|------------------------|--------------------------|------------------------|---|
| Beth Anderson | Ex-Officio, non-voting | | 4 | 3 years; 2/1/2005-6/30/2026 |
| Jeffrey Meaney | Chair, resigned | Executive | 3 | 3 years; resigned 5/19/2017 |
| Colette Stanzler | Vice-Chair | Executive | 4 | 3 years; current term: 5/21/2016-5/20/2019 |
| Patrick Monkiewicz | Treasurer | Executive, Finance | 3 | 3 years; current term: 10/1/2015-9/30/2018 |
| Greg Susco | Clerk | | 4 | 3 years; current term: 10/1/2015-9/30/2018 |
| John Connors | Trustee | Executive | 1 | 3 years current term: 8/24/2015-6/30/2018 |
| Joan Gallant | Trustee | Development | 4 | 3 years; current term: 7/31/2015-7/30/2018 |
| George Keady | Trustee | | 1 | 3 years resigned 6/5/2017 |
| Trisha Perez-Kennealy | Trustee | Development | 1 | 3 years; current term: 12/16/2014-11/11/2017 |
| Kristen Lynch-Cerullo | Trustee | | 1 | 3 years; current term: 12/16/2013-12/15/2016 |
| Kathy McHugh | Trustee | Development | 1 | 3 years; current term: 8/24/2015-6/30/2018 |
| Devin Sullivan | Trustee | | 3 | 3 years; current term: 3/4/2017-3/3/2020 |
| Jed Webber | Trustee | Finance | 1 | 3 years; current term: 1/20/2017-12/31/2019 |
| Sally Currier | Trustee | | 1 | 3 years; current term: 6/5/2017 -6/30/2019 |

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

| Position | Chelsea | Springfield |
|-----------------------------------|--------------|--------------|
| Board of Trustees Chairperson | John Connors | John Connors |
| Charter School Leader | N/A | N/A |
| Assistant Charter School Leader | N/A | N/A |
| Special Education Director | N/A | N/A |
| MCAS Test Coordinator | N/A | N/A |
| SIMS Coordinator | N/A | N/A |
| English Language Learner Director | N/A | N/A |

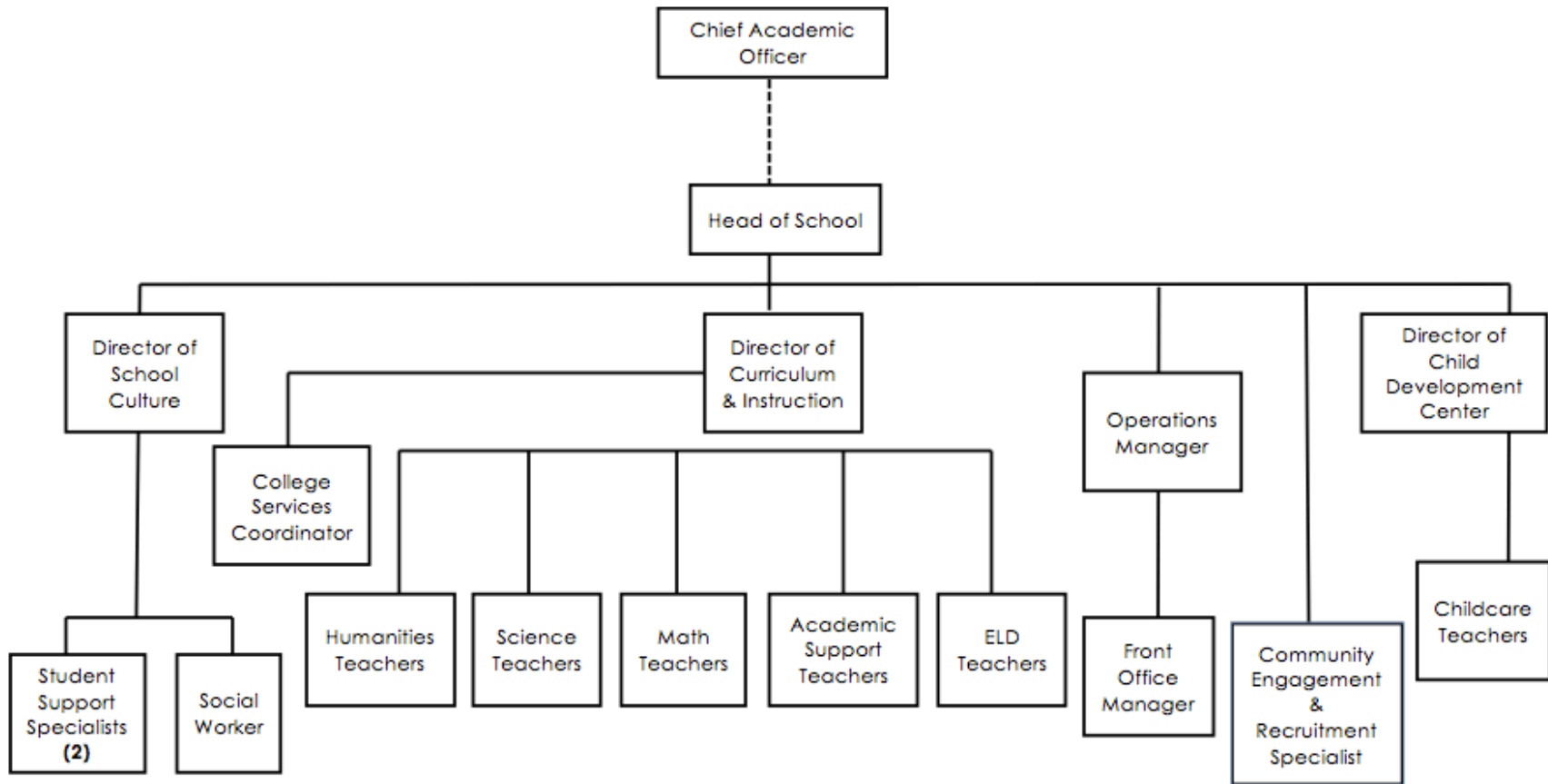
Facilities

| Location | Location | Date of Occupancy |
|--|---|-----------------------|
| Phoenix Charter Academy Chelsea | 175 Hawthorne Street, Chelsea MA 02150 | July 2017 - Present |
| Phoenix Academy Charter Public High School Springfield | 65 Lincoln Street, Springfield MA, 01105 | August 2015 - Present |

Enrollment

| School | Action | Date(s) |
|-----------------------|---|--|
| Chelsea & Springfield | Student Application Deadline: <ul style="list-style-type: none"> • Student Institute • Quarter 1 • Quarter 2 • Quarter 3 • Quarter 4 | Deadlines: <ul style="list-style-type: none"> • Student Institute: 8/22/2017 • Quarter 1: 9/18/2017 • Quarter 2: 11/27/2017 • Quarter 3: 2/12/2018 • Quarter 4: 4/23/2018 |
| | Lottery | We will hold a lottery if the number of applications for a particular quarter exceeds the number of available seats at the school. The primary school lottery for Phoenix Chelsea is scheduled for 3/9/2018. |

FY17 School-based Org Chart



FY17 CMO Org Chart

