

Phoenix Academy Public Charter High School, Chelsea, Phoenix Academy Public Charter High School, Springfield & Phoenix Academy Public Charter High School, Lawrence Annual Report 2019-2020

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INTRODUCTION TO THE SCHOOL

Name of School: <i>Phoenix Academy Public Charter High School, Chelsea</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Chelsea
Regional or Non-Regional?	Regional	Chartered Districts in Region	Chelsea, Everett, Revere, Lynn
Year Opened	2006	Year(s) in which the Charter was Renewed	2011, 2016
Maximum Enrollment	225	Current Enrollment	209 as of 6/19/2020
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	14
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: <i>Phoenix Academy Public Charter High School, Springfield</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Springfield
Regional or Non-Regional?	Regional	Chartered Districts in Region	Springfield, Holyoke, Chicopee
Year Opened	2014	Year(s) in which the Charter was Renewed	2019
Maximum Enrollment	250	Current Enrollment	190 as of 6/19/2020
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	6
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.			

<i>Name of School: Phoenix Academy Public Charter High School, Lawrence</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Lawrence
Regional or Non-Regional?	Regional	Chartered Districts in Region	Lawrence, Haverhill, Methuen
Year Opened	2018	Year(s) in which the Charter was Renewed	N/A
Maximum Enrollment	250	Current Enrollment	173 as of 6/19/2019
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	2
Mission Statement: Phoenix Academy Public Charter High School Lawrence 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

July 31st, 2020

Dear Friends of Phoenix

In 2006 we founded Phoenix in response to the lack of quality education options available to serve all students – our schools center around the unwavering belief that even the most off-track students can re-engage and can achieve at high levels when given the right conditions. In this 2019-2020 annual report, we are excited to share the details of how Phoenix’s network of free, open-enrollment public charter high schools in Chelsea, Lawrence, and Springfield are continuing to challenge more than 500 resilient, disconnected students each year.

As we continue to strengthen our academic program, competency-based learning model has been implemented in all three schools; competencies embed the skills and knowledge our students need in order to succeed in higher education and careers in order to lead economically viable lives. Our entire staff team has worked diligently to align Quality Performance Assessments to these competencies, and we have begun to see the impact. Phoenix students are demonstrating competencies and engaging in new and relevant ways.

While Phoenix’s rigorous academics partnered with wraparound socio-emotional supports for every single student proves high school graduation is possible, the organization’s college completion rate currently rests at 14%. While this is comparable to the 16% college graduation rate for low-income students nationally and is a step in the right direction for alternative schools serving off-track youth, it pales in comparison to the 60% of high-income students who complete their degrees¹. In an effort to examine our program, we partnered with Bellwether Education Partners to develop a strategic plan; part of the strategic plan outlined a new approach to post-secondary planning and success. The strategic plan design was finished in the fall of 2019 and we are excited to have launched our College and Career Pathways initiative aimed at providing access to college degrees for Massachusetts most at-risk youth.

Through Phoenix’s College and Career Pathways initiative, we are actively working to establish high-quality, strategic, and ever-increasing dual enrollment programs embedded in Phoenix schools that enable older, under-credited students to earn college course credits towards degree completion. We have expanded our dual enrollment programming through a deepened partnership with Northern Essex Community College and Bunker Hill Community College. In 2019-2020, Phoenix Chelsea students completed 75 hours of dual enrollment classes at Bunker Hill Community College and 12 students from Phoenix Lawrence participated in a college readiness seminar in partnership with Northern Essex Community College.

Phoenix is continually growing its partnerships with local education organizations to provide multiple pathways for students to achieve economic viability. We are excited to announce a pilot program with Greater Lawrence Technical School for Phoenix Lawrence students looking to pursue a career in 21st trades, as well as an emerging pathway for Phoenix Chelsea students to pursue a health degree while working on their high school diploma.

¹ <https://collegeforamerica.org/college-completion-low-income-students/>



The period of remote learning brought about by the outbreak of COVID-19 had a distinct impact on our school as a whole and the learning of our scholars in particular. Despite this, we are very proud that Phoenix was able to develop and launch a plan for remote engagement learning in a mere 72 hours from shutdown to the next school day. While these initial structures for remote learning led to a dip in student engagement and progression, we did gain some integral learning for our program moving forward. First, through the remote learning structures, we saw evidence that this increased access to material allowed for some of our students, who typically work or have other challenges preventing them from physically coming to school daily, leverage remote learning options to show mastery through independent learning time. Second, building and updating individualized learning plans for students gives them an opportunity to advance at a pace that they are ready for. Lastly, the importance of every student to have an adult in the building that can help them navigate success both social-emotionally as well as through credit accumulation led us to develop a Primary Person Model. The Primary Person Model matches each student with a staff member that checks in with them daily on their well-being and helps them set short term, mid-term, and long term goals. Thus, while COVID-19 presented challenges, we are eager to take these key learnings from the COVID-19 remote period and use this to shape and improve our programming as we open for the 2020-2021 school year and beyond.

As always, I am excited to witness the potential of our scholars who thrive in our rigorous and supportive environment. 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.

Sincerely,

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

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

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

Mission and Key Design Elements

Phoenix Academy Public Charter High School, Chelsea (Phoenix Chelsea), Phoenix Academy Public Charter High School, Springfield (Phoenix Springfield), and Phoenix Academy Public Charter High School, Lawrence (Phoenix Lawrence) 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 380 graduates across the three-school Phoenix Network, Phoenix continues to prove that this mission is possible. The success of the Phoenix mission hinges on Phoenix's commitment to implementing its key programmatic design elements, which are outlined below.

Key Design Element 1: Serve disconnected youth using a high-risk student population definition²

Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence are committed to serving and graduating high-risk students. In 2019-2020, all three schools demonstrated this commitment by creating and implementing a recruitment and retention plan geared towards serving high-risk students. Phoenix schools consistently recruit and graduate a significant percentage of students in one or more high-risk subgroups, which is reported in the Phoenix Chelsea and Phoenix Springfield accountability plans included in Appendix A. At Phoenix Lawrence, 96% of students enrolled in the 2019-2020 school year identify with one or more high-risk subgroups. Phoenix's success recruiting and graduating high-risk students is the result of policies and practices in place that help to ensure success for high-risk students and their families and signifies Phoenix fulfilling its core mission.

Key Design Element 2: Relentless Supports

Phoenix students bring a wide range of challenges that can act as daily barriers to their academic success. Such challenges include but are not limited to housing instability, incarcerated parent or caregiver, risk of deportation (self or family member), or the necessitation of full-time employment to support household expenses. The Phoenix Network recognizes the importance of addressing these challenges to student success by integrating purposeful supports and fostering the development of students' metacognitive and social-emotional skills.

Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence utilize a wide range of relentless wraparound supports and youth development practices that reinforce and build scholarly habits. Providing the following support ensures that all students have what they need to make academic gains and prepare for college success:

- *Student Support Team (SST)*, consisting of a Director of School Culture, on-site Social Worker, Student Support Specialist(s), and Recruitment and Community Engagement Specialist, work collaboratively to monitor students and encourage them to engage and succeed in school.

² The definition for high-risk student population is based on charter and alternative education research and includes the following high-risk groups: former dropouts, formerly truant, court involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.

- *Little Scholars Child Development Center (CDC)* is a site-based childcare center staffed by experienced early childhood education teachers that supports Phoenix’s pregnant and parenting students. Located onsite at all three schools, the CDC provides a safe, accessible, nurturing, and affordable childcare option for Phoenix students while they attend their classes. Moreover, the CDC provides foundational early childhood education and skill development for the children of Phoenix students, instilling a love of learning among the next generation.
- *Social Workers* provide weekly counseling sessions for students who have mandated counseling or for those experiencing depression, anxiety, family and home challenges, or school-related issues. Social Workers help connect students to resources they may need, such as housing, transportation, healthcare, childcare, outside counseling, or other case management needs. Moreover, Social Workers provide crisis intervention services to students if required, and work collaboratively with Emergency Services Teams, Department of Children and Families, attorneys, and community resources as needed to acquire assessments and to help students obtain more intensive levels of support.
- *Advisory*, referred to as “Crew” in Chelsea, serves as a retention tool aimed at helping students develop an intensive, long-term relationship with an adult. Phoenix believes this relationship is critical to student buy-in and helps to build students’ sense of relationships, belonging, agency, and personal development of metacognitive and social-emotional skills.
- *Primary Person Model*, referred to as PPM, initially piloted in the 19-20 school year in Lawrence and adapted organizationally wide on the outbreak of COVID-19. PPM has been adopted into the Phoenix model going forward as it works as a tool to develop school based relationships and a partner in navigating their progress at Phoenix.
- *Community Meeting*, held each Friday for 15 minutes, provides crucial culture-building support. During Community Meeting, all community members (students, staff, and administrators) gather to share news, laud student growth, celebrate achievements, and address any serious issues in the school community. Through Community Meeting, students are taught how to be respectful within a group space and are provided opportunities to become school leaders.
- *Restorative Circles*: Based on a restorative approach to conflict transformation, Phoenix utilizes a Restorative Circles protocol whereby students and teachers have conversations about academic frustrations. Through the Restorative Circle protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, Restorative Circles allow students to move forward and continue to have academic and behavior success in school.
- *Extracurricular activities* help students build connections to staff members and students, as well as bolster student achievement; many extracurricular activities require passing grades among student participants.
- *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 available for use by students who are either homeless or who lack access to this basic resource.
- *Positive youth development Practices:* Phoenix schools are grounded in positive youth development programs and practices that encourage supportive relationships. Aligning with positive youth development practices, Phoenix places high expectations on students and provides opportunities for students to contribute to and engage in learning experiences that explore issues of culture and identity.
- *Multi-Term Enrollment Process:* As Phoenix aims to open its doors to all students, the schools are as flexible as possible with the enrollment timeline. To ensure that the most disconnected and at-risk students have the opportunity to attend Phoenix, Phoenix schools recruit students at the beginning of every term. When a student wishes to join the Phoenix community, the schools work to begin the enrollment process and learning journey as soon as possible.

Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence demonstrated success with these comprehensive relentless supports, as evidenced by meeting or exceeding the following metrics:

1. 70% of students will report connectivity to school through a biannual student survey.

Due to COVID-19, we were unable to compare June numbers to September for the following metric:

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.

However, through our PPM work we began development new measurements around engagement which factored in virtual classroom attendance, work completion, interaction with academic material, and engagement with their Primary Person

This data is outlined in the Phoenix Chelsea and Phoenix Springfield accountability plans in Appendix A. At Phoenix Lawrence, 100% of students reported connectivity to school through the biannual student survey

Key Design Element 3: Rigorous academic instruction through the 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 charter terms for Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence, data-driven instruction and professional development are the two priority mediums for continuing to increase the academic rigor at Phoenix schools. In 2019-2020 all three schools employed the following strategies to analyze student data that supports rigorous classroom instruction:

- *Weekly Dashboard Review:* Phoenix schools utilize an “ultimate dashboard” to track 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. School leadership teams and instructional leadership teams meet weekly to discuss the “ultimate dashboard” metrics. On a daily basis, advisors utilize attendance and discipline data to intervene with students.

- *Senior Leadership Team:* The Senior Leadership team meets weekly to discuss and find creative and effective solutions for shared issues across the organization. This space allows all three Heads of School to share their ideas and collaborate with each other and the network leaders.
- *Quarterly Review of Assessments:* The school-based teams Quality Performance Assessments to all students in math and humanities. Quarterly data reviews help to create action plans and inform lesson planning and upcoming instruction.
- *Quarterly Dashboard Review:* The Phoenix Network senior leadership team, Head of School, and school-based leadership teams utilize quarterly dashboards and accountability dashboards to determine the extent to which the schools are meeting six Network-wide goals, and create and adjust yearlong action plans. These goals have been realigned to match with our 5 year strategic plan and include:
 - Student Engagement: Students regularly engaged in coursework
 - Student Progression: Students make progress towards college or career goal
 - Post-Secondary Success: Students are on track for an economically viable life
 - Staff Retention/Morale: Staff feel supported in their roles and choose to grow at Phoenix
 - Organization Sustainability: The organization is financially stable
- *Annual Data Review:* Each summer, school and network-based leaders review end-of-year data, including MCAS results, ACCESS results, ELD Self Evaluation, SPED Self Evaluation 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 2019-2020, Phoenix Chelsea, Springfield, and Lawrence leveraged ongoing staff professional development sessions to support teaching staff in maintaining rigorous academic instruction for all students. The professional development structure for the 2019-2020 year included the following:

- *Leadership Institute:* The Professional Development calendar began with an intensive Network-wide Leadership Institute attended by all school and Network-based leaders. The Institute provided an opportunity for leaders to ground their work for the upcoming year in Phoenix’s mission and vision, to finalize year-long goals, and to ensure action plans are aligned to the strategic goals of the organization.
- *Senior Leadership Retreat:* In 19-20, Phoenix started the Senior Leadership Retreat which brings together our network wide leaders for three days to discuss and practice skills associated with of school leadership, set and align on vision, and design new practices and/or programming

- *Educator Institute:* In August, each school hosted an Educator Institute during which all teachers and school-based staff received two weeks of planning and professional development.
- *Weekly Professional Development:* School-based staff members convene for three hours every Friday afternoon for tailored professional development sessions and collaboration; in the 2019-2020 school year, Phoenix teachers received at least 150 hours of professional development.
- *Supervision:* All staff members meet individually with their supervisors on a weekly or bi-weekly basis to set goals, discuss progress, and create action plans. A teacher's supervision meeting generally includes the following: check-in; feedback on his/her most recent classroom observation; 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 meet the needs of all students; and a discussion of upcoming accountabilities. During this time, supervisors help teachers create support plans for specific students who may be struggling in a teacher's class.
- *Quarterly Leader Retreats:* As an extension of the Leadership Institute, the Phoenix Network offers quarterly collaborative leadership retreats for leaders in job-alike roles across the Phoenix Network. In 2018-2019, Phoenix schools offered professional learning communities for Heads of Schools, Directors of Curriculum and Instruction, and Directors of Operations.
- *Content Team Days:* Five times each year, all staff members participate in Content Team Days, which are network-wide, content-specific collaboration and professional development days. Content Team Days provide an opportunity to collaborate across schools and to continuously improve upon the lessons designed to serve all Phoenix students. Due to COVID-19, Phoenix was only able to complete four Content Team Days. In 2019-2020, the theme of network-wide Content Team Days was the five goals set forth by the strategic plan and how to integrate them into every day work. Within this theme, the professional development focused on competency-based teaching and learning to help ground every class in identity, social-emotional learning, and rigorous academics.
- *Evaluation Cycle:* The Phoenix Network has adopted 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 establish instructional and non-instructional goals; and to reflect on, review, and evaluate their progress in reaching these goals.
- *Teacher Coaching Cycles:* At the heart of successful coaching is a trusting, respectful, and strengths-based relationship. It is critical to invest the time and effort in developing relationships of mutual trust and respect. Phoenix Charter Academy provides a coaching system that relies on goal setting and growth. Every teacher at Phoenix engages in a coaching and feedback cycle every four to six weeks. Within that cycle, a teacher will set an overarching goal, their observer will provide coaching and feedback and the teacher will provide reflection. When the cycle is complete, the teacher and observer work together to grow in their current goal or pivot to a new goal, upon which the cycle restarts.

Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence have demonstrated success with this key design element evidenced by meeting or exceeding the following metrics:

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.

Data for Phoenix Chelsea and Phoenix Springfield is included in the Accountability Plans (Appendix A). At Phoenix Lawrence, 100% of teachers were observed in their classrooms implementing the practices outlined in the annual school-wide goals. Also, 96% of Phoenix Lawrence 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.

Key Design Element 4: Preparing students for college success:

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 backward-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. Phoenix's strategic plan, as mentioned above, outlined a new approach to post-secondary planning and success. Specifically, the strategic plan added the viability of career pathways that lead to economic viability. We have provided traditional post-secondary data points that mark the success of Phoenix Chelsea and Phoenix Springfield's current success with this goal below, as part of the strategic plan work; we are developing programming and metrics that align to this expanded goal:

- 35 students across our three schools participated in dual enrollment opportunities during the 2019-2020 school year.
- 100% of Phoenix Chelsea students, 100% of Phoenix Springfield students, and 50% of Phoenix Lawrence students who graduated with the class of 2020 applied for 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. 66% of Phoenix Chelsea graduates have enrolled in college and 69% 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 publicly reported. Note: Given that Phoenix Lawrence just opened in the 2018-2019 school year, we do not yet have data for this metric; we look forward to providing updated in future years.

³ Phoenix Chelsea is actively working with students to establish financial stability with graduating students who did not apply to college in this cycle. All students are planning on applying and enrolling in the future and we will update this statistic as it evolves.

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

- On a biannual student survey, 82% of students across the network reported that college was very important to their futures.

Amendments to the Charter

Date	Amendment Requested	Approved?
N/A	No new amendments for 2019-2020	N/A

Access and Equity

A. Student Data Table

- [Phoenix Chelsea Student Discipline Data](#)
- [Phoenix Springfield Student Discipline Data](#)
- [Phoenix Lawrence Student Discipline Data](#)

B. Chelsea Discipline Data

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	250	42	0.0%	16.8%	0.0%
EL	156	19	0.0%	12.2%	0.0%
Economically Disadvantaged	149	31	0.0%	20.8%	0.0%
Students with disabilities	29	10	0.0%	34.5%	0.0%
High Needs	230	39	0.0%	17.0%	0.0%
Female	123	17	0.0%	13.8%	0.0%
Male	127	25	0.0%	19.7%	0/0%
American Indian or Alaska Native	1				

Asian	0				
African American/Black	29	8	0.0%	27.6%	0.0%
Hispanic/Latino	205	31	0.0%	15.1%	0.0%
Multi-race, Non-Hispanic/Latino	0				
Native Hawaiian or Pacific Islander	0				
White	15	2			

Springfield Discipline Data

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	252	32	0.0%	12.7%	0.0%
EL	49	7	0.0%	14.3%	0.0%
Economically Disadvantaged	228	2	0.0%	12.7%	0.0%
Students with disabilities	78	8	0.0%	10.3%	0.0%
High Needs	238	30	0.0%	12.6%	0.0%
Female	133	16	0.0%	12.0%	0.0%
Male	119	16	0.0%	13.4%	0.0%
American Indian or Alaska Native	0				
Asian	1				
African American/Black	46	8	0.0%	17.4%	0.0%
Hispanic/Latino	176	23	0.0%	13.1%	0.0%
Multi-race, Non-Hispanic/Latino	8	0			
Native Hawaiian or Pacific Islander	0				
White	21	1			

Lawrence Discipline Data

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	171	19	0.0%	11.2%	0.0%
EL	50	5			
Economically Disadvantaged	131	15	0.0%	11.5%	0.0%
Students with disabilities	45	3			
High Needs	153	17	0.0%	11.1%	0.0%
Female	63	4			
Male	108	15	0.0%	13.9%	0.0%
American Indian or Alaska Native	1				
Asian	0				
African American/Black	0				
Hispanic/Latino	158	18	0.0%	11.4%	0.0%
Multi-race, Non-Hispanic/Latino	0				
Native Hawaiian or Pacific Islander	0				
White	12	1			

C. Discipline

A core component of the Phoenix model is its deep commitment to creating a safe and supportive school environment for all students. Phoenix strives to create a calm, consistent and positive environment where learning comes first. In the 2019-2020 school year, Phoenix schools built upon the changes in the schools' approach 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. Also, 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 tenets of positive youth development and restorative justice. We have launched the Phoenix ways of being which are agreed upon norms set by both staff and students, they include Ready to Learn, Always be Respectful, and Always be Safe.

Dissemination Efforts

Phoenix is deeply committed to the dissemination of best practices and lessons learned as part of its work as an innovative charter school Network. In 2019-2020, Phoenix Chelsea, Springfield, and Lawrence hosted many visitors from schools and organizations in the Commonwealth as well as teams from across the country interested in learning about the Network's model and results. These visits included class observations, meetings with school and Network leaders, conversations with students, and discussions of the daily operations of the school. Also, Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence staff members participated in events at which they had the opportunity to disseminate components of the Phoenix model.

The following table provides an overview of Phoenix's 2019-2020 dissemination efforts:

Best Practice Shared	Vehicle for Dissemination	Who at the School participated	Charter School Performance Criteria	With whom did the school disseminate?	Result of Dissemination
Mission & Key Design Elements	School Visit	Head of School, CEO, Phoenix Scholars	Mission & Key Design Elements	BUILD	Staff from BUILD toured classes and met with our CEO and Head of School as well as some Phoenix Scholars
Mission & Key Design Elements	Panel	Head of School	Mission & Key Design Elements	Chelsea Public Schools Community Roundtable	Presented Phoenix model at roundtable at Clarke Avenue Middle School

Mission & Key Design Elements	School Visit	Head of School, CEO	Mission & Key Design Elements	Teach for America leadership visit	Talked with Phoenix scholars, visited classrooms and met with Chief Executive Officer and staff.
Mission & Key Design Elements	School Visit	Head of School, Leadership Team, Staff	Mission & Key Design Elements	ADVOT	20+ people visit and meet with leadership, staff and teachers
Mission & Key Design Elements	Roundtable	Head of School, CEO, Director of School Culture	Mission & Key Design Elements	Chelsea Collaborative Gala	Shared Phoenix's mission with the community and bolstered community partnerships.
Mission & Key Design Elements	Panel	Leadership Team, Staff	Mission & Key Design Elements	GCCA Springfield/Holyoke Regional Cohort Meeting	Shared Phoenix's mission with the community and bolstered community partnerships.
Mission & Key Design Elements	School Visit	Head of School, CEO	Mission & Key Design Elements	ELMS College	Talked with Phoenix scholars, visited classrooms and met with Chief Executive Officer and staff.
Mission & Key Design Elements	School Visit	Head of School, CEO	Mission & Key Design Elements	Holy Cross	Talked with Phoenix scholars, visited classrooms and met with Chief Executive Officer and staff.

Academic Progress Success

Student Performance

A. Student Data Table:

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

Phoenix Chelsea, Springfield, and Lawrence demonstrated varying levels of success on the 2019 MCAS while making the transition to the Next Generation MCAS. When using the conversion table provided

by DESE, MCAS results from this year are comparable to historical data. We will continue to adapt our program to better address the challenges of the Next Generation MCAS. The data is as follows:

MCAS Subject	ELA	Math
# of comparison schools with data publicly available*	1	1
Comparison schools average % Meeting/Exceeding Expectations	6%	12%
Phoenix Charter Academy, Chelsea % Advanced/Proficient	87%	67%
Phoenix Charter Academy, Chelsea % Meeting/Exceeding Expectations	20%	33%
Phoenix Charter Academy, Springfield % Advanced/Proficient	62%	25%
Phoenix Charter Academy, Springfield % Meeting/Exceeding Expectations	15%	17%
Phoenix Charter Academy, Lawrence % Advanced/Proficient	56%	7%
Phoenix Charter Academy, Lawrence % Meeting/Exceeding Expectations	0%	7%
Phoenix Chelsea % above the annual average of comp. schools	333%	275%
Phoenix Springfield % above the annual average of comp. schools	250%	141%
Phoenix Lawrence % above the annual average of comp. schools	N/A	-58%

* Boston Day & Evening (Springfield Public Day, Springfield High School, Lowell-Middlesex Charter Academy, High School Learning Center (HLC), Community Academy, Greater Eggleston Community High School, Edison Academy, Brockton, Russell Alternative High School, Brockton, Gateway to College @ STCC, New Liberty Charter School of Salem do not have publicly available data due to sample size)

B.

[Chelsea Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Towards
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		Improvement Targets
2019	2019	2019
Insufficient data	Insufficient data	Insufficient data

[Springfield Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2019	2019	2019
Insufficient data	Insufficient data	Insufficient data

[Lawrence Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2019	2019	2019
Insufficient data	Insufficient data	Insufficient data

C. 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 2019-2020 STAR results. Please note that due to COVID-19, the second window of testing was not able to occur. As a result, all Phoenix schools are reporting N/A for this metric for 2019-2020.

Program Delivery

Throughout the 2019-2020 school year, the academic team continued driving a number of initiatives forward, ensuring that Phoenix students received an academic program that is rigorous, equitable, and engages students through real-world applications. Major initiatives in 2019-2020 that supported these goals included Competency-based Learning and Embodying Culturally-Relevant Practices.

- *Competency-based Learning:* In 2019-2020 Phoenix schools implemented a competency-based learning model. Staff continues to unpack the interdisciplinary competencies that were written at the end of 2017-2018 to better understand the embedded skills and knowledge that students would have to know to be able to do to reach the competency at each level of the continuum. Additionally, staff have worked to align Quality Performance Assessments to the competencies, so that students are demonstrating those competencies and engaging in new and relevant ways.
- *Unit Based Learning Schedule:* By breaking down progression into units, students can engage in an asynchronous learning model which allows them to move on to different units whenever they are able to show mastery of the unit and therefore are able to progress at their own rate.

In the 2020-2021 Annual Report, Phoenix looks forward to providing details about additional shifts to the academic program. In the upcoming year, Phoenix will continue its focus on implementing competencies and restorative justice practices to increase the percentage of students who graduate from Phoenix schools academically and social-emotionally ready to be successful in college. Additionally,



Phoenix will report back on the initiatives that we are implementing due to COVID-19 that we plan on continuing in our model.

Organizational Viability

Organizational Structure of the School

In 2019-2020, Phoenix Chelsea and Phoenix Springfield maintained their organizational structure and did not make any changes; none of the schools plan to make any changes in 2020-2021. The 2019-2020 school-based organizational chart is attached in Appendix D and a brief description of the network 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 schools, 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 Schools Officer. In weekly supervision meetings, the Chief Schools 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 of Operations, and the Director of the Child Development Center. Phoenix has made an intentional shift to elevate the Post-Secondary role to a director level position which will be joining the school leadership team in 20-21. School-based leadership teams meet weekly to assess progress towards goals and review academic, attendance, and staff culture data. The members of the leadership team are responsible for overseeing instruction, student support, operations, and the child development center.

The leadership team leads the school and supports 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.

Network Structure

In 2019-2020 the Phoenix Network did not make any changes to the Phoenix Network Organizational chart. The 2019-2020 Phoenix Network organizational chart is attached in Appendix D. 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 strategic plan. The Phoenix network currently has two positions that we plan on adding to the network structure. First, the Managing Director of Teacher Development, who would report to the Chief Schools Officer, and manage the teacher feedback cycle as well as provide support in developing organization wide PD and developing curriculum. Also, with our continued investment in post-secondary success, Phoenix has an open position available for a Director of Post-Secondary Success who would work on big picture relationships with colleges and potential career paths for students. Currently, due to the unknown budget as related to COVID-19, we are in a hiring freeze so these positioned have not been filled.

The Phoenix Network has a robust leadership team that is crafted to fulfill the mission and vision of all Phoenix schools operating with a lens of continuous improvement. The Network leadership team is comprised of the following roles: Chief Executive Officer, Chief of Schools, and Chief Operating Officer. The network 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. See FY20 CMO Org Chart for the detailed organizational chart. Note, that based on the strategic plan, there were some changes and additions planned for this team. However, due to the uncertainty of the FY21 budget, due to COVID-19, we are holding on hiring.

Teacher Evaluation

The Phoenix Network has adapted the 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 establish goals, and to reflect on, review, and evaluate their progress in reaching instructional and non-instructional professional goals. In 2019-2020, Phoenix Chelsea and Phoenix Springfield did not make any changes to their current systems for teacher evaluation, however due to COVID-19, Phoenix was not able to formally evaluate our staff.

Budget and Finance

A. Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement):

The unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement) for Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence are attached.

B. Statement of net assets for FY20 (balance sheet):

The statement of net assets for FY20 (balance sheet) for both Phoenix Chelsea and Phoenix Springfield are attached.

C. Approved School Budget for FY21:

The FY21 school budgets for both Phoenix Chelsea, Phoenix Lawrence, and Phoenix Springfield were approved on June 10th, 2020 at a Phoenix Charter Academy Network Board of Trustees Meeting. These approved budgets are attached.

D. Capital Plan for FY21:

The capital plan for FY21 is described below:

- **Chelsea Facility:** In June 2017, Phoenix Chelsea moved to 175 Hawthorne Street, under a license agreement with Bunker Hill Community College, where they continue to operate out of and enter into a yearly lease. At that time, the 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 Facility:** In July 2015, Phoenix moved into a newly renovated permanent home where they continued to operate out of during FY19. 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.



Lawrence Facility: Phoenix Academy Public High School, Lawrence was granted a charter to begin operating for the 2018-2019 school year. The Phoenix Lawrence entered a long-term lease with Everett Mills at 15 Union St, Lawrence, MA. In the prior year, the school required significant investments in capital assets including classroom and office furniture, equipment, and IT and communications equipment, which were completed in 2019. There are no additional capital plans at this time.



A. Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement):

Phoenix Charter Academy - Chelsea & CMO	
Profit and Loss	
July 2019 - June 2020	
	Total
Income	
4100 Tuition	3,419,413.00
4150 Federal and State Entitlements and Grants	166,746.14
4200 Fundraising and Grants	82,000.00
4500 Nutrition Income	2,683.41
4900 Other Income	42,209.96
7777 In-Kind Revenue MTRS	346,279.50
Uncategorized Income	4,444.92
Total Income	\$ 4,063,776.93
Gross Profit	\$ 4,063,776.93
Expenses	
5000 Salaries, Benefits, and Taxes	2,441,450.28
6000 Student Services	67,089.48
6400 Nutrition Services	40,650.61
6500 Instructional Services	145,944.94
7000 Facilities and Equipment	582,451.45
8000 Operations	418,551.30
Uncategorized Expense	25,527.11
Total Expenses	\$ 3,721,665.17
Net Operating Income	\$ 342,111.76
Other Income	
Network Income	1,422,683.00
Total Other Income	\$ 1,422,683.00
Other Expenses	
5901 AmeriCorps Expenses	5,747.30
CMO Expenses	1,909,596.83
Total Other Expenses	\$ 1,915,344.13
Net Other Income	-\$ 492,661.13
Net Income	-\$ 150,549.37

Phoenix Charter Academy Lawrence	
Profit and Loss	
July 2019 - June 2020	
	Total
Income	
4100 Tuition	2,306,132.00
4150 Federal and State Entitlements and Grants	321,426.10
4200 Fundraising and Grants	12,500.01
4900 Other Income	12,765.08
7777 In-kind revenue MTRS	187,500.00
9997 In-Kind Revenue - Food	30,000.00
Total Income	\$ 2,870,323.19
Gross Profit	\$ 2,870,323.19
Expenses	
5000 Salaries, Benefits, and Taxes	1,912,051.80
6000 Student Services	17,122.62
6400 Nutrition Services	30,000.00
6500 Instructional Services	42,683.28
7000 Facilities and Equipment	416,208.27
8000 Operations	287,795.25
Office Supplies & Software	298.45
Uncategorized Expense	18,130.75
Total Expenses	\$ 2,724,290.42
Net Operating Income	\$ 146,032.77
Net Income	\$ 146,032.77

Phoenix Springfield	
Profit and Loss	
July 2019 - June 2020	
	Total
Income	
4100 Tuition Reimbursement	2,963,119.00
4150 Federal and State Entitlements and Grants	164,778.00
4200 Fundraising and Grants	5,000.01
4900 Other Income	9,317.64
7777 In-kind revenue MTRS	185,237.25
9997 In-Kind Revenue - Food	39,798.00
Total Income	\$ 3,367,249.90
Gross Profit	\$ 3,367,249.90
Expenses	
5000 Salaries, Benefits, and Taxes	1,806,385.42
6000 Student Services	125,423.06
6400 Nutrition Services	39,798.00
6500 Instructional Services	91,126.67
7000 Facilities and Equipment	604,723.75
8000 Operations	356,897.82
Insurance - Liability	17,772.05
Uncategorized Expense	7,239.98
Total Expenses	\$ 3,049,366.75
Net Operating Income	\$ 317,883.15
Other Income	
Interest Earned	2,891.93
Total Other Income	\$ 2,891.93
Net Other Income	\$ 2,891.93
Net Income	\$ 320,775.08

B. Statement of net assets for FY20 (balance sheet)

Phoenix Charter Academy	
Balance Sheet	
As of June 30, 2020	
	Total
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	626.58
1002 Boston Private Checking *0490	154,437.86
1003 Money Market Savings Account	0.00
1005 Debit Cash	0.00
1072 Bill.com Money Out Clearing	0.00
Total Bank Accounts	\$ 155,064.44
Accounts Receivable	
1100 Accounts receivable	0.00
Total Accounts Receivable	\$ 0.00
Other Current Assets	
1015 Undeposited Funds	0.00
1105 Tuition Receivable	0.00
1110 Grants receivable - State	0.00
1114 Lawrence Start Up	0.00
1115 Lawrence Level 5 Turnaround	0.00
Total 1110 Grants receivable - State	\$ 0.00
1120 Grants receivable - Federal	0.00
1121 Grant Rec- Sped 240	-2.00
1122 Grant Rec- Title 1	-1.00
1123 Grant Rec- Title 2 Teacher	-1.00
1124 Grant-Rec 164 Data Warehouse	0.00
1125 Grant Rec. Title IV 309	1.00
1126 Grant Rec- 717 Teen Preg	0.00
1127 Grant Rec- IDEA ARRA 760	0.00
1128 Grants Rec-ARRA Title 1 770	0.00
1129 Entitlements- SPED 274	0.00
1131 Grant Receivable- 592 Summer School	0.00
1132 Entitle- Academic 625	0.00
1133 Other Current Assets	0.00
1134 Dissemination 537	0.00
1135 Grants Rec. 335-Safe and Supportive Schools	-1.00
1137 Mass Grad	-1.00
1138 596-Academic Support	0.00
1139 Grants Receivable-RTTT	0.00
1141 DOE 320	0.00
1142 722 School Nutrition Equipment Assistance	0.00
1143 Grant- Rec- 738 Literacy Part 2	0.00
1144 Grants Rec.- Alter Ed 790	0.00
Grants Receivable - Title III	0.00
Total 1120 Grants receivable - Federal	-\$ 5.00
1148 Other Receivable- Nutrition	0.00
1149 A/R - Youth Violence Prevention Grant	0.00
1150 Grants receivable - Private	0.00
1155 Other Receivables- Americorps	-0.02
1158 Other Rec.- Amer. Day of Service	0.00
1160 Other Rec.- Chelsea Tutoring	0.00
1161 Springfield Fees	0.00
1165 Other Rec.- Lawrence Fees	0.00
1175 Medicaid Receivable	0.00
1180 Receivables- Daycare	11,333.50
1190 Due from Foundation	646,958.01
1191 Due From Foundat re Lawrence	0.00
Total 1190 Due from Foundation	\$ 646,958.01
1193 Due from Springfield	238,173.47
1194 Due From Lawrence	246,258.91
1195 Other Receivables	0.00
1200 Advances	3,774.03
1210 Allowance for Doubtful Accounts	0.00
1300 Prepaid expenses	30,592.10
1310 Prepaid Expenses- Insurance	3,191.17
1315 Prepaid W. Comp	8,270.17
1405 Prepaid Rent- Nichols	0.00
1410 Prepaid Rent	5,500.00
Uncategorized Asset	0.00
Total Other Current Assets	\$ 1,194,046.34
Total Current Assets	\$ 1,349,110.78
Fixed Assets	
1520 Building Improvements	0.00
1530 Leasehold Improvements- Clark	0.00
1535 Leasehold Improvements- 190 Nichols	0.00
1536 Leasehold Improvements 175 Hawthorne	368,453.00
1538 Leasehold Improvements-Rectory	0.00
1540 Furniture	21,161.60
1550 Equipment	189,034.17
1560 Computers	146,704.89
1570 Vehicles- Van	0.00
1600 Accumulated depreciation	-308,194.76
Total Fixed Assets	\$ 417,158.90
Other Assets	
1420 Deposits	0.00
1910 Loan Closing Fees	0.00
Total Other Assets	\$ 0.00
TOTAL ASSETS	\$ 1,766,269.68
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts payable	170,912.58
Total Accounts Payable	\$ 170,912.58
Credit Cards	
2005 Credit Card Payable	14,356.89



Phoenix Charter Academy Lawrence

Balance Sheet

As of June 30, 2020

	Total
ASSETS	
Current Assets	
Bank Accounts	
1002 Checking- Lawrence (8345)	662,064.95
1072 Bill.com Money Out Clearing	0.00
Total Bank Accounts	\$ 662,064.95
Other Current Assets	
1105 Tuition Receivable	0.00
1120 Grants receivable - Federal	
1121 SPED 240	-1.00
1122 305 Title 1	-2.00
1123 140 Title IIA Teacher	1.00
1130 535 Start Up	4.00
1178 Mass Grad 320	-1.00
Total 1120 Grants receivable - Federal	\$ 1.00
1192 Due From CMO	2,300.00
1194 Due From Foundation	12,500.01
1200 Advances	0.00
1300 Prepaid Expenses	-1,634.66
1310 Prepaid Expenses- Insurance	3,157.75
1410 Prepaid Rent	0.00
Total Other Current Assets	\$ 16,324.10
Total Current Assets	\$ 678,389.05
Fixed Assets	
1520 Building Improvements	18,399.52
1540 Furniture	12,686.42
1550 Equipment	75,052.91
1560 Computers	54,420.00
1600 Accumulated depreciation	-50,574.98
Total Fixed Assets	\$ 109,983.87
TOTAL ASSETS	\$ 788,372.92
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	90,280.42
Total Accounts Payable	\$ 90,280.42
Credit Cards	
2005 Credit Card Payable	2,606.15
Total Credit Cards	\$ 2,606.15
Other Current Liabilities	
2040 MTRS Payable	17,570.26
2050 Employee Benefits 403b	0.00
2055 FSA Payable	747.98

Phoenix Springfield

Balance Sheet

As of June 30, 2020

	Total
ASSETS	
Current Assets	
Bank Accounts	
1007 Checking- Springfield (0724)	1,405,132.17
1008 CD 856970573	0.00
1072 Bill.com Money Out Clearing	40.00
Total Bank Accounts	\$ 1,405,172.17
Accounts Receivable	
1100 Accounts Receivable	0.00
Total Accounts Receivable	\$ 0.00
Other Current Assets	
1105 Tuition Receivable	0.00
1110 Grants receivable - State	0.00
1120 Grants receivable - Federal	0.00
1121 Grant Rec- SPED 240	1.00
1122 Grant Rec- Title 1	-2.00
1123 Grant Rec- Title 2 Teacher	-2.00
1127 Title IVA	-1.00
1129 Grant Rec- SPED 274	0.00
1161 335-Safe and Supportive Schools	-1.00
1166 Regional Transportation	0.00
1178 Mass Grad 320	-1.00
Total 1120 Grants receivable - Federal	-\$ 6.00
1180 Receivables- Daycare	5,975.00
1192 Due From CMO	8,138.33
1193 Due From Chelsea	2,370.00
1194 Due From Foundation	5,000.01
1196 Due from Lawrence	0.00
1200 Advances	0.00
1300 Prepaid Expenses	0.00
1310 Prepaid Expenses- Insurance	3,044.19
1410 Prepaid Rent	0.00
Undeposited Funds	0.00
Total Other Current Assets	\$ 24,521.53
Total Current Assets	\$ 1,429,693.70
Fixed Assets	
1520 Building Improvements	1,034,526.54
1540 Furniture	54,619.08
1550 Equipment	141,735.97
1560 Computers	72,519.99
1600 Accumulated depreciation	-447,504.61
Total Fixed Assets	\$ 855,896.97
TOTAL ASSETS	\$ 2,285,590.67
LIABILITIES AND EQUITY	

C. Approved School Budget for FY21

Phoenix Charter Academy - Chelsea FY21 Projected Budget Summary

	Projected Full Year FY 21 Budget
Income	
4100 Tuition	3,252,420
4150 Federal and State Entitlements and Grants	238,004
4200 Fundraising and Grants	45,000
4500 Nutrition Income	7,800
4900 Other Income	34,400
7777 In-Kind Revenue MTRS	469,000
Total Income	4,046,624
Expenses	
5000 Salaries, Benefits, and Taxes	2,562,276
6000 Student Services	85,400
6400 Nutrition Services	61,000
6500 Instructional Services	180,200
7000 Facilities and Equipment	692,000
8000 Operations	454,192
Total Expenses	4,035,068
Net Operating Income (Loss)	11,556

Phoenix Charter Academy - Lawrence FY21 Projected Budget Summary

	Full Year FY 21 Budget
Income	
4100 Tuition	2,524,830
4150 Federal and State Entitlements and Grants	166,540
4200 Fundraising and Grants	20,000
4900 Other Income	41
7777 In-Kind Revenue MTRS	253,750
9997 In-Kind Revenue - Food	41,100
Total Income	3,006,261
Expenses	
5000 Salaries, Benefits, and Taxes	1,878,058
6000 Student Services	42,000
6400 Nutrition Services	41,100
6500 Instructional Services	149,000
7000 Facilities and Equipment	515,000
8000 Operations	367,583
Total Expenses	2,992,741
Net Operating Income (Loss)	13,520

**Phoenix Charter Academy - Springfield
FY21 Projected Budget Summary**

	Projected Full Year FY 21 Budget
Income	
4100 Tuition	2,949,228
4150 Federal and State Entitlements and Grants	451,300
4200 Fundraising and Grants	5,000
4900 Other Income	9,500
7777 In-kind revenue MTRS	322,500
9997 In-Kind Revenue - Food	50,500
Total Income	3,788,028
Expenses	
5000 Salaries, Benefits, and Taxes	2,235,201
6000 Student Services	114,000
6400 Nutrition Services	50,500
6500 Instructional Services	193,000
7000 Facilities and Equipment	766,000
8000 Operations	419,023
Total Expenses	3,777,724
Net Operating Income (Loss)	10,304

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE FOR 2019-2020

Phoenix Chelsea Accountability Plan:

Measure	2019-2020 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	96% of students enrolled at Phoenix Chelsea in the 2019-2020 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	86% of Phoenix Chelsea students in the class of 2020 fell into at least one of the high-risk subgroups.

Objective: Phoenix utilizes strong relentless support techniques to ensure a 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 a weekly and quarterly basis.
Students and adult supporters will receive consistent communication through home visits and/or phone calls. On average, Phoenix staff members will make 10 points of contact a week (i.e. phone calls, text messages, home visits, adult supporter meetings).	Met	As tracked in Kickboard, Phoenix Chelsea staff made an average of 12.2 points of contact per week.
Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
<p>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:</p> <ul style="list-style-type: none"> • If you walked into class upset, how concerned would your teacher be? • How connected do you feel to the adults at your school? • Overall, how much do you feel like you belong at your school? • How well do people at your school understand you as a person? 	Met	96% of Phoenix Chelsea scholars reported connectivity to school as measured by a survey administered in Survey Monkey,
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 five community education event, which were Chelsea Collaborative Gala, Executive Committee of Chelsea Partners, Chelsea Day, and the Chelsea Superintendent Roundtable.
Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.	Met	Phoenix Chelsea held 2 Parent Advisory Council meetings in 2019-2020.

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.	Not Applicable	In 2019-2020, Phoenix Chelsea phased out Interim Assessments, as they were not compatible with competency-based learning practices.
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 Phoenix Chelsea core academic teachers created at least four 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	96% 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.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
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 2019-2020 school year, Phoenix Chelsea established 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 Chelsea students completed 75 credit hours at Bunker Hill Community College this year.
90% of students in the graduating class will apply and be accepted into college.	Met	100% of Phoenix Chelsea students in the class of 2020 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.	Not Met	66% of Phoenix Chelsea alumni enrolled in college.
Annually, 65% of the students who ever enroll in college will persist in college for 2 or more semesters.	Met	71% of Phoenix Chelsea students who enrolled in college persisted for two 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 three school visits over the course of the 2019-2020 school year, not including visits with individual donors 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..	Met	Over the course of the charter term ten 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	Over the course of the charter term, the CEO participated in eight speaking engagements 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 2019-2020, Phoenix teachers and administrators participated in multiple events where best practices were shared, including visiting schools in Lawrence, Boston and

		attending MATSOL.
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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.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
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 Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
Each year, Phoenix's Category I students' average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
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 Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.

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 2019-2020 school year, Phoenix Chelsea established 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	2018-2019 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	87% of students enrolled at Phoenix Springfield in the 2019-2020 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	90% of Phoenix Springfield students in the class of 2020 fell into at least one high-risk subgroup.

Objective: Phoenix utilizes strong relentless support techniques to ensure a 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 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 7.3 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.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
<p>70% of students will report connectivity to school through a biannual student survey administered using survey monkey. 70% of students will agree or strongly agree with one of the following questions:</p> <ul style="list-style-type: none"> • If you walked into class upset, how concerned would your teacher be? • How connected do you feel to the adults at your school? • Overall, how much do you feel like you belong at your school? <p>How well do people at your school understand you as a person?</p>	Met	100% of Phoenix Springfield scholars reported connectivity to school, as measured by a survey administered in Survey Monkey.
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 participate in 4 community education events.
Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.	Met	Phoenix Springfield held four Parent Advisory Council meetings in 2019-2020.

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.	Not Applicable	In 2019-2020, Phoenix Springfield phased out Interim Assessments, as they were not compatible with competency-based learning practices..
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 Phoenix Springfield core academic teachers created at least four 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	96% 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.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
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.	Not Met/Not Applicable	In the 2019-2020 school year, Phoenix Springfield established 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 2020 applied and were accepted to college.
Annually, 60% of Phoenix alumni will either enroll in college, will have already enrolled in college, or will have graduated from college; this rate will include all Phoenix alumni.	Met	69% of Phoenix Springfield alumni enrolled in college.
Annually, 55% of the students who enroll in college will persist in college for 2 or more semesters.	Met	56% of Phoenix Springfield alumni who enrolled in college persisted two 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 leadership team members.	Met	Phoenix Springfield hosted two school visits in 2019-2020
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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..	Met	Over the course of the charter term ten 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	Over the course of the charter term, the CEO participated in eight speaking engagements 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 2019-2020 Phoenix Teacher participated in multiple events where best practices were shared including the GCCA Springfield/Holyoke Regional Cohort Meeting administrate

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.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
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 Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
Each year, Phoenix's Category I students' average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated.
Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR	Not Applicable	Due to the remote learning period in response to COVID-19 this metric was not able to be

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.		calculated.
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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 2019-2020 school year, Phoenix Springfield established 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: 7/31/2020

Phoenix Chelsea Recruitment Plan

Please provide a brief narrative report on the implementation of recruitment strategies from last year's plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., a 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 2019-2020. Throughout the year, with support from a Recruitment & Community Engagement Specialist, Phoenix Chelsea maintained strong community partnerships and successfully recruited students in its target high-risk subgroups.

Subgroup	Chelsea
% in 1+ High-Risk Subgroups	97%
English Language Learner	66%
IEP/504	13%
Pregnant/Parenting	12%
Court Involved	25%
Truant	32%
Dropout	16%

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 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 outreach attempts from our Recruitment and Community Engagement Specialist.

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

Middle School Outreach: Staff representatives will conduct a presentation at sending middle schools for incoming 8th-grade students who have been identified as a fit for Phoenix. Following the presentation, students will have the opportunity to ask questions and meet with the Phoenix staff representatives. The presentation will target our intended charter populations, especially English Language Learners and students with special education needs.

High School Outreach: Staff representatives will partner with area high schools who will refer students they view as a strong match for Phoenix, 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 conduct at least ten presentations about the school at community organizations, including neighboring high schools, to inform and empower these organizations to refer students who fit the school's mission. Phoenix staff representatives will host a semi-annual Partner Breakfast to inform partners about the school model and school policies, provide a tour of the school, and answer questions.

Publicity: Phoenix will place advertisements in local papers, promote the school on social media, and hang flyers with local partners to publicize enrollment dates. 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: Phoenix representatives will reach out to past students of the school to re-engage them for the upcoming school year/term through 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 both the referred and referring students 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 will have 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) 2019-2020 Strategies
<p>(a) CHART data</p> <p>School percentage: 11.6%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 7.5%</p> <p>The school is <u>above</u> CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 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 works to 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.

	<p>4. When meeting with prospective students and families who require Academic Support accommodations, staff representative will explain 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.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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Limited English-proficient students/English learners

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 67.1%</p> <p>GNT percentage: 15.0%</p> <p>CI percentage: 16.0%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. Recruiting over-age 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 how Phoenix Chelsea serves as the only viable option for older youth with little or no credits, including recent immigrants, to earn a high school diploma.</p> <p>2. Translations: We will provide Spanish translators at all orientation events, home visits, and in all initial printed outreach materials (flyers, application, etc.) for our Spanish-speaking parents. Additionally, all recruitment documents (flyers, applications) will be translated into Spanish and Portuguese.</p> <p>3. Our Recruitment and Community Engagement Specialist, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Chelsea 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.</p> <p>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 and Portuguese). In this relationship building, Phoenix recruiters will learn which organizations to connect with that works with Spanish and Portuguese-speaking community members. Additionally, Phoenix will educate these community leaders and organizations about Phoenix, so they can serve as a student referral pipeline.</p> <p>5. Community events: Phoenix recruiters will attend community events that are hosted/attended by Spanish and Portuguese-speaking community members to support relationship building, provide opportunities to educate community members about Phoenix, actively recruit potential students, and build a referral pipeline.</p> <p>6. Community Partners: Phoenix Chelsea will maintain constant communication with community partners who refer students to the school. These partners will be essential to these specific students in communication and retention.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 51.4% GNT percentage: 36.7% CI percentage: 42.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In our outreach to community organizations, and to students and families, staff representatives 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, Revere, Lynn, and surrounding areas). A staff representative will further explain that we will offer the following support to students to ensure their success in school, helping to limit any push-back from students or families:</p> <ul style="list-style-type: none"> a. Transportation (Chelsea: MBTA bus passes) to and from school b. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms c. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program d. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers <p>2. Phoenix Chelsea has developed and maintained 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 serve families in poverty, these relationships will yield a high number of referrals of students eligible for free or reduced-price lunch.</p> <p>3. Phoenix Chelsea will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street or in housing developments, Phoenix Chelsea staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Students who are sub-proficient</p>	<p>1. Phoenix Chelsea will actively recruit students who are two-to-three years behind grade level. Lagging academic skills often accompany students we serve, including those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Chelsea will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools to identify appropriate students.</p> <p>3. Phoenix Chelsea actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to missing school.</p>

<p>Students at risk of dropping out of school & students who have dropped out of school</p>	<ol style="list-style-type: none"> 1. Phoenix Chelsea recognizes that students who are at-risk and have dropped out are 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 term (five 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 students as a result of these partnerships. 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 has 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. 6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Chelsea.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p>	<ol style="list-style-type: none"> 1. Phoenix Chelsea will actively recruit parenting or pregnant teens and will provide the necessary support in order for them to obtain educational success. 2. An onsite childcare center will focus on the development of the children in the childcare and education/support for the parent. 3. Students will be helped to obtain childcare 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 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 strategies in 2019-2020; despite this, Phoenix Chelsea did not meet its retention goal of 85%. Through the Phoenix Forward design process and the strategic plan, in the 2020-2021, Phoenix Chelsea will continue to work 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) 2019-2020 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 establish 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, comprised of the Special Education Administrator, Special Education Teacher, and Social Worker, meets weekly to discuss students' progress, create interventions/behavior plans, and observe and consult with teachers.
- **Student Success Plans:** On an ongoing basis, Student Success Plans are developed by an advisor/academic support teacher for students that are demonstrating additional academic and behavioral risk.
- **Instructional Kid Talk (IKT):** At least 30 minutes every other week (excluding Data Days) of Friday professional development time is dedicated to Instruction Kid Talks. During IKT, staff members dedicate 5-6 weeks to evaluating a specific students' strengths, struggles, and circumstances to create an action plan for academic and behavioral support.
- **Crew cohorts:** Special education students benefit from Crew Cohorts. During Crew, students build strong relationships with an adult. In addition to providing a forum for relationship building,

(a) CHART data

School percentage: 17.6%
Third Quartile: 11.1%

The school is above third quartile percentages.

crew serves as a retention tool for special education students through the following:

- *Weekly crew grade checks* that 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* allow students to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students as they learn how to regulate their behavior and be successful in school.
- *Phone calls* – crew leaders 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 communication strategy allows students and families to receive consistent updates and helps maintain the connection to school so that students remain in school.
- **Restorative Circle Protocol:** For all students, 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. Through Circle Back, 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 Academic Support courses taught by a special education teacher. 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 remain 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 successful. This 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. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework/classwork and need additional support.
- **Network Leadership:** the Director of English Language Development & 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 students in special education classes, academic support classes, and general education classes.
- **Parent Advisory Council:** The Parent Advisory Council meets and addresses attendance and retention issues, ensuring that scholars and families' needs are known.
- **Individualized Graduation Plan:** Each scholar will have an individualized graduation plan developed in the first four weeks 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.
- **Seven Academic Terms:** In 2018-2019 Phoenix Chelsea moved from a quarter-based academic

	<p>calendar to an academic calendar with seven academic terms. The shorter academic terms provide students with quicker academic wins, thus providing students with momentum and accelerating student progress.</p> <ul style="list-style-type: none"> • Revision Days: Revision days will be built in to calendar allows students a chance to earn credit without missing new material. These days will occur between each term, allowing students who have been absent access points to continue engaging in school. • Network Wide Cell Phone Policy: Cell phone policy reformed to minimize in classroom distractions and maintain classroom focus during the school day
Additional strategies for students with disabilities	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus. • Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.

Limited English-proficient students/English learners

	<p align="center">(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Chelsea employs the following retention strategies for LEP students:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. • 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 to ensure that all teachers are employing academic strategies to best teach LEP students. • Crew cohorts: Special education students benefit from Crew Cohorts. During Crew, students build strong relationships with an adult. In addition to providing a forum for relationship building, crew serves as a retention tool for special education students through the following:
<p><u>(a) CHART data</u></p> <p>School percentage: 12.6%</p> <p>Third Quartile: 10.0%</p> <p>The school is above the third quartile percentages.</p>	

- *Weekly crew grade checks* that allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for LEP students because it is a proactive method for ensuring that students continue to make academic progress.
- *Weekly behavior checks* allow students to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students as they learn how to regulate their behavior and be successful in school.
- *Phone calls* – crew leaders 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 communication strategy allows students and families to receive consistent updates and helps maintain the connection to school so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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 multiple 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 make themselves available before school, at lunch, and after school for student support as needed. 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 supports Phoenix in English Language Learner and Academic Support services. This staff member provides 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 ensures 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, because it is important to connect more closely with our LEP students, many staff members attempt to translate into Spanish and Portuguese and learn Spanish alongside our students learning English.
- **Addressing work schedules:** Many ELL students juggle school with employment as work is 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.

	<p>Phoenix Chelsea's varsity soccer program serves as a key athletics retention tool, with high expectations for academics and attendance required in order to be eligible for varsity matches.</p> <ul style="list-style-type: none"> ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves as a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term. ● Teacher Professional Development: Phoenix understands the importance of staff members demonstrating cultural proficiency with all of our students. 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 cultural proficiency is by using the book <i>Everyday Anti-Racism</i> 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. ●
Additional strategies for English Language Learners	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus. ● Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.

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

<p><u>(a) CHART data</u></p> <p>School percentage: 18.5% Third Quartile: 9.6%</p> <p>The school is above the third quartile percentages.</p>	<p align="center">(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Chelsea employs the following retention strategies for students eligible for free or reduced lunch:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.
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- **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 establish goals around high school completion, college, and careers. Since graduation 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 establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Crew cohorts:** Free/reduced lunch students benefit from our crew cohort model. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, crew serves as a retention tool for students through the following:
 - *Weekly crew 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 students to discuss their recent behavior with their advisor (including absences and cutting school). These conversations help students learn how to regulate behavior and be successful in school.
 - *Phone calls* – crew leaders 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 communication strategy allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. 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; 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 three 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.

	<ul style="list-style-type: none"> ● Mastery Portfolio Process: Phoenix Chelsea will utilize a Mastery Portfolio Process that allows students to be promoted from one category to the next, midyear, so that students can move more quickly through categories, based on their mastery, as opposed to the constraints of seat time or a school calendar. Students' making progress based on mastery, will support their engagement in school. ● Updated Grade Policy: New grading policy designed to more accurately reflect a student's ability to show competence in each course. ● Updated scheduling model: Host a series of scheduling meetings combined with school wide events (BBQ, field trips) to invite students who need personalized schedules for work and/or dual enrollment to articulate those needs and receive an updated school schedule before the year begins ● Streamlined home visit policy: Allocating one day in the week from 9AM-1PM during which the School Social Worker can coordinate home visits for up to five (5) students with an intern and/or classroom teachers as needed ● Implement curriculum: Differentiated postsecondary readiness materials across all grade levels during Advisory to connect students' school experience with their college and/or career goals after graduation
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus. ● Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.
Students who are sub-proficient	<p>Phoenix Academy Chelsea employs the following retention strategies for students who are sub-proficient:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● Crew cohorts: Sub-proficient students benefit from our crew cohort model. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, Crew serves as a retention tool for students through the following:

	<ul style="list-style-type: none"> ○ <i>Weekly crew 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 students 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> – crew leaders 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 communication allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school. <ul style="list-style-type: none"> ● Restorative Circle 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. Through Circle Backs, 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. 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 three 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 term.
<p>Students at risk of dropping out of school & students who have dropped out of school</p>	<p>Phoenix Academy Chelsea employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> ● Multiple Enrollment Periods: Phoenix has five 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 establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.

	<ul style="list-style-type: none"> ● Crew cohorts: Students who are at-risk of dropping out benefit from our crew cohort model. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, crew serves as a retention tool for students through the following: <ul style="list-style-type: none"> ○ <i>Weekly crew grade checks</i> – these checks allow students to discuss their current grades with their crew leaders. 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 students 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> – crew leaders 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 communication allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. 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 three 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 term.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p>	<p>Phoenix Academy Chelsea employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> ● Child Care Center Staff: The Child Care Center will be staffed by one Director and several Lead and Assistant Teachers, all of whom will act 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 provide counseling and case management necessary to help get the parents back on track and succeed in school. ● Parenting supports: Child Care Center staff members coordinate with outside services, including healthy family services and child development specialists 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 establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Crew cohorts:** Pregnant or parenting students benefit from our crew cohort. Through this time, students build strong relationships with an adult. In addition to providing a forum for relationship building, crew serves as a retention tool for students through the following:
 - *Weekly crew 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 students 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* – crew leaders 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 communication allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. 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: 7/31/2020

Phoenix Springfield Recruitment Plan

Please provide a brief narrative report on the implementation of recruitment strategies from last year's plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., a 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 2019-2020. 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	87%
English Language Learner	25%
IEP/504	37%
Pregnant/Parenting	7%
Court Involved	22%
Truant	47%
Dropout	18%

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 receives a letter inviting him/her to orientation. The student also receives at least **one telephone 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 conduct a presentation at sending middle schools for incoming 8th-grade students who the middle school has determined are a good fit for Phoenix. Students are able to ask questions and meet with Phoenix's staff representatives. Phoenix also conducts a presentation that targets our intended charter populations, especially **English Language Learners** and students with **special education needs**.

High School Outreach: Staff representatives partner with area high schools (i.e. **Springfield Public Schools**). These schools 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 conduct **presentations** about the school at community

organizations, including neighboring high schools, in an attempt to empower these organizations to refer students who fit the school's mission. Staff representative host **semi-annual Partner's Breakfast** to inform partners about the school and school policies, and also provide a tour of the school.

Publicity: Phoenix Springfield **posts advertisements in local papers, on social media, and hangs flyers** with local partners promoting enrollment dates. The 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: Phoenix Springfield representative reach out to past students of the school to re-engage them for the upcoming school year or term via phone calls, home visits, meetings, and re-engagement events. Staff 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; these students 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) 2019-2020 Strategies
<p>(a) CHART data</p> <p>School percentage: 27.1%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 13.4%</p> <p>The school is <u>above</u> CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. In its recruitment materials, Phoenix Springfield advertises 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 regularly receives referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities. 3. Phoenix Springfield maintains active relationships with community mental health organizations that serve students with emotional or behavioral disabilities, and asks these partners for referrals whenever seats become available prior to a new enrollment period. Phoenix Springfield establishes 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 includes recruitment conversations at the time of enrollment. 4. When meeting with prospective students and families who require academic support accommodations, staff representative explain how the Academic Support Team at Phoenix Springfield will use the student's IEP/504 paperwork to ensure proper placement in classes. Also, the school will

	<p>provide all necessary support beyond the classroom to assure the student and his/her family that his/her needs will be met.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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Limited English-proficient students/English learners

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 21.8% GNT percentage: N/A CI percentage: 8.1%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. Recruiting overage English Language Learners: In its recruitment materials, Phoenix Springfield clearly states 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 explain that as a charter school that actively recruits older youth who have little or no credits, or older youth new to the country, Phoenix Springfield is the only viable option to earn a high school diploma.</p> <p>2. Translations: We provide Spanish translators at all orientation events and home visits. All initial printed outreach (flyers, application, etc.) are translated for our Spanish-speaking parents. Additionally, all recruitment documents (flyers, applications) are translated in Spanish and Somali.</p> <p>3. Our Recruitment and Community Engagement Specialist who spearheads our recruitment efforts speaks Spanish. In his/her initial meetings with students new to the country, Phoenix Springfield staff representative explain how Phoenix Springfield supports students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid.</p> <p>4. Build relationships with Community Partners/Leaders: Phoenix Springfield builds relationships with community leaders that are connected to our immigrant populations (in Springfield: Spanish speaking & Somali). In this relationship building, Phoenix recruiters learn which organizations to connect with that work with Spanish and Somali-speaking community members. Additionally, Phoenix Springfield staff educate these community leaders about the school so they can serve as a student referral pipeline.</p> <p>5. Community events: Phoenix recruiters attend community events that are hosted/attended by Spanish and Somali-speaking community members. This supports building relationships with these community members, provides opportunities to educate community members about Phoenix, actively recruits potential students, and builds a referral pipeline.</p> <p>6. Phoenix Springfield maintains constant communication with community partners who refer students to the school. These partners are essential to these specific students in communication and retaining.</p> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 87.8% GNT percentage: N/A CI percentage: 55.5%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In our outreach to community organizations, and to students and families, our staff representative will explain that our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Phoenix Springfield serves Springfield, Holyoke, Chicopee, and surrounding areas). Staff representative further explains that we offer the following supports to students to ensure their success in school, helping to limit any push-back from students or families:</p> <ul style="list-style-type: none"> e. Transportation (Springfield: PVTA bus passes) to and from school f. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms g. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program h. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers <p>2. Phoenix Springfield has maintained 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 serve families in poverty, these relationships yield a high number of referrals of students eligible for free or reduced-price lunch.</p> <p>3. Phoenix Springfield maintains 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 are frequently students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street and in housing developments, Phoenix Springfield staff perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Students who are sub-proficient</p>	<p>1. Phoenix Springfield actively recruits students who are two-to-three years behind grade level. Given that our mission aims to serve students who are disconnected from school or who have dropped out, many within this population have lagging academic skills. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Springfield establishes relationships with local middle schools that 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 to identify appropriate students.</p> <p>3. Phoenix Springfield actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.</p>
<p>Students at risk of dropping out of school & students who have dropped out of</p>	<p>1. Phoenix Springfield recognizes that students who are at-risk and have dropped out are very closely related; these students are 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</p>

<p>school</p>	<p>are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Springfield enrollment process occurs 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 term (five times each year).</p> <p>3. Phoenix Springfield has developed close relationships with DYS and DCF workers in the communities served, and works closely with these workers, both in support of our current students and in recruiting new students. We anticipate continuing to receive frequent referrals from these organizations.</p> <p>4. Phoenix Springfield builds and maintains an active relationship with probation officers and the court system, and actively recruits in these places. Phoenix Springfield posts flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Springfield has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Springfield admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Springfield has a reputation among area schools as a place that will accept students who have had disciplinary difficulties; as a result, Phoenix Springfield receives many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from school.</p> <p>6. Relationships with school personnel at nearby schools help to facilitate the transition of a student at-risk in a traditional public school to Phoenix Springfield.</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p>	<p>1. Phoenix Springfield actively recruits parenting or pregnant teens and provides the necessary supports in order for them to obtain educational success.</p> <p>2. An onsite daycare center focuses on the development of the child in daycare as well as the education and/support of the parent/student.</p> <p>3. Students receive help to obtain daycare vouchers through the social work department. We establish systems for students who receive vouchers to ensure the vouchers can be processed and paperwork submitted in a timely fashion.</p> <p>4. We work closely with DCF workers who refer students who are pregnant or parenting to our school.</p>

Phoenix Springfield Retention Plan

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

Implementation Strategy:

Phoenix Springfield implemented its key retention strategies in 2019-2020; despite these efforts, Phoenix Springfield did not meet its retention goal of 85%. Through the Phoenix Forward design process and the strategic plan, in the 2020-2021, Phoenix Springfield will continue to work 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) 2019-2020 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 establish 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 comprised 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 with teachers.
- **Student Success Plans:** On an ongoing basis, Student Success Plans are created by Advisory and Academic Support Teacher for students that are showing additional academic and behavioral risk.
- **Instructional Kid Talk (IKT):** At least 30 minutes every other week (excluding Data Days) of Friday professional development time is dedicated to Instruction Kid Talks (IKT). During IKT, staff members dedicate 5-6 weeks to evaluating a specific students' strengths, struggles, and circumstances to create an action plan for academic/behavioral support.

(a) CHART data

School percentage: 26.8%
Third Quartile: 18.9%

The school is above third quartile percentages.

- **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 students 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 advisees when they are absent and make phone calls to students' adult supporters to provide them with absence, academic and behavior updates. This communication strategy allows students and families to receive consistent updates and helps maintain the connection to school so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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 interventions 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 successful; this 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. Phoenix teachers 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's Director of ELD & Academic Support supports Phoenix Springfield in English Language Learner and Academic Support Services. This staff member provides teachers and staff with direct oversight on how to best serve our special education classes in academic support classes and general education classes.
- **Individualized Graduation Plan:** In addition, each scholar will have an individualized graduation plan developed in the first four weeks 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.
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(c) 2020-2021 Additional Strategy(ies), if needed

Additional strategies for students with disabilities

- ☒ 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.
- **Individualized Learning Plans:** Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus.
 - **Primary Person Model:** Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that student's Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.

Limited English-proficient students/English learners

(b) 2019-2020 Strategies

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

Phoenix 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 establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **ELD team:** Phoenix has teachers at each school devoted to the English Language. These teachers not only teach the ELD classes, but also 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:
 - *Weekly Advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for LEP students, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow students 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

(a) CHART data

School percentage: 20.7%
Third Quartile: 18.1%

The school is above third quartile percentages.

make phone calls to students' adult supporters to provide them with absence, academic, and behavior updates. This communication strategy allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school.

- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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 make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers 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 Director of ELD & Academic Support supports Phoenix Springfield in English Language Learner and Academic Support Services. This staff member also provides 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 ensures that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are interpreted/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 LEP students juggle school with employment; work is important to support the student's 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 three 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 term.
- **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 cultural proficiency is by utilizing the book *Everyday Anti-Racism* as a core text during Professional Development Days.

	<ul style="list-style-type: none"> • 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 supports student engagement and retention. •
Additional strategies for English Language Learners	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus. • Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.

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

	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Springfield employs the following retention strategies for students eligible for free or reduced lunch:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Graduation coaching: All of our students receive graduation coaching from Phoenix's College Services Coordinator. This coaching provides students with an opportunity to individually sit down with staff members and establish goals around high school completion, college, and careers. Since graduation coaching helps students set goals, this support provides students with additional motivation for staying enrolled in school. • Home Visits: Student support team members conduct home visits 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 establish 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: <ul style="list-style-type: none"> ○ <i>Weekly Advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for free/reduced lunch students, because it is a proactive method for
<p><u>(a) CHART data</u></p> <p>School percentage: 19.8%</p> <p>Third Quartile: 20.0%</p> <p>The school is below the third quartile percentages.</p>	

	<p>ensuring that students continue to make academic progress.</p> <ul style="list-style-type: none"> ○ <i>Weekly behavior checks</i> – these checks allow students 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, academics and behavior updates. This consistent phone calling allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school. <ul style="list-style-type: none"> ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. Phoenix teachers 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; work is 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 three 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 term. ● 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. ● 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.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Students who are sub-proficient	<p>Phoenix Academy Springfield employs the following retention strategies for students who are sub-proficient:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes

	<p>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.</p> <ul style="list-style-type: none"> ● Home Visits: Student support team members make home visits 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 establish 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: <ul style="list-style-type: none"> ○ <i>Weekly Advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow students 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 communication strategy allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. Phoenix teachers 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 three 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 term.
Students at risk of dropping out of school & students who have dropped out of school	<p>Phoenix Springfield employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> ● Multiple Enrollment Periods: Phoenix has five 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 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 establish 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:
 - *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 students 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, academics and behavior updates. This communication strategy 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 this 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. Phoenix teachers 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 three 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 term.

<p>Other subgroups of students who should be targeted to eliminate the achievement gap Pregnant & Parenting</p>	<p>Phoenix Springfield employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> ● Childcare Center Staff: The Childcare Center is staffed by one Director and several Lead and Assistant Teachers. The childcare center team not only act as caretakers and teachers of the school's little scholars, but they also provide intensive support for teen parents. When the school's teen parents are struggling with attendance or academics, these staff members help provide counseling and case management necessary to help get the parents back on track and succeed in school. ● Parenting supports: Childcare Center staff members coordinate with outside services, including healthy family services and childcare 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 to balance the stress 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 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 establish 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: <ul style="list-style-type: none"> ○ <i>Weekly Advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow students 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 communication strategy allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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.
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| | <ul style="list-style-type: none">• Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. 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. |
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School Name: Phoenix Academy Public Charter High School, Lawrence

Date: 7/31/2020

Phoenix Lawrence Recruitment Plan

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

Implementation Summary:

Phoenix Lawrence had a successful recruitment year in 2019-2020. Throughout the year, with support from a Recruitment & Community Engagement Specialist, Phoenix Lawrence maintained strong community partnerships and successfully recruited students in its target high-risk subgroups.

Subgroup	Lawrence
% in 1+ High-Risk Subgroups	96%
English Language Learner	30%
IEP/504	31%
Pregnant/Parenting	9%
Court Involved	41%
Truant	24%
Dropout	12%

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 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 outreach attempts from our Recruitment and Community Engagement Specialist.

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

Middle School Outreach: Staff representatives will conduct a presentation at sending middle schools for incoming 8th-grade students who have been identified as a fit for Phoenix. Following the presentation, students will have the opportunity to ask questions and meet with the Phoenix staff representatives. The presentation will target our intended charter populations, especially English Language Learners and students with special education needs.

High School Outreach: Staff representatives will partner with area high schools who will refer students they view as a strong match for Phoenix, 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 conduct at least ten presentations about the school at community organizations, including neighboring high schools, to inform and empower these organizations to refer students who fit the school’s mission. Phoenix staff representatives will host a semi-annual Partner Breakfast to inform partners about the school model and school policies, provide a tour of the school, and answer questions.

Publicity: Phoenix will place advertisements in local papers, promote the school on social media, and hang flyers with local partners to publicize enrollment dates. 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: Phoenix representatives will reach out to past students of the school to re-engage them for the upcoming school year/term through 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 both the referred and referring students pass their classes and have an 80% attendance rate or higher.

Translation Services: In the upcoming year, Phoenix Lawrence will translate all of its recruitment and materials and student paperwork into Spanish, which are the primary languages of our LEP students. Additionally, at all recruitment and orientation events, Phoenix will have 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) 2019-2020 Strategies

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

1. In its recruitment materials, Phoenix Lawrence 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 works to ensure that students’ academic schedule meets their needs.

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

3. Phoenix Lawrence 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 Lawrence 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 how the Academic Support Team at Phoenix Lawrence will use the student’s IEP/504 paperwork to ensure proper placement in classes, and all necessary support beyond the classroom, to ensure the student and his/her family that his/her needs will

	be met.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

	<p align="center">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. Recruiting over-age English Language Learners: In its recruitment materials, Phoenix Lawrence 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 how Phoenix Lawrence serves as the only viable option for older youth with little or no credits, including recent immigrants, to earn a high school diploma.</p> <p>2. Translations: We will provide Spanish translators at all orientation events, home visits, and in all initial printed outreach materials (flyers, application, etc.) for our Spanish-speaking parents. Additionally, all recruitment documents (flyers, applications) will be translated into Spanish.</p> <p>3. Our Recruitment and Community Engagement Specialist, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Lawrence staff representative will explain how Phoenix Lawrence will support students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid.</p> <p>4. Build relationships with Community Partners/Leaders: Phoenix Lawrence will build relationships with community leaders that are connected to our immigrant populations. In this relationship building, Phoenix recruiters will learn which organizations to connect with that works with Spanish-speaking community members. Additionally, Phoenix will educate these community leaders and organizations about Phoenix, so they can serve as a student referral pipeline.</p> <p>5. Community events: Phoenix recruiters will attend community events that are hosted/attended by Spanish-speaking community members to support relationship building, provide opportunities to educate community members about Phoenix, actively recruit potential students, and build a referral pipeline.</p> <p>6. Phoenix Lawrence will maintain constant communication with community partners who refer students to the school. These partners will be essential to these specific students in communication and retention.</p>
<p>(a) CHART data</p> <p>School percentage: 31.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 10.3%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

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

<p>(a) CHART data</p> <p>School percentage: 71.8% GNT percentage: N/A CI percentage: 38.9%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In our outreach to community organizations, and to students and families, staff representatives 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 Lawrence: Lawrence, Haverhill, Methuen, and surrounding areas). A staff representative will further explain that we will offer the following support to students to ensure their success in school, helping to limit any push-back from students or families:</p> <ul style="list-style-type: none"> i. Transportation to and from school j. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms k. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program l. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers <p>2. Phoenix Lawrence has developed and maintained 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 serve families in poverty, these relationships will yield a high number of referrals of students eligible for free or reduced-price lunch.</p> <p>3. Phoenix Lawrence will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street or in housing developments, Phoenix Lawrence staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Students who are sub-proficient</p>	<p>1. Phoenix Lawrence will actively recruit students who are two-to-three years behind grade level. Lagging academic skills often accompany students we serve, including those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Lawrence 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 to identify appropriate students.</p> <p>3. Phoenix Lawrence 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 missing school.</p>
<p>Students at risk of dropping out of school & students</p>	<p>1. Phoenix Lawrence recognizes that students who are at-risk and have dropped out are closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students</p>

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

Phoenix Lawrence Retention Plan

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

Implementation Strategy:

Phoenix Lawrence implemented its key retention strategies in 2019-2020; despite this, Phoenix Lawrence did not meet its retention goal of 85%. Through the Phoenix Forward design process and the strategic plan, in the 2020-2021, Phoenix Lawrence will continue to work 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) 2019-2020 Strategies

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

Phoenix Academy Lawrence 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 establish 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, comprised of the Special Education Administrator, Special Education Teacher, and Social Worker, meets weekly to discuss students' progress, create interventions/behavior plans, and observe and consult with teachers.
- **Student Success Plans:** On an ongoing basis, Student Success Plans are developed by an advisor/academic support teacher for students that are demonstrating additional academic and behavioral risk.
- **Data Days:** During quarterly data days, the Student Support Team and Academic Support Team analyze academic performance of students with IEPs and develop action steps to ensure that these students are receiving the academic support they need.

(a) CHART data

School percentage: 17.9%
Third Quartile: 20.6%

The school is below third quartile percentages.

- **Advisory cohorts:** Special education students benefit from Advisory Cohorts. During Advisory, students build strong relationships with an adult. In addition to providing a forum for relationship building, crew serves as a retention tool for special education students through the following:
 - *Weekly advisory grade checks* that 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* allow students to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students as they learn how to regulate their behavior and be successful in school.
 - *Phone calls* – advisory leaders make phone calls home to their advisees when they are absent and make phone calls to students’ adult supporters to provide them with absence, academic, and behavior updates. This communication strategy allows students and families to receive consistent updates and helps maintain the connection to school so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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 Lawrence has Academic Support courses taught by a special education teacher. 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 remain 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 successful. This 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. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework/classwork and need additional support.
- **Network Leadership:** the Director of English Language Development & 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 students in special education classes, academic support classes, and general education classes.
- **Parent Advisory Council:** The Parent Advisory Council meets and addresses attendance and retention issues, ensuring that scholars and families' needs are known.
- **Individualized Graduation Plan:** Each scholar will have an individualized graduation plan developed in the first four weeks 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.

(c) 2020-2021 Additional Strategy(ies), if needed

Additional strategies for students with disabilities

- ☐ 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.

Limited English-proficient students/English learners

(b) 2019-2020 Strategies

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

Phoenix Academy Lawrence 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 establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Advisory cohorts:** Special education students benefit from Advisory Cohorts. During Advisory, students build strong relationships with an adult. In addition to providing a forum for relationship building, crew serves as a retention tool for special education students through the following:
 - *Weekly Advisory grade checks* that allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for LEP students because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* allow students to discuss their recent behavior with their advisor (including absences and cutting school). These conversations support students as they learn how to regulate their behavior and be successful in school.
 - *Phone calls* – crew leaders 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 communication strategy allows students and families to receive consistent updates and helps maintain the connection to school so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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 Lawrence has multiple 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

(a) CHART data

School percentage: 19.4%
Third Quartile: 9.2%

The school is above third quartile percentages.

	<p>students are not making academic progress then they will not stick with Phoenix.</p> <ul style="list-style-type: none"> ● Transitions to Algebra: Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. 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 supports Phoenix in English Language Learner and Academic Support services. This staff member provides 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 ensures 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, because it is important to connect more closely with our LEP students, many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English. ● Addressing work schedules: Many LEP students juggle school with employment as work is 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 three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves as a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term. ● Teacher Professional Development: Phoenix understands the importance of staff members demonstrating cultural proficiency with all of our students. 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 cultural 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. ●
Additional strategies for English Language Learners	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long

term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus.

- **Primary Person Model:** Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.

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

(b) 2019-2020 Strategies

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

Phoenix Academy Lawrence 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 establish goals around high school completion, college, and careers. Since graduation 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 establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Crew 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 students to discuss their recent behavior with their advisor (including absences and cutting school). These conversations help students learn how to regulate behavior and be successful in school.
 - *Phone calls* – crew leaders 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 communication strategy allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have

(a) CHART data

School percentage: 16.9%
Third Quartile: 20.4%

The school is below the third quartile percentages.

	<p>conversations about academic frustrations. 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.</p> <ul style="list-style-type: none"> ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. 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; 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 three 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 Lawrence 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.
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Students who are sub-proficient	<p>Phoenix Academy Lawrence employs the following retention strategies for students who are sub-proficient:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish 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: <ul style="list-style-type: none"> ○ <i>Weekly Advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our

	<p>retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress.</p> <ul style="list-style-type: none"> ○ <i>Weekly behavior checks</i> – these checks allow students 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> – crew leaders 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 communication allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. 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 three 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 term.
<p>Students at risk of dropping out of school & students who have dropped out of school</p>	<p>Phoenix Academy Lawrence employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> ● Multiple Enrollment Periods: Phoenix has five 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 establish 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

	<p>relationship building, Advisory serves as a retention tool for students through the following:</p> <ul style="list-style-type: none"> ○ <i>Weekly Advisory grade checks</i> – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress. ○ <i>Weekly behavior checks</i> – these checks allow students 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> – crew leaders 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 communication allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school. <ul style="list-style-type: none"> ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. 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 three 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 term.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p>	<p>Phoenix Academy Lawrence employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> ● Child Care Center Staff: The Child Care Center will be staffed by one Director and several Lead and Assistant Teachers, all of whom will act 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 provide counseling and case management necessary to help get the parents back on track and succeed in school. ● Parenting supports: Child Care Center staff members coordinate with outside services, including healthy family services and child development specialists 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 establish 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:
 - *Weekly Advisory grade checks* – these checks allow students to discuss their current grades with their advisors. Having this opportunity to check-in about grades supports our retention efforts for sub-proficient students, because it is a proactive method for ensuring that students continue to make academic progress.
 - *Weekly behavior checks* – these checks allow students 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* – crew leaders 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 communication allows students and families to receive consistent updates and helps maintain the connection to the school, so that students remain in school.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. 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. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork.

APPENDIX C: SCHOOL AND STUDENT DATA

[Phoenix Chelsea Demographic Data](#)

[Phoenix Springfield Demographic Data](#)

[Phoenix Lawrence Demographic Data](#)

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION						
	Chelsea		Springfield		Lawrence	
Race/Ethnicity	# of students	% of the entire student body	# of students	% of the entire student body	# of students	% of the entire student body
African-American	23	10.6%	24	12.8%	0	0.0%
Asian	0	0.0%	1	0.5%	0	0.0%
Hispanic	183	84.7%	144	76.6%	120	96.8%
Native American	3	1.4%	2	1.1%	0	0.0%
White	7	3.2%	13	6.9%	4	3.2%
Native Hawaiian, Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Multi-race, non-Hispanic	0	0.0%	4	2.1%	0	0.0%
Special education	25	11.6%	51	27.1%	32	25.8%
Limited English proficient	145	67.1%	41	21.8%	39	31.5%
Economically Disadvantaged	111	51.4%	165	87.8%	89	71.8%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR – Chelsea			
Name, Title	Brief Job Description	Start Date	End Date
Sara Yuen, Head of School	The Head of School is responsible for the overall management of the school while leading initiatives and programs related to academics and school culture	7/1/2019	N/A
Stella Dubish, 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	7/10/2019	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.	8/3/2017	06/30/2020
Amy Ciaraldi, Operations Director	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Chelsea campus.	7/1/2017	N/A

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR – Springfield			
Name, Title	Brief Job Description	Start Date	End Date
Calvin Johnson, Head of School	The Head of School is responsible for the overall management of the school while leading initiatives and programs related to academics and school culture	7/1/2019	N/A
Zandrina Atherley, 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	7/1/2019	N/A
Denise Valdes, Manager of Finance and Operations	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Springfield campus.	7/1/2018	N/A
Larissa Thornton, Manager of Positive Youth Development	The Manager of Positive Youth Development 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.	2/1/2016	N/A

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR – Lawrence			
Name, Title	Brief Job Description	Start Date	End Date
Tamara Soralez, Head of School	The Head of School is responsible for the overall management of the school while leading initiatives and programs related to academics and school culture	7/1/2018	06/30/2020
Rachel Aierstuck, 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	7/1/2018	N/A
Waleska Caceres, Director of School Culture	The Director of School Culture (DSC) will own school-wide efforts to build and maintain a strong, positive, achievement oriented school culture where scholars can grow and learn. She or he will create and maintain the school-wide behavior system.	7/1/2018	N/A
Yessica Cruz, Operations Director	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Chelsea campus.	7/1/2018	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR

School	Type	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Chelsea	Teachers	15	0	3	A combination of voluntary and performance related departures.
	Other Staff	Leadership Team: 4 Student Support Team: 3 Operations: 3	Leadership Team: 0 Student Support Team: 1 Operations: 0	Leadership Team: 1 Student Support Team: 1 Operations: 0	A combination of voluntary, promotions, and performance related and position elimination.
Lawrence	Teachers	13	1	3	A combination of voluntary and performance related departures.
	Other Staff	Leadership Team: 4 Student Support Team: 4 Operations: 2	Leadership Team: 0 Student Support Team: 0 Operations: 0	Leadership Team: 1 Student Support Team: 0 Operations: 1	
Springfield	Teachers	12	1	3	A combination of voluntary, promotions, and performance related and position elimination.
	Other Staff	Leadership Team: 4 Student Support Team: 5 Operations: 3	Leadership Team: 0 Student Support Team: 1	Leadership Team: 0 Student Support Team: 1 Operations: 0	

BOARD MEMBER INFORMATION

Number of Commissioner-approved board members as of July 31, 2020	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 2019-2020 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	5	3 years; current term: 5/21/2019-5/20/2022
Patrick Monkiewicz	Treasurer	Executive, Finance	4	3 years; current term: 10/1/2018-9/30/2021
Kathy McHugh	Trustee		2	3 years; current term: 7/1/2018-6/30/2021
Joan Gallant	Trustee	Development	4	3 years; current term: 7/31/2018-7/30/2021
Trisha Perez-Kennealy	Trustee		2	3 years;

				current term: 12/16/2017-12/15/2020
Isis Ortiz	Trustee		1	3 years; current term: 2/1/2019-1/31/2022
Jed Webber	Clerk	Executive	2	3 years; current term: 1/20/2017-12/31/2022
Sally Currier	Trustee	Development	1	3 years; current term: 6/5/2017-6/4/2020
Saritin Rizzuto	Trustee		1	3 years; current term: 10/10/2017-1/1/2020

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Chelsea	Lawrence	Springfield
Board of Trustees Chairperson	N/A	N/A	N/A
Charter School Leader	N/A	Nachelle Gordon	N/A
Assistant Charter School Leader	N/A	N/A	N/A
Special Education Director	N/A	N/A	N/A
MCAS Test Coordinator	N/A	N/A	N/A
SIMS Coordinator	N/A	N/A	N/A
English Language Learner Director	N/A	N/A	N/A
School Business Official	N/A	N/A	N/A
SIMS Contact	N/A	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 Lawrence	15 Union Street, Lawrence MA, 01840	7/1/2018 - Present
Phoenix Academy Public Charter High School Springfield	65 Lincoln Street, Springfield MA, 01105	August 2015 - Present

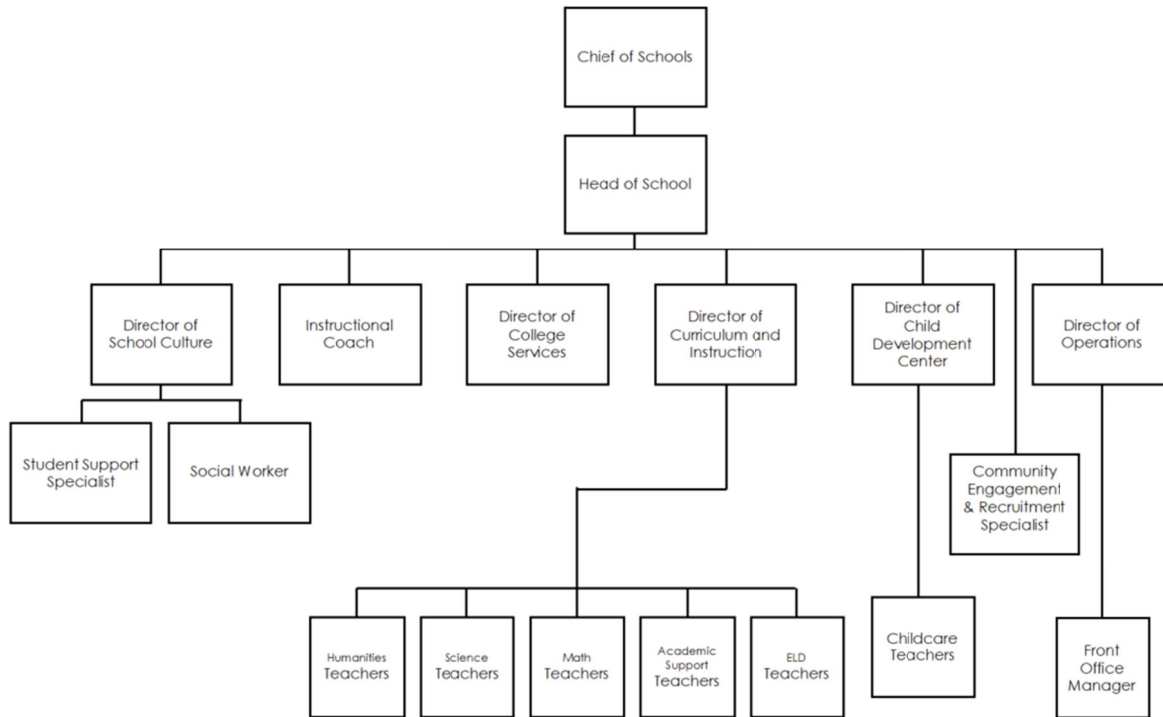
Enrollment

All information below is based on our projections and may be modified if the situation changes due to COVID-19

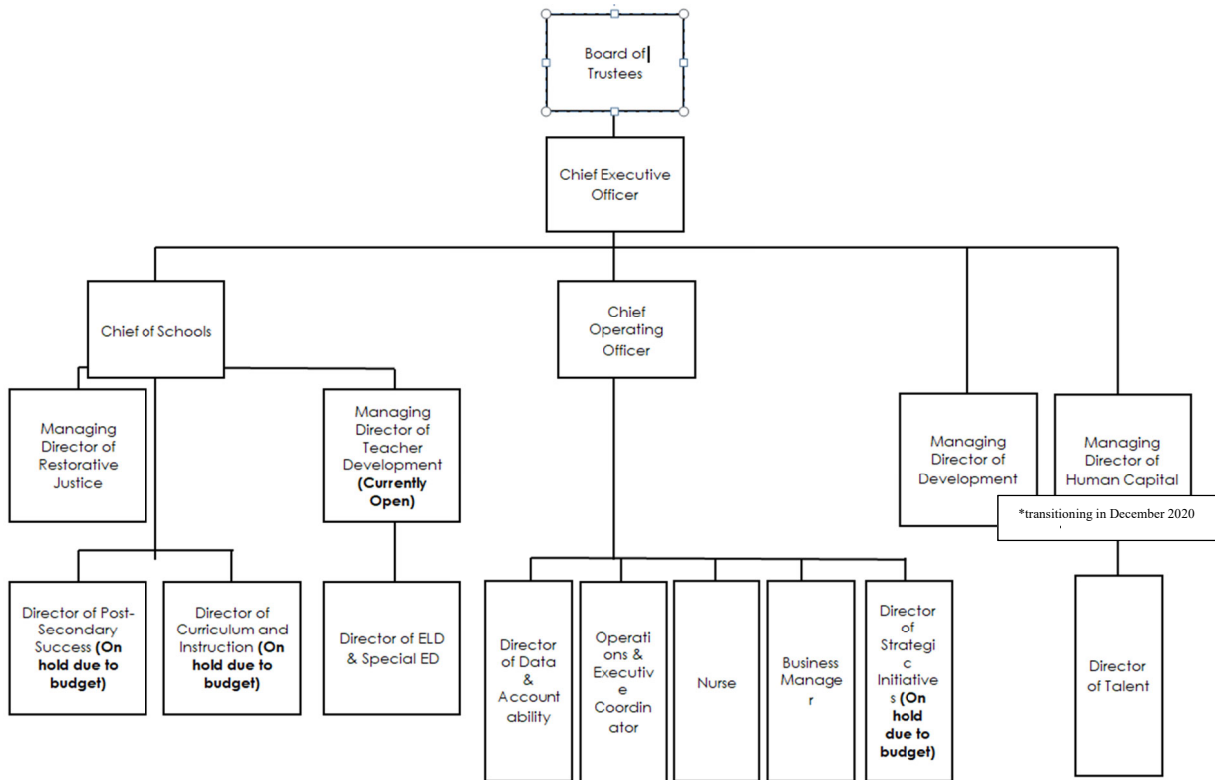
School	Action	Date(s)
Chelsea	Student Application Deadline: <ul style="list-style-type: none"> Term 1 Term 2 Term 3 Term 4 Term 5 Term 6 	Deadlines: <ul style="list-style-type: none"> Term 1: 8/31/2020 Term 2: 9/30/2020 Term 3: 11/6/2020 Term 4: 1/4/2021 Term 5: 2/22/2021 Term 6: 5/11/2021

	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 3/4/2021.
Springfield	Student Application Deadline: <ul style="list-style-type: none"> • Term 1 • Term 2 • Term 3 • Term 4 • Term 5 • Term 6 	Deadlines: <ul style="list-style-type: none"> • Term 1: 8/31/2020 • Term 2: 9/30/2020 • Term 3: 11/6/2020 • Term 4: 1/4/2021 • Term 5: 2/22/2021 • Term 6: 5/11/2021
	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 Springfield is scheduled for 3/4/2021.
Lawrence	Student Application Deadline: <ul style="list-style-type: none"> • Term 1 • Term 2 • Term 3 • Term 4 • Term 5 • Term 6 	Deadlines: <ul style="list-style-type: none"> • Term 1: 8/31/2020 • Term 2: 9/30/2020 • Term 3: 11/6/2020 • Term 4: 1/4/2021 • Term 5: 2/22/2021 • Term 6: 5/11/2021
	Lottery	<ul style="list-style-type: none"> • 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 Lawrence is scheduled for 3/4/2021.

FY20 School-based Org Chart



FY20 CMO Org Chart



APPENDIX E: ANTICIPATED BOARD MEETING SCHEDULE FOR 2020-2021

Meeting Type	Date	Location	Time
Board of Trustees	Friday, October 2, 2020	175 Hawthorne St. Chelsea, MA 02150	8:00AM-11:00AM
	Friday, December 4, 2020	15 Union St, Lawrence, MA 01840	8:00AM-11:00AM
	Friday, January 15, 2021	TBD	8:00AM-12:00PM
	Friday, March 19, 2021	TBD	8:00AM-11:00AM
	Friday, May 28, 2021	65 Lincoln St, Springfield, MA 01105	8:00AM-11:00AM
Executive Committee	Friday, September 18, 2020	260 Charles St. Waltham, MA 02453	8:15AM-10:45AM
	Friday, November 20, 2020	50 Milk St, Boston, MA 02109	8:00AM-10:30AM
	Friday, March 5, 2021	15 3rd Ave. Burlington, MA 01803	8:00AM-10:30AM
	Friday, May 14, 2021	75 Arlington St. Chelsea, MA 02150	8:00AM-10:30AM
Finance Committee	Wednesday, September 23, 2020	75 Arlington St. Chelsea, MA 02150	8:00AM-10:00AM
	Wednesday, November 18, 2020	75 Arlington St. Chelsea, MA 02150	8:00AM-10:00AM
	Wednesday, March 10, 2021	75 Arlington St. Chelsea, MA 02150	8:00AM-10:00AM
	Wednesday, May 19, 2021	75 Arlington St. Chelsea, MA 02150	8:00AM-10:00AM
Development Committee	Thursday, September 10, 2020	Virtual	12:00PM-1:00PM
	Thursday, November 12, 2020	Virtual	12:00PM-1:00PM
	Thursday, February 25, 2021	Virtual	12:00PM-1:00PM
	Thursday, May 6, 2021	Virtual	12:00PM-1:00PM