

Phoenix Academy Public Charter High School, Chelsea, Phoenix Academy Public Charter High School, Springfield & Phoenix Academy Public Charter High School, Lawrence Annual Report 2022-2023

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INTRODUCTION TO THE SCHOOL

Name of School: <i>Phoenix Academy Public Charter High School, Chelsea</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Chelsea
Regional or Non-Regional?	Regional	Chartered Districts in Region	Chelsea, Everett, Revere, Lynn
Year Opened	2006	Year(s) in which the Charter was Renewed	2011, 2016, 2021
Maximum Enrollment	225	Current Enrollment	187 as of 6/22/2023
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year (as stated in the charter)	190	Students on Waitlist	0
Number of Instructional Days during the 2022-23 School Year	189		
School Hours	9AM-4PM M-Th; 9AM-1PM F	Age of School	17
<p>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.</p> <p>Proposed Update: Phoenix Academy Public Charter High School Chelsea challenges resilient, systemically marginalized 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.</p>			

Name of School: <i>Phoenix Academy Public Charter High School, Springfield</i>			
Type of Charter: (Commonwealth or Horace Mann)	Commonwealth Charter	Location of School (Municipality)	Springfield
Regional or	Regional	Chartered Districts in	Springfield,

Non-Regional?		Region	Holyoke, Chicopee
Year Opened	2014	Year(s) in which the Charter was Renewed	2019
Maximum Enrollment	250	Current Enrollment	161 as of 6/22/2023
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year (as stated in the charter)	190	Students on Waitlist	0
Number of Instructional Days during the 2022-23 School Year	186		
School Hours	9AM-4PM M-Th; 9AM-1PM F	Age of School	9
<p>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.</p> <p>Proposed Update: Phoenix Academy Public Charter High School Springfield challenges resilient, systemically marginalized 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.</p>			

<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	2023
Maximum Enrollment	250	Current Enrollment	109 as of 6/22/2023

Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days per school year (as stated in the charter)	190	Students on Waitlist	0
Number of Instructional Days during the 2022-23 School Year	187		
School Hours	9AM-4PM M-Th; 9AM-1PM F	Age of School	5
<p>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.</p> <p>Proposed Update: Phoenix Academy Public Charter High School Lawrence challenges resilient, systemically marginalized 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.</p>			

BOARD OF TRUSTEES LETTER

July 31st, 2023

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 2022-2023 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.

Phoenix is happy to announce the successful rollout of our new comprehensive accountability plan, which marks a significant milestone in our organization's commitment to excellence and transparency. Through close collaboration with DESE, we have developed a transformative approach that aligns leaders and stakeholders on long-term goals and will undoubtedly guide programmatic changes for years to come. By working closely together, we have fostered a strong relationship based on shared values and a common vision for the future of education. Our accountability plan sets clear and measurable objectives, ensuring that our actions are rooted in data-driven decision-making. It outlines specific key performance indicators (KPIs) that will serve as benchmarks for success and enable us to track our

progress with utmost accuracy. Moreover, the plan has engaged and aligned leaders from all levels within the organization, creating a unified and cohesive front. This collective effort has not only enhanced communication and understanding but also fostered a culture of collaboration, where each individual's contributions are valued, and everyone is committed to achieving our long-term goals. As we move forward, our accountability plan will play a pivotal role in guiding programmatic changes. It empowers us to identify areas for improvement and implement evidence-based interventions to address any challenges.

Phoenix has implemented several notable improvements to ILPs (Individual Learning Plans) to enhance student outcomes and engagement. One significant enhancement is the incorporation of weekly goal-setting sessions, where students collaboratively set short-term objectives with their teachers. This approach fosters a sense of ownership over their academic journey and empowers them to take charge of their learning. Additionally, the Phoenix has integrated graduation planning within the ILPs, providing students with a clear roadmap towards their long-term aspirations. Leveraging ILPs as a powerful tool in the classroom, Phoenix facilitates regular check-ins, encouraging meaningful interactions between teachers and students, and promoting a more personalized learning experience. Through these improvements, Phoenix has successfully nurtured a supportive and growth-oriented environment, where students are equipped with the necessary tools to thrive academically.

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 and transitioned to coming to school in person for the 21-22 school year, which proved to be a struggle for many of our students during the first half of the year. The 22-23 school year saw a remarkable uptick in attendance compared to the previous year, with a notable increase in student participation and engagement, as we continue to work diligently towards reaching pre-pandemic levels and achieving our goals outlined in our strategic plan. This positive trend was complemented by a substantial rise in the number of completed assessments, reflecting our students' dedication to their work and our staff's commitment to fostering a conducive learning environment.

During this academic year, our schools were excited to roll out an innovative and comprehensive curriculum that ensures to elevate grade-level rigor and enhance student learning experiences. Collaborating with SAVVAS, a leading education provider, we have developed a cutting-edge program that caters to diverse learning styles and fosters academic excellence. The entire curriculum is hosted on Google Classroom, making it easily accessible to both our students and educators, promoting seamless interaction and engagement. As we pivoted fully to this dynamic digital platform, we anticipate positive trends emerging, reflecting a more efficient and enriching learning environment. With this powerful combination of accessible resources and a rigorous curriculum, we were confident that our students will thrive and achieve outstanding academic success.

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. Phoenix is in a memorandum of understanding (MOU) with



Springfield Technical Community College (STCC) for health pathways. 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 2022-2023, students at all three Phoenix schools completed credit bearing courses at local colleges, while our total completed classes increased as compared to the previous year (57% increase in course completion), 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. Our Managing Director of Equity and Restorative Practices has transitioned to focus solely on equity initiatives, our Managing Director of Equity is actively driving the implementation of our DBIE plan and spearheading the equity listener program. Phoenix staff are required to engage in ongoing DEI training and we are consistently looking for innovative ways to have our board members look and have historical experience in alignment with our student population.

Furthermore, our Racial Justice and Equity Working Group met over the course of the school year and was made up of various stakeholders from throughout the network - teachers, heads of school, statewide directors, managing directors, and the CEO. This group, using feedback from staff, identified an opportunity to refine and enhance the organization's mission statement. Specifically, one word was seen as misaligned with current organizational thinking about language and equity. The word was "disconnected." Community members felt that "disconnected" inaccurately described Phoenix scholars, labeling them in a harmful and deficit-oriented manner. The Working Group ultimately settled on the term "systemically marginalized," which more effectively communicates the evolution of our approach to this work and our commitment to Phoenix students.

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", with a long, sweeping horizontal line extending to the right.

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



SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

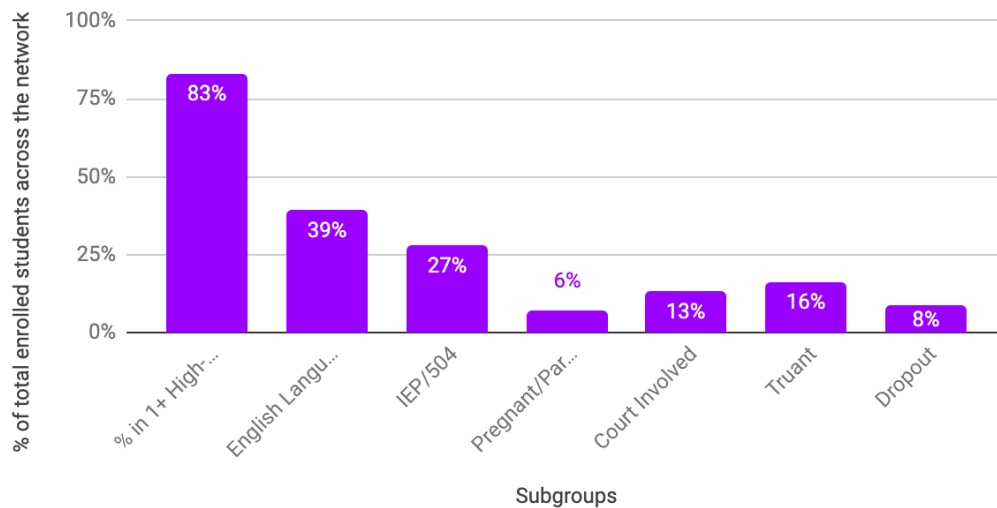
Mission and Key Design Elements

Phoenix Academy Public Charter High School, Chelsea (Phoenix Chelsea), Phoenix Academy Public Charter High School, Springfield (Phoenix Springfield), and Phoenix Academy Public Charter High School, Lawrence (Phoenix Lawrence) remain deeply committed to the founding mission of serving high-risk students and providing them with the tools necessary to enter and succeed in college. With 486 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 2022-2023, all three schools demonstrated this commitment by creating and implementing a recruitment and retention plan geared towards serving high-risk students with a goal of 80% percent of our students enrolled for the full academic year will meet or exceed their unit earning goal (which is tied to graduation requirements), which is reported in the accountability plans included in Appendix A.

Phoenix Charter Academy Network High Risk Student Population Percentages



Phoenix schools consistently recruit and graduate a significant percentage of students in one or more high-risk subgroup. Phoenix's success recruiting and graduating high-risk students is the result of

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.

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 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 behavioral 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 2022-2023 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 2022-2023, 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 2022-2023 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 2022 to plan for the 2022-2023 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 2022-2023 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. Each year, 90% of teaching staff report that the professional development provided by Phoenix helps deliver rigorous, student-centered instruction to students
2. 90% of staff who are employed at the time will respond to the survey.

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 33 courses in the 2022-2023 school year while navigating the difficulties associated with the global pandemic.

- 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 finished the academic year establishing their third Health Career Pathway program, which means we will start the year with a Health Career Pathway program in each of our schools.

Amendments to the Charter

Date	Amendment Requested	Approved
10/07/22	Phoenix Academy Charter Public High School Lawrence - Provisional Accountability Plan	Yes
02/03/23	Phoenix Academy Public Charter High School Springfield - Accountability Plan	Yes
02/03/23	Phoenix Academy Public Charter High School Chelsea - Accountability Plan	Yes

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

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	231	7		3.0	

English Learner	145	1			
Economically disadvantaged	191	5			
Students w/disabilities	22	3			
High needs	224	5			
Female	111	1			
Male	120	6		5.0	
Amer. Ind. or Alaska Nat.	3				
Asian	1				
Afr. Amer./Black	25	5			
Hispanic/Latino	194	2			
Multi-race, Non-Hisp./Lat.	2				
Nat. Haw. or Pacif. Isl.	0				
White	6				

Springfield Discipline Data

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	225	29		12.9	
English Learner	35	4			
Economically disadvantaged	205	25		12.2	
Students w/disabilities	62	6		9.7	
High needs	210	26		12.4	

Female	102	16		15.7	
Male	123	13		10.6	
Amer. Ind. or Alaska Nat.	2				
Asian	3				
Afr. Amer./Black	27	6		22.2	
Hispanic/Latino	177	23		13.0	
Multi-race, Non-Hisp./Lat.	5				
Nat. Haw. or Pacif. Isl.	1				
White	10				

Lawrence Discipline Data

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	173	11		6.4	
English Learner	41	3			
Economically disadvantaged	162	11		6.8	
Students w/disabilities	49	7		14.3	
High needs	169	11		6.5	
Female	74	1			
Male	99	10		10.1	
Amer. Ind. or Alaska Nat.	3				

Asian	0				
Afr. Amer./Black	3				
Hispanic/Latino	146	8		5.5	
Multi-race, Non-Hisp./Lat.	1				
Nat. Haw. or Pacif. Isl.	1				
White	19	3			

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 2022-2023 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.

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 2022-2023 dissemination efforts:

Best Practice Shared	Vehicle for Dissemination	Who at the School participated	With whom did the school disseminate?	Result of Dissemination
Mission & Key Design Elements	School Visit	Head of School, Director of Operations & CDC; Phoenix Students	Philanthropists and Foundation Leaders from Greater Boston Area	Community engagement and relentless supports information sharing.
Curriculum and Instruction	School Visit	Head of School, Director of School Culture, Director of Curriculum & Instruction, Director of Post-Secondary Success, Managing Director of Teacher Support, Teachers	The Davis Foundation (Western Mass)	Shared out of educational best practices & relentless supports information
Mission & Key Design Elements	School Visit	Art Therapist, School Social Worker, Art Instructor	North Lawndale College Prep (NLCP)	Showed maker space and art therapy opportunities to outside communities
Mission & Key Design Elements	School Visit	Head of School, Director of School Culture, Managing Director of Equity & Restorative Practices, Manager of Recruitment, Director of Talent & Recruitment, CEO of Phoenix	Non-Profit leaders in the Greater Lawrence Community through the Community Inroads Lawrence Ed Roundtable	Restorative practices; practices related to DBIE (Diversity, Belonging, Inclusion & Equity) as well as its intersection with staff recruitment & retention

Mission & Key Design Elements	Community Education Event	Head of School, Manager of Post-Secondary Success, CEO of Phoenix	Former Secretary of Education, Jim Peyser, The Hestia Fund, The Food Project, Superior Plumbing, Earley Information Science, Salem Academy Charter School, Watts 2 Boston	Post-secondary success model and Community engagement & partnerships
Mission & Key Design Elements	School Visit	Head of School, Managing Director of Teacher Support, CEO of Phoenix	Bob Kargman of Boston Land Company	Shared out of educational best practices & relentless supports information
Best practices in celebrating cultural heritage months meaningfully as a school and in individual classrooms.	Several Blog/Social Media posts with interviews with several staff members across our network of schools.	Sol Pakes, Director of Development, JD. Fergus, Managing Director of Equity and Restorative Justice	Phoenix Charter Academy Network's Blog and social media pages	Unknown
Mission & Key Design Elements	School Visit	Heads of Schools, Chief of Schools, Managing Director of Teacher Support, Director of Academic Projects, and Instructional leaders	Bronx Arena High School	Shared out best educational practices & relentless supports information

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
2022	2022	2022
Insufficient data	Insufficient data	Insufficient data

[Springfield Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Towards Improvement Targets
2022	2022	2022
Insufficient data	Insufficient data	Insufficient data

[Lawrence Accountability Data](#)

Overall Classification	Accountability Percentile	Progress Towards Improvement Targets
2022	2022	2022
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 continues to utilize the STAR assessment, which is an external and nationally normed growth assessment. Phoenix continues to leverage the STAR assessment to measure students' growth in both Reading and Math by ensuring that all students have the opportunity to test multiple times during a school year. By the end of fourth year of the charter term Phoenix students will meet or exceed on the following metrics,

- 80% of students with at least two STAR 360 Reading assessment results (fall to winter, winter to spring, or fall to spring*) will either meet either their SGP goal or show GLE growth.
- 80% of students with at least two STAR math assessment results (fall to winter, winter to spring, or fall to spring*) will either meet either their SGP goal or show GLE growth.
- 90% of all students who are enrolled for at least 45 days will take the STAR 360 assessment in math and reading at least once during the year.

- 90% of Partially Connected (PC) and Connected (C) students, who have attended the school for the full academic year (FAY), will take two STAR 360 assessments in math.
- 90% of partially connected and connected students, who have attended the school for the full academic year (FAY), will take two STAR 360 assessments in reading.
- 80% of students with at least two assessment results will either score at or above 1050 or show growth over previous Lexile by at least 25 points.

We are happy to witness encouraging signs in our STAR Assessments. As a result of our focused efforts, we have seen significant improvements in our student's performance. This progress can be attributed to better testing processes that now encompass a more inclusive approach, providing a fairer and more accurate representation of their abilities. However, we acknowledge that there is still work to be done. We must continue to focus on areas that have potential for growth, ensuring that we address any remaining disparities and create an even more supportive and empowering learning environment for all our students.

See the accountability data in Appendix A 2022-2023 STAR results.

Program Delivery

Throughout the 2022-2023 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 2022-2023 that supported these goals included emphasis on multi-modal ways of teaching during professional development opportunities and launching our new curriculum programs, SAVVAS and Achieve3000. Achieve3000 has proven to be a highly effective tool for fostering literacy growth among our students, making it a pivotal indicator for their academic progression. By tailoring content to individual reading levels and providing engaging, differentiated materials, students are motivated to improve their reading skills. As literacy skills develop, students not only show increased comprehension and critical thinking abilities. Achieve3000's data-driven approach allows educators to track progress, identify areas of improvement, and ensure that each student receives the personalized support they need to succeed academically. Phoenix continues to examine the flexibility of its academic program and will adapt 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 22-23 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 2023-2024 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 2022-2023, Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence maintained their organizational structure and did not make any changes. The 2022-2023 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 2022-2023 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 2022-2023 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 2022-2023, the Phoenix Network hired Chris Correa as the Director of Talent and Recruitment, to provide a year-round focus on staff retention and development, recruitment, and staff diversity, equity, and inclusion efforts. Denise Valdes as the Director of Strategic Initiatives, to provide year round coaching and support to our school's operations teams and brainstorm both short term and long term milestones and goals that are aligned with Phoenix's mission. Sarah Saltiel as the Director of Academic Projects, to provide operational and logistical support to our Chief of Schools and piloting and implementing Achieve3000 curriculum across our 3 campuses. Phoenix did, unfortunately, unexpectedly lose the Director of Finance in the middle of the year and the position still remains vacant at this time. Our Network Manager of ELD and Network Manager of Special Education positions still remain vacant at this time.

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 FY23 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 FY23 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 FY23 statement of revenues, expenses, and changes in net assets (income statement):

Phoenix Chelsea

Profit and Loss

July 2022 - June 2023

	TOTAL
Income	
4100 Tuition	4,419,539.99
4150 FEDERAL and STATE ENTITLEMENTS and GRANTS	0.00
4166 Reg. Trans.	20,304.00
4182 Federal Grants	681,686.83
4183 State Grants	16,043.00
4184 Other Federal & State Grants	11,200.17
Total 4150 FEDERAL and STATE ENTITLEMENTS and GRANTS	729,234.00
4200 FUNDRAISING and GRANTS	
4240 Foundation Restricted	52,051.25
Total 4200 FUNDRAISING and GRANTS	52,051.25
4900 Other Income	
4930 Interest income	13,719.15
4940 Child Care Reimbursement	
4945 Child Care Revenue	2,462.14
Total 4940 Child Care Reimbursement	2,462.14
Total 4900 Other Income	16,181.29
7777 In-Kind Revenue MTRS	524,661.00
Total Income	\$5,741,667.53
GROSS PROFIT	\$5,741,667.53
Expenses	
5000 SALARIES, BENEFITS and TAXES	
5050 Salary Expenses	
5100 SALARIES - ADMINISTRATIVE	
5110 Salaries- Administrative (Prof)	545,475.84
5191 Salaries-Operation & Mainenance	83,861.01
Total 5100 SALARIES - ADMINISTRATIVE	629,336.85
5200 SALARIES - INTSTRUCTIONAL	
5205 Salary Edu	690,408.25
5210 Salaries-Teachers	779,116.89
5213 Salary- Spec Ed	110,789.04
5215 Stipended Teachers	108,728.00
5217 Salary- Class Coverage Stipend	11,970.00
8520 Teacher Recruitment Partnership Fees	22,000.00
Total 5200 SALARIES - INTSTRUCTIONAL	1,723,012.18
5300 Salaries- Daycare	114,780.34
5500 Grant Salary Allocations	0.00
5501 Grant MTRS Allocation	36,272.00
5600 Bonuses	87,378.93
Total 5050 Salary Expenses	2,590,780.30

Phoenix Chelsea

Profit and Loss

July 2022 - June 2023

	TOTAL
5800 EMPLOYEE BENEFITS	5,400.00
5805 Medical	153,832.29
5806 Vision	2,660.81
5807 Dental	23,605.77
5808 Short Term Disability	20,063.91
5815 Employee Retirement-MTRS (including In-Kind)	528,764.00
5816 Employee Retirement	5,100.00
5817 Life Insurance	58.90
5825 Unum	0.00
5850 Workers Comp	13,114.33
Total 5800 EMPLOYEE BENEFITS	752,600.01
5900 Payroll taxes	37,885.30
Total 5000 SALARIES, BENEFITS and TAXES	3,381,265.61
6000 STUDENT SERVICES	
6110 Health Services and Materials	313.76
6200 Daycare Supplies	15,207.22
6300 Student Transportation	46,815.81
6440 Athletic Services	11,032.73
6445 STUDENT CULTURE	
6447 Clothes	11,342.18
6448 Food	19,192.97
6449 Student Clubs & Groups	18,833.89
6450 Graduation	5,570.11
6451 Student Events & Trips	16,795.65
6480 Student Culture Materials, Services & Other	1,671.40
Total 6445 STUDENT CULTURE	73,406.20
Total 6000 STUDENT SERVICES	146,775.72
6400 NUTRITION SERVICES	
6410 Lunch	25,988.03
6430 Breakfast	8,193.92
Total 6400 NUTRITION SERVICES	34,181.95
6500 Instructional Services	
6520 Contracted Svcs	7,931.32
6521 Contracted Services - Prof Development	13,197.28
6522 Contracted Services - Prof Development - DEI	3,521.80
6523 Contracted Services - Curriculum & Programming	46,888.01
Total 6520 Contracted Svcs	71,538.41

Phoenix Chelsea

Profit and Loss

July 2022 - June 2023

	TOTAL
6700 Instructional Programming	
6705 Classroom Supplies & Materials	101,151.61
6706 PD Supplies and Materials	12,576.60
6707 PD Travel	6,045.18
6710 Post-Secondary	11,893.84
6712 College Prep Materials	2,541.25
6713 Dual Enrollment Fees	15,323.99
6715 College & Career Experiences	2,070.78
Total 6710 Post-Secondary	31,829.86
6855 Instructional Technology in Class	47,058.21
6865 Standardized Testing (Use 6708)	814.93
Total 6700 Instructional Programming	199,476.39
6900 SPED	
6920 Special Ed Materials	308.42
6930 Contracted Special Ed Services	115,696.72
6940 Sped Testing and Assessment	5,673.20
Total 6900 SPED	121,678.34
Total 6500 Instructional Services	392,693.14
7000 Facilities and Equipment	0.00
7100 Rental/Lease of Building/Grnds	
7105 Rent	334,368.00
Total 7100 Rental/Lease of Building/Grnds	334,368.00
7200 Maintenance Buildings & Grounds	0.00
7210 Custodial Services	1,513.30
7215 Supplies/ Materials-Maintenance	9,880.90
7220 Contracted Maintenance	61,686.50
Total 7200 Maintenance Buildings & Grounds	73,080.70
7400 Equipment	
7402 Copiers & Leases	9,429.30
Total 7400 Equipment	9,429.30
7500 Utilities	
7510 Telephone & telecommunications	25,905.16
7520 Utilities	119,802.17
Total 7500 Utilities	145,707.33
7900 Depreciation	
7905 Depreciat. Equip., Bldng, Grnds	54,357.62
7915 Depreciat. of Information Techn	18,478.14
Total 7900 Depreciation	72,835.76
Total 7000 Facilities and Equipment	635,421.09

Phoenix Chelsea

Profit and Loss

July 2022 - June 2023

	TOTAL
8000 Operations	
8050 Business, Fin, HR, Legal Svces	
8052 Bank fees	764.17
8053 Legal fees	70,628.00
8054 Audit Fees	25,943.75
8055 Other Fees	6,102.05
8056 Staff, Student & Family Translation Services	392.75
8057 Staff Appreciation	15,716.10
8060 HR - Recruiting & Other	11,809.80
8065 Payroll Service Fees	20,345.91
Total 8050 Business, Fin, HR, Legal Svces	151,702.53
8100 DUES & FEES	
8110 Charter Association Dues	14,922.37
8115 Dues, Fees & Subscriptions	187.72
8120 Network Fee	613,672.00
Total 8100 DUES & FEES	628,782.09
8150 OFFICE SUPPLIES and MATERIALS	0.00
8152 Postage & Mailing	7,298.19
8153 Office Supplies	10,485.19
Total 8150 OFFICE SUPPLIES and MATERIALS	17,783.38
8200 Information Mgmt & Technology	
8221 Software-Administrative	1,922.95
8222 Instructional Software	20,507.17
8232 Instructional IT Materials	1,419.66
8233 IT Materials-Networking & Maintenance	71.82
8240 Instructional Technology PD & Support	3,564.67
8250 IT-Contracted Services	5,431.18
Total 8200 Information Mgmt & Technology	32,917.45
8400 TRAVEL EXPENSES - STAFF	0.00
8420 Gas	386.57
8425 Ground Travel	573.89
Total 8400 TRAVEL EXPENSES - STAFF	960.46
8500 Recruitment/Advertising	
8530 Student Recruitment	7,850.77
Total 8500 Recruitment/Advertising	7,850.77
8600 Insurance (non-employee)	
8610 Insurance	23,280.67
Total 8600 Insurance (non-employee)	23,280.67
8700 Fundraising..	14.95
Total 8000 Operations	863,292.30

Phoenix Chelsea

Profit and Loss

July 2022 - June 2023

	TOTAL
9200 Other Miscellaneous Expense	6,149.97
Uncategorized Expense	0.00
Total Expenses	\$5,459,779.78
NET OPERATING INCOME	\$281,887.75
Other Income	
Network Income	
4950 Misc. Income	1,257.00
Foundation and Grant Income	
9330 Foundation Support for Network (Individuals)	675,000.00
9340 Private Grants-Released for Network	396,800.41
Total Foundation and Grant Income	1,071,800.41
Network Fees from Schools	
9321 Network Fee Chelsea	613,672.00
9322 Network Fee Lawrence	245,834.00
9323 Network Fee Springfield	304,556.04
Total Network Fees from Schools	1,164,062.04
Total Network Income	2,237,119.45
Total Other Income	\$2,237,119.45
Other Expenses	
CMO Expenses	
CMO Compensation, Benefits and Taxes	
CMO Personnel	
9505 CMO Salaries	1,382,603.10
9561 CMO Bonuses	7,000.00
9591 CMO Payroll Taxes	20,665.84
CMO Benefits	
9562 CMO Medical	95,894.72
9565 CMO Short Term Disability	11,467.45
9585 CMO Workers Comp	13,114.33
Total CMO Benefits	120,476.50
Total CMO Personnel	1,530,745.44
Total CMO Compensation, Benefits and Taxes	1,530,745.44

Phoenix Lawrence

Profit and Loss

July 2022 - June 2023

	TOTAL
Income	
4100 Tuition	2,302,329.00
4150 Federal and State Entitlements and Grants	
4111 Federal Grants	436,009.06
4112 State Grants	116,375.00
4184 Other Federal & State Grants	12,113.00
Total 4150 Federal and State Entitlements and Grants	564,497.06
4200 Fundraising and Grants	
4240 Foundation Restricted	120,749.81
4250 Foundation Unrestricted	65,000.00
Total 4200 Fundraising and Grants	185,749.81
4900 Other Income	
4930 Interest Income	8,552.83
Total 4900 Other Income	8,552.83
7777 In-kind revenue MTRS	303,300.00
Total Income	\$3,364,428.70
GROSS PROFIT	\$3,364,428.70
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5100 Salaries-Non-Instructional	0.00
5110 Salaries-Administrative	531,882.70
5191 Salaries-Operation & Maintenance	45,108.07
Total 5100 Salaries-Non-Instructional	576,990.77
5200 Salaries- Instructional	
5205 Salaries - Education	436,015.05
5210 Salaries - Teachers	568,920.67
5213 Salaries - Spec. Ed.	47,744.40
5215 Salaries - Staff Stipends	54,125.00
5217 Salary - Class Coverage Stipends	8,425.00
Total 5200 Salaries- Instructional	1,115,230.12
5300 Salaries- Day Care	40,913.42
5500 Grant Salary Allocations	0.00
5501 Grant MTRS Allocation	18,534.01
5600 Bonuses	36,183.94
Total 5050 Salary Expenses	1,787,852.26

Phoenix Lawrence

Profit and Loss

July 2022 - June 2023

	TOTAL
5800 Employee Benefits	2,250.00
5805 Medical	112,462.39
5806 Vision	1,284.97
5807 Dental	10,400.28
5808 Short Term Disability	13,687.81
5809 PFML	9.13
5815 Employee Retirement - MTRS (including In-Kind)	306,951.00
5816 Employee Retirement	600.00
5850 Workers Comp	13,114.25
Total 5800 Employee Benefits	460,759.83
5900 Payroll Taxes	34,301.24
Total 5000 Salaries, Benefits, and Taxes	2,282,913.33
6000 Student Services	
6110 Health Services and Materials	413.27
6200 Daycare Supplies	568.84
6300 Student Transportation	12,557.85
6440 Athletic Services	100.00
6445 Student Culture	
6447 Clothes	11,576.52
6448 Food	11,086.31
6449 Student Clubs & Groups	84,012.51
6451 Student Events & Trips	16,869.26
6452 Student Recruitment	1,275.00
6460 Student Culture Materials, Services & Other	1,543.79
Total 6445 Student Culture	126,363.39
6450 Graduation	4,411.33
Total 6000 Student Services	144,414.68
6400 Nutrition Services	
6410 Lunch	43,073.00
6430 Breakfast	21,031.89
Total 6400 Nutrition Services	64,104.89
6500 Instructional Services	
6520 Contracted Svcs	2,431.33
6521 Contracted Services - Professional Development	2,399.58
6523 Contracted Services - Curriculum & Programming	104,553.91
Total 6520 Contracted Svcs	109,384.82

Phoenix Lawrence

Profit and Loss

July 2022 - June 2023

	TOTAL
6700 Instructional Programming	
6705 Classroom Supplies & Materials	18,590.76
6707 PD Travel	754.26
6708 Standardized Testing	327.98
6760 PD Supplies and Materials	1,582.73
6855 Instructional Technology in Class	
8222 Instructional Software	22,465.31
8232 Instructional IT Materials	5,081.65
8240 Instructional Technology PD & Support	4,220.00
Total 6855 Instructional Technology in Class	31,766.96
Total 6700 Instructional Programming	53,022.69
6710 Post-Secondary	
6712 College Prep Materials	2,680.92
6713 Dual Enrollment Fees	770.85
6714 Partnership Fees	16,376.96
Total 6710 Post-Secondary	19,828.73
6900 SPED-Special Education	10,584.50
6920 Special Educational Materials	1,132.58
6930 SPED Special Ed Services- Contracted	990.00
6940 SPED Testing and Assessment	30,672.55
Total 6900 SPED-Special Education	43,379.63
Total 6500 Instructional Services	225,615.87
7000 Facilities and Equipment	114.26
7100 Rental/Lease of Building/Grnds	
7105 Rent	0.00
7106 Rent - Additional Fees	21,000.00
Total 7100 Rental/Lease of Building/Grnds	21,000.00
7200 Maintenance Buildings & Grounds	
7215 Supplies/Materials-Maintenance	30,582.97
7220 Contracted Maintenance	18,366.44
7222 COVID-19 Maintenance	3,438.68
Total 7200 Maintenance Buildings & Grounds	52,388.09
7400 Equipment - Rental & Maint.	
7402 Copiers & Leases	7,785.15
Total 7400 Equipment - Rental & Maint.	7,785.15
7500 Utilities	
7510 Telephone & Telecommunications	20,549.35
Total 7500 Utilities	20,549.35

Phoenix Lawrence

Profit and Loss

July 2022 - June 2023

	TOTAL
7900 Depreciation	
7905 Depreciat. Equip., Bldng, Grnds	89,446.91
7915 Depreciat. of Information Techn	10,437.00
Total 7900 Depreciation	99,883.91
Total 7000 Facilities and Equipment	201,720.76
7950 Amortization Expense	320,123.04
8000 Operations	
8050 Operations Business, Fin, HR, Legal Svces	
6870 Staff Appreciation	1,421.13
8052 Bank Fees	1,347.64
8053 Legal Fees	1,888.00
8054 Audit Fees	25,943.75
8055 Other Fees	11,120.79
8060 HR Recruiting & Other	2,281.50
8065 Payroll Service Fees	12,361.84
Total 8050 Operations Business, Fin, HR, Legal Svces	56,364.65
8100 Dues, Licenses & Subscription	
8110 Charter Association Dues	11,186.38
8120 Network Fee	245,834.00
Total 8100 Dues, Licenses & Subscription	257,020.38
8150 Office Supplies and Materials	4,260.37
8152 Postage & Mailing	1,931.17
8153 Office Supplies	8,345.12
Total 8150 Office Supplies and Materials	14,536.66
8200 IT Operations	
8250 IT-Contracted Services	8,811.14
Total 8200 IT Operations	8,811.14
8320 Interest Expense	109,858.27
8400 Travel Expenses - Staff	602.52
8520 Teacher Recruitment Partnership Fees	12,000.00
8600 Insurance (non employee)	
8610 Insurance (non-employee) Insurance	11,334.08
Total 8600 Insurance (non employee)	11,334.08
Total 8000 Operations	470,527.70
Uncategorized Expense	0.00
Total Expenses	\$3,709,420.27
NET OPERATING INCOME	\$ -344,991.57
NET INCOME	\$ -344,991.57

Phoenix Springfield

Profit and Loss

July 2022 - June 2023

	TOTAL
Income	
4100 Tuition Reimbursement	3,239,025.00
4150 Federal and State Entitlements and Grants	
4166 Reg. Trans.	8,729.00
4182 Federal Grants	1,411,443.00
4183 State Grants	118,413.00
4184 Other Federal & State Grants	3,250.00
Total 4150 Federal and State Entitlements and Grants	1,541,835.00
4200 Fundraising and Grants	
4240 Foundation Restricted	22,827.25
Total 4200 Fundraising and Grants	22,827.25
4900 Other Income	1,852.00
4930 Interest Income	16,688.47
4940 Child Care Reimbursement	
4945 Child Care Revenue	7,364.00
Total 4940 Child Care Reimbursement	7,364.00
Total 4900 Other Income	25,904.47
7777 In-kind revenue MTRS	325,306.00
Total Income	\$5,154,897.72
GROSS PROFIT	\$5,154,897.72
Expenses	
5000 Salaries, Benefits, and Taxes	
5050 Salary Expenses	
5051 Grant Salaries Allocation	0.00
5052 Grant MTRS Allocation	77,680.00
5100 Salaries - Administrative	
5110 Administrative	611,834.32
5191 Salaries - Operation & Maintenance	6,698.34
Total 5100 Salaries - Administrative	618,532.66
5200 Salaries - Instructional	
5205 Edu Lt Salary	525,291.65
5210 Salaries - Teachers	807,389.45
5213 Salary - Spec. Ed.	83,942.38
5215 Stipends	121,053.00
8520 Teacher Recruitment Partnership Fees	15,000.00
Total 5200 Salaries - Instructional	1,552,676.48
5300 Salaries- Daycare	128,594.61
5600 Bonuses	49,287.22
Total 5050 Salary Expenses	2,426,770.97

Phoenix Springfield

Profit and Loss

July 2022 - June 2023

	TOTAL
5800 Employee Benefits	1,800.00
5805 Medical	194,551.59
5806 Vision	1,813.10
5807 Dental	12,336.90
5808 Short Term Disability	21,424.46
5815 Employee Retirement - MTRS (including In-Kind)	333,516.00
5816 Employee Retirement	600.00
5850 Workers Comp	13,114.26
Total 5800 Employee Benefits	579,156.31
5900 Payroll Taxes	41,686.18
Total 5000 Salaries, Benefits, and Taxes	3,047,613.46
6000 Student Services	
6110 Health Services and Materials	98.15
6200 Daycare Supplies	2,158.59
6300 Student Transportation	61,570.36
6440 Athletic Services	21,972.34
6445 Student Culture	
6447 Clothes	49,969.34
6448 Food	81,708.70
6449 Student Groups	10,036.02
6451 Student Events & Trips	36,774.00
6458 Student Events & Trips (Use 6451)	903.78
6460 Student Culture Materials, Services & Other	3,578.03
Total 6445 Student Culture	182,969.87
6450 Graduation	22,285.02
Total 6000 Student Services	291,054.33
6500 Instructional Services	
6520 Contracted Services	
6521 Contracted Services - Professional Development	9,297.03
6522 Contracted Services - Prof Development - DEI	26,045.00
6523 Contracted Services - Curriculum Development	36,065.61
Total 6520 Contracted Services	71,407.64

Phoenix Springfield

Profit and Loss

July 2022 - June 2023

	TOTAL
6700 Instructional Programming	2,521.39
6705 Classroom Supplies & Materials	36,895.10
6706 PD Supplies and Materials	58.33
6707 PD Travel	11,985.94
6708 Standardized Testing	1,200.00
6855 Instructional Technology in Class	13,695.33
8222 Instructional Software	36,481.63
8232 Instructional - IT Materials	874.73
8240 Instructional Technology PD & Support	2,563.70
Total 6855 Instructional Technology in Class	53,615.39
Total 6700 Instructional Programming	106,276.15
6900 SPED-Special Education	
6920 Special Ed Materials	187.00
6930 Special Ed Services- Contracted	66,652.87
6940 SPED Testing and Assessment	48,090.00
Total 6900 SPED-Special Education	114,929.87
Total 6500 Instructional Services	292,613.66
6710 Post-Secondary	
6712 College Prep Materials	9,016.31
Total 6710 Post-Secondary	9,016.31
7000 Facilities and Equipment	
7100 Rental/Lease of Building/Grdns	
7105 Rent	0.00
7106 Rent - Additions and Fees	111,600.04
Total 7100 Rental/Lease of Building/Grdns	111,600.04
7200 Maintenance Buildings & Grounds	5,850.00
7210 Custodial Services	53,612.60
7215 Supplies/Materials - Maintenance	46,432.00
7220 Contracted Maintenance	36,487.75
7222 COVID-19 Maintenance	213.73
Total 7200 Maintenance Buildings & Grounds	142,596.08
7400 Equipment - Rental & Maint.	
7402 Copiers & Leases	16,028.68
Total 7400 Equipment - Rental & Maint.	16,028.68
7500 Utilities	
7510 Telephone & Telecommunications	18,866.96
7520 Utilities	75,145.42
Total 7500 Utilities	94,012.38

Phoenix Springfield

Profit and Loss

July 2022 - June 2023

	TOTAL
7900 Depreciation Expense	
7905 Depreciat. Equip., Bldg, Grnds	117,627.35
7915 Depreciat. of Information Techn.	13,950.20
Total 7900 Depreciation Expense	131,577.55
Total 7000 Facilities and Equipment	495,814.73
7950 Amortization expense	204,826.32
8000 Operations	
8050 Business, Fin, HR, Legal Svces	
8052 Bank Fees	1,091.26
8053 Legal Fees	8,668.50
8054 Audit Fees	25,943.75
8056 Staff Appreciation	7,876.49
8060 Other Fees	12,980.91
8061 HR - Recruiting & Other	11,224.60
8065 Payroll Service Fees	16,830.48
Total 8050 Business, Fin, HR, Legal Svces	84,615.99
8100 Dues, Licenses & Subscriptions	30.00
8110 Charter Association Dues	12,337.37
8120 Network Fee	304,556.04
Total 8100 Dues, Licenses & Subscriptions	316,923.41
8150 Office Supplies and Materials	
8152 Postage & Mailing	3,012.25
8153 Office Supplies	50,049.89
8154 Supplies	2,110.78
Total 8150 Office Supplies and Materials	55,172.92
8200 Information Mgmt & Technology	
8221 Software-Administrative	628.47
8250 IT - Contracted Services	9,950.33
Total 8200 Information Mgmt & Technology	10,578.80
8320 Interest Expense	310,438.76
8400 Travel Expenses - Staff	825.57
8500 Recruitment / Advertising	616.25
8530 Student Recruitment	2,157.44
Total 8500 Recruitment / Advertising	2,773.69
8600 Insurance (non-employee)	
8610 Insurance	25,192.50
Total 8600 Insurance (non-employee)	25,192.50
Total 8000 Operations	806,521.64
Travel	0.00

Phoenix Springfield

Profit and Loss

July 2022 - June 2023

	TOTAL
Uncategorized Expense	0.00
Total Expenses	\$5,147,460.45
NET OPERATING INCOME	\$7,437.27
Other Income	
9800 Gain / Loss on Disposal of Fixed Assets	3,564.00
Total Other Income	\$3,564.00
NET OTHER INCOME	\$3,564.00
NET INCOME	\$11,001.27

Phoenix Foundation
Budget vs. Actuals: FY23 Budget - FY23 P&L
July 2022 - June 2023

	<u>Total</u>
Income	
Annual Fund	
4004 Corporate Donations	88,050
4005 Individual Donations	544,162
4006 Foundation Donations	91,000
Total Annual Fund	<u>\$ 723,212</u>
Total Income	<u>\$ 723,212</u>
Gross Profit	<u>\$ 723,212</u>
Expenses	
5000 Online Fund Raising Fees	2,540
5006 Fund Raising Expenses	
5012 Commissions & Fees	1,229
Grants to Schools and CMO	740,000
Insurance	636
Insurance - Liability	
Legal & Professional Fees	
Office Expenses	
Total Expenses	<u>\$ 744,405</u>
Net Operating Income	<u>-\$ 21,193</u>
Other Income	
4011 Grants to School (Current Year)	592,431
5003 Interest Earned	30,650
9000 Unrealized Gain/Loss on Investments	1,841
Total Other Income	<u>\$ 624,922</u>
Other Expenses	
5020 Grants to Chelsea School	52,051
5021 Grants to CMO	396,800
5022 Grants to Springfield School	22,827
5023 Grants to Lawrence School	120,750
Miscellaneous	1,070
Total Other Expenses	<u>\$ 593,498</u>
Net Other Income	<u>\$ 31,423</u>
Net Income	<u>\$ 10,230</u>

Friday, Sep 08, 2023 06:40:29 AM GMT-7 - Accrual Basis

B. Statement of net assets for FY23 (balance sheet):

Phoenix Chelsea

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	132.90
1002 Boston Private Checking *0490	1,131.88
1003 Money Market Savings Account	0.00
1005 Debit Cash	0.00
1010 Eastern Bank Checking (6897)	971,731.16
1072 Bill.com Money Out Clearing	701.05
Checking (6897)	0.00
Total Bank Accounts	\$973,696.99
Accounts Receivable	
1100 Accounts receivable	30,054.00
Total Accounts Receivable	\$30,054.00
Other Current Assets	
1015 Undeposited Funds	0.00
1105 Tuition Receivable	0.00
1110 Grants receivable - State	1,623.98
1120 Grants receivable - Federal	247,312.83
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

Phoenix Chelsea

Balance Sheet

As of June 30, 2023

	TOTAL
Total 1120 Grants receivable - Federal	247,312.83
1148 Other Receivable- Nutrition	1,270.04
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	0.00
1190 Due from Foundation	1,784,934.13
1191 Due From Foundat re Lawrence	0.00
Total 1190 Due from Foundation	1,784,934.13
1193 Due from Springfield	752,909.27
1194 Due From Lawrence	689,996.04
1195 Other Receivables	0.00
1200 Advances	0.00
1210 Allowance for Doubtful Accounts	0.00
1300 Prepaid expenses	47,681.94
1310 Prepaid Expenses- Insurance	3,353.00
1315 Prepaid W. Comp	3,227.41
1340 Contract Deposit	21,199.50
1410 Prepaid Rent	28,700.00
2091 Due to Lawrence	-3,080.25
Uncategorized Asset	0.00
Total Other Current Assets	\$3,579,127.89
Total Current Assets	\$4,582,878.88
Fixed Assets	
1520 Building Improvements	0.00
1530 Leasehold improvements- Clark	0.00
1536 Leasehold Improvements 175 Hawthorne	368,453.00
1540 Furniture	0.00
1550 Equipment	244,376.50
1560 Computers	147,554.06
1570 Vehicles- Van	0.00
1600 Accumulated depreciation	-464,935.71
Total Fixed Assets	\$295,447.85
Other Assets	
1420 Deposits	0.00
1910 Loan Closing Fees	0.00
Total Other Assets	\$0.00
TOTAL ASSETS	\$4,878,326.73

Phoenix Chelsea

Balance Sheet

As of June 30, 2023

	TOTAL
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts payable	279,670.27
Total Accounts Payable	\$279,670.27
Credit Cards	
2005 Credit Card Payable	0.00
2006 Divvy Credit Card	0.00
Total Credit Cards	\$0.00
Other Current Liabilities	
2010 Accounts Payable- Other	0.00
2040 MTRS Payable	22,908.36
2050 Employee Benefits 403b	0.00
2055 FSA Payable	-1,099.71
2060 OBRA Payable	0.00
2065 UI Payable	0.00
2070 Other Payables	17,473.00
2075 Due to Foundation	330,364.00
2080 Net Payroll Zero	0.00
2090 Due to Springfield	429,934.00
2100 Accrued Expenses	35,760.00
2110 Accrued payroll	216,394.37
2102 Paychecks Payable	0.00
Total 2110 Accrued payroll	216,394.37
2115 Accrued Bonuses	14,000.00
2120 Reserve for Lease Buyout	0.00
2130 Live Checks	0.00
2140 Accrued Rent Expense	0.00
Total 2100 Accrued Expenses	266,154.37
2121 Grant MTRS liability	2,442.00
2200 Deferred Income	68,381.57
Deferred - Title III	0.00
Verizon	0.00
Total 2200 Deferred Income	68,381.57
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	\$1,136,557.59

Phoenix Chelsea

Balance Sheet

As of June 30, 2023

	TOTAL
Total Current Liabilities	\$1,416,227.86
Long-Term Liabilities	
2610 Notes Payable - long term	0.00
Total Long-Term Liabilities	\$0.00
Total Liabilities	\$1,416,227.86
Equity	
3000 Unrestricted net assets	0.00
3001 Opening Bal Equity	0.00
3010 Unrestrict (retained earnings)	2,816,677.35
3100 Investment in Fixed Assets	352,241.94
3200 Temporary restricted net assets	0.00
Net Income	293,179.58
Total Equity	\$3,462,098.87
TOTAL LIABILITIES AND EQUITY	\$4,878,326.73

Phoenix Lawrence

Balance Sheet

As of June 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	110.00
1002 Checking- Lawrence (8345)	4,529.68
1005 Eastern Bank Checking (2905)	642,646.97
1072 Bill.com Money Out Clearing	1,143.76
Total Bank Accounts	\$648,430.41
Accounts Receivable	
1100 Accounts Receivable	82,463.32
Total Accounts Receivable	\$82,463.32
Other Current Assets	
1105 Tuition Receivable	0.00
1110 Grants receivable - State	6,707.73
1120 Grants receivable - Federal	15,536.60
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	15,536.60
1148 Receivable- Nutrition	6,013.00
1192 Due From CMO	1,668.01
1193 Due From Chelsea	-475.23
1194 Due From Foundation	615,809.58
1196 Due From Springfield	23,539.01
1200 Advances	0.00
1300 Prepaid Expenses	20,451.67
1310 Prepaid Expenses- Insurance	0.00
1315 Prepaid W. Comp	1,613.71
1410 Prepaid Rent	10,539.73
1450 Right to Use Asset-Leased Space	2,560,983.66
Total Other Current Assets	\$3,262,387.47
Total Current Assets	\$3,993,281.20
Fixed Assets	
1520 Building Improvements	273,015.46
1540 Furniture	59,290.50
1550 Equipment	109,414.16
1560 Computers	59,738.00

Phoenix Lawrence

Balance Sheet

As of June 30, 2023

	TOTAL
1600 Accumulated depreciation	-249,992.27
Total Fixed Assets	\$251,465.85
TOTAL ASSETS	\$4,244,747.05
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	36,460.76
Total Accounts Payable	\$36,460.76
Credit Cards	
2005 Credit Card Payable	-257.20
Total Credit Cards	\$ -257.20
Other Current Liabilities	
2040 MTRS Payable	10,226.32
2050 Employee Benefits 403b	0.00
2055 FSA Payable	-213.75
2060 OBRA Payable	0.00
2070 Other Payables	69,638.00
2080 Net Payroll Zero	9.13
2082 Due To Foundation	50,814.50
2083 Due to CMO	688,108.57
2084 Due to Springfield	0.00
2100 Accrued Expenses	0.00
2101 Accrued Salaries	74,034.29
2121 Grant MTRS Liability	8,053.01
2200 Deferred Income	0.38
2299 Deferred Income- Tuition	0.00
Total Other Current Liabilities	\$900,670.45
Total Current Liabilities	\$936,874.01
Long-Term Liabilities	
2615 Lease Liability	2,760,924.45
Total Long-Term Liabilities	\$2,760,924.45
Total Liabilities	\$3,697,798.46
Equity	
Retained Earnings	891,940.16
Net Income	-344,991.57
Total Equity	\$546,948.59
TOTAL LIABILITIES AND EQUITY	\$4,244,747.05

Phoenix Springfield

Balance Sheet

As of September 27, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1001 Petty Cash	1,009.33
1007 Checking- Springfield (0724)	-10.00
1008 CD 856970573	0.00
1020 Eastern Bank Checking (5067)	1,892,957.16
1072 Bill.com Money Out Clearing	0.00
Total Bank Accounts	\$1,893,956.49
Accounts Receivable	
1100 Accounts Receivable	33,182.00
Total Accounts Receivable	\$33,182.00
Other Current Assets	
1105 Tuition Receivable	0.00
1110 Grants receivable - State	43,473.77
1120 Grants receivable - Federal	-43,473.77
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
Total 1120 Grants receivable - Federal	-43,473.77
1180 Receivables- Daycare	0.00
1192 Due From CMO	0.00
1193 Due From Chelsea	429,934.00
1194 Due From Foundation	26,994.25
1195 Other Receivables	0.00
1196 Due from Lawrence	0.00
1200 Advances	0.00
1300 Prepaid Expenses	62,728.25
1310 Prepaid Expenses- Insurance	0.00
1315 Prepaid W. Comp	1,715.64
1410 Prepaid Rent	0.00
1450 Right to Use Asset	7,356,678.21
Undeposited Funds	0.00
Total Other Current Assets	\$7,878,050.35
Total Current Assets	\$9,805,188.84

Phoenix Springfield

Balance Sheet

As of September 27, 2023

	TOTAL
Fixed Assets	
1520 Building Improvements	1,151,566.54
1540 Furniture	153,699.37
1550 Equipment	235,958.36
1560 Computers	166,792.99
1600 Accumulated depreciation	-725,839.66
Total Fixed Assets	\$982,177.60
Other Assets	
1710 Deposits	0.00
Deferred Rent	0.00
Total Other Assets	\$0.00
TOTAL ASSETS	\$10,787,366.44
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	59,492.03
Total Accounts Payable	\$59,492.03
Credit Cards	
2005 Credit Card Payable	0.00
Total Credit Cards	\$0.00
Other Current Liabilities	
2010 Accounts Payable- Other	0.00
2011 MTRS Grant Liability	22,321.00
2040 MTRS Payable	16,715.88
2050 Employee Benefits 403b	0.00
2055 FSA Payable	-21.74
2060 OBRA Payable	0.00
2080 Net Payroll Zero	0.00
2081 Due to Chelsea School	0.00
2082 Due To Foundation	69,876.40
2083 Due to CMO	851,592.55
2084 Due to Lawrence	23,539.01
2100 Accrued Expenses	0.00
2101 Accrued Salaries	0.00
2200 Deferred Income	50,135.10
2299 Deferred Income- Tuition	0.00
Total Other Current Liabilities	\$1,034,158.20
Total Current Liabilities	\$1,093,650.23

Phoenix Springfield

Balance Sheet

As of September 27, 2023

	TOTAL
Long-Term Liabilities	
2615 Lease Liability	7,923,711.20
Total Long-Term Liabilities	\$7,923,711.20
Total Liabilities	\$9,017,361.43
Equity	
3001 Opening Balance Equity	0.00
3010 Retained Earnings	2,018,043.83
Net Income	-248,038.82
Total Equity	\$1,770,005.01
TOTAL LIABILITIES AND EQUITY	\$10,787,366.44

Phoenix Foundation
Balance Sheet Comparison
As of June 30, 2023

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
1000 Checking	2,597.58
1001 Petty Cash	0.00
1002 Checking- Eastern Bank	3,738,290.85
1005 Endowment -Robert Kargman	53,696.97
1006 On-Line Deposit Accounts	0.00
1007 Fidelity #7758	24,628.80
Total Bank Accounts	\$ 3,819,214.20
Accounts Receivable	
1132 Grant Receivables	0.00
Pledge Receivable	359,500.00
Total Accounts Receivable	\$ 359,500.00
Other Current Assets	
1060 Due From Phoenix Chelsea	141,034.03
1070 Due From Phoenix Springfield	69,876.40
1080 Due from Phoenix Lawrence	9,088.31
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
Total Other Receivable	\$ 0.00
Undeposited Funds	0.00
Total Other Current Assets	\$ 219,998.74
Total Current Assets	\$ 4,398,712.94
TOTAL ASSETS	\$ 4,398,712.94
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	98,657.52
2065 Due to CMO	1,496,946.54
2070 Due To Phoenix Springfield	26,994.25
2080 Due to Phoenix Lawrence	574,083.39
Deferred - COVID Emergency Fund	66,304.39
Deferred - Plymouth Rock Assurance	0.00
Deferred - Fish Family Foundation	0.00

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	-0.40
Deferred - Kargman Fund #2 FY21	0.00
Deferred - Kayem	10,000.00
Deferred - Leon Lowenstein Foundation	0.00
Deferred - Lovett-Woodsum	0.00
Deferred - Lovett-Woodsum TIME Restricted \$100K	50,000.00
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 Chelsea "Sweaters 4 Scholars"	405.00
Deferred Fish Fam-DE Deferred Fish Fam-DEI consult	0.00
Deferred Fish Family \$15K	-0.48
Deferred- Baupost FY24	75,000.00
Deferred- Cabot	0.00
Deferred- Essex Community Foundation FY22	17,134.30
Deferred- Joan Gallant	0.00
Deferred- Kargman \$200K Pledge	158,000.00
Deferred- Kargman R &M Health Pathay	0.00
Deferred- Mifflin Found for Chelsea FY22	0.00
Deferred- Mifflin Found for Chelsea FY23	20,000.00
Deferred- Moses Kimball	7,500.00
Deferred- NCF- New Commonwealth Fund	40,000.00
Deferred- One8 Found Deferred- One8 Foundation	0.00
Deferred-Balfour	0.00
Deferred-Beveridge Family FY22	0.00
Deferred-Chris Gordon	0.00
Deferred-Columbia Gas	90,798.00
Deferred-Cummings Foundation	75,000.00
Deferred-Davis Foundation	0.00
Deferred-DPH grant FY22	0.00
Deferred-John Connors	0.00
Deferred-John Davis	0.00
Deferred-Kargman \$14,500	0.00
Deferred-Kargman End Deferred-Kargman Endowment	50,000.00
Deferred-M&T	20,000.00

Deferred-Mifflin Lawrence FY23	20,000.00
Deferred-Mifflin Springfield FY23	20,000.00
Deferred-Sally W Carrier	0.00
Deferred-Stevens Foundation	0.00
Deferred-Stevens FY23	0.00
Total Other Current Liabilities	\$ 2,916,822.51
Total Current Liabilities	\$ 2,916,822.51
Total Liabilities	\$ 2,916,822.51
Equity	
3000 Retained Earnings	1,471,660.05
Net Income	10,230.38
Total Equity	\$ 1,481,890.43
TOTAL LIABILITIES AND EQUITY	\$ 4,398,712.94

Friday, Sep 08, 2023 06:41:21 AM GMT-7 - Accrual Basis



C. Approved School Budget for FY24:

The FY24 school budgets for Phoenix Chelsea, Phoenix Lawrence, and Phoenix Springfield were approved on May 20th, 2023 at a Phoenix Charter Academy Network Board of Trustees Meeting. These approved budgets are attached.

**Phoenix Network
FY24 Approved Budget**

	Total
Network Income	
Total Foundation and Grant Income	1,500,000
Total Network Fees from Schools	1,072,533
Total Network Income	2,572,533
CMO Expenses	
Total CMO Compensation, Benefits and Taxes	1,805,517
Total CMO Non-Personnel	683,500
Total CMO Expenses	2,489,017
Net Other Income	83,516

Phoenix Chelsea
FY24 Approved Budget Projection

	Totals
Income	
4100 Tuition	4,324,875
Total 4150 Federal and State Entitlements and Grants	987,350
Total 4200 Fundraising and Grants	0
Total 4500 Nutrition Income	20,000
Total 4900 Other Income	20,000
7777 In-kind revenue MTRS	421,391
Total Income	5,773,616
Expenses	
Total 5000 Salaries, Benefits, and Taxes	4,037,211
Total 6000 Student Services	127,000
Total 6400 Nutrition Services	28,000
Total 6500 Instructional Services	413,000
Total 7000 Facilities and Equipment	557,965
Total 8000 Operations	605,988
Total Expenses	5,769,164
Net Operating Income	4,452

Phoenix Springfield
FY24 Approved Budget

	Total
Income	
4100 Tuition	3,693,165
Total 4150 Federal and State Entitlements and Grants	2,013,179
Total 4200 Fundraising and Grants	0
Total 4900 Other Income	20,000
7777 In-kind revenue MTRS	261,023
Total Income	5,987,367
Expenses	
Total 5000 Salaries, Benefits, and Taxes	3,219,045
Total 6000 Student Services	175,000
Total 6500 Instructional Services	377,500
Total 7000 Facilities and Equipment	498,000
7950 Amortization Expense	204,826
Total 8000 Operations	868,743
Total Expenses	5,437,114
Net Operating Income	550,253

Phoenix Lawrence
FY24 Approved Budget

	Totals
Income	
4100 Tuition	2,707,283
Total 4150 Federal and State Entitlements and Grants	956,490
Total 4200 Fundraising and Grants	200,000
Total 4500 Nutrition Income	20,000
Total 4900 Other Income	10,000
7777 In-kind revenue MTRS	235,006
Total Income	4,128,779
Expenses	
Total 5000 Salaries, Benefits, and Taxes	2,567,089
Total 6000 Student Services	88,000
Total 6400 Nutrition Services	60,000
Total 6500 Instructional Services	262,500
Total 7000 Facilities and Equipment	219,000
7950 Amortization Expense	362,604
Total 8000 Operations	526,794
Total Expenses	4,085,987
Net Operating Income	42,792



**Phoenix Foundation
FY24 Approved Budget**

	Totals
Income	
Annual Fund	
4004 Corporate Donations	200,000
4005 Individual Donations	425,000
4006 Foundation Donations	125,000
Total Annual Fund	750,000
Total Income	750,000
Expenses	
5000 Online Fund Raising Fees	4,000
5006 Fund Raising Expenses	15,000
5012 Commissions & Fees	100
Grants to Schools and CMO	725,000
Insurance	1,000
Insurance - Liability	100
Legal & Professional Fees	4,500
Office Expenses	300
Total Expenses	750,000
Net Operating Income	0
Other Income	
4011 Grants to School (Current Year)	750,000
5003 Interest Earned	750
9000 Unrealized Gain/Loss on Investments	2,500
Total Other Income	753,250
Other Expenses	
5020 Grants to Chelsea School	177,000
5021 Grants to CMO	273,000
5022 Grants to Springfield School	40,000
5023 Grants to Lawrence School	260,000
Miscellaneous	500
Total Other Expenses	750,500
Net Other Income	2,750
Net Income	2,750

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	190
Number of expected students for FY23 first day of school	210
<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	181
Number of expected students for FY23 first day of school	190
<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 FY24:

Phoenix Chelsea: No FY24 capital plan

Phoenix Lawrence: No FY24 capital plan

Phoenix Springfield: FY24 capital plan **DRAFT**

Phoenix Springfield is embarking on an exciting capital project with a budget of up to \$150,000. The primary objective of this initiative is to enhance the support we offer to our valued Phoenix Springfield scholars, ultimately boosting student engagement and retention within the school.

At the heart of this project lies the creation of a cutting-edge STEM inspired Makerspace. This ambitious endeavor will involve a medium-scale construction project within the school premises, allowing us to build a space that fosters creativity and innovation. To fully equip the Makerspace, we will invest in high-end, modern equipment that empowers our students to explore a wide array of activities, including robotics, pottery, 3D printing, tufting, circuitry, fine arts, and more.

The motivation behind this project stems from the valuable feedback we have received from our students and their adult supporters. They have expressed a strong desire for opportunities to apply their



learning to real-world applications while also having an outlet to express themselves freely. By offering such a dynamic and interactive space, we believe the Makerspace will not only serve as a wellness tool but also as a potent recruitment and retention tool, drawing increased interest to Phoenix Springfield.

To ensure that our plans are tailored to meet the unique needs of our community, we will actively engage stakeholders throughout the planning process. Their valuable insights and perspectives will guide us in making high-impact additions to our school, ultimately benefiting all members of the Phoenix Springfield family.

In summary, the capital project of creating a STEM inspired Makerspace is an exciting endeavor that will not only enrich the educational experience of our scholars but also reinforce our position as a premier educational institution. By fostering creativity, real-world application of knowledge, and self-expression, we aim to provide an outstanding learning environment that inspires and empowers every student who walks through our doors.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE FOR 2022-2023

Phoenix Chelsea Accountability Plan:

Measure	2022-2023 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)		
Each year, 80% percent of students enrolled for the full academic year (FAY)* will meet or exceed their unit earning goal (which is tied to graduation requirements).	Not Met	
		Data
		Number of MC students who meet goals 1-5
		10
		Number of PC students who meet goals 1-4
		35
		Number of C students who meet goals 1-4
		35
		Number of students who are enrolled for the FAY
		141
		Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal
		57%

**Objective: Phoenix will implement relentless supports to support positive student outcomes.
(Key Design Element 2)**

Each year, 90% of students who were enrolled in the
FAY will report connectivity to school through a
biannual student survey administered using survey
monkey. Students will agree or strongly agree with at
least one question, assessing connectivity, which may
include:
I feel like my culture/background is represented at
Phoenix.
I feel like other students respect me.
I would recommend Phoenix to a friend.
The staff at Phoenix care about my opinion and ask me
for feedback.
I have at least one teacher who makes me excited
about the future.
Phoenix matters to my future.
*50% of students who were enrolled at the time the
survey was administered will respond to the survey.

Met

Data	
Number of students who responded Survey 1	119
% of students who responded Survey 1	57%
Number of students who responded Survey 2	96
% of students who responded Survey 2	51%
Percentage of students who reported connectivity to the school by agreeing or strongly agreeing to at least one of the questions listed.	96%

Objective: Phoenix will utilize professional development and data-driven instruction to ensure that Phoenix students are receiving rigorous, student-centered instruction. (Key Design Element 3)

<p>Each year, 90% of teaching staff report that the professional development provided by Phoenix helps deliver rigorous, student-centered instruction to students. Students will agree or strongly agree with at least one question, assessing connectivity, which may include:</p> <p>The internal professional development provided by Phoenix is a valuable resource for my growth as an educator.</p> <p>External professional development is a valuable resource for my growth as an educator.</p> <p>The following activities from this year have helped me grow in my role:</p> <p>Supervision</p> <p>Coaching</p> <p>Internal Professional Development</p> <p>External Professional Development</p> <p>90% of staff who are employed at the time will respond to the survey.</p>	Met		
		Data	
		Number of teachers who responded Survey 1	14
		% of teachers who responded Survey 1	100%
		Number of teachers who responded Survey 2	10
		% of teachers who responded Survey 2	100%
		Percentage of staff who responded agreed or strongly agreed	92%

**Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success and/or career readiness.
(Key Design Element 4)**

Each year, 80% of students will achieve their engagement goal, as laid out in their graduation plan/Individualized Learning Plan (ILP) at the beginning of each year (or upon enrollment).	Not Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms</td><td>12</td></tr><tr><td>Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms</td><td>51</td></tr><tr><td>Number of C students who remain in Tier 3 or 4 for at least 4 terms</td><td>33</td></tr><tr><td>Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal</td><td>71%</td></tr></table>	Data		Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms	12	Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms	51	Number of C students who remain in Tier 3 or 4 for at least 4 terms	33	Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal	71%
Data												
Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms	12											
Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms	51											
Number of C students who remain in Tier 3 or 4 for at least 4 terms	33											
Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal	71%											
Each year, 90% of graduating students will complete and submit their FAFSA forms.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who complete and submit their FAFSA forms</td><td>8</td></tr><tr><td>Percentage of graduates who complete and submit their FAFSA forms</td><td>100%</td></tr></table>	Data		Number of students who complete and submit their FAFSA forms	8	Percentage of graduates who complete and submit their FAFSA forms	100%				
Data												
Number of students who complete and submit their FAFSA forms	8											
Percentage of graduates who complete and submit their FAFSA forms	100%											
Each year, 2 years post-graduation, 60% of Phoenix graduates will be enrolled in college or have a degree, be in a career training program, or in a salaried position.	Not Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position.</td><td>6</td></tr><tr><td>Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a</td><td>38%</td></tr></table>	Data		Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position.	6	Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a	38%				
Data												
Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position.	6											
Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a	38%											

		<table><tr><td>salaried position.</td><td></td></tr></table>	salaried position.	
salaried position.				

Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term. (Dissemination)						
Phoenix Chelsea will host at least 2 local schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of school visits by external organizations each year.</td><td>4</td></tr></table>	Data		Number of school visits by external organizations each year.	4
Data						
Number of school visits by external organizations each year.	4					
Phoenix Chelsea 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	<table><tr><td>Data</td><td></td></tr><tr><td>Number of events participated in by teachers and admin to share best practices each year.</td><td>1</td></tr></table>	Data		Number of events participated in by teachers and admin to share best practices each year.	1
Data						
Number of events participated in by teachers and admin to share best practices each year.	1					

Objective: Phoenix Chelsea will show academic growth as measured by external assessments. (Student Performance)
--

By the end of the fourth year of the charter term, 80% of students with at least two STAR 360 Reading assessment results (fall to winter, winter to spring, or fall to spring*) will either meet either their SGP goal or show GLE growth.

*If a student has all three assessments, then fall to spring assessment data will be used.

Note: Students who begin the year (or upon enrollment) as a Minimally Connected student will not be included in the numerator or denominator.

Not Met/Not Met

Data	
Number of PC students with 2 tests	48
Number of PC students who meet the above requirements and meet their SGP of 38 or higher	26
Number of PC students who meet the above requirements and show at least 0.5 GLE growth	2
Percentage of PC students, who meet the PC requirements above	58%
Number of C students with 2 tests	50
Number of C students who meet the above requirements and meet their SGP of 42	37
Number of C students who meet the above requirements and show at least 1 GLE growth	1
Percentage of C students, who meet the C requirements above	76%

<p>By the end of the fourth year of the charter term, 80% of students with at least two STAR math assessment results (fall to winter, winter to spring, or fall to spring*) will either meet either their SGP goal or show GLE growth.</p> <p>*If a student has all three assessments, then fall to spring assessment data will be used.</p> <p>Note: Students who begin the year (or upon enrollment) as a minimally connected student will not be included in the numerator or denominator.</p>	<p>Not Met/Not Met</p>	<table><tr><td>Data</td><td></td></tr><tr><td>Number of PC students with 2 tests</td><td>24</td></tr><tr><td>Number of PC students who meet the above requirements and meet their SGP of 38 or higher</td><td>10</td></tr><tr><td>Number of PC students who meet the above requirements and show at least 0.5 GLE growth</td><td>0</td></tr><tr><td>Percentage of PC students, who meet the PC requirements above</td><td>42%</td></tr><tr><td></td><td></td></tr><tr><td>Number of C students with 2 tests</td><td>41</td></tr><tr><td>Number of C students who meet the above requirements and meet their SGP of 42</td><td>18</td></tr><tr><td>Number of C students who meet the above requirements and show at least 1 GLE growth</td><td>2</td></tr><tr><td>Percentage of C students, who meet the C requirements above</td><td>49%</td></tr></table>	Data		Number of PC students with 2 tests	24	Number of PC students who meet the above requirements and meet their SGP of 38 or higher	10	Number of PC students who meet the above requirements and show at least 0.5 GLE growth	0	Percentage of PC students, who meet the PC requirements above	42%			Number of C students with 2 tests	41	Number of C students who meet the above requirements and meet their SGP of 42	18	Number of C students who meet the above requirements and show at least 1 GLE growth	2	Percentage of C students, who meet the C requirements above	49%
Data																						
Number of PC students with 2 tests	24																					
Number of PC students who meet the above requirements and meet their SGP of 38 or higher	10																					
Number of PC students who meet the above requirements and show at least 0.5 GLE growth	0																					
Percentage of PC students, who meet the PC requirements above	42%																					
Number of C students with 2 tests	41																					
Number of C students who meet the above requirements and meet their SGP of 42	18																					
Number of C students who meet the above requirements and show at least 1 GLE growth	2																					
Percentage of C students, who meet the C requirements above	49%																					
<p>By the end of the fourth year of the charter term, 90% of all students who are enrolled for at least 45 days will take the STAR 360 assessment in math and reading at least once during the year.</p>	<p>Not Met</p>	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who are enrolled for at least 45 days</td><td>229</td></tr><tr><td>Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment</td><td>186</td></tr></table>	Data		Number of students who are enrolled for at least 45 days	229	Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	186														
Data																						
Number of students who are enrolled for at least 45 days	229																					
Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	186																					

		<table><tr><td>Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment</td><td>81%</td></tr></table>	Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	81%												
Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	81%															
By the end of the fourth year of the charter term, 90% of Partially Connected (PC) and Connected (C) students, who have attended the school for the full academic year (FAY), will take two STAR 360 assessments in math.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of PC students who attended for the FAY</td><td>62</td></tr><tr><td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td><td>43</td></tr><tr><td>Number of C students who attended for the FAY</td><td>58</td></tr><tr><td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td><td>43</td></tr><tr><td>Number of other students who took 2 STAR 360 math assessments</td><td>42</td></tr><tr><td>Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td><td>107%</td></tr></table>	Data		Number of PC students who attended for the FAY	62	Number of PC students who attended for the FAY and took 2 STAR 360 math assessments	43	Number of C students who attended for the FAY	58	Number of C students who attended for the FAY and took 2 STAR 360 math assessments	43	Number of other students who took 2 STAR 360 math assessments	42	Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments	107%
Data																
Number of PC students who attended for the FAY	62															
Number of PC students who attended for the FAY and took 2 STAR 360 math assessments	43															
Number of C students who attended for the FAY	58															
Number of C students who attended for the FAY and took 2 STAR 360 math assessments	43															
Number of other students who took 2 STAR 360 math assessments	42															
Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments	107%															
By the end of the fourth year of the charter term, 90% of Partially Connected (PC) and Connected (C) students, who have attended the school for the full academic year (FAY), will take two STAR 360 assessments in reading.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of PC students who attended for the FAY</td><td>62</td></tr><tr><td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td><td>48</td></tr><tr><td>Number of C students who attended for the FAY</td><td>58</td></tr></table>	Data		Number of PC students who attended for the FAY	62	Number of PC students who attended for the FAY and took 2 STAR 360 math assessments	48	Number of C students who attended for the FAY	58						
Data																
Number of PC students who attended for the FAY	62															
Number of PC students who attended for the FAY and took 2 STAR 360 math assessments	48															
Number of C students who attended for the FAY	58															

		<table><tr><td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td><td>49</td></tr><tr><td>Number of other students who took 2 STAR 360 math assessments</td><td>37</td></tr><tr><td>Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td><td>112%</td></tr></table>	Number of C students who attended for the FAY and took 2 STAR 360 math assessments	49	Number of other students who took 2 STAR 360 math assessments	37	Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments	112%						
Number of C students who attended for the FAY and took 2 STAR 360 math assessments	49													
Number of other students who took 2 STAR 360 math assessments	37													
Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments	112%													
By the end of the fourth year of the charter term, 80% of students with at least two assessment results will either score at or above 1050 or show growth over previous Lexile by at least 25 points.	Not Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of PC students who score at or above 1050</td><td>8</td></tr><tr><td>Number of PC students who show growth of at least 25 points from previous Lexile score</td><td>29</td></tr><tr><td>Number of C students who score at or above 1050</td><td>7</td></tr><tr><td>Number of C students who show growth of at least 25 points from previous Lexile score</td><td>39</td></tr><tr><td>Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points</td><td>78%</td></tr></table>	Data		Number of PC students who score at or above 1050	8	Number of PC students who show growth of at least 25 points from previous Lexile score	29	Number of C students who score at or above 1050	7	Number of C students who show growth of at least 25 points from previous Lexile score	39	Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points	78%
Data														
Number of PC students who score at or above 1050	8													
Number of PC students who show growth of at least 25 points from previous Lexile score	29													
Number of C students who score at or above 1050	7													
Number of C students who show growth of at least 25 points from previous Lexile score	39													
Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points	78%													

By the end of the fourth year of the charter term, 90% of students who are eligible to graduate* as of October 1, will graduate by the end of the year, including summer graduates (until July 31).	Not Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who are eligible to graduate as of Oct 1</td><td>10</td></tr><tr><td>Number of students who graduate at the end of the year, which includes summer graduates</td><td>6</td></tr><tr><td>Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year</td><td>60%</td></tr></table>	Data		Number of students who are eligible to graduate as of Oct 1	10	Number of students who graduate at the end of the year, which includes summer graduates	6	Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year	60%
Data										
Number of students who are eligible to graduate as of Oct 1	10									
Number of students who graduate at the end of the year, which includes summer graduates	6									
Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year	60%									
By the end of the fourth year of the charter term, the schools adjusted dropout rate will not exceed 10% each year.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who dropped out during the school year.</td><td>4</td></tr><tr><td>Percentage of students who dropped out during the school year.</td><td>2%</td></tr></table>	Data		Number of students who dropped out during the school year.	4	Percentage of students who dropped out during the school year.	2%		
Data										
Number of students who dropped out during the school year.	4									
Percentage of students who dropped out during the school year.	2%									

Phoenix Springfield Accountability Plan:

Measure	2022-2023 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)			
Each year, 80% percent of students enrolled for the full academic year (FAY)* will meet or exceed their unit earning goal (which is tied to graduation requirements).	Not Met		
		Data	
		Number of MC students who meet goals 1-5	17
		Number of PC students who meet goals 1-4	41
		Number of C students who meet goals 1-4	10
		Number of students who are enrolled for the FAY	113
		Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal	60%

**Objective: Phoenix will implement relentless supports to support positive student outcomes.
(Key Design Element 2)**

Each year, 90% of students who were enrolled in the
FAY will report connectivity to school through a
biannual student survey administered using survey
monkey. Students will agree or strongly agree with at
least one question, assessing connectivity, which may
include:
I feel like my culture/background is represented at
Phoenix.
I feel like other students respect me.
I would recommend Phoenix to a friend.
The staff at Phoenix care about my opinion and ask me
for feedback.
I have at least one teacher who makes me excited
about the future.
Phoenix matters to my future.
*50% of students who were enrolled at the time the
survey was administered will respond to the survey.

Met

Data	
Number of students who responded Survey 1	87
% of students who responded Survey 1	50%
Number of students who responded Survey 2	93
% of students who responded Survey 2	58%
Percentage of students who reported connectivity to the school by agreeing or strongly agreeing to at least one of the questions listed.	91%

Objective: Phoenix will utilize professional development and data-driven instruction to ensure that Phoenix students are receiving rigorous, student-centered instruction. (Key Design Element 3)

<p>Each year, 90% of teaching staff report that the professional development provided by Phoenix helps deliver rigorous, student-centered instruction to students. Students will agree or strongly agree with at least one question, assessing connectivity, which may include:</p> <p>The internal professional development provided by Phoenix is a valuable resource for my growth as an educator.</p> <p>External professional development is a valuable resource for my growth as an educator.</p> <p>The following activities from this year have helped me grow in my role:</p> <p>Supervision</p> <p>Coaching</p> <p>Internal Professional Development</p> <p>External Professional Development</p> <p>90% of staff who are employed at the time will respond to the survey.</p>	Met	<table><tr><th>Data</th><th></th></tr><tr><td>Number of teachers who responded Survey 1</td><td>12</td></tr><tr><td>% of teachers who responded Survey 1</td><td>100%</td></tr><tr><td>Number of teachers who responded Survey 2</td><td>9</td></tr><tr><td>% of teachers who responded Survey 2</td><td>100%</td></tr><tr><td>Percentage of staff who responded agreed or strongly agreed</td><td>100%</td></tr></table>	Data		Number of teachers who responded Survey 1	12	% of teachers who responded Survey 1	100%	Number of teachers who responded Survey 2	9	% of teachers who responded Survey 2	100%	Percentage of staff who responded agreed or strongly agreed	100%
Data														
Number of teachers who responded Survey 1	12													
% of teachers who responded Survey 1	100%													
Number of teachers who responded Survey 2	9													
% of teachers who responded Survey 2	100%													
Percentage of staff who responded agreed or strongly agreed	100%													

**Objective: When students graduate from Phoenix, they will demonstrate the attributes required for college success and/or career readiness.
(Key Design Element 4)**

Each year, 80% of students will achieve their engagement goal, as laid out in their graduation plan/Individualized Learning Plan (ILP) at the beginning of each year (or upon enrollment).	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms</td><td>19</td></tr><tr><td>Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms</td><td>65</td></tr><tr><td>Number of C students who remain in Tier 3 or 4 for at least 4 terms</td><td>9</td></tr><tr><td>Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal</td><td>89%</td></tr></table>	Data		Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms	19	Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms	65	Number of C students who remain in Tier 3 or 4 for at least 4 terms	9	Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal	89%
Data												
Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms	19											
Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms	65											
Number of C students who remain in Tier 3 or 4 for at least 4 terms	9											
Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal	89%											
Each year, 90% of graduating students will complete and submit their FAFSA forms.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who complete and submit their FAFSA forms</td><td>8</td></tr><tr><td>Percentage of graduates who complete and submit their FAFSA forms</td><td>100%</td></tr></table>	Data		Number of students who complete and submit their FAFSA forms	8	Percentage of graduates who complete and submit their FAFSA forms	100%				
Data												
Number of students who complete and submit their FAFSA forms	8											
Percentage of graduates who complete and submit their FAFSA forms	100%											
Each year, 2 years post-graduation, 60% of Phoenix graduates will be enrolled in college or have a degree, be in a career training program, or in a salaried position.	Not Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position.</td><td>8</td></tr><tr><td>Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a</td><td>0%</td></tr></table>	Data		Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position.	8	Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a	0%				
Data												
Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position.	8											
Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a	0%											

		salaried position.	
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Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term. (Dissemination)			
Phoenix Springfield will host at least 2 local schools visits a year that allow external organizations to visit classrooms and discuss key components of the school with leadership team members.	Met	Data	
		Number of school visits by external organizations each year.	2
Phoenix Springfield 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	Data	
		Number of events participated in by teachers and admin to share best practices each year.	1

Objective: Phoenix Springfield will show academic growth as measured by external assessments. (Student Performance)			
<p>By the end of the fourth year of the charter term, 80% of students with at least two STAR 360 Reading assessment results (fall to winter, winter to spring, or fall to spring*) will either meet either their SGP goal or show GLE growth.</p> <p>*If a student has all three assessments, then fall to spring assessment data will be used.</p> <p>Note: Students who begin the year (or upon enrollment) as a Minimally Connected student will not be included in the numerator or denominator.</p>	Not Met/Not Met	Data	
		Number of PC students with 2 tests	52
		Number of PC students who meet the above requirements and meet their SGP of 38 or higher	21
		Number of PC students who meet the above requirements and show at least 0.5 GLE growth	21
		Percentage of PC students, who	58%

		meet the PC requirements above	
		Number of C students with 2 tests	14
		Number of C students who meet the above requirements and meet their SGP of 42	8
		Number of C students who meet the above requirements and show at least 1 GLE growth	5
		Percentage of C students, who meet the C requirements above	57%
<p>By the end of the fourth year of the charter term, 80% of students with at least two STAR math assessment results (fall to winter, winter to spring, or fall to spring*) will either meet either their SGP goal or show GLE growth.</p> <p>*If a student has all three assessments, then fall to spring assessment data will be used.</p> <p>Note: Students who begin the year (or upon enrollment) as a minimally connected student will not be included in the numerator or denominator.</p>	Not Met/Not Met		
		Data	
		Number of PC students with 2 tests	49
		Number of PC students who meet the above requirements and meet their SGP of 38 or higher	26
		Number of PC students who meet the above requirements and show at least 0.5 GLE growth	30
		Percentage of PC students, who meet the PC requirements above	69%
		Number of C students with 2 tests	14
		Number of C students who meet the above requirements and meet their SGP of 42	17
		Number of C students who meet the above requirements	8

		<table><tr><td>and show at least 1 GLE growth</td><td></td></tr><tr><td>Percentage of C students, who meet the C requirements above</td><td>64%</td></tr></table>	and show at least 1 GLE growth		Percentage of C students, who meet the C requirements above	64%										
and show at least 1 GLE growth																
Percentage of C students, who meet the C requirements above	64%															
By the end of the fourth year of the charter term, 90% of all students who are enrolled for at least 45 days will take the STAR 360 assessment in math and reading at least once during the year.	Not Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who are enrolled for at least 45 days</td><td>206</td></tr><tr><td>Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment</td><td>176</td></tr><tr><td>Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment</td><td>85%</td></tr></table>	Data		Number of students who are enrolled for at least 45 days	206	Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	176	Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	85%						
Data																
Number of students who are enrolled for at least 45 days	206															
Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	176															
Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment	85%															
By the end of the fourth year of the charter term, 90% of Partially Connected (PC) and Connected (C) students, who have attended the school for the full academic year (FAY), will take two STAR 360 assessments in math.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of PC students who attended for the FAY</td><td>69</td></tr><tr><td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td><td>46</td></tr><tr><td>Number of C students who attended for the FAY</td><td>14</td></tr><tr><td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td><td>12</td></tr><tr><td>Number of other students who took 2 STAR 360 math assessments</td><td>39</td></tr><tr><td>Percentage of PC and C students who attended the FAY and took two STAR 360 math</td><td>117%</td></tr></table>	Data		Number of PC students who attended for the FAY	69	Number of PC students who attended for the FAY and took 2 STAR 360 math assessments	46	Number of C students who attended for the FAY	14	Number of C students who attended for the FAY and took 2 STAR 360 math assessments	12	Number of other students who took 2 STAR 360 math assessments	39	Percentage of PC and C students who attended the FAY and took two STAR 360 math	117%
Data																
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<p>By the end of the fourth year of the charter term, 90% of Partially Connected (PC) and Connected (C) students, who have attended the school for the full academic year (FAY), will take two STAR 360 assessments in reading.</p>	<p>Met</p>	<table><tr><td>Data</td><td></td></tr><tr><td>Number of PC students who attended for the FAY</td><td>69</td></tr><tr><td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td><td>48</td></tr><tr><td>Number of C students who attended for the FAY</td><td>14</td></tr><tr><td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td><td>12</td></tr><tr><td>Number of other students who took 2 STAR 360 math assessments</td><td>42</td></tr><tr><td>Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td><td>123%</td></tr></table>	Data		Number of PC students who attended for the FAY	69	Number of PC students who attended for the FAY and took 2 STAR 360 math assessments	48	Number of C students who attended for the FAY	14	Number of C students who attended for the FAY and took 2 STAR 360 math assessments	12	Number of other students who took 2 STAR 360 math assessments	42	Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments	123%
Data																
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Number of other students who took 2 STAR 360 math assessments	42															
Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments	123%															
<p>By the end of the fourth year of the charter term, 80% of students with at least two assessment results will either score at or above 1050 or show growth over previous Lexile by at least 25 points.</p>	<p>Not Met</p>	<table><tr><td>Data</td><td></td></tr><tr><td>Number of PC students who score at or above 1050</td><td>9</td></tr><tr><td>Number of PC students who show growth of at least 25 points from previous Lexile score</td><td>30</td></tr><tr><td>Number of C students who score at or above 1050</td><td>5</td></tr><tr><td>Number of C students who show growth of at least 25 points from previous Lexile score</td><td>8</td></tr></table>	Data		Number of PC students who score at or above 1050	9	Number of PC students who show growth of at least 25 points from previous Lexile score	30	Number of C students who score at or above 1050	5	Number of C students who show growth of at least 25 points from previous Lexile score	8				
Data																
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		<table><tr><td>Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points</td><td>68%</td></tr></table>	Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points	68%						
Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points	68%									
By the end of the fourth year of the charter term, 90% of students who are eligible to graduate* as of October 1, will graduate by the end of the year, including summer graduates (until July 31).	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who are eligible to graduate as of Oct 1</td><td>7</td></tr><tr><td>Number of students who graduate at the end of the year, which includes summer graduates</td><td>7</td></tr><tr><td>Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year</td><td>100%</td></tr></table>	Data		Number of students who are eligible to graduate as of Oct 1	7	Number of students who graduate at the end of the year, which includes summer graduates	7	Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year	100%
Data										
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Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year	100%									
By the end of the fourth year of the charter term, the schools adjusted dropout rate will not exceed 10% each year.	Met	<table><tr><td>Data</td><td></td></tr><tr><td>Number of students who dropped out during the school year.</td><td>3</td></tr><tr><td>Percentage of students who dropped out during the school year.</td><td>1%</td></tr></table>	Data		Number of students who dropped out during the school year.	3	Percentage of students who dropped out during the school year.	1%		
Data										
Number of students who dropped out during the school year.	3									
Percentage of students who dropped out during the school year.	1%									

Phoenix Lawrence Accountability Plan:

Measure	2022-2023 Performance (Met/Not Met)	Evidence
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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	76% of students enrolled at Phoenix Lawrence in the 2022-2023 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	82% of students who graduated from Phoenix Lawrence in the 2022-2023 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 Lawrence leaders and staff utilized the “daily communication tracker” to track student behavior and student supports on a weekly and quarterly basis.
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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 3.9 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, 58% 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	88% 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 multiple Adult Supporter nights throughout the school year.

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, 43% 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	18% 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, North Lawndale College Prep, and multiple Non Profit leaders from the Greater Lawrence Community.
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 52.7 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 51.8 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 54.1 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 42.3 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 42.0 on the Fall to Spring STAR Math tests.
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 10 th grade.	Met	Phoenix MCAS students average an SGP score of 61.5 on the Fall to Spring STAR Reading tests.

APPENDIX B: RECRUITMENT AND RETENTION PLAN

School Name: Phoenix Academy Public Charter High School, Chelsea

Date: 7/31/2023

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 2022-2023. 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	91%
English Language Learner	69%
IEP/504	13%
Pregnant/Parenting	7%
Court Involved	6%
Truant	10%
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, 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

School percentage: 8.9%
GNT percentage: N/A
CI percentage: 8.8%

The school is above CI percentages

(b) 2022-2023 Strategies

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

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

2. Using existing partnerships from sending school districts, Phoenix Chelsea will regularly receive

	<p>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: 60.1%</p> <p>GNT percentage: 18.3%</p> <p>CI percentage: 18.3%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. Recruiting over-age English Language Learners: In its recruitment materials, Phoenix Chelsea will clearly state that our mission includes serving older students who are disconnected from school, which often includes students who are new to the country and have limited English proficiency. When meeting with students and families prior to enrollment, staff will explain how Phoenix Chelsea serves as the only viable option for older youth with little or no credits, including recent immigrants, to earn a high school diploma.</p> <p>2. Translations: We will provide Spanish translators at all orientation events, home visits, and in all initial printed outreach materials (flyers, application, etc.) for our Spanish-speaking parents. Additionally, all recruitment documents (flyers, applications) will be translated into Spanish, Portuguese, and Arabic.</p> <p>3. Our Recruitment and Community Engagement Specialist, who will spearhead our recruitment, will speak Spanish. In his/her initial meetings with students new to the country, Phoenix Chelsea staff representative will explain how Phoenix Chelsea will support students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid.</p> <p>4. Build relationships with Community Partners/Leaders: Phoenix Chelsea will build relationships with community leaders that are connected to our immigrant populations (in Chelsea: Spanish speaking Portuguese, and Arabic). In this relationship building, Phoenix recruiters will learn which organizations to connect with that works with Spanish, Portuguese, and Arabic-speaking community members. 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,</p>
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	<p>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 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 eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p align="center">(a) CHART data</p> <p>School percentage: 76.4% GNT percentage: 51.2% CI percentage: 60.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p 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> <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 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	1. Phoenix Chelsea will actively recruit students who are two-to-three years behind grade level. Lagging

sub-proficient	<p>academic skills often accompany students we serve, including those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Chelsea will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools to identify appropriate students.</p> <p>3. Phoenix Chelsea actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to missing school.</p>
Students at risk of dropping out of school & students who have dropped out of school	<p>1. Phoenix Chelsea recognizes that students who are at-risk and have dropped out are closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Chelsea enrollment process will occur throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic term (five times a year).</p> <p>3. Phoenix Chelsea will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations.</p> <p>4. Phoenix Chelsea will build and maintain an active relationship with probation officers and the court system, and actively recruit students as a result of these partnerships. Phoenix Chelsea will post flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Chelsea has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Chelsea admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Chelsea has a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Chelsea will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled.</p> <p>6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Chelsea.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)	<p>1. Phoenix Chelsea will actively recruit parenting or pregnant teens and will provide the necessary support in order for them to obtain educational success.</p> <p>2. An onsite childcare center will focus on the development of the children in the childcare and education/support for the parent.</p> <p>3. Students will be helped to obtain childcare vouchers through the social work department. We will establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion.</p> <p>4. We will work closely with DCF workers who refer students who are pregnant or parenting to our school.</p>

Phoenix 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 2022-2023; 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) 2022-2023 Strategies	
<p>(a) CHART data</p> <p>School percentage: 11.1%</p> <p>Third Quartile: 14.0%</p> <p>The school is below third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy 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.
- **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.

	<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.
Additional strategies for students with disabilities	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Limited English-proficient students/English learners

	<p style="text-align: center;">(b) 2022-2023 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. ● Academic Support Classes: Phoenix Chelsea has multiple English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
<p><u>(a) CHART data</u></p> <p>School percentage: 21.6%</p> <p>Third Quartile: 10.2%</p> <p>The school is above the third quartile percentages.</p>	

- **Transitions to Algebra:** Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Network Leadership:** The Director of ELD & Academic Support supports Phoenix in English Language Learner and Academic Support services. This staff member provides teachers and staff with direct oversight on how to best serve our LEP students.
- **Translations:** Understanding that feeling a part of a community supports student retention, Phoenix ensures that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are translated. Additionally, because it is important to connect more closely with our LEP students, many staff members attempt to translate into Spanish, Portuguese, and Arabic and learn Spanish alongside our students learning English.
- **Addressing work schedules:** Many ELL students juggle school with employment as work is important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Athletics:** A large core of Phoenix's ELL population (especially boys) play or follow soccer. Phoenix Chelsea's **varsity soccer program** serves as a key athletics retention tool, with **high expectations for academics and attendance** required in order to be eligible for varsity matches.
- **Progress Reports:** Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves as a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
- **Teacher Professional Development:** Phoenix understands the importance of staff members demonstrating cultural proficiency with all of our students. Negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of cultural proficiency is by using the book *Everyday Anti-Racism* as a core text in Professional Development days.
- **Student Support Teams:** Each week, a group of educators, leaders, and support staff will gather in a "HUB" to discuss scholar progress. Each advisor will select two scholars to discuss and the team will review their academic, attendance, and behavioral data. The team will then construct Student Support Plans, which will involve targeted truancy intervention strategies to proactively address concerning trends before they become persistent patterns. These plans will be communicated to scholars, adult supporters, and service providers to ensure that all know how they can support consistent scholar attendance.
- **Individualized Learning Plans:** Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus.

	<ul style="list-style-type: none"> ● Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year. ● 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.
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"> ● High Quality ELD Program: Provide a high-quality ESL program to ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically.

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

<p><u>(a) CHART data</u></p> <p>School percentage: 16.8%</p> <p>Third Quartile: 12.2%</p> <p>The school is above the third quartile percentages.</p>	<p style="text-align: center;">(b) 2022-2023 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. ● 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.
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- **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.
- **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.

(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"> ● Increased School Resources: Assist in providing all school-related materials that may add to the expense of a child's education (e.g., support with attaining free/reduced uniforms; providing all necessary technology).
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. ● 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

	<p>support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.</p> <ul style="list-style-type: none"> ● Home Visits: Student support team members make home visits 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 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

	<p>how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.</p> <ul style="list-style-type: none"> • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers 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: 7/31/2023

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 2022-2023. 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	78%
English Language Learner	15%
IEP/504	39%
Pregnant/Parenting	5%
Court Involved	12%
Truant	27%
Dropout	12%

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

General Recruitment Activities:

Personal Outreach: Each student who has expressed interest in the school 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) 2022-2023 Strategies
<p>School percentage: 24.7%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 14.5%</p> <p>The school is <u>above</u> CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. In its recruitment materials, Phoenix Springfield advertises that the school will accept all students, regardless of IEP status. When meeting with families prior to enrollment, staff members will explain how the Phoenix Academic Support Team will ensure that students' academic schedule meets their needs. 2. Using existing partnerships from sending school districts, Phoenix Springfield regularly receives referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities. 3. Phoenix Springfield maintains active relationships with community mental health organizations that serve students with emotional or behavioral disabilities, and asks these partners for referrals whenever seats become available prior to a new enrollment period. Phoenix Springfield establishes a mutually beneficial relationship with mental health agencies and residential programs that host students

	<p>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 style="text-align: center;">(a) CHART data</p> <p>School percentage: 8.4%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 6.9%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. Recruiting overage English Language Learners: In its recruitment materials, Phoenix Springfield clearly states that our mission includes serving older students who are disconnected from school, which often includes students who are new to the country and have limited English proficiency. When meeting with students and families prior to enrollment, staff explain that as a charter school that actively recruits older youth who have little or no credits, or older youth new to the country, Phoenix Springfield is the only viable option to earn a high school diploma.</p> <p>2. Translations: We provide Spanish translators at all orientation events and home visits. All initial printed outreach (flyers, application, etc.) are translated for our Spanish-speaking parents. Additionally, all recruitment documents (flyers, applications) are translated in Spanish and Somali.</p> <p>3. Our Recruitment and Community Engagement Specialist who spearheads our recruitment efforts speaks Spanish. In his/her initial meetings with students new to the country, Phoenix Springfield staff representative explain how Phoenix Springfield supports students not only in completing high school, but also completing the documentation necessary to apply to college and receive financial aid.</p> <p>4. Build relationships with Community Partners/Leaders: Phoenix Springfield builds relationships with community leaders that are connected to our immigrant populations (in Springfield: Spanish speaking & Somali). In this relationship building, Phoenix recruiters learn which organizations to connect with that work with Spanish and Somali-speaking community members. Additionally, Phoenix Springfield staff educate these community leaders about the school so they can serve as a student referral pipeline.</p> <p>5. Community events: Phoenix recruiters attend community events that are hosted/attended by Spanish and Somali-speaking community members. This supports building relationships with these community members, provides opportunities to educate community members about Phoenix, actively recruits potential students, and builds a referral pipeline.</p> <p>6. Phoenix Springfield maintains constant communication with community partners who refer students</p>
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	to the school. These partners are essential to these specific students in communication and retaining.
	<p 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 eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p align="center">(a) CHART data</p> <p>School percentage: 91.6%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 66.3%</p> <p>The GNT percentages were not included and the school is <u>above</u> CI percentages</p>	<p align="center">(b) 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In our outreach to community organizations, and to students and families, our staff representative will explain that our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Phoenix Springfield serves Springfield, Holyoke, Chicopee, and surrounding areas). Staff representative further explains that we offer the following supports to students to ensure their success in school, helping to limit any push-back from students or families:</p> <ul style="list-style-type: none"> e. Transportation (Springfield: PVTA bus passes) to and from school f. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms g. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program h. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers <p>2. Phoenix Springfield has maintained active relationships with a number of governmental organizations, including the Department of Children and Families, Juvenile Probation, and the Department of Youth Services. As these organizations frequently serve families in poverty, these relationships yield a high number of referrals of students eligible for free or reduced-price lunch.</p> <p>3. Phoenix Springfield maintains active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations are frequently students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street and in housing developments, Phoenix Springfield staff perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p>
	<p 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 Springfield actively recruits students who are two-to-three years behind grade level. Given that our mission aims to serve students who are disconnected from school or who have dropped out, many within this population have lagging academic skills. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Springfield establishes relationships with local middle schools that refer students who are</p>

	<p>academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools to identify appropriate students.</p> <p>3. Phoenix Springfield actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to their disconnection from school.</p>
Students at risk of dropping out of school & students who have dropped out of school	<p>1. Phoenix Springfield recognizes that students who are at-risk and have dropped out are very closely related; these students are similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Springfield enrollment process occurs throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic term (five times each year).</p> <p>3. Phoenix Springfield has developed close relationships with DYS and DCF workers in the communities served, and works closely with these workers, both in support of our current students and in recruiting new students. We anticipate continuing to receive frequent referrals from these organizations.</p> <p>4. Phoenix Springfield builds and maintains an active relationship with probation officers and the court system, and actively recruits in these places. Phoenix Springfield posts flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Springfield has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Springfield admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Springfield has a reputation among area schools as a place that will accept students who have had disciplinary difficulties; as a result, Phoenix Springfield receives many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from school.</p> <p>6. Relationships with school personnel at nearby schools help to facilitate the transition of a student at-risk in a traditional public school to Phoenix Springfield.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)	<p>1. Phoenix Springfield actively recruits parenting or pregnant teens and provides the necessary supports in order for them to obtain educational success.</p> <p>2. An onsite daycare center focuses on the development of the child in daycare as well as the education and/support of the parent/student.</p> <p>3. Students receive help to obtain daycare vouchers through the social work department. We establish systems for students who receive vouchers to ensure the vouchers can be processed and paperwork submitted in a timely fashion.</p> <p>4. We work closely with DCF workers who refer students who are pregnant or parenting to our school.</p>

Phoenix Springfield Retention Plan

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

Implementation Strategy:

Phoenix Springfield implemented its key retention strategies in 2022-2023; 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) 2022-2023 Strategies	
<p>(a) CHART data</p> <p>School percentage: 23.5%</p> <p>Third Quartile: 15.1%</p> <p>The school is above third quartile percentages.</p>	<input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed
	<p>Phoenix Academy 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. ● 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

	<p>conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.</p> <ul style="list-style-type: none"> • 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. • 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.
Additional strategies for students with disabilities	<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</p>

collaborated with a local community organization on these strategies.

- **Family and Student Feedback:** Provide parents/guardians of special education students with avenues to provide feedback and express any concerns they have through report card conferences, the Special Education Parent Advisory Council, and the Annual Student Surveys.

Limited English-proficient students/English learners

(b) 2022-2023 Strategies

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

Phoenix Springfield employs the following retention strategies for LEP students:

- **Absence Phone Call Protocol:** Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.
- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **ELD team:** Phoenix has teachers at each school devoted to the English Language. These teachers not only teach the ELD classes, but also observe students in their general education classes and lead professional development sessions for all teachers to ensure that all teachers are employing academic strategies to best teach LEP students.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Academic Support Classes:** Phoenix Springfield has three English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **Transitions to Algebra:** Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.

(a) CHART data

School percentage: 23.5%
Third Quartile: 15.1%

The school is above third quartile percentages.

	<ul style="list-style-type: none"> ● Network Leadership: the Phoenix Network Director of ELD & Academic Support supports Phoenix Springfield in English Language Learner and Academic Support Services. This staff member also provides teachers and staff with direct oversight on how to best serve our LEP students. ● Translations: Understanding that feeling a part of a community supports student retention, Phoenix ensures that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are interpreted/translated. Additionally, many staff members feel that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English. ● Addressing work schedules: Many LEP students juggle school with employment; work is important to support the student's financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term. ● Teacher Professional Development: Phoenix understands that it is incredibly important for our staff members to demonstrate cultural proficiency with all of our students, because often negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of cultural proficiency is by utilizing the book Everyday Anti-Racism as a core text during Professional Development Days. ● English Language Learner Promotion: There are opportunities for English Language Learning students to use a master portfolio process to be promoted through the English Language proficiency levels at their own pace, based on mastery. This allows English Language Learning students to move through the categories faster, based on mastery as opposed to seat time, which supports student engagement and retention. ● Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus. ● Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year. ● 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.
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</p>

	<p>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"> • High Quality ELD Program: Provide a high-quality ESL program to ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 16.5%</p> <p>Third Quartile: 16.9%</p> <p>The school is below the third quartile percentages.</p>	<p>(b) 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Springfield employs the following retention strategies for students eligible for free or reduced lunch:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Graduation coaching: All of our students receive graduation coaching from Phoenix's College Services Coordinator. This coaching provides students with an opportunity to individually sit down with staff members and establish goals around high school completion, college, and careers. Since graduation coaching helps students set goals, this support provides students with additional motivation for staying enrolled in school. • Home Visits: Student support team members conduct home visits to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Addressing work schedules: Many of free/reduced lunch students juggle school with employment; work is important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
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	<ul style="list-style-type: none"> ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves 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 student's Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year. ● 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 support.
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Students who are sub-proficient	<p>Phoenix Academy Springfield employs the following retention strategies for students who are sub-proficient:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in

	<p>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.</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. • Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
<p>Students at risk of dropping out of school & students who have dropped out of school</p>	<p>Phoenix Springfield employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> • Multiple Enrollment Periods: Phoenix has five enrollment periods during the course of the year. During each enrollment period, Phoenix enrolls new students and "Re-engages" students who are re-enrolling at Phoenix after dropping out. Having multiple enrollment periods supports our retention efforts, by allowing these re-engagers to attempt Phoenix again without having to wait for a prolonged period of time before re-enrolling. • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Home Visits: Student support team members make home visits to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. • Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a Circle Back protocol, whereby students and teachers have conversations about academic frustrations (often after a student is sent to the SSC). Through this protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. • Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. • Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.

<p>Other subgroups of students who should be targeted to eliminate the achievement gap Pregnant & Parenting</p>	<p>Phoenix Springfield employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> ● Childcare Center Staff: The Childcare Center is staffed by one Director and several Lead and Assistant Teachers. The childcare center team not only act as caretakers and teachers of the school's little scholars, but they also provide intensive support for teen parents. When the school's teen parents are struggling with attendance or academics, these staff members help provide counseling and case management necessary to help get the parents back on track and succeed in school. ● Parenting supports: Childcare Center staff members coordinate with outside services, including healthy family services and childcare development specialists in order to ensure that our pregnant and parenting students receive targeted parenting support. Providing this additional support allows for pregnant or parenting students to balance the stress of parenting and school. ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
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School Name: Phoenix Academy Public Charter High School, Lawrence

Date: 7/31/2023

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 2022-2023. 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	76%
English Language Learner	22%
IEP/504	35%
Pregnant/Parenting	6%
Court Involved	24%
Truant	10%
Dropout	8%

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

General Recruitment Activities:

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

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

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

High School Outreach: Staff representatives will partner with area high schools who will refer students they view as a strong match for Phoenix, especially students who are not being adequately served by their district public school's ELL and academic support departments.

Community Partner Outreach: Staff representative will conduct at least ten presentations about the school at community organizations 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

	(b) 2022-2023 Strategies
<p>(a) CHART data</p> <p>School percentage: 25.6%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 9.2%</p> <p>The school is <u>above</u> CI percentages</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. In its recruitment materials, Phoenix Lawrence will clearly advertise that the school will accept all students, regardless of IEP status. When meeting with families prior to enrollment, staff members will explain how the Phoenix Academic Support team works to ensure that students' academic schedule meets their needs. 2. Using existing partnerships from sending school districts, Phoenix Lawrence will regularly receive referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities. 3. Phoenix Lawrence will maintain active relationships with community mental health organizations that serve students with emotional or behavioral disabilities, and will ask these partners for referrals whenever seats become available prior to a new enrollment period. Phoenix Lawrence will establish a mutually beneficial relationship with mental health agencies and residential programs that host students

	<p>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: 12.8%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 12.2%</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 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>
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(c) 2022-2023 Additional Strategy(ies), if needed

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

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

<p>(a) CHART data</p> <p>School percentage: 88.0%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 53.2%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In our outreach to community organizations, and to students and families, staff representatives will explain that our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Phoenix Lawrence: Lawrence, Haverhill, Methuen, and surrounding areas). A staff representative will further explain that we will offer the following support to students to ensure their success in school, helping to limit any push-back from students or families:</p> <ul style="list-style-type: none"> i. Transportation to and from school j. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms k. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program l. Access to community resources, including homeless shelters, food banks, and housing support resources, through school social workers <p>2. Phoenix Lawrence has developed and maintained active relationships with a number of governmental organizations, including the Department of Children and Families, Juvenile Probation, and the Department of Youth Services. As these organizations frequently serve families in poverty, these relationships will yield a high number of referrals of students eligible for free or reduced-price lunch.</p> <p>3. Phoenix Lawrence will maintain active relationships with community organizations that work with older, at-risk youth. As poverty is one of the criteria for determining at-risk, referrals from these organizations also will frequently be students who are eligible for free or reduced-price lunch.</p> <p>4. To reach young people living on the street or in housing developments, Phoenix Lawrence staff will perform street outreach by passing out flyers and speaking with youth at high-traffic locations. Within these locations, staff will target common hangout locations for teens, including fast-food restaurants, local basketball courts, and community organizations.</p> <p>(c) 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</p>

	<p>are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools to identify appropriate students.</p> <p>3. Phoenix Lawrence actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to missing school.</p>
Students at risk of dropping out of school & students who have dropped out of school	<p>1. Phoenix Lawrence recognizes that students who are at-risk and have dropped out are closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Lawrence enrollment process will occur throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic term (five times a year).</p> <p>3. Phoenix Lawrence will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations.</p> <p>4. Phoenix Lawrence will build and maintain an active relationship with probation officers and the court system, and actively recruit students as a result of these partnerships. Phoenix Lawrence will post flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Lawrence has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Lawrence admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Lawrence has a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Lawrence will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled.</p> <p>6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Lawrence.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)	<p>1. Phoenix Lawrence will actively recruit parenting or pregnant teens and will provide the necessary support in order for them to obtain educational success.</p> <p>2. An onsite childcare center will focus on the development of the children in the childcare and education/support for the parent.</p> <p>3. Students will be helped to obtain childcare vouchers through the social work department. We will establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion.</p> <p>4. We will work closely with DCF workers who refer students who are pregnant or parenting to our school.</p>

Phoenix Lawrence Retention Plan

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

Implementation Strategy:

Phoenix Lawrence implemented its key retention strategies in 2022-2023; 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.

While striving to retain all our students during the challenging period of the COVID-19 Pandemic, some of our students faced compelling economic and familial circumstances, necessitating their relocation to different areas and a subsequent transfer to another school district. In response to the prevailing economic conditions, we observed a growing number of students choosing to enter the workforce to support themselves and their families.

To reconnect with these students and appeal to prospective enrollees, we forged a partnership with the Lawrence After Dark program. Through this collaboration, we introduced dual enrollment programs that enable students to simultaneously earn college credits while pursuing their high school diplomas. Additionally, we have steadfastly maintained our PPM/Team Time model, fostering stronger relationships and forming partnerships with our students to guide them on their educational journey.

Furthermore, we have revitalized our Makerspace, providing a dedicated space for our students to freely express their creativity. This initiative was inspired by invaluable feedback from both our students and their adult supporters. They have voiced a keen desire for opportunities to apply their learning in real-world contexts, all while having a platform to unleash their creative potential. By offering this dynamic and interactive Makerspace, we envision it not only as a tool for promoting well-being but also as a compelling recruitment and retention strategy, generating heightened interest in Phoenix Lawrence.

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

(a) CHART data	(b) 2022-2023 Strategies
School percentage: 20.6% Third Quartile: 13.5% The school is above third quartile percentages.	<input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Phoenix Academy Lawrence employs the following retention strategies for Special Education students: <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.
- **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.
- **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

	<p>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.</p>
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"> • Family and Student Feedback: Provide parents/guardians of special education students with avenues to provide feedback and express any concerns they have through report card conferences, the Special Education Parent Advisory Council, and the Annual Student Surveys.

Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 45.8%</p> <p>Third Quartile: 11.5%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) 2022-2023 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Lawrence 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. • Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. • Academic Support Classes: Phoenix Lawrence has multiple English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix. • Transitions to Algebra: Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. • Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and

after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.

- **Network Leadership:** The Director of ELD & Academic Support supports Phoenix in English Language Learner and Academic Support services. This staff member provides teachers and staff with direct oversight on how to best serve our LEP students.
- **Translations:** Understanding that feeling a part of a community supports student retention, Phoenix ensures that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are translated. Additionally, because it is important to connect more closely with our LEP students, many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English.
- **Addressing work schedules:** Many LEP students juggle school with employment as work is important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Progress Reports:** Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves as a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
- **Teacher Professional Development:** Phoenix understands the importance of staff members demonstrating cultural proficiency with all of our students. Negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of cultural proficiency is by using the book *Everyday Anti-Racism* as a core text in Professional Development days.
- **Student Support Teams:** Each week, a group of educators, leaders, and support staff will gather in a "HUB" to discuss scholar progress. Each advisor will select two scholars to discuss and the team will review their academic, attendance, and behavioral data. The team will then construct Student Support Plans, which will involve targeted truancy intervention strategies to proactively address concerning trends before they become persistent patterns. These plans will be communicated to scholars, adult supporters, and service providers to ensure that all know how they can support consistent scholar attendance.
- **Individualized Learning Plans:** Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus.
- **Primary Person Model:** Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that student's Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year.
- **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 strategy 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.

Additional strategies for English Language Learners	<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"> • High Quality ELD Program: Provide a high-quality ESL program to ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p align="center">(a) CHART data</p> <p>School percentage: 23.8%</p> <p>Third Quartile: 11.1%</p> <p>The school is above the third quartile percentages.</p>	<p align="center">(b) 2022-2023 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Lawrence employs the following retention strategies for students eligible for free or reduced lunch:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. • Graduation coaching: Students receive graduation coaching from Phoenix's College Services Coordinator. This coaching provides students with an opportunity to individually sit down with staff members and establish goals around high school completion, college, and careers. Since graduation coaching helps students set goals, this support provides students with additional motivation for staying enrolled in school. • 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

	<p>support.</p> <ul style="list-style-type: none"> ● Addressing work schedules: Many of free/reduced lunch students juggle school with employment; work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter. ● 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.
	<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"> ● Increased School Resources: Assist in providing all school-related materials that may add to the expense of a child's education (e.g., support with attaining free/reduced uniforms; providing all necessary technology).
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.

	<ul style="list-style-type: none"> ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
Students at risk of dropping out of school & students who have dropped out of school	<p>Phoenix Academy Lawrence employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> ● Multiple Enrollment Periods: Phoenix has five enrollment periods during the course of the year. During each enrollment period, Phoenix enrolls new students and "Re-engages" students who are re-enrolling at Phoenix after dropping out. Having multiple enrollment periods supports our retention efforts, by allowing these re-engagers to attempt Phoenix again without having to wait for a prolonged period of time before re-enrolling. ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student's adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
Other subgroups of students who should be targeted to eliminate the achievement gap	<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

(Pregnant & Parenting)	<p>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.</p> <ul style="list-style-type: none"> ● 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.
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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 the entire student body	% of the entire student body	% of the entire student body
African-American	6.4	13.3	3.2
Asian	.5	0.0	0.0
Hispanic	87.2	79.5	80.8
Native American	1.5	1.2	0.8
White	3.4	3.6	14.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.8
Multi-race, non-Hispanic	1.0	2.4	0.0
Selected Populations	% of the entire student body	% of the entire student body	% of the entire student body
First Language not English	76.8	22.9	37.6
English Language Learners	60.1	8.4	12.8
Students with Disabilities	8.9	24.7	25.6
High Needs	95.1	92.2	92.0
Low Income	76.4	91.6	88.0

ADMINISTRATIVE ROSTER FOR THE 2022-2023 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
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 2022-2023 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	6/30/23
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
Kelly Bragan, Director of Operations	Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Springfield campus.	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 2022-2023 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	6/30/2023
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	1/1/2023
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	6/30/23

TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 SCHOOL YEAR					
School	Type	Number as of the last day of the 2022-2023 school year	Departures during the 2022-2023 school year	Departures at the end of the school year	Reason(s) for Departure
Chelsea	Teachers	15	1	0	A combination of voluntary, promotions, and performance related departures.

	Other Staff	Leadership Team: 4 Student Support Team: 5 Operations: 6	Leadership Team: 0 Student Support Team: 0 Operations: 0	Leadership Team: 0 Student Support Team: 0 Operations: 0	A combination of voluntary, promotions, and performance related and position elimination.
Lawrence	Teachers	14	2	2	A combination of voluntary, promotions, and performance related departures.
	Other Staff	Leadership Team: 4 Student Support Team: 2 Operations: 2	Leadership Team: 1 Student Support Team: 0 Operations: 0	Leadership Team: 2 Student Support Team: 0 Operations: 0	
Springfield	Teachers	14	3	0	A combination of voluntary, promotions, and performance related and position elimination.
	Other Staff	Leadership Team: 6 Student Support Team: 3 Operations: 3	Leadership Team: 0 Student Support Team: 0 Operations: 1	Leadership Team: 1 Student Support Team: 0 Operations: 0	

BOARD MEMBER INFORMATION	
Number of Commissioner-approved board members as of July 30, 2023	12
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2022-2023 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

Ryan Joyce	Trustee		1	3 years; current term: 9/30/2022-09/29/2025
Isis Ortiz	Clerk	Executive	2	3 years; current term: 9/30/2022-9/29/2025
Jed Webber	Trustee		3	3 years; current term: 9/30/2022-9/29/2025
Sally Currier	Trustee	Development	2	3 years; current term: 9/30/2022-9/29/2025
Saritin Rizzuto	Trustee		2	3 years; current term: 10/10/2017-12/4/2023

[BOARD OF TRUSTEE AND COMMITTEE MEETING NOTICES](#)

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	Nachelle Gordon	N/A
Special Education Director	Currently held by our Chief Schools Officer, plan to fill role in 23-24.	Currently held by our Chief Schools Officer, plan to fill role in 23-24.	Currently held by our Chief Schools Officer, plan to fill role in 23-24.
MCAS Test Coordinator	N/A	N/A	N/A
SIMS Coordinator	N/A	N/A	N/A
English Language Learner Director	Currently held by our Chief Schools Officer, plan to fill role in 23-24.	Currently held by our Chief Schools Officer, plan to fill role in 23-24.	Currently held by our Chief Schools Officer, plan to fill role in 23-24.
School Business Official	N/A	N/A	N/A
SIMS Contact	N/A	N/A	N/A

Facilities

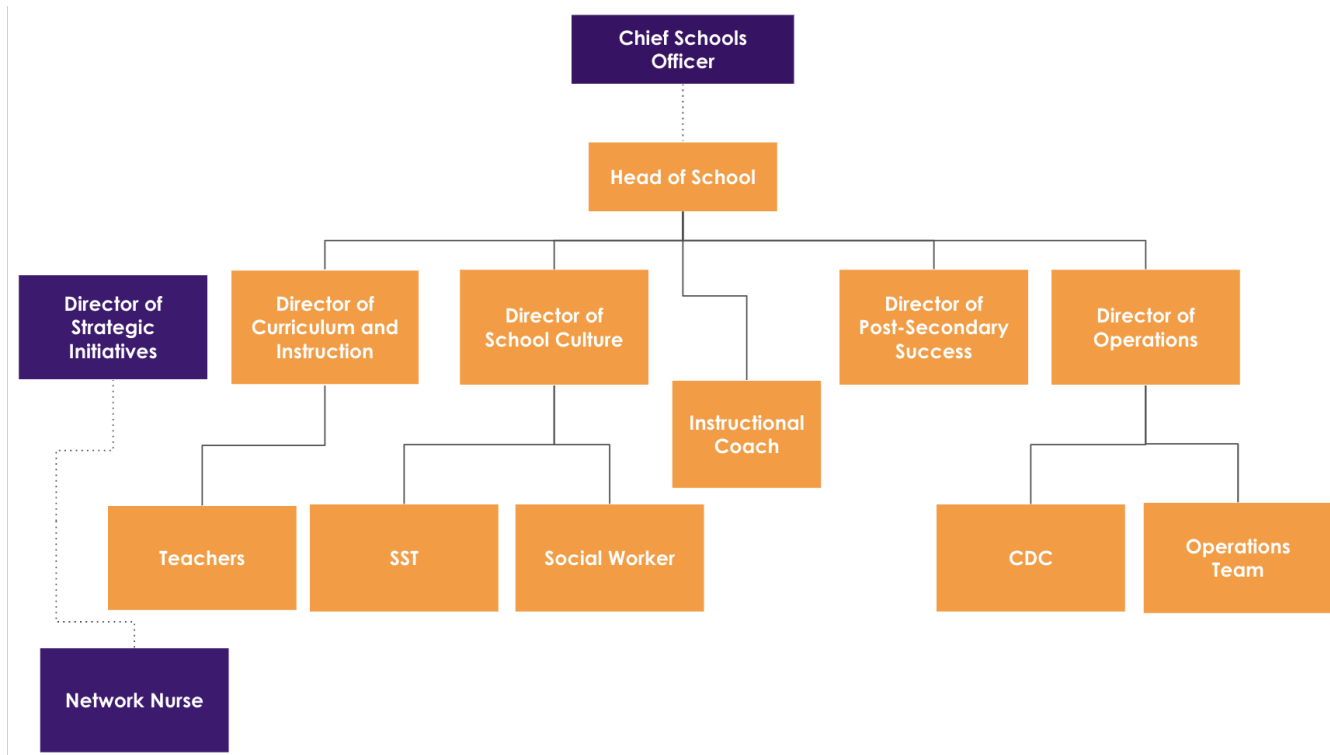
Location	Location	Date of Occupancy
Phoenix Academy Public Charter High School Chelsea	175 Hawthorne Street, Chelsea MA, 02150	July 2017 - Present
Phoenix Academy Public Charter High School Lawrence	15 Union Street, Lawrence MA, 01840	7/1/2018 - Present
Phoenix Academy Public Charter High School Springfield	65 Lincoln Street, Springfield MA, 01105	August 2015 - Present

Enrollment

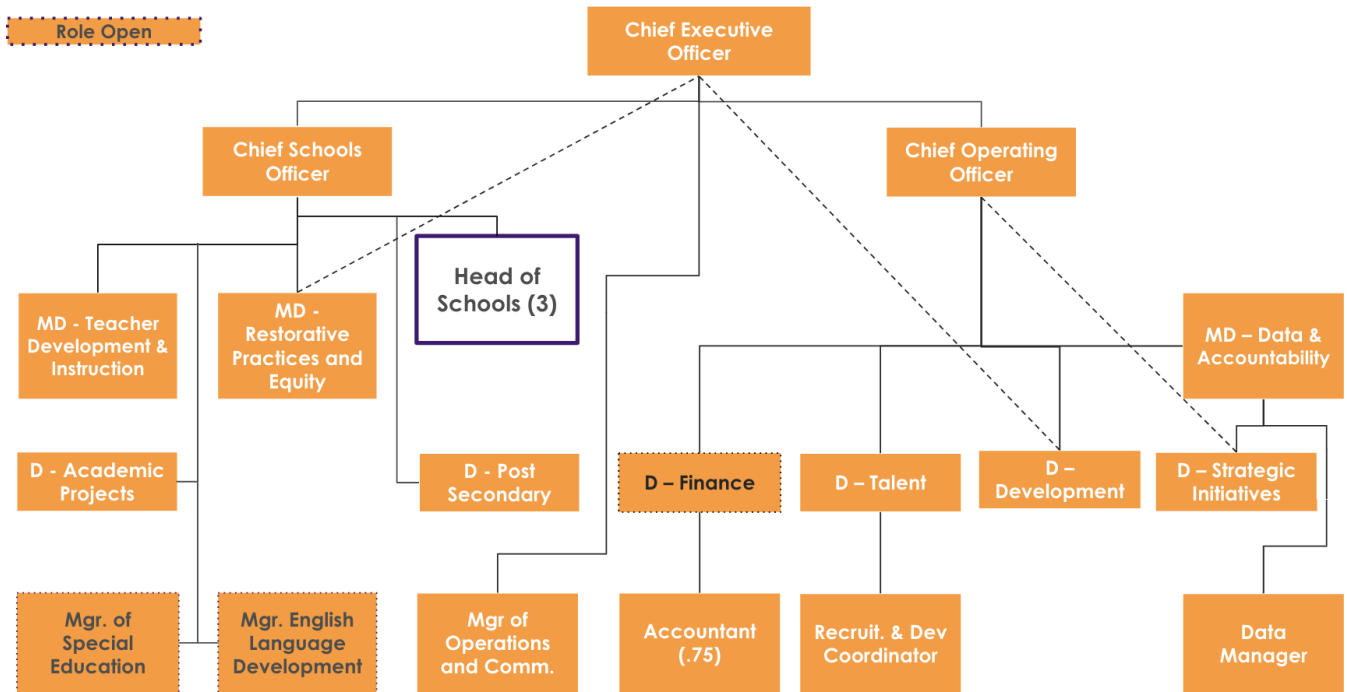
School	Action	Date(s)
Chelsea	Student Application Deadline: <ul style="list-style-type: none"> Term 1 Term 2 Term 3 Term 4 Term 5 Term 6 	Deadlines: <ul style="list-style-type: none"> Term 1: 10/6/2023 Term 2: 11/21/2023 Term 3: 1/19/2024 Term 4: 3/8/2024 Term 5: 5/3/2024 Term 6: 6/18/2024
	Lottery	We 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 3/6/2024.
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: 10/6/2023 Term 2: 11/21/2023 Term 3: 1/19/2024 Term 4: 3/8/2024 Term 5: 5/3/2024 Term 6: 6/18/2024
	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 3/6/2024.
	Student Application Deadline: <ul style="list-style-type: none"> Term 1 	Deadlines: <ul style="list-style-type: none"> Term 1: 10/6/2023

Lawrence	<ul style="list-style-type: none"> • Term 2 • Term 3 • Term 4 • Term 5 • Term 6 	<ul style="list-style-type: none"> • Term 2: 11/21/2023 • Term 3: 1/19/2024 • Term 4: 3/8/2024 • Term 5: 5/3/2024 • Term 6: 6/18/2024
	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 3/6/2024.

FY23 School-based Org Chart



FY23 CMO Org Chart



APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions

Phoenix Charter Academy Chelsea - Efforts to Address Concerns Resulting in Conditions
Condition 1
<p>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.</p> <ul style="list-style-type: none"> 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.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<p>As of April 10th, 2023, the following conditions have been met in their entirety and have been removed by the Massachusetts Department of Elementary and Secondary Education for Phoenix Academy Public Charter High School, Chelsea.</p>
Condition 2
<p>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.</p> <ul style="list-style-type: none"> 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.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<p>As of April 10th, 2023, the following conditions have been met in their entirety and have been removed by the Massachusetts Department of Elementary and Secondary Education for Phoenix Academy Public Charter High School, Chelsea.</p>

Phoenix Charter Academy Springfield - Efforts to Address Concerns Resulting in Conditions

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.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
·As of February 16th, 2023, the following conditions have been met in their entirety and have been removed by the Massachusetts Department of Elementary and Secondary Education for Phoenix Academy Public Charter High School, Chelsea.
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.
<ul style="list-style-type: none"> 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..
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
·As of February 16th, 2023, the following conditions have been met in their entirety and have been removed by the Massachusetts Department of Elementary and Secondary Education for Phoenix Academy Public Charter High School, Chelsea.
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.
<ul style="list-style-type: none"> 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.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
·As of February 16th, 2023, the following conditions have been met in their entirety and have been removed by the Massachusetts Department of Elementary and Secondary Education for Phoenix Academy Public Charter High School, Chelsea.

Complaints

- The Board of Trustees did not receive any complaints in the 2022-23 school year.

Attachments (if applicable)

- None required.



END OF REPORT