

Phoenix Charter Academy Network

Annual Report 2014-2015

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Introduction to the School

Name of School: Phoenix Charter Academy			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth Charter	Location	Chelsea
Regional or Non- Regional	Regional	Districts in Region (if applicable)	Chelsea, Everett, Revere, Lynn
Year Opened	2006	Year(s) in which the Charter was Renewed (if applicable)	2011
Maximum Enrollment	225	Current Enrollment	176
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days	189	Students on Waitlist	0
School Hours	9am-5pm M-Th; 9am- 1pm F	Age of School	9 years old

Mission Statement: Phoenix Charter Academy Chelsea challenges resilient disconnected students with rigorous academics and relentless support, so they take ownership of their futures and recast themselves as self-sufficient adults in order to succeed in high school, college and beyond.

Name of School: Phoenix Academy Public Charter High School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth Charter	Location	Springfield
Regional or Non- Regional	Regional	Districts in Region (if applicable)	Springfield, Holyoke, Chicopee
Year Opened	2014	Year(s) in which the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	125 in year one 250 by year three	Current Enrollment	111
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days	189	Students on Waitlist	0
School Hours	9am-5pm M-Th; 9am- 1pm F	Age of School	1 year old

Mission Statement: Phoenix Charter Academy Springfield challenges resilient disconnected students with rigorous academics and relentless support, so they take ownership of their futures and recast themselves as self-sufficient adults in order to succeed in high school, college and beyond.

Letter from the Chair of the Board of Trustees

July 30th, 2015

Dear Friends of Phoenix,

On behalf of the Board of Trustees, we welcome you to examine the contents of the 2014-2015 Phoenix Annual Report. I am particularly thrilled to share this report as it contains information regarding not simply our Chelsea school, but also our newly opened and thriving Springfield institution. Indeed, Phoenix has transformed itself from a small, fledgling alternative charter school north of Boston to a statewide movement that will fundamentally alter the educational odds for high school students of the Commonwealth.

Phoenix continues to focus on its very heart and soul: our students. We recently graduated an impressive, articulate, and charismatic group of 14 seniors from our Chelsea campus. Phoenix has continually raised the bar of academic achievement, and these 14 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: more than half of the seniors took least one AP-level or Bunker Hill Community College course, with a couple of our students dual enrolling in both AP English and AP Physics.

Many of these seniors likewise formed integral roles on our varsity sports teams, which have expanded to include 64 student-athletes in the last school year at the Chelsea campus alone. 2014-2015 featured the first edition of the Phoenix Cup Basketball Tournament between scholar-athletes from Chelsea and Lawrence (and Springfield in years to come). We continue to expand extracurricular options and offerings for our students, as Phoenix Chelsea held its first Science Fair with over 70 students and adult supporters in attendance.

Indeed, schools like Phoenix are a necessity for the Massachusetts educational landscape- in both eastern and western Massachusetts. In its first year of existence, Phoenix Springfield increased its enrollment from 125 students to 150 students. While Phoenix Springfield serves the surrounding districts of Holyoke and Chicopee, 97% of enrolled students hail from Springfield itself- another indicator of the tremendous need for alternative educational models. We have built over 100 Springfield community partnerships that were instrumental to the opening of the school, including with the Dunbar Community Center and a dual enrollment program at Springfield Technical Community College. Phoenix Springfield is also attracting and retaining talented new educators to the greater Springfield area, as all 11 of our Springfield AmeriCorps Fellows applied for either full-time staff teaching or senior fellow positions for the upcoming school year.

Phoenix continues to innovate, grow, and refine its practice as it serves its disconnected student demographic. Our cohort of English Language Learners continues to expand, with Phoenix Chelsea serving over 90 ELLs during the 2014-2015 school year and Model Access English reading and listening test scores showing significant increases. We continue to confront the challenges our students face head on and relentlessly, as our staff and fellows reached out to our students' adult supporters over 10,000 times over the course of the school year through phone calls, text messages, and emails. Phoenix

Chelsea's Academic Support Team created three distinct classes to support the 41 students with IEP/504s in our Chelsea school community. Our Attendance Transformation Team helped conduct over 55 home visits and averaged more than five phone calls/text message/home visits every single school day to our highly truant students. Phoenix will continue to recruit its target populations :teen parents, court-involved youth, English Language Learners, former dropouts/ highly truant youth, students receiving special education services.

As Phoenix moves forward towards its second decade of existence, it remains stalwart in its dedication to and philosophy 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.

Warmly,

Jeff Meaney

Chair, Board of Trustees

Beth Anderson

Executive Director, Phoenix Network

School Performance and Program Implementation

Faithfulness to the Charter

Mission and Key Design Elements

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 2014-2015 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 mission and providing the best academic services possible for students and their families.

While Phoenix schools can be found in three distinct locations across Massachusetts, all of the schools share a similar model of relentless support and rigorous academics. As taken from our Phoenix Academy Network website, the following features are staples of any Phoenix school- whether it be in Chelsea, Springfield, or Lawrence:

Student Support Team: Consisting of the Director of Student Support, two on-site social workers, and several Student Support Specialists, the SST dedicates their energy to encouraging building scholarly habits– by whatever means necessary. Phone calls, text messages, home visits, action planning, counseling, and organizing meetings with teachers and adult supporters are just some of their daily efforts.

On-site Little Scholars Center: Each Phoenix school is equipped with a Little Scholars Center to help our parenting students succeed academically. Students drop their children off at the Little Scholars 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, have to serve detention, or choose to attend Homework Lab.

Attendance Transformation Team: The Director of School Culture and AmeriCorps Fellows lead this team, which identifies and serves cohorts of students who struggle with motivation to come to school regularly. ATT members lead small group advisories, identify barriers to student success, and create innovative, individualized action plans to help students spend more learning time in school.

Multi-Quarter Enrollment Process: Phoenix schools recruit students four times each school year – at the beginning of every quarter. 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.

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, but the Director of College Services decides which classes the student should prioritize to be ready for college success. The Director of College Services also provides extensive support around the college planning process.

S.C.H.O.L.A.R. “Feather” System: Students have the opportunity to earn feathers, a form of merit points which commend them for upholding one of the seven attributes of scholarship: Service, Community, Hope, Optimism, Learning, Accountability, and Respect. Feathers can be redeemed for small prizes such as Phoenix t-shirts, movie tickets, or meals with teachers.

Athletics, Clubs, and Activities: Phoenix student-athletes are held to high academic and behavioral expectations in order to promote a strong culture of scholarly leadership. Our student-athletes balance the same 9-5 school day while also maintaining high grades and high attendance. We’ve found that sometimes all a struggling student needs to succeed is the support of the basketball team captain and the rest of his team, who all encourage him to raise his grades in order to play in the next game. At Phoenix, there is plenty of opportunity to work hard and have fun outside of the classroom- over 60 Phoenix Chelsea student-athletes competed on 6 varsity sports teams in 2014-2015 school year. Phoenix Springfield will roll out its inaugural boys and girls basketball season during the 2015-2016 school year.

AP for Anyone: Phoenix schools encourage all students to strive to take AP classes before graduation. Currently, students are enrolled in AP English Language and Composition and AP Physics at Phoenix Chelsea, with the extended option for AP US History and AP Calculus independent study.

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 35-minute 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 Fellows are an integral part of Phoenix’s academic model. Fellows provide intensive 1-on-1 or 2-on-1 tutoring for students in 68 or 70-minute, daily sessions. Every student in our MCAS cohort receives tutoring from a Fellow, as do students who need support in remedial math or reading, study skills, or English as a Second Language. Fellows create and utilize rigorous curriculum aligned with Common Core frameworks in order to ensure that all students in tutoring have the opportunity to meet achievement benchmarks.

Heterogeneously Mixed Classes: Our students enter Phoenix with a variety of skill levels and challenges. Regardless of age, skill level, or learning accommodations, all students learn together in the same classrooms. Phoenix schools employ an inclusion-based model for English Language Learners as well, meaning that in addition to ESL classes, ELL students take other core classes with English speaking students. Teachers are highly skilled in differentiating lessons, and many classes have Fellows who offer additional, push-in support.

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 the students’ proximity to graduation. In a Category I English class, for instance, students would be expected to master the fundamentals of short, expository writing, whereas in a Category III class they would be expected to produce a research paper without

extensive teacher guidance. To ensure college success, students are required to pass classes in each Category, in each discipline, prior to graduation.

SAT and College Prep: The Director of College Services leads several initiatives to broaden academic support for students nearing graduation. While achievement in the classroom is critical for ensuring student access to college, the SAT remains an intimidating hurdle for many our students. SAT and college prep classes each quarter help provide our students the best chance possible for college acceptance.

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, such as Jose, have benefited from this opportunity, noting their appreciation of the supports at Phoenix and excitement about an academic challenge on a real college campus.

Amendments to the Charter

The Phoenix Board of Trustees did not request any amendments to the charter in 2014-2015.

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, we have sent small teams of our AmeriCorps Fellows to Browne Middle School and Wright Middle School of Chelsea Public Schools to provide tutoring and homework support for students preparing to take the MCAS exam.

Beyond our sending districts, 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 Academy Springfield- serves a diverse student body with a wide range of experiences, educational backgrounds, and challenges to overcome.

In addition, Phoenix hosts a variety of different visitors who are interested in learning about the relentless support and high academic/behavioral expectations alternative charter model of our three schools. During the 2014-2015 school year, the following organizations, foundations, and prominent individuals visited our schools:

- **ROADs Charter High Schools** – a 2-day visit from the New York charter high school’s CEO and CAO. They visited both Phoenix Springfield and Phoenix Chelsea.
- **Massachusetts Commission Peter Forbes and DYS-** Phoenix Chelsea
- **MATCH Beyond** - Phoenix Chelsea
- **Plymouth Public Schools-** Phoenix Chelsea
- **Chelsea Public Schools** - Phoenix Chelsea
- **Youth Guidance Becoming a Man (BAM) Program** - Phoenix Chelsea
- **Brockton Public Schools Superintendent** - Phoenix Chelsea
- **College Bound Dorchester** - Phoenix Chelsea
- **DESE Urban Superintendents Steering Committee** - Phoenix Chelsea
- **The Charles Hayden Foundation** – Phoenix Chelsea
- **Senate President Stan Rosenberg** – Phoenix Springfield
- **Irene E. & George A. Davis Foundation** – Phoenix Springfield

- **Springfield Community Breakfast** – members from the Springfield community, including Phoenix donors, community partners and representatives from state agencies, joined us at Phoenix Springfield to learn more about the mission and meet founding staff, fellows and scholars.
- **Governor Charlie Baker** – Phoenix Springfield
- **Renee LeeHim, Teach For America Chief of Staff** -- Phoenix Springfield

Success of the Academic Program

Student Performance

Student data table:

[Phoenix Chelsea 2014 MCAS Student Data Table](#)

Phoenix Chelsea continues to make significant academic growth, as evidenced in our most recent state standardized testing results. The percentage of Phoenix Chelsea students who received an advanced or proficient score on the 10th grade MCAS **increased in all three core subject areas- English Language Arts, Math, and Science** from our 2013-2014 scores. **78%** of Phoenix Chelsea students received advanced/proficient scores on the ELA MCAS, **63%** received advanced/proficient scores on the Math MCAS, and **54%** on the Science MCAS. Phoenix Science MCAS scores in particular experienced a **10% increase** in the percent of students testing proficient or advanced.

Subject	Percent Proficient/Advanced 2013 Results	Percent Proficient/Advanced 2014 Results	Change from 2013 to 2014
English Language Arts	71%	78%	+7%
Math	57%	63%	+6%
Science	44%	54%	+10%

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

Program Delivery

In the 2014-2015 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 Student Institute 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 during weekly department collaboration and planning time and also Friday afternoons. Topics focused on effective differentiation techniques, how to serve students with IEPs, and how to serve English language learners.
- *Instructional Kid Talk:* If it became apparent that a student was not making academic progress, staff participated in a quarter-long process known as Instructional Kid Talk (IKT), which determined whether a student needed to be evaluated for a learning disability. During IKT, Phoenix's version of IST, teachers worked on teams to identify student strengths and weaknesses and develop a system of interventions to help the student make academic progress. Possible interventions included counseling with the school social worker if the student is struggling to manage his/her life outside of school, additional homework help time with teachers before or after school if he/she is not completing homework effectively, and organizational aids if the student has difficulty organizing his/her time and tasks. Depending on a student's response to interventions, the IKT team would recommend further academic or social/behavioral supports for the students, including recommendations for IEP/504 testing.
- *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. Four Adult Supporter Nights were held during the school year, where adult supporters were provided opportunities for grade check ins and one-on-one conferencing with each of their students' teachers. In addition, during the 2014-2015 school year, 10,324 phone calls were logged by Phoenix Chelsea staff members and fellows to loop in adults supporters to the academic, behavioral, and social success of students, and regularly receive positive praise phone calls, attendance phone calls, general check-ins, grade updates, and invitations to extracurricular / athletic events.

Organization Viability

Organizational Structure of the School

The organizational structure of the Chelsea school is similar to the 2013-2014 school year. The Phoenix Chelsea and Phoenix Springfield Leadership Teams are led by their respective Head of Schools (Kacy Robinson- Chelsea, Mickey Buhl- Springfield for 2014-2015), who oversee all instructional, student support and operational aspects of the school. The Head of Schools supervise the Director of Curriculum and Instruction, Director of School Culture, the Operations Manager, Little Scholars Child Development Center Director, and the Fellowship Program Manager at their respective campuses. The Phoenix Chelsea and Phoenix Springfield Leadership Teams meet weekly (also attended by the Chief Academic Officer) to assess progress towards goals and review academic data, attendance, and staff and student culture. The members of each school's Leadership Team oversee instruction, student support, adult supporter engagement, operations, the Child Development Center and the Fellowship program.

On the instructional side, Phoenix Chelsea teachers reported to their department chairs, who then reported to the Chelsea Director of Curriculum and Instruction (DCI). Phoenix Springfield teachers reported directly to the Springfield Director of Curriculum and Instruction. In the student support aspect of the school, the Student Support Teams (SST) of each school reported to their respective Director of School Culture. The organizational chart for Springfield and Chelsea can be found in Appendix D.

Network Structure

With the expansion of Phoenix Chelsea to a network of schools, there are currently three levels of School Leadership for both Phoenix Chelsea and Phoenix Springfield: the Board of Trustees, Network Leadership, and school-based leadership teams. Ultimately, the Board of Trustees is responsible for the oversight of Phoenix Chelsea and Phoenix Springfield, reporting through the Chief Executive Officer to the Massachusetts Department of Elementary and Secondary Education.

The Chief Executive Officer is also the Founder of Phoenix and has led the school and organization for ten years. Since expanding to operate a Lawrence Public Schools high school in 2012, the Chief Executive Officer retains close oversight over school-based data and decision making through the Chief Academic Officer. The Chief Academic Officer directly supervises the Phoenix Chelsea and Phoenix Springfield Principals, meeting at least weekly with the Principals to review academic data, attendance, and staff and student culture. The Network leadership also includes a Chief Operating Officer, Chief of Strategic Partnerships (a new position in FY16), Managing Director of AmeriCorps Urban Fellows Program, Managing Director of Finance, Operations, and HR, Managing Director of Talent and a Director of Data that all provide support to the Phoenix Chelsea and Phoenix Springfield leadership teams. The FY16 Network organizational chart can be found in Appendix D.

Teacher Evaluation

In the 2014-2015 school year, at both Phoenix Chelsea and Phoenix Springfield, Phoenix teachers were evaluated using the Massachusetts Model System of Educator Evaluation. Using this framework, teachers were to participate in the following phases of evaluation: Self-Assessment, Goal Setting & Plan Development, Plan Implementation, Formative Assessment/Evaluation and Summative Evaluation.

During 2014-2015, Phoenix teachers were formally observed at least three times during the course of a school year and were provided feedback according to the DESE Teacher Rubric through a midyear evaluation and a summative evaluation conducted by the Head of School, Director of Curriculum and Instruction, and (at the Chelsea campus) respective department chairs.

Budget and Finance

Please see attached Appendix E for all budget-related items, including capital plan, balance sheets, and income statements.

Appendix A: Accountability Plan Performance for 2014-15

Accountability Plan Evidence 2015-16

Faithfulness to Charter

Phoenix Chelsea remained faithful to the original vision of the charter during 2014-2015, focusing its recruitment efforts on teen parents, court-involved youth, ELLS, special education students, and formerly/highly truant youth, with over 86% of our students falling into at least one of these subgroups. The school actively sought to support Phoenix graduates, as our College Services office reported that over 70% of our 2014 graduates were enrolled in postsecondary education programs and 80% of our matriculating 2013 graduates had completed their first year.

Chelsea	2014-2015 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: 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.	Met	86.3% of students enrolled at Phoenix Chelsea for the 2014-2015 school year who fell into at least one listed subgroup
Measure: 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.	Met	For the Class of 2014, 18 out of 29 students fell into at least one of the mentioned subgroups. For the Class of 2015, 8 out of 14 students fell into these subgroups. 60% of graduating seniors since 2014 were in at least one of the subgroups, and 62% for Class of 2014 students.
Objective: 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).		
Measure: 100% of graduating Phoenix students will apply to and be accepted a post-secondary education program.	Met	All members of the 2014 and 2015 graduating class (43 students in total) were accepted to either a two-year or four-year college or university.
Measure: 65% of students who are able to attend will enroll in a post-secondary education program by September of their graduating year.	Met	Of the class of 2014 graduates, 22 students were eligible to attend post-secondary education programs. Of these students, 16 or 73% of students were enrolled in a post-secondary education program by September 2014.
Measure: 60% of Phoenix students who enroll in a postsecondary 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.	Met	Of the 20 class of 2013 graduates who were enrolled in September 2013, 16 students (80%) completed their first year.

In its first year of operation, Phoenix Springfield focused on ensuring it served a student population consistent with the guidelines of its charter. Its recruitment and retention efforts targeted teen parents, court-involved youth, English Language Learners, former dropouts / highly truant youths, and students receiving special education services. 83% of incoming Phoenix Springfield students fell into at least one of the listed categories, a percentage that is consistent with our flagship Phoenix Chelsea school recruitment numbers (86% incoming students falling into listed subgroups). As a first-year school, Phoenix Springfield is in the process of finalizing an accountability plan with the Department of Elementary and Secondary Education. The report below presents evaluative information based upon drafted accountability measures from this past spring.

Springfield	2014-2015 Performance (Met/Not Met)	Evidence
Objective: The school's entry and graduating cohorts will reflect the target populations intended in the mission of the charter		
Measure: At least 60% of students entering Phoenix Springfield will fall into at least one of the targeted subgroups as collected on student entry surveys: teen parents, court-involved youth, English Language Learners, former dropouts / highly truant youths, students receiving special education services.	Met	In 2014-2015, Phoenix Springfield met its targeted recruitment goals. Over 83% of the 209 students who were enrolled fell into at least one of the subgroups.
Measure: At least 50% of students graduating from Phoenix Springfield will fall into at least one of the targeted subgroups.	N/A	As a new school, Phoenix Springfield did not graduate any scholars at the conclusion of the 2014-2015 school year.
Objective: The graduates of the school will enter and persist in post-secondary educational programs.		
Measure: 100% of graduating Phoenix Springfield scholars will apply to and be accepted at a post-secondary education program	N/A	As a new school, Phoenix Springfield did not graduate any scholars at the conclusion of the 2014-2015 school year.
Measure: 65% of students who are able to attend will enroll in a post-secondary education program by September of their graduating year	N/A	As a new school, Phoenix Springfield did not graduate any scholars at the conclusion of the 2014-2015 school year.
Measure: 60% of Phoenix Springfield scholars who enroll in a post-secondary education program will remain enrolled by the end of their first post-Phoenix year.	N/A	As a new school, Phoenix Springfield did not graduate any scholars at the conclusion of the 2014-2015 school year.
Objective: Our staff will reach out frequently to scholars and their adult supporters to support scholars academic and personal growth.		
Measure: Each scholar will receive an average of 5 phone calls, home visits, or text message exchanges from school staff, Fellows, and leaders per month	Approaching Goal	In 2014 - 2015, there 195 students who were enrolled for at least 10 days. The average enrollment period is 6.1 months. The average number of home visits or phone calls/text messages to students or adult supporters was 2.0 per month.
Measures: 75% of scholars who attend for more than 2 quarters will say, "I feel cared for by more than one adult in the school".	N/A	This is an accountability measure which will be fully rolled out with enough data to assess in Year 2 of Phoenix Springfield.
Objective: Phoenix Charter Academy Springfield will partner with district high schools, including alternative high schools, to identify and shape best practices in working with our target population.		
Measure: Once annually, Phoenix Charter Academy Springfield will host a gathering of professional staff members from high schools in our sending districts to identify and hone best practices for leading	N/A	This is an accountability measure which will be fully rolled out with enough data to assess in Year 2 of Phoenix Springfield.

effective schools in working with scholars who have become disconnected from school at some point in their high school careers.

Success of the Academic Program

Phoenix Chelsea delivered consistent academic results in 2014-2015. In addition to significant increases in the percent of students scoring advanced or proficient on ELA, Math, and Science 10th grade MCAS testing, the majority of students demonstrated significant proficiency level increases from their 8th grade results. School leadership likewise transitioned from an internal evaluation rubric to a DESE-aligned evaluation system, gathering baseline data during formal observations using the DESE Teacher Rubric to be used for midyear/ final summative evaluations in 2015-2016.

Chelsea	2014-2015 Performance (Met/Not Met)	Evidence
Objective: Students at the school demonstrate proficiency, ¹ 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. ²		
Measure: 20% of students will increase their ELA MCAS scores by at least one proficiency level over their 8th grade proficiency levels.	Met	On the spring 2014 MCAS examination, 8 out of 15 students or 53% of students increased their ELA MCAS scores by at least one proficiency level from their 8 th grade proficiency levels. *12 students' data were not included in assessing this measure as they did not have 8 th grade proficiency bands listed.
Measure: 20% of students will increase their Math MCAS scores by at least one proficiency level over their 8th grade proficiency levels.	Met	On the spring 2014 MCAS examination, 12 out of 15 students or 80% of students increased their Math MCAS scores by at least one proficiency level from their 8 th grade proficiency levels. *13 students' data were not included in assessing this measure as they did not have 8 th grade proficiency bands listed.
Measure: 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.	Met	In 2014, the MCAS scores for ELA and math at Phoenix Charter Academy Chelsea for percent proficient or higher exceeded the percent proficient or higher for seven out of eight comparison schools.
Objective: If externally-developed assessments other than the MCAS are administered, student performance is strong and demonstrates improvement over time on those assessments.		
Measure: 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.	Met	In 2014 – 2015, students met their growth goals in NWEA math testing.
Measure: Students in tutoring cohort (students receiving one core block of tutoring from our Phoenix	Met	In 2014 – 2015, students met their growth goals in NWEA reading test.

¹ “Proficiency” includes attaining either proficient or advanced classification.

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

Fellows) will improve reading levels by an average of 1.5 grade levels as measured by NWEA MAP testing from fall to spring.		
Objective: <ul style="list-style-type: none"> Teachers are provided with feedback and guidance that leads to improved instructional practice and student achievement. The school implements a professional development plan that effectively addresses the needs of teachers. Teachers are provided with structures for collaboration. The school establishes a professional climate resulting in a purposeful learning environment and reasonable. 		
Measure: Teachers will be formally observed at minimum three a year.	Met	Of the 14 instructional staff members at Phoenix Chelsea during the 2014-2015 school year, 13 received at least three formal observations. One teacher who was out on maternity leave received only two formal observations.
Measure: 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.	N/A	Teachers have consistently increased at least 1 point on Teacher Competency rubrics from first to final observations from Year 6 to Year 9 of the charter implementation. In alignment with MA educator evaluation framework, Phoenix Chelsea leadership used the 2014-2015 year to establish baseline data for teacher ratings. 2014-2015 data collection methods switched to midyear self-assessments as a means of empowering teacher goal-setting, with at minimum three formal observations and a summative evaluation per teacher.

Springfield	2014-2015 Performance (Met/Not Met)	Evidence
Objective: Phoenix Springfield scholars will demonstrate proficiency on state assessments		
Measure: Scholars taking their MCAS for the first time will exceed sending district's alternative high school's average rate by 5% or more	N/A	2015 MCAS results have yet to be released.

Organizational Viability

Chelsea & Springfield	2014-2015 Performance (Met/Not Met)	Evidence
Objective: <ol style="list-style-type: none"> The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. 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. The school's annual independent audit is free of material or repeated findings. 		
Measure: The school's annual budget is sustained by its enrollment.	Met (Springfield) Met (Chelsea)	<p><u>Chelsea:</u> The school's daily operations are sustained by enrollment. The school separately raises funds to cover the cost of additional programs and services, such as the Phoenix AmeriCorps Fellowship Program.</p> <p><u>Springfield:</u> The school's daily operations are sustained by enrollment, which exceeded expectations in the first year of Operations, with the school serving 138 FTE students, versus 125 expected. Like the Chelsea school, the Springfield school separately raises funds to cover the cost of additional programs and services, such as the Phoenix AmeriCorps Fellowship Program.</p>
Measure: 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 (Springfield) Met (Chelsea)	<p><u>Chelsea/Springfield:</u> The schools have managed cash flow and other financial processes so that they operate within the annual budget set by the Board of Trustees and fully sustain operations and academic programming.</p>
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	N/A (Springfield) Met (Chelsea)	<p><u>Chelsea:</u> Annual audits have been positive experiences for the school. The 2014 audit had no findings and did not include a management letter.</p> <p><u>Springfield:</u> The school is in its 1st year of operation and has its 1st audit scheduled for Sept. 2015.</p>
Objective: <ul style="list-style-type: none"> The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school. The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes. 		
Measure: 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 (Springfield) Met (Chelsea)	<p><u>Chelsea/Springfield:</u> The Finance Committee of the Board of Trustees, which includes the Board's Treasurer, met 4 times with the school leaders and business manager. The Finance Committee oversees and reviews both Chelsea and Springfield school budgets.</p>
Objective: The school has collaborated with its sending district(s) on the sharing of innovative practices and has provided models for replication and best practices.		
Measure: Phoenix will collaborate with at least one school district each year to disseminate our tutoring model.	Met	<p>Phoenix enjoys a partnership with w/ UP Academy in Lawrence, and assigned 3-4 fellows to collaborate on academic / instructional projects.</p> <p>Phoenix also maintains a partnership with Chelsea</p>

Appendix B: Recruitment and Retention Plan 2015-16

**Recruitment Plan
2015-2016**

School Name: Phoenix Charter Academy Chelsea & Phoenix Charter Academy Springfield
Date: 7/31/2015

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 & Phoenix Springfield had a successful recruitment year in 2014-2015. Phoenix Chelsea had an enrollment of 194 and Phoenix Springfield had an enrollment of 122 and carried a waitlist all year. Phoenix Chelsea & Springfield both maintained strong community partnerships. See Appendix E for a comprehensive list. Additionally, Phoenix Chelsea and Springfield successfully recruited students in its target high risk subgroups. See below for this data:

Subgroup	Chelsea	Springfield
English Language Learner	27%	19%
IEP/504	20%	18%
Pregnant/Parenting	18%	19%
Court Involved	42%	35%
Truant/Dropout	42%	39%

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

General Requirement 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 Manager of Recruitment and Retention.

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 targets 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, Springfield Public Schools**, 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 expelled students 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 and 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.	
Demographic Group	Strategies Chelsea & Springfield
Special education students	<p>1. In its recruitment materials, Phoenix Chelsea/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.</p> <p>2. Using existing partnerships from sending school districts, Phoenix Chelsea/Springfield will regularly receive referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities.</p> <p>3. As indicated on the community partner list in Appendix E, Phoenix Chelsea/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 Chelsea/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.</p> <p>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/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.</p>
Limited English-proficient students	<p>1. Recruiting overage English Language Learners: In its recruitment materials, Phoenix Chelsea/Springfield will clearly state that our mission includes serving older students who are disconnected</p>

	<p>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/Springfield is the only viable option to earn a high school diploma.</p> <p>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, Somali, and Portuguese.</p> <p>3. Our Manager of Recruitment, who will spearhead our recruitment, will speak Spanish.</p> <p>4. In his/her initial meetings with students new to the country, Phoenix Chelsea/Springfield staff representative will explain how Phoenix Chelsea/Springfield will support students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid.</p> <p>4. Build relationships with Community Partners/Leaders: Phoenix Chelsea/Springfield will build relationships with community leaders that are connected to our immigrant populations (in Chelsea: Spanish speaking & Portuguese & in Springfield: Spanish speaking & Somali). In this relationship building, Phoenix recruiters will learn which organizations to connect with that work with Spanish, Somali 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.</p> <p>5. Community events: Phoenix recruiters will attend community events that are hosted/attended by Spanish, Somali 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.</p> <p>6. In his/her initial meetings with students new to the country, Phoenix Chelsea/Springfield staff representative will explain how at Phoenix Chelsea/Springfield, newly immigrated students will be placed in a small class 3 times per week to review aspects of Phoenix Chelsea/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.</p> <p>7. Phoenix Chelsea/Springfield will maintain constant communication with community partners who refer students to Phoenix Chelsea/Springfield. These partners will be essential to these specific students in communication and retaining.</p>
<p>Students eligible for free or reduced lunch</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; 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"> a. Transportation (Chelsea: MBTA bus passes; Springfield: PVTA 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/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. As indicated on the attached community partner list, Phoenix Chelsea/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 Chelsea /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 hang-out locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p>
<p>Students who are sub-proficient</p>	<p>1. Phoenix Chelsea/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. Phoenix Chelsea/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 Chelsea/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 Chelsea/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 which includes those students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Chelsea/Springfield 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).</p> <p>3. Phoenix Chelsea/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 Chelsea/Springfield will build and maintains an active relationship with probation officers and the court system, and actively recruit in these places. Phoenix Chelsea/Springfield will post flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Chelsea/Springfield has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Chelsea/Springfield admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Chelsea/Springfield will have a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Chelsea/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 Chelsea/Springfield.</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap Pregnant & Parenting</p>	<p>1. Phoenix Chelsea/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</p>

	<p>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>
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**Retention Plan
2015-2016**

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

Implementation Strategy:

Phoenix Chelsea & Springfield implemented the key levers of retention in 2014-2015. However, neither school met its retention goal of 85%. As a result, in the 2015-2016 this will be a specific area of focus and in order to increase resources on Retention, Phoenix has hired a Senior level Network staff member to oversee this at both Phoenix Chelsea & Phoenix Springfield.

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

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Demographic Group	Strategies – Chelsea & Springfield
Special education students	<p>Phoenix Academy Chelsea & Springfield employ the following retention strategies for Special Education 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.

- **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.
- **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/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 35-minute 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

	<p>likely to be successful in their literature classes.</p> <ul style="list-style-type: none"> • 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 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. • Homework Lab: Phoenix Chelsea/Springfield 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. • 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 both Phoenix Chelsea in 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>Limited English-proficient students</p>	<p>Phoenix Academy Chelsea & Springfield employ 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: <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 LEP 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.

- *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/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 35-minute 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.
- **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.
- **Homework Lab:** Phoenix Chelsea/Springfield 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.
- **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 both Phoenix Chelsea in 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

	<p>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.</p> <ul style="list-style-type: none"> • 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: (Chelsea only) 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>Students eligible for free or reduced lunch</p>	<p>Phoenix Academy Chelsea & Springfield employ 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

	<p>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 35-minute 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. • Homework Lab: Phoenix Chelsea/Springfield 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. • 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>Students who are sub-proficient</p>	<p>Phoenix Academy Chelsea & Springfield employ 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:

- *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 sub-proficient 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. 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 35-minute 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.
 - **Homework Lab:** Phoenix Chelsea/Springfield 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.
 - **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/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

	<p>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.</p> <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 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 & Springfield employ 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. At this time Phoenix enrolls new students and “Re-engages”, who are 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 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. • 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: <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

	<p>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.</p> <ul style="list-style-type: none"> • 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 35-minute 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. • Homework Lab: Phoenix Chelsea/Springfield 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. • 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. • 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 & Springfield employ 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:
 - *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 35-minute 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.
- **Homework Lab:** Phoenix Chelsea/Springfield 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.
- **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

School and Student Data Tables

Student Data Tables:

[Phoenix Springfield Student Data](#)

[Phoenix Chelsea Student Data Table](#)

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION				
	Chelsea		Springfield	
Race/Ethnicity	# of students	% of entire student body	# of students	% of entire student body
African-American	35	19%	23	21%
Asian	2	1%	0	0%
Hispanic	108	59%	81	73%
Native American	2	1%	0	0%
White	10	5%	5	4%
Native Hawaiian, Pacific Islander	0	0%	0	0%
Multi-race, non-Hispanic	2	1%	2	2%
Special education	35	19%	25	23%
Limited English proficient	76	41%	18	16%
Low income	168	92%	92	83%

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR - Chelsea			
Name, Title	Brief Job Description	Start Date	End Date
Kacy Robinson, 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	7/1/2014	6/30/2015
Emily Dixon, 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	7/1/2014	N/A
Amy-Lynn Arrington, Director of School Culture	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
Kelly Alfaro, Program Manager	Managed Fellowship Program at Phoenix Chelsea. Directly recruited, trained, and supervised all Fellows at Phoenix Chelsea.	7/1/2014	6/30/2015
Hayley Bentley, Dean of Academics and College Services	The Dean of Academics and College Services works to uphold Phoenix's high promotion and graduation expectations for each and every student.	7/1/2014	6/30/2015

Chris Mark, Operations Manager	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Chelsea campus.	7/1/2014	6/30/2015
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ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR - Springfield			
Name, Title	Brief Job Description	Start Date	End Date
Mickey Buhl, 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	7/1/2014	N/A
Geoffrey Schmidt, Director of Curriculum and 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
Desree Cabrall, 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	7/1/2014	5/29/2015
Michael Howland, AmeriCorps Program Manager	Managed Fellowship Program at Phoenix Chelsea. Directly recruited, trained, and supervised all Fellows at Phoenix Springfield.	7/1/2014	5/29/2015
Michael Scaccia, Operations Manager	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Springfield campus.	7/1/2014	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR					
School	Type	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Chelsea	Teachers	14 teachers	5 teachers	9 teachers (5 teachers returning)	Graduate school, relocating, accepted new positions at Boston Public Schools
	Other Staff	3 SST members 2 social workers 3 Little Scholars teachers 1 Little Scholars Director 1 Director of School Culture 1 Director of Curriculum and Instruction 1 Head of School	0 departures during school year	1 SST member 1 Head of School	Relocating, new job at district school
Springfield	Teachers	8 teachers	4 teachers	3 teachers (5 teachers returning)	Resigned for health reasons (two teachers), resigned to take another job at a charter school, position terminated
	Other Staff	2 SST members 1 social worker 1 Operations Manager 3 Little Scholars teachers 1 Little Scholars Director	1 Director of Curriculum and Instruction 1 Program	0 staff departing at the end of the year	Resigned at end of May to take extended break prior to start of new job in July, resigned at end of

		1 Director of School Culture 1 Director of Operations 1 Head of School	Manager		May to start a new position at another school in early June
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BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR				
Name	Position on the Board	Committee Affiliation(s)	Number of terms served	Length of Each Term (including date of election and expiration)
Jeffrey Meaney	Chair	Executive	2	3 years
Colette Stanzler	Vice-Chair	Executive	3	3 years
Patrick Monkiewicz	Treasurer	Executive/Finance	3	3 years
Charlie Baker	Trustee		1*	3 years
Neil Cohen	Trustee		2	3 years
John Connors	Trustee		1+	3 years
Joan Gallant	Trustee	Development	2	3 years
George Keady	Trustee	Executive	1	3 years
Trisha Perez-Kennealy	Trustee	Development	1^	3 years
Kristen Lynch-Cerullo	Trustee	Development	1	3 years
Kathy McHugh	Trustee		1	3 years
Greg Susco	Trustee	Finance	3	3 years
Devin Sullivan	Trustee		2	3 years
Nate Wolfson	Trustee		2	3 years

*Resigned from Board
11/7/14

^Voted onto
Board 11/7/14

+Voted onto Board
5/22/15

Appendix D: Additional Required Information

Key Leadership Changes

Position	Chelsea	Springfield
Board of Trustees Chairperson	Jeffrey Meaney (Same)	Jeffrey Meaney (Same)
Charter School Leader	Kacy Robinson (Change)	Mickey Buhl (New)
Assistant Charter School Leader	N/A	N/A
Special Education Director	Evelyn Mulcahy (Change)	Michael Scaccia (New)
MCAS Test Coordinator	Hayley Bentley (Same)	Michael Howland (New)
SIMS Coordinator	Valerie Taubes (Same)	Valerie Taubes (Same)
English Language Learner Director	Emily Dixon (Change)	Desree Cabrall (New)

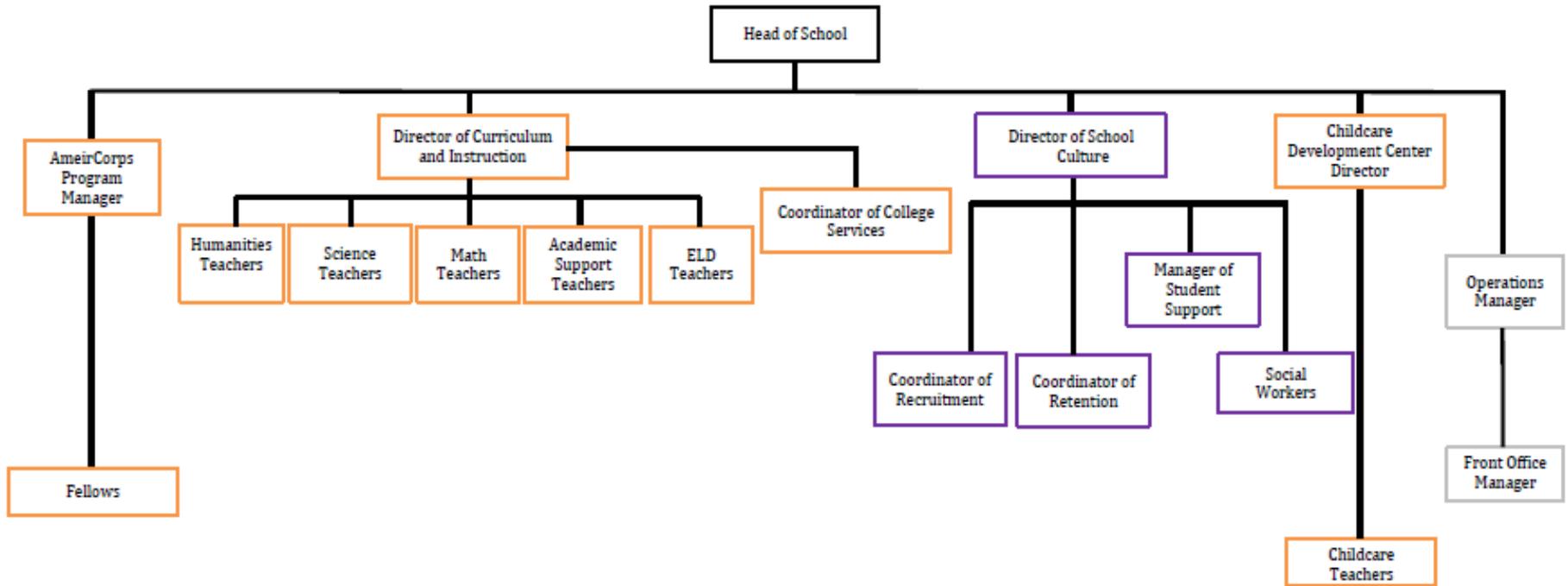
Facilities

Location	Location	Date of Occupancy
Phoenix Charter Academy Chelsea	59 Nichols Street, Chelsea MA 02150	September 2008-present
Phoenix Academy Charter Public High School Springfield	1 Federal Street, Building 104 Springfield MA, 01105	<u>Temporary Facility</u> : September 2014- July 2015 <u>New Facility</u> : August 2015

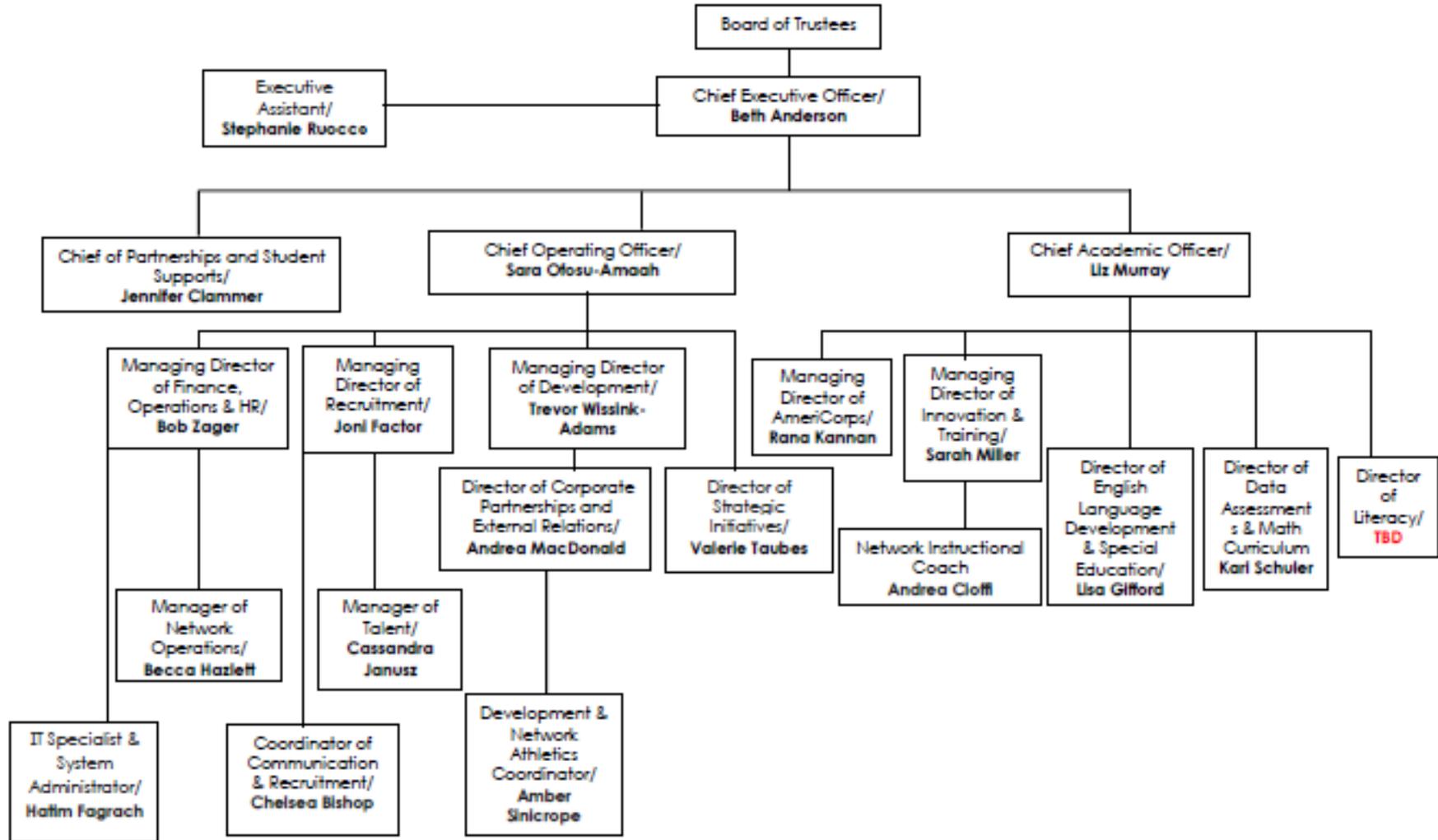
Enrollment

School	Action	Date(s)
Chelsea	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: 8/15/2015 Quarter 1: 9/17/2015 Quarter 2: 11/26/2015 Quarter 3: 2/4/2016 Quarter 4: 4/21/2016
	Lottery	We will hold a lottery if the number of applications for a particular quarter exceeds the number of available seats at the school.
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: 8/15/2015 Quarter 1: 9/25/2015 Quarter 2: 11/25/2015 Quarter 3: 2/5/2016 Quarter 4: 4/15/2016
	Lottery	We will hold a lottery if the number of applications for a particular quarter exceeds the number of available seats at the school.

School Org Chart



Phoenix Org Chart: CMO



Capital Plan FY16

Secure a long-term facility for Phoenix Chelsea: One of the most urgent issues facing the Phoenix Chelsea school is our current facility at 59 Nichols Street. The building is old and requires significant infrastructure upgrades (HVAC, elevator, lighting to name a few) as well as a major renovation to be an appropriate long-term home. While we are interested in buying and renovating the current building, the Archdiocese (our landlord) is not currently willing to sell the building to us. We are currently searching for an interim and long-term plan in Chelsea.

Springfield Permanent Facility: Phoenix plans to move into newly-renovated permanent home in July 2015. The new facility will encompass enough classroom, hallway, and office/meeting space in order to allow for Phoenix Springfield to reach its intended enrollment capacity and comfortably serve its students. This has been a significant undertaking for both the school and the Network, and the Phoenix operations team headed by Chief Operating Officer Sara Ofosu-Amaah has spent significant time during June and July 2015 preparing for the transition to the new facility.

Approved School Budget for FY16

Board of Trustees May 22nd, 2015

<i>Phoenix Chelsea</i>	FY 16 Budget	<i>CMO (Central Management Office)</i>	
Income		Other Income	
4100 Tuition	2,482,552	Americorps Income	798,172
4150 Federal & State Entitlements & Grants	164,319	Network Income	
4200 Fundraising and Grants	180,000	4950 Misc. Income	-
4420 Medicaid reimbursement	15,000	9320 Network Fees	630,392
4500 Nutrition Income	20,000	9330 Foundation Support for Network	250,000
4900 Other Income	71,200	9340 Private Grants-Released for Network	1,620,000
		9351 Network Donations-Lawrence	-
Total Income	2,933,071	Total Network Income	2,500,392
Gross Profit	2,933,071	Total Other Income	3,298,564
Expenses		Other Expenses	
5000 Salaries, Benefits, and Taxes	1,663,767	Americorps Expenses	1,103,703
6000 Student Services	103,750	Network Expenses	
6400 Nutrition Services	41,300	9410 Network Salaries, Benefits, and Taxes	1,713,078
6500 Instructional Services	97,900	9500 Network Operations	454,500
7000 Facilities and Equipment	578,076	9430 Lawrence Expenses	29,000
8000 Operations	447,892	Total Network Expenses	2,196,578
Total Expenses	2,932,685	Total Other Expenses	3,300,281
Net Operating Income	386	Net Other Income	(1,717)
		Net Income of School and CMO Combined	(1,331)

Phoenix Springfield

Foundation

	FY 16 Budget		FY 16 Budget
Income		Income	
4100 Tuition	2,126,655	Annual Fund	
4150 Federal & State Entitlements & Grants	167,492	4004 Corporate Donations	125,000
4200 Fundraising and Grants	252,500	4005 Individual Donations	500,000
4500 Nutrition Income	-	Expenses	
4900 Other Income	73,284	5000 Bank Charges	2,500
Total Income	2,619,931	5006 Fund Raising Expenses	37,000
Gross Profit	2,619,931	Grants to Schools and CMO	612,500
Expenses		Total Expenses	652,000
5000 Salaries, Benefits, and Taxes	1,406,421	Net Operating Income	3,000
6000 Student Services	107,200	Other Income	
6400 Nutrition Services	8,000	4011 Grants to School (Current Year)	1,690,000
6500 Instructional Services	67,500	5003 Interest Earned	400
7000 Facilities and Equipment	648,646	Total Other Income	1,690,400
8000 Operations	380,476	Other Expenses	
Misc Expenses	-	5020 Grants to Chelsea School	35,000
Total Expenses	2,618,243	5021 Grants to CMO	1,620,000
Net Operating Income	1,688	5022 Grants to Springfield School	35,000
Other Income	-	Total Other Expenses	1,690,000
Other Expenses	-	Net Other Income	400
Net Other Income	-	Net Income	3,400
Net Income	1,688		

Chelsea and Phoenix Network (CMO) FY15

Balance Sheet As of June 30th, 2015

	<u>Total</u>
ASSETS	
1001 Petty Cash	426.58
1002 Boston Private Checking *0490	25,292.09
1003 Money Market Savings Account	3,435.80
1004 Sweep Account (deleted)	
1005 Debit Cash	<u>2,371.46</u>
Total Bank Accounts	\$31,525.93
Accounts Receivable	
1100 Accounts Receivable	<u>3,976.10</u>
Total Accounts Receivable	\$3,976.10
Other current assets	
1015 Undeposited Funds	3,249.01
1105 Tuition Receivable	57,293.00
1121 Grant Rec- Sped 240	3,016.00
1122 Grant Rec- Title 1	6,123.00
1123 Grant Rec- Title 2 Teacher	614.00
1137 Mass Grad	<u>92,987.50</u>
Total 1120 Grants receivable - Federal	\$102,740.50
1149 A/R - Youth Violence Prevention Grant	23,000.00
1155 Other Receivables- Americorps	198,406.00
1160 Other Rec.- Chelsea Tutoring	10,000.00
1161 Springfield Fees	12,088.41
1165 Other Rec.- Lawrence Fees	84,735.48
Lawrence Tutors	<u>177,633.00</u>
Total 1165 Other Rec.- Lawrence Fees	\$262,368.48
1180 Receivables- Daycare	43.71
1190 Due from Foundation	<u>355,750.00</u>
Total 1190 Due from Foundation	\$355,750.00
1193 Due from Springfield	564,999.71
1194 Due From Lawrence	1,020.00
1200 Advances	5,695.54
1300 Prepaid expenses	-1,302.22
1310 Prepaid Expenses- Insurance	6,961.18
1315 Prepaid W. Comp	9,392.06
1410 Prepaid Rent	<u>21,350.00</u>
Total Other current assets	\$1,633,055.38
Total Current Assets	\$1,668,557.41
1520 Building Improvements	2,599.00

1530 Leasehold improvements- Clark	163.30
1535 Leasehold Improvements- 190 Nichols	489,195.70
1538 Leasehold Improvements-Rectory	42,709.65
1540 Furniture	86,064.15
1550 Equipment	86,662.45
1560 Computers	295,693.77
1570 Vehicles- Van	16,101.00
1600 Accumulated depreciation	-857,714.67
Total Fixed Assets	\$161,474.35
1420 Deposits	1,500.00
Total Other Assets	\$1,500.00
TOTAL ASSETS	\$1,831,531.76
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts payable	43,413.03
Total Accounts Payable	\$43,413.03
Other Current Liabilities	
2040 MTRS Payable	17,728.11
2050 Employee Benefits 403b	-386.76
2055 FSA Payable	19.23
2060 OBRA Payable	64.64
2070 Other Payables	24,697.00
2080 Net Payroll Zero	1,643.12
2140 Accrued Rent Expense	15,567.58
Total 2100 Accrued Expenses	\$15,567.58
2200 Deferred Income	
Lynch Foundation	12,500.00
SVP	1,500.00
Total 2200 Deferred Income	\$14,000.00
2320 Restricted Funds- Lawrence	2,058.00
Total Other Current Liabilities	\$75,390.92
Total Current Liabilities	\$118,803.95
Total Long-Term Liabilities	\$0.00
Total Liabilities	\$118,803.95
Equity	
3010 Unrestrict (retained earnings)	1,354,592.73
3100 Investment in Fixed Assets	351,821.94
Net Income	6,313.14

Total Equity	\$1,712,727.81
TOTAL LIABILITIES AND EQUITY	\$1,831,531.76

Springfield FY15

Balance Sheet As of June 30th, 2015

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1007 Checking- Springfield (0724)	325,105.90
1008 CD 856970573	425,000.00
Total Bank Accounts	\$750,105.90
Other current assets	
1120 Grants receivable - Federal	59,289.00
1121 Grant Rec- SPED 240	989.00
1122 Grant Rec- Title 1	-1.52
Total 1120 Grants receivable - Federal	\$60,276.48
1192 Due From CMO	2.28
1193 Due From Chelsea	1,056.39
1200 Advances	4,231.00
1300 Prepaid Expenses	3,434.13
1310 Prepaid Expenses- Insurance	3,267.99
1410 Prepaid Rent	0.00
Undeposited Funds	765.00
Total Other current assets	\$73,033.27
Total Current Assets	\$823,139.17
Fixed Assets	
1520 Building Improvements	820,630.58
1540 Furniture	15,947.33
1550 Equipment	58,753.87
1560 Computers	21,253.00
1600 Accumulated depreciation	-9,192.26
Total Fixed Assets	\$907,392.52
TOTAL ASSETS	\$1,730,531.69
LIABILITIES AND EQUITY	
Liabilities	
2000 Accounts Payable	14,782.36
Total Accounts Payable	\$14,782.36
Other Current Liabilities	
2040 MTRS Payable	7,580.24
2050 Employee Benefits 403b	150.00
2081 Due to Chelsea School	107,733.00
2082 Due To Foundation	114,069.00
2083 Due to CMO	470,411.51
Total Other Current Liabilities	\$ 699,943.75

Total Current Liabilities	\$ 714,726.11
Total Liabilities	\$ 714,726.11
Equity	
3010 Retained Earnings	-107,821.77
Net Income	1,123,627.35
Total Equity	\$ 1,015,805.58
TOTAL LIABILITIES AND EQUITY	\$ 1,730,531.69

Unaudited FY15 Chelsea and Phoenix Network (CMO) Income Statement

July 2014 - June 2015

	Total
Income	
4100 Tuition	2,634,172.00
Total 4150 Federal and State Entitlements and Grants	\$ 238,573.50
Total 4200 Fundraising and Grants	\$ 170,924.00
Total 4300 Student fees	\$ 18,532.62
4400 Americorps	529,032.00
4401 Youth Violence Prevention Grant	23,000.00
4410 Tutoring- Chelsea	20,000.00
4411 Tutoring - Lawrence	118,422.00
4412 Tutoring - Springfield	107,733.00
Total 4500 Nutrition Income	\$ 20,236.04
Total 4900 Other Income	\$ 53,356.04
Sales of Product Income	10.00
Total Income	\$3,933,991.20
Gross Profit	\$3,933,991.20
Expenses	
Total 5000 Salaries, Benefits, and Taxes	\$2,455,915.46
Total 6000 Student Services	\$ 124,640.21
Total 6400 Nutrition Services	\$ 43,811.33
Total 6500 Instructional Services	\$ 107,530.78
Total 7000 Facilities and Equipment	\$ 601,837.85
Total 8000 Operations	\$ 376,957.51
Total 9000 Special Programs- Urban Fellows	\$ 219,772.24
Uncategorized Expense	161.08
Total Expenses	\$3,930,626.46
Net Operating Income	\$ 3,364.74
Other Income	
Total 9320 Network Fees	\$ 570,281.88
9330 Foundation Support for Network	252,000.00
9340 Private Grants-Released for Network	578,319.32
Total Other Income	\$1,400,601.20
Other Expenses	
9410 Network Salary Expense	922,511.52
9420 Network Expenses	473,351.96

9430 Lawrence Expenses	1,789.32
Total Other Expenses	\$1,397,652.80
Net Other Income	\$ 2,948.40
Net Income	\$ 6,313.14

Unaudited FY15 Springfield Income Statement

July 2014 - June 2015

	<u>Total</u>
Income	
4100 Tuition Reimbursement	1,579,979.00
Total 4150 Federal and State Entitlements and Grants	\$ 525,500.48
Total 4200 Fundraising and Grants	\$ 121,038.00
Total 4900 Other Income	\$ 6,468.00
Total Income	\$ 2,232,985.48
Gross Profit	\$ 2,232,985.48
Expenses	
Total 5000 Salaries, Benefits, and Taxes	\$ 1,011,731.97
Total 6000 Student Services	\$ 78,801.78
Total 6400 Nutrition Services	\$ 7,117.21
Total 7000 Facilities and Equipment	\$ 355,291.85
7900 Depreciation Expense	9,192.26
Total 8000 Operations	\$ 88,625.49
Bank Charges	80.00
Supplies	169.03
Uncategorized Expense	11.31
Total Expenses	\$ 1,582,726.21
Net Operating Income	\$ 650,259.27
Other Income	
4201 Capital Grants	748,962.00
Total Other Income	\$ 748,962.00
Other Expenses	
Total Other Expenses	\$ 275,593.92
Net Other Income	\$ 473,368.08
Net Income	\$ 1,123,627.35

Appendix E: List of Community Partnerships

Springfield Community Partnership	Chelsea Community Partnership
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Centro Latino	Chelsea Collaborative	NuVu	RAW
Roca	FUEL, Inc.	Rotary (Young Rotarians - RYLA)	Chelsea Neighborhood Housing Association
Metro Credit Union	Chelsea Public Schools	Reader to Reader	Lutheran Social Services
Mass Migrant Education Program	Career Point	Square One	Holyoke Youth Task Force
Jewish Family Services	Yeah! Network/SPPTP	NEARI	Clinical and Support Options, Inc.
Black Men of Greater Springfield	Read/Write/Now Adult Learning Center	Neighborhood CBOS	Chicopee Boys and Girls Club
WIA	Little Girls, Inc.	Mass Coalition for Homelessness	Springfield College AmeriCorps Program
Gateway to College at STCC	YMCA	Chicopee Probation	YSet
Springfield District Attorney	Springfield Parent Academy	Enlace de Familias	Urban League
Behavioral Health Network	Boys and Girls Club of Springfield	Westfield State	Hampden County Sheriff's Department - Johnson Life Center; AISS; Howard Street
Committee for Public Counsel Services, Youth Advocacy Division	Holyoke Probation - Superior	Springfield Police Department	Springfield Probation - Juvenile
Springfield Court System	Regional Employment Board	Springfield Department of Youth Services	Springfield Juvenile Court
Holyoke Boys and Girls Club	Roca	Veritas Prep Charter School	Holyoke Department of Children and Families
Springfield Department of Transitional Assistance	American International College	Springfield Department of Children and Families	Springfield Baystate Educational Partnership
Springfield Partners for Community Action	Western New England University	Baystate Academy Charter Public School	Stay in School Campaign
Holyoke Police Department	HAP (and Prospect House)	Holyoke Community Charter School	Partners for a Healthier Community
Choice Neighborhoods	Springfield College	State Representative Aaron Vega	Holyoke Community College
Children's Study Home	Family Violence Center	Holyoke Health Center	Holyoke School Committee

Phoenix House	Smith College	Springfield City Council	State Representative Cheryl Rivera
Holyoke Public Schools: Office of the Superintendent	Springfield High School	Springfield Public Schools: Office of the Superintendent	Springfield Mayor
Springfield Public Schools: Student Support Services	Springfield Technical Community College	South Holyoke Safe Neighborhood Initiative	Springfield Public Schools: Special Education
The Care Center	Beveridge Foundation	Community Foundation of Western Massachusetts	Develop Springfield
Appleton	Education Consulting	Mass Mutual	Springfield Republican
DDAP	Gandara	YWCA (Holyoke)	YWCA STPP (Springfield)
YWCA (Springfield)	Chicopee High School	Holyoke Probation - Juvenile	Commerce High School
Salvation Army "Bridge the Gap" (Holyoke)	Springfield Central High School	The High School of Science and Technology	Young Parents Program (subset of Partners for Community and Corporation for Public Management)
Springfield Head Start	uAspire	Hampden County Sheriff's Department - Education Reintegration Services	Link to Libraries
Bay Path College	Defense Bar	FutureWorks	Putnam Vocational Technical Academy
Home City Families	Renaissance School	Liberty Prep High School	Valley Opportunity Council
Picknelly Adult & Family Education Center	Puerto Rican Cultural Center	Center for Human Development	Training Resources of America