

# Phoenix Charter Academy Annual Report 2013-2014



**Proving It's Possible**

# Phoenix Charter Academy Annual Report 2013-2014

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## I. Introduction to the School

<b>Name of School : Phoenix Charter Academy</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Charter	<b>Location</b>	Chelsea
<b>Regional or Non-Regional?</b>	Regional	<b>Districts in Region</b> (if applicable)	Chelsea, Everett, Revere, Lynn
<b>Year Opened</b>	2006	<b>Year(s) Renewed</b> (if applicable)	2
<b>Maximum Enrollment</b>	225	<b>Current Enrollment</b>	225
<b>Number of students enrolled as of 8/1/2014</b>	185	<b>Students on Waitlist</b>	0
<b>Chartered Grade Span</b>	9-12	<b>Current Grade Span</b>	9-12
<b># of Instructional Days during the 2013-2014 school year</b>	189	<b>School Hours</b>	9am-5pm M-Th; 9am-1pm F
<p><b>Mission Statement</b></p> <p>The mission of Phoenix Charter Academy is to challenge teenagers in Chelsea and surrounding communities with an academically rigorous and individually tailored curriculum. At Phoenix, talented students, some of whom have not succeeded in other schools, have the support, resources, and training necessary to succeed in high school and college, and become economically secure in their futures.</p> <p>Named after a mythological figure of strength, healing, and renewal, Phoenix believes in the capacity of our students to regain control of their academic futures and recast themselves as strong, independent, and self-sufficient adults.</p>			

## II. School Performance and Program Implementation

### Faithfulness To Charter

#### Accountability Plan Objectives and Measures

	<b>2013 - 2014 Performance (Met/Not Met)</b>	<b>Evidence</b>
<b>Objective:</b> The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
<b>Measure:</b> At least 60% of students entering Phoenix will fall into at least one of those subgroups as collected on student entry surveys: teen parents, court-involved youth, English Language Learners, former dropouts/ highly truant youth, students receiving special education services.	<b>Met</b>	As measured by entry surveys administered to each Phoenix student, 85.1% of students in the 2013-2014 school year fell into one or more of our target subgroups.
<b>Measure:</b> At least 60% of students graduating Phoenix will fall into at least one of those subgroups as collected on student entry surveys/ exit surveys: teen parents, court-involved youth, English Language Learners, former dropouts/ highly truant youth, students receiving special education services.	<b>Met</b>	As documented in exit interviews with graduates, 79.3% of members of the class of 2014 fell into one or more of our target subgroups.
<b>Objective:</b> The school establishes an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequent approved amendment(s).		

<b>Measure:</b> 100% of graduating Phoenix students will apply to and be accepted a post-secondary education program.	<b>Met</b>	All members of the Class of 2014 applied to and were accepted to either a community college or a 4-year college.
<b>Measure:</b> 65% of students who are able to attend will enroll in a post-secondary education program by September of their graduating year.	<b>Met</b>	75% of all eligible members of the Class of 2013 were enrolled in a post-secondary education program by September of their graduating year, as tracked through individual communication with graduates. We predict that 77% of all eligible students in the Class of 2014 will be enrolled in a post-secondary education program by September.
<b>Measure:</b> 60% of Phoenix students who enroll in a post-secondary education program will remain enrolled by the end of their first post-Phoenix year. The College Services office will monitor and track all alumni through monthly check-ins and report on progress via PowerSchool, our online database.	<b>Met</b>	88% of all eligible graduates of the Class of 2013 completed their first year of college.

### *Charter School Performance Criteria*

#### Mission, Vision, and Educational Philosophy

Phoenix remains deeply committed to its founding mission to serve highly disconnected students and provide them with the tools necessary to enter and succeed in college. As outlined in the metrics above, in the 2013-14 school year, Phoenix consistently recruited students in its target populations (teen parents, court-involved youth, English Language Learners, former dropouts/ highly truant youth, students receiving special education services), and also graduated students in those target populations. From the Phoenix Network Office to the school-based leadership team to instructional and support staff, Phoenix is “mission-driven” in all of its decision-making, and frequently re-examines its practices and policies to ensure that it is meeting its missing and providing the best academic services possible for students and their families.

#### **Dissemination Efforts**

Phoenix partners yearly with its sending districts (Chelsea, Revere, Everett, and Lynn) to recruit students who are not succeeding in or have dropped out of local high schools or middle schools. Additionally, since the 2010-11 school year, we have sent small teams of our AmeriCorps Fellows to the REACH Program at Chelsea High School, an after-school program targeted at students at a high risk of dropping out, and to the Seacoast School in Revere, a district alternative school, to provide tutoring and homework support for students preparing to take the MCAS exam. At Seacoast, daily tutoring from Fellows helped students increase MCAS scores such that that the school moved from Level 4 to Level 3 status.

Beyond our sending districts, Phoenix Academy Lawrence opened in August 2012, serving 125 students ages 14-22 through the Phoenix Model of rigorous academics and relentless support. By August 2014, the school will grow to serve 250 students. The high school serves a diverse student body with a wide range of experiences, educational backgrounds, and challenges to overcome. Phoenix Academy Springfield will open in August 2014.

### **Academic Program Success**

#### *Accountability Plan Objectives and Measures*

5   Phoenix Charter Academy Annual Report	<b>2013 - 2014 Performance (Met/Not Met)</b>	<b>Evidence</b>
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<b>Objective:</b> Students at the school demonstrate proficiency, <sup>1</sup> or progress toward meeting proficiency targets on state standards, as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels tested for accountability purposes. <sup>2</sup>		
<b>Measure:</b> 20% of students will increase their ELA MCAS scores by at least one proficiency level over their 8 <sup>th</sup> grade proficiency levels.	<b>Met</b>	65.2% of students increased their ELA MCAS scores by at least one proficiency level over their 8 <sup>th</sup> grade scores
<b>Measure:</b> 20% of students will increase their Math MCAS scores by at least one proficiency level over their 8 <sup>th</sup> grade proficiency levels.	<b>Met</b>	50% of students increased their math MCAS scores by at least one proficiency level over their 8 <sup>th</sup> grade scores.
<b>Measure:</b> An equal or higher percentage of students will reach proficiency on MCAS tests in ELA and mathematics than their peers in alternative or late entry high schools in Massachusetts.	<b>Unable to assess</b>	Testing cohorts at late-entry alternative high schools are too small for data to be reported publicly.
<b>Objective:</b> If externally-developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.		
<b>Measure:</b> Students in tutoring cohort (students receiving one core block of tutoring from our Phoenix Fellows) will improve math levels by an average of 1.5 grade levels as measured by NWEA MAP testing from fall to spring.	<b>Approaching</b>	64.3% of students in the tutoring cohort increased their math levels by at least 1.5 grade levels. This is growth from 55% of students making 1.5 grade levels of growth in the 2012-2013 school year.
<b>Measure:</b> Students in tutoring cohort (students receiving one core block of tutoring from our Phoenix Fellows) will improve reading levels by an average of 1.5 grade levels as measured by NWEA MAP testing from fall to spring.	<b>Approaching</b>	21.4% of students in the tutoring cohort increased their reading levels by at least 1.5 grade levels.
<b>Objective:</b>		
<ul style="list-style-type: none"> <li>Teachers are provided with feedback and guidance that leads to improved instructional practice and student achievement.</li> <li>The school implements a professional development plan that effectively addresses the needs of teachers.</li> <li>Teachers are provided with structures for collaboration.</li> <li>The school establishes a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.</li> </ul>		
<b>Measure:</b> Teachers will be formally observed at minimum three a year.	<b>Met</b>	All teachers were formally observed four times each year.
<b>Measure:</b> 80% of teachers will increase at least 1 point on the PCA Teacher Competency Rubric (as determined by observations from our Principal and Assistant Principal) in the following areas: planning and curriculum, lesson delivery, and classroom management and culture from first to final observation over the course of a year.	<b>Met</b>	85% of teachers increased at least one point on the proficiency rubric.

*Charter School Performance Criteria*  
**Student Performance**

<sup>1</sup> “Proficiency” includes attaining either proficient or advanced classification.

<sup>2</sup> “Accountability purposes” is any test at any grade level that “counts” toward AYP determination.

Student data table:

[http://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?linkid=32&orgcode=04930000&orgtypecode=5&](http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04930000&orgtypecode=5&)

As outlined in the data table, Phoenix students have made continual progress on the MCAS exams across all subject areas.

To continue to increase student achievement levels, in the 2013-2014 school year, Phoenix continued a school-wide data cycle practice. This system was implemented with success in SY 2012-2013 and therefore was continued in SY 2013-2014. This was a deliberate move by the school to embrace the use of data to improve outcomes for students and to better fulfill the school's mission. Four times annually, teachers in the Humanities, Math, and Science departments, administered interim assessments, analyzed the results of the assessments, and developed action plans designed to re-teach skills for which students needed additional instruction. Students and staff alike became dedicated to improving scores on interim assessments, and classes became increasingly focused on building and assessing skills, as opposed to scholarly habits.

### **Diverse Learners**

As described above, Phoenix remains committed to recruiting, educating, and graduating diverse learners, including students with IEPs/504s and English Language Learners (ELLs).

In the 2013-14 school year, Phoenix used the following strategies to meet the needs of students with disabilities and ELLs:

- *Diagnostic Testing / In-take of Information:* During orientation and Session 1 at the beginning of the school year, students participated in a series of diagnostic tests (math, writing, reading decoding, and reading comprehension) to determine their academic strengths and weaknesses. Students whose first language is not English, following completion of a Home Language Survey, took the W-APT to determine the need for ESL services. Staff also collected student IEPs and transcripts. Based on these data points, instructional leaders determined the classes in which students should enroll.
- *ESL/ELD Instruction:* Using the results of the W-APT, students received zero, one, or two 68-minute blocks of direct ESL/ELD instruction daily. During the ACCESS testing window in January and February, students took the ACCESS exam to chart their progress and determine placement for the remainder of the school year and the upcoming year. Additionally, ELLs participated in sheltered English instruction (SEI) classes. All classroom teachers received a comprehensive evaluation of each ELL in their classes, compiled by the ESL-administrator teacher, so that they better knew their ELLs and their particular language acquisition challenges.
- *Professional Development for Teachers:* All teachers participated in regular professional development regarding effective differentiation techniques, how to serve students with IEPs, and how to serve English language learners.
- *Ongoing Meetings with Students and Parents:* Teachers were expected to participate in their students' IEP team meetings and report on the success of their accommodations. Teachers' supervisors held teachers accountable for attending these meetings and for knowing and following each student's accommodations.

## Organizational Viability

	2013 - 2014 Performance (Met/Not Met)	Evidence
<b>Objective:</b> <ol style="list-style-type: none"> <li>The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.</li> <li>The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</li> <li>The school's annual independent audit is free of material or repeated findings.</li> </ol>		
<b>Measure:</b> The school's annual budget is sustained by its enrollment.	Met	The school's daily operations are sustained by enrollment. The school separately fundraises to cover the cost of additional programs and services, such as the Phoenix AmeriCorps Fellowship Program.
<b>Measure:</b> Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.	Met	The school has managed cash flow and other processes so that the school operates within the annual budget set by the Board of Trustees.
<b>Measure:</b> There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	Annual audits have been positive experiences for the school. The 2013 audit had no findings and did not include a management letter
<b>Objective:</b> <ul style="list-style-type: none"> <li>The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school.</li> <li>The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes.</li> </ul>		
<b>Measure:</b> The financial subcommittee of the board will meet at least 4 times annually with the school leader and business manager to review the budget.	Met	The CEO and members of the financial team at Phoenix met six times this year with the Board Treasurer.
<b>Objective:</b> The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.		
<b>Measure:</b> Phoenix will collaborate with at least one school district each year to disseminate our tutoring model.	Met	Phoenix continued to disseminate its tutoring model to the REACH program at Chelsea High School and the Seacoast School in Revere.

### *Accountability Plan Objectives and Measures*

### *Charter School Performance Criteria*

#### **Amendments to the Charter**

The Phoenix Board of Trustees did not request any amendments to the charter in 2013-14.

#### **Complaints**

The Phoenix Board of Trustees did not receive any written complaints during the 2013-2014 school year.

#### **Organizational Structure of the School**

The organizational structure of the school changed slightly from SY 2012-2013 to SY 2013-2014. Numerous offices and departments in the Chelsea school reported to the head of school. On the

instructional side, teachers reported to their department chairs, who then reported to the Director of Curriculum and Instruction (DCI), and the DCI reported directly to the Head of School (HoS). In the student support aspect of the school, the Student Support Team (SST) reported to the Dean of Students, who then reported directly to the HoS. Lastly, both the Childcare Center and the Front Office reported directly to the HoS.

**Network Structure**

Last year, with the help of Strategic Grant Partners, we designed an organizational chart of the Network for the next two years. This structure was created to accommodate for the expansion of Phoenix to Lawrence in SY 2012-2013 and to Springfield in SY 2014-2015.

The CEO of Phoenix Charter Academy currently oversees the Chelsea school. Presently, the CEO reports to the Board of Trustees on the three areas of each school’s charter at bi-monthly meetings, and clearly outlines the schools’ progress towards their accountability plan goals. At each meeting, she also reports to the Board on the strategic growth of the Phoenix Network.

**III. Additional Information**

**Recruitment and Retention Plan**

School Name: Phoenix Charter Academy
Date: July, 2013

**Recruitment Plan  
2014 – 2015**

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

<b>General Recruitment Activities</b>
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.
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 8 <sup>th</sup> 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.
High School Outreach: Staff representatives will partner with area high schools (Prospect Hill Charter School, MATCH Charter High School, 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.
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.
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.

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.

*B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending district(s). Create goals and strategies for each of the following categories:*

- A. Special education students*
- B. Limited English-proficient students*
- C. Students eligible for free lunch*
- D. Students eligible for reduced price lunch*
- E. Students who are sub-proficient (as determined by a previous score of "Needs Improvement" or "Warning/Failing" on the mathematics or English language arts examinations of the MCAS for the previous two years)*
- F. Students at risk of dropping out of school*
- G. Students who have dropped out of school*
- H. Other subgroups of students who should be targeted to eliminate the achievement gap*

<p><b>Demographic Group:</b></p> <p>A. Special education students</p>	<ol style="list-style-type: none"> <li>1. In its recruitment materials, Phoenix Chelsea will clearly advertise that the school will accept all students, regardless of IEP status. When meeting with students and families prior to enrollment, staff representative will explain how the Phoenix Academic Support team will ensure that a student's academic schedule meets their needs.</li> <li>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.</li> <li>3. As indicated on the attached community partner list, 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.</li> <li>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 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.</li> </ol>
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<p><b>Demographic Group:</b></p> <p>B. Limited English-proficient students</p>	<ol style="list-style-type: none"> <li>1. 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 representative 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.</li> <li>2. 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 or French-speaking parents.</li> <li>3. Our Manager of Recruitment, who will spearhead our recruitment, will speak Spanish.</li> <li>4. 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.</li> <li>5. 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.</li> </ol>
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<p><b>Demographic Group:</b></p> <p>C. Students eligible for free/reduced lunch</p>	<ol style="list-style-type: none"> <li>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 (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:             <ol style="list-style-type: none"> <li>a. Transportation (MBTA bus passes) to and from school</li> <li>b. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms</li> <li>c. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program</li> <li>d. Access to community resources, including homeless shelters, food banks, and housing support resources, through our school social workers</li> </ol> </li>   <li>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 children and families in poverty, these relationships will yield a high number of referrals of students who are eligible for free or reduced-price lunch.</li>   <li>3. As indicated on the attached community partner list, Phoenix Chelsea will maintain active relationships 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.</li>   <li>4. To reach young people living on the street or in the projects, Phoenix Chelsea staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations for teenagers. Within these locations, staff will target common hang-out locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</li> </ol>
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<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<ol style="list-style-type: none"> <li>1. Phoenix 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.</li> <li>2. Phoenix will establish relationships with local middle schools (including the Brown Middle School, Excel, The Frederick Pilot Middle School, Roxbury Prep, etc.) 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.</li> <li>3. Phoenix 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.</li> <li>4. All students who enroll at Phoenix without having taken or passed the MCAS will be assigned a tutor who will ensure the students have all the basic skills necessary to pass the MCAS.</li> </ol>
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<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school/have dropped out of school</p>	<ol style="list-style-type: none"> <li>1. Phoenix 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 which includes those students who are at-risk of dropping out and those who have already dropped out.</li> <li>2. Because the Phoenix 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 year. We will hold lotteries before the start of each academic quarter (5 times a year).</li> <li>3. Phoenix 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.</li> <li>4. Phoenix will build and maintains an active relationship with probation officers and the court system, and actively recruit in these places. Phoenix will post flyers and applications in the juvenile probation offices in Chelsea, Lynn, Cambridge, and Boston courts.</li> <li>5. Phoenix has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix admits students who have been expelled from previous schools as well. Due to these policies, Phoenix will have a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix 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.</li> <li>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.</li> <li>7. Engagement and retention at Phoenix will require innovation, dedication, hope, and patience. To that end, all staff will be part of creating meaningful relationships to keep students who have been estranged from school connected.</li> <li>8. Great effort will be put into relationships with probation officers and lawyers in students' lives. Our Dean will meet regularly with the Assistant District Attorney to discuss students who are court involved and the support of these students.</li> </ol>
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<p><b>Demographic Group(s):</b></p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> <li>1. Phoenix will actively recruit parenting or pregnant teens and will provide the necessary supports in order for them to obtain educational success.</li> <li>2. Daycare center on site will focus on the development of the children in the daycare and education/support for parent.</li> <li>3. The Childcare Center staff will coordinate with DCF, Childcare Circuit (voucher program), and our school staff to support pregnant/parenting youth.</li> <li>4. Student Support Staff will oversee our maternity/paternity leave program, in which new parents will have one liaison/point-person at the school who calls on a regular basis (as established between liaison and new parent). The liaison will gather all work from teachers of the student and will coordinate getting that work to the student as well as handling any concerns the student who is on maternity leave has to the appropriate person at school.</li> <li>5. 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.</li> <li>6. We will also work closely with DCF workers who refer students who are pregnant or parenting to our school.</li> </ol>
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**Retention Plan  
2014 – 2015**

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

Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
A. Special Education	<ol style="list-style-type: none"> <li>1. <b>ACADEMIC SUPPORT TEAM:</b> The Academic Support Team will consist of the Special Education Administrator, the Special Education teacher, and a Social Worker. The Team will meet weekly to discuss students' progress, create interventions/behavior plans and to observe and consult teachers. The team will also implement 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. IEP/504 Teams will meet at least once per year to update programs.</li> <li>2. <b>RELATIONSHIPS:</b> Phoenix staff will build strong relationships with students and adult supporters, and these relationships will form the backbone of our retention activities. Students will be placed in advisories, and a student's advisor will serve as their point person and advocate. Advisors will call home when a student is absent, work with the student on any areas in which he/she is struggling, and form a relationship that will be necessary for the student to achieve success at Phoenix. Advisors will also communicate to parents and adult supporters regarding how a student is doing in school to bridge the gap between home and school.</li> <li>3. <b>STUDENT SUPPORT:</b> Phoenix's Student Support Team will provide support for all students. The team will include two social workers, a Director of Clinical Support, a Dean of Students, a Manager of Recruitment and Retention, a Coordinator of Retention and 2 student support specialists. All students will be put on a student support worker's caseload in order to facilitate relationships between SST and students, families, and other adult supporters. One of the support specialists will serve both on the Student Support Team and the Academic Support Team to allow for fluid communication and information sharing between the groups.</li> <li>4. <b>CURRICULUM:</b> Phoenix will have two courses meant to allow increased access to the curriculum for all students including students with special needs:</li> <li>5. A daily 35-minute silent sustained reading period for all students (PROPS). Across the entire student population, reading ability and reading habits are an inhibitor to success in school, and this reading period will improve students' reading ability, making all students more comfortable in literature classes, and more likely to be successful.</li> <li>6. <b>Basic math skills course.</b> Many students arrive at Phoenix with</li> </ol>

	<p>significant skills deficits in math, and a course designed for the students furthest behind will help these students be more successful in math class. This success will re-engage these students in school, leading to continued success.</p> <p>7. <b>HOMEWORK LAB AND SUPPORT:</b> Phoenix will offer extensive academic support for struggling students. Monday through Thursday, a drop-in Homework Lab will be available from 5:10-6:10 p.m. Staffed by full-time tutors (our AmeriCorps Fellows), students will have the opportunity to receive individualized instruction and complete their homework in a safe, nurturing environment. Additionally, 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.</p>
B. Limited English-proficient students	<ol style="list-style-type: none"> <li>1. Same as above (relationships)</li> <li>2. Same as above (student supports). A student support specialist will serve on both the ELL team and the Student Support Team in order to allow for fluid communication and information sharing between the groups.</li> <li>3. Same as above (curriculum). ELL SIFE students will take part in a specific PROPS class focused on increasing their English skills. They will also receive a weekly class with a member of Student Support to cement school culture and explain the American Education system.</li> <li>4. While ELL students are welcome in the daily after school Homework Lab, there will also be ELL homework labs held during the week. These will be staffed by bi-lingual staff and ELL teachers. This will ensure that ELL students are getting the additional support they need while studying and completing work in English.</li> </ol>
C & D. Students eligible for free or reduced lunch	<ol style="list-style-type: none"> <li>1. Same as above (relationships)</li> <li>2. Same as above (student supports)</li> <li>3. Same as above (curriculum)</li> <li>4. Same as above (HW lab and support)</li> <li>5. For students struggling with homelessness, the Student Support Team will work to retain and support these students through close communication with DCF and the Department of Transitional Assistance in order to ensure they are receiving the case management support they require.</li> </ol>
E. Students who are sub-proficient	<ol style="list-style-type: none"> <li>1. Same as above (relationships)</li> <li>2. Same as above (student supports)</li> <li>3. Same as above (curricular changes)</li> <li>4. Same as above (HW lab and support)</li> <li>5. One of Phoenix Chelsea'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, Fellows 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.</li> </ol>

<p>F. Students at risk of dropping out, G. Students who have dropped out of school</p>	<ol style="list-style-type: none"> <li>1. Same as above (relationships)</li> <li>2. Same as above (student supports)</li> <li>3. Same as above (curricular changes)</li> <li>4. Same as above (HW lab and support)</li> <li>5. Attendance Transformation Team (ATT) began at Phoenix Chelsea during the 2010-2011 school year. ATT, comprised of AmeriCorps Fellows 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.</li> </ol>
<p>H. Other subgroups of students who should be targeted to eliminate the achievement gap: Pregnant and Parenting Students</p>	<ol style="list-style-type: none"> <li>1. Same as above (relationships)</li> <li>2. Same as above (student supports)</li> <li>3. Same as above (curricular changes)</li> <li>4. Same as above (HW lab and support)</li> <li>5. 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.</li> </ol>

**School and Student Data**

Student Data Table:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04930000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	41	25%
Asian	2	1%
Hispanic	111	68%
Native American	0	0%
White	9	5%
Native Hawaiian, Pacific Islander	1	1%
Multi-race, non-Hispanic	0	0%
Special education	37	23%
Limited English proficient	31	19%
Low income	142	87%

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed)

			at the school)
Mistie Parsons, 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.	7/1/2013	6/30/2014
Katie Dieter, Dean of Curriculum and Instruction	The dean of instruction and curriculum works to ensure that every scholar reaches ambitious achievement goals for school-wide levels of mastery.	7/1/2013	6/30/2014
Courtney McSparron, Dean of Students	The dean of students 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.	7/18/2012	6/30/2014
Emily Ostrow, Lead Social Worker	Sub-cultural leader. Supervised social workers, social work interns, and coordinated external counseling.	7/1/09	6/30/2014
Daniel Scarver, AmeriCorps Fellowship Program Manager	Managed Fellowship Program. Directly recruited, trained, and supervised all Fellows at Phoenix	7/1/2013	6/30/2014

<b>TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR</b>			
Number as of the last day of the 2013-2014 school year		Departures during the 2013-2014 school year	Departures at the end of the school year
Teachers	16	2	4
Other Staff	19	2	6

<b>Board Members for the 2013-2014 School Year</b>				
Name	Position on the	Committee	Number of terms	Length of Each

	<b>Board</b>	<b>Affiliation(s)</b>	<b>served</b>	<b>Term</b>
Jeffrey Meaney	Chair	Executive	2	3 years
Colette Stanzler	Vice-Chair	Executive	3	3 years
Patrick Monkiewicz	Treasurer	Executive/Finance	2	3 years
Neil Cohen	Trustee	Gala	2	3 years
Joan Gallant	Trustee	Development/Gala	2	3 years
Charlie Baker	Trustee		1	3 years
Kristen Lynch-Cerullo	Trustee	Development	1	3 years
Greg Susco	Trustee	Finance	3	3 years
Devin Sullivan	Trustee	Facilities	2	3 years
Nate Wolfson	Trustee		1	3 years
George Keady	Trustee		1	3 years

### Unaudited FY14 Financial Statements

Phoenix Charter Academy	
Balance Sheet	
As of June 30, 2014	
	Total
<b>ASSETS</b>	
Current Assets	
Bank Accounts	
1000 Sovereign Bank (deleted)	0.00
1001 Petty Cash	426.58
1002 Boston Private Checking *0490	-64,638.82
1003 Money Market Savings Account	715,553.10
1004 Sweep Account (deleted)	0.00
1005 Debit Cash	5,944.25
1005 Old Sovereign Bank - NSP (deleted)	0.00
1006 Paypal	0.00
1007 CD (deleted)	0.00
1008 30 day CD 17635 (deleted)	0.00
1009 45 day CD 17636 (deleted)	0.00
Total Bank Accounts	\$ 657,285.11
Accounts Receivable	
1100 Accounts receivable	5,816.00
Total Accounts Receivable	\$ 5,816.00
Other current assets	
1015 Undeposited Funds	0.00
1105 Tuition Receivable	590,044.00
1110 Grants receivable - State	0.00
1114 Lawrence Start Up	0.00
1115 Lawrence Level 5 Turnaround	0.00
Total 1110 Grants receivable - State	\$ 0.00
1120 Grants receivable - Federal	0.00
1121 Grant Rec- Sped 240	14,750.00

1122 Grant Rec- Title 1	6,120.00
1123 Grant Rec- Title 2 Teacher	614.00
1124 Grant-Rec 164 Data Warehouse	0.00
1126 Grant Rec- 717 Teen Preg	0.00
1127 Grant Rec- IDEA ARRA 760	0.00
1128 Grants Rec- ARRA Title 1 770	0.00
1129 Entitlements- SPED 274	0.00
1131 Grant Receivable- 592 Summer School	0.00
1132 Entitle- Academic 625	0.80
1133 Other Current Assets	0.00
1134 Dissemination 537	0.00
1137 Mass Grad	45,003.00
1138 596-Academic Support	0.00
1139 Grants Receivable-RTTT	2,847.00
1141 DOE 320	0.00
1143 Grant- Rec- 738 Literacy Part 2	-3,442.00
1144 Grants Rec.- Alter Ed 790	0.00
1145 Entitlement- Title 1 Support 323	-3,537.00
Total 1120 Grants receivable - Federal	\$ 62,355.80
1148 Other Receivable- Nutrition	0.00
1150 Grants receivable - Private	0.00
1155 Other Receivables- Americorps	109,294.94
1158 Other Rec.- Amer. Day of Service	0.00
1160 Due from Clark Landlord (deleted)	0.00
1160 Other Rec.- Chelsea	65,000.00
1165 Other Rec.- Lawrence Fees	84,735.48
Lawrence Tutors	59,211.00
Total 1165 Other Rec.- Lawrence Fees	\$ 143,946.48
1175 Medicaid Receivable	0.00
1180 Receivables- Daycare	6,553.26
1190 Due from Foundation	0.00
1191 Due From Foundat re Lawrence	418.06
Total 1190 Due from Foundation	\$ 418.06
1193 Due from Springfield	1,400.00
1195 Other Receivables	0.00
1200 Advances	12,964.86
1300 Prepaid expenses	43,704.06
1310 Prepaid Expenses- Insurance	0.00
1315 Prepaid W. Comp	3,370.41
1405 Prepaid Rent- Nichols	0.00
1410 Prepaid Rent	51,432.16
Total Other current assets	\$1,090,484.03
Total Current Assets	\$1,753,585.14
Fixed Assets	
1520 Building Improvements	0.00
1530 Leasehold improvements- Clark	0.00

1535 Leasehold Improvements- 190 Nichols	472,269.56
1538 Leasehold Improvements-Rectory	42,709.65
1540 Furniture	86,064.15
1550 Equipment	86,112.45
1560 Computers	279,258.72
1570 Vehicles- Van	16,101.00
1600 Accumulated depreciation	-708,003.77
Total Fixed Assets	\$ 274,511.76
Other Assets	
1420 Deposits	1,500.00
1910 Loan Closing Fees	0.00
Total Other Assets	\$ 1,500.00
TOTAL ASSETS	\$2,029,596.90
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts payable	87,825.16
Total Accounts Payable	\$ 87,825.16
Other Current Liabilities	
2010 Accounts Payable- Other	0.00
2040 MTRS Payable	20,978.56
2050 Employee Benefits 403b	0.00
2055 FSA Payable	-707.09
2060 OBRA Payable	-1,593.65
2070 Other Payables	0.00
2075 Due to Foundation	13,063.15
2100 Accrued Expenses	440.00
2110 Accrued payroll	93,330.02
2102 Paychecks Payable (deleted)	0.00
Total 2110 Accrued payroll	\$ 93,330.02
2115 Accrued Bonuses	1,500.00
2120 Reserve for Lease Buyout	0.00
2130 Live Checks	0.00
2140 Accrued Rent Expense	32,754.12
Total 2100 Accrued Expenses	\$ 128,024.14
2200 Deferred Income	
Balfour	0.00
Cabot	0.00
Chase	0.00
Clippership	0.00
Davis	0.00
Eastern Bank	10,000.00
Hyams	0.00
IECA	0.00
Lowes	0.00
Mifflin	0.00

Moses Kimball	0.00
Orville	0.00
Peabody	0.00
SGP	0.00
Smith	0.00
SVP	0.00
Target	0.00
Verizon	0.00
Total 2200 Deferred Income	\$ 10,000.00
2299 Deferred Income- Tuition	0.00
2320 Restricted Funds- Lawrence	2,058.00
2410 Notes Payable- short term	0.00
2411 Loan First Insurance Funding Co	0.00
Total 2410 Notes Payable- short term	\$ 0.00
2420 Student Groups Income	1,768.00
Total Other Current Liabilities	\$ 173,591.11
Total Current Liabilities	\$ 261,416.27
Long-Term Liabilities	
2610 Notes Payable - long term	0.00
Total Long-Term Liabilities	\$ 0.00
Total Liabilities	\$ 261,416.27
Equity	
3000 Unrestricted net assets	0.00
3010 Unrestrict (retained earnings)	1,221,855.70
3100 Investment in Fixed Assets	351,821.94
3200 Temporary restricted net assets	0.00
Net Income	194,502.99
Total Equity	\$1,768,180.63
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$2,029,596.90</b>

<b>FY 15 Budget</b>	
Income	
4100 Tuition	2,557,500.00
4150 Federal & State Entitlements & Grants	245,600.00
4200 Fundraising and Grants	202,000.00
4300 Student fees Medicaid	5,000.00
4400 Americorps	650,000.00
4410 Tutoring- Chelsea	45,000.00
4500 Nutrition Income	18,800.00
4900 Other Income	322,955.50
Total Income	\$4,046,855.50
Gross Profit	\$4,046,855.50
Expenses	

5000 Salaries, Benefits, and Taxes	2,550,183.65
6000 Student Services	108,750.00
6400 Nutrition Services	44,300.00
6500 Instructional Services	122,000.00
7000 Facilities and Equipment	556,161.12
8000 Operations	427,825.00
9000 Special Programs- Urban Fellows	234,000.00
Total Expenses	\$4,043,219.77
Net Operating Income	\$ 3,635.73
<b>Network</b>	
Other Income	
9320 Network Fees	577,909.00
9330 Foundation Support for Network	375,000.00
9340 Private Grants-Released for Network	1,071,000.00
Total Other Income	\$2,023,909.00
Other Expenses	
9410 Network Salary Expense	1,366,987.69
9420 Network Expenses	649,642.70
9430 Lawrence Expenses	0.00
Total Other Expenses	\$2,016,630.39
Net Other Income	\$ 7,278.61
Net Income of School and Network Combined	\$ 10,914.33

<b>Phoenix Charter Academy</b>	
<b>Profit and Loss</b>	
<b>July 2013 - June 2014</b>	
	<b>Total</b>
Income	
4100 Tuition	2,596,359.00
4150 Federal and State Entitlements and Grants	305,247.00
4200 Fundraising and Grants	187,532.00
4300 Student fees	29,879.72
4400 Americorps	500,428.77
4410 Tutoring- Chelsea	65,000.00
4500 Nutrition Income	20,578.42
4900 Other Income	199,795.57
Total Income	\$3,904,820.48
Gross Profit	\$3,904,820.48
Expenses	

5000 Salaries, Benefits, and Taxes	2,422,630.15
6000 Student Services	109,055.74
6400 Nutrition Services	40,830.70
6500 Instructional Services	98,690.86
7000 Facilities and Equipment	547,610.55
8000 Operations	423,048.62
9000 Special Programs- Urban Fellows	244,506.26
Total Expenses	\$3,886,372.88
Net Operating Income	\$ 18,447.60
Other Income	
9320 Network Fees	421,062.96
9330 Foundation Support for Network	314,870.00
9340 Private Grants-Released for Network	742,000.00
Total Other Income	\$1,477,932.96
Other Expenses	
9410 Network Salary Expense	801,636.31
9420 Network Expenses	496,185.99
9430 Lawrence Expenses	4,055.27
Total Other Expenses	\$1,301,877.57
Net Other Income	\$ 176,055.39
Net Income	\$ 194,502.99

#### **Capital Plan for FY15**

Although there were no major capital projects completed in FY14, we will be upgrading the electrical system at the Chelsea building during the FY15 year to create the necessary electrical capacity to run the school. In addition, we received a grant to create a small computer lab in the FY15 school year. This is the extent of the anticipated capital upgrades.