

Phoenix Academy Public Charter High School, Chelsea, Phoenix Academy Public Charter High School, Springfield & Phoenix Academy Public Charter High School, Lawrence Annual Report 2021-2022

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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

TABLE OF CONTENTS

Introduction to the School	4
Board of Trustees Letter	6
School Performance and Program Implementation	9
<i>Faithfulness to Charter</i>	9
Mission and Key Design Elements	9
Amendments to the Charter	15
Access and Equity	15
Dissemination Efforts	19
<i>Academic Progress Success</i>	20
Student Performance	20
Program Delivery	22
<i>Organizational Viability</i>	23
Organizational Structure of the School	23
Network Structure	23
Teacher Evaluation	24
Budget and Finance	24
Appendix A: Accountability Plan Performance for 2021-2022	58
<i>Phoenix Chelsea Accountability Plan:</i>	58
<i>Phoenix Springfield Accountability Plan:</i>	65
Phoenix Lawrence Accountability Plan:	72
Appendix B: Recruitment and Retention Plan	79
<i>Phoenix Chelsea Recruitment Plan</i>	79
<i>Phoenix Chelsea Retention Plan</i>	85
<i>Phoenix Springfield Recruitment Plan</i>	94
<i>Phoenix Springfield Retention Plan</i>	100
<i>Phoenix Lawrence Recruitment Plan</i>	109



<i>Phoenix Lawrence Retention Plan</i>	115
Appendix C: School and Student Data	123
Appendix D: Additional Required Information	128
<i>Key Leadership Changes</i>	128
<i>Facilities</i>	128
Enrollment	129
<i>FY22 School-based Org Chart</i>	130
<i>FY22 CMO Org Chart</i>	131
Appendix E: Anticipated Board Meeting Schedule for 2022-2023	132
Appendix F: Conditions	134
<i>Phoenix Chelsea:</i>	134
<i>Phoenix Springfield:</i>	134

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	176 as of 6/22/2022
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	16
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	148 as of 6/22/2022
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	8
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	135 as of 6/22/2022
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year	190	Students on Waitlist	0
School Hours	9AM-4PM M-Th; 9AM-1PM F	Age of School	4
Mission Statement: Phoenix Academy Public Charter High School Lawrence challenges resilient, disconnected students with rigorous academics and relentless supports, so they take ownership of their futures and succeed in high school, college, and as self-sufficient adults.			

BOARD OF TRUSTEES LETTER

July 31st, 2022

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 2021-2022 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.

As communities emerge from the pandemic to a new sense of normal, our schools and their sending districts continue to be some of the most adversely affected in the state. Students and their families are redefining how to manage their health and safety as well as provide a level of financial stability in uncertain times. Phoenix schools continue to offer flexible options for many of these students and we work with each student on an individual basis to create an opportunity for them to maximize their learning and growth experiences. Phoenix was able to return to fully in person learning for the entire school year without major interruptions which we share quite proudly. While being in person has returned students and teachers into more meaningful interactions and deeper learning opportunities, the



realities of life in many of our communities has impacted the enrollment and attendance of many of our students. As the situation with COVID-19 is ever changing, Phoenix schools continue to explore ways in which we can create a school that matches the needs of our students and develops pathways toward success for students that may have difficult experiences managing their academic careers.

Phoenix is continuing its refinement of the Primary Person Model so that we can create strong connections and partnerships with our students and understand their needs and we are using deep academic engagement data to make decisions about the program and about individual students. The lessons learned from this year are largely around the vast changes the pandemic has made to our students' lives outside of school, and there continues to be a need to allow students to engage in our program in a way that makes sense for their lives and long-term goals. While Phoenix students were engaging with staff members remotely for most of the 20-21 school year, transitioning to coming to school in person every day in 21-22 proved to be a challenge for many. Phoenix saw their daily attendance numbers drop in the first half of the year before showing continual growth after the new year. While the daily attendance was down however, many students continued to come to school regularly and complete assessments regularly in a way that they were not consistently doing during the remote learning period. All of these learnings continue to guide our team as we prepare for the upcoming school year and make augmentations so that our program can continue to engage students and ensure that more students are attending as consistently as their lives prove possible.

Phoenix continues to strengthen our academic program through pragmatic changes 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 third 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. Based on feedback gathered from staff and students, we have launched a scope of work that would solidify our online curriculum and ensure that all classes are aligned to state standards and have grade level rigorous work material. This material would be shared at all three schools and allow even greater data to be analyzed by creating a larger cohort of students completing the work. Phoenix has gathered a cross network group of individuals to analyze and critique outside vendors to get a curriculum that is as strong as possible and provides cultural relevance to our students.

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. While the response to the pandemic has shifted our timeline on some of the more ambitious initiatives, 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 2021-2022, 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.

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. This year staff have



participated in affinity groups, our board and statewide team are participating in a cultural reckoning program as a partnership with DEEP. Phoenix staff are required to engage in ongoing DEI trainings, and we are consistently looking for innovative ways to have our board members look and have historical experience in alignment with our student population.

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 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) remains 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 459 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 2021-2022, 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 accountability plans included in Appendix A. 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.
- *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

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.

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/Team Time*, referred to as PPM, initially piloted in the 19-20 school year in Lawrence and adapted organizationally 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 accountability plans in Appendix A.

Our PPM work that we began during the remote learning time specifically around engagement has continued and begun to show promising movement in getting students to move into more sustainable engagement patterns. Phoenix continues to explore the separation of seat time from progression, but we have seen that our students do prefer some level of in person and tangible teaching moments which we have provided this year. While in person attendance continues to be a growth area, we have seen many students engage in our program in different ways that more realistically reflect their life. Phoenix has across the board seen a higher percentage of our students complete academic work towards their graduation goals this year as compared to the remote learning year. We will continue to build on this success and are encouraged to engage a greater percentage of our students each day to build upon this further.

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 2021-2022 all three schools employed the following strategies to analyze student data that supports rigorous classroom instruction:

- *Weekly Dashboard Review:* Phoenix schools utilize an “ultimate dashboard” to track key performance metrics, including attendance, discipline, and the percentage of students passing their classes. Each metric is disaggregated by 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.
- *Term Based 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.
- *Term 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 2021-2022, 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 2021 to plan for the 2021-2022 school year and again in February to realign the closeout of the 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.

- *New Educator Institute:* In August, each school hosted a New Educator Institute during which all new teachers and school-based staff received three days to get acclimated to Phoenix and be given the tools to have a successful Educator Institute with our returning staff.
- *Weekly Professional Development:* School-based staff members convene for three hours every Friday afternoon for tailored professional development sessions and collaboration; in the 2021-2022 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 Day:* All staff members participate in an annual summer content Team Day, which is network-wide, content-specific collaboration and professional development days. Content Team Day provides 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 Day 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.

Supervisors and coaches continue to provide teachers with observation cycles which has become an integral part of our staff development process, with 85% of teachers across the network reporting that coaching helps improve their daily instructional practices.

Data regarding this is included in the Accountability Plans (Appendix A).

Key Design Element 4: Preparing students for college success:

Phoenix schools are dedicated to ensuring that upon graduation, students are ready for college or a viable post-secondary pathway of their choice. 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. 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. The metric regarding college success in our accountability plan have been negatively impacted by the changing landscape of college during the pandemic, and so we are excited to add into our new accountability plan a post-secondary metric that better reflects the work we are doing at the school and captures alumni that are finding success outside of the traditional college model and we will be able to report on that in the upcoming year. Dual enrollment continues to be encouraged for students at all three schools and students at each school participated and completed dual enrollment courses at various institutes (Bunker Hill Community College, Our Lady of the Elms, Springfield Technical Community College and Northern Essex Community College), while navigating remote settings and vaccination requirements when necessary.

- Phoenix students earned college credit in 17² courses in the 2021-2022 school year while navigating the difficulties associated with the global pandemic.
- 100% of Phoenix graduates in the class of 2022 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.
- Phoenix has added capacity to ensure that we are able to connect with all of our alumni and offer them our services if they need additional support
- Phoenix is on track to award its first health career pathway certificate with a student completing the certification test in August.
- Two Phoenix Alumni have been accepted into the Kindling Young Adult Fellowship, Fall 2022 at Powderhouse. The students are part of a full-time paid fellowship where they design, develop, and release several issues of a new, community-driven publication.³

² This number does not include Spring Semester students in Lawrence who are awaiting their final grade

³ <https://www.powderhouse.org/programs/2022/fall>

Amendments to the Charter

Date	Amendment Requested	Approved
8/23/21	Schedule Amendments for Phoenix Academy Charter Public High School Chelsea	Yes
8/23/21	Schedule Amendments for Phoenix Academy Public Charter High School Springfield	Yes
8/23/21	AM/PM Schedule Option Amendment for Phoenix Academy Public Charter High School Lawrence	Yes
8/23/21	Length of Year Temporary Schedule Amendment for Phoenix Academy Public Charter High School Lawrence	Yes
8/23/21	Temporary Remote Learning Option Amendment for Phoenix Academy Public Charter High School Chelsea, Lawrence, and Springfield	No

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

2020-21 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	232	0			

English Learner	148	0			
Economically disadvantaged	146	0			
Students w/disabilities	27	0			
High needs	220	0			
Female	118	0			
Male	114	0			
Amer. Ind. or Alaska Nat.	3	0			
Asian	0	0			
Afr. Amer./Black	25	0			
Hispanic/Latino	194	0			
Multi-race, Non-Hisp./Lat.	1	0			
Nat. Haw. or Pacif. Isl.	0	0			
White	9	0			

Springfield Discipline Data

2020-21 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	226	1			
English Learner	51	0			
Economically disadvantaged	201	1			
Students w/disabilities	64	1			

High needs	210	1			
Female	106	0			
Male	120	1			
Amer. Ind. or Alaska Nat.	1				
Asian	1				
Afr. Amer./Black	29	0			
Hispanic/Latino	175	1			
Multi-race, Non-Hisp./Lat.	6	0			
Nat. Haw. or Pacif. Isl.	1				
White	13	0			

Lawrence Discipline Data

2020-21 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	172	3			
English Learner	54	1			
Economically disadvantaged	150	3			
Students w/disabilities	42	2			
High needs	164	3			

Female	68	0			
Male	103	3			
Amer. Ind. or Alaska Nat.	1				
Asian	0				
Afr. Amer./Black	1				
Hispanic/Latino	157	3			
Multi-race, Non-Hisp./Lat.	0				
Nat. Haw. or Pacif. Isl.	0				
White	13	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 2021-2022 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.

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 2021-2022, 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 2021-2022 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	Manager of Post-Secondary Success, Phoenix Scholars	Mission & Key Design Elements	Alethea Raybeck, Youth Development Organization	Regularly scheduled college information sessions for Phoenix students
Mission & Key Design Elements	Community Education Event	Social Worker, Phoenix Scholars	Mission & Key Design Elements	SISU Lawrence	Showed maker space and art therapy opportunities to outside communities.
Mission & Key Design Elements	School Visit	Phoenix Leadership Team	Mission & Key Design Elements	David Pardo, SISU Lawrence	Share out of educational best practices for the Lawrence community.

Mission & Key Design Elements	School Visit	Phoenix Leadership, Phoenix Scholars	Mission & Key Design Elements	Jorge Sierra, AJS	Community engagement and retention strategies share out.
Mission & Key Design Elements	School Visit	Phoenix Leadership, Phoenix Scholars	Mission & Key Design Elements	Christopher Howard, Big Vision Concepts	Community engagement and relentless supports information share.
Mission & Key Design Elements	School Visit	Phoenix Leadership, Phoenix Scholars	Mission & Key Design Elements	Jaqueline Simmons, My Daughters Can We Talk	Community engagement and relentless supports information share.
Mission & Key Design Elements	Community Engagement Event	Manager of Student Retention and Relationship Building	Mission & Key Design Elements	Springfield Day	Presentation resulted in Phoenix resulted in Phoenix recruiting scholars from the school
Mission & Key Design Elements	School Visit	CEO, Manager of Post-Secondary Success, Phoenix Scholars	Mission & Key Design Elements	Salem State University	Post-secondary success model and community engagement activity.
Mission & Key Design Elements	Community Engagement Event	Manager of Student Retention and Relationship Building	Mission & Key Design Elements	Springfield Family Center Girls Club	Recruitment and retention pipeline support.

Academic Progress Success

Student Performance

A. Student Data Table:

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

Phoenix has made concerted efforts to adapt our programming to better match the challenges of the Next Generation MCAS and are eager to examine the new data from the most recent test. Phoenix is committed to developing programming so that all of our students are prepared to be successful when completing MCAS testing. Phoenix is also working to cultivate larger MCAS cohorts to gain access to DESE report card evaluations.

B.

[Chelsea Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Towards Improvement Targets
2021	2021	2021
Insufficient data	Insufficient data	Insufficient data

[Springfield Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Towards Improvement Targets
2021	2021	2021
Insufficient data	Insufficient data	Insufficient data

[Lawrence Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Towards Improvement Targets
2021	2021	2021
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 2021-2022 STAR results. Phoenix

continues to implement the STAR testing program and was able to get a statistically significant cohort in the 2021-2022 after being remote for most of the previous year. Phoenix continues to examine the implementation of testing to ensure that all students have the opportunity to test multiple times during a school year.

Program Delivery

Throughout the 2021-2022 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 2021-2022 that supported these goals included emphasis on multi modal ways of teaching during professional development opportunities and examination of our curriculum to ensure that student learning and growth is consistent across courses and schools. Phoenix continues to examine the flexibility of its academic program and will adapt based on the learnings from this year's return to in person learning with the ultimate goal of creating pathways for as many of our students as we can to find success in their long term academic goals.

- *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.
- *In Person Safety Measures:* Phoenix maintained fully in person learning for the entire 21-22 school year 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 2022-2023 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 or a career path that can lead them to economic viability.

Organizational Viability

Organizational Structure of the School

In 2021-2022, Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence maintained their organizational structure and did not make any changes. The 2021-2022 school-based organizational chart is attached in Appendix D and a brief description of the network leadership structure is described below.

Phoenix currently has four levels of leadership: the Phoenix Charter Academy Network Board of Trustees, the Network senior leadership team, the Network Managing Director/Director Team, and Phoenix's school-based leadership teams. Ultimately, the Phoenix Charter Academy Network Board of Trustees is responsible for the oversight of the schools, reporting through the Chief Executive Officer to the Massachusetts Department of Elementary and Secondary Education.

At each Phoenix school, the school-based Phoenix leadership team is led by the Head of School, who is directly supervised by the chief Schools Officer. In weekly supervision meetings, the Chief Schools Officer and the Head of School review progress towards school goals. The Head of School supervises the school-leadership team, which includes: The Director of Curriculum and Instruction, Director of School Culture, Director of Operations, and the Director of Post-Secondary Success. 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.

Network Structure

In 2021-2022 the Phoenix Network made a few minor changes to the Phoenix Network Organizational chart adding in a few new roles to expand its capacity and shifting titles to accommodate changes in roles. The 2021-2022 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. In 2021-2022, the Phoenix Network hired Erica Clements as the Managing Director of Teacher Development, where she oversees the professional development calendar, consults on the coaching cycles, and adds capacity to the instructional leaders at all three schools. In the calendar year, we also transitioned our long time Managing Director of External Affairs out while he helped cultivate the next leader in Sol Pakes. Phoenix did, unfortunately, unexpectedly lose the Director of ELD and Special Education at the beginning of the year and made a decision to split the role into two managerial roles focused on each subgroup so that we can build more specific expertise.

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.

Budget and Finance

Given the complexity of the additional financial streams in the aftermath of the pandemic, Phoenix is still currently finalizing a draft of its FY22 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 FY22 statement of revenues, expenses, and changes in net assets (income statement):

Phoenix Charter Academy Profit and Loss July 2021 - June 2022

	Total
Income	
4100 Tuition	3,779,027.00
4150 Federal and State Entitlements and Grants	
4151 SPED - 240	84,372.00
4153 Title I 305	34,504.00
4156 Title II-A-Teacher Quality	9,711.00
4166 Reg. Trans.	23,648.11
4178 Mass Grad	45,810.00
4181 Title IV 309	9,339.00



4183 Title III 180	26,928.00
4184 Other Federal & State Grants	163,571.00
	\$
Total 4150 Federal and State Entitlements and Grants	397,883.11
4200 Fundraising and Grants	
4240 Foundation Restricted	35,611.00
	\$
Total 4200 Fundraising and Grants	35,611.00
4900 Other Income	
4930 Interest income	559.32
	\$
Total 4900 Other Income	559.32
7777 In-Kind Revenue MTRS	441,717.00
	\$
Total Income	4,654,797.43
	\$
Gross Profit	4,654,797.43
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5100 Salaries-Administrative	
5110 Salaries- Administrative (Prof)	197,656.98
5191 Salaries-Operation & Mainenance	82,328.44
	\$
Total 5100 Salaries-Administrative	279,985.42
5200 Salaries- Instructional	
5205 Salary Edu	546,406.46
5210 Salaries-Teachers	791,913.37
5215 Stipended Teachers	35,180.00
5217 Salary- Class Coverage Stipend	1,650.00
8520 Teacher Recruitment Partnership Fees	14,000.00
	\$
Total 5200 Salaries- Instructional	1,389,149.83
5300 Salaries- Daycare	85,191.29
5600 Bonuses	91,196.39
	\$
Total 5050 Salary Expenses	1,845,522.93
5800 Employee Benefits	
5805 Medical	48,044.55
5807 Dental	16,756.91
5808 Short Term Disability	13,620.30
5815 Employee Retirement-MTRS (including In-Kind)	448,349.00
5816 Employee Retirement	550.00
5817 Life Insurance	3,966.05
5850 Workers Comp	2,285.42
	\$
Total 5800 Employee Benefits	533,572.23
5900 Payroll taxes	25,624.74
	\$
Total 5000 Salaries, Benefits, and Taxes	2,404,719.90
6000 Student Services	

6110 Health Services and Materials	11,584.42
6200 Daycare Supplies	16,621.12
6300 Student Transportation	44,054.78
6440 Athletic Services	9,061.94
6445 Student Culture	
6447 Clothes	10,081.78
6448 Food	10,532.05
6449 Student Clubs & Groups	27,663.72
6451 Student Events & Trips	8,879.71
8530 Student Recruitment	9,657.15
	<hr/>
	\$
Total 6445 Student Culture	66,814.41
6450 Graduation	2,725.03
	<hr/>
	\$
Total 6000 Student Services	150,861.70
6400 Nutrition Services	
6410 Lunch	23,841.99
6430 Breakfast	2,960.97
	<hr/>
	\$
Total 6400 Nutrition Services	26,802.96
6500 Instructional Services	
6520 Contracted Svcs	
6521 Contracted Services - Prof Development	12,241.42
6522 Contracted Services - Prof Development - DEI	25,101.68
6523 Contracted Services - Curriculum & Programming	52,733.48
	<hr/>
	\$
Total 6520 Contracted Svcs	90,076.58
6700 Instructional Programming	
6705 Classroom Supplies & Materials	11,915.72
6706 PD Supplies and Materials	10,739.36
6707 PD Travel	10,136.21
6855 Instructional Technology in Class	98,615.85
8222 Instructional Software	-1,618.15
8232 Instructional IT Materials	3,388.82
8240 Instructional Technology PD & Support	464.43
	<hr/>
	\$
Total 6855 Instructional Technology in Class	100,850.95
6865 Standardized Testing	394.47
	<hr/>
	\$
Total 6700 Instructional Programming	134,036.71
6710 Post-Secondary	
6712 College Prep Materials	13,737.85
6713 Dual Enrollment Fees	13,547.02
	<hr/>
	\$
Total 6710 Post-Secondary	27,284.87
6900 SPED	
6920 Special Ed Materials	1,395.87
6930 Contracted Special Ed Services	58,682.77
6940 Sped Testing and Assessment	10,688.75

	\$
Total 6900 SPED	70,767.39
	\$
Total 6500 Instructional Services	322,165.55
7000 Facilities and Equipment	
7100 Rental/Lease of Building/Grnds	
7105 Rent	324,636.00
	\$
Total 7100 Rental/Lease of Building/Grnds	324,636.00
7200 Maintenance Buildings & Grounds	
7210 Custodial Services	12,451.83
7215 Supplies/ Materials-Maintenance	9,365.70
7220 Contracted Maintenance	31,670.84
7222 COVID-19 Maintenance	17,399.29
	\$
Total 7200 Maintenance Buildings & Grounds	70,887.66
7400 Equipment	
7402 Copiers & Leases	13,490.82
	\$
Total 7400 Equipment	13,490.82
7500 Utilities	
7510 Telephone & telecommunications	23,711.54
7520 Utilities	98,192.07
	\$
Total 7500 Utilities	121,903.61
7900 Depreciation	
7905 Depreciat. Equip., Bldng, Grnds	191,660.14
7915 Depreciat. of Information Techn	0.00
	\$
Total 7900 Depreciation	191,660.14
	\$
Total 7000 Facilities and Equipment	722,578.23
8000 Operations	
8050 Business, Fin, HR, Legal Svces	
8052 Bank fees	458.19
8053 Legal fees	5,506.07
8054 Audit Fees	8,100.00
8055 Other Fees	8,700.78
8057 Staff Appreciation	12,964.31
8060 HR - Recruiting & Other	23,999.04
8065 Payroll Service Fees	9,948.00
	\$
Total 8050 Business, Fin, HR, Legal Svces	69,676.39
8100 Dues, Licenses & Subscription	
8110 Charter Association Dues	11,761.96
8120 Network Fee	453,483.24
	\$
Total 8100 Dues, Licenses & Subscription	465,245.20
8150 Office Supplies and Materials	544.37
8152 Postage & Mailing	2,804.11
8153 Office Supplies	12,403.75

	\$
Total 8150 Office Supplies and Materials	15,752.23
8200 Information Mgmt & Technology	
8221 Software-Administrative	4,267.48
8233 IT Materials-Networking & Maintenance	525.53
8250 IT-Contracted Services	11,064.67
	\$
Total 8200 Information Mgmt & Technology	15,857.68
8500 Recruitment/Advertising	13.50
8600 Insurance (non-employee)	
8610 Insurance	24,879.65
	\$
Total 8600 Insurance (non-employee)	24,879.65
	\$
Total 8000 Operations	591,424.65
Uncategorized Expense	0.00
	\$
Total Expenses	4,218,552.99
	\$
Net Operating Income	436,244.44
Other Income	
Network Income	
9500 CMO Retirement-MTRS (including In-Kind)	0.00
Foundation and Grant Income	
9330 Foundation Support for Network (Individuals)	370,000.00
9340 Private Grants-Released for Network	484,023.00
	\$
Total Foundation and Grant Income	854,023.00
Network Fees from Schools	
9321 Network Fee Chelsea	453,483.24
9322 Network Fee Lawrence	263,381.04
9323 Network Fee Springfield	328,038.00
	\$
Total Network Fees from Schools	1,044,902.28
	\$
Total Network Income	1,898,925.28
	\$
Total Other Income	1,898,925.28
Other Expenses	
9900 Gain / Loss on Disposal of Fixed Assets	-19,479.28
CMO Expenses	
CMO Compensation, Benefits and Taxes	
CMO Personnel	
9505 CMO Salaries	1,198,658.54
9523 CMO Stipend Travel	24,068.00
9524 CMO Stipend Other	9,000.00
9561 CMO Bonuses	39,250.00
9567 CMO Retirement-MTRS (including In-Kind)	0.00
9591 CMO Payroll Taxes	54,672.81
CMO Benefits	
9562 CMO Medical	121,503.75



9565 CMO Short Term Disability	14,593.63
9585 CMO Workers Comp	9,397.85
	\$
Total CMO Benefits	145,495.23
	\$
Total CMO Personnel	1,471,144.58
	\$
Total CMO Compensation, Benefits and Taxes	1,471,144.58
CMO Non-Personnel	
9700 CMO Facilities & Equipment	277.42
CMO Operations	
9801 CMO Contracted Services	135,862.42
9806 CMO Payroll Service Fees	20,166.70
9807 CMO Supplies & Materials	25,466.77
9808 CMO Telecommunications	12,638.99
9809 CMO Software & Administrative	15,081.11
9810 CMO Audit Fees	27,405.00
9820 CMO Legal Fees	3,925.00
9840 CMO Daily Use Travel	1,172.94
9852 CMO Staff Recruiting	89,366.48
9870 CMO Fundraising	26,005.15
9887 CMO Leadership & Culture	15,483.50
	\$
Total CMO Operations	372,574.06
CMO School Programming	
9666 CMO Strategic Initiatives Development	2,442.11
9670 CMO Post-Secondary	2,108.37
CMO Instructional Services	
9652 CMO Contracted Svcs - Prof Development	2,766.80
9653 CMO Contracted Svcs - PD DEI	22,800.00
9654 CMO Professional Development Expenses	20,345.91
9656 CMO Contracted Services-Curriculum Development	18,548.50
	\$
Total CMO Instructional Services	64,461.21
	\$
Total CMO School Programming	69,011.69
	\$
Total CMO Non-Personnel	441,863.17
	\$
Total CMO Expenses	1,913,007.75
	\$
Total Other Expenses	1,893,528.47
	\$
Net Other Income	5,396.81
	\$
Net Income	441,641.25



Phoenix Charter Academy Lawrence
Profit and Loss
 July 2021 - June 2022

	<u>Total</u>
Income	
4100 Tuition	2,206,129.00
4150 Federal and State Entitlements and Grants	
4151 SPED 240	51,031.00
4153 Title 1 305	74,366.00
4156 Title IIA- Teacher Quality	13,734.00
4166 Regional Transportation	1,235.51
4178 Mass Grad	18,678.00
4181 Title IV 309	9,339.00
4184 Other Federal & State Grants	594,677.32
4186 ESSER III	26,669.27
	<u>\$</u>
Total 4150 Federal and State Entitlements and Grants	789,730.10
4200 Fundraising and Grants	
4240 Foundation Restricted	63,333.58
4250 Foundation Unrestricted	80,000.00
	<u>\$</u>
Total 4200 Fundraising and Grants	143,333.58
4900 Other Income	
4930 Interest Income	259.53
	<u>\$</u>
Total 4900 Other Income	259.53
7777 In-kind revenue MTRS	246,686.00
	<u>\$</u>
Total Income	3,386,138.21
	<u>\$</u>
Gross Profit	3,386,138.21
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5100 Salaries-Non-Instructional	
5110 Salaries-Administrative	520,811.88
5191 Salaries-Operation & Maintenance	35,310.18
	<u>\$</u>
Total 5100 Salaries-Non-Instructional	556,122.06
5200 Salaries- Instructional	0.00
5205 Salaries - Education	358,380.53
5210 Salaries - Teachers	423,923.78
5213 Salaries - Spec. Ed.	62,234.52
5215 Salaries - Staff Stipends	13,250.00
5217 Salary - Class Coverage Stipends	140.00
8520 Teacher Recruitment Partnership Fees	14,000.00
	<u>\$</u>
Total 5200 Salaries- Instructional	871,928.83

5300 Salaries- Day Care	37,351.55
5600 Bonuses	47,350.00
	\$
Total 5050 Salary Expenses	1,512,752.44
5800 Employee Benefits	
5805 Medical	65,791.77
5807 Dental	7,378.92
5808 Short Term Disability	12,226.27
5815 Employee Retirement - MTRS (including In-Kind)	255,805.00
5816 Employee Retirement	550.00
5817 Life Insurance	2,480.38
5850 Workers Comp	16,562.32
	\$
Total 5800 Employee Benefits	360,794.66
5900 Payroll Taxes	23,529.78
	\$
Total 5000 Salaries, Benefits, and Taxes	1,897,076.88
6000 Student Services	
6110 Health Services and Materials	2,542.36
6200 Daycare Supplies	492.90
6300 Student Transportation	3,378.39
6440 Athletic Services	2,941.64
6445 Student Culture	
6447 Clothes	13,361.05
6448 Food	8,144.81
6449 Student Clubs & Groups	32,967.36
6451 Student Events & Trips	9,531.25
6452 Student Recruitment	1,226.90
	\$
Total 6445 Student Culture	65,231.37
6450 Graduation	3,375.30
	\$
Total 6000 Student Services	77,961.96
6400 Nutrition Services	
6410 Lunch	36,040.72
6430 Breakfast	10,182.22
	\$
Total 6400 Nutrition Services	46,222.94
6500 Instructional Services	
6520 Contracted Svcs	
6521 Contracted Services - Professional Development	23,465.07
6522 Contracted Services - Professional Development - DEI	15,666.66
6523 Contracted Services - Curriculum & Programming	96,277.62
	\$
Total 6520 Contracted Svcs	135,409.35
6700 Instructional Programming	
6705 Classroom Supplies & Materials	13,369.92
6707 PD Travel	622.51
6708 Standardized Testing	45.00



6760 PD Supplies and Materials	1,417.91
6855 Instructional Technology in Class	
8222 Instructional Software	7,771.91
8232 Instructional IT Materials	6,463.74
8240 Instructional Technology PD & Support	38,075.84
	\$
Total 6855 Instructional Technology in Class	52,311.49
	\$
Total 6700 Instructional Programming	67,766.83
6710 Post-Secondary	
6712 College Prep Materials	7,896.74
	\$
Total 6710 Post-Secondary	7,896.74
6900 SPED-Special Education	
6920 Special Educational Materials	2,723.74
6930 SPED Special Ed Services- Contracted	16,739.53
6940 SPED Testing and Assessment	15,030.00
	\$
Total 6900 SPED-Special Education	34,493.27
	\$
Total 6500 Instructional Services	245,566.19
7000 Facilities and Equipment	
7100 Rental/Lease of Building/Grnds	
7105 Rent	0.00
7106 Rent - Additional Fees	271,000.00
	\$
Total 7100 Rental/Lease of Building/Grnds	271,000.00
7200 Maintenance Buildings & Grounds	
7210 Custodial Services	9,988.00
7215 Supplies/Materials-Maintenance	3,132.61
7220 Contracted Maintenance	2,279.14
7222 COVID-19 Maintenance	16,269.27
	\$
Total 7200 Maintenance Buildings & Grounds	31,669.02
7400 Equipment - Rental & Maint.	
7402 Copiers & Leases	7,187.46
	\$
Total 7400 Equipment - Rental & Maint.	7,187.46
7500 Utilities	
7510 Telephone & Telecommunications	22,612.46
	\$
Total 7500 Utilities	22,612.46
7900 Depreciation	
7905 Depreciat. Equip., Bldng, Grnds	50,224.36
7915 Depreciat. of Information Techn	0.00
	\$
Total 7900 Depreciation	50,224.36
	\$
Total 7000 Facilities and Equipment	382,693.30
7950 Amortization Expense	320,122.92
8000 Operations	
8050 Operations Business, Fin, HR, Legal Svces	



6870 Staff Appreciation	5,497.01
8052 Bank Fees	241.30
8053 Legal Fees	837.00
8054 Audit Fees	9,275.00
8055 Other Fees	5,688.90
8060 HR Recruiting & Other	10,413.30
8065 Payroll Service Fees	10,522.91
	<hr/>
	\$
Total 8050 Operations Business, Fin, HR, Legal Svces	42,475.42
8100 Dues, Licenses & Subscription	
8110 Charter Association Dues	5,008.00
8120 Network Fee	263,381.04
	<hr/>
	\$
Total 8100 Dues, Licenses & Subscription	268,389.04
8150 Office Supplies and Materials	3,960.39
8152 Postage & Mailing	1,947.01
8153 Office Supplies	12,033.38
	<hr/>
	\$
Total 8150 Office Supplies and Materials	17,940.78
8200 IT Operations	
8221 Software Software - Administrative	3,911.75
8233 IT Materials-Networking & Maintenance	511.00
8250 IT-Contracted Services	6,720.87
	<hr/>
	\$
Total 8200 IT Operations	11,143.62
8320 Interest Expense	115,279.83
8600 Insurance (non employee)	
8610 Insurance (non-employee) Insurance	10,774.42
	<hr/>
	\$
Total 8600 Insurance (non employee)	10,774.42
	<hr/>
	\$
Total 8000 Operations	466,003.11
Repairs & Maintenance	2,775.00
Uncategorized Expense	0.00
	<hr/>
	\$
Total Expenses	3,438,422.30
	<hr/>
	-\$
Net Operating Income	52,284.09
Other Income	
9800 Gain / Loss on Disposal of Fixed Assets	-43,522.11
	<hr/>
	-\$
Total Other Income	43,522.11
	<hr/>
	-\$
Net Other Income	43,522.11
	<hr/>
	-\$
Net Income	95,806.20



Phoenix Springfield
Profit and Loss
 July 2021 - June 2022

	<u>Total</u>
Income	
4100 Tuition Reimbursement	2,984,378.00
4150 Federal and State Entitlements and Grants	
4151 SPED 240	67,736.00
4153 Title 1 305	135,592.00
4156 Title IIA- 140 Teacher Quality	19,588.00
4157 Title IV 309	19,832.00
4166 Reg. Trans.	13,726.23
4178 Mass Grad	54,023.00
4184 Other Federal & State Grants	297,163.00
	<u>\$</u>
Total 4150 Federal and State Entitlements and Grants	607,660.23
4200 Fundraising and Grants	
4240 Foundation Restricted	44,167.00
	<u>\$</u>
Total 4200 Fundraising and Grants	44,167.00
4900 Other Income	
4930 Interest Income	520.60
4940 Child Care Reimbursement	
4945 Child Care Revenue	4,083.50
	<u>\$</u>
Total 4940 Child Care Reimbursement	4,083.50
	<u>\$</u>
Total 4900 Other Income	4,604.10
7777 In-kind revenue MTRS	291,150.00
	<u>\$</u>
Total Income	3,931,959.33
	<u>\$</u>
Gross Profit	3,931,959.33
	<u>\$</u>
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5100 Salaries - Administrative	
5110 Administrative	395,252.03
5191 Salaries - Operation & Maintenance	17,840.77
	<u>\$</u>
Total 5100 Salaries - Administrative	413,092.80
5200 Salaries - Instructional	3,583.00
5205 Edu Lt Salary	497,409.06
5210 Salaries - Teachers	571,136.48
5213 Salary - Spec. Ed.	78,766.99
5215 Stipends	49,414.00
8520 Teacher Recruitment Partnership Fees	13,500.00

	\$
Total 5200 Salaries - Instructional	1,213,809.53
5300 Salaries- Daycare	124,208.67
5600 Bonuses	70,724.79
	\$
Total 5050 Salary Expenses	1,821,835.79
5800 Employee Benefits	
5805 Medical	168,615.57
5807 Dental	7,552.35
5808 Short Term Disability	14,737.76
5815 Employee Retirement - MTRS (including In-Kind)	304,537.00
5816 Employee Retirement	550.00
5817 Life Insurance	2,571.52
5850 Workers Comp	12,482.30
	\$
Total 5800 Employee Benefits	511,046.50
5900 Payroll Taxes	28,548.57
	\$
Total 5000 Salaries, Benefits, and Taxes	2,361,430.86
6000 Student Services	
6110 Health Services and Materials	2,903.53
6200 Daycare Supplies	662.62
6300 Student Transportation	19,648.62
6440 Athletic Services	3,406.17
6445 Student Culture	2,228.58
6447 Clothes	45,916.91
6448 Food	15,605.26
6449 Student Groups	194.02
6458 Student Events & Trips	13,688.99
8530 Student Recruitment	1,547.67
	\$
Total 6445 Student Culture	79,181.43
6450 Graduation	879.11
	\$
Total 6000 Student Services	106,681.48
6500 Instructional Services	
6520 Contracted Services	
6521 Contracted Services - Professional Development	24,418.33
6522 Contracted Services - Prof Development - DEI	22,166.66
6523 Contracted Services - Curriculum Development	25,248.65
	\$
Total 6520 Contracted Services	71,833.64
6700 Instructional Programming	9,805.33
6705 Classroom Supplies & Materials	17,164.75
6707 PD Travel	10,601.73
6708 Standardized Testing	600.00
6855 Instructional Technology in Class	24,449.25
8222 Instructional Software	3,858.17
8232 Instructional - IT Materials	56.91

Total 6855 Instructional Technology in Class	\$ 28,364.33
Total 6700 Instructional Programming	\$ 66,536.14
6900 SPED-Special Education	
6920 Special Ed Materials	765.97
6930 Special Ed Services- Contracted	57,134.53
6940 SPED Testing and Assessment	20,947.50
Total 6900 SPED-Special Education	\$ 78,848.00
Total 6500 Instructional Services	\$ 217,217.78
6710 Post-Secondary	
6712 College Prep Materials	7,646.16
6713 Dual Enrollment Fees	6,401.00
Total 6710 Post-Secondary	\$ 14,047.16
7000 Facilities and Equipment	
7100 Rental/Lease of Building/Grdns	
7105 Rent	0.00
7106 Rent - Additions and Fees	104,315.04
Total 7100 Rental/Lease of Building/Grdns	\$ 104,315.04
7200 Maintenance Buildings & Grounds	
7210 Custodial Services	28,896.00
7215 Supplies/Materials - Maintenance	26,643.68
7220 Contracted Maintenance	32,332.25
7222 COVID-19 Maintenance	13,403.77
Total 7200 Maintenance Buildings & Grounds	\$ 101,275.70
7400 Equipment - Rental & Maint.	
7402 Copiers & Leases	10,087.73
Total 7400 Equipment - Rental & Maint.	\$ 10,087.73
7500 Utilities	
7510 Telephone & Telecommunications	12,724.84
7520 Utilities	63,446.81
Total 7500 Utilities	\$ 76,171.65
7900 Depreciation Expense	
7905 Depreciat. Equip., Bldng, Grnds	201,365.78
7915 Depreciat. of Information Techn.	12,511.00
Total 7900 Depreciation Expense	\$ 213,876.78
Total 7000 Facilities and Equipment	\$ 505,726.90
7950 Amortization expense	204,826.32
8000 Operations	
8050 Business, Fin, HR, Legal Svces	
8053 Legal Fees	1,071.26
8054 Audit Fees	9,275.00
8056 Staff Appreciation	5,472.76



8060 Other Fees	11,191.40
8061 HR - Recruiting & Other	69,420.88
8065 Payroll Service Fees	21,292.56
	<u>\$</u>
Total 8050 Business, Fin, HR, Legal Svces	117,723.86
8100 Dues, Licenses & Subscriptions	
8110 Charter Association Dues	6,405.00
8120 Network Fee	328,038.00
	<u>\$</u>
Total 8100 Dues, Licenses & Subscriptions	334,443.00
8150 Office Supplies and Materials	
8152 Postage & Mailing	2,571.39
8153 Office Supplies	13,373.87
	<u>\$</u>
Total 8150 Office Supplies and Materials	15,945.26
8200 Information Mgmt & Technology	
8221 Software-Administrative	4,183.50
8233 IT Materials-Networking & Maintenance	5,438.85
8250 IT - Contracted Services	3,984.98
	<u>\$</u>
Total 8200 Information Mgmt & Technology	13,607.33
8320 Interest Expense	311,607.15
8500 Recruitment / Advertising	3,709.42
8600 Insurance (non-employee)	
8610 Insurance	27,975.08
	<u>\$</u>
Total 8600 Insurance (non-employee)	27,975.08
	<u>\$</u>
Total 8000 Operations	825,011.10
Uncategorized Expense	0.00
	<u>\$</u>
Total Expenses	4,234,941.60
	<u>-\$</u>
Net Operating Income	302,982.27
Other Income	
9800 Gain / Loss on Disposal of Fixed Assets	-22,133.22
	<u>-\$</u>
Total Other Income	22,133.22
	<u>-\$</u>
Net Other Income	22,133.22
	<u>-\$</u>
Net Income	325,115.49



Phoenix Foundation
Profit and Loss
 July 2021 - June 2022

	<u>Total</u>
Income	
Annual Fund	
4004 Corporate Donations	169,500.00
4005 Individual Donations	312,850.00
4006 Foundation Donations	370,000.00
	\$
Total Annual Fund	852,350.00
	\$
Total Income	852,350.00
	\$
Gross Profit	852,350.00
Expenses	
5000 Online Fund Raising Fees	1,761.77
5006 Fund Raising Expenses	3,200.00
Grants to Schools and CMO	450,000.00
Insurance - Liability	636.00
Office Expenses	171.00
	\$
Total Expenses	455,768.77
	\$
Net Operating Income	396,581.23
Other Income	
4011 Grants to School (Current Year)	552,173.58
4021 DPH Income (deleted-1)	74,965.00
5003 Interest Earned	800.97
	\$
Total Other Income	627,939.55
Other Expenses	
5020 Grants to Chelsea School	35,616.00
5021 Grants to CMO	409,058.00
5022 Grants to Springfield School	44,167.00
5023 Grants to Lawrence School	63,333.58
5024 DPH Expense (deleted)	74,965.00
	\$
Total Other Expenses	627,139.58
	\$
Net Other Income	799.97
	\$
Net Income	397,381.20



B. Statement of net assets for FY22 (balance sheet):

Phoenix Charter Academy
Balance Sheet
As of June 30, 2022

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	71.11
1002 Boston Private Checking *0490	2,385,940.96
1003 Money Market Savings Account	0.00
1005 Debit Cash	0.00
1072 Bill.com Money Out Clearing	510.24
	<u>\$</u>
Total Bank Accounts	2,386,522.31
Accounts Receivable	
1100 Accounts receivable	142,079.00
	<u>\$</u>
Total Accounts Receivable	142,079.00
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	0.00
1124 Grant-Rec 164 Data Warehouse	0.00
1125 Grant Rec. Title IV 309	0.00
1126 Grant Rec- 717 Teen Preg	0.00
1127 Grant Rec- IDEA ARRA 760	0.00
1128 Grants Rec- ARRA Title 1 770	0.00
1129 Entitlements- SPED 274	0.00
1131 Grant Receivable- 592 Summer School	0.00
1132 Entitle- Academic 625	0.00
1133 Other Current Assets	0.00
1134 Dissemination 537	0.00
1135 Grants Rec. 335-Safe and Supportive Schools	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
	<hr/>
	\$
Total 1120 Grants receivable - Federal	0.00
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	112.50
1190 Due from Foundation	504,547.00
1191 Due From Foundat re Lawrence	0.00
	<hr/>
	\$
Total 1190 Due from Foundation	504,547.00
1193 Due from Springfield	135,830.61
1194 Due From Lawrence	116,132.35
1195 Other Receivables	0.00
1200 Advances	0.00
1210 Allowance for Doubtful Accounts	0.00
1300 Prepaid expenses	20,108.48
1310 Prepaid Expenses- Insurance	4,368.67
1315 Prepaid W. Comp	3,567.07
1340 Contract Deposit	22,249.50
1410 Prepaid Rent	0.00
Uncategorized Asset	0.00
	<hr/>
	\$
Total Other Current Assets	806,916.18
	<hr/>
	\$
Total Current Assets	3,335,517.49
Fixed Assets	
1520 Building Improvements	0.00
1530 Leasehold improvements- Clark	0.00
1536 Leasehold Improvements 175 Hawthorne	364,851.00
1540 Furniture	0.00
1550 Equipment	100,476.99
1560 Computers	0.00
1570 Vehicles- Van	0.00
1600 Accumulated depreciation	-172,180.86
	<hr/>
	\$
Total Fixed Assets	293,147.13
Other Assets	
1420 Deposits	0.00
1910 Loan Closing Fees	0.00
	<hr/>
	\$
Total Other Assets	0.00
	<hr/>
	\$
TOTAL ASSETS	3,628,664.62

LIABILITIES AND EQUITY

Liabilities

Current Liabilities

Accounts Payable

2000 Accounts payable	251,592.36
-----------------------	------------

\$

Total Accounts Payable	251,592.36
------------------------	------------

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	25,798.67
-------------------	-----------

2050 Employee Benefits 403b	35.00
-----------------------------	-------

2055 FSA Payable	0.00
------------------	------

2060 OBRA Payable	-0.10
-------------------	-------

2065 UI Payable	0.00
-----------------	------

2070 Other Payables	0.00
---------------------	------

2075 Due to Foundation	0.00
------------------------	------

2080 Net Payroll Zero	0.00
-----------------------	------

2090 Due to Springfield	0.00
-------------------------	------

2100 Accrued Expenses	46,575.00
-----------------------	-----------

2110 Accrued payroll	99,639.04
----------------------	-----------

2102 Paychecks Payable	0.00
------------------------	------

\$

Total 2110 Accrued payroll	99,639.04
----------------------------	-----------

2115 Accrued Bonuses	83,000.00
----------------------	-----------

2120 Reserve for Lease Buyout	0.00
-------------------------------	------

2130 Live Checks	0.00
------------------	------

2140 Accrued Rent Expense	0.00
---------------------------	------

\$

Total 2100 Accrued Expenses	229,214.04
-----------------------------	------------

2200 Deferred Income	18,877.00
----------------------	-----------

Deferred - Title III	0.00
----------------------	------

Verizon	0.00
---------	------

\$

Total 2200 Deferred Income	18,877.00
----------------------------	-----------

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	273,924.61
---------------------------------	------------

\$

Total Current Liabilities	525,516.97
---------------------------	------------

Long-Term Liabilities

2610 Notes Payable - long term	0.00
--------------------------------	------



Total Long-Term Liabilities	\$
	0.00
Total Liabilities	\$
	525,516.97
Equity	
3000 Unrestricted net assets	0.00
3010 Unrestrict (retained earnings)	2,309,684.46
3100 Investment in Fixed Assets	351,821.94
3200 Temporary restricted net assets	0.00
Net Income	441,641.25
	\$
Total Equity	3,103,147.65
	\$
TOTAL LIABILITIES AND EQUITY	3,628,664.62



Phoenix Charter Academy Lawrence

Balance Sheet

As of June 30, 2022

	Total
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	11.00
1002 Checking- Lawrence (8345)	619,256.15
1072 Bill.com Money Out Clearing	31,359.00
	\$
Total Bank Accounts	650,626.15
Accounts Receivable	
1100 Accounts Receivable	223,613.32
	\$
Total Accounts Receivable	223,613.32
Other Current Assets	
1105 Tuition Receivable	0.00
1110 Grants receivable - State	0.00
1120 Grants receivable - Federal	26,669.27
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	0.00
	\$
Total 1120 Grants receivable - Federal	26,669.27
1192 Due From CMO	0.00
1193 Due From Chelsea	0.00
1194 Due From Foundation	149,883.58
1196 Due From Springfield	30,522.40
1200 Advances	0.00
1300 Prepaid Expenses	9,116.31
1310 Prepaid Expenses- Insurance	4,681.08
1315 Prepaid W. Comp	1,783.57
1410 Prepaid Rent	0.00
1450 Right to Use Asset-Leased Space	2,881,106.70
	\$
Total Other Current Assets	3,103,762.91
	\$
Total Current Assets	3,978,002.38
Fixed Assets	
1520 Building Improvements	0.00
1540 Furniture	58,025.08
1550 Equipment	54,923.75
1560 Computers	0.00



1600 Accumulated depreciation	-44,393.80
	\$
Total Fixed Assets	68,555.03
	\$
TOTAL ASSETS	4,046,557.41
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	107,028.57
	\$
Total Accounts Payable	107,028.57
Credit Cards	
2005 Credit Card Payable	0.07
	\$
Total Credit Cards	0.07
Other Current Liabilities	
2040 MTRS Payable	19,278.34
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	116,132.34
2084 Due to Springfield	0.00
2100 Accrued Expenses	2,000.00
2101 Accrued Salaries	78,246.75
2200 Deferred Income	10,342.00
2299 Deferred Income- Tuition	110,934.00
	\$
Total Other Current Liabilities	336,933.43
	\$
Total Current Liabilities	443,962.07
Long-Term Liabilities	
2615 Lease Liability	2,994,501.45
	\$
Total Long-Term Liabilities	2,994,501.45
	\$
Total Liabilities	3,438,463.52
Equity	
Retained Earnings	703,900.09
Net Income	-95,806.20
	\$
Total Equity	608,093.89
	\$
TOTAL LIABILITIES AND EQUITY	4,046,557.41



Phoenix Springfield
Balance Sheet
 As of June 30, 2022

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	253.42
1007 Checking- Springfield (0724)	1,508,147.98
1008 CD 856970573	0.00
1072 Bill.com Money Out Clearing	37,529.79
	<u>\$</u>
Total Bank Accounts	1,545,931.19
Accounts Receivable	
1100 Accounts Receivable	174,840.00
	<u>\$</u>
Total Accounts Receivable	174,840.00
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	0.00
1161 335-Safe and Supportive Schools	0.00
1166 Regional Transportation	0.00
1178 Mass Grad 320	0.00
	<u>\$</u>
Total 1120 Grants receivable - Federal	0.00
1180 Receivables- Daycare	461.00
1192 Due From CMO	0.00
1193 Due From Chelsea	0.00
1194 Due From Foundation	4,167.00
1195 Other Receivables	0.00
1196 Due from Lawrence	0.00
1200 Advances	0.00
1300 Prepaid Expenses	16,063.75
1310 Prepaid Expenses- Insurance	5,796.67
1315 Prepaid W. Comp	1,783.55
1410 Prepaid Rent	0.00
1450 Right to Use Asset	7,612,711.11
Undeposited Funds	0.00

	\$
Total Other Current Assets	7,640,983.08
	\$
Total Current Assets	9,361,754.27
Fixed Assets	
1520 Building Improvements	1,103,268.54
1540 Furniture	131,378.00
1550 Equipment	174,137.58
1560 Computers	0.00
1600 Accumulated depreciation	-467,203.84
	\$
Total Fixed Assets	941,580.28
Other Assets	
1710 Deposits	0.00
Deferred Rent	0.00
	\$
Total Other Assets	0.00
	\$
TOTAL ASSETS	10,303,334.55
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	103,150.60
	\$
Total Accounts Payable	103,150.60
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	14,199.42
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	135,830.46
2084 Due to Lawrence	30,522.40
2100 Accrued Expenses	0.00
2101 Accrued Salaries	101,509.10
2200 Deferred Income	22,343.00
2299 Deferred Income- Tuition	0.00
	\$
Total Other Current Liabilities	304,404.38
	\$
Total Current Liabilities	407,554.98
Long-Term Liabilities	



2615 Lease Liability	7,964,701.73
	\$
Total Long-Term Liabilities	7,964,701.73
	\$
Total Liabilities	8,372,256.71
Equity	
3010 Retained Earnings	2,256,193.33
Net Income	-325,115.49
	\$
Total Equity	1,931,077.84
	\$
TOTAL LIABILITIES AND EQUITY	10,303,334.55



Phoenix Foundation
Balance Sheet
As of June 30, 2022

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1000 Checking	2,620,641.05
1001 Petty Cash	500.00
1005 Endowment -Robert Kargman	50,000.00
1006 On-Line Deposit Accounts	0.00
	<u>\$</u>
Total Bank Accounts	2,671,141.05
Accounts Receivable	
1132 Grant Receivables	0.00
Pledge Receivable	81,000.00
	<u>\$</u>
Total Accounts Receivable	81,000.00
Other Current Assets	
1060 Due From Phoenix Chelsea	0.00
1070 Due From Phoenix Springfield	0.00
1080 Due from Phoenix Lawrence	0.00
1106 Donations Receivable	0.00
1110 Investments	0.00
1133 Grants Receivable	0.00
Deferred-DPH grant FY21	0.00
Other Receivable	
1131 Lawrence Receivable	0.00
	<u>\$</u>
Total Other Receivable	0.00
Undeposited Funds	0.00
	<u>\$</u>
Total Other Current Assets	0.00
	<u>\$</u>
Total Current Assets	2,752,141.05
	<u>\$</u>
TOTAL ASSETS	2,752,141.05
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2010 Fundraising Expenses payable	0.00
2050 Due to Boston Private Bank	0.00
2060 Due To Phoenix Chelsea	75,970.27
2065 Due to CMO	428,576.63
2070 Due To Phoenix Springfield	4,167.00
2080 Due to Phoenix Lawrence	149,833.58



Deferred - COVID Emergency Fund	63,580.00
Deferred - Plymouth Rock Assurance	0.00
Deferred - Fish Family Foundation	50,000.00
Deferred - Mifflin Found for Lawrence FY22	0.00
Deferred - Mifflin Found for Springfield FY22	0.00
Deferred - Pannell Family Foundation	0.00
Deferred - Riley	0.00
Deferred - Barr Foundation	0.00
Deferred - Baupost Group	0.00
Deferred - Eastern Bank	0.00
Deferred - FY22 Kargman	0.00
Deferred - FY22 Kargman New Literacy initiative	106,162.10
Deferred - Kargman Fund #2 FY21	0.00
Deferred - Kayem	30,000.00
Deferred - Leon Lowenstein Foundation	0.00
Deferred - Lovett-Woodsum	0.00
Deferred - Lovett-Woodsum TIME Restricted \$100K	75,000.00
Deferred - Lynch Foundation	0.00
Deferred - Mabel Louise Riley Foundation	0.00
Deferred - Nunnelly	0.00
Deferred - Santander	0.00
Deferred - Van Otterloo Foundation	0.00
Deferred - Walton Family Foundation	0.00
Deferred - Webber Family Foundation	0.00
Deferred Fish Fam-DE Deferred Fish Fam-DEI consult	0.00
Deferred Fish Family \$15K	10,833.42
Deferred- Cabot	0.00
Deferred- Essex Community Foundation FY22	69,435.00
Deferred- Joan Gallant	250.00
Deferred- Mifflin Found for Chelsea FY22	0.00
Deferred- Moses Kimball	0.00
Deferred- One8 Found Deferred- One8 Foundation	0.00
Deferred-Balfour	50,000.00
Deferred-Beveridge Family FY22	6,625.00
Deferred-Chris Gordon	5,000.00
Deferred-Columbia Gas	91,548.00
Deferred-Davis Foundation	0.00
Deferred-DPH grant FY22	0.00
Deferred-John Connors	2,500.00
Deferred-John Davis	0.00
Deferred-Kargman End Deferred-Kargman Endowment	0.00
Deferred-Sally W Currier	1,000.00
Deferred-Stevens Foundation	10,000.00
	<u>\$</u>
Total Other Current Liabilities	1,230,481.00



Total Current Liabilities	\$ 1,230,481.00
Total Liabilities	\$ 1,230,481.00
Equity	
3000 Retained Earnings	1,124,278.85
Net Income	397,381.20
Total Equity	\$ 1,521,660.05
TOTAL LIABILITIES AND EQUITY	\$ 2,752,141.05

C. Approved School Budget for FY23:

The FY23 school budgets for Phoenix Chelsea, Phoenix Lawrence, and Phoenix Springfield were approved on May 20th, 2022, at a Phoenix Charter Academy Network Board of Trustees Meeting. These approved budgets are attached.

Phoenix Charter Academy
July 2022- June 2023
Budget Projection Summary - FY23 : CMO

	FY 2023	
Account Name	Budget for Board: CHELSEA: 3.5% Increase SPRINGFIELD 5% Increase LAWRENCE 4% Increase	
Network Income		
9320 Network Fees		
Total 9320 Network Fees	\$	932,175
Foundation & Grant Income		
Total Foundation & Grant Income	\$	1,500,000
CMO Retirement-MTRS (including In-Kind)	\$	-
Total Network Income	\$	2,432,175
CMO Expenses		
Total 9501 CMO Salaries, Benefits and Taxes	\$	1,751,799
9601 CMO Non-Personnel		
9602 CMO School Programming		
Total CMO Instructional Services	\$	180,000
Total CMO School Programming	\$	280,000
9800 CMO Operations		
Total CMO Operations	\$	388,000
Total CMO Non-Personnel	\$	668,000
Total CMO Expenses	\$	2,419,799
Net Income	\$	12,376

**Phoenix Charter Academy - Chelsea
FY23 Detailed Budget - Chelsea**

July 2022- June 2023

FTE (can change this)

180

21,210

		FY 2023
		Budget : 3.5% increase
Account Name		
Income		
4100 Tuition	\$	3,817,846
Total 4150 Federal and State Entitlements and Grants	\$	847,528
Total 4200 Fundraising and Grants	\$	194,720
Total 4500 Nutrition Income	\$	-
4930 Interest income	\$	400
Total 4940 Child Care Reimbursement	\$	-
7777 In-Kind Revenue MTRS	\$	700,000
9997 In-Kind Revenue - Food	\$	15,000
Total Income	\$	5,560,494
Expenses		
Total 5000 Salaries, Benefits, and Taxes	\$	3,669,498
Total 6000 Student Services	\$	155,500
Total 6400 Nutrition Services	\$	30,000
Total 6500 Instructional Services	\$	347,500
Total 7000 Facilities and Equipment	\$	670,868
Total 8000 Operations	\$	531,746
Total Expenses	\$	5,405,112
Net Operating Income	\$	155,382

**Phoenix Charter Academy - Springfield
FY23 Summary Budget - Springfield**

July 2022- June 2023

FTE (can change this)

165

18,458

Account Name	FY 2023
	Budget : 5% increase
Income	
4100 Tuition	\$ 3,045,562
Total 4150 Federal and State Entitlements and Grants	\$ 1,733,306
Total 4200 Fundraising and Grants	\$ -
Total 4500 Nutrition Income	\$ -
4930 Interest Income	\$ 650
Total 4940 Child Care Reimbursement	\$ -
7777 In-kind revenue MTRS	\$ 500,000
9997 In-Kind Revenue - Food	\$ -
Total Income	\$ 5,279,518
Expenses	
Total 5000 Salaries, Benefits, and Taxes	\$ 2,831,293
Total 6000 Student Services	\$ 155,000
Total 6400 Nutrition Services	\$ -
Total 6500 Instructional Services	\$ 387,000
Total 7000 Facilities and Equipment	\$ 833,100
Total 8000 Operations	\$ 468,775
Total Expenses	\$ 4,675,168
Net Operating Income	\$ 604,350

**Phoenix Charter Academy
FY23 Summary Budget - Lawrence**

July 2022- June 2023

FTE (can change this) 130
18,910

Account Name		Budget: 4% increase
Income		
4100 Tuition	\$	2,458,342
Total 4150 Federal and State Entitlements and Grants	\$	771,147
Total 4200 Fundraising and Grants	\$	205,000
Total 4500 Nutrition Income		
4930 Interest income	\$	100
Total 4940 Child Care Reimbursement	\$	-
7777 In-Kind Revenue MTRS	\$	343,500
9997 In-Kind Revenue - Food	\$	-
Total Income	\$	3,778,089
Expenses		
Total 5000 Salaries, Benefits, and Taxes	\$	2,424,551
Total 6000 Student Services	\$	108,500
Total 6400 Nutrition Services	\$	40,000
Total 6500 Instructional Services	\$	277,000
Total 7000 Facilities and Equipment	\$	548,688
Total 8000 Operations	\$	390,480
Total Expenses	\$	3,789,219
Net Operating Income	\$	(11,130)

Phoenix Charter Academy Foundation
Budget Projection Detailed - FY23
July 2022 - June 2023

Account Name	FY23 Budget
Income	
Annual Fund	
4004 Corporate Donations	\$ 150,000
4005 Individual Donations	\$ 375,000
4006 Foundation	\$ 125,000
Total Annual Fund	\$ 650,000
Total Income	\$ 650,000
Expenses	
5000 Online Fund Raising Fees	\$ 4,000
5006 Fund Raising Expenses	\$ 15,000
Support to Schools and CMO	\$ 625,000
Insurance - Liability	\$ 500
Legal & Professional Fees	\$ 4,500
Office Expenses	\$ 500
Total Expenses	\$ 649,500
Net Operating Income	\$ 500
Other Income	
4011 Grants to School (Current Year)	\$ 625,000
5003 Interest Earned	\$ 750
Total Other Income	\$ 625,750
Other Expenses	
5020 Grants to Chelsea School	\$ 177,000
5021 Grants to CMO	\$ 148,000
5022 Grants to Springfield School	\$ 40,000
5022 Grants to Lawrence School	\$ 260,000
Total Other Expenses	\$ 625,000
Net Other Income	\$ 750
Net Income	\$ 1,250

FY23 Enrollment Table Phoenix Chelsea	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	220
Number of students upon which FY23 budget tuition line is based	180
Number of expected students for FY23 first day of school	200
<p>Please explain any variances: <i>Phoenix intentionally submits a conservative FTE budget and works within those parameters to account for the instability of some of our students' enrollment. Phoenix Chelsea will continue to recruit throughout the year and hopes to return to around 220 students by the October SIMS snapshot. Given how tuition revenue is determined and the volatility of our student population, it is important for us to be liberal with our pre-enrollment numbers to ensure that we do not miss out on tuition payments.</i></p>	

FY23 Enrollment Table Phoenix Lawrence	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	180
Number of students upon which FY23 budget tuition line is based	130
Number of expected students for FY23 first day of school	140
<p>Please explain any variances: <i>Phoenix intentionally submits a conservative FTE budget and works within those parameters to account for the instability of some of our students' enrollment. Phoenix Lawrence will continue to recruit throughout the year and hopes to return to around 180 students by the October SIMS snapshot. Given how tuition revenue is determined and the volatility of our student population, it is important for us to be liberal with our pre-enrollment numbers to ensure that we do not miss out on tuition payments.</i></p>	

FY23 Enrollment Table Phoenix Springfield	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	210
Number of students upon which FY23 budget tuition line is based	165
Number of expected students for FY23 first day of school	180
<p>Please explain any variances: <i>Phoenix intentionally submits a conservative FTE budget and works within those parameters to account for the instability of some of our students' enrollment. Phoenix Springfield will continue to recruit throughout the year and hopes to return to around 210 students by the October SIMS snapshot. Given how tuition revenue is determined and the volatility of our student population, it is important for us to be liberal with our pre-enrollment numbers to ensure that we do not miss out on tuition payments.</i></p>	

D. Capital Plan for FY23:

Phoenix Chelsea: No FY23 capital plan

Phoenix Lawrence: No FY23 capital plan

Phoenix Springfield: No FY23 capital plan

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE FOR 2021-2022

Phoenix Chelsea Accountability Plan:

Measure	2021-2022 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	90% of students enrolled at Phoenix Chelsea in the 2021-2022 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 students who graduated from Phoenix Chelsea in the 2021-2022 school year 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 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	Phoenix Chelsea staff made on average 10.14 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	For students who were enrolled from September to June, 36% showed improvement based on the stated criteria.
<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	92% of Phoenix Chelsea students that were surveyed agreed that they feel connectivity to Phoenix.
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 had a multitude of community engagement events including a community Juneteenth BBQ, Holiday Community Lunch, Thanksgiving community potluck, and Pride Month demonstrations.

Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.	Met	Phoenix Chelsea engaged parents in multiple ways, including ELD Adult Supporter events, and using the Level Up ceremonies to include adult supporters in students' progress.
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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	100% of network wide leaders agreed that retreats have a positive impact on their on-campus leadership work.
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	For students who were enrolled from September to June, 28% showed academic improvement by increasing the number of core academic units they passed from Term 1 to Term 6 or passing 3 or more units in both Term 1 and 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 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.	Not Met	50% of graduating Phoenix students applied and were accepted to college. Other students chose to join the military or do an alternative career path.
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	62% 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.	Not Met	66% of Phoenix Chelsea students who enrolled in college persisted for two or more semesters.

**Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term.
(Dissemination)**

Phoenix will host at least 2 schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members.	Met	Phoenix Chelsea hosted two school visits during the 21-22 school year
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	Phoenix administrators met with alternative charter school leaders to discuss similar issues and participate in data sharing.

**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 th grade.	Met	Phoenix Category I students average an SGP score of 56.2 on the Fall to Spring Math STAR tests.
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 th grade.	Met	Phoenix Category I students average an SGP score of 39.8 on the Fall to Spring STAR Reading tests.
Each year, Phoenix's Category I students' average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Met	Phoenix Category I students average an SGP score of 64.5 on the Winter to Spring Math STAR tests.
Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Not Met	Phoenix Category I students average an SGP score of 34.6 on the Winter to Spring STAR Reading tests.

**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.
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Phoenix Springfield Accountability Plan:

Measure	2021-2022 Performance (Met/Not Met)	Evidence
Objective: Phoenix will recruit, serve, and graduate students who demonstrate a high risk of not graduating high school. (Key Design Element 1)		
Annually, as measured by Phoenix's entry survey and data from student records, 70% of the current student body falls into at least one of the following high-risk categories: former dropouts, formerly truant, court-involved, off-track based on age/credits accumulated, chronic behavioral challenges, students with documented substance abuse challenges, students currently/formerly homeless, refugees, students with emotional or psychological disorders, children of teen parents, parents substance abusers/incarcerated, highly mobile students, students with extraordinary skill deficits, or migrants/immigrants.	Met	87% of students enrolled at Phoenix Springfield in the 2021-2022 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	67% of students who graduated from Phoenix Springfield in the 2021-2022 school year 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).	Not Met	Phoenix Springfield staff made on average 4.7 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.	Not Met	For students who were enrolled from September to June, 62% showed improvement based on the stated criteria.
<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	92% of Phoenix Springfield students that were surveyed agreed that they feel connectivity to Phoenix.
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 had a multitude of community engagement events including an End of Year Fair, South End Community Center, collaboration with the Springfield Family Center Girls Club and Gandara Youth services, booth at the Big E, partnership with Roca and others.
Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.	Met	Phoenix Springfield actively engaged adults throughout the year with various events including a celebration with teachers and students coupled with a community food drive.

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	100% of network wide leaders agreed that retreats have a positive impact on their on-campus leadership work.
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	For students who were enrolled from September to June, 34% showed academic improvement by increasing the number of core academic units they passed from Term 1 to Term 6 or passing 3 or more units in both Term 1 and 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's graduating class applied and was 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	75% 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	55% of Phoenix Springfield 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 leadership team members.	Met	Phoenix Springfield hosted multiple school visits this year some of which included Gandara, Big Vision Concepts, Inspired By Unity, and My Daughters Can We Talk amongst others.
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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	Phoenix administrators met with alternative charter school leaders to discuss similar issues and participate in data sharing.

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	Phoenix Category I students average an SGP score of 28.0 on the Fall to Spring STAR Math tests.
Each year, Phoenix's Category I students' average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Not Met	Phoenix Category I students average an SGP score of 28.3 on the Fall to Spring STAR Reading tests.
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	Phoenix Category I students average an SGP score of 33.7 on the Winter to Spring Math STAR tests.

Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Not Met	Phoenix Category I students average an SGP score of 32.7 on the Winter to Spring STAR Reading tests.
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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.

Phoenix Lawrence Accountability Plan:

Measure	2021-2022 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	90% of students enrolled at Phoenix Lawrence in the 2021-2022 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	91% of students who graduated from Phoenix Lawrence in the 2021-2022 school year 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)

<p>In order to inform decisions and provide strong supports for students, both relentless support and behavior trends will be tracked and analyzed on a weekly and quarterly basis, utilizing standardized data dashboards.</p>	<p>Met</p>	<p>Phoenix Lawrence leaders and staff utilized the “daily communication tracker” to track student behavior and student supports on a weekly and quarterly basis.</p>
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Students and adult supporters will receive consistent communication through home visits and / or phone calls. On average, Phoenix staff members will make 10 points of contact a week (i.e. phone calls, text messages, home visits, adult supporter meetings).	Not Met	Phoenix Lawrence staff made on average 4.2 points of contact per week.
Each year, 65% of students who are enrolled at Phoenix from September to June will demonstrate at least one of the following outcomes: improved daily attendance, increased number of classes passed, decreased behavioral challenges (i.e. suspensions, send homes, demerits), or decreased school walk outs.	Not Met	For students who were enrolled from September to June, 38% showed improvement based on the stated criteria.
<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	90% of Phoenix Lawrence students that were surveyed agreed that they feel connectivity to Phoenix.
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 Lawrence had a multitude of community engagement events including a community potluck, partnering with SISU for the maker space, education retreat with community members, and collaboration with sending district high schools for continued support.
Phoenix will actively engage adult supporters in a parent advisory council that meets at least two times per year.	Met	Phoenix Lawrence actively engaged adults throughout the year with various events including and end of the year student banquet.

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)

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 Lawrence 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 Lawrence 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	100% of network wide leaders agreed that retreats have a positive impact on their on-campus leadership work.
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	For students who were enrolled from September to June, 28% showed academic improvement by increasing the number of core academic units they passed from Term 1 to Term 6 or passing 3 or more units in both Term 1 and 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 Lawrence's Operations Manager and Instruction leaders 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)

90% of students in the graduating class will apply and be accepted into college.	Not Met	33% of Phoenix Lawrence's graduating class applied and was accepted to college. Students continue to choose to take part in the workforce or other pathway in the post pandemic landscape.
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.	Not Met	The pandemic has had a major effect on Phoenix Lawrence alumni pursuing college as an option. We will continue to work on our offerings to make sure students have access to their best pathways.
Annually, 55% of the students who enroll in college will persist in college for 2 or more semesters.	Not Met	Same as above

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 school visits a year that allow external organizations to visit classrooms and discuss key components of the school leadership team members.	Met	Phoenix Lawrence hosted multiple school visits this year some of which included SISU, Purple Shield, and Youth Development Organization
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	Phoenix administrators met with alternative charter school leaders to discuss similar issues and participate in data sharing.

**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	Phoenix Category I students average an SGP score of 34.0 on the Fall to Spring STAR Math tests.
Each year, Phoenix's Category I students' average Fall to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 39% for students in 9 th grade.	Met	Phoenix Category I students average an SGP score of 44.0 on the Fall to Spring STAR Reading tests.
Each year, Phoenix's Category I students' average Winter to Spring growth in Math on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Met	Phoenix Category I students average an SGP score of 65.2 on the Winter to Spring Math STAR tests.
Each year, Phoenix's Category I students' average Winter to Spring growth in Reading on the STAR exam will meet or exceed the median student growth percentile (SGP) for alternative education schools, which is set at 43% for students in 9 th grade.	Met	Phoenix Category I students average an SGP score of 46.3 on the Winter to Spring STAR Reading tests.

**Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success.
(Key Design Element 4, STRETCH MEASURES)**

Each year, Phoenix's MCAS Cohort 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 43 for students in 10 th grade.	Not Met	Phoenix MCAS students average an SGP score of 39.0 on the Fall to Spring STAR Math tests.
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Each year, Phoenix’s MCAS Cohort 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 43 for students in 10th grade.	Not Met	Phoenix MCAS students average an SGP score of 41.5 on the Fall to Spring STAR Reading tests.
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APPENDIX B: RECRUITMENT AND RETENTION PLAN

School Name: Phoenix Academy Public Charter High School, Chelsea

Date: 7/31/2022

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 2021-2022. 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. Phoenix Chelsea spent additional resources to create partnerships in our sending districts so that the school would be in compliance with its charter. Weekly recruitment meetings with the Head of School as well as monthly meetings with the statewide team created a system to track and adjust targets to ensure that the school maintains compliance with 80% of its students coming from named charter districts. This practice has been codified so that the Recruitment & Community Engagement Specialist has strategies going forward to consistently hit the required percentage.

Subgroup	Chelsea
% in 1+ High-Risk Subgroups	90%
English Language Learner	66%
IEP/504	14%
Pregnant/Parenting	18%
Court Involved	7%
Truant	16%
Dropout	11%

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) 2021-2022 Strategies

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

<p>School percentage: 10.8% GNT percentage: N/A CI percentage: 8.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p>1. In its recruitment materials, Phoenix Chelsea will clearly advertise that the school will accept all students, regardless of IEP status. When meeting with families prior to enrollment, staff members will explain how the Phoenix Academic Support team works to ensure that students' academic schedule meets their needs.</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) 2022-2023 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: 63.2% GNT percentage: 14.9% CI percentage: 15.1%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2021-2022 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>
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	<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. 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) 2022-2023 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: 88.6% GNT percentage: 50.2% CI percentage: 62.9%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2021-2022 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>
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	<p>3. Phoenix Chelsea will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street or in housing developments, Phoenix Chelsea staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p style="text-align: center;">(c) 2022-2023 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>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p>	<ol style="list-style-type: none"> 1. Phoenix Chelsea will actively recruit parenting or pregnant teens and will provide the necessary support in order for them to obtain educational success. 2. An onsite childcare center will focus on the development of the children in the childcare and education/support for the parent. 3. Students will be helped to obtain childcare vouchers through the social work department. We will establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion. 4. We will work closely with DCF workers who refer students who are pregnant or parenting to our school.

Phoenix Chelsea Retention Plan

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

Implementation Strategy:

Phoenix Chelsea implemented its key retention strategies in 2021-2022; due to returning to in-person learning after fully remote status proving to be inconsistent with many of our students new realities, Phoenix Chelsea did not meet 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) 2021-2022 Strategies	
<p>(a) CHART data</p> <p>School percentage: 31.8%</p> <p>Third Quartile: 11.1%</p> <p>The school is above third quartile percentages.</p>	<input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed
	<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 style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Expanded Student Support Team (SST) model : SST meets weekly on each campus. With support from the Managing Director of Equity and Restorative Practice, campus-based Directors of School Culture lead the group through a protocol that aims to identify students' needs and tailor personalized interventions to address the identified issues of concern. The following staff attend each weekly SST meeting: managers of scholar success, school social workers, directors of outreach and recruitment. By expanding the scope of the SST, the team will now have more direct access strategies specifically tailored to the needs of students with disabilities and built in data reviews will guide strategic shifts.

Limited English-proficient students/English learners

	<p style="text-align: center;">(b) 2021-2022 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Chelsea employs the following retention strategies for LEP students:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● ELD team: Phoenix has teachers at each school devoted to English Language Development. ELD teachers not only teach the ELD classes, but additionally, they observe students in their general education classes and lead professional development sessions to ensure that all teachers are employing academic strategies to best teach LEP students. ● 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.
<p><u>(a) CHART data</u></p> <p>School percentage: 26%</p> <p>Third Quartile: 12.7%</p> <p>The school is above the third quartile percentages.</p>	

- **Academic Support Classes:** Phoenix Chelsea has multiple English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **Transitions to Algebra:** Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Network Leadership:** The Director of ELD & Academic Support supports Phoenix in English Language Learner and Academic Support services. This staff member provides teachers and staff with direct oversight on how to best serve our LEP students.
- **Translations:** Understanding that feeling a part of a community supports student retention, Phoenix ensures that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are translated. Additionally, because it is important to connect more closely with our LEP students, many staff members attempt to translate into Spanish, 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.

	<ul style="list-style-type: none"> ● Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus. ● Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.
Additional strategies for English Language Learners	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Added community engagement events: To provide additional family and other adult supporter engagement, the school is working on strategies to embed Phoenix in community celebration more often. This strategies is designed for the student body at large but will be especially implemented in communities where languages other than English are frequently used to display Phoenix accommodations for English Language Learners, show that our staff have the capability of communicating in other languages, and create a familiar culture that is often a mainstay of cultures of students we serve.

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

<p><u>(a) CHART data</u></p> <p>School percentage: 25.5% Third Quartile: 10.5%</p> <p>The school is above the third quartile percentages.</p>	<p style="text-align: center;">(b) 2021-2022 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Chelsea employs the following retention strategies for students eligible for free or reduced lunch:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● 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.
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- **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.
- **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.

(c) 2022-2023 Additional Strategy(ies), if needed

	<p>☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Low Income Verification work: By enhancing our practice around low income verification through the DESE forms, we are able to ensure students that may not be eligible or active in state services get the support needed through Phoenix. In creating additional strategies to ensure families are aware of the opportunities available and ensuring they are getting due services, we aim to create a strengthened bond with the student and family as well as give the student some amount of economic freedom to focus on school with the added economic supports.
Students who are sub-proficient	<p>Phoenix Academy Chelsea employs the following retention strategies for students who are sub-proficient:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● 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.
Students at risk of dropping out of school & students who have dropped out of school	<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.

	<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. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p>	<p>Phoenix Academy Chelsea employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> ● Child Care Center Staff: The Child Care Center will be staffed by one Director and several Lead and Assistant Teachers, all of whom will act as caretakers and teachers of the school's little scholars, but also as intensive supports for teen parents. When the school's teen parents are struggling with attendance or academics, these staff members provide counseling and case management necessary to help get the parents back on track and succeed in school. ● Parenting supports: Child Care Center staff members coordinate with outside services, including healthy family services and child development specialists to ensure that our pregnant and parenting students receive targeted parenting support. Providing this additional support allows for pregnant or parenting students balance the stresses of parenting and school. ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the

	<p>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.</p> <ul style="list-style-type: none"> ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork.
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School Name: Phoenix Academy Public Charter High School, Springfield

Date: 7/31/2022

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 2021-2022. Throughout the year, with the support of a Recruitment & Community Engagement Specialist, Phoenix Springfield maintained strong community partnerships. Additionally, Phoenix Springfield successfully recruited students in its target high-risk subgroups.

Subgroup	Springfield
% in 1+ High-Risk Subgroups	87%
English Language Learner	21%
IEP/504	35%
Pregnant/Parenting	6%
Court Involved	18%
Truant	36%
Dropout	14%

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) 2021-2022 Strategies
School percentage: 24.6% GNT percentage: N/A CI percentage: 14.2%	<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) 2022-2023 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: 14.3% GNT percentage: N/A CI percentage: 7.4%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2021-2022 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) 2022-2023 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: 89.7%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 68.2%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2021-2022 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 style="text-align: center;">(c) 2022-2023 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 2021-2022; due to returning to in-person learning after fully remote status proving to be inconsistent with many of our students' new realities, Phoenix Springfield did not meet 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) 2021-2022 Strategies	
<p>(a) CHART data</p> <p>School percentage: 31.4%</p> <p>Third Quartile: 15.3%</p> <p>The school is above third quartile percentages.</p>	<p><input 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) 2022-2023 Additional Strategy(ies), if needed

	<p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Expanded Student Support Team (SST) model : SST meets weekly on each campus. With support from the Managing Director of Equity and Restorative Practice, campus-based Directors of School Culture lead the group through a protocol that aims to identify students' needs and tailor personalized interventions to address the identified issues of concern. The following staff attend each weekly SST meeting: managers of scholar success, school social workers, directors of outreach and recruitment. By expanding the scope of the SST, the team will now have more direct access strategies specifically tailored to the needs of students with disabilities and built in data reviews will guide strategic shifts.
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Limited English-proficient students/English learners

	<p style="text-align: center;">(b) 2021-2022 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Springfield 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 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
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(a) CHART data

School percentage: 33.3%
Third Quartile: 16.3%

The school is above third quartile percentages.

behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.

- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Network Leadership:** the Phoenix Network Director of ELD & Academic Support supports Phoenix Springfield in English Language Learner and Academic Support Services. This staff member also provides teachers and staff with direct oversight on how to best serve our LEP students.
- **Translations:** Understanding that feeling a part of a community supports student retention, Phoenix ensures that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are interpreted/translated. Additionally, many staff members feel that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English.
- **Addressing work schedules:** Many LEP students juggle school with employment; work is important to support the student's financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Progress Reports:** Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
- **Teacher Professional Development:** Phoenix understands that it is incredibly important for our staff members to demonstrate cultural proficiency with all of our students, because often negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of cultural proficiency is by utilizing the book Everyday Anti-Racism as a core text during Professional Development Days.
- **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.

(c) 2022-2023 Additional Strategy(ies), if needed

Additional strategies for
English Language Learners

- ☒ 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.
- **Added community engagement events:** To provide additional family and other adult supporter engagement, the school is working on strategies to embed Phoenix in community celebration more often. This strategies is designed for the student body at large but will be especially implemented in communities where languages other than English are frequently used to display Phoenix accommodations for English Language Learners, show that our staff have the capability of communicting in other languages, and create a familiar culture that is often a mainstay of cultures of students we serve.

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

(b) 2021-2022 Strategies

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

Phoenix Academy Springfield employs the following retention strategies for students eligible for free or reduced lunch:

- **Absence Phone Call Protocol:** Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.
- **Graduation coaching:** All of our students receive graduation coaching from Phoenix's College Services Coordinator. This coaching provides students with an opportunity to individually sit down with staff members and 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

(a) CHART data

School percentage: 30.6%
Third Quartile: 15.0%

The school is above the
third quartile percentages.

	<p>feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.</p> <ul style="list-style-type: none"> ● Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers 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. ● 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 style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Low Income Verification work: By enhancing our practice around low income verification through the DESE forms, we are able to ensure students that may not be eligible or active in state services get the support needed through Phoenix. In creating additional strategies to ensure families are aware of the opportunities available and ensuring they are getting due services, we aim to create a strengthened bond with the student and family as well as give the student some amount of economic freedom to focus on school with the added economic supports.
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.

	<ul style="list-style-type: none"> ● Home Visits: Student support team members make home visits to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● 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.

	<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 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.
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School Name: Phoenix Academy Public Charter High School, Lawrence

Date: 7/31/2022

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 2021-2022. 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	90%
English Language Learner	34%
IEP/504	37%
Pregnant/Parenting	4%
Court Involved	25%
Truant	24%
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) 2021-2022 Strategies
<p>School percentage: 27.5%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 9.3%</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>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>

<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) 2022-2023 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: 23.9% GNT percentage: N/A CI percentage: 10.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2021-2022 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) 2022-2023 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: 91.3%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 56.4%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2021-2022 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) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Students who are sub-proficient</p>	<p>1. Phoenix Lawrence will actively recruit students who are two-to-three years behind grade level. Lagging academic skills often accompany students we serve, including those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Lawrence will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools to identify appropriate students.</p> <p>3. Phoenix Lawrence actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to missing school.</p>
<p>Students at risk of dropping out of school & students who have dropped out of school</p>	<p>1. Phoenix Lawrence recognizes that students who are at-risk and have dropped out are closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students 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 2021-2022; due to returning to in-person learning after fully remote status proving to be inconsistent with many of our students' new realities, Phoenix Lawrence did not meet 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) 2021-2022 Strategies	
<p>(a) CHART data</p> <p>School percentage: 10.8%</p> <p>Third Quartile: 10.8%</p> <p>The school is below third quartile percentages.</p>	<input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed
	<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) 2022-2023 Additional Strategy(ies), if needed</p> <p>☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Expanded Student Support Team (SST) model : SST meets weekly on each campus. With support from the Managing Director of Equity and Restorative Practice, campus-based Directors of School Culture lead the group through a protocol that aims to identify students' needs and tailor personalized interventions to address the identified issues of concern. The following staff attend each weekly SST meeting: managers of scholar success, school social workers, directors of outreach and recruitment. By expanding the scope of the SST, the team will now have more direct

access strategies specifically tailored to the needs of students with disabilities and built in data reviews will guide strategic shifts.

Limited English-proficient students/English learners

(b) 2021-2022 Strategies

☐ Below third quartile: no enhanced/additional strategies needed

Phoenix Academy Lawrence employs the following retention strategies for LEP students:

- **Absence Phone Call Protocol:** Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.
- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **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,

(a) CHART data

School percentage: 26.2%
Third Quartile: 9.5%

The school is above third quartile percentages.

	<p>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.</p> <ul style="list-style-type: none"> ● Addressing work schedules: Many LEP students juggle school with employment as work is important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves as a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term. ● Teacher Professional Development: Phoenix understands the importance of staff members demonstrating cultural proficiency with all of our students. Negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of cultural proficiency is by using the book <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 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>Additional strategies for English Language Learners</p>	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Added community engagement events: To provide additional family and other adult supporter engagement, the school is working on strategies to embed Phoenix in community celebration more often. This strategies is designed for the student body at large but will be especially implemented in communities where languages other than English are frequently used to display Phoenix accommodations for English Language Learners, show that our staff have the capability of communcting in other languages, and create a familiar culture that is often a mainstay of cultures of students we serve.

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

(b) 2021-2022 Strategies

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

Phoenix Academy Lawrence employs the following retention strategies for students eligible for free or reduced lunch:

- **Absence Phone Call Protocol:** Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.
- **Graduation coaching:** Students receive graduation coaching from Phoenix's College Services Coordinator. This coaching provides students with an opportunity to individually sit down with staff members and establish goals around high school completion, college, and careers. Since graduation coaching helps students set goals, this support provides students with additional motivation for staying enrolled in school.
- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **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.

(a) CHART data

School percentage: 17.1%

Third Quartile: 9.9%

The school is above the third quartile percentages.

	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Low Income Verification work: By enhancing our practice around low income verification through the DESE forms, we are able to ensure students that may not be eligible or active in state services get the support needed through Phoenix. In creating additional strategies to ensure families are aware of the opportunities available and ensuring they are getting due services, we aim to create a strengthened bond with the student and family as well as give the student some amount of economic freedom to focus on school with the added economic supports.
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. ● 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.
Students at risk of dropping out of school & students	<p>Phoenix Academy Lawrence employs the following retention strategies for students who are at-risk of dropping out of school:</p>

<p>who have dropped 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. ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the term.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p>	<p>Phoenix Academy Lawrence employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> ● Child Care Center Staff: The Child Care Center will be staffed by one Director and several Lead and Assistant Teachers, all of whom will act as caretakers and teachers of the school’s little scholars, but also as intensive supports for teen parents. When the school’s teen parents are struggling with attendance or academics, these staff members provide counseling and case management necessary to help get the parents back on track and succeed in school. ● Parenting supports: Child Care Center staff members coordinate with outside services, including healthy family services and child development specialists to ensure that our pregnant and parenting students receive targeted parenting support. Providing this additional support allows for pregnant or parenting students balance the stresses of parenting and school. ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the

support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.

- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **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	21	11.4	21	12	1	0.7
Asian	0	0	3	1.7	0	0
Hispanic	156	84.3	137	78.3	118	85.5
Native American	2	1.1	1	0.6	2	1.4
White	6	3.2	7	4	15	10.9
Native Hawaiian, Pacific Islander	0	0	1	0.6	1	0.7
Multi-race, non-Hispanic	0	0	5	2.9	1	0.7
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	146	78.9	46	26.3	81	58.7
English Language Learners	117	63.2	25	14.3	33	23.9
Students with Disabilities	20	10.8	43	24.6	38	27.5
High Needs	179	96.8	161	92	134	97.1
Economically Disadvantaged	164	88.6	157	89.7	126	91.3

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR – Chelsea			
Name, Title	Brief Job Description	Start Date	End Date
Stella Dubish, 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	7/1/2021	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	6/24/22
Audrey Jones, 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.	7/9/21	N/A
Amy Ciaraldi, Operations Director & Interim Childcare Development Director	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Chelsea campus. Oversee the Childcare Development Center.	7/1/2017	N/A

ADMINISTRATIVE ROSTER FOR THE 2021-2022 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
Cindy Henderson, Instructional Coach	The Instructional Coaches work to ensure that every scholar reaches ambitious achievement goals for school-wide levels of competency	9/13/21	N/A
Bianca Charles, Instructional Coach	The Instructional Coaches work to ensure that every scholar reaches ambitious achievement goals for school-wide levels of competency	6/29/21	N/A

Zandrina Atherley, Director of Post- Secondary Success	Director of Post Secondary Success will be instrumental in driving a robust post-secondary preparation program that supports scholar growth and access to opportunity.	7/1/2019	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	7/5/22
Kelly Bragan, Director of Little Scholars Program and Technology	Oversees all compliance related matters with the little scholars program and provides supervision support to CDC teachers. Along with that work, she manages technology support for all staff and students in Springfield.	09/01/2006	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

ADMINISTRATIVE ROSTER FOR THE 2021-2022 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 Data, Literacy and Special Education	The Director of Data, Literacy and Special Education works to ensure that every scholar reaches ambitious achievement goals for school-wide levels of competency	7/1/2018	N/A
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, Director of New Teacher Development and English Language Development	The Director of New Teacher Development and English Language Development 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 Director of New Teacher Development and English Language Development 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 2021-2022 SCHOOL YEAR

School	Type	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure
Chelsea	Teachers	13	0	5	A combination of voluntary, promotions, and performance related departures.
	Other Staff	Leadership Team: 4 Student Support Team: 4 Operations: 5	Leadership Team: 0 Student Support Team: 0 Operations: 0	Leadership Team: 1 Student Support Team: 0 Operations: 0	A combination of voluntary, promotions, and performance related and position elimination.
Lawrence	Teachers	11	3	4	A combination of voluntary, promotions, and performance related departures.
	Other Staff	Leadership Team: 5 Student Support Team: 3 Operations: 2	Leadership Team: 1 Student Support Team: 0 Operations: 1	Leadership Team: 0 Student Support Team: 1 Operations: 0	
Springfield	Teachers	10	6	4	A combination of voluntary, promotions, and performance related and position elimination.
	Other Staff	Leadership Team: 7 Student Support Team: 2 Operations: 3	Leadership Team: 0 Student Support Team: 2 Operations: 1	Leadership Team: 1 Student Support Team: 0 Operations: 0	

BOARD MEMBER INFORMATION

Number of Commissioner-approved board members as of July 30, 2022	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 2021-2022 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	3	3 years current term: 7/1/2018-6/30/2024
Colette Stanzler	Vice-Chair	Executive	5	3 years; current term: 5/21/2019-5/17/2025
Patrick Monkiewicz	Treasurer	Executive, Finance	4	3 years; current term: 10/1/2018-5/18/2025
Kathy McHugh	Trustee		3	3 years; current term: 7/1/2018-6/30/2024
Joan Gallant	Trustee	Development	4	3 years; current term: 7/31/2018-12/4/2023
Vetto Casado	Trustee		2	3 years; current term: 6/3/2022-3/18/2025
Gwen Baker	Trustee (Resigned)		1	3 years; current term: 5/3/21-1/3/2022 (Resigned)
Isis Ortiz	Clerk	Executive	1	3 years; current term: 2/1/2019-12/14/2022
Jed Webber	Trustee		2	3 years; current term: 1/20/2017-12/31/2022
Sally Currier	Trustee	Development	1	3 years; current term: 6/5/2017-6/30/2023
Saritin Rizzuto	Trustee		2	3 years; current term: 10/10/2017-12/4/2023 (Resigning for next fiscal year)

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Chelsea	Lawrence	Springfield
Board of Trustees Chairperson	N/A	N/A	N/A
Charter School Leader	N/A	N/A	N/A
Assistant Charter School Leader	N/A	N/A	N/A
Special Education Director	Resigned during the year, in the process of hiring for a new role. Currently held by our Chief Schools Officer.	Resigned during the year, in the process of hiring for a new role. Currently held by our Chief Schools Officer.	Resigned during the year, in the process of hiring for a new role. Currently held by our Chief Schools Officer.
MCAS Test Coordinator	N/A	N/A	N/A
SIMS Coordinator	N/A	N/A	N/A
English Language Learner Director	Resigned during the year, in the process of hiring for a new role. Currently held by our Chief Schools Officer.	Resigned during the year, in the process of hiring for a new role. Currently held by our Chief Schools Officer.	Resigned during the year, in the process of hiring for a new role. Currently held by our Chief Schools Officer.
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

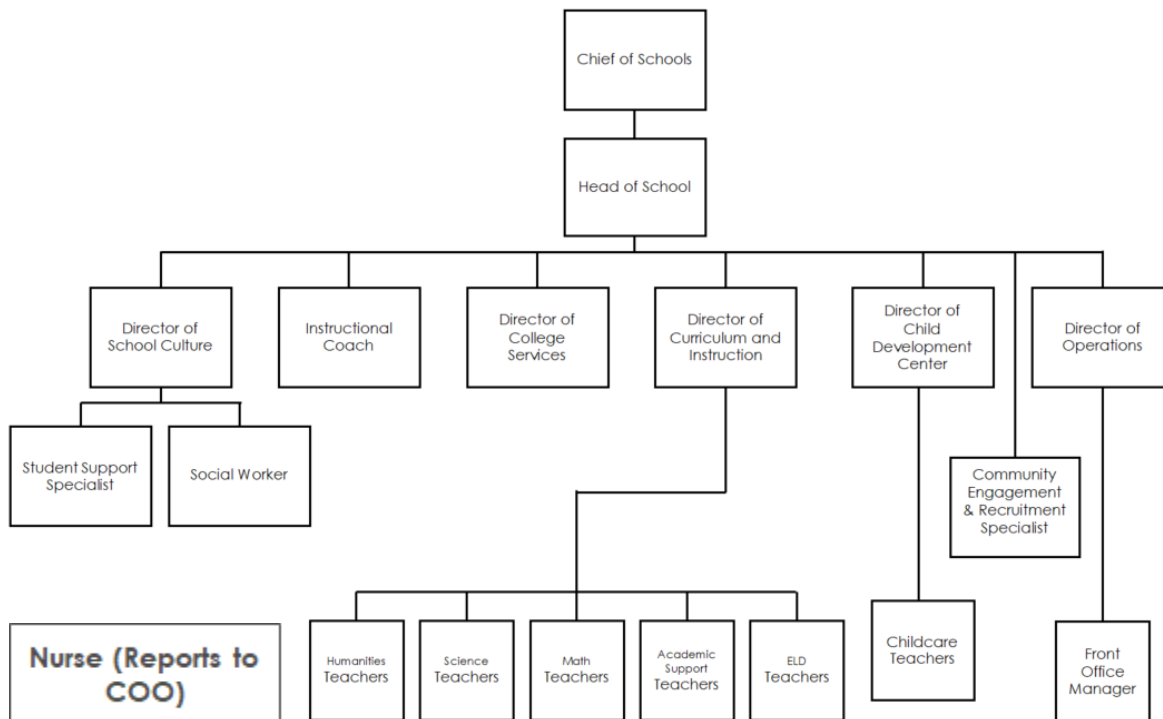
Phoenix Academy Public Charter High School Springfield	65 Lincoln Street, Springfield MA, 01105	August 2015 - Present
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Enrollment

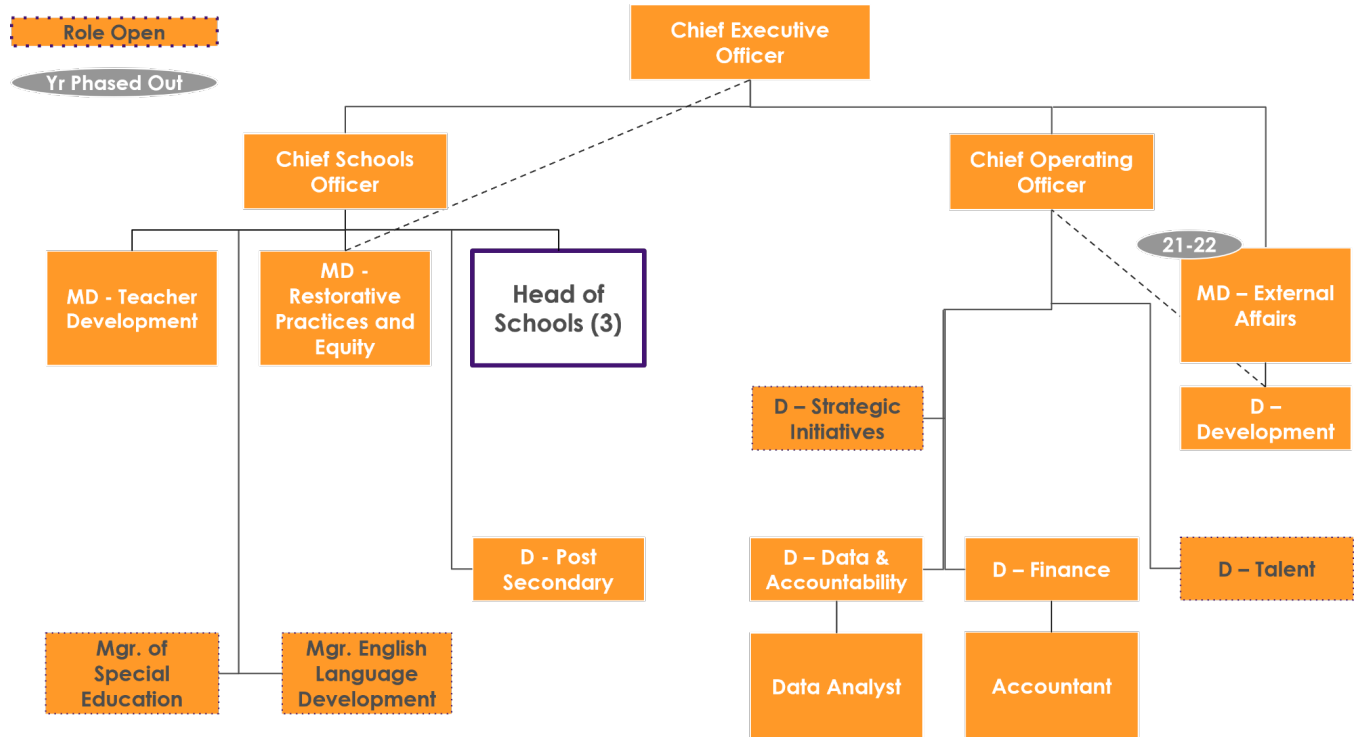
School	Action	Date(s)
Chelsea	Student Application Deadline: <ul style="list-style-type: none"> Term 1 Term 2 Term 3 Term 4 Term 5 Term 6 	Deadlines: <ul style="list-style-type: none"> Term 1: 10/8/2022 Term 2: 12/23/2022 Term 3: 1/21/2023 Term 4: 3/11/2023 Term 5: 4/29/2023 Term 6: 6/23/2023
	Lottery	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 3/7/2023.
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: 10/8/2022 Term 2: 12/23/2022 Term 3: 1/21/2023 Term 4: 3/11/2023 Term 5: 4/29/2023 Term 6: 6/23/2023
	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 3/7/2023.
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: 10/8/2022 Term 2: 12/23/2022 Term 3: 1/21/2023 Term 4: 3/11/2023 Term 5: 4/29/2023 Term 6: 6/23/2023

	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 3/7/2023.
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FY22 School-based Org Chart



FY22 CMO Org Chart



APPENDIX E: ANTICIPATED BOARD MEETING SCHEDULE FOR 2022-2023

Meeting Type	Date	Location	Time
Board of Trustees	Friday, September 30, 2022	TBD	8:00AM - 11:00AM
	Friday, October 14th, 2022	Retreat	8:00AM - 12:00PM
	Friday, December 2, 2022	TBD	8:00AM - 11:00AM
	Friday, March 17, 2023	TBD	8:00AM - 11:00AM
	Friday, May 19, 2023	TBD	8:00AM - 11:00AM
Executive Committee	Friday, September 23, 2022	TBD	8:00AM - 11:00AM
	Friday, November 18, 2022	TBD	8:00AM - 11:00AM
	Friday, March 3, 2023	TBD	8:00AM - 11:00AM
	Friday, May 5, 2023	TBD	8:00AM - 11:00AM
	Wednesday, September 28, 2022	75 Arlington St. Chelsea, MA 02150	8:00AM - 10:00AM

Finance Committee	Wednesday, November 30, 2022	75 Arlington St. Chelsea, MA 02150	8:00AM - 10:00AM
	Wednesday, March 15, 2023	75 Arlington St. Chelsea, MA 02150	8:00AM - 10:00AM
	Wednesday, May 17, 2023	75 Arlington St. Chelsea, MA 02150	8:00AM - 10:00AM
Development Committee* *Subject to change	Thursday, September 8, 2022	TBD	12:00PM - 1:00PM
	Thursday, November 3, 2022	TBD	12:00PM - 1:00PM
	Thursday, February 23, 2023	TBD	12:00PM - 1:00PM
	Thursday, May 4, 2023	TBD	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 submitted a draft accountability plan to the Charter Office during the 20-21 school year.
 - Phoenix Chelsea has completed the first stage of developing an accountability plan to serve the school for the next charter term in collaboration with A-GAME and DESE.
 - Phoenix has met this condition.
- 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 submitted 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 and will work to achieve that again in the October 2022 SIMS submission. We will apply to have our conditions removed after this has been satisfactorily completed.

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. Based on the feedback from our site visit report, Phoenix is making progress to meeting this condition and will continue to make improvements before our renewal 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.
- Phoenix has met this condition.