

Phoenix Academy Public Charter High School, Chelsea, Phoenix Academy Public Charter High School, Springfield & Phoenix Academy Public Charter High School, Lawrence Annual Report 2020-2021

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

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

Phoenix Academy Public Charter High School, Lawrence
15 Union Street
Lawrence, MA 01840
Phone number: 1-978-681-7710
Fax Number: 978-571-5099
Contact Name & Title: Beth Anderson, Founder & CEO
Email: banderson@phoenixcharteracademy.org
Website: phoenixcharteracademy.org

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INTRODUCTION TO THE SCHOOL

<i>Name of School: Phoenix Academy Public Charter High School, Chelsea</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Chelsea
Regional or Non- Regional?	Regional	Chartered Districts in Region	Chelsea, Everett, Revere, Lynn
Year Opened	2006	Year(s) in which the Charter was Renewed	2011, 2016, 2021
Maximum Enrollment	225	Current Enrollment	226 as of 6/18/2021
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	15
Mission Statement: Phoenix Academy Public Charter High School Chelsea challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults.			

<i>Name of School: Phoenix Academy Public Charter High School, 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	207 as of 6/18/2021
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	7
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	157 as of 6/18/2021
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	3
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 30th, 2021

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 2020-2021 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 students who have not experienced consistent support or academic success in the past.

COVID-19 hit the communities that Phoenix serves more severely than most communities in the state and even the country, both in the health safety sense as well as with financial instability that accompanied the pandemic. Phoenix was able to use the learnings from the Spring to develop a remote program that saw students engage in ways that we had not seen when we were fully in person. It is also true that many of our students benefited greatly from the increased access to learning that came from our return in person. Our students often face difficult real-world issues which were exacerbated by the effects of the pandemic. It is in this vision that we are working to provide students with a school that fits their needs as opposed to making them fit into one traditional model. The Primary Person Model gave us the ability to



connect with students on a more personal level by giving them one adult to whom they had a strong connection and partnership with. We are continuing to make efforts to enhance what it means for a staff member to be an effective Primary Person and will continue to use our own data and academic learnings to provide relentless supports to our students. Phoenix is looking forward to being further removed from the pandemic for the start of next year and having students back in person for the entire year and we continue to examine the pathways that lead to a successful student at Phoenix and the skills that allow them to succeed beyond.

Phoenix continues to learn from the experience of the pandemic and has begun to bear fruit with initiatives designed to give students the ability to engage in the best way for their life at any moment. Phoenix was able to maintain attrition levels considerably lower than usual due to the added attention of Primary Person focus and the ability to engage in class in multiple ways. Additionally, as Phoenix continues to configure curriculum for use in an online world, we have begun to see a cohort of students that progress through courses far ahead of a traditional pace. Phoenix's decisions for the upcoming year are buoyed by the success we had during the pandemic but we also continue to look for solutions for a large population of students that struggled academically being removed from in person instruction.

Phoenix continues to strengthen our academic program through pragmatic practice as well as the latest academic research. Competency-based learning model has been implemented in all three schools; competencies embed the skills and knowledge our students need to succeed in higher education and careers in order to lead economically viable lives. In our second full year where all of our schools are completely competency based, we have worked diligently to improve alignment in our Quality Performance Assessments and we continue to adapt and build curriculum that provides deep and meaningful cultural connections. Phoenix students continue to demonstrate their growth in competencies in and out of the classroom as evidenced by the way they adapted to learning during a global pandemic. We continue to be extremely proud of the progress that our students make and are looking forward to taking the learnings of the pandemic to provide even more flexibility that will enhance the student experience at Phoenix.

Through Phoenix's College and Career Pathways initiative, launched in response to the Phoenix Strategic Plan, we are continuing 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. The response to the pandemic has shifted our timeline on some of the more ambitious initiatives but we are making progress in fulfilling the goals for post-secondary success. We have expanded our dual enrollment programming through a deepened partnership with Northern Essex Community College, Bunker Hill Community College, Westfield State University and Elms College. In 2020-2021, students at all three Phoenix schools completed credit bearing courses at local colleges, while our total completed classes dipped as compared to the previous year, the students who did complete work were balancing academics at Phoenix and college, as well as navigating the changing environment of their personal lives while living through a pandemic. We are excited to announce that we have hired a Network Director of Post-Secondary, Marina Offner, to oversee the growth of these initiatives throughout our three schools. Marina was most recently the Director of Post-Secondary Success in Chelsea and comes to the network with a wealth of knowledge and experience about the college and career process. The new role will focus on creating flexible pathways for Phoenix's graduating students, cultivate relationships with local colleges, and oversee the implementation of our current post-secondary pilots, namely with Greater Lawrence Technical School and the health degree pathway in Chelsea.



Phoenix has committed itself to being at the forefront of anti racist organizations in Massachusetts, this continues as a growth area as we build leadership teams that reflect our students. We continue to strive for the goals set out in our DEI plan and have further strengthened our commitment to equity by creating the Managing Director of Restorative Practices and Equity role. This role has been adapted for a current network leader, J D. Fergus, to provide deeper support for staff and students in the pursuit of fair and equitable treatment.

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 418 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 definition¹

Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence are committed to serving and graduating high-risk students. In 2020-2021, 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, 84% of students enrolled in the 2020-2021 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.

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

- *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.
- *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 as it works as a tool to develop school based relationships and a partner in navigating their progress at Phoenix.
- *Community Meeting*, held weekly, 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. As this is a tenant of Phoenix, our teams were especially proud to develop new and interactive ways for students to engage with each other and staff virtually during the pandemic.
- *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.

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

Through our PPM work we began developing new measurements around engagement which factored in virtual classroom attendance, work completion, interaction with academic material, and engagement with their Primary Person. Our impact on students' academic lives is not only to show a one-time growth in engagement, but to build long term skills and consistent ability in and out of school. Throughout this year we have developed systems that capture a student's level of engagement without only focusing on traditional seat time. Phoenix will continue to collect this data and believe that it will be a better metric of student engagement moving forward.

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 2020-2021 all three schools employed the following strategies to analyze student data that supports rigorous classroom instruction:

- *Weekly Dashboard Review:* Phoenix schools utilize an “daily communication tracker” to track key performance metrics, including attendance, discipline, and the percentage of students passing their classes. Each metric is disaggregated by subgroups 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 PhoenixOrganization 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 2020-2021, 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 2020-2021 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 school leadership, set and align on vision, and design new practices and/or programming. The Phoenix leaders convened again in the summer of 2020 to plan for the 2020-2021 school year.
- *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.
- *Content Team Days:* 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. The theme of network-wide Content Team Days is the five goals set forth by the strategic plan and how to integrate them into everyday 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.



At all three schools, supervisors and coaches were able to develop practices around observation in a virtual class setting. This allowed us to continue to strengthen our supervision practice and as virtual teaching was new for nearly all of our staff, it allowed us to document best practices and observe common applicable techniques. When schools returned to in person, coaches were able to observe in person as well and lessons learned from virtual classrooms are being applied to hybrid in person/remote sessions. In Phoenix Lawrence, as part of an academic program pilot, a peer observation practice was established as another avenue for staff growth.

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. Our new Director of Post-Secondary Success and our data team are in the process of developing programming and metrics that align to this expanded goal:

- All three schools had students participate and complete dual enrollment courses at various institutes.
- Phoenix students earned college credit in 18 courses in the 2020-2021 school year while navigating the difficulties associated with the global pandemic.
- 100% of Phoenix graduates in the class of 2021 were either accepted and enrolled in college or have a plan in place to work after graduation. Phoenix’s Post-Secondary teams will continue to engage with alumni to ensure that they have all of the possible opportunities available to be financially stable for themselves and their families.
- On a biannual student survey, 87% of students across the network reported that college was very important to their futures.

Amendments to the Charter

Date	Amendment Requested	Approved
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N/A	No new amendments for 2020-2021	N/A
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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

2019-20 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	248	22	0.0	8.9	0.0
English Learner	172	12	0.0	7.0	0.0
Economically disadvantaged	153	16	0.0	10.5	0.0
Students w/disabilities	28	7	0.0	25.0	0.0
High needs	233	20	0.0	8.6	0.0
Female	127	10	0.0	7.9	0.0
Male	121	12	0.0	9.9	0.0
Amer. Ind. or Alaska Nat.	3				
Asian	0				
Afr. Amer./Black	28	3			
Hispanic/Latino	208	18	0.0	8.7	0.0
Multi-race, Non-Hisp./Lat.	0				
Nat. Haw. or Pacif. Isl.	0				

White	9	0			
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Springfield Discipline Data

2019-20 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	247	32	0.0	12.6	0.0
English Learner	52	7	0.0	13.5	0.0
Economically disadvantaged	229	28	0.0	11.8	0.0
Students w/disabilities	76	8	0.0	9.2	0.0
High needs	233	28	0.0	11.6	0.0
Female	123	12	0.0	9.8	0.0
Male	124	20	0.0	15.3	0.0
Amer. Ind. or Alaska Nat.	2				
Asian	1				
Afr. Amer./Black	31	9	0.0	29.0	0.0
Hispanic/Latino	193	18	0.0	8.8	0.0
Multi-race, Non-Hisp./Lat.	4				
Nat. Haw. or Pacif. Isl.	0				
White	16	3			

Lawrence Discipline Data

2019-20 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	198	37	0.0	18.7	0.0
English Learner	41	10	0.0	24.4	0.0
Economically disadvantaged	161	28	0.0	17.4	0.0
Students w/disabilities	50	11	0.0	22.0	0.0
High needs	185	34	0.0	18.4	0.0
Female	75	15	0.0	20.0	0.0
Male	122	22	0.0	18.0	0.0
Amer. Ind. or Alaska Nat.	0				
Asian	0				
Afr. Amer./Black	0				
Hispanic/Latino	188	37	0.0	19.7	0.0
Multi-race, Non-Hisp./Lat.	0				
Nat. Haw. or Pacif. Isl.	0				
White	10	0			

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 2020-2021 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. 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 continue to guide our classroom expectations. While Phoenix spent most of the year significantly remote, there was still an expectation to live up to the guidelines that would apply in person. In the spring, when Phoenix opened up its doors for students to return in person, there were additional processes taken in which to welcome students back as a community and reinforce cultural norms so that student learning continued to be at the forefront.

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 2020-2021, Phoenix Chelsea, Springfield, and Lawrence continued dissemination efforts despite limiting the amount of interaction that physically took place in the building to share 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 2020-2021 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, Phoenix Scholars	Mission & Key Design Elements	David Pardo, SISU	Created a bi-weekly structure for staff at SISU to meet with Phoenix students and understand their needs.
Mission & Key Design Elements	School Visit	Head of School	Mission & Key Design Elements	Mayor Kendrys Vasquez	Met with the Head of School to understand the value Phoenix adds to the Lawrence community.
Mission & Key Design Elements	School Visit	Head of School, Recruitment Team, Phoenix Scholars	Mission & Key Design Elements	Jasmyn Duran, Lawrence Public Schools	Expanded our relationship with Lawrence Public Schools and showed new aspects of our program so that they can continue to refer students to Phoenix
Mission & Key Design Elements	School Visit	Phoenix Lawrence Leadership Team	Mission & Key Design Elements	Lew Gittelman, ReDesign	Shared Educational Practices for competency-based learning
Mission & Key Design Elements	School Visit	Phoenix staff	Mission & Key Design Elements	Martha Boiselle, Salem Public Schools	Educational practice share regarding ELD practices
Mission & Key Design Elements	School Visit	Phoenix staff	Mission & Key Design Elements	Beth Milewski, Boston Public Schools	Educational practice share regarding STE practices

Mission & Key Design Elements	Roundtable	CEO, COO, Phoenix Statewide Staff	Mission & Key Design Elements	Alternative School Leaders in Massachusetts	Shared common practices and discussed best practices around accountability, established as an ongoing space for collaboration
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Academic Progress Success

Student Performance

A. Student Data Table:

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

Due to the cancellation of the MCAS, Phoenix Chelsea, Springfield, and Lawrence were not able to demonstrate continued growth of success on the Next Generation MCAS. Phoenix has made concerted efforts to adapt our programming to better match the challenges of the Next Generation MCAS and are looking forward to seeing those efforts come to fruition.

B.

[Chelsea Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Towards Improvement Targets
2020	2020	2020
Insufficient data	Insufficient data	Insufficient data

[Springfield Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2020	2020	2020
Insufficient data	Insufficient data	Insufficient data

[Lawrence Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2020	2020	2020
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 2020-2021 STAR results. Phoenix was allowed to test students remotely for STAR this year and was able to test engaged students but the interruption of MCAS testing did not give us adequate cohort sizes of 9th graders. As a result, all Phoenix schools are reporting N/A for this metric for 2020-2021.

Program Delivery

Throughout the 2020-2021 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 2020-2021 that supported these goals included Competency-based Learning and Embodying Culturally-Relevant Practices. Phoenix continues to explore ways in which we can make our academic program more flexible so that as many students as possible can find success in their own meaningful way.

- *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 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. Phoenix has devoted resources in the summer to review curriculum from other competency based schools to use as exemplar work in our own practice.
- *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. Phoenix continued to expand upon this by creating a more flexible teaching model where students in a class are presented with material that is relevant to their current learning plan. An additional feature in 20-21 was the creation of learning bundles which were packaged material that gave students multiple opportunities to practice the skills necessary to complete each unit. By working to create these bundles, staff were able to give students learning opportunities outside of traditional class and allow them to proceed at their own pace.
- *Individualized Learning Plans:* Each student that enrolls at Phoenix is given an Individualized Learning Plan (ILP). In this ILP a student is able to see all of their remaining graduation requirements as well as the units they are currently responsible for completing. Data for ILPs is

updated weekly but staff and students add comments and other tools so that students can be successful.

- *Remote Learning:* For a majority of the year Phoenix students engaged in a fully remote learning plan. Phoenix took the lessons from the Spring of 2020 to develop a program that would allow students to continue deep and meaningful learning while engaging with school remotely. The school developed learning bundles and provided curriculum online via Google Classroom. Through various video conferencing services, teachers led whole class instruction and also provided small learning opportunities outside of the traditional classroom setting. Due to our competency based learning program, students were still required to show the same level of competency on course material as they were in person.
- *In Person Safety Measures:* Phoenix returned to fully in person learning in the beginning of May and provided multiple safety features to ensure students were able to focus on learning as best possible during a pandemic. All Phoenix schools used six feet of social distance when possible and a minimum of three feet, directional signs were added to make one way hallways and a thorough check in and out process checked for symptoms upon entry. Multiple hand washing stations were installed in the schools and signage was posted to encourage proper hygiene. Staff and students all continued to wear masks while in the classroom and masks were only removed for eating periods where six feet of distance could be maintained. Each Phoenix school provided COVID testing in some capacity at the school for both staff and students and the school provided students with up to date information on the safety and how to access vaccines.
- *Accelerated Learning:* Our competency based model is built on the proposition that students can work at their own pace to get to a deep understanding of material. We will continue to allow students multiple pathways to achieve academic success and have allowed students to move through courses faster than the traditional pace.

In the 2021-2022 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.

Organizational Viability

Organizational Structure of the School

In 2020-2021, Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence maintained their organizational structure and did not make any changes; For the 2021-2022 school year, Phoenix Lawrence is launching a pilot that will change our staffing structure but will still employ similar roles on the Leadership Team. The 2020-2021 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, Director of Post-Secondary Success and the Director of the Child Development Center. School-based leadership teams meet weekly to assess progress towards goals and review academic, attendance, and staff culture data. The members of the leadership team are responsible for overseeing instruction, student support, operations, and the child development center.

The leadership team represents 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.

As part of the Lawrence pilot, in 21-22, a new position will work alongside teachers and other staff to support academic and social-emotional learning. Team leaders will manage student-staff relationships and be the point of contact for a cohort of students for all things Phoenix and for any needs that arise in their life outside of school. The Team Leader will be part tutor, part primary person, and work as a retention expert for their cohort of students. This new role will remove the PPM role from teachers who will use the additional capacity to create multi-faceted classroom experiences where students are working individually, in small groups, as well as traditional teacher led learning.

Network Structure

In 2020-2021 the Phoenix Network did not make any changes to the Phoenix Network Organizational chart. The 2020-2021 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 has hired a Director of Post-Secondary Success, which was an open position held for budgetary reasons last year. The Director of Post-Secondary Success will work on big picture relationships with colleges and potential career paths for students. Phoenix has also decided to shift our Managing Director of Restorative Justice into a new role, Managing Director of Restorative Practices and Equity. This role has been adapted for a current network leader, J D. Fergus, to provide deeper support for staff and students in the pursuit of fair and equitable treatment in our pursuit to being an anti-racist organization. Additionally, Phoenix is excited to bring on two Leaders in Residence for the 21-22 school year. The Leader in Residence program, which is a unique opportunity to work with the Chief Schools Officer to gain valuable insight into all aspects of running a successful and student - responsive high school. Leaders in Residence will work inside a Phoenix school to develop systems and structures and provide their perspective within the framework of the school's leadership team. Phoenix will cultivate the Leaders in Residence so that they are positioned to full leadership roles either at Phoenix or in another academic organization.

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 comprises the following roles: Chief Executive Officer, Chief of Schools, and Chief Operating Officer and along with the three Heads of School, make up the Senior Leadership Team (SLT). The network director team was built-out during the second phase of developing Phoenix's statewide network team.



This team creates additional capacity in places that are critical to the success of Phoenix schools. See FY21 CMO Org Chart for the detailed organizational chart.

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

Given the complexity of the financials during the pandemic, and the fact that a key member of Phoenix's finance team is on maternity leave, Phoenix is still currently finalizing a draft of its FY21 financials (both the income statement and balance sheet). Given that our current drafts could be misinterpreted and do not accurately reflect the financial position of the schools, we will wait and submit the information for this section in the coming days.

A. Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement):

Phoenix Charter Academy Profit and Loss July 2020 - June 2021

	Total
Income	
4100 Tuition	3,795,252.00
4150 Federal and State Entitlements and Grants	
4151 SPED - 240	41,406.00
4153 Title I 305	88,277.00
4156 Title II-A-Teacher Improvement	15,084.00
4166 Reg. Trans.	4,956.00
4178 DOE 320	20,000.00
4181 Title IV 309	17,692.00
4183 Title III 180	34,900.00
4184 Other Federal & State Grants	252,576.57
	\$
Total 4150 Federal and State Entitlements and Grants	474,891.57
4200 Fundraising and Grants	
4240 Foundation Restricted	70,571.10
	\$
Total 4200 Fundraising and Grants	70,571.10
4900 Other Income	
4930 Interest income	112.62
4940 Child Care Reimbursement	9,297.77
4945 Child Care Revenue	6,360.00

	\$
Total 4940 Child Care Reimbursement	15,657.77
	\$
Total 4900 Other Income	15,770.39
7777 In-Kind Revenue MTRS	390,987.00
	\$
Total Income	4,747,472.06
	\$
Gross Profit	4,747,472.06
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5100 Salaries-Administrative	
5110 Salaries- Administrative (Prof)	211,772.34
5191 Salaries-Operation & Mainenance	77,072.42
	\$
Total 5100 Salaries-Administrative	288,844.76
5200 Salaries- Instructional	-8,450.00
5205 Salary Edu	457,747.72
5210 Salaries-Teachers	722,822.15
5215 Stipended Teachers	8,590.00
5217 Salary- Class Coverage Stipend	3,696.00
8520 Teacher Recruitment Partnership Fees	21,150.00
	\$
Total 5200 Salaries- Instructional	1,205,555.87
5300 Salaries- Daycare	125,849.84
6870 Staff Appreciation	2,534.99
	\$
Total 5300 Salaries- Daycare	128,384.83
5600 Bonuses	51,078.27
	\$
Total 5050 Salary Expenses	1,673,863.73
5800 Employee Benefits	
5805 Medical	48,039.92
5807 Dental	13,673.84
5808 Short Term Disability	9,764.39
5815 Employee Retirement-MTRS (including In-Kind)	390,212.88
5816 Employee Retirement	100.00
5817 Life Insurance	3,775.87
5850 Workers Comp	4,634.49
	\$
Total 5800 Employee Benefits	470,201.39
5900 Payroll taxes	28,444.20
	\$
Total 5000 Salaries, Benefits, and Taxes	2,172,509.32
6000 Student Services	
6110 Health Services and Materials	12,777.05
6200 Daycare Supplies	3,216.14
6300 Student Transportation	18,165.00
6440 Athletic Services	500.00
6445 Student Culture	

6447 Clothes	1,974.47
6448 Food	3,938.10
6449 Student Clubs & Groups	3,442.12
6451 Student Events & Trips	7,520.21
8530 Student Recruitment	17,699.20
	<hr/>
	\$
Total 6445 Student Culture	34,574.10
6450 Graduation	4,591.72
	<hr/>
	\$
Total 6000 Student Services	73,824.01
6400 Nutrition Services	
6410 Lunch	3,672.00
	<hr/>
	\$
Total 6400 Nutrition Services	3,672.00
6500 Instructional Services	
6520 Contracted Svcs	
6521 Contracted Services - Prof Development	180.00
6522 Contracted Services - Prof Development - DEI	5,833.34
6523 Contracted Services - Curriculum & Programming	81,005.87
	<hr/>
	\$
Total 6520 Contracted Svcs	87,019.21
6700 Instructional Programming	6,717.49
6705 Classroom Supplies & Materials	66,360.71
6706 PD Supplies and Materials	2,290.35
6707 PD Travel	153.26
6855 Instructional Technology in Class	46,249.60
8222 Instructional Software	7,046.99
8232 Instructional IT Materials	24,748.22
	<hr/>
	\$
Total 6855 Instructional Technology in Class	78,044.81
	<hr/>
	\$
Total 6700 Instructional Programming	153,566.62
6710 Post-Secondary	
6712 College Prep Materials	7,115.29
6713 Dual Enrollment Fees	5,198.00
	<hr/>
	\$
Total 6710 Post-Secondary	12,313.29
6900 SPED	
6920 Special Ed Materials	10,394.69
6930 Contracted Special Ed Services	18,379.80
6940 Sped Testing and Assessment	241.00
	<hr/>
	\$
Total 6900 SPED	29,015.49
	<hr/>
	\$
Total 6500 Instructional Services	281,914.61
7000 Facilities and Equipment	6,459.83
7100 Rental/Lease of Building/Grnds	
7105 Rent	318,270.00
	<hr/>
	\$
Total 7100 Rental/Lease of Building/Grnds	318,270.00
7200 Maintenance Buildings & Grounds	4,425.63



7210 Custodial Services	8,749.86
7215 Supplies/ Materials-Maintenance	11,930.70
7220 Contracted Maintenance	15,097.00
7222 COVID-19 Maintenance	108,476.70
	<hr/>
	\$
Total 7200 Maintenance Buildings & Grounds	148,679.89
7400 Equipment	
7402 Copiers & Leases	15,219.20
	<hr/>
	\$
Total 7400 Equipment	15,219.20
7500 Utilities	
7510 Telephone & telecommunications	35,096.52
7520 Utilities	83,755.98
	<hr/>
	\$
Total 7500 Utilities	118,852.50
7900 Depreciation	
7905 Depreciat. Equip., Bldng, Grnds	78,900.21
7915 Depreciat. of Information Techn	30,427.32
	<hr/>
	\$
Total 7900 Depreciation	109,327.53
	<hr/>
	\$
Total 7000 Facilities and Equipment	716,808.95
8000 Operations	
8050 Business, Fin, HR, Legal Svces	
8052 Bank fees	3,093.25
8053 Legal fees	2,550.00
8054 Audit Fees	32,375.25
8055 Other Fees	11,528.48
8065 Payroll Service Fees	8,603.91
	<hr/>
	\$
Total 8050 Business, Fin, HR, Legal Svces	58,150.89
8100 Dues, Licenses & Subscription	2,135.83
8110 Charter Association Dues	10,839.55
8120 Network Fee	543,215.94
	<hr/>
	\$
Total 8100 Dues, Licenses & Subscription	556,191.32
8150 Office Supplies and Materials	
8152 Postage & Mailing	4,882.81
8153 Office Supplies	19,358.74
	<hr/>
	\$
Total 8150 Office Supplies and Materials	24,241.55
8200 Information Mgmt & Technology	
8221 Software-Administrative	4,790.48
8233 IT Materials-Networking & Maintenance	5,575.63
8250 IT-Contracted Services	5,696.68
	<hr/>
	\$
Total 8200 Information Mgmt & Technology	16,062.79
8600 Insurance (non-employee)	
8610 Insurance	19,272.85
	<hr/>
	\$
Total 8600 Insurance (non-employee)	19,272.85



	\$
Total 8000 Operations	673,919.40
Uncategorized Expense	-29,950.00
	\$
Total Expenses	3,892,698.29
	\$
Net Operating Income	854,773.77
Other Income	
Interest Earned	40.99
Network Income	
9500 CMO Retirement-MTRS (including In-Kind)	56,250.00
Foundation and Grant Income	
9340 Private Grants-Released for Network	403,241.50
	\$
Total Foundation and Grant Income	403,241.50
Network Fees from Schools	
9321 Network Fee Chelsea	543,215.94
9322 Network Fee Lawrence	371,064.56
9323 Network Fee Springfield	488,099.71
	\$
Total Network Fees from Schools	1,402,380.21
	\$
Total Network Income	1,861,871.71
	\$
Total Other Income	1,861,912.70
Other Expenses	
CMO Expenses	
CMO Compensation, Benefits and Taxes	
CMO Personnel	
9505 CMO Salaries	1,294,383.80
9523 CMO Stipend Travel	1,933.00
9524 CMO Stipend Other	2,500.00
9561 CMO Bonuses	77,833.50
9567 CMO Retirement-MTRS (including In-Kind)	56,250.00
9591 CMO Payroll Taxes	41,181.49
CMO Benefits	
9562 CMO Medical	136,759.80
9565 CMO Short Term Disability	16,734.28
9566 CMO Employee Retirement	450.00
9569 Other Miscellaneous Expense	312.48
9585 CMO Workers Comp	8,430.99
	\$
Total CMO Benefits	162,687.55
	\$
Total CMO Personnel	1,636,769.34
	\$
Total CMO Compensation, Benefits and Taxes	1,636,769.34
CMO Non-Personnel	
CMO Operations	
9801 CMO Contracted Services	81,831.50
9806 CMO Payroll Service Fees	17,025.79



9807 CMO Supplies & Materials	10,107.16
9808 CMO Telecommunications	17,997.54
9809 CMO Software & Administrative	8,798.15
9810 CMO Audit Fees	46,712.25
9820 CMO Legal Fees	870.00
9840 CMO Daily Use Travel	53.50
9852 CMO Staff Recruiting	4,901.70
9853 CMO Staff Recruitment - DEI	484.00
9870 CMO Fundraising	26,266.43
9887 CMO Leadership & Culture	1,446.77
	<hr/>
	\$
Total CMO Operations	216,494.79
CMO School Programming	
CMO Instructional Services	
9652 CMO Contracted Svcs - Prof Development	225.00
9653 CMO Contracted Svcs - PD DEI	8,941.36
9654 CMO Professional Development Expenses	6,342.04
9655 Other Miscellaneous Expense	640.03
9656 CMO Contracted Services-Curriculum Development	-7,500.00
	<hr/>
	\$
Total CMO Instructional Services	8,648.43
	<hr/>
	\$
Total CMO School Programming	8,648.43
	<hr/>
	\$
Total CMO Non-Personnel	225,143.22
	<hr/>
	\$
Total CMO Expenses	1,861,912.56
	<hr/>
	\$
Total Other Expenses	1,861,912.56
	<hr/>
	\$
Net Other Income	0.14
	<hr/>
	\$
Net Income	854,773.91

Phoenix Charter Academy Lawrence

Profit and Loss

July 2020 - June 2021

	<u>Total</u>
Income	
4100 Tuition	2,592,493.00
4150 Federal and State Entitlements and Grants	
4151 SPED 240	30,978.00
4153 Title 1 305	63,309.00
4156 Title IIA- Teacher Improvement	9,180.00
4166 Regional Transportation	855.00
4178 Mass Grad 320	20,000.00
4181 Title IV 309	18,320.00
4184 Other Federal & State Grants	211,981.00

	\$
Total 4150 Federal and State Entitlements and Grants	354,623.00
4200 Fundraising and Grants	
4240 Foundation Restricted	68,438.00
	\$
Total 4200 Fundraising and Grants	68,438.00
4900 Other Income	
4930 Interest Income	151.04
	\$
Total 4900 Other Income	151.04
7777 In-kind revenue MTRS	225,913.00
	\$
Total Income	3,241,618.04
	\$
Gross Profit	3,241,618.04
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5100 Salaries-Non-Instructional	
5110 Salaries-Administrative	309,798.53
5191 Salaries-Operation & Maintenance	42,137.85
	\$
Total 5100 Salaries-Non-Instructional	351,936.38
5200 Salaries- Instructional	
5205 Salaries - Education	368,215.05
5210 Salaries - Teachers	536,688.71
5213 Salaries - Spec. Ed.	58,271.19
5215 Salaries - Staff Stipends	18,943.50
8520 Teacher Recruitment Partnership Fees	17,642.50
	\$
Total 5200 Salaries- Instructional	999,760.95
5300 Salaries- Day Care	28,545.78
5600 Bonuses	51,519.75
6870 Staff Appreciation	3,715.91
	\$
Total 5050 Salary Expenses	1,435,478.77
5800 Employee Benefits	
5805 Medical	103,332.30
5807 Dental	9,210.14
5808 Short Term Disability	10,953.64
5815 Employee Retirement - MTRS (including In-Kind)	223,592.00
5816 Employee Retirement	600.00
5817 Life Insurance	2,170.34
5850 Workers Comp	10,571.89
	\$
Total 5800 Employee Benefits	360,430.31
5900 Payroll Taxes	14,683.55
	\$
Total 5000 Salaries, Benefits, and Taxes	1,810,592.63
6000 Student Services	
6110 Health Services and Materials	300.00



6200 Daycare Supplies	169.63
6300 Student Transportation	2,308.53
6445 Student Culture	359.53
6447 Clothes	13,878.88
6448 Food	4,086.66
6449 Student Clubs & Groups	7,807.03
6451 Student Events & Trips	6,396.65
	<hr/>
	\$
Total 6445 Student Culture	32,528.75
6450 Graduation	763.96
	<hr/>
	\$
Total 6000 Student Services	36,070.87
6500 Instructional Services	
6520 Contracted Svcs	
6521 Contracted Services - Professional Development	3,713.99
6522 Contracted Services - Professional Development - DEI	5,333.33
6523 Contracted Services - Curriculum & Programming	72,484.08
	<hr/>
	\$
Total 6520 Contracted Svcs	81,531.40
6700 Instructional Programming	
6705 Classroom Supplies & Materials	10,030.21
6760 PD Supplies and Materials	4,069.68
6855 Instructional Technology in Class	62,624.25
8222 Instructional Software	9,879.38
8232 Instructional IT Materials	8,090.49
8240 Instructional Technology PD & Support	705.00
	<hr/>
	\$
Total 6855 Instructional Technology in Class	81,299.12
	<hr/>
	\$
Total 6700 Instructional Programming	95,399.01
6710 Post-Secondary	300.00
6712 College Prep Materials	3,622.22
	<hr/>
	\$
Total 6710 Post-Secondary	3,922.22
6900 SPED-Special Education	
6920 Special Educational Materials	1,114.86
6930 SPED Special Ed Services- Contracted	9,863.37
6940 SPED Testing and Assessment	17,105.00
	<hr/>
	\$
Total 6900 SPED-Special Education	28,083.23
	<hr/>
	\$
Total 6500 Instructional Services	208,935.86
7000 Facilities and Equipment	
7100 Rental/Lease of Building/Grnds	
7105 Rent	343,547.20
	<hr/>
	\$
Total 7100 Rental/Lease of Building/Grnds	343,547.20
7200 Maintenance Buildings & Grounds	
7215 Supplies/Materials-Maintenance	6,761.54
7220 Contracted Maintenance	50.00



7222 COVID-19 Maintenance	16,129.02
	\$
Total 7200 Maintenance Buildings & Grounds	22,940.56
7400 Equipment - Rental & Maint.	
7402 Copiers & Leases	6,296.87
	\$
Total 7400 Equipment - Rental & Maint.	6,296.87
7500 Utilities	
7510 Telephone & Telecommunications	27,596.17
	\$
Total 7500 Utilities	27,596.17
7900 Depreciation	
7905 Depreciat. Equip., Bldng, Grnds	27,318.77
7915 Depreciat. of Information Techn	14,920.49
	\$
Total 7900 Depreciation	42,239.26
	\$
Total 7000 Facilities and Equipment	442,620.06
8000 Operations	
8050 Operations Business, Fin, HR, Legal Svces	
8052 Bank Fees	12.99
8053 Legal Fees	1,065.00
8054 Audit Fees	32,375.25
8055 Other Fees	12,365.22
8065 Payroll Service Fees	13,506.40
	\$
Total 8050 Operations Business, Fin, HR, Legal Svces	59,324.86
8100 Dues, Licenses & Subscription	
8110 Charter Association Dues	4,610.00
8120 Network Fee	371,064.56
	\$
Total 8100 Dues, Licenses & Subscription	375,674.56
8150 Office Supplies and Materials	
8152 Postage & Mailing	1,286.23
8153 Office Supplies	5,237.59
	\$
Total 8150 Office Supplies and Materials	6,523.82
8200 IT Operations	
8221 Software Software - Administrative	2,995.35
8233 IT Materials-Networking & Maintenance	0.00
8250 IT-Contracted Services	8,338.50
	\$
Total 8200 IT Operations	11,333.85
8600 Insurance (non employee)	
8610 Insurance (non-employee) Insurance	16,308.75
	\$
Total 8600 Insurance (non employee)	16,308.75
	\$
Total 8000 Operations	469,165.84
Uncategorized Expense	0.00
	\$
Total Expenses	2,967,385.26



Net Operating Income

\$
274,232.78

Net Income

\$
274,232.78

Phoenix Springfield Profit and Loss July 2020 - June 2021

	<u>Total</u>
Income	
4100 Tuition Reimbursement	3,410,175.00
4150 Federal and State Entitlements and Grants	
4149 243 - Sped 94-142 Transition	1,350.00
4151 SPED 240	59,528.00
4153 Title 1 305	161,497.00
4156 Title IIA- 140 Teacher Improvement	21,246.00
4157 Title IV 309	15,669.00
4166 Reg. Trans.	45,099.00
4178 320 Mass Grad	20,000.00
4184 Other Federal & State Grants	211,892.00
	<u>\$</u>
Total 4150 Federal and State Entitlements and Grants	536,281.00
4200 Fundraising and Grants	
4240 Foundation Restricted	26,168.00
	<u>\$</u>
Total 4200 Fundraising and Grants	26,168.00
4900 Other Income	
4930 Interest Income	289.57
	<u>\$</u>
Total 4900 Other Income	289.57
7777 In-kind revenue MTRS	229,554.00
	<u>\$</u>
Total Income	4,202,467.57
	<u>\$</u>
Gross Profit	4,202,467.57
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5100 Salaries - Administrative	
5110 Administrative (Prof)	260,893.91
5191 Salaries - Operation & Maintenance	38,881.65
	<u>\$</u>
Total 5100 Salaries - Administrative	299,775.56
5200 Salaries - Instructional	
5205 Edu Lt Salary	252,007.50
5210 Salaries - Teachers	596,918.33
5213 Salary - Spec. Ed.	183,457.46
5215 Stipends	27,633.10

8520 Teacher Recruitment Partnership Fees	27,530.00
	\$
Total 5200 Salaries - Instructional	1,087,546.39
5300 Salaries- Daycare	106,052.87
5600 Bonuses	51,415.49
6870 Staff Appreciation	28,304.77
	\$
Total 5050 Salary Expenses	1,573,095.08
5800 Employee Benefits	
5805 Medical	131,236.80
5807 Dental	9,525.47
5808 Short Term Disability	12,349.15
5815 Employee Retirement - MTRS (including In-Kind)	229,545.00
5816 Employee Retirement	650.00
5817 Life Insurance	1,834.83
5850 Workers Comp	9,644.44
	\$
Total 5800 Employee Benefits	394,785.69
5900 Payroll Taxes	27,480.59
	\$
Total 5000 Salaries, Benefits, and Taxes	1,995,361.36
6000 Student Services	
6110 Health Services and Materials	43,006.52
6200 Daycare Supplies	1,490.87
6300 Student Transportation	11,883.63
6440 Athletic Services	128.32
6445 Student Culture	451.13
6447 Clothes	3,958.00
6448 Food	2,801.75
6458 Student Events & Trips	14,719.33
8530 Student Recruitment	848.11
	\$
Total 6445 Student Culture	22,778.32
6450 Graduation	1,092.80
	\$
Total 6000 Student Services	80,380.46
6500 Instructional Services	
6520 Contracted Services	150.00
6521 Contracted Services - Professional Development	2,903.97
6522 Contracted Services - Prof Development - DEI	8,411.57
6523 Contracted Services - Curriculum Development	63,727.70
	\$
Total 6520 Contracted Services	75,193.24
6700 Instructional Programming	169.72
6705 Classroom Supplies & Materials	14,486.51
6706 PD Supplies and Materials	5,049.53
6707 PD Travel	0.61
6708 Standardized Testing	139.00
6855 Instructional Technology in Class	73,560.51



8222 Instructional Software	13,173.21
8232 Instructional - IT Materials	13,016.85
8240 Instructional Technology PD & Support	621.57
	<u>\$</u>
Total 6855 Instructional Technology in Class	100,372.14
	<u>\$</u>
Total 6700 Instructional Programming	120,217.51
6900 SPED-Special Education	
6920 Special Ed Materials	12,576.12
6930 Special Ed Services- Contracted	50,716.52
6940 SPED Testing and Assessment	11,134.50
	<u>\$</u>
Total 6900 SPED-Special Education	74,427.14
	<u>\$</u>
Total 6500 Instructional Services	269,837.89
6710 Post-Secondary	
6712 College Prep Materials	3,550.00
	<u>\$</u>
Total 6710 Post-Secondary	3,550.00
7000 Facilities and Equipment	
7100 Rental/Lease of Building/Grdns	
7105 Rent	339,625.01
7106 Rent - Additions and Fees	57,866.69
	<u>\$</u>
Total 7100 Rental/Lease of Building/Grdns	397,491.70
7200 Maintenance Buildings & Grounds	195.00
7210 Custodial Services	211.28
7215 Supplies/Materials - Maintenance	5,805.33
7220 Contracted Maintenance	23,053.65
7222 COVID-19 Maintenance	20,830.41
	<u>\$</u>
Total 7200 Maintenance Buildings & Grounds	50,095.67
7400 Equipment - Rental & Maint.	
7402 Copiers & Leases	9,449.59
	<u>\$</u>
Total 7400 Equipment - Rental & Maint.	9,449.59
7500 Utilities	
7510 Telephone & Telecommunications	27,889.18
7520 Utilities	51,784.24
	<u>\$</u>
Total 7500 Utilities	79,673.42
7900 Depreciation Expense	
7905 Depreciat. Equip., Bldng, Grnds	80,010.56
7915 Depreciat. of Information Techn.	4,685.00
	<u>\$</u>
Total 7900 Depreciation Expense	84,695.56
	<u>\$</u>
Total 7000 Facilities and Equipment	621,405.94
8000 Operations	
8050 Business, Fin, HR, Legal Svces	
8052 Bank Fees	5.00
8053 Legal Fees	525.00



8054 Audit Fees	33,390.40
8060 Other Fees	9,849.79
8065 Payroll Service Fees	11,638.14
	<u>\$</u>
Total 8050 Business, Fin, HR, Legal Svces	55,408.33
8100 Dues, Licenses & Subscriptions	6,600.00
8110 Charter Association Dues	5,901.00
8120 Network Fee	488,099.70
	<u>\$</u>
Total 8100 Dues, Licenses & Subscriptions	500,600.70
8150 Office Supplies and Materials	462.01
8152 Postage & Mailing	2,506.35
8153 Office Supplies	16,852.78
8154 Supplies	0.00
	<u>\$</u>
Total 8150 Office Supplies and Materials	19,821.14
8200 Information Mgmt & Technology	
8221 Software-Administrative	571.20
8233 IT Materials-Networking & Maintenance	3,657.44
8250 IT - Contracted Services	8,743.35
	<u>\$</u>
Total 8200 Information Mgmt & Technology	12,971.99
8400 Travel Expenses - Staff	0.00
8500 Recruitment / Advertising	380.00
8600 Insurance (non-employee)	
8610 Insurance	21,298.54
	<u>\$</u>
Total 8600 Insurance (non-employee)	21,298.54
	<u>\$</u>
Total 8000 Operations	610,480.70
Bad Debts	5,975.00
Legal & Professional Fees	3,250.00
Repair & Maintenance	110.00
Uncategorized Expense	0.00
	<u>\$</u>
Total Expenses	3,590,351.35
	<u>\$</u>
Net Operating Income	612,116.22
Other Income	
Interest Earned	36.61
	<u>\$</u>
Total Other Income	36.61
Other Expenses	
Miscellaneous	157.79
	<u>\$</u>
Total Other Expenses	157.79
	<u>\$</u>
Net Other Income	121.18
	<u>\$</u>
Net Income	611,995.04

B. Statement of net assets for FY21 (balance sheet):



Phoenix Charter Academy
Balance Sheet
 As of June 30, 2021

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	626.58
1002 Boston Private Checking *0490	1,786,778.09
1003 Money Market Savings Account	0.00
1005 Debit Cash	0.00
1072 Bill.com Money Out Clearing	0.00
	<u>\$</u>
Total Bank Accounts	1,787,404.67
Accounts Receivable	
1100 Accounts receivable	105,771.20
	<u>\$</u>
Total Accounts Receivable	105,771.20
Other Current Assets	
1015 Undeposited Funds	0.00
1105 Tuition Receivable	0.00
1110 Grants receivable - State	0.00
1120 Grants receivable - Federal	0.00
1121 Grant Rec- Sped 240	0.00
1122 Grant Rec- Title 1	0.00
1123 Grant Rec- Title 2 Teacher	3,332.00
1124 Grant-Rec 164 Data Warehouse	0.00
1125 Grant Rec. Title IV 309	3,605.00
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	5,204.00
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	0.00
1137 Mass Grad	0.00
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



1146 Other Federal Grants Receivable	0.00
Grants Receivable - Title III	0.00
	<u>\$</u>
Total 1120 Grants receivable - Federal	12,141.00
1148 Other Receivable- Nutrition	0.00
1149 A/R - Youth Violence Prevention Grant	0.00
1150 Grants receivable - Private	0.00
1161 Springfield Fees	0.00
1165 Other Rec.- Lawrence Fees	0.00
1180 Receivables- Daycare	450.00
1190 Due from Foundation	158,798.37
1191 Due From Foundat re Lawrence	0.00
1193 Due from Springfield	352,474.70
1194 Due From Lawrence	259,593.16
1195 Other Receivables	0.00
1200 Advances	0.00
1210 Allowance for Doubtful Accounts	0.00
1300 Prepaid expenses	88,256.63
1310 Prepaid Expenses- Insurance	3,036.32
1315 Prepaid W. Comp	2,664.33
1340 Contract Deposit	22,249.50
1410 Prepaid Rent	0.00
Uncategorized Asset	0.00
	<u>\$</u>
Total Other Current Assets	899,664.01
	<u>\$</u>
Total Current Assets	2,792,839.88
Fixed Assets	
1520 Building Improvements	0.00
1530 Leasehold improvements- Clark	0.00
1536 Leasehold Improvements 175 Hawthorne	368,453.00
1540 Furniture	21,161.60
1550 Equipment	262,969.17
1560 Computers	211,940.89
1570 Vehicles- Van	0.00
1600 Accumulated depreciation	-417,850.88
	<u>\$</u>
Total Fixed Assets	446,673.78
Other Assets	
1420 Deposits	0.00
1910 Loan Closing Fees	0.00
	<u>\$</u>
Total Other Assets	0.00
	<u>\$</u>
TOTAL ASSETS	3,239,513.66
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	



Accounts Payable	
2000 Accounts payable	222,118.04
	\$
Total Accounts Payable	222,118.04
Credit Cards	
2005 Credit Card Payable	0.00
	\$
Total Credit Cards	0.00
Other Current Liabilities	
2010 Accounts Payable- Other	0.00
2040 MTRS Payable	16,010.33
2050 Employee Benefits 403b	0.00
2055 FSA Payable	0.00
2060 OBRA Payable	0.00
2065 UI Payable	0.00
2070 Other Payables	24,697.00
2075 Due to Foundation	0.00
2080 Net Payroll Zero	0.00
2090 Due to Springfield	0.00
2100 Accrued Expenses	46,371.25
2110 Accrued payroll	77,066.38
2102 Paychecks Payable	0.00
	\$
Total 2110 Accrued payroll	77,066.38
2115 Accrued Bonuses	104,000.00
2120 Reserve for Lease Buyout	0.00
2130 Live Checks	0.00
2140 Accrued Rent Expense	0.00
	\$
Total 2100 Accrued Expenses	227,437.63
2200 Deferred Income	0.00
Deferred - Title III	0.00
Verizon	0.00
	\$
Total 2200 Deferred Income	0.00
2299 Deferred Income- Tuition	0.00
2320 Restricted Funds- Lawrence	0.00
2410 Notes Payable- short term	0.00
2411 Loan First Insurance Funding Co	0.00
	\$
Total 2410 Notes Payable- short term	0.00
	\$
Total Other Current Liabilities	268,144.96
	\$
Total Current Liabilities	490,263.00
Long-Term Liabilities	
2610 Notes Payable - long term	0.00
	\$
Total Long-Term Liabilities	0.00
	\$
Total Liabilities	490,263.00



Equity	
3000 Unrestricted net assets	0.00
3010 Unrestrict (retained earnings)	1,542,654.81
3100 Investment in Fixed Assets	351,821.94
3200 Temporary restricted net assets	0.00
Net Income	854,773.91
Total Equity	<u>2,749,250.66</u>
	\$
TOTAL LIABILITIES AND EQUITY	<u>3,239,513.66</u>

Phoenix Charter Academy Lawrence

Balance Sheet

As of June 30, 2021

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1002 Checking- Lawrence (8345)	758,793.42
1072 Bill.com Money Out Clearing	3,450.00
	<u>\$</u>
Total Bank Accounts	762,243.42
Accounts Receivable	
1100 Accounts Receivable	118,135.00
	<u>\$</u>
Total Accounts Receivable	118,135.00
Other Current Assets	
1105 Tuition Receivable	0.00
1120 Grants receivable - Federal	
1121 SPED 240	0.00
1122 305 Title 1	0.00
1123 140 Title IIA Teacher	0.00
1130 535 Start Up	0.00
1178 Mass Grad 320	1,859.00
	<u>\$</u>
Total 1120 Grants receivable - Federal	1,859.00
1192 Due From CMO	0.00
1193 Due From Chelsea	17,580.76
1194 Due From Foundation	6,550.00
1196 Due From Springfield	15,983.80
1200 Advances	0.00
1300 Prepaid Expenses	125,000.00
1310 Prepaid Expenses- Insurance	3,157.75
1315 Prepaid W. Comp	1,332.17
1410 Prepaid Rent	0.00
	<u>\$</u>
Total Other Current Assets	171,463.48



	\$
Total Current Assets	1,051,841.90
Fixed Assets	
1520 Building Improvements	23,015.46
1540 Furniture	59,290.50
1550 Equipment	109,414.16
1560 Computers	52,185.00
1600 Accumulated depreciation	-91,530.23
	\$
Total Fixed Assets	152,374.89
	\$
TOTAL ASSETS	1,204,216.79
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	129,662.50
	\$
Total Accounts Payable	129,662.50
Credit Cards	
2005 Credit Card Payable	0.00
	\$
Total Credit Cards	0.00
Other Current Liabilities	
2040 MTRS Payable	9,282.37
2050 Employee Benefits 403b	0.00
2055 FSA Payable	0.00
2060 OBRA Payable	0.00
2070 Other Payables	0.00
2080 Net Payroll Zero	0.00
2082 Due To Foundation	0.00
2083 Due to CMO	277,173.92
2084 Due to Springfield	0.00
2100 Accrued Expenses	5,000.00
2101 Accrued Salaries	79,073.91
	\$
Total Other Current Liabilities	370,530.20
	\$
Total Current Liabilities	500,192.70
	\$
Total Liabilities	500,192.70
Equity	
Retained Earnings	429,791.31
Net Income	274,232.78
	\$
Total Equity	704,024.09
	\$
TOTAL LIABILITIES AND EQUITY	1,204,216.79

Phoenix Springfield Balance Sheet



As of June 30, 2021

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1007 Checking- Springfield (0724)	2,144,699.51
1008 CD 856970573	0.00
1072 Bill.com Money Out Clearing	-210.00
	<u>\$</u>
Total Bank Accounts	2,144,489.51
Accounts Receivable	
1100 Accounts Receivable	42,992.00
	<u>\$</u>
Total Accounts Receivable	42,992.00
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	0.00
1122 Grant Rec- Title 1	0.00
1123 Grant Rec- Title 2 Teacher	0.00
1124 Other Federal Grants Receivable	0.00
1127 Title IVA	0.00
1129 Grant Rec- SPED 274	5,936.00
1161 335-Safe and Supportive Schools	0.00
1166 Regional Transportation	0.00
1178 Mass Grad 320	4,767.00
	<u>\$</u>
Total 1120 Grants receivable - Federal	10,703.00
1180 Receivables- Daycare	0.00
1192 Due From CMO	0.00
1193 Due From Chelsea	0.00
1194 Due From Foundation	7,750.00
1196 Due from Lawrence	0.00
1200 Advances	0.00
1300 Prepaid Expenses	363.69
1310 Prepaid Expenses- Insurance	3,263.75
1315 Prepaid W. Comp	1,332.17
1410 Prepaid Rent	0.00
Undeposited Funds	0.00
	<u>\$</u>
Total Other Current Assets	23,412.61
	<u>\$</u>
Total Current Assets	2,210,894.12
Fixed Assets	
1520 Building Improvements	1,060,380.54
1540 Furniture	143,529.08



1550 Equipment	236,718.47
1560 Computers	137,475.99
1600 Accumulated depreciation	<u>-531,956.17</u>
	\$
Total Fixed Assets	1,046,147.91
Other Assets	
Deferred Rent	<u>0.00</u>
	\$
Total Other Assets	0.00
	\$
TOTAL ASSETS	3,257,042.03
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	<u>359,994.83</u>
	\$
Total Accounts Payable	359,994.83
Credit Cards	
2005 Credit Card Payable	<u>0.00</u>
	\$
Total Credit Cards	0.00
Other Current Liabilities	
2010 Accounts Payable- Other	0.00
2040 MTRS Payable	11,525.68
2050 Employee Benefits 403b	0.00
2055 FSA Payable	0.00
2060 OBRA Payable	0.00
2080 Net Payroll Zero	0.00
2081 Due to Chelsea School	0.00
2082 Due To Foundation	0.00
2083 Due to CMO	352,474.70
2084 Due to Lawrence	15,983.80
2100 Accrued Expenses	5,000.00
2101 Accrued Salaries	79,312.50
2200 Deferred Income	0.00
2299 Deferred Income- Tuition	<u>0.00</u>
	\$
Total Other Current Liabilities	464,296.68
	\$
Total Current Liabilities	824,291.51
	\$
Total Liabilities	824,291.51
Equity	
3010 Retained Earnings	1,820,755.48
Net Income	<u>611,995.04</u>
	\$
Total Equity	2,432,750.52
	\$
TOTAL LIABILITIES AND EQUITY	3,257,042.03



C. Approved School Budget for FY22:

The FY22 school budgets for Phoenix Chelsea, Phoenix Lawrence, and Phoenix Springfield were approved on May 28th, 2021 at a Phoenix Charter Academy Network Board of Trustees Meeting. These approved budgets are attached.

Phoenix Charter Academy
Budget Overview: FY 22 Budget - FY22 P&L
 July 2021 - June 2022

	Total
Income	
4100 Tuition	3,607,445.00
4150 Federal and State Entitlements and Grants	545,000.00
4200 Fundraising and Grants	55,000.00
4900 Other Income	25,400.00
7777 In-Kind Revenue MTRS	476,035.00
Total Income	\$ 4,708,880.00
Gross Profit	\$ 4,708,880.00
Expenses	
5000 Salaries, Benefits, and Taxes	3,168,268.00
6000 Student Services	88,925.00
6400 Nutrition Services	61,000.00
6500 Instructional Services	197,700.00
7000 Facilities and Equipment	669,000.00
8000 Operations	484,964.00
Total Expenses	\$ 4,699,887.00
Net Operating Income	\$ 8,993.00
Other Income	
Network Income	2,312,163.00
Total Other Income	\$ 2,312,163.00
Other Expenses	
CMO Expenses	2,309,486.00
Total Other Expenses	\$ 2,309,486.00
Net Other Income	\$ 2,677.00
Net Income	\$ 11,670.00

Phoenix Charter Academy Lawrence
Budget Overview: FY22 Budget - FY22 P&L
 July 2021 - June 2022

	Total
Income	
4100 Tuition	2,633,805.00
4150 Federal and State Entitlements and Grants	684,500.00
4200 Fundraising and Grants	5,000.00
4900 Other Income	310.00
7777 In-kind revenue MTRS	257,556.00
Total Income	\$ 3,581,171.00
Gross Profit	\$ 3,581,171.00
Expenses	
5000 Salaries, Benefits, and Taxes	2,354,334.00
6000 Student Services	51,100.00
6500 Instructional Services	164,400.00
7000 Facilities and Equipment	634,050.00
8000 Operations	378,881.00
Total Expenses	\$ 3,580,765.00
Net Operating Income	\$ 406.00
Net Income	\$ 406.00



Phoenix Springfield
Budget Overview: FY 22 Budget - FY22 P&L
 July 2021 - June 2022

	Total
Income	
4100 Tuition Reimbursement	3,280,385.00
4150 Federal and State Entitlements and Grants	1,060,000.00
4181 Title IV 309	15,000.00
4200 Fundraising and Grants	5,000.00
4900 Other Income	650.00
7777 In-kind revenue MTRS	328,000.00
Total Income	\$ 4,689,035.00
Gross Profit	\$ 4,689,035.00
Expenses	
5000 Salaries, Benefits, and Taxes	2,841,712.00
6000 Student Services	118,500.00
6500 Instructional Services	169,000.00
6710 Post-Secondary	36,000.00
7000 Facilities and Equipment	753,250.00
8000 Operations	455,138.00
Total Expenses	\$ 4,373,600.00
Net Operating Income	\$ 315,435.00
Net Income	\$ 315,435.00

D. Capital Plan for FY22:

No capital plan to submit for FY22.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE FOR 2020-2021

Phoenix Chelsea Accountability Plan:

Measure	2020-2021 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	84% of students enrolled at Phoenix Chelsea in the 2020-2021 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	100% of Phoenix Chelsea students in the class of 2021 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 “daily communication tracker” to track student behavior and student supports on a daily, 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 “daily communication tracker”, Phoenix Chelsea staff made an average of 37.4 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 Met	Due to spending most of the year remote, behavioral challenges as well as walkouts are not included in this metric for this year. With those removed, 26% of Phoenix students showed improvement
<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	100% 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 four community education event, which were Chelsea Community Fair, Know Your Rights Community Meeting, Virtual College Fair, Community Resource Fair.

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 2020-2021.
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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 Met	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 Met	45% of Phoenix students showed positive academic outcomes.
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	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 2021 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.	Not Met	Phoenix did not host school visits this year to ensure staff and students health safety with regards to COVID-19.
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 2020-2021, Phoenix teachers and administrators participated in multiple events where best practices were shared, including an educational practice share with Boston and Salem Public Schools

**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 Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.
Each year, Phoenix's Category I students' average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Not Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.
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 Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.
Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Not Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.

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	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	2020-2021 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	85% of students enrolled at Phoenix Springfield in the 2020-2021 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	66% of Phoenix Springfield students in the class of 2021 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 “daily communication tracker” 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 the “daily communication tracker”, Phoenix Springfield staff made an average of 22.7 points of contact per week.
Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs.	Met	Due to spending most of the year remote, behavioral challenges as well as walkouts are not included in this metric for this year. With those removed, 79% of Phoenix students showed improvement.
<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	98% 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 including Female Leadership Conferences, Health and Wellness seminars, and College and Career programming.
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 2020-2021.

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 Met	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.	Met	96% of Phoenix students that are eligible for credit saw academic improvement from Term 1 to Term 6.
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	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 2021 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.	Not Met	Phoenix did not host school visits this year to ensure staff and students health safety with regards to COVID-19.
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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 2020-2021, Phoenix teachers and administrators participated in multiple events where best practices were shared, including an educational practice share with Boston and Salem Public Schools

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 Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.
Each year, Phoenix's Category I students' average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Not Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.
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 Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.

Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Not Met	Due to the remote learning period in response to COVID-19 this metric was not able to be calculated with statistical significance.
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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	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: 7/30/2021

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 2020-2021. 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	84%
English Language Learner	61%
IEP/504	12%
Pregnant/Parenting	9%
Court Involved	9%
Truant	12%
Dropout	8%

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

(a) CHART data	(b) 2020-2021 Strategies
School percentage: 11.3% GNT percentage: N/A CI percentage: 8.4%	<input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed 1. In its recruitment materials, Phoenix Chelsea will clearly advertise that the school will accept all students, regardless of IEP status. When meeting with families prior to enrollment, staff members will

<p>The school is <u>above</u> CI percentages</p>	<p>explain how the Phoenix Academic Support team works to ensure that students' academic schedule meets their needs.</p> <p>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.</p> <p>3. Phoenix Chelsea will maintain active relationships with community mental health organizations, such as ROCA, La Collaborativa, and others 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> <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) 2021-2022 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>(a) CHART data</p> <p>School percentage: 63.8% GNT percentage: 14.4% CI percentage: 14.8%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 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, Portuguese, and Arabic.</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 Portuguese, and Arabic). In this relationship building, Phoenix recruiters will learn which organizations to connect with that works with Spanish, Portuguese, and Arabic-speaking community members.</p>
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	<p>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, Portuguese, and Arabic-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) 2021-2022 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 style="text-align: center;">(a) CHART data</p> <p>School percentage: 54.3% GNT percentage: 41.1% CI percentage: 49.7%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 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</p>
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	<p>these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p>(c) 2021-2022 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 who are sub-proficient	<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>
Students at risk of dropping out of school & students who have dropped out of school	<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Chelsea.</p>
Other subgroups of students who should be	<p>1. Phoenix Chelsea will actively recruit parenting or pregnant teens and will provide the necessary support in order for them to obtain educational success.</p>

targeted to eliminate the achievement gap (Pregnant & Parenting)	<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>
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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 2020-2021; due to the increased flexibility of the program created by the needs of the pandemic, Phoenix Chelsea met its retention goal of 85%. Through the Phoenix Forward design process and the strategic plan Phoenix Chelsea will continue to grow the flexibility of the model and 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) 2020-2021 Strategies	
<p>(a) CHART data</p> <p>School percentage: 4.8%</p> <p>Third Quartile: 13.9%</p> <p>The school is below third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Chelsea employs the following retention strategies for Special Education students:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to 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.
- **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.
- **Shorter Academic Terms:** In 2018-2019 Phoenix Chelsea moved from a quarter-based academic calendar to an academic calendar with academic terms. The shorter academic terms provide students with quicker academic wins, thus providing students with momentum and accelerating student progress.
- **Network Wide Cell Phone Policy:** Cell phone policy reformed to minimize in classroom distractions and maintain classroom focus during the school day
- **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.

	<ul style="list-style-type: none"> ● 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.
Additional strategies for students with disabilities	<p align="center">(c) 2021-2022 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>

Limited English-proficient students/English learners

	<p align="center">(b) 2020-2021 Strategies</p> <p><input checked="" 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. ● 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.
<p><u>(a) CHART data</u></p> <p>School percentage: .8%</p> <p>Third Quartile: 10.8%</p> <p>The school is below the third quartile percentages.</p>	

- **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, Portuguese, and Arabic 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. 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.
- **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.
- **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.

	<ul style="list-style-type: none"> ● 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.
Additional strategies for English Language Learners	<p style="text-align: center;">(c) 2021-2022 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 eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

	<p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" 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. ● 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. ● 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
<p><u>(a) CHART data</u></p> <p>School percentage: 4.2%</p> <p>Third Quartile: 7.8%</p> <p>The school is below the third quartile percentages.</p>	

	<p>to students to contact them if they are struggling with homework or classwork and need additional support.</p> <ul style="list-style-type: none"> ● 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. ● 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 ● 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.
	<p align="center">(c) 2021-2022 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 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.

	<ul style="list-style-type: none"> ● 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. ● 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. ● 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.

	<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. ● 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. ● 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: 7/30/2021

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 2020-2021. 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	85%
English Language Learner	23%
IEP/504	32%
Pregnant/Parenting	10%
Court Involved	18%
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 such as ROCA, Elms College, and Springfield Technical Community College, 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

(a) CHART data	(b) 2020-2021 Strategies
School percentage: 28.8% GNT percentage: N/A CI percentage: 14.3%	<input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed 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

<p>The school is <u>above</u> CI percentages</p>	<p>how the Phoenix Academic Support Team will ensure that students' academic schedule meets their needs.</p> <p>2. Using existing partnerships from sending school districts, Phoenix Springfield regularly receives referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities.</p> <p>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.</p> <p>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 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) 2021-2022 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>(a) CHART data</p> <p>School percentage: 24.0% GNT percentage: N/A CI percentage: 7.7%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 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</p>
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	<p>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) 2021-2022 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: 88.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 60.9%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 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</p>
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	<p>these locations, staff target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p>
	<p align="center">(c) 2021-2022 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 who are sub-proficient	<ol style="list-style-type: none"> 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. 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. 3. Phoenix Springfield actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.
Students at risk of dropping out of school & students who have dropped out of school	<ol style="list-style-type: none"> 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 are at-risk of dropping out and those who have already dropped out. 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). 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. 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. 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. 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.
Other subgroups of students who should be	<ol style="list-style-type: none"> 1. Phoenix Springfield actively recruits parenting or pregnant teens and provides the necessary supports in order for them to obtain educational success.

targeted to eliminate the achievement gap (Pregnant & Parenting)	<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>
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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 2020-2021; due to the increased flexibility of the program created by the needs of the pandemic, Phoenix Springfield met its retention goal of 85%. Through the Phoenix Forward design process and the strategic plan Phoenix Springfield will continue to grow the flexibility of the model and 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) 2020-2021 Strategies	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.5%</p> <p>Third Quartile: 13.0%</p> <p>The school is below third quartile percentages.</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 Special Education students:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to 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.

	<ul style="list-style-type: none"> ● 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. ● 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. ● 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.
Additional strategies for students with disabilities	(c) 2021-2022 Additional Strategy(ies), if needed

- ☐ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

Limited English-proficient students/English learners

(b) 2020-2021 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.
- **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.

(a) CHART data

School percentage: 0.0%
Third Quartile: 14.1%

The school is below third quartile percentages.

	<ul style="list-style-type: none"> ● 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. ● 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. ● 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.
Additional strategies for English Language Learners	<p style="text-align: center;">(c) 2021-2022 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 eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 6.3% Third Quartile: 12.9%</p> <p>The school is below the third quartile percentages.</p>	<p style="text-align: center;">(b) 2020-2021 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. ● 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. ● Attendance Cohorts: Phoenix Springfield 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.
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	<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 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.
	<p style="text-align: center;">(c) 2021-2022 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 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. ● 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.

<p>Students at risk of dropping out of school & students who have dropped out of school</p>	<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. ● 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 (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.
- **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 and need additional support.

School Name: Phoenix Academy Public Charter High School, Lawrence

Date: 7/30/2021

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 2020-2021. 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	84%
English Language Learner	31%
IEP/504	26%
Pregnant/Parenting	4%
Court Involved	25%
Truant	16%
Dropout	5%

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 such as Greater Lawrence Technical School, Northern Essex Community College, Lahey Health and Behavioral Services, Massachusetts Alliance on Teen Pregnancy, and others 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

(a) CHART data	(b) 2020-2021 Strategies
School percentage: 23.3% GNT percentage: N/A CI percentage: 10.3%	<input checked="" type="checkbox"/> 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.

<p>The school is <u>above</u> CI percentages</p>	<p>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.</p> <p>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.</p> <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 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> <p style="text-align: center;">(c) 2021-2022 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: 32.7% GNT percentage: N/A CI percentage: 10.9%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 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</p>
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	<p>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 style="text-align: center;">(c) 2021-2022 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: 81.1%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 48.2%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 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>
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	<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 style="text-align: center;">(c) 2021-2022 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 who are sub-proficient	<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>
Students at risk of dropping out of school & students who have dropped out of school	<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 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>	<ol style="list-style-type: none"> 1. Phoenix Lawrence 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.
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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 2020-2021; due to the increased flexibility of the program created by the needs of the pandemic, Phoenix Lawrence met its retention goal of 85%. Through the Phoenix Forward design process and the strategic plan Phoenix Lawrence will continue to grow the flexibility of the model and 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) 2020-2021 Strategies	
<p>(a) CHART data</p> <p>School percentage: 2.9%</p> <p>Third Quartile: 10.1%</p> <p>The school is below third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Lawrence employs the following retention strategies for Special Education students:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to 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.

	<ul style="list-style-type: none"> • 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. • 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.
Additional strategies for students with disabilities	<p style="text-align: center;">(c) 2021-2022 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>

Limited English-proficient students/English learners

<u>(a) CHART data</u>	<p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>
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School percentage: 3.2%
Third Quartile: 6.5%

The school is below third quartile percentages.

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.
- **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 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 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.

	<ul style="list-style-type: none"> ● 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. ● 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.
Additional strategies for English Language Learners	<p style="text-align: center;">(c) 2021-2022 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 eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 2.0% Third Quartile: 10.9%</p> <p>The school is below the third quartile percentages.</p>	<p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Lawrence 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: 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.
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	<ul style="list-style-type: none"> ● 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. ● 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.
	<p style="text-align: center;">(c) 2021-2022 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.

	<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>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. ● 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.

	<ul style="list-style-type: none"> ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. 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.
Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)	<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. ● 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	25	11.3	26	12.5	0	0.0
Asian	0	0.0	1	0.5	0	0.0
Hispanic	183	82.8	163	78.4	149	93.7
Native American	3	1.4	1	0.5	0	0.0
White	10	4.5	12	5.8	10	6.3
Native Hawaiian, Pacific Islander	0	0.0	1	0.5	0	0.0
Multi-race, non-Hispanic	0	0.0	4	1.9	0	0.0
Selected Populations	# of students	% of the entire student body	# of students	% of the entire student body	# of students	% of the entire student body
First Language not English	179	81.0	62	29.8	102	64.2
English Language Learners	141	63.8	50	24.0	52	32.7
Students with Disabilities	25	11.3	60	28.8	37	23.3
High Needs	204	92.3	191	91.8	149	93.7
Economically Disadvantaged	120	54.3	184	88.5	129	81.1

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR – Chelsea

Name, Title	Brief Job Description	Start Date	End Date
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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	6/30/2021
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
Cecilia Matrone, Instructional and Student Success Leader	The Instructional and Student Success Leader will deeply embed themselves in interactions with scholars, instructional leadership, student support, daily school operations, school culture and people and project management.	7/8/2020	N/A
Marina Offner, Director of Post- Secondary Success	The Director of Post-Secondary Success will be instrumental in driving a robust post-secondary preparation program that supports scholar growth and access to opportunity.	7/9/2019	6/30/2021
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 2020-2021 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, 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.	2/1/2016	N/A
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ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR – Lawrence			
Name, Title	Brief Job Description	Start Date	End Date
Nachelle Gordon, 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	06/29/2020	N/A
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	6/30/2021
Liliana Dilonex, Manager of Post Secondary Success	Manager of Post Secondary Success will be instrumental in driving a robust post-secondary preparation program that supports scholar growth and access to opportunity.	7/13/17	N/A
Clare Franco, Instructional Coach	The Instructional Coach works in collaboration with the Head of School and Director of Curriculum and Instruction (DCI) to provide differentiated support for teachers. The instructional coach will engage in feedback cycles with teachers in order to identify the root causes impacting student learning. The Instructional Coach will serve as a member of the school's leadership team and will support professional development planning and delivery to ensure Phoenix teachers are well equipped to meet their students' academic and social emotional needs in the classroom.	8/29/17	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR

School	Type	Number as of the last day of the 2019-2020 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Chelsea	Teachers	14	2	3	A combination of voluntary, promotions, and performance related departures.
	Other Staff	Leadership Team: 4 Student Support Team: 2 Operations: 3	Leadership Team: 0 Student Support Team: 1 Operations: 0	Leadership Team: 2 Student Support Team: 0 Operations: 0	A combination of voluntary, promotions, and performance related and position elimination.
Lawrence	Teachers	11	0	4	A combination of voluntary, promotions, and performance related departures.
	Other Staff	Leadership Team: 5 Student Support Team: 4 Operations: 2	Leadership Team: 1 Student Support Team: 0 Operations: 0	Leadership Team: 0 Student Support Team: 1 Operations: 0	
Springfield	Teachers	13	0	8	A combination of voluntary, promotions, and performance related and position elimination.
	Other Staff	Leadership Team: 6 Student Support Team: 2 Operations: 3	Leadership Team: 0 Student Support Team: 1 Operations: 0	Leadership Team: 1 Student Support Team: 0 Operations: 0	

BOARD MEMBER INFORMATION

Number of Commissioner-approved board members as of July 30, 2021	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 2020-2021 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	Stella Dubish	N/A	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

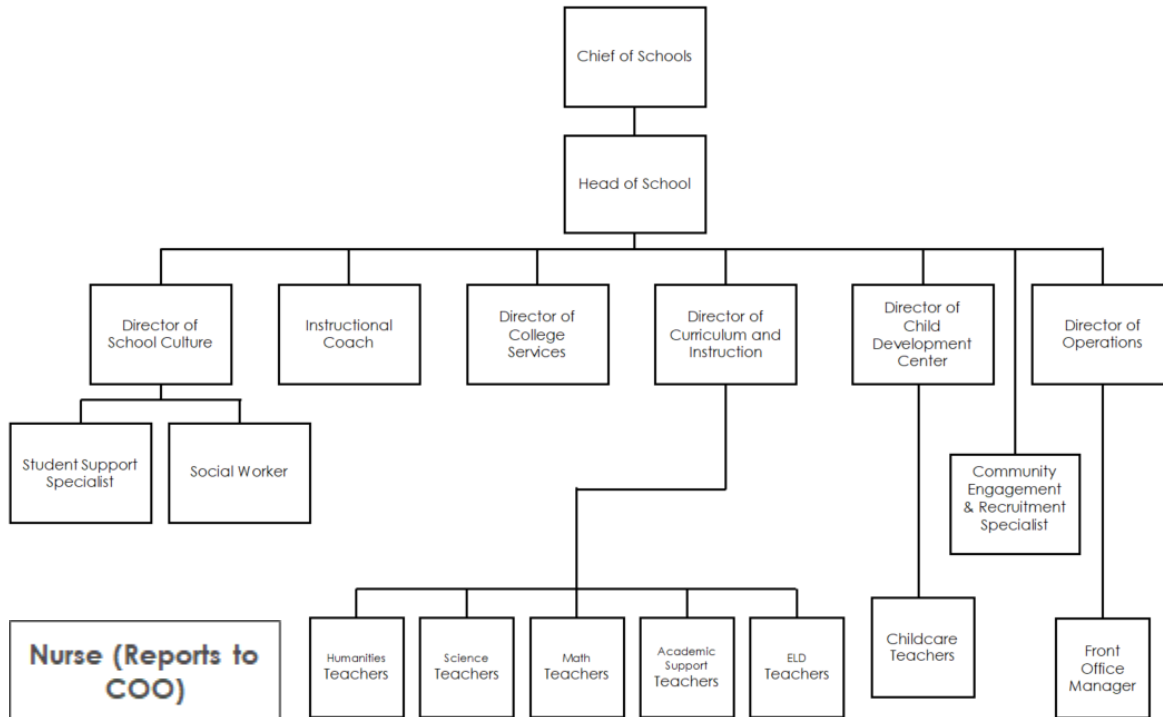
Facilities

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

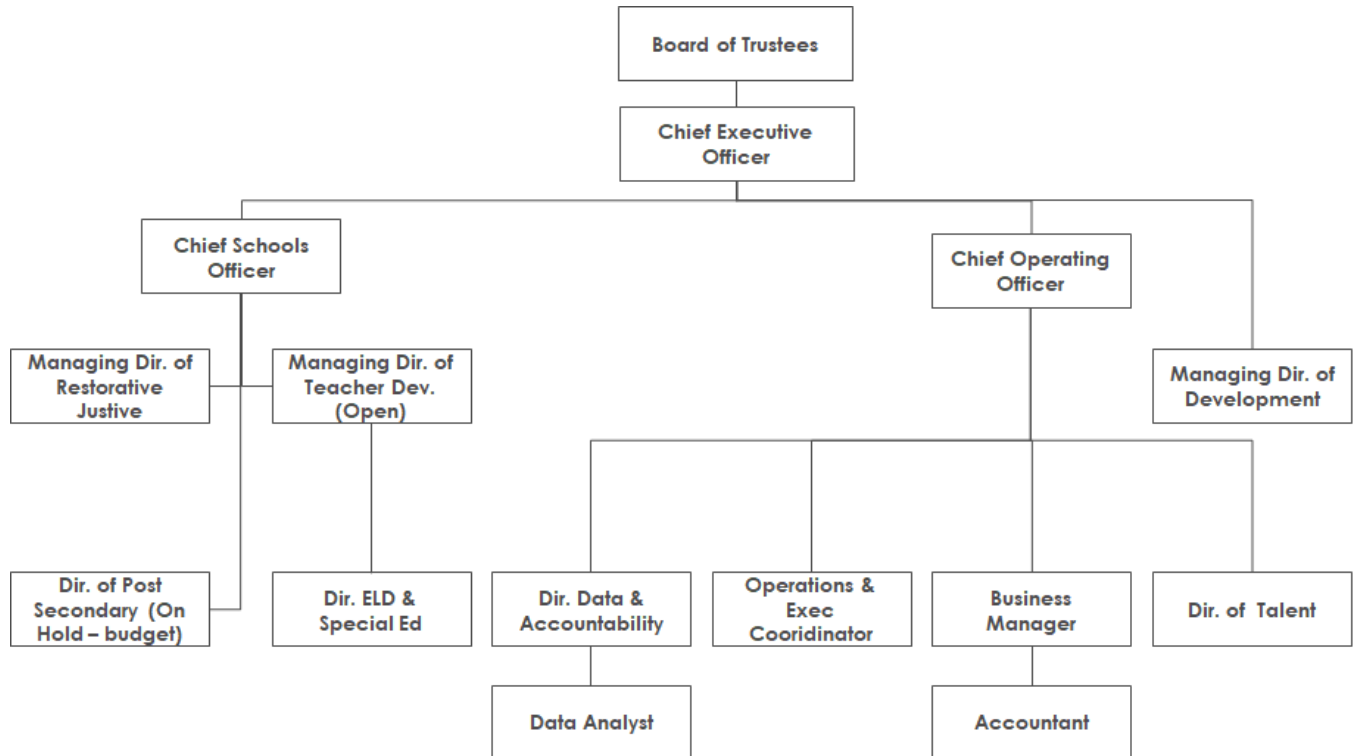
Enrollment

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: 9/6/2021 • Term 2: 10/19/2021 • Term 3: 13/6/2021 • Term 4: 1/31/2022 • Term 5: 3/21/2022 • Term 6: 5/9/2022
	Lottery	We will hold a lottery if the number of applications for a particular quarter exceeds the number of available seats at the school. The primary school lottery for Phoenix Chelsea is scheduled for 3/7/2022.
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: 9/6/2021 • Term 2: 10/19/2021 • Term 3: 13/6/2021 • Term 4: 1/31/2022 • Term 5: 3/21/2022 • Term 6: 5/9/2022
	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 3/7/2022.
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: 9/6/2021 • Term 2: 10/19/2021 • Term 3: 13/6/2021 • Term 4: 1/31/2022 • Term 5: 3/21/2022 • Term 6: 5/9/2022
	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 3/7/2022.

FY21 School-based Org Chart



FY21 CMO Org Chart



APPENDIX E: ANTICIPATED BOARD MEETING SCHEDULE FOR 2021-2022

Meeting Type	Date	Location	Time
Board of Trustees	Friday, October 1, 2021	175 Hawthorne St., Chelsea, MA 02150	8:00AM - 11:00AM
	Friday, December 3, 2021	15 Union St., Lawrence, MA 01840	8:00AM - 11:00AM
	Friday, January 14, 2022	TBD	8:00AM - 12:00PM
	Friday, March 18, 2022	TBD	8:00AM - 11:00AM
	Friday, May 20, 2022	65 Lincoln St., Springfield, MA 01105	8:00AM - 11:00AM
Executive Committee	Friday, September 17, 2021	260 Charles St., Waltham, MA 02453	8:00AM - 10:30AM
	Friday, November 12, 2021	50 Milk St., Boston, MA 02109	8:00AM - 10:30AM
	Friday, March 4, 2022	15 3rd Ave., Burlington, MA 01803	8:00AM - 10:30AM
	Friday, May 13, 2022	75 Arlington St., Chelsea MA, 02150	8:00AM - 10:30AM
Finance Committee	Wednesday, September 22, 2021	75 Arlington St., Chelsea, MA 02150	8:00AM - 10:00AM
	Wednesday, November 17, 2021	75 Arlington St., Chelsea, MA 02150	8:00AM - 10:00AM
	Wednesday, March 9, 2022	75 Arlington St., Chelsea, MA 02150	8:00AM - 10:00AM
	Wednesday, May 18, 2022	75 Arlington St., Chelsea, MA 02150	8:00AM - 10:00AM
Development Committee	Thursday, September 9, 2021	175 Hawthorne St., Chelsea, MA 02150	12:00PM - 1:00PM
	Thursday, November 4, 2021	175 Hawthorne St., Chelsea, MA 02150	12:00PM - 1:00PM
	Thursday, February 24, 2022	175 Hawthorne St., Chelsea, MA 02150	12:00PM - 1:00PM
	Thursday, May 5, 2022	175 Hawthorne St., Chelsea, MA 02150	12:00PM - 1:00PM

APPENDIX F: CONDITIONS

Phoenix Chelsea:

- Condition 1: By August 1, 2021, Phoenix Academy Public Charter High School, Chelsea must develop five-year goals for non-statewide assessments in its Accountability Plan that will allow the school to demonstrate a track record of academic success during the charter term.
 - Phoenix has submitted a draft accountability plan to the Charter Office and is currently waiting on feedback as an outside organization is attained.
- Condition 2: Beginning August 1, 2021, Phoenix Academy Public Charter High School, Chelsea will submit for annual Department approval an enhanced recruitment and retention plan that includes deliberate and specific recruitment strategies for residents of the school's charter region that would serve to support enrollment levels from within the school's charter region and to reduce enrollment from outside of its charter region to no more than 20 percent of the school's total population in future charter terms. Alternatively, the school may submit a charter amendment request to amend the school's charter region to reflect the school's actual enrollment pattern.
 - Phoenix Chelsea has made inquiries into adding Boston as a sending district in the past but as Boston approaches at cap capacity this has not been deemed appropriate. Many of the students that Phoenix serves have tenuous housing situations that may see them live with family in East Boston, Chelsea, Everett in one year. Phoenix acknowledges that this is not an option currently and we have established as part of our ongoing recruitment efforts a process by which we monitor and adjust our enrollment based on the condition above. Phoenix Chelsea will submit a roster in line with the requirements to reduce enrollment from outside of its charter region to no more than 20 percent of the school's total population in the October 2021 SIMS submission.

Phoenix Springfield:

- Condition 1: By February 28, 2019, PAPCHSS must submit evidence to the Department that it has provided the school community with notice of the school's renewal with conditions that the school must meet. The school must inform parents/ guardians, teachers, staff, board members and students of the school's current status.
 - Phoenix has met this condition.
- Condition 2: By April 30, 2019, the board of trustees must conduct a comprehensive review of PAPCHSS's program and submit an action plan to the Department that addresses areas in need of improvement as outlined in the Summary of Review.
 - Phoenix continues to make improvements to their academic programming to ensure that rigorous academic instruction and high level classroom expectations are the norm. We believe we have made great strides since this finding and are looking forward to hosting the Department for our next visit.
- Condition 3: By August 1, 2019, PAPCHSS must demonstrate that it will provide physical education instruction as required by Massachusetts state law, G.L. c 71, § 3.
 - Phoenix has implemented a physical education requirement for all students in each year since the finding was given to us. The structure of the class may change with each year but it satisfies all state requirements and focuses on the Phoenix competency, Develop And Sustain Self-knowledge, Wellness, And Self-love.