

Phoenix Academy Public Charter High School, Chelsea & Phoenix Academy Public Charter High School, Springfield Annual Report 2017-2018

Submitted to the Massachusetts Department of Elementary and Secondary Education August 1, 2018

Phoenix Academy Public Charter High School, Chelsea
175 Hawthorne Street
Chelsea, MA 02150
Phone number: 1-617-889-3100
Fax Number: 1-617-889-3144
Contact Name & Title: Beth Anderson, Founder & CEO
Email: banderson@phoenixcharteracademy.org
Website: phoenixcharteracademy.org

Phoenix Academy Public Charter High School, Springfield
65 Lincoln Street
Springfield, MA 01105
Phone number: 1-413-273-1236
Fax Number: 1-413-294-2500
Contact Name & Title: Beth Anderson, Founder & CEO
Email: banderson@phoenixcharteracademy.org
Website: phoenixcharteracademy.org

TABLE OF CONTENTS

Introduction to the School.....	3
Board of Trustees Letter	4
School Performance and Program Implementation.....	6
<i>Faithfulness to Charter.....</i>	<i>6</i>
Mission and Key Design Elements	6
Amendments to the Charter.....	11
Access and Equity	11
Dissemination Efforts.....	12
<i>Academic Progress Success.....</i>	<i>14</i>
Student Performance	14
Program Delivery	14
<i>Organizational Viability</i>	<i>15</i>
Organizational Structure of the School	15
Network Structure	16
Teacher Evaluation.....	17
Budget and Finance.....	17
Appendix A: Accountability Plan Performance for 2017-2018	24
<i>Phoenix Chelsea Accountability Plan:</i>	<i>24</i>
<i>Phoenix Springfield Accountability Plan:</i>	<i>29</i>
Appendix B: Recruitment and Retention Plan	34
<i>Phoenix Chelsea Recruitment Plan</i>	<i>34</i>
<i>Phoenix Chelsea Retention Plan.....</i>	<i>39</i>
<i>Phoenix Springfield Recruitment Plan.....</i>	<i>49</i>
<i>Phoenix Springfield Retention Plan.....</i>	<i>54</i>
Appendix C: School and Student Data	64
Appendix D: Additional Required Information	66
<i>Key Leadership Changes</i>	<i>66</i>
<i>Facilities</i>	<i>66</i>
<i>Enrollment.....</i>	<i>66</i>
<i>FY18 School-based Org Chart.....</i>	<i>67</i>
<i>FY18 CMO Org Chart</i>	<i>68</i>

INTRODUCTION TO THE SCHOOL

Name of School: Phoenix Academy Public Charter High School, Chelsea			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Chelsea
Regional or Non-Regional?	Regional	Chartered Districts in Region	Chelsea, Everett, Revere, Lynn
Year Opened	2006	Year(s) in which the Charter was Renewed	2011, 2016
Maximum Enrollment	225	Current Enrollment	169 as of 6/22/2018
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year	190	Students on Waitlist	0
School Hours	9am-4pm M-Th; 9am- 1pm F	Age of School	12
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.			

Name of School: Phoenix Academy Public Charter High School, Springfield			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Springfield
Regional or Non-Regional?	Regional	Chartered Districts in Region	Springfield, Holyoke, Chicopee
Year Opened	2014	Year(s) in which the Charter was Renewed	N/A
Maximum Enrollment	250	Current Enrollment	154 as of 6/22/2018
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year	190	Students on Waitlist	0
School Hours	9am-4pm M-Th; 9am- 1pm F	Age of School	4
Mission Statement: Phoenix Academy Public Charter High School Springfield challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults.			

BOARD OF TRUSTEES LETTER

August 1st, 2018

Dear Friends of Phoenix,

Phoenix schools are founded on the unwavering belief that not graduating high school is preventable for even the most disconnected and off-track students, and that all students can achieve at high levels given the right conditions. Twelve years later, this innovative idea that was seeded in our Chelsea school has turned into a powerful movement in education reform. The Phoenix Network now serves over 550 students across the state, operating three college-preparatory high schools. On behalf of the Board of Trustees, I am excited to share our 2017-2018 annual report with you. Through this report we outline the strength of our model, our unique scholars, key areas of strength the 2017-2018 school, as well as highlight our path to address the challenges that lay ahead.

We are thrilled to share some of our highlights from the 2017-2018 school year. In June 54 young people who were never expected to graduate, walked across Phoenix's graduation stage to earn their high school diplomas. This not only represented our largest graduating class to-date, but it was also a milestone for Phoenix Springfield, with 19 graduates, this school also had its largest graduated class to-date.

On February 27, in a unanimous vote, Phoenix Academy Public Charter High School, Lawrence was granted a regional Commonwealth charter, opening in the fall of 2018. While the Phoenix Network has been operating an in-district school in Lawrence since 2012, we are thrilled to open this school, given that as a regional Commonwealth charter school, we will have the opportunity to expand our impact in Lawrence and the surrounding communities of Haverhill and Methuen. We look forward to updating you on the launch of our new school in our 2018-2019 annual report.

Additionally, we are excited to share that Phoenix Chelsea is part of Cohort I of the Barr Foundation's "Reimagining High School: A Vision for New England Schools and Programs for Students Off-Track to Graduate from High School" initiative and Phoenix Lawrence is part of Cohort II. Through the support of the Barr Foundation and in collaboration with the other schools in these cohorts, Phoenix schools have a tremendous opportunity to learn and amplify its results, as part of this initiative.

When Phoenix applied for a charter in 2005, we were endeavoring to do something that no other school was doing in Massachusetts – creating the pathway for the most at-risk and disconnected students to pursue college. Through a myriad of proof-points (MCAS results, over 300 graduates, strong college enrollment and persistence numbers), the disruptive Phoenix mission has been proven to be possible. With twelve years of success and game-changing data outcomes, Phoenix is ready to amplify the success of its mission; this is the goal of the Phoenix Forward design process.

Phoenix Forward is a multi-year, evolutionary design process to adapt our model to create clear college and career pathways for our students in order for them to find academic, economic, and personal success. We aim to enable our students to unlock their full potential and create runways to economically independent and sustainable lives in the 21st century workforce. Phoenix envisions a future in which all of our graduates have the ability to make real choices about their lives, are economically independent, and are able to create opportunities for themselves and their communities. Specifically, Phoenix Forward aims to achieve the following goals: 1) increase the percentage of students that make progress

in their first year at Phoenix, 2) increase Phoenix's 4-year graduation rate (based on four years from when a student first enrolls), and 3) create formalized pathways for students to achieve post-secondary success. In order to meet these goals, Phoenix is designing based on the following principles: positive youth development, competency-based progression, student-centered goal-setting and personalized supports for achieving goals, distinct pathways for demonstrating competency and graduating, flexible scheduling and programming, a student onboarding program, exposure to career pathways, community responsiveness, and family and community engagement.

As Phoenix continues to innovate, grow, and refine its practice, we remain dedicated to being innovative in the education sphere so that we can change the game for our students. We present this report as evidence of our ability to meet the needs of our students. We invite you to celebrate in our past success and reflect upon the road to come.

I am grateful and excited to take on the challenges and new roads of 2018-2019.

Sincerely,

A handwritten signature in black ink, appearing to read "Beth E. Anderson", with a long horizontal flourish extending to the right.

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

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

Mission and Key Design Elements

Phoenix Academy Public Charter High School, Chelsea (Phoenix Chelsea) and Phoenix Academy Public Charter High School, Springfield (Phoenix Springfield) remain deeply committed to the founding mission of serving high-risk students and providing them with the tools necessary to enter and succeed in college. With 307 graduates across the network, Phoenix continues to prove that this mission is possible. The success of the Phoenix mission hinges on Phoenix's commitment to implementing its programmatic key design elements, which are outlined below.

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

As stated in the first key design element, Phoenix Chelsea and Phoenix Springfield are committed to serving and graduating high-risk students. In 2017-2018, both schools clearly demonstrated this commitment by creating and implementing a recruitment and retention plan geared towards serving high-risk students. Additionally, Phoenix schools consistently serve high percentages of students in 1 or more high-risk subgroup and Phoenix schools graduate a high percentage of students in 1 or more high-subgroups (both reported on in the accountability plan report in Appendix A). This demonstrates that Phoenix schools not only recruit students core to Phoenix's mission, but Phoenix schools are successful in graduating these students. Phoenix has been able to uphold this promise by remaining laser-focused on ensuring that all policies and practices are aligned to providing the conditions for success for high-risk students and their families.

Key Design Element 2: Relentless Supports

Phoenix Chelsea and Phoenix Springfield utilize a wide range of relentless wraparound supports and youth development practices to reinforce and build scholarly habits. This ensures that all students have the supports that they need in order to develop scholarly habits, make academic gains, and prepare for college success.

Phoenix students bring a wide range of challenges that can act as daily barriers to their success. A few examples of these challenges include: a student's housing is unstable, a student's adult supporter is locked-up, a student and/or his/her family members are at risk of deportation, or a student needs to work full-time outside of school to support him/herself and his/her family. Phoenix Chelsea and Springfield recognize and address many of these challenges to promote student success by building in purposeful supports for students who combat the challenges that students face both in and outside of school and foster the development of students' metacognitive and social-emotional skills. A critical component of the Phoenix model is providing students with relentless supports. Phoenix utilizes a number of key supports to ensure the success of students, including:

- *Student Support Team:* The Student Support Team (SST), consisting of a Director of School

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.

Culture, an on-site Social Worker, Student Support Specialist(s), and a Recruitment and Community Engagement Specialist, relentlessly monitors students and pushes them to engage in school.

- *Little Scholars Child Development Center:* The Little Scholars Child Development Center is an onsite childcare center that supports Phoenix's pregnant and parenting students. Phoenix's parenting students arrive at school, drop their students off at the on-site childcare, and attend class while their children begin their own education under the care of experienced early childhood education teachers.
- *Social Worker:* A Social Worker provides weekly counseling sessions for students who have mandated counseling or who want/need counseling for issues including depression, anxiety, family/home issues, or school-related issues. The Social Worker also helps connect students to resources that they may need such as housing, transportation, healthcare, childcare, outside counseling, or other case management needs. In addition, the Social Worker provides crisis intervention services to students and work collaboratively with Emergency Services Teams, Department of Children and Families, attorneys, and community resources to acquire assessments and higher level of care for students.
- *Advisory:* Advisory serves as a retention tool, aimed at helping students develop an intensive, long-term relationship with an adult, which we believe is critical to student buy-in. Additionally, Advisory supports building students' sense of relationships, belonging, agency, and personal development of metacognitive and social-emotional skills.
- *Community Meeting:* Community Meeting serves as a crucial culture-building support. Each Friday, for 15 minutes, all community members gather to share news, laud student growth and achievement, and address any serious issues in the school community. Students are taught how to be respectful within a group space and are given the opportunity to be school leaders by overseeing certain components of Community Meeting.
- *Circle Backs:* Based on a restorative approach to conflict transformation, Phoenix utilizes a Circle Back protocol, whereby students and teachers have conversations about academic frustrations. Through the Circle Back 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.
- *Extra-curriculars:* Extracurricular activities include, but are not limited to, boys' and girls' basketball teams, a student government, a Gay-Straight Alliance, music clubs, debate clubs, art clubs, and others depending on student interest. These extracurricular activities help students build connections to staff members and students, as well as bolster student achievement, as many activities require members to have passing grades in order to participate.
- *Meals:* Phoenix schools serve daily meals to all students free of charge, including breakfast, lunch, and snack.
- *Washer and Dryer:* Phoenix schools have an on-site washer and dryer, designed for the use of

students who are homeless.

- *AmeriCorps Members:* Phoenix’s AmeriCorps Members provide intense outreach and attendance transformation work (calls, texts, home visits, etc.).
- *Positive youth development Practices:* Phoenix schools are grounded in positive youth development program and practices, including: supportive and challenging relationships that are consistent and based on high expectations, opportunities for students to contribute, and engaging learning experiences that challenge students to explore issues of culture and identity.
- *Multi-Quarter Enrollment Process:* Phoenix opens its doors to all students and in order to ensure that the most disconnected and at-risk students have the opportunity to attend Phoenix, Phoenix schools recruit students five times each school year, at the beginning of every term. If there is a student who would like to join the Phoenix community, the school works with the student to enroll and begin learning as soon as possible.

Phoenix Chelsea and Phoenix Springfield’s success with relentless supports is evidenced by meeting or exceeding the following metrics outlined in the accountability plan in Appendix A: 1) 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. 2) 70% of students will report connectivity to school through a biannual student survey.

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

Given that the vast majority of Phoenix scholars enroll in Phoenix multiple grade levels behind, implementing a rigorous academic curriculum is a core component of the Phoenix model. As outlined in the accountability plan, during Phoenix Chelsea and Phoenix Springfield’s current charter terms, data-driven instruction and professional development are the two priority mediums for continuing to increase the academic rigor at Phoenix schools. In 2017-2018 both Phoenix Chelsea and Phoenix Springfield employed a number of strategies to analyze student data that supports rigorous classroom instruction; these strategies include:

- *Weekly Dashboard Review:* Phoenix schools are utilizing an “ultimate dashboard” to track a number of key performance metrics, including: attendance, discipline, and the percentage of students passing their classes. Each metric is disaggregated by subgroup, so that school teams can ensure that all student groups, including English Language Learners and students with disabilities, are making academic gains. Weekly, school leadership teams and instructional leadership teams meet to discuss the “ultimate dashboard” metrics. On a daily basis, advisors utilize attendance and discipline data to intervene with students.
- *Twice-Quarterly Data Days:* The school-based teams administer Interim Assessments and Quality Performance Assessments to all students in math and humanities at least two times per quarter. The data from these assessments is utilized in twice-quarterly data meetings in order to review and analyze data, create action plans, and inform lesson planning and upcoming instruction.

- *Quarterly Dashboard Review:* Utilizing quarterly dashboards and accountability dashboards, the network senior leadership team, the Head of School and the school-based leadership team analyze data aligned to six network-wide goals.² The network senior leadership team, the Head of School, and school-based leadership team analyze this data to create and adjust yearlong action plans.
- *Quarterly Academic Benchmark Meetings:* Facilitated by the Network Chief Academic Officer, during quarterly Academic Benchmark Meetings, instructional leadership teams review student assessment and grade data to evaluate progress toward annual school goals. This data is immediately used to make adjustments to planning, professional development, and academic interventions.
- *Annual Data Review:* Each summer, school-based and network leaders review end of year data, including MCAS results, ACCESS results, student growth on the STAR exams, and students' promotion rates. This data is utilized to determine any shifts to curriculum, the educational program as a whole, or to the professional development schedule for the upcoming year.

Professional development is a core value across Phoenix schools and it is a key lever for ensuring that 100% of Phoenix students receive rigorous instruction. In 2017-2018 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 2017-2018 year included the following:

- *Leadership Institute:* The Professional Development calendar begins with an intensive network-wide Leadership Institute that all school and network-based leaders attend. During this time Phoenix leaders ground their work for the upcoming year in Phoenix's mission and vision and finalize yearlong goals and action plans that are aligned to the strategic goals of the organization.
- *Educator Institute:* Annually in August, each school hosts Educator Institute, where all teachers and school-based staff receive two full weeks of planning, professional development, and work time.
- *Weekly Professional Development:* School-based staff members convene for three hours every Friday afternoon for tailored professional development sessions and collaboration; in the 2017-2018 school year, Phoenix teachers received at least 150 hours of professional development.
- *Supervision:* All staff members meet individually with their supervisors weekly or bi-weekly in order to set goals, discuss progress, and create action plans. For example, a teacher's supervision meeting generally includes a check-in, feedback on his/her most recent classroom observation, a review of the teacher's weekly overviews ensuring they are aligned to MCF and Phoenix's scope and sequences, lesson planning support ensuring the teacher is able to adapt the curriculum to

² The Quarterly Dashboard includes the following goals: 1) Phoenix is serving its target population, 2) Phoenix students are achieving academically, 3) Phoenix students are attending school regularly and remaining enrolled in school, 4) Phoenix has a strong school culture, 5) Phoenix is adequately preparing students for post-secondary success, 6) Phoenix students are graduating Phoenix and persisting in college.

meet the needs of all students, and a discussion of upcoming accountabilities. During this time, a supervisor will also support the teacher in creating support plans for specific students who may be struggling in a teacher's class.

- *Quarterly Leader Retreats:* As an extension of Leadership Institute, the Phoenix Network offers quarterly collaborative leadership retreats for leaders in job-alike roles across the Phoenix Network. In 2017-2018 Phoenix schools offered these professional learning communities for Heads of Schools, Directors of School Culture, Directors of Curriculum and Instruction, Directors of Operations, and Directors of the Child Development Center.
- *Twice-Quarterly Data Days:* As described above, twice every quarter, all school-based staff members participate in a professional development session specifically dedicated to implementing data-driven instructional practices.
- *Content Team Days:* Five times a year, all staff members participate in Content Team Days, which are network-wide, content-specific collaboration and professional development days. Network-wide Content Team Days provide an opportunity to collaborate across schools and to continuously improve upon the lessons designed to serve all Phoenix students. In 2017-2018, the theme of network-wide Content Team Days was "Mastery and Motivation". With this theme, teachers worked on designing curriculum and assessments that motivate students and allow them to demonstrate mastery of the most important skills and knowledge needed for college.
- *Evaluation Cycle:* The Phoenix Network has adapted the Department of Elementary and Secondary Education's rubric for mid-year and summative evaluations. Through the mid-year and summative evaluation cycle, all Phoenix staff members meet with their supervisors to set, reflect on, review, and evaluate their progress in reaching instructional and non-instructional goals.
- *Teacher Coaching:* On an ongoing basis, Network leaders observe teachers, providing them with structured coaching and feedback on instructional practices and lesson planning.

Phoenix Chelsea and Phoenix Springfield's success with this key design element is evidenced by meeting or exceeding the following metrics outlined in the accountability plan in Appendix A: 1) Annually, 70% of teachers will be observed in their classrooms implementing the practices outlined in the annual school-wide professional development goals. 2) 70% of school-based leaders will report that network-wide Leadership Institute and quarterly retreats positively impact their on-campus leadership work focused on data-driven instruction and the implementation of professional development programming.

Key Design Element 4: Preparing students for college success:

At the core of Phoenix mission, Phoenix schools are dedicated to ensuring that upon graduation, students are ready for college. Unlike many alternative schools, and even traditional schools, Phoenix's curriculum is backwards mapped to college success, rather than to minimal high school graduation requirements. Almost unheard of in the alternative school space, Phoenix offers both dual enrollment opportunities with local community colleges and advanced math classes. The following data points mark the success of Phoenix Chelsea and Phoenix Springfield's current success with this goal:

- 10 students at Phoenix Chelsea and 9 students at Phoenix Springfield participated in dual enrollment opportunities during the 2017-2018 school year.
- 81% of Phoenix Chelsea students and 100% of Phoenix Springfield students who graduated with the class of 2018 applied and were accepted into one or more colleges.³
- Both Phoenix Chelsea and Phoenix Springfield's college enrollment rates are comparable to national college enrollment rates. 77% of Phoenix Chelsea graduates have enrolled in college and 75% Phoenix Springfield graduates have enrolled in college colleges. Nationally, 70% of students enroll in college and 67% of low income students enroll in college⁴. Phoenix is unable to compare itself to alternative school college enrollment rates, as this data is not publically reported.
- On a biannual student survey, 81% of students across the network reported that college was very important to their futures.

Amendments to the Charter

Date	Amendment Requested	Approved?
9/22/2017	Student Application Form for Phoenix Chelsea & Springfield	Yes

Access and Equity

In the 2017-2018 school year Phoenix Chelsea and Phoenix Springfield made changes to the schools' approaches to student discipline, ensuring that Phoenix's discipline policies were more aligned with positive youth development and restorative justice practices. For example, Phoenix students now have the ability to earn credit and show mastery regardless of attendance challenges. Additionally, Phoenix Chelsea and Springfield made adjustments to the code of conduct, including how demerits are earned, moving from instant distribution of demerits to a notice, name, and teach model, allowing for behavior coaching and chances for better decision-making prior to administering the punitive consequence.

Phoenix Chelsea and Phoenix Springfield both eliminated the Student Support Center and as a result deployed the Student Support Team members as in-class supports, reducing communication gaps between teachers and support team members and locating social-emotional coaching in the classroom to provide preventative support. In addition, Phoenix Schools have strengthened their approaches to restorative discipline including our restorative plans that allow a scholar to undertake an activity under the guidance of their advisor to prevent suspension. Finally, Phoenix schools developed a process for reducing Emergency Removals by training staff on Levels of Intervention, appropriate responses, and developing the tools for providing a trauma-sensitive classroom and school environment.

Phoenix schools will continue to develop policies and practices regarding discipline that are centered on the tenants of positive youth develop and restorative justice.

³ 2 of the 3 students who have not applied to college yet are actively working with Phoenix Chelsea on their college application plans. Phoenix Chelsea is working on creating an individualized plan for the third student.

⁴ https://nces.ed.gov/programs/coe/indicator_cpa.asp

Dissemination Efforts

Phoenix is deeply committed to dissemination as part of our work as an innovative charter school network. In 2017-2018, Phoenix Chelsea and Springfield hosted many visitors from schools and organizations in the Commonwealth as well as teams from across the country interested in learning about our model and results. These visits usually include class observations, meetings with school and network leaders, and conversations with students and discussions of the daily operations of the school. Additionally, Phoenix Chelsea and Phoenix Springfield staff members participated in events, where they had the opportunity to disseminate components of the Phoenix model. See the table below for examples of Phoenix's 2017-2018 dissemination efforts:

Circle Backs	Podcast posted to Phoenix's website	Directors of School Culture	Culture & Family Engagement	Viewers of Phoenix's website (potential staff, partners, donors)	Podcast posted to Phoenix's website.
Recruitment & Starting Strong	Podcast posted to Phoenix's website	Recruitment & Community Engagement Specialists	Mission & Key Design Elements	Viewers of Phoenix's website (potential staff, partners, donors)	Podcast posted to Phoenix's website.
Mission & Key Design Elements	School Visit	CEO	Mission & Key Design Elements	Bellwether Education	Visited classrooms and met with Chief Executive Officer.
Mastery-based Education	School Visit	CEO, Phoenix Scholars	Program Delivery	Boston Public Schools,	Talked with Phoenix scholars, visited classrooms and met with Chief Executive Officer.
Mission & Key Design Elements	School Visit	CEO, Head of School, Phoenix Scholars	Mission & Key Design Elements	Action Commissioner Jeff Wulfson	Met with Chief Executive Officer and met with a panel of staff and students.
Financial Literacy	School Visit	Phoenix Scholars	Program Delivery	FitMoney	Met with Phoenix Seniors
Mission & Key Design Elements	School Visit	Managing Director of Development & External Affairs	Mission & Key Design Elements	Parthenon	Discussion regarding alternative Education in greater Boston.

Community Partners	School Visit	Managing Director of External Affairs, Director of Childcare Center	Mission & Key Design Elements	Partners Health Care	Developing community partnership by spending time with young mom, visiting classrooms, and visting childcare center.
Community Partners	School Visit	Head of School, CEO	Culture & Family Engagement	Pear	Collaborative learning regarding social emotional learning
College Partnership	School Visit	Head of School, CEO	Mission & Key Design Elements	Pine Manor College	College partnership
Suspension	Working Group	Director of School Culture	Access & Equity	DESE Suspension working group	Collaborate with districts across Commonwealth on practices to decrease suspension rates
Recruiting high-quality Staff	Working Group	Head of School	Capacity	Teach Western Mass	Head of School shared strategies with working group on how to recruit and retain talent.
School design	Study Tour	School Leaders	Program Delivery	Schools part of the Barr Foundation	Participate in school visits and best practice sharing
Community Partners	School Visit	Director of Operations, Teachers	Mission & Key Design Elements	Springfield City Council	Visited classrooms and met with staff.
Mission & Key Design Elements	School Visit	CEO, Head of School, CAO	Mission & Key Design Elements	Kevin Andrews	Visited classrooms and met with CEO and Head of School.
Mission & Key Design Elements	Speaking Engagement	CEO	Mission & Key Design Elements	Panel	CEO on panel regarding how district and charter schools can collaborate.
Mission & Key Design Elements	Speaking Engagement	CEO	Mission & Key Design Elements	Learn Launch Conference	Shared practices regarding Phoenix's Innovative School Design.
Mission & Key Design Elements	Speaking Engagement	CEO	Mission & Key Design Elements	Creative Learning for Equity School Design Colloquium	Shared practices regarding Phoenix's Innovative School Design.

Mission & Key Design Elements	Speaking Engagement	CEO	Mission & Key Design Elements	Center for Education Reform	Created podcast about Phoenix's school model.
-------------------------------	---------------------	-----	-------------------------------	-----------------------------	---

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 2017 MCAS, which is evidenced by data comparing Phoenix Chelsea and Springfield's students against an average of students from alternative charter and district high schools in Massachusetts with publically reported data. The data is as follows:

MCAS Subject	ELA	Math
# of comparison schools with data publically available*	4	2
Comparison schools average % Advanced/Proficient	75%	24%
Phoenix Charter Academy, Chelsea % Advanced/Proficient	86%	79%
Phoenix Charter Academy, Springfield % Advanced/Proficient	100%	29%
Phoenix Chelsea % above annual average of comp. schools	15%	229%
Phoenix Springfield % above annual average of comp. schools	33%	21%

* ELA: Boston Day & Evening, Lowell-Middlesex Charter Academy, Springfield Public Day, Gateway to College @ STCC; Math: Springfield Public Day, Boston Day & Evening

B. External Assessment Results

In addition to utilizing MCAS data to evaluate and demonstrate Phoenix schools' academic achievement and academic growth, Phoenix utilizes the STAR assessment, which is an external and nationally normed growth assessment. Phoenix leverages the STAR assessment to measure students' growth in both Reading and Math. See the accountability data in Appendix A for Phoenix Chelsea and Phoenix Springfield's 2017-2018 STAR results.

Program Delivery

Throughout the 2017-2018 school year, the academic team continued driving a number of new initiatives forward, ensuring that Phoenix students received an academic program that is rigorous, equitable, and engages students through real-world applications. Three major initiatives in 2017-2018 that supported these goals included: Quality Performance Assessments (QPAs), the Mastery Portfolio Promotion Process, and the full implementation of the STAR assessment.

- *Quality Performance Assessment (QPA)*: A QPA is an assessment that provides scholars with an opportunity to demonstrate their mastery of rigorous and real-world content on a sustained project and/or problem. Unlike traditional assessments with multiple choice and short answer

questions, a QPA is an assessment that measures performance across multiple standards, requiring scholars to integrate multiple skills (both hard and soft) over a longer period of time.

- *Mastery Portfolio Promotion Process:* For both Phoenix Chelsea and Phoenix Springfield, the Mastery Portfolio Promotion Process has been an exciting new process that provides students with the opportunity to demonstrate mastery and be promoted from one category to the next. Historically, students could only be promoted at the end of the school year. The creation of this promotion pathway spurred from a review of Phoenix’s historical data, which demonstrated a need to increase the number of students who are being promoted from Category I to Category II courses. The Master Portfolio Promotion Process provides students with an alternative and rigorous pathway for promotion; this process allows students to apply to be promoted to the next category mid-year, upon successful completion of a portfolio. The Mastery Portfolio Promotion Process is a rigorous process, requiring students to demonstrate academic mastery in their classes, reflect on metacognitive and social-emotional skills, demonstrate skill through STAR assessment, write a personal statement, create a unique piece of work, and present their portfolio to a panel.
- *STAR Exam:* Historically, in addition to utilizing the MCAS as an assessment to measure students’ academic performance and growth, Phoenix has coupled the review of student growth on the MCAS with the results of an external and nationally normed growth assessment. Up until this past year, Phoenix students were assessed utilizing the external and nationally normed NWEA assessment. However, in 2016, after Phoenix’s Chief Academic did extensive research into the gamut of nationally normed growth assessments, Phoenix made the decision to transition from utilizing the NWEA assessment to using the STAR assessment. This decision was based on a deep analysis of the various assessment platforms, including test question analysis and a review of the scope and type of data that the platforms provided teachers that would be beneficial for data action planning and instruction. The 2016-2017 school year served as a pilot and STAR was fully implemented in 2017-2018. See the accountability data in Appendix A for Phoenix Chelsea and Phoenix Springfield’s 2017-2018 STAR results.

In the 2018-2019 annual report Phoenix looks forward to providing details about shifts in the academic program that we are planning to make in the upcoming year. The Phoenix Network is currently undergoing the Phoenix Forward Design process, where we are aiming to amplify our results, increasing the percentage of students who graduate from Phoenix schools academically and social-emotionally ready to be successful in college. Through this process, Phoenix has created a set of interdisciplinary competencies, which Phoenix schools will utilize in the 2018-2019 school year.

Organizational Viability

Organizational Structure of the School

In 2017-2018, neither Phoenix Chelsea nor Phoenix Springfield made any changes to the organizational structure and neither school plans to make any changes in 2018-2019. The 2017-2018 school-based organizational chart is attached in Appendix D and a brief description of the leadership structure is described below.

Phoenix currently has four levels of leadership: the Phoenix Charter Academy Network Board of Trustees, the network senior leadership team, the network managing director/director team, and

Phoenix's school-based leadership teams. Ultimately, the Phoenix Charter Academy Network Board of Trustees is responsible for the oversight of the school, reporting through the Chief Executive Officer to the Massachusetts Department of Elementary and Secondary Education.

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

The leadership team leads the school in support of the rest of the school-based staff. Phoenix's teaching staff is the core of the Phoenix school; teachers are responsible for the implementation of all the core classes of the instructional program. The student support staff, Child Development Center staff, and operations staff work diligently to maximize each student's ability to engage in the academic program. Additionally, Phoenix AmeriCorps members are primarily responsible for providing supplemental academic support for students through individual tutoring and push-in support in classrooms.

Network Structure

In 2017-2018 the Phoenix Network did not make any changes to the Phoenix Network Organizational chart. The 2017-2018 Phoenix Network organizational chart is attached in Appendix D. The Phoenix does plan to make a few strategic shifts to the network organizational chart in the upcoming year, in support of the goals of the Phoenix Forward design process. First, we have made the decision to create a Leader in Residence program. The Leader in Residence program, overseen by the Chief Academic Officer, will create a pipeline of leaders who are building the skills that are critical to being successful leaders in the Phoenix context. Second, we have hired a Network Restorative Justice coach, who will be primarily based in Chelsea, but providing coaching and support to all of our schools. Our Network Restorative Just Coach bring a tremendous about of experience in the field and will directly support our efforts to continue our momentum of utilizing positive youth development and restorative justice practices.

Additionally Phoenix is actively hiring for a Director of Instruction role. This role will directly report to the Managing Director of Curriculum & Instruction. The goal of this role is to create additional capacity on our academic team such that our Managing Director of Curriculum and Instruction can dedicate time to developing and managing curriculum and assessments and the new role could focus on instructional delivery and teacher coaching. Finally, in the fall we are going to begin a search for a Chief of Schools role, who would directly supervise our Heads of School and support the school team. This will allow our Chief Academic Office to pivot to an instructional design focus, in support of our Phoenix Forward design process.

The Phoenix Network has a robust leadership team that is crafted to ensure that the mission and vision of all Phoenix schools is implemented and that Phoenix schools operate with a lens of continuous improvement. The network senior leadership team is comprised of the following roles: Chief Executive Officer, Chief Academic Officer, Chief Operating Officer, and Chief of Partnerships and Student Supports. The network senior leadership team sets and maintains the organizational priorities and

directly supervises the heads of school and the managing directors. The network managing director/director team was built-out during the second phase of developing the Phoenix's statewide network team. This team creates additional capacity in places that are critical to the success of Phoenix schools. The network managing director/director team includes the following roles: Managing Director of Curriculum and Instruction, Managing Director of AmeriCorps, Managing Director of Finance and HR, Managing Director of Talent, Managing Director of Development, Managing Director of Operations and Strategic Initiatives, and Director of Special Education and English Language Learners.

Teacher Evaluation

The Phoenix Network has adapted Massachusetts Department of Elementary and Secondary Education's rubric for mid-year and summative evaluations. Through the mid-year and summative evaluation cycle, Phoenix teachers meet with their supervisors to set, reflect on, review, and evaluate their progress in reaching instructional and non-instructional professional goals. In 2017-2018, Phoenix Chelsea and Phoenix Springfield did not make any changes to their current systems for teacher evaluation.

Budget and Finance

A. Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement):

The unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement) for both Phoenix Chelsea and Phoenix Springfield are attached.

B. Statement of net assets for FY18 (balance sheet):

The statement of net assets for FY18 (balance sheet) for both Phoenix Chelsea and Phoenix Springfield are attached.

C. Approved School Budget for FY19:

The FY19 school budgets for both Phoenix Chelsea and Phoenix Springfield were approved on May 18th, 2018 at a Phoenix Charter Academy Network Board of Trustees Meeting. These approved budgets are attached.

D. Capital Plan for FY19:

The capital plan for FY19 is described below:

- **Chelsea Facility:** In June 2017, Phoenix Chelsea moved to a new location at 175 Hawthorne Street, under a license agreement with Bunker Hill Community College. This space, while providing an upgrade in the condition and age of many infrastructure pieces like HVAC, lighting, etc., required some information technology and classroom space renovation to make it a fully usable Phoenix school. Phoenix Chelsea completed modest capital investments during FY18 to customize to this space, and does not have additional capital plans at this time.
- **Springfield Permanent Facility:** In July 2015, Phoenix moved into a newly renovated permanent home. This was a significant undertaking for both the school and the network, and now that Phoenix Springfield has a space that will allow Phoenix Springfield to reach maximum enrollment capacity, Phoenix Springfield has no additional capital plans at this time.
- **Capital Improvements for Lawrence Facility:** Phoenix Academy Public High School, Lawrence was granted a charter to begin operating for the 2018-2019 school year. The Lawrence

school will enter into a long-term lease with Everett Mills at the prior location (15 Union St, Lawrence, MA) of Phoenix Academy Lawrence at the beginning of August. The school requires an investment in capital assets owned by LPS but removed from the school following the end of our management agreement, including classroom and office furniture, equipment, and IT and communications equipment.

A. Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement):

**Phoenix Charter Academy
Profit and Loss
July 2017 - June 2018**

	<u>Total</u>
Income	
4100 Tuition	2,963,246.00
Total 4150 Federal and State Entitlements and Grants	122,148.09
Total 4200 Fundraising and Grants	208,692.80
Total 4300 Student fees	1,558.64
4430 ERate Reimbursement	26,710.40
Total 4500 Nutrition Income	21,573.55
Total 4900 Other Income	35,979.17
7777 In-Kind Revenue MTRS	461,706.00
Total Income	3,841,614.65
Gross Profit	3,841,614.65
Expenses	
Total 5000 Salaries, Benefits, and Taxes	1,967,931.23
Total 6000 Student Services	105,840.81
Total 6400 Nutrition Services	71,418.00
Total 6500 Instructional Services	101,437.02
Total 7000 Facilities and Equipment	601,823.31
Total 8000 Operations	491,743.29
Total Expenses	3,352,653.47
Net Operating Income	488,961.18
Total Americorps income	385,181.92
Total Network Income	1,821,174.99
Total Other Income	2,206,356.91
Total 5901 AmeriCorps Expenses	438,407.21
9600 Bad Debt	3,092.00
9900 Gain / Loss on Disposal of Fixed Assets	2,511.61
Total CMO Expenses	2,020,750.21
Total Other Expenses	2,464,761.03
Net Other Income	(258,404.12)
Net Income	230,557.06

Monday, Jul 30, 2018 12:10:09 PM GMT-7 - Accrual Basis

Phoenix Springfield

Profit and Loss

July 2017 - June 2018

	<u>Total</u>
Income	
4100 Tuition Reimbursement	2,727,348.00
Total 4150 Federal and State Entitlements and Grants	332,615.00
Total 4200 Fundraising and Grants	47,846.31
Total 4900 Other Income	18,539.96
7777 In-kind revenue MTRS	246,983.00
Total Income	<u>3,375,116.27</u>
Gross Profit	3,375,116.27
Expenses	
Total 5000 Salaries, Benefits, and Taxes	1,761,883.33
Total 6000 Student Services	108,726.56
Total 6400 Nutrition Services	(90.29)
Total 6500 Instructional Services	174,875.93
Total 7000 Facilities and Equipment	632,800.01
Total 8000 Operations	511,103.29
Total Expenses	<u>3,191,849.40</u>
Net Operating Income	<u>183,266.87</u>
Total Other Income	<u>73,070.45</u>
Total Other Expenses	<u>53,070.45</u>
Net Other Income	<u>20,000.00</u>
Net Income	203,266.87

Monday, Jul 30, 2018 11:43:17 AM GMT-7 - Accrual Basis

B. Statement of net assets for FY18 (balance sheet)

Phoenix Charter Academy
Balance Sheet

As of June 30, 2018

	<u>Total</u>
ASSETS	
Current Assets	
Total Bank Accounts	1,063,705.76
Total Accounts Receivable	5,198.59
Total Other Current Assets	<u>195,765.79</u>
Total Current Assets	<u>1,264,670.14</u>
Total Fixed Assets	<u>176,829.24</u>
Total Other Assets	<u>1,500.00</u>
TOTAL ASSETS	1,442,999.38
LIABILITIES AND EQUITY	
Total Accounts Payable	80,222.73
Total Other Current Liabilities	<u>387,129.30</u>
Total Current Liabilities	<u>467,352.03</u>
Total Liabilities	<u>467,352.03</u>
Total Equity	<u>975,647.35</u>
TOTAL LIABILITIES AND EQUITY	1,442,999.38

Monday, Jul 30, 2018 12:03:06 PM GMT-7 - Accrual Basis

Phoenix Springfield
Balance Sheet

As of June 30, 2018

	<u>Total</u>
ASSETS	
Current Assets	
Total Bank Accounts	869,121.13
Total Other Current Assets	<u>49,519.29</u>
Total Current Assets	<u>918,640.42</u>
Total Fixed Assets	<u>997,091.67</u>
TOTAL ASSETS	1,915,732.09
LIABILITIES AND EQUITY	
Total Accounts Payable	42,884.81
Total Other Current Liabilities	<u>236,504.72</u>
Total Current Liabilities	<u>279,389.53</u>
Total Liabilities	<u>279,389.53</u>
Total Equity	<u>1,636,342.56</u>
TOTAL LIABILITIES AND EQUITY	1,915,732.09

Monday, Jul 30, 2018 12:15:57 PM GMT-7 - Accrual Basis

C. Approved School Budget for FY19

FY19 Budget

Chelsea

	FY 19 Budget
Income	
4100 Tuition	2,714,282
4150 Federal & State Entitlements & Grants	141,644
4200 Fundraising and Grants	135,000
4420 Medicaid reimbursement	2,400
4500 Nutrition Income	34,600
4900 Other Income	24,500
Total Income	3,052,426
Gross Profit	3,052,426
Expenses	
5000 Salaries, Benefits, and Taxes	1,813,803
6000 Student Services	89,300
6400 Nutrition Services	63,750
6500 Instructional Services	94,000
7000 Facilities and Equipment	617,010
8000 Operations	473,590
Total Expenses	3,151,453
Net Operating Income	(99,028)

CMO

Other Income	
Americorps Income	351,499
Network Income	
9320 Network Fees	755,128
9330 Foundation Support for Network	950,000
9340 Private Grants-Released for Network	1,000,000
Total Network Income	2,705,128
Total Other Income	3,056,627
Other Expenses	
Americorps Expenses	441,677
Network Expenses	
9501 CMO Salaries, Benefits, and Taxes	1,935,992
9001 CMO Non-Personnel	678,381
Total Network Expenses	2,614,373
Total Other Expenses	3,056,050
Net Other Income	577
Net Income of School and CMO Combined	(98,451)

FY19 Budget

Springfield

	<u>FY 19 Budget</u>
Income	
4100 Tuition	2,856,665
4150 Federal & State Entitlements & Grants	286,674
4200 Fundraising and Grants	10,000
4420 Medicaid reimbursement	-
4500 Nutrition Income	-
4900 Other Income	14,000
Total Income	<u>3,167,339</u>
Gross Profit	<u>3,167,339</u>
Expenses	
5000 Salaries, Benefits, and Taxes	1,799,964
6000 Student Services	100,000
6400 Nutrition Services	1,300
6500 Instructional Services	97,000
7000 Facilities and Equipment	674,701
8000 Operations	492,802
Total Expenses	<u>3,165,766</u>
Net Operating Income	<u>1,573</u>

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE FOR 2017-2018

Phoenix Chelsea Accountability Plan:

Measure	2017-2018 Performance (Met/Not Met)	Evidence
Objective: Phoenix will recruit, serve, and graduate students who demonstrate a high risk of not graduating high school. (Key Design Element 1)		
Annually, as measured by Phoenix's entry survey and data from student records, 70% of the current student body falls into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.	Met	91% of students enrolled at Phoenix Chelsea in the 2017-2018 school year fell into at least one high-risk subgroup.
Each year, as measured by Phoenix's entry survey and data from student records, 70% of the graduating class will fall into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.	Met	88% of Phoenix Chelsea students in the class of 2018.

Objective: Phoenix utilizes strong relentless support techniques to ensure positive school culture (Key Design Element 2)		
In order to inform decisions and provide strong supports for students, both relentless support and behavior trends will be tracked and analyzed on a weekly and quarterly basis, utilizing standardized data dashboards.	Met	Phoenix Chelsea leaders and staff utilized the “ultimate dashboard” to track student behavior and student supports on both a weekly and quarterly basis.
Students and adult supporters will receive consistent communication through home visits/and or phone calls. On average, Phoenix staff members will make 10 points of contact a week (i.e. phone calls, text messages, home visits, adult supporter meetings).	Not Met	As tracked in Kickboard, Phoenix Chelsea staff made an average of 8.5 points of contact per week.
Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs.	Met	96% of Phoenix Chelsea students who were enrolled at Phoenix from September to June demonstrated at least one of the positive outcomes.
70% of students will report connectivity to school through a biannual student survey administered using survey monkey. 70% of students will agree or strongly agree with one of the following questions, assessing connectivity, which may include: • If you walked into class upset, how concerned would your teacher be? • How connected do you feel to the adults at your school? • Overall, how much do you feel like you belong at your school? • How well do people at your school understand you as a person?	Met	As measured by a survey administered in survey monkey, 96% of Phoenix Chelsea scholars reported connectivity to school.
In order to build recruitment pipelines and student support partnerships, Phoenix will actively engage key community institutions such as: police, DYS, Probation DCF, traditional district schools, youth service agencies, homeless agencies, DTA/WIC to provide ongoing student support and education. Each school will host or participate in a minimum of 4 community education events a year.	Met	Phoenix Chelsea staff members participated in 4 community education events, including the following: Phoenix Chelsea’s ribbon cutting celebration, Boston Charter School Expo, Community Partner Roundtable for Phoenix Forward, MLK Day of Service with Chelsea Police Department.
Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.	Met	Phoenix Chelsea held 9 parent advisory council meetings in 2017-2018.

Objective: Phoenix will utilize professional development and data-driven instruction to ensure that Phoenix students are receiving rigorous academics and are making significant academic gains. (Key Design Element 3)		
The school-based team will coordinate and administer Interim Assessments to all students in Math and Humanities at least four times per year and utilize the Interim Assessments in Professional Development sessions to review and analyze the data, action plan, and adjust instruction.	Met	In 2017-2018, Phoenix Chelsea Math and Humanities teachers administered interim assessments 4 times during the academic year.
Teachers will design at least one performance assessment per quarter (4 total each year) in each course that requires scholars to demonstrate their skills and knowledge on a project or performance that requires critical thinking.	Met	100% of the core academic teachers in Chelsea created at least 4 quality performance assessments in their classes.
Annually, 70% of teachers will be observed in their classrooms implementing the practices outlined in the annual school-wide PD goals.	Met	100% of Phoenix Chelsea teachers were observed in their classrooms implementing the practices outlined in the annual school-wide goals.
70% of school-based leaders report that network-wide Leadership Institute and Quarterly Retreats positively impact their on-campus leadership work focused on data-driven instruction and implementation of professional development programming.	Met	88% of Phoenix leaders indicated via a survey administered through survey monkey that the network-wide Leadership Institute and Quarterly Retreats positively impacted their on-campus leadership work focused on data-driven instruction and implementation of professional development programming.
Each year, 65% of students who are enrolled at Phoenix from September to June and based on their attendance are eligible to earn credit will have a positive academic outcome. This will be demonstrated by one of the following: 1) improving the number of core academic classes they are passing from quarter 1 to quarter 4, 2) passing all 3 core academic classes in quarters 1 and 4.	Met	77% of students who were enrolled at Phoenix Chelsea from September to June and based on their attendance were eligible to earn credit demonstrated a positive academic outcome.
Phoenix will develop a system to track teachers' licensure status and ensure that by the end of a teacher's first year, if a teacher is not yet certified, they are actively working towards certification.	Met	Phoenix Chelsea's Director of Operations and Director of Curriculum & Instruction collaborated to track teachers' licensure statuses and ensure, that teachers who were not yet certified were actively working towards certification.

Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4)		
Each year, 90% of students in the graduating class will complete all three sections of the ACCUPLACER exam.	Not Met/Not Applicable	In the 2017-2018 school year, Phoenix Chelsea built a partnership with Bunker Hill Community College whereby students were able to dual enroll in college courses based on their GPA. As a result Phoenix Chelsea scholars did not need to take the ACCUPLACER exam for access to community college.
90% of students in the graduating class will apply and be accepted into college.	Not Met	81% of Phoenix Chelsea students in the class of 2018 applied and were accepted to college.
Annually, 70% of Phoenix alumni will either enroll in college, will have already enrolled in college, or will have graduated from college; this rate will include all Phoenix alumni.	Met	77% of Phoenix Chelsea alumni enrolled in college. ⁵
Annually, 65% of the students who ever enroll in college will persist in college for 2 or more semesters.	Met	76% of Phoenix Chelsea students who ever enrolled in college persisted for 2 or more semesters.

Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term. (Dissemination)		
Phoenix will host at least 2 schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members.	Met	Phoenix Chelsea hosted 12 school visits over the course of the 2017-2018 school year, not including visits with individual or foundation supporters.
Over the course of the charter term, senior leaders will create at least 10 presentations (podcasts or Ed talk) that are posted to the website and shared with a network of educators; topics could include: effective circle-backs, training staff on good boundaries with students who come from trauma backgrounds, building community partnerships etc..	In Progress	During the 2017-2018 school year, 2 additional dissemination podcasts were produced and posted to Phoenix's website.
Over the course of the charter term, our CEO will participate in five speaking engagements with practitioners, discussing the Phoenix model.	Met	During the 2017-2018 school year, the CEO participated in 5 speaking engagement with practitioners, discussing the Phoenix model.
Phoenix teachers and administrators will participate in at least one event each year of the charter term where Phoenix best practices are shared with other charter schools and district schools.	Met	In 2017-2018, Phoenix teachers participated in a learning journey in NYC, hosted by the Barr Foundation. In addition to attending school visits, during this time schools across New England collaborated around best practices.

⁵ 2 of the 3 students who have not applied to college yet are actively working with Phoenix Chelsea on their college application plans. Phoenix Chelsea is working on creating an individualized plan for the third student.

Objective: Phoenix students will demonstrate growth on an external student reading and math assessment. (Student Performance)		
Each year, Phoenix's Category I students' average Fall to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Met	Phoenix Chelsea's average Fall to Spring growth in Math on the STAR assessment was 51.1.
Each year, Phoenix's Category I students' average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Not Met	Phoenix Chelsea's average Fall to Spring growth in Reading on the STAR assessment was 31.8.
Each year, Phoenix's Category I students' average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Met	Phoenix Chelsea's average Winter to Spring growth in Math on the STAR assessment was 50.8.
Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Not Met	Phoenix Chelsea's average Winter to Spring growth in Reading on the STAR assessment was 41.3.

Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4, STRETCH MEASURES)		
Based on ACCUPLACER results, each year 60% of students in the graduating class will earn a "green" score on at least 2 of 3 sections of the ACCUPLACER exam	Not Met/Not Applicable	In the 2017-2018 school year, Phoenix Chelsea built a partnership with Bunker Hill Community College whereby students were able to dual enroll in college courses based on their GPA. As a result Phoenix Chelsea scholars did not need to take the ACCUPLACER exam for access to community college.

Phoenix Springfield Accountability Plan:

Measure	2017-2018 Performance (Met/Not Met)	Evidence
Objective: Phoenix will recruit, serve, and graduate students who demonstrate a high risk of not graduating high school. (Key Design Element 1)		
Annually, as measured by Phoenix's entry survey and data from student records, 70% of the current student body falls into at least one of the following high-risk categories: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.	Met	91% of students enrolled at Phoenix Springfield in the 2017-2018 school year fell into at least one high-risk subgroup.
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.	Met	95% of Phoenix Springfield students in the class of 2018 fell into at least one high-risk subgroup.

Objective: Phoenix utilizes strong relentless support techniques to ensure positive school culture (Key Design Element 2)		
In order to inform decisions and provide strong supports for students, both relentless support and behavior trends will be tracked and analyzed on a weekly and quarterly basis, utilizing standardized data dashboards.	Met	Phoenix Springfield leaders and staff utilized the “ultimate dashboard” to track student behavior and student supports on both a weekly and quarterly basis.
Students and adult supporters will receive consistent communication through home visits/and or phone calls. On average, Phoenix staff members will make 10 points of contact a week (i.e. phone calls, text messages, home visits, adult supporter meetings).	Not Met	As tracked in Dean’s List, Phoenix Springfield staff made an average of 4.0 points of contact per week.
Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs.	Met	84% of Phoenix Springfield students who were enrolled at Phoenix from September to June demonstrated at least one of the positive outcomes.
70% of students will report connectivity to school through a biannual student survey administered using survey monkey. 70% of students will agree or strongly agree with one of the following questions: • If you walked into class upset, how concerned would your teacher be? • How connected do you feel to the adults at your school? • Overall, how much do you feel like you belong at your school? How well do people at your school understand you as a person?	Met	As measured by a survey administered in survey monkey, 82% of Phoenix Springfield scholars reported connectivity to school.
In order to build recruitment pipelines and student support partnerships, Phoenix will actively engage key community institutions such as: police, DYS, Probation DCF, traditional district schools, youth service agencies, homeless agencies, DTA/WIC to provide ongoing student support and education. Each school will host or participate in a minimum of 4 community education events a year.	Met	Phoenix Springfield staff members participated in 5 community education events, including: Holyoke Safe Neighborhood coalition meeting, Loeb Center for Career Exploration and Planning meeting, Mason Square Initiative, and Holyoke Planning Board meeting.
Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.	Met	Phoenix Springfield held 2 parent advisory council meetings in 2017-2018.

Objective: Phoenix will utilize professional development and data-driven instruction to ensure that Phoenix students are receiving rigorous academics and are making significant academic gains. (Key Design Element 3)		
The school-based team will coordinate and administer Interim Assessments to all students in Math and Humanities at least four times per year and utilize the Interim Assessments in Professional Development sessions to review and analyze the data, action plan, and adjust instruction.	Met	In 2017-2018, Phoenix Springfield's Math and Humanities teachers administered interim assessments 4 times during the academic year.
Teachers will design at least one performance assessment per quarter (4 total each year) in each course that requires scholars to demonstrate their skills and knowledge on a project or performance that requires critical thinking.	Met	100% of the core academic teachers in Springfield created at least 4 quality performance assessments in their classes.
Annually, 70% of teachers will be observed in their classrooms implementing the practices outlined in the annual school-wide PD goals.	Met	100% of Phoenix Springfield teachers were observed in their classrooms implementing the practices outlined in the annual school-wide goals.
70% of school-based leaders report that network-wide Leadership Institute and Quarterly Retreats positively impact their on-campus leadership work focused on data-driven instruction and implementation of professional development programming.	Met	88% of Phoenix leaders indicated via a survey administered through survey monkey that the network-wide Leadership Institute and Quarterly Retreats positively impacted their on-campus leadership work focused on data-driven instruction and implementation of professional development programming.
Each year, 65% of students who are enrolled at Phoenix from September to June and based on their attendance are eligible to earn credit will have a positive academic outcome. This will be demonstrated by one of the following: 1) improving the number of core academic classes they are passing from quarter 1 to quarter 4, 2) passing all 3 core academic classes in quarters 1 and 4.	Met	70% of students who were enrolled at Phoenix Springfield from September to June and based on their attendance were eligible to earn credit demonstrated a positive academic outcome.
Phoenix will develop a system to track teachers' licensure status and ensure that by the end of a teacher's first year, if a teacher is not yet certified, they are actively working towards certification.	Met	Phoenix Springfield's Director of Operations and Director of Curriculum & Instruction collaborated to track teachers' licensure statuses and ensure, that teachers who were not yet certified were actively working towards certification.

Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4)		
Each year, 90% of students in the graduating class will complete all three sections of the ACCUPLACER exam.	Met	In the 2017-2018 school year, Phoenix Springfield built a partnership with Springfield Technical Community College whereby students were able to dual enroll in college courses. As a result Phoenix Springfield scholars did not need to take the ACCUPLACER exam for access to community college.
90% of students in the graduating class will apply and be accepted into college.	Met	100% of Phoenix Springfield students in the class of 2018 applied and were accepted to college.
Annually, 60% of Phoenix alumni will either enroll in college, will have already enrolled in college, or will have graduated from college; this rate will include all Phoenix alumni.	75%	75% of Phoenix Springfield alumni enrolled in college.
Annually, 55% of the students who ever enroll in college will persist in college for 2 or more semesters.	N/A	Phoenix Springfield is currently troubleshooting issues with the National Clearinghouse. We anticipate resolving this technical issue and look forward to updating DESE on this metric at our October site visit.

Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term. (Dissemination)		
Phoenix will host at least 2 schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members.	Met	Phoenix Springfield hosted 2 school visits over the course of the 2017-2018 school year, not including visits with individual or foundation supporters.
Over the course of the charter term, senior leaders will create at least 10 presentations (podcasts or Ed talk) that are posted to the website and shared with a network of educators; topics could include: effective circle-backs, training staff on good boundaries with students who come from trauma backgrounds, building community partnerships etc..	In Progress	During the 2017-2018 school year, 2 additional dissemination podcasts were produced and posted to Phoenix's website.
Over the course of the charter term, our CEO will participate in five speaking engagements with practitioners, discussing the Phoenix model.	Met	During the 2017-2018 school year, the CEO participated in 5 speaking engagement with practitioners, discussing the Phoenix model.
Phoenix teachers and administrators will participate in at least one event each year of the charter term where Phoenix best practices are shared with other charter schools and district schools.	Met	In 2017-2018, Phoenix Springfield's Head of School participated in a Teach Western Mass working group.

Objective: Phoenix students will demonstrate growth on an external student reading and math assessment. (Student Performance)		
Each year, Phoenix's Category I students' average Fall to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Met	Phoenix Springfield's average Fall to Spring growth in Math on the STAR assessment was 49.0.
Each year, Phoenix's Category I students' average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Met	Phoenix Springfield's average Fall to Spring growth in Math on the STAR assessment was 50.7.
Each year, Phoenix's Category I students' average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Met	Phoenix Springfield's average Winter to Spring growth in Math on the STAR assessment was 66.5.
Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Met	Phoenix Springfield's average Winter to Spring growth in Math on the STAR assessment was 71.9.

Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success. (Key Design Element 4, STRETCH MEASURES)		
Based on ACCUPLACER results, each year 60% of students in the graduating class will earn a "green" score on at least 2 of 3 sections of the ACCUPLACER exam	N/A	In the 2017-2018 school year, Phoenix Springfield built a partnership with Springfield Technical Community College whereby students were able to dual enroll in college courses. As a result Phoenix Springfield scholars did not need to take the ACCUPLACER exam for access to community college.

APPENDIX B: RECRUITMENT AND RETENTION PLAN

School Name: Phoenix Academy Public Charter High School, Chelsea

Date: 7/31/2018

Phoenix Chelsea Recruitment Plan

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

Implementation Summary:

Phoenix Chelsea had a successful recruitment year in 2017-2018. Throughout the year, with the support of a Recruitment & Community Engagement Specialist, Phoenix Chelsea maintained strong community partnerships. Additionally, Phoenix Chelsea successfully recruited students in its target high-risk subgroups.

Subgroup	Chelsea
% in 1+ High Risk Subgroups	91%
English Language Learner	67%
IEP/504	11%
Pregnant/Parenting	10%
Court Involved	26%
Truant/Dropout	34%

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. These schools will refer students to our school who they feel are a good fit for the school, especially students who are not being adequately served by their district public school's ELL and Academic Support departments.

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

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

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

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

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2017-2018 Strategies

☒ Met GNT/CI: no enhanced/additional strategies needed

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

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

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

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

(c) 2018-2019 Additional Strategy(ies), if needed

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

(a) CHART data

School percentage: 9.1%

GNT percentage: N/A

CI percentage: 7.8%

The school is above CI percentages

Limited English-proficient students/English learners

(a) CHART data

(b) 2017-2018 Strategies

☒ Met GNT/CI: no enhanced/additional strategies needed

School percentage: 60.9% GNT percentage: 13.1% CI percentage: 14.0% The school is <u>above</u> CI percentages	1. Recruiting overage English Language Learners: In its recruitment materials, Phoenix Chelsea will clearly state that our mission includes serving older students who are disconnected from school, which often includes students who are new to the country and have limited English proficiency. When meeting with students and families prior to enrollment, staff will explain that as a charter school that actively recruits older youth who have little or no credits, for many older youth new to the country, Phoenix Chelsea is the only viable option to earn a high school diploma. 2. Translations: We will provide Spanish translators at all orientation events, as well as all home visits, and all initial printed outreach (flyers, application, etc.) will be translated for our Spanish-speaking parents. Additionally all recruitment documents (flyers, applications) will be translated in Spanish and Portuguese. 3. Our Recruitment and Community Engagement Specialist, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Chelsea staff representative will explain how Phoenix Chelsea will support students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid. 4. Build relationships with Community Partners/Leaders: Phoenix Chelsea will build relationships with community leaders that are connected to our immigrant populations (in Chelsea: Spanish speaking & Portuguese). In this relationship building, Phoenix recruiters will learn which organizations to connect with that work with Spanish and Portuguese-speaking community members. Additionally, Phoenix will educate these community leaders about Phoenix, so they can serve as a student referral pipeline. Once this pipeline begins, we expect that we will gain peer referrals. 5. Community events: Phoenix recruiters will attend community events that are hosted/attended by Spanish and Portuguese-speaking community members. This will support building relationships with these community members, provide opportunities to educate community members about Phoenix, actively recruit potential students and build a referral pipeline. 6. Phoenix Chelsea will maintain constant communication with community partners who refer students to Phoenix Chelsea. These partners will be essential to these specific students in communication and retaining.
	(c) 2018-2019 Additional Strategy(ies), if needed ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 43.1% GNT percentage: 34.7% CI percentage: 41.3% The school is <u>above</u> CI percentages	(b) 2017-2018 Strategies ☒ Met GNT/CI: no enhanced/additional strategies needed 1. In our outreach to community organizations, and to students and families, our staff representative will explain that our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Phoenix Chelsea: Chelsea, Everett, Boston, and surrounding areas). Staff representative will further explain that we will offer the following supports to students to ensure their success in school, helping to limit any push-back from students or families: a. Transportation (Chelsea: MBTA bus passes) to and from school b. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms c. A way to earn additional school uniforms at no cost (including fleece outerwear) through our

	school incentive program d. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers 2. Phoenix Chelsea has grown and will maintain active relationships with a number of governmental organizations, including the Department of Children and Families, Juvenile Probation, and the Department of Youth Services. As these organizations frequently deal with families in poverty, these relationships will yield a high number of referrals of students eligible for free or reduced-price lunch. 3. Phoenix Chelsea will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch. 4. To reach young people living on the street/ projects, Phoenix Chelsea staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations. (c) 2018-2019 Additional Strategy(ies), if needed ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
Students who are sub-proficient	1. Phoenix Chelsea will actively recruit students who are 2-3 years behind grade level. Lagging academic skills often accompany students our mission aims to serve: those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams. 2. Phoenix Chelsea will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools. 3. Phoenix Chelsea actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.
Students at risk of dropping out of school & students who have dropped out of school	1. Phoenix Chelsea recognizes that students who are at-risk and have dropped out are very closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out. 2. Because the Phoenix Chelsea enrollment process will occur throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic quarter (5 times a year). 3. Phoenix Chelsea will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations. 4. Phoenix Chelsea will build and maintain an active relationship with probation officers and the court system, and actively recruit in these places. Phoenix Chelsea will post flyers and applications in the juvenile probation offices. 5. Phoenix Chelsea has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Chelsea admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Chelsea will have a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Chelsea will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have

	been suspended or expelled from a school. 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.
Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)	1. Phoenix Chelsea will actively recruit parenting or pregnant teens and will provide the necessary supports in order for them to obtain educational success. 2. Daycare center on site will focus on the development of the children in the daycare and education/support for parent. 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. 4. We will also work closely with DCF workers who refer students who are pregnant or parenting to our school.

Phoenix Chelsea Retention Plan

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

Implementation Strategy:

Phoenix Chelsea implemented its key retention in 2017-2018; despite this, Phoenix Chelsea did not meet its retention goal of 85%. Through the Phoenix Forward design process, in the 2018-2019, Phoenix Chelsea will continue on working towards improving student retention.

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

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(b) 2017-2018 Strategies

- ☐ Below third quartile: no enhanced/additional strategies needed

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

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

(a) CHART data

School percentage: 36.4%

Third Quartile: 17.6%

The school is above third quartile percentages.

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

- **Advisory cohorts:** Special Education Students benefit from our advisory cohort mode. During advisory, 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.
- **Circle Back Protocol:** For all students, but especially special education students, academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Chelsea has two Academic Support courses taught by Special Education teachers. These courses provide additional academic intervention to special education student, allowing special education students to access content in their core academic classes; we believe that for special education students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **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.
- **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 Director of ELD & Academic Support will support Phoenix Chelsea in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our special education classes in academic support classes and general education classes.
- **Parent Advisory Council:** The Parent Advisory Council meets and directly addresses attendance and retention issues, ensuring that scholars and families' needs are known.

	• Individualize Graduation Plan: Each scholar will have an individualized graduation plan developed in the first four week of the school year. The scholars' advisor will review this plan with the scholar and parent/guardian, ensuring they fully understand links between attendance and academic success and can indicate specific ways the school can assist in issues of truancy.
Additional strategies for students with disabilities	(c) 2018-2019 Additional Strategy(ies), if needed ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • 7 Academic Terms: In 2018-2019 Phoenix Chelsea is moving from a quarter-based academic calendar to an academic calendar with 7 academic terms. This will support the retention of our special education students, as we anticipate the shorter academic terms will provide students with quicker academic wins, thus providing students with momentum and accelerating student progress.

Limited English-proficient students/English learners	
	(b) 2017-2018 Strategies ☐ Below third quartile: no enhanced/additional strategies needed Phoenix Academy Chelsea employs the following retention strategies for LEP students: • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • 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. ELD 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. 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: ○ <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.
<u>(a) CHART data</u> School percentage: 23.4% Third Quartile: 13.3% The school is above third quartile percentages.	

- *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.

- **Circle Back Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Chelsea has three English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **Transitions to Algebra:** Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Network Leadership:** the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support Phoenix in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our LEP students.
- **Translations:** Understanding that feeling a part of a community supports student retention, Phoenix ensure that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are translated. Additionally, many staff members feel that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English.
- **Addressing work schedules:** Many of LEP students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students’ employers to ensure that the students’ work schedules do not interfere with the hours they need to be in school.
- **Athletics:** A large core of Phoenix’s ELL population (especially boys) play or follow soccer. Phoenix Chelsea’s recently **started varsity soccer program** features a significant percentage of ELLs and serves as a key athletics retention tool, with **high expectations for academics and attendance** required in order to be eligible for varsity matches.
- **Progress Reports:** Every 3 weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and

	families to know students' academic standings and make adjustments before the end of the quarter. • Teacher Professional Development: Phoenix understands that it is incredibly important for our staff members to demonstrate cultural proficiency with all of our students, because often negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of culture proficiency is by using the book Everyday Anti-Racism as a core text in Professional Development days. • Student Support Teams: Each week, a group of educators, leaders, and support staff will gather in a "HUB" to discuss scholar progress. Each advisor will select two scholars to discuss and the team will review their academic, attendance, and behavioral data. The team will then construct Student Support Plans, which will involve targeted truancy intervention strategies to proactively address concerning trends before they become persistent patterns. These plans will be communicated to scholars, adult supporters, and service providers to ensure that all know how they can support consistent scholar attendance. • Middlebury Interactive: Phoenix Chelsea has used the Middlebury Interactive Languages personalized learning tool to increase students' ability to access learning content in and outside the classroom. For the latter, students are able to make academic progress outside of the school day when life circumstances inhibit their ability to attend classes during normal school hours. This pilot program will be expanded in 2017-2018 to be available for more students. In addition, the school has piloted two support groups for students - 1 for Latino males and 1 for Latino females - led by school personnel and peer mentors. These weekly meetings are designed to help scholars build support groups to assist with attendance and academic challenges and will continue into 2017-2018.
Additional strategies for English Language Learners	(c) 2018-2019 Additional Strategy(ies), if needed ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • English Express Academy: In 2018-2019, as part of the Phoenix Forward design process, Phoenix Chelsea is implemented an English Express Academic Program, designed to provide targeted supports to our English Language Learning students.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 33.3% Third Quartile: 12.8% The school is above third quartile percentages.	(b) 2017-2018 Strategies ☐ Below third quartile: no enhanced/additional strategies needed Phoenix Academy Chelsea employs the following retention strategies for students eligible for free or reduced lunch: • 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: Students receive graduation coaching from Phoenix's College Services Coordinator. 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. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, advisory serves as a retention tool for students through the following:
 - *Weekly advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for free/reduced lunch 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.
- **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.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Addressing work schedules:** Many of free/reduced lunch students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Progress Reports:** Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter.
- **Mastery Portfolio Process:** Phoenix Chelsea will utilize a Mastery Portfolio Process that allows students to be promoted from one category to the next, midyear, so that students can move more

	quickly through categories, based on their mastery, as opposed to the constraints of seat time or a school calendar. Students' making progress based on mastery, will support their engagement in school.
	(c) 2018-2019 Additional Strategy(ies), if needed ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • Attendance Cohorts: Phoenix Chelsea will be utilizing Attendance cohorts to ensure that students have targeted support if they hit absence thresholds that put them at risk for dropping out.
Students who are sub-proficient	Phoenix Academy Chelsea employs the following retention strategies for students who are sub-proficient: • 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. 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: ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students' adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • 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. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they

	remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. • Tutoring: One of Phoenix Chelsea strongest retention tools for students who are sub-proficient will be our AmeriCorps Fellowship program, which will pair all students preparing to take the MCAS exams with a one-on-one tutor for at least 68 minutes daily. Through targeted remediation and skill building, Members will help students who are academically behind catch up to their peers and experience academic success in tutoring, in the classroom, and on external exams.
Students at risk of dropping out of school & students who have dropped out of school	Phoenix Academy Chelsea employs the following retention strategies for students who are at-risk of dropping out of school: • Multiple Enrollment Periods: Phoenix has 5 enrollment periods during the course of the year. During each enrollment period, Phoenix enrolls new students and "Re-engages" students who are re-enrolling at Phoenix after dropping out. Having multiple enrollment periods supports our retention efforts, by allowing these re-engagers to attempt Phoenix again without having to wait for a prolonged period of time before re-enrolling. • 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. 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: ○ <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.

	• 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. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter.
Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)	Phoenix Academy Chelsea employs the following retention strategies for Pregnant/Parenting students: • 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. 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: ○ <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. • 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. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork.
--	--

School Name: Phoenix Academy Public Charter High School, Springfield

Date: 7/31/2018

Phoenix Springfield Recruitment Plan

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

Implementation Summary:

Phoenix Springfield had a successful recruitment year in 2017-2018. Throughout the year, with the support of a Recruitment & Community Engagement Specialist, Phoenix Springfield maintained strong community partnerships. Additionally, Phoenix Springfield successfully recruited students in its target high-risk subgroups.

Subgroup	Springfield
% in 1+ High Risk Subgroups	91%
English Language Learner	14%
IEP/504	39%
Pregnant/Parenting	9%
Court Involved	27%
Truant/Dropout	37%

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

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

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

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

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

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

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2017-2018 Strategies

☒ Met GNT/CI: no enhanced/additional strategies needed

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

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

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

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

(c) 2018-2019 Additional Strategy(ies), if needed

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

(a) CHART data

School percentage: 32%
GNT percentage: 12.9
CI percentage: 13.7%

The school is above CI percentages

Limited English-proficient students/English learners

	(b) 2017-2018 Strategies
(a) CHART data School percentage: 11.8% GNT percentage: N/A CI percentage: 7.8% The GNT percentages were not included and the school is <u>above</u> CI percentages	☒ Met GNT/CI: no enhanced/additional strategies needed 1. Recruiting overage English Language Learners: In its recruitment materials, Phoenix Springfield will clearly state that our mission includes serving older students who are disconnected from school, which often includes students who are new to the country and have limited English proficiency. When meeting with students and families prior to enrollment, staff will explain that as a charter school that actively recruits older youth who have little or no credits, for many older youth new to the country, Phoenix Springfield is the only viable option to earn a high school diploma. 2. Translations: We will provide Spanish translators at all orientation events, as well as all home visits, and all initial printed outreach (flyers, application, etc.) will be translated for our Spanish-speaking parents. Additionally all recruitment documents (flyers, applications) will be translated in Spanish and Somali. 3. Our Recruitment and Community Engagement Specialist, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Springfield staff representative will explain how Phoenix Springfield will support students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid. 4. Build relationships with Community Partners/Leaders: Phoenix Springfield will build relationships with community leaders that are connected to our immigrant populations (in Springfield: Spanish speaking & Somali). In this relationship building, Phoenix recruiters will learn which organizations to connect with that work with Spanish and Somali-speaking community members. Additionally, Phoenix will educate these community leaders about Phoenix, so they can serve as a student referral pipeline. Once this pipeline begins, we expect that we will gain peer referrals. 5. Community events: Phoenix recruiters will attend community events that are hosted/attended by Spanish and Somali-speaking community members. This will support building relationships with these community members, provide opportunities to educate community members about Phoenix, actively recruit potential students and build a referral pipeline. 6. Phoenix Springfield will maintain constant communication with community partners who refer students to Phoenix Springfield. These partners will be essential to these specific students in communication and retaining.
	(c) 2018-2019 Additional Strategy(ies), if needed ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

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

	(b) 2017-2018 Strategies
(a) CHART data School percentage: 85.7% GNT percentage: N/A CI percentage: 54.5% The GNT percentages were not included and the school is <u>above</u> CI percentages	☒ Met GNT/CI: no enhanced/additional strategies needed 1. In our outreach to community organizations, and to students and families, our staff representative will explain that our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Phoenix Springfield: Springfield, Holyoke, Chicopee, and surrounding areas). Staff representative will further explain that we will offer the following supports to students to ensure their success in school, helping to limit any push-back from students or families:

	e. Transportation (Springfield: PVTA bus passes) to and from school f. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms g. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program h. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers 2. Phoenix Springfield has grown and will maintain active relationships with a number of governmental organizations, including the Department of Children and Families, Juvenile Probation, and the Department of Youth Services. As these organizations frequently deal with families in poverty, these relationships will yield a high number of referrals of students eligible for free or reduced-price lunch. 3. Phoenix Springfield will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch. 4. To reach young people living on the street/ projects, Phoenix Springfield staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations. (c) 2018-2019 Additional Strategy(ies), if needed ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
Students who are sub-proficient	1. Phoenix Springfield will actively recruit students who are 2-3 years behind grade level. Lagging academic skills often accompany students our mission aims to serve: those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams. 2. Springfield will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools. 3. Phoenix Springfield actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.
Students at risk of dropping out of school & students who have dropped out of school	1. Phoenix Springfield recognizes that students who are at-risk and have dropped out are very closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out. 2. Because the Phoenix 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). 3. Phoenix Springfield will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations. 4. Phoenix Springfield will build and maintains an active relationship with probation officers and the court system, and actively recruit in these places. Phoenix Springfield will post flyers and applications in the juvenile probation offices.

	5. Phoenix Springfield has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Springfield admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Springfield will have a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Springfield will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from a school. 6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Springfield.
Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)	1. Phoenix Springfield will actively recruit parenting or pregnant teens and will provide the necessary supports in order for them to obtain educational success. 2. Daycare center on site will focus on the development of the children in the daycare and education/support for parent. 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. 4. We will also work closely with DCF workers who refer students who are pregnant or parenting to our school.

Phoenix Springfield Retention Plan

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

Implementation Strategy:

Phoenix Springfield implemented its key retention in 2017-2018; despite this, Phoenix Springfield did not meet its retention goal of 85%. Through the Phoenix Forward design process, in the 2018-2019, Phoenix Springfield will continue on working towards improving student retention.

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

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(b) 2017-2018 Strategies

- ☐ Below third quartile: no enhanced/additional strategies needed

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

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

(a) CHART data

School percentage: 21.6%
Third Quartile: 18.0%

The school is above third quartile percentages.

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

- **Advisory cohorts:** Special Education Students benefit from our advisory cohort model. 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.
- **Circle Back Protocol:** For all students, but especially special education students, academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Springfield has two Academic Support courses taught by Special Education teachers. These courses provide additional academic intervention to special education student, allowing special education students to access content in their core academic classes; we believe that for special education students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **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.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Network Leadership:** the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support Phoenix Springfield in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our special education classes in academic support classes and general education classes.
- **Individualize Graduation Plan:** In addition, each scholar will have an individualized graduation

	plan developed in the first four week of the school year. The scholars' advisor will review this plan with the scholar and parent/guardian, ensuring they fully understand links between attendance and academic success and can indicate specific ways the school can assist in issues of truancy. • Personalized Learning Block: In 2017-2018 Phoenix Springfield added a personalized learning block to its schedule, which allows students with disabilities to be pulled for counseling, speech and additional tutoring. This additional and targeted support will support their engagement and retention in school. • Cascading Schedule: In 2017-2018 Phoenix Springfield implemented a cascading schedule, which will mean that the same class occurs at different times depending on the day. This supports students with disabilities being able to engage in class; as some times of the day are more difficult to focus than others.
Additional strategies for students with disabilities	(c) 2018-2019 Additional Strategy(ies), if needed ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • Manger of Academic Support: Phoenix Springfield has created an Academic Support Manager role, which is a school-based, full-time staff who will manage Special Education compliance administration, student services, and special education instruction all in support of supporting Special Education students.

Limited English-proficient students/English learners	
	(b) 2017-2018 Strategies
(a) CHART data School percentage: 17.5% Third Quartile: 16.2% The school is above third quartile percentages.	☐ Below third quartile: no enhanced/additional strategies needed Phoenix Academy Springfield employs the following retention strategies for LEP students: • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to set up plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Failing student protocol: The Academic support utilizes a "Failing Student Protocol" in which teachers are required to report if a student on a LEP student who is failing a class so that he/she can receive support. • ELD team: Phoenix has teachers at each school devoted to English Language. These teachers not only teach the ELD classes, but additionally, they observe students in their general education classes and lead professional development sessions for all teachers to ensure that all teachers are employing academic strategies to best teach LEP students. • Advisory cohorts: LEP students benefit from our advisory cohort model. 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:

	○ <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. • Circle Back Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a circle back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. • Academic Support Classes: Phoenix Springfield has three English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix. • Transitions to Algebra: Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Network Leadership: the Phoenix Network has hired a new position for 2015-2016 (Director of ELD & Academic Support), who will support Phoenix Springfield in English Language Learner and Academic Support services. This staff member will provide teachers and staff with direct oversight on how to best serve our LEP students. • Translations: Understanding that feeling a part of a community supports student retention, Phoenix ensure that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are translated. Additionally, many staff members feel that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English. • Addressing work schedules: Many of LEP students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students’ employers to ensure that the students’ work schedules do not interfere with the hours they need to be in school.
--	--

	• Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. • Teacher Professional Development: Phoenix understands that it is incredibly important for our staff members to demonstrate cultural proficiency with all of our students, because often negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of culture proficiency is by using the book <i>Everyday Anti-Racism</i> as a core text in Professional Development days. • English Language Learner Promotion: There are opportunities for English Language Learning students to use a master portfolio process to be promoted through the English Language proficiency levels at their own pace, based on mastery. This allows English Language Learning students to move through the categories faster, based on mastery as opposed to seat time, which will support student engagement and retention. • Middlebury Interactive: Phoenix Springfield has used the Middlebury Interactive Languages personalized learning tool to increase students' ability to access learning content in and outside the classroom. For the latter, students are able to make academic progress outside of the school day when life circumstances inhibit their ability to attend classes during normal school hours. This pilot program will be expanded in 2017-2018 to be available for more students. In addition, the school has piloted two support groups for students - 1 for Latino males and 1 for Latino females - led by school personnel and peer mentors. These weekly meetings are designed to help scholars build support groups to assist with attendance and academic challenges and will continue into 2017-2018.
Additional strategies for English Language Learners	(c) 2018-2019 Additional Strategy(ies), if needed ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • Additional Teacher: Phoenix Springfield is adding an additional dedicated English Language Development Teacher, who will provide targeted supports dedicated to retaining English Language Learning students.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 18.4% Third Quartile: 19.0% The school is below the third quartile percentages.	(b) 2017-2018 Strategies ☐ Below third quartile: no enhanced/additional strategies needed Phoenix Academy Springfield employs the following retention strategies for students eligible for free or reduced lunch: • 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 Coordinator. 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. 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: ○ <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. • 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. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Addressing work schedules: Many of free/reduced lunch students juggle school with employment and work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students’ employers to ensure that the students’ work schedules do not interfere with the hours they need to be in school. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the quarter.
--	--

	• Mastery Portfolio Process: Phoenix Springfield utilizes a Mastery Portfolio Process that allows students to be promoted from one category to the next, midyear, so that students can move more quickly through categories, based on their mastery, as opposed to the constraints of seat time or a school calendar. Students' making progress based on mastery supports their engagement in school. • Advisory Shifts: In 2017-2018, Phoenix Springfield made shifts to the advisory model to further leverage this practice as a strategy for retention. In 2017-2018 every advisory had two adults, one returning staff member and one new staff member. • 2-absence cohorts: In 2017-2018, Phoenix advisors cohorted students who missed 2 or more days, so that they can provide targeted outreach for these students.
	(c) 2018-2019 Additional Strategy(ies), if needed ☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • Attendance Cohorts: Phoenix Chelsea will be utilizing Attendance cohorts to ensure that students have targeted support if they hit absence thresholds that put them at risk for dropping out.
Students who are sub-proficient	Phoenix Academy Springfield employs the following retention strategies for students who are sub-proficient: • 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. 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: ○ <i>Weekly advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow student to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students learning how to regulate behavior and be successful in school. ○ <i>Phone calls</i> – advisors make phone calls home to their advisee when they are absent and make phone calls to students' adult supporters to provide them with absence, academic and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to school, so that students remain in school. • 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. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. • Tutoring: One of Phoenix Springfield's strongest retention tools for students who are sub-proficient will be our AmeriCorps Fellowship program, which will pair all students preparing to take the MCAS exams with a one-on-one tutor for at least 68 minutes daily. Through targeted remediation and skill building, Members will help students who are academically behind catch up to their peers and experience academic success in tutoring, in the classroom, and on external exams.
Students at risk of dropping out of school & students who have dropped out of school	Phoenix Academy Springfield employs the following retention strategies for students who are at-risk of dropping out of school: • Multiple Enrollment Periods: Phoenix has 5 enrollment periods during the course of the year. During each enrollment period, Phoenix enrolls new students and "Re-engages" students who are re-enrolling at Phoenix after dropping out. Having multiple enrollment periods supports our retention efforts, by allowing these re-engagers to attempt Phoenix again without having to wait for a prolonged period of time before re-enrolling. • 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. 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: ○ <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. • 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. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Progress Reports: Every 3 weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the quarter.
Other subgroups of students who should be targeted to eliminate the achievement gap Pregnant & Parenting	Phoenix Academy Springfield employs the following retention strategies for Pregnant/Parenting students: • 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. 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.
- **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.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed, and Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.

APPENDIX C: SCHOOL AND STUDENT DATA

[Phoenix Chelsea Demographic Data](#)

[Phoenix Springfield Demographic Data](#)

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION				
	Chelsea		Springfield	
Race/Ethnicity	# of students	% of entire student body	# of students	% of entire student body
African-American	27	13.7%	49	24.1%
Asian	2	1.0%	3	1.5%
Hispanic	155	78.7%	130	64.0%
Native American	1	0.5%	1	0.5%
White	12	6.1%	9	4.4%
Native Hawaiian, Pacific Islander	0	0.0%	0	0.0%
Multi-race, non-Hispanic	0	0.0%	11	5.4%
Special education	18	9.1%	65	32.0%
Limited English proficient	120	60.9%	24	11.8%
Economically Disadvantaged	85	43.1%	174	85.7%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 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	6/30/18
Melanie Roche-Laputka, Director of Curriculum & Instruction	The Director of Curriculum and Instruction (DCI) works to ensure that every scholar reaches ambitious achievement goals for school-wide levels of mastery	7/24/17	N/A
David Baird, 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.	8/3/17	N/A
Amy Ciaraldi, Operations Director	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Chelsea campus.	7/1/17	N/A

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR – Springfield			
Name, Title	Brief Job Description	Start Date	End Date
Jackie Adam-Taylor Head of School	The Head of School is responsible for the overall management of the school while leading initiatives and programs related to academics and school culture	5/23/2016	6/30/18
Geoffrey Schmidt, Director of Curriculum & Instruction	The Director of School Culture (DSC) will own school-wide efforts to build and maintain a strong, positive, achievement oriented school culture where scholars can grow and learn. She or he will create and maintain the school-wide behavior system.	5/12/14	N/A
Alexis Barnes, 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	7/1/17	N/A
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 2017-2018 SCHOOL YEAR

School	Type	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Chelsea	Teachers	13	2	2	A combination of voluntary and performance related departures.
	Other Staff	Leadership Team: 5 Student Support Team: 3 Operations: 2	Leadership Team: 0 Student Support Team: 1 Operations: 0	Leadership Team: 1 Student Support Team: 2 Operations: 0	A combination of voluntary, performance related and position elimination.
Springfield	Teachers	14	1	1	A combination of voluntary and medical related departures.
	Other Staff	Leadership Team: 5 Student Support Team: 2 Operations: 1	Leadership Team: 0 Student Support Team: 0	Leadership Team: 1 Student Support Team: 0 Operations: 0	A combination of voluntary and performance related departures.

BOARD MEMBER INFORMATION

Number of commissioner approved board members as of August 1, 2018	11
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR

Name	Position on the Board	Committee Affiliation(s)	Number of terms served	Length of Each Term
Beth Anderson	Ex-Officio, non-voting		4	3 years; 2/1/2005-6/30/2026
John Connors	Chair	Executive	2	3 years current term: 7/1/2018-6/30/2021
Colette Stanzler	Vice-Chair	Executive	4	3 years; current term: 5/21/2016-5/20/2019
Patrick Monkiewicz	Treasurer	Executive, Finance	3	3 years; current term: 10/1/2015-9/30/2018
Kathy McHugh	Clerk	Development	2	3 years; current term: 7/1/2018-6/30/2021
Greg Susco	Resigned		4	3 years; resigned: 3/1/2018
Joan Gallant	Trustee	Development	4	3 years: current term: 7/31/2018-7/30/2021
Trisha Perez-Kennealy	Trustee	Development	2	3 years; current term: 12/16/2017-12/15/2020
Devin Sullivan	Trustee		3	3 years; current term: 3/4/2017-3/3/2020
Jed Webber	Trustee	Finance	1	3 years; current term: 1/20/2017-12/31/2019
Sally Currier	Trustee	Development	1	3 years; current term: 6/5/2017-6/30/2019
Saritin Rizzuto	Trustee		1	3 years; current term: 10/10/2017-1/1/2020

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Chelsea	Springfield
Board of Trustees Chairperson	John Connors	John Connors
Charter School Leader	Liz Murray	Megan Mehr
Assistant Charter School Leader	N/A	N/A
Special Education Director	Ann Whitney	Ann Whitney
MCAS Test Coordinator	N/A	N/A
SIMS Coordinator	N/A	N/A
English Language Learner Director	Ann Whitney	Ann Whitney
School Business Official	N/A	N/A
SIMS Contact	N/A	N/A

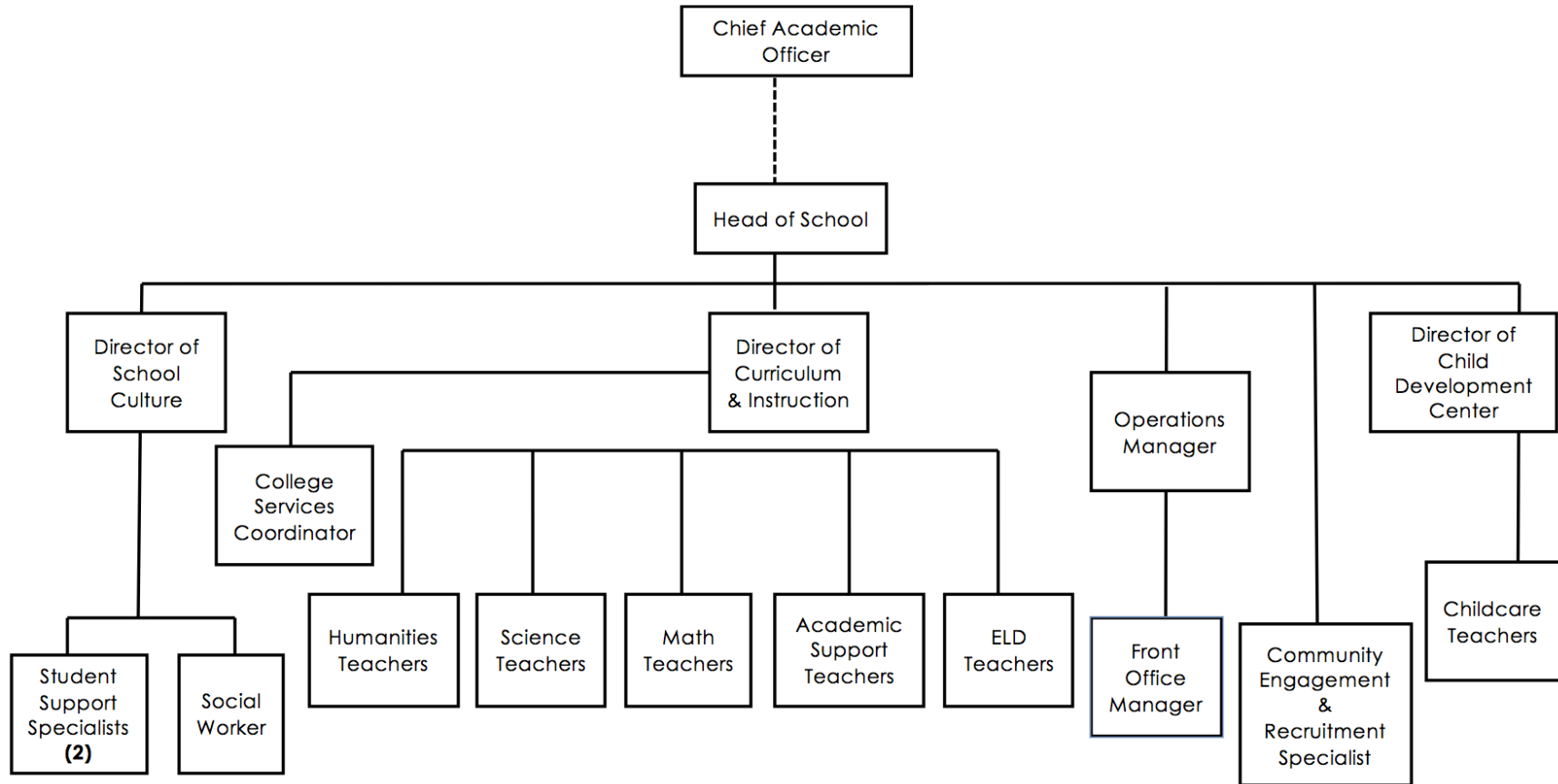
Facilities

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

Enrollment

School	Action	Date(s)
Chelsea	Student Application Deadline: - Term 1 - Term 2 - Term 3 - Term 4 - Term 5 - Term 6 - Term 7	Deadlines: - Term 1: 8/21/2018 - Term 2: 10/1/2018 - Term 3: 11/13/2018 - Term 4: 1/3/2019 - Term 5: 2/11/2019 - Term 6: 4/1/2019 - Term 7: 5/20/2019
	Lottery	We will hold a lottery if the number of applications for a particular quarter exceeds the number of available seats at the school. The primary school lottery for Phoenix Chelsea is scheduled for 3/7/2019.
Springfield	Student Application Deadline: - Scholar Institute - Quarter 1 - Quarter 2 - Quarter 3 - Quarter 4	Deadlines: - Scholar Institute: 8/21/2018 - Quarter 1: 9/17/2018 - Quarter 2: 11/26/2018 - Quarter 3: 2/11/2019 - Quarter 4: 4/22/2019
	Lottery	We will hold a lottery if the number of applications for a particular quarter exceeds the number of available seats at the school. The primary school lottery for Phoenix Chelsea is scheduled for 3/7/2019.

FY18 School-based Org Chart



FY18 CMO Org Chart

