

Phoenix Charter Academy Network Annual Report 2015-2016

Submitted to the Massachusetts Department of Elementary and Secondary Education August 1, 2016

Phoenix Academy Public Charter High School Chelsea
59 Nichols Street
Chelsea, MA 02150
Phone number: 1-617-889-3100
Fax Number: 1-617-889-3144
Email: banderson@phoenixcharteracademy.org
Website: phoenixcharteracademy.org

Phoenix Academy Public Charter High School Springfield
1 Federal Street, Building 104
Springfield, MA 01109
Phone number: 1-413-233-4412
Fax Number:
Email: banderson@phoenixcharteracademy.org
Website: phoenixcharteracademy.org

Table of Contents

Introduction to the School	3
School Performance and Program Implementation	4
Faithfulness to Charter.....	4
<i>Mission and Key Design Elements</i>	4
<i>Amendments to the Charter</i>	7
<i>Dissemination Efforts</i>	7
Academic Progress Success.....	8
<i>Student Performance</i>	8
<i>Program Delivery</i>	8
<i>Social, Emotional, and Health Needs</i>	8
Organizational Viability	8
<i>Organizational Structure of the School</i>	8
<i>Network Structure</i>	9
<i>Teacher Evaluation</i>	9
<i>Budget and Finance</i>	9
Appendix A: Accountability Plan Performance for 2015-16	14
Chelsea Accountability Plan:.....	14
Springfield Accountability Plan:	17
Appendix B: Recruitment and Retention Plan	26
Appendix C: School and Student Data	40
Appendix D: Additional Required Information	42
<i>Key Leadership Changes</i>	42
<i>Facilities</i>	42
<i>Enrollment</i>	42

Introduction to the School

<i>Name of School: Phoenix Academy Public Charter High School Chelsea</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Chelsea
Regional or Non- Regional?	Regional	Chartered Districts in Region (if applicable)	Chelsea, Everett, Revere, Lynn
Year Opened	2006	Year(s) in which the Charter was Renewed (if applicable)	2011, 2016
Maximum Enrollment	225	Current Enrollment	168
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year	190	Students on Waitlist	0
School Hours	9am-5pm M-Th; 9am- 1pm F	Age of School	10
Mission Statement: Phoenix Academy Public Charter High School Chelsea challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults.			

<i>Name of School: Phoenix Academy Public Charter High School Chelsea</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Springfield
Regional or Non- Regional?	Regional	Chartered Districts in Region (if applicable)	Springfield, Holyoke, Chicopee
Year Opened	2014	Year(s) in which the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	250	Current Enrollment	178
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year	190	Students on Waitlist	0
School Hours	9am-5pm M-Th; 9am- 1pm F	Age of School	2
Mission Statement: Phoenix Academy Public Charter High School Springfield challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults.			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Phoenix Chelsea and Phoenix Springfield remain deeply committed to the founding mission of serving high-risk students and providing them with the tools necessary to enter and succeed in college. Phoenix upholds this commitment via close attention to our key design elements. The evidence of how we remained faithful to these core structures is outlined in the sections below.

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

As stated in the first key design element, Phoenix Academy Public Charter High Schools Chelsea and Springfield are committed to serving and graduating high-risk students. In 2015-2016, both schools clearly demonstrated this commitment by creating and implementing a recruitment and retention plan geared towards serving high-risk students. Phoenix schools consistently serve high percentages of students in 1 or more high-risk subgroup, and Phoenix schools graduate a high percentage of students in 1 or more subgroups (both reported on in the Accountability plan report). This demonstrates that Phoenix schools not only recruit the students core to its mission, but is successful in graduation these students. Phoenix has been able to uphold this promise by remaining laser focused on ensuring that all policies and practices are aligned to providing the conditions for success for high-risk students and their families.

Key Design Element 2: Relentless Supports

A critical component of the Phoenix model is providing students with relentless supports. Phoenix utilizes a number of key supports to ensure the success of students, including:

- **Student Support Team:** Consisting of the Director of Student Support, an on-site social worker, and Student Support Specialists, the SST dedicates their energy to encouraging building scholarly, using an intentional combination of relentless outreach and supports. Some of their daily efforts include, facilitating circle back conversations, making phone calls or texting students and adult supporters, going on home visits, action-planning, counseling, and organizing meetings with teachers and adult supporters.
- **On-site Little Scholars Center:** Phoenix schools are 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.
- **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, Opportunity, Leadership, Achievement, and Respect. Feathers can be redeemed for small prizes such as Phoenix t-shirts, movie tickets, or meals with teachers.
- **Individualized College Planning Center:** Because Phoenix schools do not have traditional grade levels, students are on individualized paths to graduation. Each scholar must reach the same requirements to graduate, so the College Services Coordinator works with students to set short and long-term goals, and helps students navigate the college planning process.

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

- **Athletics, Clubs, and Activities:** Phoenix utilizes extracurricular programming, including clubs and athletics, to help connect students and propel them to success within Phoenix. For example, Phoenix student-athletes are held to high academic and behavioral expectations in order to promote a strong culture of scholarly leadership. Our student-athletes balance the same school day, while also maintaining high grades and high attendance. Phoenix has 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.
- **Multi-Quarter Enrollment Process:** Phoenix schools recruit students five 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.

In addition to these core elements of relentless supports, in the 2015-2016 year the Phoenix Charter Academy Network hired a Chief of Partnerships and Student Supports, who oversees student supports across the network. Having a senior staff member dedicated to supports has increased the capacity of for both Phoenix Chelsea and Springfield and has led to more targeted student tracking, relentless supports, and retention of students.

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

In 2015-2016 both Phoenix Chelsea and Springfield have leveraged ongoing staff professional development sessions in order to support teaching staff in maintaining rigorous academic instruction for all students. The professional development structure for the 2015-2016 year included the following:

- **Leadership Institute:** In the summer of 2015 leaders across the Phoenix network came together for a weeklong Leadership Institute, whereby leaders were provided with targeted professional development. During this time, instructional leaders were provided with tools to successfully roll out instructional priorities for the year and continue to lead teachers towards practicing data-driven instruction.
- **Staff and Fellows Institute:** Before the start of the school year, teachers and fellows received two full weeks of planning, professional development, and work time.
- **Ongoing Professional Development:** Teachers met for approximately three hours each Friday afternoon for a variety of professional development sessions and collaborative work projects; in the 2015-2016 school year, teachers received at least 150 hours of professional development.
- **Quarterly Data Days:** Each quarter, the Director of Curriculum and Instruction led the instruction staff in a Data day, which is a professional development session held directly following Interim Assessments. During Data Days, teachers and leaders reviewed progress on the Interim Assessments, analyzed student work, developed action plans to address any gaps, and planned for the next assessment cycle.
- **Quarterly Content Days:** Quarterly, teachers and leaders across the network met with their content teams (i.e. all the Science teachers from Chelsea, Lawrence, and Springfield met). This time was utilized to develop curriculum, create rigorous assessments and share best teaching practices.
- **Supervision:** Phoenix Chelsea and Springfield teaching staff met at least once a week individually with their supervisors. Teacher supervisions generally include a general check-in, feedback on most recent observation, check-in on weekly overviews to make sure they are aligned to schedule of assessed standards and common core, and a review of accountabilities.

Additionally, during 2015-2016 Phoenix focused on increasing the use of targeted academic data in order to drive rigorous instruction. Specifically, by implementing the following:

- **Quality Performance Assessments:** Quarterly, every teacher designed and administered at least one quality performance assessment. These assessments require scholars to demonstrate their skills and knowledge on a project or performance requiring students to leverage critical thinking skills.
- **Interim Assessments:** Quarterly, students in core academic classes (Math, Literature and Science), took interim assessment exams, which assess students' mastery of specific standards and skills. Following each assessment teachers review the data during a professional development data day and based on the data create tailored action plans.

Finally, Phoenix employs a number of core academic structures to ensure that all students have access and support to a rigorous academic program. These practices were all implemented with fidelity in the 2015-2016 school year and include:

- **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 AmeriCorps 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.
- **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 hour-long, 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 their academic potential.

Key Design Element 4: Preparing students for college success:

In 2015-2016, Phoenix Chelsea and Springfield developed additional college services programming, aimed at providing students with the supports they need to be prepared for college. For example, in 2015-2016 Phoenix Springfield hired its first College Services Coordinator, which is a full time position dedicated to preparing seniors for success in college. Additionally, for the first time, Phoenix Chelsea and Springfield offered on-site ACCUPLACER testing, which provided students with a supportive environment for taking this critical college entry exam. Finally, Phoenix Chelsea and Springfield overhauled its school profile and student transcript,

ensuring that student college applications clearly and accurately reflected students' historical academic data, allowing students to be competitive applicants to 4-year schools.

In addition, in 2015-2016 Phoenix leverage core practices to ensure students were being prepared for success in college, including:

- **AP for Anyone:** Phoenix schools encourage all students to strive to take AP classes before graduation. In 2015-2016, in Phoenix Chelsea, seniors were enrolled in AP English Language and Composition and AP Chemistry.
- **Entry Exam and College Prep:** The College Services Coordinator leads several initiatives to broaden academic support for students nearing graduation, including leading a Senior Seminar course. While achievement in all classes is critical for ensuring student access to college, the SAT, ACT and ACCUPLACER exams all remain intimidating hurdles for many our students. In Senior Seminar, seniors are provided with targeted preparation for these entry exams and college.
- **Dual Enrollment in College Courses:** To help our scholars prepare for college, we encourage students nearing graduation to take a college-level course. These students remain fully enrolled at Phoenix but have the option of adjusting their schedule to include courses at local community colleges. Several scholars have benefited from this opportunity, noting their appreciation of the supports at Phoenix and excitement about an academic challenge on a real college campus.

Amendments to the Charter

Date	Amendment Requested	Approved?
4/19/2016	Schedule Change for 2015-2016 school year	Yes
4/28/2016	Mission	Yes
6/7/2016	Expulsion Policy	Yes

Dissemination Efforts

Phoenix is deeply committed to dissemination as part of our work as an innovative Commonwealth Charter School. Over the course of 2015-2016, our dissemination work has involved 2 primary efforts, including: the expansion of the Phoenix model as part of the Lawrence Public Schools turnaround efforts and ongoing consultation and learning visits with education leaders interested in bringing aspects of our model to their schools and 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 2015-2016, Phoenix Chelsea and Springfield hosted many visitors from schools and organizations in the Commonwealth as well as teams from across the country interested in learning about our model and results. These visits usually include class observations, meetings with school and network leaders, and conversations with students and discussions of the daily operations of the school. Examples of visitors include:

- Framingham State
- Benjamin Franklin Institute of Technology (President Benoit)
- Senator Jehien
- M&T Bank
- Strategic Grant Partners

- 15 educators from San Diego
- Salem Public Schools
- Springpoint Schools
- Senator Lesser
- SchoolWorks
- City on a Hill Charter School,
- Bunker Hill Community College
- Caitlin Moore from Model UN Boston
- College Bound Dorchester
- Pioneer Institute

Academic Progress Success

Student Performance

A. Student data table:

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

Phoenix Chelsea and Springfield demonstrated success on the 2015 MCAS. This is evidenced by data comparing Phoenix Chelsea and Springfield’s students against an average of students from alternative charter and district high schools in Massachusetts with publically reported data. The data is as follows:

MCAS Subject	ELA	Math
# of comparison schools with data publically available*	3	3
Comparison schools average % Advanced/Proficient	63%	27%
Phoenix Charter Academy, Chelsea % Advanced/Proficient	68%	52%
Phoenix Charter Academy, Springfield % Advanced/Proficient	80%	63%
Phoenix Chelsea % above annual average of comp. schools	5%	25%
Phoenix Springfield % above annual average of comp. schools	17%	36%

* ELA schools: Boston Day & Evening, Lowell-Middlesex Charter Academy, Edison Academy ; Math Schools: Boston Day & Evening, Springfield Public Day, Edison Academy

Program Delivery

In the 2015-2016 school year, Phoenix Chelsea continued to strengthen its use of data to inform instruction. In addition to continuing to solidifying the four interim assessment cycles, teachers created and administer four quality performance assessments. The quality performance assessments are designed to ensure students are being assessed on complex tasks, requiring students to prove mastery on multiple skills and apply soft skills. Additionally, Phoenix Chelsea and Springfield became ACCUPLACER testing sites, administering this high-stakes college entry exam to seniors on both campuses. Finally, in the 2015-2016 school year, Phoenix Springfield added a formal college services program, hiring a College Services Coordinator to teach a Senior Seminar and provide target supports to the senior class.

Social, Emotional, and Health Needs

In the 2015-2016 year, neither Phoenix Chelsea nor Phoenix Springfield made any changes to the schools’ approaches to student discipline.

Organizational Viability

Organizational Structure of the School

In 2015-2016, neither Phoenix Chelsea nor Phoenix Springfield made any changes to the organizational structure. In 2016-2017, both schools anticipate making one change, adding a new position to staff – Recruitment and

Community Engagement Specialist. This role is designed to build ties in the community and create and sustain pipelines for student recruitment. The 2016-2017 school-based organizational chart is attached in Appendix D.

Network Structure

As the Phoenix Network continues to grow and evolve, in 2015-2016, the Phoenix network added a few roles, designed to provide targeted supports to the schools across the network; the changes included:

- Chief of Partnerships and Student Supports – a senior leader who supports school student support teams and works to systematize relentless supports and build partnerships.
- Director of English Language Development and Academic Support – a position designed to support ELD and Academic support programming across the schools.

In 2016-2017, the Phoenix Network anticipates adding a critical role, supporting our goals to provide rigorous instruction and prepare students for college – the Network Director of Curriculum Instruction. The 2016-2017 Phoenix Network Organizational chart is attached in Appendix D.

Teacher Evaluation

In 2015-2016, Phoenix Chelsea and Phoenix Springfield made minor adaptation to its current teacher by adding in a Phoenix-specific indicator (Mission Alignment) that is required for the success of Phoenix teachers.

Budget and Finance

The Phoenix Charter Academy Network will be doing a slightly delayed submission of two Budget and Finance components of the of Phoenix's FY16 Annual Report:

- A. Unaudited FY16 statement of revenues, expenses, and changes in net assets (income statement) and
- B. Statement of net assets for FY16 (balance sheet).

The submission of these two financial reports is deferred in order to avoid making significant changes--such as to the final net income amount--dependent on the receipt and processing of a few key elements of FY16 expense accounting and potential intra-Phoenix transfers made dependent on those elements.

Approved School Budget for FY17

FY17 Budget

Chelsea

	<u>FY 16 Budget</u>
Income	
4100 Tuition	2,309,300
4150 Federal & State Entitlements & Grants	160,474
4200 Fundraising and Grants	325,000
4420 Medicaid reimbursement	15,000
4500 Nutrition Income	30,000
4900 Other Income	30,500
Total Income	<u>2,870,274</u>
Gross Profit	<u>2,870,274</u>
Expenses	
5000 Salaries, Benefits, and Taxes	1,575,712
6000 Student Services	107,000
6400 Nutrition Services	42,000
6500 Instructional Services	85,250
7000 Facilities and Equipment	580,272
8000 Operations	477,920
Total Expenses	<u>2,868,154</u>
Net Operating Income	<u>2,120</u>

CMO FY17 Budget

Other Income	
Americorps Income	626,721
Network Income	
4950 Misc. Income	-
9320 Network Fees	597,225
9330 Foundation Support for Network	600,000
9340 Private Grants-Released for Network	810,000
Total Network Income	<u>2,007,225</u>
Total Other Income	<u>2,633,946</u>
Other Expenses	
Americorps Expenses	851,834
Network Expenses	
9410 Network Salaries, Benefits, and Taxes	1,453,872
9500 Network Operations	298,000
9430 Lawrence Expenses	29,000
Total Network Expenses	<u>1,780,872</u>
Total Other Expenses	<u>2,632,706</u>
Net Other Income	1,240
Net Income of School and CMO Combined	3,360

Springfield FY17 Budget

	FY 17 Budget
Income	
4100 Tuition	2,393,300
4150 Federal & State Entitlements & Grants	180,831
4200 Fundraising and Grants	15,000
4420 Medicaid reimbursement	10,000
4500 Nutrition Income	-
4900 Other Income	30,000
Total Income	2,629,131
Gross Profit	2,629,131
Expenses	
5000 Salaries, Benefits, and Taxes	1,370,653
6000 Student Services	107,000
6400 Nutrition Services	1,000
6500 Instructional Services	77,950
7000 Facilities and Equipment	623,696
8000 Operations	445,702
Misc Expenses	-
Total Expenses	2,626,001
Net Operating Income	3,130
Other Income	-
Other Expenses	-
Net Other Income	-
Net Income	3,130

A. Capital Plan for FY 17:

- **Secure a long-term facility for Phoenix Chelsea:** One of the most urgent issues facing the Phoenix Chelsea school is that 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. We are currently searching for an interim and long-term plan in Chelsea.
- **Springfield Permanent Facility:** In July 2015, Phoenix moved into a newly renovated permanent home. This was a significant undertaking for both the school and the Network, and now that Phoenix Springfield has a space that will allow Phoenix Springfield to reach maximum enrollment capacity, Phoenix Springfield has no additional capital plans.

Appendix A: Accountability Plan Performance for 2015-16

Accountability Plan Evidence 2015-16

Chelsea Accountability Plan:

Chelsea – Faithfulness to the Charter	2015-2016 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	91% of students enrolled at Phoenix Chelsea in the 2015-2016 school year fell into at least one high-risk 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 2016, 17 out of 21 (81%) students fell into at least one high-risk subgroup.
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	100% of students in the Class of 2016 applied and were accepted to a post-secondary education program.
Measure: 65% of students who are able to attend will enroll in a post-secondary education program by September of their graduating year.	Met	77% of Phoenix Chelsea alumni (through the class of 2015) enrolled in college.
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	77% of Phoenix Chelsea alumni (through the class of 2014) persisted in college for 2 or more semesters.

Chelsea – Success of the Academic Program	2015-2016 Performance (Met/Not Met)	
Objective: Students at the school demonstrate proficiency, ² 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. ³		
Measure: 20% of students will increase their ELA MCAS scores by at least one proficiency level over their 8th grade proficiency levels.	Met	Based on the 2015 MCAS, 10 out of 13 student who had both 8 th and 10 th grade ELA MCAS scores (77%) increased their ELA MCAS proficiency level by at least one level over their 8 th grade proficiency level.
Measure: 20% of students will increase their Math MCAS scores by at least one proficiency level over their 8th grade proficiency levels.	Met	Based on the 2015 MCAS, 11 out of 14 students who had both 8 th and 10 th grade Math MCAS scores (79%) increased their Math MCAS proficiency level by at least one level over their 8 th grade proficiency level.
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	Of 12 comparison schools, only 3 schools had data (due to small cohort sizes). Phoenix Chelsea’s average percent advanced/proficient was above the average of the alternative schools (by 5% for ELA and by 25% for Math).
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.	Data Unavailable	Phoenix Chelsea did not collect NWEA data for students in the MCAS cohort.
Measure: Students in tutoring cohort (students receiving one core block of tutoring from our Phoenix Fellows) will improve reading levels by an average of 1.5 grade levels as measured by NWEA MAP testing from fall to spring.	Data Unavailable	Phoenix Chelsea did not collect NWEA data for students in the MCAS cohort.
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	Every teacher was formally observed 3 our more times by members of the instructional leadership team.
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.	Data Unavailable	Phoenix Chelsea no longer uses the PCA Teacher Competency Rubric; Phoenix currently uses a modified version of the DESE rubric. Additionally, in order to focus on continual growth, as opposed to rating shifts, this is no longer an active goal for teachers.

² “Proficiency” includes attaining either proficient or advanced classification.

³ “Accountability purposes” is any test at any grade level that “counts” toward AYP determination.

Chelsea – Organizational Viability	2015-2016 Performance (Met/Not Met)	Evidence
Objective: <ol style="list-style-type: none"> 1. The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement. 2. 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. 3. 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	Phoenix Chelsea’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.
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	Phoenix Chelsea has 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.
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	Annual audits have been positive experiences for the school. The 2015 audit had no findings and did not include a management letter.
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	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.

Springfield Accountability Plan:

Springfield - Serve disconnected youth, using a high-risk student population definition	2015-2016 Performance (Met/Not Met)	Evidence
<p>Objective: Phoenix will recruit, serve, and graduate students who demonstrate a high risk of not graduating high school. KDE 1</p>		
<p>Measure: Annually, as measured by Phoenix’s entry survey and data from student records, 70% of the current student body falls into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.</p>	<p>Met</p>	<p>87% of students enrolled at Phoenix Springfield in the 2015-2016 school year fell into at least one high-risk subgroup.</p>
<p>Measure: Each year, as measured by Phoenix’s entry survey and data from student records, 60% of the graduating class will fall into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.</p>	<p>Met</p>	<p>For the class of 2016, 8 out of 10 (80%) students fell into at least one high-risk subgroup.</p>

Springfield - Relentless Supports	2015-2016 Performance (Met/Not Met)	Evidence
Objective: Phoenix utilizes strong relentless support techniques to ensure positive student outcomes. KDE 2		
<p>Measure: In order to inform decisions and provide strong supports for students, both relentless support and behavior trends will be tracked and analyzed on a weekly and quarterly basis, utilizing standardized data dashboards.</p>	N/A	Not tracked for the 2015-2016 school year.
<p>Measure: Students and adult supporters will receive consistent communication through home visits/and or phone calls. On average, Phoenix staff members will make 10 points of contact a week (i.e. phone calls, text messages, home visits, adult supporter meetings).</p>	Not Met	The average number of points of contact per week was 6.3.
<p>Measure Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs.</p>	Met	88% of students enrolled from September to June demonstrated improvement in at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges.
<p>Measure: 70% of students will report connectivity to school through a biannual student survey administered using survey monkey. 70% of students will agree or strongly agree with one of the following questions:</p> <ul style="list-style-type: none"> • If you walked into class upset, how concerned would your teacher be? • How connected do you feel to the adults at your school? • Overall, how much do you feel like you belong at your school? <p>How well do people at your school understand you as a person?</p>	N/A	Not tracked for the 2015-2016 school year.

<p>Measure: In order to build recruitment pipelines and student support partnerships, Phoenix will actively engage key community institutions such as: police, DYS, Probation DCF, traditional district schools, youth service agencies, homeless agencies, DTA/WIC to provide ongoing student support and education. Each school will host or participate in a minimum of 4 community education events a year.</p>	<p>N/A</p>	<p>Not tracked for the 2015-2016 school year.</p>
<p>Measure: Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.</p>	<p>N/A</p>	<p>Not tracked for the 2015-2016 school year.</p>

Springfield - Rigorous academic instruction through use of data and professional development	2015-2016 Performance (Met/Not Met)	Evidence
---	--	-----------------

Objective: Phoenix will utilize professional development and data-driven instruction to ensure that Phoenix students are receiving rigorous academics and are making significant academic gains. KDE3

<p>Measure: The school-based team will coordinate and administer Interim Assessments to all students in Math and Humanities at least four times per year and utilize the Interim Assessments in Professional Development sessions to review and analyze the data, action plan, and adjust instruction.</p>	Met	In 2015-2016, Phoenix Springfield administered Interim Assessments in Math and Humanities 4 times, and held 4 data days to analyze the data and action plan.
<p>Measure: Teachers will design at least one performance assessment per quarter (4 total each year) in each course that requires scholars to demonstrate their skills and knowledge on a project or performance that requires critical thinking.</p>	N/A	Not tracked for the 2015-2016 school year.
<p>Measure: Annually, 70% of teachers will be observed in their classrooms implementing the practices outlined in the annual school-wide PD goals.</p>	N/A	Not tracked for the 2015-2016 school year.
<p>Measure: 70% of school-based leaders report that network-wide Leadership Institute and Quarterly Retreats positively impact their on-campus leadership work focused on data-driven instruction and implementation of professional development programming.</p>	N/A	Not tracked for the 2015-2016 school year.
<p>Measure: Each year, 65% of students who are enrolled at Phoenix from September to June and based on their attendance are eligible to earn credit will have a positive academic outcome. This will be demonstrated by one of the following: 1) improving the number of core academic classes they are passing from quarter 1 to quarter 4, 2) passing all 3 core academic classes in quarters 1 and 4.</p>	Met	77% of students enrolled from September to June and based on their attendance were eligible to earn credit, demonstrated a positive academic outcome either by increasing the number of core academic classes they passed from quarter 1 to quarter 4 or by passing all core academic class in both quarter 1 and quarter 4.
<p>Measure: Phoenix will develop a system to track teachers' licensure status and ensure that by the end of a teacher's first year, if a teacher is not yet certified, they are actively working towards certification.</p>	N/A	Not tracked for the 2015-2016 school year.

Springfield - Preparing students for college success	2015-2016 Performance (Met/Not Met)	Evidence
Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. KDE 4.		
Measure: Each year, 90% of students in the graduating class will complete all three sections of the ACCUPLACER exam.	Met	9 out 10 (90%) students in the class of 2016 took all three sections of the ACCUPLACER exam.
Measure: 90% of students in the graduating class will apply and be accepted into college.	Met	100% of the class of 2016 applied and were accepted to college.
Measure: Annually, 60% of Phoenix alumni will either enroll in college, will have already enrolled in college, or will have graduated from college; this rate will include all Phoenix alumni.	N/A	Phoenix Springfield had its first graduating class in 2016, thus will not be able to report on college enrollment until the 2017 annual report.
Measure: Annually, 55% of the students who ever enroll in college will persist in college for 2 or more semesters.	N/A	Phoenix Springfield had its first graduating class in 2016, thus will not be able to report on college persistence until the 2017 annual report.
Measure: (Stretch) Based on ACCUPLACER results, each year 60% of students in the graduating class will earn a “green” score on at least 2 of 3 sections of the ACCUPLACER exam.	Not Met	Of the 9 students who took the ACCUPLACER exam, 0 students placed into at least 2 college level classes.

Springfield – Academic Growth	2015-2016 Performance (Met/Not Met)	Evidence
Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. KDE 4.		
Measure: Each year, the MCAS cohorts’ average Fall to Spring growth in Math on the NWEA exam will meet or exceed the nationally normed average for alternative education schools, which is set at 2.4 RIT points.	N/A	Not tracked for the 2015-2016 school year.
Measure: Each year, the MCAS cohorts’ average Fall to Spring growth in Reading on the NWEA exam will meet or exceed the nationally normed average for alternative education schools, which is set at 1.7 RIT points.	N/A	Not tracked for the 2015-2016 school year.
Measure: Each year, the MCAS cohorts’ average Winter to Spring growth in Math on the NWEA exam will meet or exceed the nationally normed average for alternative education schools, which is set at 0.7 RIT points.	N/A	Not tracked for the 2015-2016 school year.
Measure: Each year, the MCAS cohorts’ average Winter to Spring growth in Reading on the NWEA exam will meet or exceed the nationally normed average for alternative education schools, which is set at 0.9 RIT points.	N/A	Not tracked for the 2015-2016 school year.
Measure: (Stretch) Each year, 65% of students in the MCAS cohort will meet or exceed the expected Fall to Spring Math growth for alternative education students in 10 th grade, which is set at 2.3 RIT points.	N/A	Not tracked for the 2015-2016 school year.
Measure: (Stretch) Each year, 65% of students in the MCAS cohort will meet or exceed the expected Fall to Spring Reading growth for alternative education students in 10 th grade, which is set at 1.6 RIT points	N/A	Not tracked for the 2015-2016 school year.

Springfield - Dissemination	2015-2016 Performance (Met/Not Met)	Evidence
Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term.		
Measure: Phoenix will host at least 2 schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members.	N/A	Not tracked for the 2015-2016 school year.
Measure: Over the course of the charter term, senior leaders will create at least 10 presentations (podcasts or Ed talk) that are posted to the website and shared with a network of educators; topics could include: effective circle-backs, training staff on good boundaries with students who come from trauma backgrounds, building community partnerships etc..	N/A	Not tracked for the 2015-2016 school year.
Measure: Over the course of the charter term, our CEO will participate in five speaking engagements with practitioners, discussing the Phoenix model.	N/A	Not tracked for the 2015-2016 school year.
Measure: Phoenix teachers and administrators will participate in at least one event each year of the charter term where Phoenix best practices are shared with other charter schools and district schools.	N/A	Not tracked for the 2015-2016 school year.

Appendix B: Recruitment and Retention Plan

Recruitment and Retention Plan 2016-2017

School Name: Phoenix Charter Academy Chelsea & Phoenix Charter Academy Springfield

Date: 7/31/2016

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 2015-2016 – at the end of the year, Phoenix Chelsea had an enrollment of 168 and Phoenix Springfield had an enrollment of 178. Phoenix Chelsea & Springfield both maintained strong community partnerships.. Additionally, Phoenix Chelsea and Springfield successfully recruited students in its target high-risk subgroups.

Subgroup	Chelsea	Springfield
English Language Learner	47%	12%
IEP/504	22%	28%
Pregnant/Parenting	12%	19%
Court Involved	36%	32%
Truant/Dropout	43%	30%

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

General Recruitment Activities:

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

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

Middle School Outreach: Staff representative will do a presentation at sending middle schools for incoming 8th grade students who middle school has decided would be good fit for the school. Students will be able to ask questions and meet with school's staff representatives. The presentation will 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 expellees from surrounding area schools and attempt to re-engage them. This measure was implemented to reach out to target students who were formerly/highly truant and students with IEP/504s, both of who are more likely to be disconnected from their traditional district schools.

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

Translation Services: In the upcoming year, Phoenix Chelsea will translate all of its recruitment and materials and student paperwork into Spanish and Portuguese 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. 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 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 Recruitment and Community Engagement Specialist, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Chelsea/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>
Students eligible for free or reduced lunch	<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. 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 hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p>
Students who are	<p>1. Phoenix Chelsea/Springfield will actively recruit students who are 2-3 years behind grade level. Lagging</p>

sub-proficient	<p>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>
Students at risk of dropping out of school & students who have dropped out of school	<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, including 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>
Other subgroups of students who should be targeted to eliminate the achievement gap Pregnant & Parenting	<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 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>

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 2015-2016. However, neither school met its retention goal of 85%. As a result, in the 2016-2017 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. • Student Success Plans: On an ongoing basis, Student Success Plans are by Advisory and Academic Support Teacher for students that are showing additional academic and behavioral risk. • Instructional Kid Talk (IKT): At least a half hour every other week (excluding Data Days) of Friday professional development time was dedicated to Instruction Kid Talks, where staff members would dedicate 5-6 weeks to evaluating a specific students’ strengths, struggles, and circumstances to create an action plan for academic/behavioral support. • Data Days: During quarterly data days, the Student Support Team and Academic Support Team, specifically analyze academic performance of students with IEPs and develop action steps to ensure that these students are receiving the academic supports that they need. • Advisory cohorts: Special Education Students benefit from our advisory cohort model; students spend the first 15 minutes of each school day in advisory. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention

tool for special education students through the following:

- *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for special education students, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school.
 - *Phone calls* – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school.
- **Student Support Center (SSC):** The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. For special education students, sometimes this is due to not understanding the material. Thus, Student Support Team staff will work closely with the student and the teacher to ensure that the student can access the material and go back to class successfully The SSC serves as a tool allowing teachers, students, and Student Support Team members to work together to ensure that special education students are provided the support they need to stay in school and class and not let behavioral or academic hurdles prevent students from remaining in school.
 - **Circle Back Protocol:** For all students, but especially special education students, academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
 - **Academic Support Classes:** Phoenix Chelsea/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 likely to be successful in their literature classes.
 - **Transitions to Algebra:** Many of our Special education students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are 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 4:10-5:10 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.

	<ul style="list-style-type: none"> • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Network Leadership: the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support 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. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • Student Support Center (SSC): The Phoenix Student Support Team operates an SSC, which is a space where students can go when they are not demonstrating readiness for class. When students are in the SSC, Student Support Team staff members swiftly work with students to get to the root of why students are not ready for class. 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 5:10-5:10 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 that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English.
- **Addressing work schedules:** Many of LEP students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Athletics:** A large core of Phoenix's ELL population (especially boys) play or follow soccer. Phoenix Chelsea's recently **started varsity soccer program** features a significant percentage of ELLs and serves as a key athletics retention tool, with **high expectations for academics and attendance** required in

	<p>order to be eligible for varsity matches.</p> <ul style="list-style-type: none"> • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the quarter. • 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 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.

	<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 4:10-5:10 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: <ul style="list-style-type: none"> ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue

to make academic progress.

- *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 4:10-5:10 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 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.
- **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

	<p>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>
<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 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.

	<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 4:10-5:10 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 4:10-5:10 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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION				
	Chelsea		Springfield	
Race/Ethnicity	# of students	% of entire student body	# of students	% of entire student body
African-American	29	18.7%	40	23.5%
Asian	3	1.9%	2	1.2%
Hispanic	111	71.6%	112	65.9%
Native American	0	0.0%	0	0.0%
White	11	7.1%	11	6.5%
Native Hawaiian, Pacific Islander	1	0.6%	0	0.0%
Multi-race, non-Hispanic	0	0.0%	0	0.0%
Special education	35	22.6%	48	28.2%
Limited English proficient	75	48.4%	25	14.7%
Low income	144	92.9%	110	64.7%

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR – Chelsea			
Name, Title	Brief Job Description	Start Date	End Date
Kevin Dean, Head of School	The Head of School is responsible for the overall management of the school while leading initiatives and programs related to academics and school culture	7/13/2015	N/A
Emily Dixon, Director of Curriculum 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
AmyLynn 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
Elizabeth Harbison, Operations Manager	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Chelsea campus.	7/1/2015	N/A

ADMINISTRATIVE ROSTER FOR THE 2015-2016 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	6/30/2016
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
Janet Hicks Director of Curriculum and Instruction	The Director of Curriculum and Instruction (DCI) works to ensure that every scholar reaches ambitious achievement goals for school-wide levels of mastery	7/1/2015	N/A

Lo Nigrosh, AmeriCorps Program Manager	Managed Fellowship Program at Phoenix Chelsea. Directly recruited, trained, and supervised all Fellows at Phoenix Springfield.	7/1/2015	6/30/2016
Michal Scaccia, Operations Director	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Springfield campus.	7/1/2014	11/6/2015
Calvin Johnson, Operations Director	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Springfield campus.	2/1/2016	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR					
School	Type	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Chelsea	Teachers	16	1	3	2 Voluntary (moving out of state, a less hour intensive role) and 2 involuntary
	Other Staff	Leadership Team: 5 Student Support Team: 6 Operations: 2 AmeriCorps: 1	Student Support team: 3 Operations: 1 AmeriCorps: 1	Operations: 1	5 Voluntary (taking positions outside of schools) and 1 involuntary
Springfield	Teachers	11	2	1	1 Voluntary (transitioning to a different charter network) and 2 involuntary
	Other Staff	Leadership Team: 5 Student Support Team: 4 Operations: 1 AmeriCorps: 1	Leadership Team: 1	Leadership Team: 1 Student Support Team: 1 Operations: 1 AmeriCorps: 1	4 voluntary (Moving out of the area, taking on a new leadership challenge, transitioning careers) and 1 involuntary

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	Position on the Board	Committee Affiliation(s)	Number of terms served	Length of Each Term
Jeffrey Meaney	Chair	Executive	2	3 years
Colette Stanzler	Vice-Chair	Executive	3	3 years
Patrick Monkiewicz	Treasurer	Executive/Finance	3	3 years
Greg Susco	Clerk	Executive	4	3 years
Neil Cohen	Trustee		3	3 years
John Connors	Trustee		1	3 years
Joan Gallant	Trustee	Development	3	3 years
George Keady	Trustee		1	3 years
Trisha Perez-Kenney	Trustee	Development	1	3 years
Kristen Lynch-Cerullo	Trustee		1	3 years
Kathy McHugh	Trustee	Development	1	3 years
Devin Sullivan	Trustee		2	3 years
Nate Wolfson	Trustee		2	3 years

Appendix D: Additional Required Information

Key Leadership Changes

Position	Chelsea	Springfield
Board of Trustees Chairperson	N/A	N/A
Charter School Leader	Kevin Dean	Jackie Adam-Taylor
Assistant Charter School Leader	N/A	N/A
Special Education Director	Lisa Gifford	Lisa Gifford
MCAS Test Coordinator	Elizabeth Harbison	Calvin Johnson
SIMS Coordinator	Elizabeth Harbison	Calvin Johnson
English Language Learner Director	Lisa Gifford	Lisa Gifford

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	August 2015 - Present

Enrollment

School	Action	Date(s)
Chelsea & Springfield	Student Application Deadline: <ul style="list-style-type: none"> • Student Institute • Quarter 1 • Quarter 2 • Quarter 3 • Quarter 4 	Deadlines: <ul style="list-style-type: none"> • Student Institute: 8/22/2016 • Quarter 1: 9/19/2016 • Quarter 2: 11/28/2016 • Quarter 3: 2/13/2016 • Quarter 4: 4/24/2017
	Lottery	We will hold a lottery if the number of applications for a particular quarter exceeds the number of available seats at the school.