

Phoenix Academy Public Charter High School, Chelsea, Phoenix Academy Public Charter High School, Springfield & Phoenix Academy Public Charter High School, Lawrence Annual Report 2023-2024

Submitted to the Massachusetts Department of Elementary and Secondary Education August 1, 2024
Revised document submitted to the Massachusetts Department of Elementary and Secondary Education
September 11, 2024

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INTRODUCTION TO THE SCHOOL

| | | | |
|--|----------------------------|---|-----------------------------------|
| <i>Name of School: Phoenix Academy Public Charter High School, Chelsea</i> | | | |
| Type of Charter: (Commonwealth or Horace Mann) | Commonwealth Charter | Location of School (Municipality) | Chelsea |
| Regional or Non-Regional? | Regional | Chartered Districts in Region | Chelsea, Everett, Revere, Lynn |
| Year Opened | 2006 | Year(s) in which the Charter was Renewed | 2011, 2016, 2021 |
| Maximum Enrollment | 225 | Current Enrollment | 187 as of 6/22/2024 |
| Chartered Grade Span | 9-12 | Current Grade Span | 9-12 |
| # of Instructional Days per school year (as stated in the charter) | 185 | Students on Waitlist | 0 |
| Number of Instructional Days during the 2023-24 School Year | 189 | | |
| School Hours | 9AM-4PM M-Th; 9AM-1PM F | Age of School | 18 |
| Mission Statement: 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. | | | |

| | | | |
|--|----------------------------|---|--------------------------------------|
| Name of School: Phoenix Academy Public Charter High School, Springfield | | | |
| Type of Charter: (Commonwealth or Horace Mann) | Commonwealth Charter | Location of School (Municipality) | Springfield |
| Regional or Non-Regional? | Regional | Chartered Districts in Region | Springfield, Holyoke, Chicopee |
| Year Opened | 2014 | Year(s) in which the Charter was Renewed | 2019, 2024 |
| Maximum Enrollment | 250 | Current Enrollment | 167 as of 6/22/2024 |
| Chartered Grade Span | 9-12 | Current Grade Span | 9-12 |
| # of Instructional Days per school year (as stated in the charter) | 185 | Students on Waitlist | 0 |
| Number of Instructional Days during the 2023-24 School Year | 187 | | |
| School Hours | 9AM-4PM M-Th; 9AM-1PM F | Age of School | 10 |
| Mission Statement: 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. | | | |

| | | | |
|---|----------------------------|---|------------------------------|
| Name of School: Phoenix Academy Public Charter High School, Lawrence | | | |
| 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 | 121 as of 6/22/2024 |
| 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 2023-24 School Year | 188 | | |
| School Hours | 9AM-4PM M-Th; 9AM-1PM F | Age of School | 6 |
| Mission Statement: 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. | | | |

BOARD OF TRUSTEES LETTER

July 31st, 2024

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 2023-2024 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. 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 23-24 school year saw a continuing 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 have continued to refine an innovative and comprehensive curriculum aimed at elevating grade-level rigor, enhancing student learning experiences, and fostering cultural competence. 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 have established and continue to refine 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 2023-2024, 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 (71% increase in course completion compared to pre-pandemic levels), 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 Charter Academy is also proud to announce that all three of our campuses have received an Innovation Career Pathways designation in either Environmental & Life Sciences or Healthcare & Social Assistance and will be launching this program in Fall 2024. Through these Innovation Pathways programs, students engage in unique networking opportunities with business owners, hiring managers, and other industry decision-makers to foster post-graduation student-employer relationships. Local facility tours and panel discussions further provide students with exposure to workplace environments and an understanding of essential 21st-century job skills. Participants in the IP program will also complete a 100-hour internship, engage in community service opportunities, and receive employment preparation training, which includes resume writing, job interview counseling, and work performance assessment. Students in the Innovation Pathways program must meet academic requirements and complete a 100-hour internship to successfully finish the program. Additionally, students in each pathway have the chance to earn industry-recognized credentials before graduating from Phoenix Charter Academy.



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 continued to participate in affinity groups. Our board and statewide team are also engaged in a cultural reckoning program led by our Managing Director of Equity, as we explore long-term solutions. Our Managing Director of Equity actively drives the implementation of our Diversity, Belonging, Inclusion, and Equity (DBIE) plan and spearheads the equity listener program in collaboration with our Director of Talent. Phoenix staff are required to engage in ongoing DEI training, and we consistently seek innovative ways to ensure that our board members' backgrounds and experiences align with our student population.

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

Sincerely,

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

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

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

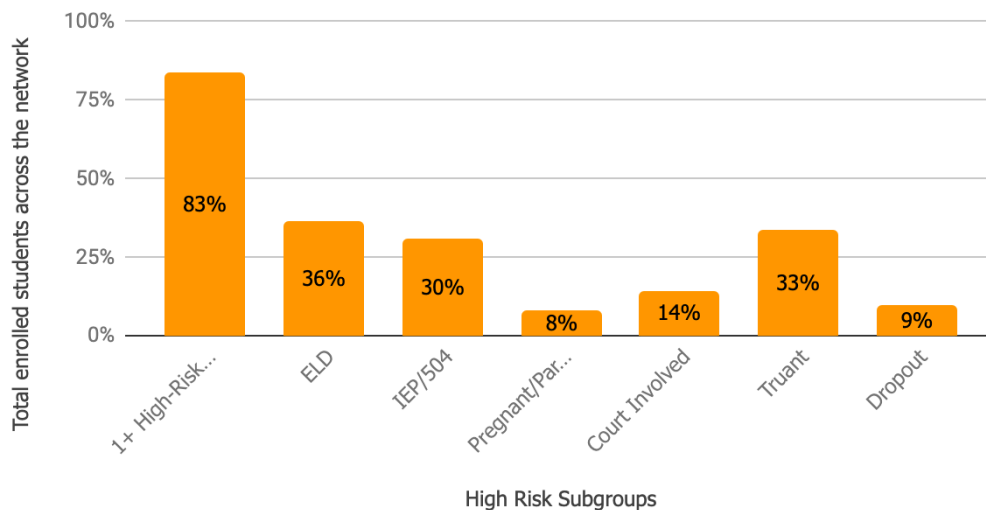
Mission and Key Design Elements

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 522 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 2023-2024, 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 SY23-24



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.

Phoenix schools consistently recruit and graduate a significant percentage of students in one or more high-risk subgroups. Phoenix’s success recruiting and graduating high-risk students is the result of policies and practices in place that help to ensure success for high-risk students and their families and signifies Phoenix fulfilling its core mission.

Key Design Element 2: Relentless Supports

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

Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence utilize a wide range of relentless wraparound support 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. 90% of students will report connectivity to school through a biannual student survey.

We acknowledge that only one of our three schools met this goal for this school year, with the other two schools coming very close. We attribute these results to our strong emphasis on rigor within our schools. To ensure students feel included, we are implementing specific strategies and initiatives.

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 2023-2024 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 Phoenix
 - Organization Sustainability: The organization is financially stable

- *Annual Data Review:* Each summer, school and network-based leaders review end-of-year data, including MCAS results, ACCESS results, ELD Self Evaluation, SPED Self Evaluation student growth on the STAR exams, and students' promotion rates. This data is utilized to determine any shifts to curriculum, the educational program as a whole, or to the professional development schedule for the upcoming year.

Professional development is a core value across Phoenix schools and it is a key lever for ensuring that 100% of Phoenix students receive rigorous instruction. In 2023-2024, 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 2023-2024 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 2023 to plan for the 2023-2024 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 2023-2024 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.

We acknowledge that only two of our three schools met the first goal mentioned above for this school year, with our Lawrence campus coming close. We are committed to ongoing professional development for our staff and continue to explore the most effective tools and strategies. This includes providing funding for staff to participate in external professional development opportunities.

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.

- In the 2023-2024 school year, 36 Phoenix students completed at least one college course, totaling 47 courses. Phoenix celebrated the graduation of its first five students who earned both their high school diplomas and a health certificate through our Health Career Pathway Program.
- Phoenix’s Post-Secondary teams continue to engage with alumni to ensure they have access to all available opportunities for financial stability for themselves and their families. The team hosted an in-person alumni event to connect and support former students. Additionally, Phoenix has introduced Alumni Ambassadors as part of efforts to strengthen the reconnection between alumni and Phoenix schools.
- Phoenix successfully applied for and received the designation to launch Innovation Career Pathways in all three schools, beginning in Fall 2024.

Amendments to the Charter

| Date | Amendment Requested | Approved |
|--------|--|----------|
| 7/1/23 | Phoenix Academy Public Charter High School Springfield - Revised Mission Statement | Yes |

Access and Equity

A. Enrollment by Race/Ethnicity

- [Phoenix Chelsea Enrollment by Race/Ethnicity](#)
- [Phoenix Springfield Enrollment by Race/Ethnicity](#)
- [Phoenix Lawrence Enrollment by Race/Ethnicity](#)

B. Enrollment by Race/Ethnicity Data Report

| Student Data by Race/Ethnicity (2023-24) | | | |
|--|------------------------------|------------------------------|------------------------------|
| | Chelsea | Springfield | Lawrence |
| Race/Ethnicity | % of the entire student body | % of the entire student body | % of the entire student body |

| | | | |
|-----------------------------------|------|------|------|
| African-American | 7.2 | 15.7 | 5.3 |
| Asian | 0.0 | 0.0 | 0.0 |
| Hispanic | 87.6 | 74.8 | 78.1 |
| Native American | 1.5 | 2.5 | 0.9 |
| White | 2.6 | 3.1 | 14.0 |
| Native Hawaiian, Pacific Islander | 0.0 | 0.0 | 0.9 |
| Multi-race, non-Hispanic | 1.0 | 3.8 | 0.9 |

C. Selected Populations

- [Phoenix Chelsea Selected Populations](#)
- [Phoenix Springfield Selected Populations](#)
- [Phoenix Lawrence Selected Populations](#)

D. Selected Populations Data Report

| Selected Student Populations (2023-24) | | | |
|--|------------------------------|------------------------------|------------------------------|
| | Chelsea | Springfield | Lawrence |
| Selected Populations | % of the entire student body | % of the entire student body | % of the entire student body |
| First Language not English | 74.7 | 25.8 | 31.6 |
| English Language Learners | 60.8 | 9.4 | 13.2 |
| Students with Disabilities | 78.9 | 93.7 | 87.7 |
| High Needs | 11.3 | 34.6 | 33.3 |
| Low Income | 96.9 | 95.6 | 95.6 |

E. Student Discipline Data Report

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

F. Chelsea Discipline Data

| |
|-----------------------------------|
| 2022-23 Student Discipline |
|-----------------------------------|

| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
|----------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| All Students | 255 | 5 | | | |
| English Learner | 157 | 4 | | | |
| Economically disadvantaged | 212 | 4 | | | |
| Students w/disabilities | 26 | 1 | | | |
| High needs | 246 | 5 | | | |
| Female | 130 | 2 | | | |
| Male | 124 | 3 | | | |
| Amer. Ind. or Alaska Nat. | 3 | | | | |
| Asian | 1 | | | | |
| Afr. Amer./Black | 17 | 1 | | | |
| Hispanic/Latino | 221 | 3 | | | |
| Multi-race, Non-Hisp./Lat. | 2 | | | | |
| Nat. Haw. or Pacif. Isl. | 0 | | | | |
| White | 11 | 0 | | | |

Springfield Discipline Data

| 2022-23 Student Discipline | | | | | |
|----------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 230 | 27 | 0.0 | 11.7 | 0.0 |
| English Learner | 33 | 5 | | | |

| | | | | | |
|----------------------------|-----|----|-----|------|-----|
| Economically disadvantaged | 216 | 27 | 0.0 | 12.5 | 0.0 |
| Students w/disabilities | 66 | 10 | 0.0 | 15.2 | 0.0 |
| High needs | 217 | 27 | 0.0 | 12.4 | 0.0 |
| Female | 112 | 13 | 0.0 | 11.6 | 0.0 |
| Male | 118 | 14 | 0.0 | 11.9 | 0.0 |
| Amer. Ind. or Alaska Nat. | 2 | | | | |
| Asian | 0 | | | | |
| Afr. Amer./Black | 27 | 3 | | | |
| Hispanic/Latino | 184 | 21 | 0.0 | 11.4 | 0.0 |
| Multi-race, Non-Hisp./Lat. | 5 | | | | |
| Nat. Haw. or Pacif. Isl. | 0 | | | | |
| White | 12 | 2 | | | |

Lawrence Discipline Data

| 2022-23 Student Discipline | | | | | |
|----------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 155 | 13 | 0.0 | 8.4 | 0.0 |
| English Learner | 28 | 3 | | | |
| Economically disadvantaged | 146 | 13 | 0.0 | 8.9 | 0.0 |
| Students w/disabilities | 48 | 5 | | | |
| High needs | 151 | 13 | 0.0 | 8.6 | 0.0 |

| | | | | | |
|----------------------------|-----|----|-----|------|-----|
| Female | 73 | 2 | | | |
| Male | 82 | 11 | 0.0 | 13.4 | 0.0 |
| Amer. Ind. or Alaska Nat. | 1 | | | | |
| Asian | 0 | | | | |
| Afr. Amer./Black | 5 | | | | |
| Hispanic/Latino | 126 | 12 | 0.0 | 9.5 | 0.0 |
| Multi-race, Non-Hisp./Lat. | 0 | | | | |
| Nat. Haw. or Pacif. Isl. | 1 | | | | |
| White | 22 | 1 | | | |

G. 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 2023-2024 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. We have been collaborating with the Department of Elementary and Secondary Education to address feedback regarding our Springfield Campus. Our goal is to ensure that our dissemination efforts align with the objectives of the Department and adhere to the terms of our charter.

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 2023-2024 dissemination efforts:

| Best Practice Shared | Vehicle for Dissemination | Who at the School participated | With whom did the school disseminate? | Result of Dissemination |
|----------------------|---------------------------|--------------------------------|---------------------------------------|-------------------------|
|----------------------|---------------------------|--------------------------------|---------------------------------------|-------------------------|

| | | | | |
|-------------------------------|------------------|--|--|--|
| Curriculum & Instruction | School Visit | Young Men's Program students, Springfield Director of School Culture, Springfield Head of School | Rise Prep Academy | We have formed an ongoing partnership and are in the process of establishing a mentoring program within our school, with the long-term goal of building a robust mentoring pool. As part of this initiative, we have shared strategies to increase student engagement and empower the development of student leadership. |
| Mission & Key Design Elements | School Visit | Springfield Director of Operations | Springfield International Charter School | We have formed an ongoing partnership and shared out of educational best practices & relentless supports information in our Humanities classes through classroom observations and debriefs |
| Mission & Key Design Elements | Monthly Meetings | Springfield Director of Operations | MCPSA Western MA Charter Schools: Finance and Operations Group | Shared out of educational best practices & relentless supports information |
| Curriculum and Instruction | School Visit | Springfield Head of School | Davis Foundation (Western Mass) | The Davis Foundation is deeply involved in the education community throughout Western Mass. They were excited to share our model with other organizations they support, and to check back in with us regarding the results of our adaptive literacy program for future dissemination possibilities as well. |
| Mission & Key Design Elements | School Visit | Lawrence Director of Operations, Network Director of Strategic Initiatives | Lawrence Public Schools (Nutrition Team) | Shared out of educational best practices & relentless supports information |
| Mission & Key Design Elements | School Visit | Lawrence Head of School, Director of Operations, & Manager of Post Secondary Success | Lawrence Public General Hospital | Community engagement and unwavering support through information sharing. Our aim is to further deepen our partnership in creating a healthcare career pathway for our students. |
| Mission & Key Design | School Visit | Chelsea Head of School | One World (Network of Schools) | Shared out of educational best practices & relentless |

| | | | | |
|-------------------------------|--------------|---|---------------------------|--|
| Elements | | | | supports information |
| Mission & Key Design Elements | School Visit | Chelsea Head of School | City of Chelsea officials | Post-secondary success model and Community engagement & partnerships |
| Mission & Key Design Elements | Event | Chelsea Head of School, Teachers, Chief Executive Officer | Teach for America | Shared out of educational best practices, relentless supports information & talent support resources |

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 |
|------------------------|---------------------------|--------------------------------------|
| 2023 | 2023 | 2023 |
| Insufficient data | Insufficient data | Insufficient data |

Springfield Accountability Data

| Overall Classification | Accountability Percentile | Progress Towards Improvement Targets |
|------------------------|---------------------------|--------------------------------------|
| 2023 | 2023 | 2023 |
| Insufficient data | Insufficient data | Insufficient data |

[Lawrence Accountability Data](#)

| Overall Classification | Accountability Percentile | Progress Towards Improvement Targets |
|------------------------|---------------------------|--------------------------------------|
| 2023 | 2023 | 2023 |
| 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 pleased to observe encouraging signs in our STAR Assessments, with a notable increase in student participation this school year. Our focused efforts have led to significant improvements in student performance, which we attribute to enhanced testing processes that offer a more inclusive approach, ensuring a fairer and more accurate representation of student abilities.

The STAR assessment provides regular, standardized benchmarks, allowing us to monitor student progress over time. By comparing data from different assessment periods, we can clearly track the development of student skills. We use STAR assessment data to identify each student's strengths and areas for improvement, enabling our schools to tailor instruction to meet individual needs and enhance overall learning outcomes. The insights gained from these assessments allow us to create personalized learning plans, addressing specific skill gaps and challenging students at appropriate levels to foster continuous growth.

However, we recognize that there is still work to be done. We must continue to focus on areas with growth potential, addressing any remaining disparities, and creating an even more supportive and empowering learning environment for all our students.

See the accountability data in Appendix A 2023-2024 STAR results.

Program Delivery

Throughout the 2023-2024 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 2023-2024 that supported these goals included emphasis on multi-modal ways of teaching during professional development opportunities and continuing rolling out 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.

- *Individualized 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 2024-2025 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 2023-2024, Phoenix Chelsea, Phoenix Springfield, and Phoenix Lawrence maintained their organizational structure and did not make any changes. The 2023-2024 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 2023-2024 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 2023-2024 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 2023-2024, the Phoenix Network hired E. Leigh Zongrone as the Director of Special Education. In this role, they will collaborate with Heads of School and special education teachers to implement and maintain services and programs in compliance with System, State,



and Federal objectives. Clare Franco was appointed as the Director of English Language Development, where she will lead the development and implementation of the district’s English Learner and Multilingual Education programs. She will work with district staff and external personnel to ensure rigorous and equitable opportunities for English Learners and multilingual students. Phoenix is still in search of the right candidate to lead our finance department, however we have successfully managed our financial operations using internal resources.

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 FY24 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, Phoenix is still currently finalizing a draft of its FY24 financials (both the income statement and balance sheet). These are the initial reports, however we will provide official numbers for the audit. We will update this information here once they are ready.

A. Unaudited FY24 statement of revenues, expenses, and changes in net assets (income statement):

Phoenix Chelsea Profit and Loss

July 2023 - June 2024

| | <u>Total</u> |
|---|------------------------|
| Income | |
| 4100 Tuition | 4,409,373.00 |
| 4150 FEDERAL and STATE ENTITLEMENTS and GRANTS | |
| 4166 Reg. Trans. | 24,633.00 |
| 4182 Federal Grants | 650,744.84 |
| 4183 State Grants | 25,000.00 |
| 4184 Other Federal & State Grants | 390.00 |
| 4190 E-Rate Revenue | 15,477.79 |
| 4192 E-Rate Revenue Comcast | <u>16,310.06</u> |
| Total 4150 FEDERAL and STATE ENTITLEMENTS and GRANTS | \$ 732,555.69 |
| 4200 FUNDRAISING and GRANTS | |
| 4240 Foundation Restricted | <u>13,899.50</u> |
| Total 4200 FUNDRAISING and GRANTS | \$ 13,899.50 |
| 4500 NUTRITION INCOME | |
| 4510 Federal Nutrition | 23,319.53 |
| 4520 State Nutrition | <u>195.70</u> |
| Total 4500 NUTRITION INCOME | \$ 23,515.23 |
| 4900 Other Income | |
| 4930 Interest income | 9,659.45 |
| 4935 Miscellaneous Income | 4,586.99 |
| 4940 Child Care Reimbursement | |
| 4945 Child Care Revenue | <u>11,900.00</u> |
| Total 4940 Child Care Reimbursement | \$ 11,900.00 |
| Total 4900 Other Income | \$ 26,146.44 |
| Total Income | \$ 5,205,489.86 |
| Gross Profit | \$ 5,205,489.86 |
| Expenses | |
| 5000 SALARIES, BENEFITS and TAXES | |
| 5050 Salary Expenses | |
| 5100 SALARIES - ADMINISTRATIVE | |
| 5110 Salaries- Administrative (Prof) | 689,763.99 |
| 5191 Salaries-Operation & Maintenance | <u>95,123.78</u> |
| Total 5100 SALARIES - ADMINISTRATIVE | \$ 784,887.77 |
| 5200 SALARIES - INTSTRUCTIONAL | |
| 5205 Salary Edu | 789,120.88 |
| 5210 Salaries-Teachers | 1,020,946.20 |
| 5213 Salary- Spec Ed | 114,197.84 |
| 5215 Stipended Teachers | 109,247.70 |
| 5217 Salary- Class Coverage Stipend | 1,785.00 |

| | |
|---|------------------------|
| 8520 Teacher Recruitment Partnership Fees | 20,000.00 |
| Total 5200 SALARIES - INTSTRUCTIONAL | \$ 2,055,297.62 |
| 5300 Salaries- Daycare | 200,771.27 |
| 5600 Bonuses | 63,660.22 |
| Total 5050 Salary Expenses | \$ 3,104,616.88 |
| 5800 EMPLOYEE BENEFITS | |
| 5501 Grant MTRS Allocation | 32,691.19 |
| 5805 Medical | 141,796.95 |
| 5806 Vision | 4,004.79 |
| 5807 Dental | 23,304.91 |
| 5808 Short Term Disability | 32,401.77 |
| 5816 Employee Retirement | 10,150.00 |
| 5850 Workers Comp | 10,627.21 |
| 5860 People Joy | 21,188.76 |
| Total 5800 EMPLOYEE BENEFITS | \$ 276,165.58 |
| 5900 Payroll taxes | 40,295.34 |
| Total 5000 SALARIES, BENEFITS and TAXES | \$ 3,421,077.80 |
| 6000 STUDENT SERVICES | |
| 6110 Health Services and Materials | 3,813.27 |
| 6200 Daycare Supplies | 13,299.23 |
| 6300 Student Transportation | 31,191.58 |
| 6440 Athletic Services | 20,327.77 |
| 6445 STUDENT CULTURE | |
| 6447 Clothes | 21,501.28 |
| 6448 Food | 13,731.80 |
| 6449 Student Clubs & Groups | 17,647.68 |
| 6450 Graduation | 10,881.78 |
| 6451 Student Events & Trips | 19,545.97 |
| 6455 Makerspace LAW (Do Not Use) | 0.00 |
| 6480 Student Culture Materials, Services & Other | 15,672.53 |
| Total 6445 STUDENT CULTURE | \$ 98,981.04 |
| Total 6000 STUDENT SERVICES | \$ 167,612.89 |
| 6400 NUTRITION SERVICES | |
| 6410 Lunch | 35,811.14 |
| 6430 Breakfast | 3,212.81 |
| Total 6400 NUTRITION SERVICES | \$ 39,023.95 |
| 6500 Instructional Services | |
| 6520 Contracted Svcs | |
| 6521 Contracted Services - Prof Development | 6,850.40 |
| 6522 Contracted Services - Prof Development - DEI | 8,412.50 |
| 6523 Contracted Services - Curriculum & Programming | 49,458.87 |
| Total 6520 Contracted Svcs | \$ 64,721.77 |
| 6700 Instructional Programming | |

| | |
|---|----------------------|
| 6705 Classroom Supplies & Materials | 48,950.71 |
| 6706 PD Supplies and Materials | 9,057.93 |
| 6707 PD Travel | 8,261.97 |
| 6710 Post-Secondary | 12,591.56 |
| 6708 Standardized Testing | 0.00 |
| 6712 College Prep Materials | 4,562.49 |
| 6713 Dual Enrollment Fees | 6,348.00 |
| 6715 College & Career Experiences | <u>5,654.31</u> |
| Total 6710 Post-Secondary | \$ 29,156.36 |
| 6855 Instructional Technology in Class | 5,478.67 |
| 6865 Standardized Testing | <u>1,225.81</u> |
| Total 6700 Instructional Programming | \$ 102,131.45 |
| 6900 SPED | |
| 6920 Special Ed Materials | 0.00 |
| 6930 Contracted Special Ed Services | 45,959.47 |
| 6940 Sped Testing and Assessment | <u>28,761.55</u> |
| Total 6900 SPED | \$ 74,721.02 |
| Total 6500 Instructional Services | \$ 241,574.24 |
| 7000 Facilities and Equipment | |
| 7100 Rental/Lease of Building/Grnds | |
| 7105 Rent | <u>344,400.00</u> |
| Total 7100 Rental/Lease of Building/Grnds | \$ 344,400.00 |
| 7200 Maintenance Buildings & Grounds | |
| 7210 Custodial Services | 7,189.84 |
| 7215 Supplies/ Materials-Maintenance | 6,221.90 |
| 7220 Contracted Maintenance | <u>26,180.16</u> |
| Total 7200 Maintenance Buildings & Grounds | \$ 39,591.90 |
| 7400 Equipment | |
| 7402 Copiers & Leases | 12,976.86 |
| 7404 Copier Overage | <u>1,393.34</u> |
| Total 7400 Equipment | \$ 14,370.20 |
| 7500 Utilities | |
| 7510 Telephone & telecommunications | 35,430.62 |
| 7520 Utilities | <u>104,066.50</u> |
| Total 7500 Utilities | \$ 139,497.12 |
| 7900 Depreciation | |
| 7905 Depreciat. Equip., Bldng, Grnds | 52,153.28 |
| 7915 Depreciat. of Information Techn | <u>25,183.40</u> |
| Total 7900 Depreciation | \$ 77,336.68 |
| Total 7000 Facilities and Equipment | \$ 615,195.90 |
| 8000 Operations | |
| 8050 Business, Fin, HR, Legal Svces | |
| 8052 Bank fees | 1,979.02 |

| | |
|---|----------------------|
| 8053 Legal fees | 9,398.50 |
| 8054 Audit Fees | 903.75 |
| 8056 Staff, Student & Family Translation Services | 9,210.01 |
| 8057 Staff Appreciation | 18,073.36 |
| 8060 HR - Recruiting & Other | 3,654.21 |
| 8065 Payroll Service Fees | <u>16,975.28</u> |
| Total 8050 Business, Fin, HR, Legal Svces | \$ 60,194.13 |
| 8100 DUES & FEES | |
| 8110 Charter Association Dues | 13,803.44 |
| 8115 Dues, Fees & Subscriptions | 4,951.67 |
| 8120 Network Fee | <u>432,488.04</u> |
| Total 8100 DUES & FEES | \$ 451,243.15 |
| 8150 OFFICE SUPPLIES and MATERIALS | 0.00 |
| 8152 Postage & Mailing | 1,779.85 |
| 8153 Office Supplies | <u>11,534.37</u> |
| Total 8150 OFFICE SUPPLIES and MATERIALS | \$ 13,314.22 |
| 8200 Information Mgmt & Technology | |
| 8221 Software-Administrative | 7,550.68 |
| 8222 Instructional Software | 17,702.56 |
| 8233 IT Materials-Networking & Maintenance | 4,772.79 |
| 8240 Instructional Technology PD & Support | 518.07 |
| 8250 IT-Contracted Services | <u>5,773.63</u> |
| Total 8200 Information Mgmt & Technology | \$ 36,317.73 |
| 8400 TRAVEL EXPENSES - STAFF | |
| 8420 Gas | 235.80 |
| 8425 Ground Travel | <u>1,065.43</u> |
| Total 8400 TRAVEL EXPENSES - STAFF | \$ 1,301.23 |
| 8500 Recruitment/Advertising | |
| 8530 Student Recruitment | 2,922.24 |
| 8540 Advertising | <u>98.88</u> |
| Total 8500 Recruitment/Advertising | \$ 3,021.12 |
| 8600 Insurance (non-employee) | |
| 8610 Insurance | <u>21,907.25</u> |
| Total 8600 Insurance (non-employee) | \$ 21,907.25 |
| 8700 Fundraising.. | |
| 8710 Fund Raising Supplies | <u>0.00</u> |
| Total 8700 Fundraising.. | \$ 0.00 |
| 8800 Other expense | |
| 8810 Gifts | 0.00 |
| 8890 Miscellaneous | <u>1,099.71</u> |
| Total 8800 Other expense | \$ 1,099.71 |
| Total 8000 Operations | \$ 588,398.54 |
| 9900 Gain / Loss on Disposal of Fixed Assets | 1,922.84 |

| | |
|---|------------------------|
| Uncategorized Expense | 0.00 |
| Total Expenses | \$ 5,074,806.16 |
| Net Operating Income | \$ 130,683.70 |
| Other Income | |
| Network Income | |
| 9420 Network Consulting Fees | |
| 9421 Network Consulting Fees - CH | 23,837.50 |
| 9422 Network Consulting Fees - SP | 23,837.50 |
| 9423 Network Consulting Fees - LW | 23,837.50 |
| Total 9420 Network Consulting Fees | \$ 71,512.50 |
| Foundation and Grant Income | |
| 9330 Foundation Support for Network (Individuals) | 927,219.50 |
| 9340 Private Grants-Released for Network | 572,780.50 |
| Total Foundation and Grant Income | \$ 1,500,000.00 |
| Network Fees from Schools | |
| 9321 Network Fee Chelsea | 432,488.04 |
| 9322 Network Fee Lawrence | 270,728.04 |
| 9323 Network Fee Springfield | 369,317.04 |
| Total Network Fees from Schools | \$ 1,072,533.12 |
| Total Network Income | \$ 2,644,045.62 |
| Total Other Income | \$ 2,644,045.62 |
| Other Expenses | |
| CMO Expenses | |
| CMO Compensation, Benefits and Taxes | |
| CMO Personnel | |
| 9505 CMO Salaries | 1,683,258.76 |
| 9523 CMO Stipend Travel | 35,300.00 |
| 9561 CMO Bonuses | 10,000.00 |
| 9591 CMO Payroll Taxes | 41,665.62 |
| CMO Benefits | |
| 9562 CMO Medical | 160,026.23 |
| 9565 CMO Short Term Disability | 28,894.16 |
| 9569 Other Miscellaneous Expense | 362.65 |
| 9585 CMO Workers Comp | 5,925.21 |
| Total CMO Benefits | \$ 195,208.25 |
| Total CMO Personnel | \$ 1,965,432.63 |
| Total CMO Compensation, Benefits and Taxes | \$ 1,965,432.63 |
| CMO Non-Personnel | |
| CMO Operations | |
| 9801 CMO Contracted Services | 340,565.75 |
| 9806 CMO Payroll Service Fees | 16,321.04 |
| 9807 CMO Supplies & Materials | 13,065.73 |
| 9808 CMO Telecommunications | 10,232.66 |

| | |
|---|------------------------|
| 9809 CMO Software & Administrative & Technology | 15,851.02 |
| 9810 CMO Audit Fees | 56,428.75 |
| 9820 CMO Legal Fees | 31,729.59 |
| 9840 CMO Daily Use Travel | 1,684.73 |
| 9852 CMO Staff Recruiting | 25,416.08 |
| 9853 CMO Staff Recruitment - DEI | 1,900.00 |
| 9870 CMO Fundraising | 28,686.40 |
| 9880 CMO Insurance | 9,906.92 |
| 9884 Board of Trustees | 11,821.28 |
| 9887 CMO Leadership & Culture | 49,966.08 |
| Total CMO Operations | \$ 613,576.03 |
| CMO School Programming | |
| 9650 CMO INSTRUCTIONAL SERVICES | |
| 9652 CMO Contracted Svcs - Prof Development | 800.00 |
| 9653 CMO Contracted Svcs - PD DEI | 26,421.33 |
| 9654 CMO Professional Development Expenses | 16,320.59 |
| 9656 CMO Contracted Services-Curriculum Development | 4,335.00 |
| Total 9650 CMO INSTRUCTIONAL SERVICES | \$ 47,876.92 |
| 9670 CMO Post-Secondary | 8,304.65 |
| Total CMO School Programming | \$ 56,181.57 |
| Total CMO Non-Personnel | \$ 669,757.60 |
| Total CMO Expenses | \$ 2,635,190.23 |
| Total Other Expenses | \$ 2,635,190.23 |
| Net Other Income | \$ 8,855.39 |
| Net Income | \$ 139,539.09 |

Friday, Jul 26, 2024 07:35:53 AM GMT-7 - Accrual Basis

**Phoenix Chelsea
Profit and Loss
July 2023 - June 2024**

| | <u>Total</u> |
|--|------------------------|
| Income | |
| 4100 Tuition | 4,409,373.00 |
| 4150 FEDERAL and STATE ENTITLEMENTS and GRANTS | 732,555.69 |
| 4200 FUNDRAISING and GRANTS | 13,899.50 |
| 4500 NUTRITION INCOME | 23,515.23 |
| 4900 Other Income | 26,146.44 |
| Total Income | \$ 5,205,489.86 |
| Gross Profit | \$ 5,205,489.86 |
| Expenses | |
| 5000 SALARIES, BENEFITS and TAXES | 3,421,077.80 |
| 6000 STUDENT SERVICES | 167,612.89 |
| 6400 NUTRITION SERVICES | 39,023.95 |
| 6500 Instructional Services | 241,574.24 |
| 7000 Facilities and Equipment | 615,195.90 |
| 8000 Operations | 588,398.54 |
| 9900 Gain / Loss on Disposal of Fixed Assets | 1,922.84 |
| Uncategorized Expense | 0.00 |
| Total Expenses | \$ 5,074,806.16 |
| Net Operating Income | \$ 130,683.70 |
| Other Income | |
| Network Income | 2,644,045.62 |
| Total Other Income | \$ 2,644,045.62 |
| Other Expenses | |
| CMO Expenses | 2,635,190.23 |
| Total Other Expenses | \$ 2,635,190.23 |
| Net Other Income | \$ 8,855.39 |
| Net Income | \$ 139,539.09 |

Friday, Jul 26, 2024 07:25:20 AM GMT-7 - Accrual Basis

**Phoenix Lawrence
Statement of Activity**

July 2023 - June 2024

| | <u>Total</u> |
|--|------------------------|
| Revenue | |
| 4100 Tuition | 2,186,379.00 |
| 4150 Federal and State Entitlements and Grants | 1,059,453.04 |
| 4200 Fundraising and Grants | 551,883.00 |
| 4500 Nutrition Income | 32,300.02 |
| 4900 Other Income | 11,665.73 |
| 4950 Misc. Income | 3,963.74 |
| Total Revenue | \$ 3,845,644.53 |
| Gross Profit | \$ 3,845,644.53 |
| Expenditures | |
| 5000 Salaries, Benefits, and Taxes | 2,342,703.90 |
| 6000 Student Services | 232,068.34 |
| 6400 Nutrition Services | 86,395.40 |
| 6500 Instructional Services | 159,454.41 |
| 7000 Facilities and Equipment | 289,604.35 |
| 7950 Amortization Expense | 278,214.92 |
| 7951 Amortization expense - addition | 12,928.90 |
| 8000 Operations | 583,844.92 |
| bad debts | 38,718.00 |
| Uncategorized Expense | 0.00 |
| Total Expenditures | \$ 4,023,933.14 |
| Net Operating Revenue | -\$ 178,288.61 |
| Other Revenue | |
| 9800 Gain / Loss on Disposal of Fixed Assets | 245,880.98 |
| Total Other Revenue | \$ 245,880.98 |
| Net Other Revenue | \$ 245,880.98 |
| Net Revenue | \$ 67,592.37 |

Friday, Jul 26, 2024 07:55:22 AM GMT-7 - Accrual Basis

Phoenix Lawrence Statement of Activity

July 2023 - June 2024

| | Total |
|---|------------------------|
| Revenue | |
| 4100 Tuition | 2,186,379.00 |
| 4150 Federal and State Entitlements and Grants | |
| 4111 Federal Grants | 934,328.01 |
| 4112 State Grants | 87,176.00 |
| 4184 Other Federal & State Grants | 6,280.00 |
| 4190 E-Rate Revenue | 15,359.00 |
| 4192 E-Rate Revenue Comcast | 16,310.03 |
| Total 4150 Federal and State Entitlements and Grants | \$ 1,059,453.04 |
| 4200 Fundraising and Grants | |
| 4240 Foundation Restricted | 51,883.00 |
| 4250 Foundation Unrestricted | 500,000.00 |
| Total 4200 Fundraising and Grants | \$ 551,883.00 |
| 4500 Nutrition Income | |
| 4510 Nutrition Funding - Federal | 32,101.82 |
| 4520 Nutrition Funding - State | 198.20 |
| Total 4500 Nutrition Income | \$ 32,300.02 |
| 4900 Other Income | |
| 4930 Interest Income | 2,245.73 |
| 4940 Child Care Reimbursement | |
| 4945 Child Care Revenue | 9,420.00 |
| Total 4940 Child Care Reimbursement | \$ 9,420.00 |
| Total 4900 Other Income | \$ 11,665.73 |
| 4950 Misc. Income | 3,963.74 |
| Total Revenue | \$ 3,845,644.53 |
| Gross Profit | \$ 3,845,644.53 |
| Expenditures | |
| 5000 Salaries, Benefits, and Taxes | |
| 5050 Salary Expenses | |
| 5100 Salaries-Non-Instructional | |
| 5110 Salaries-Administrative | 492,072.17 |
| 5191 Salaries-Operation & Maintenance | 35,993.72 |
| Total 5100 Salaries-Non-Instructional | \$ 528,065.89 |
| 5200 Salaries- Instructional | |
| 5205 Salaries - Education | 543,139.82 |
| 5210 Salaries - Teachers | 758,699.48 |
| 5213 Salaries - Spec. Ed. | 114,255.42 |
| 5215 Salaries - Staff Stipends | 30,893.72 |
| 5217 Salary - Class Coverage Stipends | 14,478.00 |

| | |
|--|------------------------|
| Total 5200 Salaries- Instructional | \$ 1,461,466.44 |
| 5300 Salaries- Day Care | 45,108.45 |
| 5500 Grant Salary Allocations | 0.00 |
| 5600 Bonuses | 31,536.07 |
| 8520 Teacher Recruitment Partnership Fees | 20,000.00 |
| Total 5050 Salary Expenses | \$ 2,086,176.85 |
| 5800 Employee Benefits | |
| 5501 Grant MTRS Allocation | 43,719.50 |
| 5805 Medical | 107,809.31 |
| 5806 Vision | 1,494.29 |
| 5807 Dental | 10,196.31 |
| 5808 Short Term Disability | 24,881.50 |
| 5816 Employee Retirement | 650.00 |
| 5850 Workers Comp | 8,388.31 |
| Total 5800 Employee Benefits | \$ 197,139.22 |
| 5860 People Joy | 14,999.04 |
| 5900 Payroll Taxes | 44,388.79 |
| Total 5000 Salaries, Benefits, and Taxes | \$ 2,342,703.90 |
| 6000 Student Services | |
| 6110 Health Services and Materials | 324.90 |
| 6200 Daycare Expenses | 7,251.27 |
| 6300 Student Transportation | 10,620.27 |
| 6440 Athletic Services | 112.50 |
| 6445 Student Culture | 874.70 |
| 6447 Clothes | 20,612.20 |
| 6448 Food | 3,141.39 |
| 6449 Student Clubs & Groups | 5,580.63 |
| 6451 Student Events & Trips | 4,722.94 |
| 6455 Makerspace | 175,279.31 |
| 6460 Student Culture Materials, Services & Other (deleted) | 1,948.14 |
| Total 6445 Student Culture | \$ 212,159.31 |
| 6450 Graduation | 1,600.09 |
| Total 6000 Student Services | \$ 232,068.34 |
| 6400 Nutrition Services | |
| 6405 Snacks | 8,464.88 |
| 6410 Lunch | 51,304.66 |
| 6430 Breakfast | 26,625.86 |
| Total 6400 Nutrition Services | \$ 86,395.40 |
| 6500 Instructional Services | |
| 6520 Contracted Svcs | |
| 6521 Contracted Services - Professional Development | 3,036.45 |
| 6523 Contracted Services - Curriculum & Programming | 43,933.32 |
| Total 6520 Contracted Svcs | \$ 46,969.77 |

| | |
|---|----------------------|
| 6700 Instructional Programming | 0.00 |
| 6705 Classroom Supplies & Materials | 29,106.33 |
| 6706 PD Supplies & Materials | 116.88 |
| 6707 PD Travel | 882.88 |
| 6708 Standardized Testing | 55.92 |
| 6760 PD Supplies and Materials | 4,080.97 |
| 6855 Instructional Technology in Class | 2,616.66 |
| 8222 Instructional Software | 3,235.09 |
| 8240 Instructional Technology PD & Support | 5,482.28 |
| Total 6855 Instructional Technology in Class | \$ 11,334.03 |
| Total 6700 Instructional Programming | \$ 45,577.01 |
| 6710 Post-Secondary | 1,500.00 |
| 6712 College Prep Materials | 531.23 |
| 6713 Dual Enrollment Fees | 2,139.00 |
| 6714 Partnership Fees | 75.00 |
| Total 6710 Post-Secondary | \$ 4,245.23 |
| 6900 SPED-Special Education | |
| 6920 Special Educational Materials | 511.04 |
| 6930 SPED Special Ed Services- Contracted | 34,752.61 |
| 6940 SPED Testing and Assessment | 27,398.75 |
| Total 6900 SPED-Special Education | \$ 62,662.40 |
| Total 6500 Instructional Services | \$ 159,454.41 |
| 7000 Facilities and Equipment | |
| 7100 Rental/Lease of Building/Grnds | |
| 7105 Rent | 0.00 |
| 7106 Rent - Additional Fees | 0.00 |
| Total 7100 Rental/Lease of Building/Grnds | \$ 0.00 |
| 7200 Maintenance Buildings & Grounds | |
| 7210 Custodial Services | 6,383.07 |
| 7215 Supplies/Materials-Maintenance | 19,871.74 |
| 7220 Contracted Maintenance | 63,947.47 |
| 7221 Contracted Security | 846.00 |
| Total 7200 Maintenance Buildings & Grounds | \$ 91,048.28 |
| 7400 Equipment - Rental & Maint. | 0.00 |
| 7402 Copiers & Leases | 5,798.70 |
| 7404 Copier Overage | 2,099.87 |
| Total 7400 Equipment - Rental & Maint. | \$ 7,898.57 |
| 7500 Utilities | |
| 7510 Telephone & Telecommunications | 34,361.92 |
| 7520 Utilities | 60,780.03 |
| Total 7500 Utilities | \$ 95,141.95 |
| 7900 Depreciation | |
| 7905 Depreciat. Equip., Bldng, Grnds | 81,843.15 |

| | |
|---|------------------------|
| 7915 Depreciat. of Information Techn | 13,672.40 |
| Total 7900 Depreciation | \$ 95,515.55 |
| Total 7000 Facilities and Equipment | \$ 289,604.35 |
| 7950 Amortization Expense | 278,214.92 |
| 7951 Amortization expense - addition | 12,928.90 |
| 8000 Operations | |
| 8050 Operations Business, Fin, HR, Legal Svces | |
| 6870 Staff Appreciation | 2,835.63 |
| 8052 Bank Fees | 1,717.89 |
| 8053 Legal Fees | 1,240.50 |
| 8054 Audit Fees | 3,728.75 |
| 8055 Other Fees | 583.00 |
| 8060 HR Recruiting & Other | 0.00 |
| 8065 Payroll Service Fees | 12,159.72 |
| Total 8050 Operations Business, Fin, HR, Legal Svces | \$ 22,265.49 |
| 8100 Dues, Licenses & Subscription | |
| 8110 Charter Association Dues | 7,302.39 |
| 8115 Dues and Subscriptions, Service Fees | 1,761.59 |
| 8120 Network Fee | 270,728.08 |
| Total 8100 Dues, Licenses & Subscription | \$ 279,792.06 |
| 8150 Office Supplies and Materials | 0.00 |
| 8152 Postage & Mailing | 2,144.60 |
| 8153 Office Supplies | 12,848.12 |
| Total 8150 Office Supplies and Materials | \$ 14,992.72 |
| 8200 IT Operations | |
| 8221 Software - Administrative | 6,801.89 |
| 8233 IT Materials-Networking & Maintenance | 803.30 |
| 8250 IT-Contracted Services | 8,518.74 |
| Total 8200 IT Operations | \$ 16,123.93 |
| 8320 Interest Expense | 220,657.71 |
| 8321 Interest Expense-addition | 12,036.44 |
| 8400 Travel Expenses - Staff | 1,535.29 |
| 8530 Student Recruitment | 244.53 |
| 8600 Insurance (non employee) | |
| 8610 Insurance (non-employee) Insurance | 16,196.75 |
| Total 8600 Insurance (non employee) | \$ 16,196.75 |
| Total 8000 Operations | \$ 583,844.92 |
| bad debts | 38,718.00 |
| Uncategorized Expense | 0.00 |
| Total Expenditures | \$ 4,023,933.14 |
| Net Operating Revenue | -\$ 178,288.61 |
| Other Revenue | |
| 9800 Gain / Loss on Disposal of Fixed Assets | 245,880.98 |



| | | |
|----------------------------|-----------|-------------------|
| Total Other Revenue | \$ | 245,880.98 |
| Net Other Revenue | \$ | 245,880.98 |
| Net Revenue | \$ | 67,592.37 |

Friday, Jul 26, 2024 07:55:15 AM GMT-7 - Accrual Basis

**Phoenix Springfield
Profit and Loss
July 2023 - June 2024**

| | Total |
|---|------------------------|
| Income | |
| 4100 Tuition Reimbursement | 3,278,589.00 |
| 4150 Federal and State Entitlements and Grants | |
| 4166 Reg. Trans. | 50,181.00 |
| 4182 Federal Grants | 1,417,481.52 |
| 4183 State Grants | 39,290.50 |
| 4184 Other Federal & State Grants | 300.00 |
| 4190 E-Rate Revenue | 15,336.00 |
| 4192 E-Rate Revenue Comcast | 16,310.03 |
| Total 4150 Federal and State Entitlements and Grants | \$ 1,538,899.05 |
| 4200 Fundraising and Grants | |
| 4240 Foundation Restricted | 18,500.00 |
| Total 4200 Fundraising and Grants | \$ 18,500.00 |
| 4500 Nutrition Income | |
| 4510 Federal Nutrition | 59,340.85 |
| 4520 State Nutrition | 467.05 |
| Total 4500 Nutrition Income | \$ 59,807.90 |
| 4900 Other Income | |
| 4930 Interest Income | 9,712.99 |
| 4940 Child Care Reimbursement | |
| 4945 Child Care Revenue | 15,868.00 |
| Total 4940 Child Care Reimbursement | \$ 15,868.00 |
| Total 4900 Other Income | \$ 27,449.03 |
| Total Income | \$ 4,923,244.98 |
| Gross Profit | \$ 4,923,244.98 |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | |
| 5050 Salary Expenses | |
| 5100 Salaries - Administrative | |
| 5110 Administrative | 735,225.85 |
| 5191 Salaries - Operation & Maintenance | 322.51 |
| Total 5100 Salaries - Administrative | \$ 735,548.36 |
| 5200 Salaries - Instructional | |
| 5051 Grant Salaries Allocation | 0.00 |
| 5205 Edu Lt Salary | 526,380.68 |
| 5210 Salaries - Teachers | 851,348.49 |
| 5213 Salary - Spec. Ed. | 129,114.06 |
| 5215 Stipends | 143,555.23 |
| 5217 Salary - Class Coverage Stipend | 13,220.00 |

| | |
|---|------------------------|
| 8520 Teacher Recruitment Partnership Fees | 10,000.00 |
| Total 5200 Salaries - Instructional | \$ 1,673,618.46 |
| 5300 Salaries- Daycare | 136,584.21 |
| 5600 Bonuses | 45,544.27 |
| Total 5050 Salary Expenses | \$ 2,591,295.30 |
| 5800 Employee Benefits | |
| 5052 Grant MTRS Allocation | 75,766.74 |
| 5805 Medical | 212,527.63 |
| 5806 Vision | 1,978.23 |
| 5807 Dental | 16,289.34 |
| 5808 Short Term Disability | 30,156.47 |
| 5816 Employee Retirement | 600.00 |
| 5850 Workers Comp | 4,791.91 |
| Total 5800 Employee Benefits | \$ 342,110.32 |
| 5860 People Joy | 13,181.32 |
| 5900 Payroll Taxes | 63,057.78 |
| Total 5000 Salaries, Benefits, and Taxes | \$ 3,009,644.72 |
| 6000 Student Services | |
| 6110 Health Services and Materials | 4,884.32 |
| 6200 Daycare Supplies | 1,773.58 |
| 6300 Student Transportation | 86,787.51 |
| 6440 Athletic Services | 250.00 |
| 6445 STUDENT CULTURE (Use 6460) | 0.00 |
| 6447 Clothes | 18,444.53 |
| 6448 Food | 56,082.14 |
| 6449 Student Groups | 2,017.68 |
| 6451 Student Events & Trips | 25,257.18 |
| 6458 Student Events & Trips (Use 6451) | 0.00 |
| 6460 Student Culture Materials, Services & Other | 2,429.48 |
| Total 6445 STUDENT CULTURE (Use 6460) | \$ 104,231.01 |
| 6450 Graduation | 2,973.91 |
| Total 6000 Student Services | \$ 200,900.33 |
| 6400 Nutrition Services | |
| 6402 Food Service - Labor and Fringe | 35,464.50 |
| 6405 Snack | 14,305.00 |
| 6410 Lunch | 59,418.10 |
| 6430 Breakfast | 21,712.90 |
| Total 6400 Nutrition Services | \$ 130,900.50 |
| 6500 Instructional Services | |
| 6520 Contracted Services | 46,238.41 |
| 6521 Contracted Services - Professional Development | 10,912.70 |
| 6522 Contracted Services - Prof Development - DEI | 6,500.00 |
| 6523 Contracted Services - Curriculum Development | 46,961.32 |

| | |
|---|----------------------|
| Total 6520 Contracted Services | \$ 110,612.43 |
| 6700 Instructional Programming | |
| 6705 Classroom Supplies & Materials | 34,764.81 |
| 6706 PD Supplies and Materials | 165.57 |
| 6707 PD Travel | 8,193.09 |
| 6708 Standardized Testing | 823.85 |
| 6855 Instructional Technology in Class | 3,168.29 |
| 8222 Instructional Software | 16,476.62 |
| 8232 Instructional - IT Materials | 1,656.79 |
| 8240 Instructional Technology PD & Support | 15,309.35 |
| Total 6855 Instructional Technology in Class | \$ 36,611.05 |
| Total 6700 Instructional Programming | \$ 80,558.37 |
| 6900 SPED-Special Education | |
| 6930 Special Ed Services- Contracted | 78,493.51 |
| 6940 SPED Testing and Assessment | 62,912.50 |
| Total 6900 SPED-Special Education | \$ 141,406.01 |
| Total 6500 Instructional Services | \$ 332,576.81 |
| 6710 Post-Secondary | |
| 6712 College Prep Materials | 16,821.60 |
| 6713 Dual Enrollment Fees | 846.00 |
| 6716 Alumni Support | 7,810.69 |
| Total 6710 Post-Secondary | \$ 990.46 |
| 7000 Facilities and Equipment | |
| 7100 Rental/Lease of Building/Grdns | |
| 7105 Rent | 0.00 |
| 7106 Rent - Additions and Fees | 115,061.67 |
| Total 7100 Rental/Lease of Building/Grdns | \$ 115,061.67 |
| 7200 Maintenance Buildings & Grounds | |
| 7210 Custodial Services | 105,533.94 |
| 7215 Supplies/Materials - Maintenance | 20,559.28 |
| 7220 Contracted Maintenance | 36,727.01 |
| 7222 COVID-19 Maintenance | 486.00 |
| Total 7200 Maintenance Buildings & Grounds | \$ 163,306.23 |
| 7400 Equipment - Rental & Maint. | |
| 7402 Copiers & Leases | 750.00 |
| 7404 Copier Overage | 8,657.25 |
| Total 7400 Equipment - Rental & Maint. | \$ 1,652.73 |
| 7500 Utilities | |
| 7510 Telephone & Telecommunications | 37,016.87 |
| 7520 Utilities | 81,551.95 |
| Total 7500 Utilities | \$ 118,568.82 |
| 7900 Depreciation Expense | |
| 7905 Depreciat. Equip., Bldng, Grnds | 125,631.14 |

| | |
|--|------------------------|
| 7915 Depreciat. of Information Techn. | 17,965.89 |
| Total 7900 Depreciation Expense | \$ 143,597.03 |
| Total 7000 Facilities and Equipment | \$ 551,593.73 |
| 7950 Amortization expense | 204,826.32 |
| 8000 Operations | |
| 8050 Business, Fin, HR, Legal Svces | |
| 8052 Bank Fees | 1,532.63 |
| 8053 Legal Fees | 7,264.00 |
| 8054 Audit Fees | 903.75 |
| 8056 Staff Appreciation | 9,617.71 |
| 8060 Other Fees | 928.92 |
| 8061 HR - Recruiting & Other | 6,206.42 |
| 8065 Payroll Service Fees | 16,742.44 |
| Total 8050 Business, Fin, HR, Legal Svces | \$ 43,195.87 |
| 8100 Dues, Licenses & Subscriptions | 0.00 |
| 8110 Charter Association Dues | 10,195.42 |
| 8115 Dues, Subscriptions & Service Fees | 5,627.02 |
| 8120 Network Fee | 369,317.04 |
| Total 8100 Dues, Licenses & Subscriptions | \$ 385,139.48 |
| 8150 Office Supplies and Materials | 1,246.08 |
| 8152 Postage & Mailing | 2,453.41 |
| 8153 Office Supplies | 20,416.40 |
| Total 8150 Office Supplies and Materials | \$ 24,115.89 |
| 8200 Information Mgmt & Technology | |
| 8221 Software-Administrative | 7,406.11 |
| 8233 IT Materials-Networking & Maintenance | 650.30 |
| 8250 IT - Contracted Services | 5,275.63 |
| Total 8200 Information Mgmt & Technology | \$ 13,332.04 |
| 8320 Interest Expense | 309,223.88 |
| 8400 Travel Expenses - Staff | 773.50 |
| 8500 Recruitment / Advertising | |
| 8530 Student Recruitment | 4,889.34 |
| Total 8500 Recruitment / Advertising | \$ 4,889.34 |
| 8600 Insurance (non-employee) | |
| 8610 Insurance | 22,313.93 |
| Total 8600 Insurance (non-employee) | \$ 22,313.93 |
| Total 8000 Operations | \$ 802,983.93 |
| Bad Debts | 7,348.00 |
| Uncategorized Expense | 0.00 |
| Total Expenses | \$ 5,267,243.09 |
| Net Operating Income | -\$ 343,998.11 |
| Other Income | |
| 9800 Gain / Loss on Disposal of Fixed Assets | -12,063.00 |

| | | |
|---------------------------|----------|-------------------|
| Total Other Income | - | 12,063.00 |
| Net Other Income | - | 12,063.00 |
| Net Income | - | 356,061.11 |

Friday, Jul 26, 2024 07:48:57 AM GMT-7 - Accrual Basis

Phoenix Springfield
Profit and Loss
July 2023 - June 2024

| | <u>Total</u> |
|--|------------------------|
| Income | |
| 4100 Tuition Reimbursement | 3,278,589.00 |
| 4150 Federal and State Entitlements and Grants | 1,688,899.05 |
| 4200 Fundraising and Grants | 18,500.00 |
| 4500 Nutrition Income | 59,807.90 |
| 4900 Other Income | <u>27,449.03</u> |
| Total Income | \$ 5,073,244.98 |
| Gross Profit | \$ 5,073,244.98 |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | 3,009,644.72 |
| 6000 Student Services | 200,900.33 |
| 6400 Nutrition Services | 130,900.50 |
| 6500 Instructional Services | 332,576.81 |
| 6710 Post-Secondary | 26,468.75 |
| 7000 Facilities and Equipment | 551,593.73 |
| 7950 Amortization expense | 204,826.32 |
| 8000 Operations | 802,983.93 |
| Bad Debts | 7,348.00 |
| Uncategorized Expense | <u>0.00</u> |
| Total Expenses | \$ 5,267,243.09 |
| Net Operating Income | -\$ 193,998.11 |
| Other Income | |
| 9800 Gain / Loss on Disposal of Fixed Assets | <u>-12,063.00</u> |
| Total Other Income | -\$ 12,063.00 |
| Net Other Income | -\$ 12,063.00 |
| Net Income | -\$ 206,061.11 |

Friday, Jul 26, 2024 07:49:04 AM GMT-7 - Accrual Basis

**Phoenix Foundation
Profit and Loss
July 2023 - June 2024**

| | <u>Total</u> |
|--|------------------------|
| Income | |
| Annual Fund | 532,809.47 |
| Total Income | \$ 532,809.47 |
| Gross Profit | \$ 532,809.47 |
| Expenses | |
| 5000 Online Fund Raising Fees | 1,195.29 |
| 5005 In Kind Donations- Expense | 18,618.16 |
| 5006 Fund Raising Expenses | 1,940.06 |
| 5012 Commissions & Fees | 3,368.04 |
| Dues & Subscriptions | 1,999.00 |
| Grants to Schools and CMO | 1,427,219.50 |
| Legal & Professional Fees | 2,403.50 |
| Office Expenses | 910.38 |
| Total Expenses | \$ 1,457,653.93 |
| Net Operating Income | -\$ 924,844.46 |
| Other Income | |
| 4011 Grants to School (Current Year) | 657,063.00 |
| 5003 Interest Earned | 28,612.20 |
| 9000 Unrealized Gain/Loss on Investments | 11,177.28 |
| Total Other Income | \$ 696,852.48 |
| Other Expenses | |
| 5020 Grants to Chelsea School | 13,899.50 |
| 5021 Grants to CMO | 572,780.50 |
| 5022 Grants to Springfield School | 18,500.00 |
| 5023 Grants to Lawrence School | 51,883.00 |
| Total Other Expenses | \$ 657,063.00 |
| Net Other Income | \$ 39,789.48 |
| Net Income | -\$ 885,054.98 |

Friday, Jul 26, 2024 07:42:48 AM GMT-7 - Accrual Basis

Phoenix Foundation
Profit and Loss
July 2023 - June 2024

| | <u>Total</u> |
|--|------------------------|
| Income | |
| Annual Fund | |
| 4004 Corporate Donations | 90,350.00 |
| 4005 Individual Donations | 298,841.31 |
| 4006 Foundation Donations | 125,000.00 |
| 7778 In-Kind Donations | <u>18,618.16</u> |
| Total Annual Fund | \$ 532,809.47 |
| Total Income | \$ 532,809.47 |
| Gross Profit | \$ 532,809.47 |
| Expenses | |
| 5000 Online Fund Raising Fees | 1,195.29 |
| 5005 In Kind Donations- Expense | 18,618.16 |
| 5006 Fund Raising Expenses | 1,940.06 |
| 5012 Commissions & Fees | 3,368.04 |
| Dues & Subscriptions | 1,999.00 |
| Grants to Schools and CMO | 1,427,219.50 |
| Legal & Professional Fees | 2,403.50 |
| Office Expenses | <u>910.38</u> |
| Total Expenses | \$ 1,457,653.93 |
| Net Operating Income | -\$ 924,844.46 |
| Other Income | |
| 4011 Grants to School (Current Year) | 657,063.00 |
| 5003 Interest Earned | 28,612.20 |
| 9000 Unrealized Gain/Loss on Investments | <u>11,177.28</u> |
| Total Other Income | \$ 696,852.48 |
| Other Expenses | |
| 5020 Grants to Chelsea School | 13,899.50 |
| 5021 Grants to CMO | 572,780.50 |
| 5022 Grants to Springfield School | 18,500.00 |
| 5023 Grants to Lawrence School | <u>51,883.00</u> |
| Total Other Expenses | \$ 657,063.00 |
| Net Other Income | \$ 39,789.48 |
| Net Income | -\$ 885,054.98 |



B. Statement of net assets for FY24 (balance sheet):

**Phoenix Chelsea
Balance Sheet
As of June 30, 2024**

| | Total |
|---|------------------------|
| ASSETS | |
| Current Assets | |
| Bank Accounts | |
| 1001 Petty Cash | 758.03 |
| 1010 Eastern Checking (6897) | 604,931.35 |
| 1025 BOA-Checking | 250,000.00 |
| Total Bank Accounts | \$ 855,689.38 |
| Accounts Receivable | |
| 1100 Accounts receivable | 34,383.00 |
| Total Accounts Receivable | \$ 34,383.00 |
| Other Current Assets | |
| 1110 Grants receivable - State | 24,999.98 |
| 1120 Grants receivable - Federal | 82,167.02 |
| 1148 Other Receivable- Nutrition | 3,127.52 |
| 1190 Due from Foundation | 1,520,539.69 |
| 1193 Due from Springfield | 1,104,075.38 |
| 1194 Due From Lawrence | 635,454.94 |
| 1195 Other Receivables | 47,711.26 |
| 1300 Prepaid Expenses | 69,570.35 |
| 1310 Prepaid Insurance | 357.83 |
| 1315 Prepaid W. Comp | 14,277.19 |
| 1340 Contract Deposit | 20,000.00 |
| 1410 Prepaid Rent | 28,700.00 |
| 2091 Due to Lawrence | -58,871.87 |
| Total Other Current Assets | \$ 3,492,109.29 |
| Total Current Assets | \$ 4,382,181.67 |
| Fixed Assets | |
| 1536 Leasehold Improvements 175 Hawthorne | 368,453.00 |
| 1550 Equipment | 161,590.50 |
| 1560 Computers | 144,897.15 |
| 1600 Accumulated depreciation | -434,419.23 |
| Total Fixed Assets | \$ 240,521.42 |
| TOTAL ASSETS | \$ 4,622,703.09 |
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | |
| 2000 Accounts payable | 224,985.07 |
| Total Accounts Payable | \$ 224,985.07 |

| | |
|--|------------------------|
| Credit Cards | |
| 2006 Divvy Credit Card | 9,034.86 |
| Total Credit Cards | \$ 9,034.86 |
| Other Current Liabilities | |
| 2040 MTRS Payable | 29,300.48 |
| 2045 HRA Payable | -1,950.00 |
| 2055 FSA Payable | 23.08 |
| 2060 OBRA Payable | 21,709.01 |
| 2090 Due to Springfield | 516,511.01 |
| 2100 Accrued Expenses | 17,705.26 |
| 2110 Accrued payroll | 170,221.74 |
| 2115 Accrued Bonuses | 12,000.00 |
| Total 2100 Accrued Expenses | \$ 199,927.00 |
| 2121 Grant MTRS liability | 21,525.05 |
| 2200 Deferred Income | -0.43 |
| Total Other Current Liabilities | \$ 787,045.20 |
| Total Current Liabilities | \$ 1,021,065.13 |
| Total Liabilities | \$ 1,021,065.13 |
| Equity | |
| 3010 Unrestrict (retained earnings) | 3,462,098.87 |
| Net Income | 139,539.09 |
| Total Equity | \$ 3,601,637.96 |
| TOTAL LIABILITIES AND EQUITY | \$ 4,622,703.09 |

Friday, Jul 26, 2024 07:35:11 AM GMT-7 - Accrual Basis

Phoenix Lawrence Statement of Financial Position

As of June 30, 2024

| | Total |
|---|------------------------|
| ASSETS | |
| Current Assets | |
| Bank Accounts | |
| 1001 Petty Cash | 1,354.98 |
| 1005 Eastern Bank Checking (2905) | 109,943.83 |
| 1025 Checking- BOA | 250,000.00 |
| Total Bank Accounts | \$ 361,298.81 |
| Accounts Receivable | |
| 1100 Accounts Receivable | 37,645.32 |
| Total Accounts Receivable | \$ 37,645.32 |
| Other Current Assets | |
| 1105 Tuition Receivable | 8,726.00 |
| 1110 Grants receivable - State | 79,175.73 |
| 1120 Grants receivable - Federal | 652,737.96 |
| 1148 Receivable- Nutrition | 5,528.06 |
| 1192 Due From CMO | 2,133.79 |
| 1193 Due From Chelsea | 48,586.29 |
| 1194 Due From Foundation | 51,883.08 |
| 1195 Other Receivables | 16,284.91 |
| 1196 Due From Springfield | 0.01 |
| 1300 Prepaid Expenses | 35,274.73 |
| 1315 Prepaid W. Comp | 6,682.94 |
| Total Other Current Assets | \$ 907,013.50 |
| Total Current Assets | \$ 1,305,957.63 |
| Fixed Assets | |
| 1520 Building Improvements | 391,412.10 |
| 1540 Furniture | 46,604.08 |
| 1550 Equipment | 109,414.16 |
| 1560 Computers | 77,788.00 |
| 1600 Accumulated depreciation | -333,752.28 |
| Total Fixed Assets | \$ 291,466.06 |
| Other Assets | |
| 1450 Right to Use Asset-Leased Space | 3,601,653.57 |
| 1451 Right to Use Asset-Leased Space-addition | 233,265.91 |
| Total Other Assets | \$ 3,834,919.48 |
| TOTAL ASSETS | \$ 5,432,343.17 |
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |

| | |
|--|------------------------|
| Accounts Payable | |
| 2000 Accounts Payable | 10,636.76 |
| Total Accounts Payable | \$ 10,636.76 |
| Other Current Liabilities | |
| 2040 MTRS Payable | 11,126.60 |
| 2070 Other Payables | 61,301.00 |
| 2083 Due to CMO | 623,493.16 |
| 2100 Accrued Expenses | 44,141.49 |
| 2101 Accrued Salaries | 74,757.41 |
| 2121 Grant MTRS Liability | 34,356.88 |
| Total Other Current Liabilities | \$ 849,176.54 |
| Total Current Liabilities | \$ 859,813.30 |
| Long-Term Liabilities | |
| 2615 Lease Liability | 3,717,330.64 |
| 2616 Lease Liability-Addition | 240,658.27 |
| Total Long-Term Liabilities | \$ 3,957,988.91 |
| Total Liabilities | \$ 4,817,802.21 |
| Equity | |
| Retained Earnings | 546,948.59 |
| Net Revenue | 67,592.37 |
| Total Equity | \$ 614,540.96 |
| TOTAL LIABILITIES AND EQUITY | \$ 5,432,343.17 |

Friday, Jul 26, 2024 07:56:19 AM GMT-7 - Accrual Basis

**Phoenix Springfield
Balance Sheet
As of June 30, 2024**

| | <u>Total</u> |
|-----------------------------------|-------------------------|
| ASSETS | |
| Current Assets | |
| Bank Accounts | |
| 1001 Petty Cash | 382.67 |
| 1020 Eastern Bank Checking (5067) | 1,481,258.52 |
| 1025 Checking- BOA | 250,000.00 |
| Total Bank Accounts | \$ 1,731,641.19 |
| Accounts Receivable | |
| 1100 Accounts Receivable | 72,833.00 |
| Total Accounts Receivable | \$ 72,833.00 |
| Other Current Assets | |
| 1110 Grants receivable - State | 20,362.50 |
| 1120 Grants receivable - Federal | 418,841.49 |
| 1148 Receivable- Nutrition | 11,647.94 |
| 1192 Due From CMO | 2,228.07 |
| 1193 Due From Chelsea | 516,509.82 |
| 1194 Due From Foundation | 18,499.85 |
| 1300 Prepaid Expenses | 49,391.30 |
| 1310 Prepaid Expenses- Insurance | 333.00 |
| 1315 Prepaid W. Comp | 9,416.87 |
| Total Other Current Assets | \$ 1,047,230.84 |
| Total Current Assets | \$ 2,851,705.03 |
| Fixed Assets | |
| 1520 Building Improvements | 1,155,272.69 |
| 1540 Furniture | 189,612.26 |
| 1550 Equipment | 235,958.36 |
| 1560 Computers | 132,797.00 |
| 1600 Accumulated depreciation | -851,189.70 |
| Total Fixed Assets | \$ 862,450.61 |
| Other Assets | |
| 1450 Right to Use Asset | 7,203,058.47 |
| Total Other Assets | \$ 7,203,058.47 |
| TOTAL ASSETS | \$ 10,917,214.11 |
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | |
| 2000 Accounts Payable | 92,581.94 |
| Total Accounts Payable | \$ 92,581.94 |

| | |
|--|-------------------------|
| Credit Cards | |
| 2006 Divvy Credit Card | -6,394.20 |
| Total Credit Cards | -\$ 6,394.20 |
| Other Current Liabilities | |
| 2011 MTRS Grant Liability | 59,247.26 |
| 2040 MTRS Payable | 16,109.95 |
| 2045 HRA Payable | -2,843.00 |
| 2083 Due to CMO | 1,096,710.23 |
| 2084 Due to Lawrence | 0.01 |
| 2100 Accrued Expenses | 12,633.05 |
| 2101 Accrued Salaries | 84,821.86 |
| Total Other Current Liabilities | \$ 1,266,679.36 |
| Total Current Liabilities | \$ 1,352,867.10 |
| Long-Term Liabilities | |
| 2615 Lease Liability | 7,902,364.29 |
| Total Long-Term Liabilities | \$ 7,902,364.29 |
| Total Liabilities | \$ 9,255,231.39 |
| Equity | |
| 3010 Retained Earnings | 2,018,043.83 |
| Net Income | -356,061.11 |
| Total Equity | \$ 1,661,982.72 |
| TOTAL LIABILITIES AND EQUITY | \$ 10,917,214.11 |

Friday, Jul 26, 2024 07:50:26 AM GMT-7 - Accrual Basis

Phoenix Foundation Balance Sheet

As of June 30, 2024

| | Total |
|---|------------------------|
| ASSETS | |
| Current Assets | |
| Bank Accounts | |
| 1002 Checking- Eastern Bank | 2,607,832.12 |
| 1005 Endowment -Robert Kargman | 65,946.36 |
| 1007 Fidelity #7758 | 58.18 |
| 1025 Bank of America checking | 250,000.00 |
| Total Bank Accounts | \$ 2,923,836.66 |
| Accounts Receivable | |
| Pledge Receivable | 110,275.00 |
| Total Accounts Receivable | \$ 110,275.00 |
| Other Current Assets | |
| 1080 Due from Phoenix Lawrence | -0.08 |
| Total Other Current Assets | -\$ 0.08 |
| Total Current Assets | \$ 3,034,111.58 |
| TOTAL ASSETS | \$ 3,034,111.58 |
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Other Current Liabilities | |
| 2060 Due To Phoenix Chelsea | 15,899.50 |
| 2065 Due to CMO | 1,504,640.09 |
| 2070 Due To Phoenix Springfield | 18,499.85 |
| 2080 Due to Phoenix Lawrence | 51,883.00 |
| Deferred - COVID Emergency Fund | 62,304.39 |
| Deferred - Baker, L Deferred - Baker, Lauren | 20,000.00 |
| Deferred - Lovett-Woodsum TIME Restricted \$100K | 25,000.00 |
| Deferred- Baupost FY25 | 75,000.00 |
| Deferred- Essex Community Foundation FY22 | 11,751.30 |
| Deferred- Fish Foundation \$1500 | 1,500.00 |
| Deferred- NCF- New Commonwealth Fund | 20,000.00 |
| Deferred-Balfour 50K FY 25 | 50,000.00 |
| Deferred-Columbia Gas | 89,798.00 |
| Deferred-Cummings \$75K | 75,000.00 |
| Deferred-Kargman End Deferred-Kargman Endowment | 50,000.00 |
| Deferred-Oedel Foundation-Lawrence Emergency & Post secondary | 100,000.00 |
| Total Other Current Liabilities | \$ 2,171,276.13 |
| Total Current Liabilities | \$ 2,171,276.13 |
| Long-Term Liabilities | |



| | |
|-------------------------------------|-----------------------------|
| Deferred-Oedel Foundation FY25 | 133,000.00 |
| Deferred-Oedel Foundation FY26 | <u>133,000.00</u> |
| Total Long-Term Liabilities | \$ <u>266,000.00</u> |
| Total Liabilities | \$ 2,437,276.13 |
| Equity | |
| 3000 Retained Earnings | 1,481,890.43 |
| Net Income | <u>-885,054.98</u> |
| Total Equity | \$ <u>596,835.45</u> |
| TOTAL LIABILITIES AND EQUITY | \$ 3,034,111.58 |

Friday, Jul 26, 2024 07:45:56 AM GMT-7 - Accrual Basis



C. Approved School Budget for FY25:

The FY25 school budgets for Phoenix Chelsea, Phoenix Lawrence, and Phoenix Springfield were approved on June 14th, 2024 at a Phoenix Charter Academy Network Board of Trustees Meeting. These approved budgets are attached.

Phoenix Chelsea
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| Income | |
| 4100 Tuition | \$4,638,530.00 |
| 4150 FEDERAL and STATE ENTITLEMENTS and GRANTS | |
| 4182 Federal Grants | \$696,363.00 |
| Total 4150 FEDERAL and STATE ENTITLEMENTS and GRANTS | \$696,363.00 |
| 4200 FUNDRAISING and GRANTS | \$0.00 |
| 4240 Foundation Restricted | \$40,000.00 |
| 4250 Foundation Unrestricted | \$0.00 |
| Total 4200 FUNDRAISING and GRANTS | \$40,000.00 |
| 4500 NUTRITION INCOME | |
| 4510 Federal Nutrition | \$15,000.00 |
| 4520 State Nutrition | \$200.00 |
| Total 4500 NUTRITION INCOME | \$15,200.00 |
| 4900 Other Income | |
| 4930 Interest income | \$20,000.00 |
| 4940 Child Care Reimbursement | |
| 4945 Child Care Revenue | \$5,000.00 |
| Total 4940 Child Care Reimbursement | \$5,000.00 |
| Total 4900 Other Income | \$25,000.00 |
| 7777 In-Kind Revenue MTRS | \$421,391.00 |
| Total Income | \$5,836,484.33 |
| Gross Profit | \$5,836,484.33 |
| Expenses | |
| 5000 SALARIES, BENEFITS and TAXES | |
| 5050 Salary Expenses | |
| 5100 SALARIES - ADMINISTRATIVE | |
| 5110 Salaries- Administrative (Prof) | \$917,236.00 |
| 5191 Salaries-Operation & Maintenance | \$47,739.00 |
| Total 5100 SALARIES - ADMINISTRATIVE | \$964,975.00 |
| 5200 SALARIES - INSTRUCTIONAL | |
| 5205 Salary Edu | \$515,048.00 |
| 5210 Salaries-Teachers | \$1,012,395.00 |
| 5213 Salary- Spec Ed | \$0.00 |
| 5215 Stipended Teachers | \$6,000.00 |
| New Code - Summer Stipends | \$15,000.00 |
| New Code - Enrichment Stipends | \$24,000.00 |
| 5217 Salary- Class Coverage Stipend | \$6,000.00 |
| 8520 Teacher Recruitment Partnership Fees | \$5,000.00 |

Phoenix Chelsea
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| Total 5200 SALARIES - INTSTRUCTIONAL | \$1,583,443.00 |
| 5300 Salaries- Daycare | \$255,303.00 |
| 5600 Bonuses | \$13,000.00 |
| Total 5050 Salary Expenses | \$2,816,720.00 |
| 5800 EMPLOYEE BENEFITS | |
| 5805 Medical | \$175,000.00 |
| 5806 Vision | \$4,000.00 |
| 5807 Dental | \$31,000.00 |
| 5808 Short Term Disability | \$25,000.00 |
| 5815 Employee Retirement-MTRS (including In-Kind) | \$421,391.00 |
| 5816 Employee Retirement | \$600.00 |
| 5817 Life Insurance | \$200.00 |
| 5850 Workers Comp | \$25,000.00 |
| 5860 People Joy | \$25,000.00 |
| Total 5800 EMPLOYEE BENEFITS | \$707,191.00 |
| 5900 Payroll taxes | \$54,954.00 |
| Total 5000 SALARIES, BENEFITS and TAXES | \$3,157,475.00 |
| 6000 STUDENT SERVICES | |
| 6110 Health Services and Materials | \$5,000.00 |
| 6200 Daycare Supplies | \$19,000.00 |
| 6300 Student Transportation | \$19,000.00 |
| 6440 Athletic Services | \$20,000.00 |
| 6445 STUDENT CULTURE | |
| 6447 Clothes | \$20,000.00 |
| 6448 Food | \$19,000.00 |
| 6449 Student Clubs & Groups | \$20,000.00 |
| 6450 Graduation | \$5,000.00 |
| 6451 Student Events & Trips | \$5,000.00 |
| 6480 Student Culture Materials, Services & Other | \$12,000.00 |
| Total 6445 STUDENT CULTURE | \$81,000.00 |
| Total 6000 STUDENT SERVICES | \$144,000.00 |
| 6400 NUTRITION SERVICES | |
| 6410 Lunch | \$40,000.00 |
| 6430 Breakfast | \$5,000.00 |
| Total 6400 NUTRITION SERVICES | \$45,000.00 |
| 6500 Instructional Services | |
| 6520 Contracted Svcs | |
| 6521 Contracted Services - Prof Development | \$40,000.00 |

Phoenix Chelsea
Proposed FY25 Budget

| | FY25 Budget |
|---|---------------------|
| 6522 Contracted Services - Prof Development - DEI | \$23,000.00 |
| 6523 Contracted Services - Curriculum & Programming | \$65,000.00 |
| Total 6520 Contracted Svcs | \$128,000.00 |
| 6700 Instructional Programming | |
| 6705 Classroom Supplies & Materials | \$30,000.00 |
| 6706 PD Supplies and Materials | \$20,000.00 |
| 6707 PD Travel | \$5,000.00 |
| 6710 Post-Secondary | \$0.00 |
| 6708 Standardized Testing | \$8,000.00 |
| 6712 College Prep Materials | \$5,000.00 |
| 6713 Dual Enrollment Fees | \$73,600.00 |
| 6715 College & Career Experiences | \$10,000.00 |
| 6716 Alumni Support | \$3,500.00 |
| Total 6710 Post-Secondary | \$100,100.00 |
| 6855 Instructional Technology in Class | \$5,000.00 |
| Total 6700 Instructional Programming | \$160,100.00 |
| 6900 SPED | |
| 6920 Special Ed Materials | \$2,000.00 |
| 6930 Contracted Special Ed Services | \$50,000.00 |
| 6940 Sped Testing and Assessment | \$48,000.00 |
| Total 6900 SPED | \$100,000.00 |
| Total 6500 Instructional Services | \$388,100.00 |
| 7000 Facilities and Equipment | |
| 7100 Rental/Lease of Building/Grnds | |
| 7105 Rent | \$287,000.00 |
| Total 7100 Rental/Lease of Building/Grnds | \$287,000.00 |
| 7200 Maintenance Buildings & Grounds | |
| 7210 Custodial Services | \$2,000.00 |
| 7215 Supplies/ Materials-Maintenance | \$7,500.00 |
| 7220 Contracted Maintenance | \$30,000.00 |
| Total 7200 Maintenance Buildings & Grounds | \$39,500.00 |
| 7400 Equipment | \$0.00 |
| 7401 Van | \$30,000.00 |
| 7402 Copiers & Leases | \$22,000.00 |
| 7404 Copier Overage | \$2,500.00 |
| Total 7400 Equipment | \$54,500.00 |
| 7500 Utilities | |
| 7510 Telephone & telecommunications | \$50,000.00 |

Phoenix Chelsea
Proposed FY25 Budget

| | FY25 Budget |
|---|---------------------|
| 7520 Utilities | \$115,000.00 |
| Total 7500 Utilities | \$165,000.00 |
| 7900 Depreciation | |
| 7905 Depreciat. Equip., Bldng, Grnds | \$58,000.00 |
| 7915 Depreciat. of Information Techn | \$20,000.00 |
| Total 7900 Depreciation | \$78,000.00 |
| Total 7000 Facilities and Equipment | \$624,000.00 |
| 8000 Operations | |
| 8050 Business, Fin, HR, Legal Svces | |
| 8052 Bank fees | \$7,500.00 |
| 8053 Legal fees | \$20,000.00 |
| 8054 Audit Fees | \$25,000.00 |
| 8055 Other Fees | \$5,000.00 |
| 8056 Staff, Student & Family Translation Services | \$20,000.00 |
| 8057 Staff Appreciation | \$15,000.00 |
| 8060 HR - Recruiting & Other | \$12,500.00 |
| 8065 Payroll Service Fees | \$25,000.00 |
| Total 8050 Business, Fin, HR, Legal Svces | \$130,000.00 |
| 8100 DUES & FEES | |
| 8110 Charter Association Dues | \$20,000.00 |
| 8115 Dues, Fees & Subscriptions | \$10,000.00 |
| 8120 Network Fee | \$463,853.00 |
| Total 8100 DUES & FEES | \$493,853.03 |
| 8150 OFFICE SUPPLIES and MATERIALS | |
| 8152 Postage & Mailing | \$4,000.00 |
| 8153 Office Supplies | \$15,000.00 |
| Total 8150 OFFICE SUPPLIES and MATERIALS | \$19,000.00 |
| 8200 Information Mgmt & Technology | |
| 8221 Software-Administrative | \$7,500.00 |
| 8222 Instructional Software | \$25,000.00 |
| 8232 Instructional IT Materials | \$5,000.00 |
| 8233 IT Materials-Networking & Maintenance | \$5,000.00 |
| 8240 Instructional Technology PD & Support | \$2,500.00 |
| 8250 IT-Contracted Services | \$10,000.00 |
| Total 8200 Information Mgmt & Technology | \$55,000.00 |
| 8400 TRAVEL EXPENSES - STAFF | |
| 8420 Gas | \$30,000.00 |
| Total 8400 TRAVEL EXPENSES - STAFF | \$30,000.00 |

Phoenix Chelsea
Proposed FY25 Budget

| | FY25 Budget |
|--|-----------------------|
| 8500 Recruitment/Advertising | |
| 8530 Student Recruitment | \$10,000.00 |
| 8540 Advertising | |
| Total 8500 Recruitment/Advertising | \$10,000.00 |
| 8600 Insurance (non-employee) | |
| 8610 Insurance | \$20,000.00 |
| Total 8600 Insurance (non-employee) | \$20,000.00 |
| Total 8000 Operations | \$757,853.00 |
| Uncategorized Expense | |
| Total Expenses | \$5,116,428.00 |
| Net Operating Income | \$298,665.55 |

Phoenix Lawrence
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| Income | |
| 4100 Tuition | \$2,759,547.00 |
| 4150 Federal and State Entitlements and Grants | |
| 4111 Federal Grants | \$383,187.00 |
| Total 4150 Federal and State Entitlements and Grants | \$383,187.00 |
| 4200 Fundraising and Grants | \$0.00 |
| 4240 Foundation Restricted | \$95,000.00 |
| 4250 Foundation Unrestricted | \$162,000.00 |
| Due from CMO | \$15,000.00 |
| Total 4200 Fundraising and Grants | \$272,000.00 |
| 4500 Nutrition Income | |
| 4510 Nutrition Funding - Federal | \$0.00 |
| 4520 Nutrition Funding - State | \$0.00 |
| Total 4500 Nutrition Income | \$0.00 |
| 4900 Other Income | |
| 4930 Interest Income | \$10,000.00 |
| 4940 Child Care Reimbursement | |
| 4945 Child Care Revenue | \$6,000.00 |
| Total 4940 Child Care Reimbursement | \$6,000.00 |
| Total 4900 Other Income | \$16,000.00 |
| 7777 In-kind revenue MTRS | \$235,006.00 |
| Total Income | \$3,665,740.44 |
| Gross Profit | \$3,665,740.44 |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | |
| 5050 Salary Expenses | |
| 5100 Salaries-Non-Instructional | |
| 5110 Salaries-Administrative | \$444,479.00 |
| 5191 Salaries-Operation & Maintenance | \$25,977.00 |
| Total 5100 Salaries-Non-Instructional | \$470,455.39 |
| 5200 Salaries- Instructional | |
| 5205 Salaries - Education | \$315,860.00 |
| 5210 Salaries - Teachers | \$655,379.00 |
| 5213 Salaries - Spec. Ed. | \$159,550.00 |
| 5215 Salaries - Staff Stipends | \$30,000.00 |
| 5217 Salary - Class Coverage Stipends | \$3,000.00 |
| Total 5200 Salaries- Instructional | \$1,163,788.59 |
| 5300 Salaries- Day Care | \$107,557.00 |

Phoenix Lawrence
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| 5500 Grant Salary Allocations | \$0.00 |
| 5600 Bonuses | \$10,500.00 |
| 8520 Teacher Recruitment Partnership Fees | \$10,000.00 |
| Total 5050 Salary Expenses | \$1,762,300.70 |
| 5800 Employee Benefits | |
| 5501 Grant MTRS Allocation | \$0.00 |
| 5805 Medical | \$100,000.00 |
| 5806 Vision | \$1,500.00 |
| 5807 Dental | \$12,000.00 |
| 5808 Short Term Disability | \$15,000.00 |
| 5815 Employee Retirement - MTRS (including In-Kind) | \$235,006.00 |
| 5816 Employee Retirement | \$600.00 |
| 5817 Life Insurance | \$200.00 |
| 5850 Workers Comp | \$10,000.00 |
| Total 5800 Employee Benefits | \$374,306.00 |
| 5860 People Joy | \$14,400.00 |
| 5900 Payroll Taxes | \$34,176.01 |
| Total 5000 Salaries, Benefits, and Taxes | \$2,185,182.71 |
| 6000 Student Services | |
| 6110 Health Services and Materials | \$2,000.00 |
| 6200 Daycare Expenses | \$3,000.00 |
| 6300 Student Transportation | \$4,500.00 |
| 6440 Athletic Services | \$2,500.00 |
| 6445 Student Culture | |
| 6447 Clothes | \$15,000.00 |
| 6448 Food | \$15,000.00 |
| 6449 Student Clubs & Groups | \$5,000.00 |
| 6451 Student Events & Trips | \$10,000.00 |
| 6452 Student Recruitment | \$3,000.00 |
| 6455 Makerspace | \$145,000.00 |
| 6460 Student Culture Materials, Services & Other | \$0.00 |
| Total 6445 Student Culture | \$193,000.00 |
| 6450 Graduation | \$3,500.00 |
| Total 6000 Student Services | \$208,500.00 |
| 6400 Nutrition Services | |
| 6405 Snacks | \$0.00 |
| 6410 Lunch | \$0.00 |
| 6430 Breakfast | \$0.00 |

Phoenix Lawrence
Proposed FY25 Budget

| | FY25 Budget |
|---|---------------------|
| Total 6400 Nutrition Services | \$0.00 |
| 6500 Instructional Services | |
| 6520 Contracted Svcs | |
| 6521 Contracted Services - Professional Development | \$3,500.00 |
| 6522 Contracted Services - Professional Development - DEI | \$3,500.00 |
| 6523 Contracted Services - Curriculum & Programming | \$50,000.00 |
| Total 6520 Contracted Svcs | \$57,000.00 |
| 6700 Instructional Programming | |
| 6705 Classroom Supplies & Materials | \$17,000.00 |
| 6707 PD Travel | \$1,000.00 |
| 6708 Standardized Testing | \$250.00 |
| 6760 PD Supplies and Materials | \$4,000.00 |
| 6855 Instructional Technology in Class | |
| 8222 Instructional Software | \$25,000.00 |
| 8232 Instructional IT Materials | \$0.00 |
| 8240 Instructional Technology PD & Support | \$0.00 |
| Total 6855 Instructional Technology in Class | \$25,000.00 |
| Total 6700 Instructional Programming | \$47,250.00 |
| 6710 Post-Secondary | |
| 6712 College Prep Materials | \$1,000.00 |
| 6713 Dual Enrollment Fees | \$10,000.00 |
| 6714 Partnership Fees | \$500.00 |
| 6716 Alumni Support | \$500.00 |
| Total 6710 Post-Secondary | \$12,000.00 |
| 6900 SPED-Special Education | |
| 6920 Special Educational Materials | \$1,000.00 |
| 6930 SPED Special Ed Services- Contracted | \$2,500.00 |
| 6940 SPED Testing and Assessment | \$30,000.00 |
| Total 6900 SPED-Special Education | \$33,500.00 |
| Total 6500 Instructional Services | \$149,750.00 |
| 7000 Facilities and Equipment | |
| 7200 Maintenance Buildings & Grounds | |
| 7215 Supplies/Materials-Maintenance | \$7,500.00 |
| 7220 Contracted Maintenance | \$16,500.00 |
| Total 7200 Maintenance Buildings & Grounds | \$24,000.00 |
| 7400 Equipment - Rental & Maint. | |
| 7402 Copiers & Leases | \$6,000.00 |
| 7404 Copier Overage | \$2,500.00 |

Phoenix Lawrence
Proposed FY25 Budget

| | FY25 Budget |
|---|---------------------|
| Total 7400 Equipment - Rental & Maint. | \$8,500.00 |
| 7500 Utilities | |
| 7510 Telephone & Telecommunications | \$20,000.00 |
| 7520 Utilities | \$75,000.00 |
| Total 7500 Utilities | \$95,000.00 |
| 7900 Depreciation | |
| 7905 Depreciat. Equip., Bldng, Grnds | \$60,000.00 |
| 7915 Depreciat. of Information Techn | \$4,000.00 |
| Total 7900 Depreciation | \$64,000.00 |
| Total 7000 Facilities and Equipment | \$191,500.00 |
| 7950 Amortization Expense | \$392,004.00 |
| 7951 Amortization expense - addition | \$25,200.00 |
| 8000 Operations | |
| 8050 Operations Business, Fin, HR, Legal Svces | |
| 6870 Staff Appreciation | \$5,000.00 |
| 8052 Bank Fees | \$1,500.00 |
| 8053 Legal Fees | \$3,000.00 |
| 8054 Audit Fees | \$25,000.00 |
| 8055 Other Fees | \$12,000.00 |
| 8060 HR Recruiting & Other | \$0.00 |
| 8065 Payroll Service Fees | \$12,000.00 |
| Total 8050 Operations Business, Fin, HR, Legal Svces | \$58,500.00 |
| 8100 Dues, Licenses & Subscription | |
| 8110 Charter Association Dues | \$12,000.00 |
| 8115 Service Fees | \$5,000.00 |
| 8120 Network Fee | \$275,955.00 |
| Total 8100 Dues, Licenses & Subscription | \$292,954.74 |
| 8150 Office Supplies and Materials | |
| 8152 Postage & Mailing | \$1,500.00 |
| 8153 Office Supplies | \$10,000.00 |
| Total 8150 Office Supplies and Materials | \$11,500.00 |
| 8200 IT Operations | |
| 8221 Software - Administrative | \$7,000.00 |
| 8233 IT Materials-Networking & Maintenance | \$5,000.00 |
| 8250 IT-Contracted Services | \$5,500.00 |
| Total 8200 IT Operations | \$17,500.00 |
| 8320 Interest Expense | \$111,866.00 |
| 8321 Interest Expense-addition | |



Phoenix Lawrence
Proposed FY25 Budget

| | FY25 Budget |
|--|-----------------------|
| 8400 Travel Expenses - Staff | \$1,000.00 |
| 8610 Insurance (non-employee) Insurance | \$20,000.00 |
| Total 8600 Insurance (non employee) | \$20,000.00 |
| Total 8000 Operations | \$513,320.74 |
| Total Expenses | \$3,665,457.45 |
| Net Operating Income | \$282.99 |

Phoenix Springfield
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| Income | |
| 4100 Tuition Reimbursement | \$3,617,227.00 |
| 4150 Federal and State Entitlements and Grants | |
| 4166 Reg. Trans. | \$8,500.00 |
| 4182 Federal Grants | \$1,047,907.00 |
| Total 4150 Federal and State Entitlements and Grants | \$1,056,407.00 |
| 4200 FUNDRAISING and GRANTS | \$0.00 |
| 4240 Foundation Restricted | \$20,000.00 |
| 4250 Foundation Unrestricted | |
| Total 4200 FUNDRAISING and GRANTS | \$20,000.00 |
| 4510 Federal Nutrition | \$30,000.00 |
| 4520 State Nutrition | \$600.00 |
| Total 4500 Nutrition Income | \$30,600.00 |
| 4900 Other Income | |
| 4930 Interest Income | \$15,000.00 |
| 4940 Child Care Reimbursement | \$0.00 |
| 4945 Child Care Revenue | \$7,500.00 |
| Total 4940 Child Care Reimbursement | \$7,500.00 |
| Total 4900 Other Income | \$22,500.00 |
| 7777 In-kind revenue MTRS | \$275,000.00 |
| Total Income | \$5,021,734.00 |
| Gross Profit | \$5,021,734.00 |
| Expenses | |
| 5000 Salaries, Benefits, and Taxes | |
| 5050 Salary Expenses | |
| 5100 Salaries - Administrative | \$0.00 |
| 5110 Administrative | \$797,228.00 |
| 5191 Salaries - Operation & Maintenance | \$30,797.00 |
| Total 5100 Salaries - Administrative | \$828,025.00 |
| 5200 Salaries - Instructional | |
| 5051 Grant Salaries Allocation | \$0.00 |
| 5205 Edu Lt Salary | \$578,231.00 |
| 5210 Salaries - Teachers | \$601,353.00 |
| 5213 Salary - Spec. Ed. | \$288,168.00 |
| 5215 Stipends | \$10,000.00 |
| New GL Code - Evening Support Block Stipends | \$35,000.00 |
| 5217 Salary - Class Coverage Stipend | \$4,000.00 |
| 8520 Teacher Recruitment Partnership Fees | \$5,000.00 |

Phoenix Springfield
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| Total 5200 Salaries - Instructional | \$1,521,752.00 |
| 5300 Salaries- Daycare | \$40,170.00 |
| 5600 Bonuses | \$18,000.00 |
| Total 5050 Salary Expenses | \$2,407,948.00 |
| 5800 Employee Benefits | |
| 5052 Grant MTRS Allocation | \$30,000.00 |
| 5805 Medical | \$225,000.00 |
| 5806 Vision | \$3,000.00 |
| 5807 Dental | \$20,000.00 |
| 5808 Short Term Disability | \$30,000.00 |
| 5815 Employee Retirement - MTRS (including In-Kind) | \$275,000.00 |
| 5816 Employee Retirement | \$600.00 |
| 5817 Life Insurance | \$200.00 |
| 5850 Workers Comp | \$15,000.00 |
| Total 5800 Employee Benefits | \$568,800.00 |
| 5860 People Joy | \$16,000.00 |
| 5900 Payroll Taxes | \$44,815.00 |
| Total 5000 Salaries, Benefits, and Taxes | \$3,037,562.00 |
| 6000 Student Services | |
| 6110 Health Services and Materials | \$2,000.00 |
| 6200 Daycare Supplies | \$3,000.00 |
| 6300 Student Transportation | \$10,000.00 |
| New GL Code - Evening Support Block Transportation | \$5,000.00 |
| 6440 Athletic Services | \$10,000.00 |
| 6445 STUDENT CULTURE (Use 6460) | |
| 6447 Clothes | \$15,000.00 |
| 6448 Food | \$7,500.00 |
| New GL Code - Evening Support Block Food | \$17,500.00 |
| 6449 Student Groups | \$2,000.00 |
| 6451 Student Events & Trips | \$15,000.00 |
| 6460 Student Culture Materials, Services & Other | \$8,000.00 |
| Total 6445 STUDENT CULTURE (Use 6460) | \$65,000.00 |
| 6450 Graduation | \$5,000.00 |
| Total 6000 Student Services | \$100,000.00 |
| 6400 Nutrition Services | |
| 6402 Food Service - Labor and Fringe | \$0.00 |
| 6405 Snack | \$7,000.00 |
| 6410 Lunch | \$65,000.00 |

Phoenix Springfield
Proposed FY25 Budget

| | FY25 Budget |
|---|---------------------|
| 6430 Breakfast | \$15,000.00 |
| Total 6400 Nutrition Services | \$87,000.00 |
| 6500 Instructional Services | |
| 6520 Contracted Services | |
| 6521 Contracted Services - Professional Development | \$10,000.00 |
| 6522 Contracted Services - Prof Development - DEI | \$5,000.00 |
| 6523 Contracted Services - Curriculum Development | \$55,000.00 |
| Total 6520 Contracted Services | \$70,000.00 |
| 6700 Instructional Programming | |
| 6705 Classroom Supplies & Materials | \$20,000.00 |
| 6706 PD Supplies and Materials | \$1,000.00 |
| 6707 PD Travel | \$4,000.00 |
| 6708 Standardized Testing | \$1,000.00 |
| 6855 Instructional Technology in Class | |
| 8222 Instructional Software | \$40,000.00 |
| 8232 Instructional - IT Materials | \$5,000.00 |
| 8240 Instructional Technology PD & Support | \$10,000.00 |
| Total 6855 Instructional Technology in Class | \$55,000.00 |
| Total 6700 Instructional Programming | \$81,000.00 |
| 6900 SPED-Special Education | |
| 6920 Special Ed Materials | \$1,000.00 |
| 6930 Special Ed Services- Contracted | \$30,000.00 |
| 6940 SPED Testing and Assessment | \$40,000.00 |
| Total 6900 SPED-Special Education | \$71,000.00 |
| Total 6500 Instructional Services | \$222,000.00 |
| 6710 Post-Secondary | |
| 6712 College Prep Materials | \$5,000.00 |
| 6713 Dual Enrollment Fees | \$20,000.00 |
| 6714 Partnership Fees | \$5,000.00 |
| 6716 Alumni Support | \$2,000.00 |
| Total 6710 Post-Secondary | \$32,000.00 |
| 7000 Facilities and Equipment | |
| 7100 Rental/Lease of Building/Grdns | |
| 7105 Rent | |
| 7106 Rent - Additions and Fees | \$120,000.00 |
| Total 7100 Rental/Lease of Building/Grdns | \$120,000.00 |
| 7200 Maintenance Buildings & Grounds | |
| 7210 Custodial Services | \$0.00 |



Phoenix Springfield
Proposed FY25 Budget

| | FY25 Budget |
|---|---------------------|
| 7215 Supplies/Materials - Maintenance | \$15,000.00 |
| 7220 Contracted Maintenance | \$25,000.00 |
| Total 7200 Maintenance Buildings & Grounds | \$40,000.00 |
| 7400 Equipment - Rental & Maint. | |
| 7401 Van | \$60,000.00 |
| 7402 Copiers & Leases | \$12,000.00 |
| 7404 Copier Overage | \$750.00 |
| Total 7400 Equipment - Rental & Maint. | \$72,750.00 |
| 7500 Utilities | |
| 7510 Telephone & Telecommunications | \$25,000.00 |
| 7520 Utilities | \$80,000.00 |
| Total 7500 Utilities | \$105,000.00 |
| 7900 Depreciation Expense | |
| 7905 Depreciat. Equip., Bldng, Grnds | \$118,000.00 |
| 7915 Depreciat. of Information Techn. | \$14,000.00 |
| Total 7900 Depreciation Expense | \$132,000.00 |
| Total 7000 Facilities and Equipment | \$469,750.00 |
| 7950 Amortization expense | \$204,826.00 |
| 8000 Operations | |
| 8050 Business, Fin, HR, Legal Svces | |
| 8052 Bank Fees | \$1,250.00 |
| 8053 Legal Fees | \$6,000.00 |
| 8054 Audit Fees | \$25,000.00 |
| 8056 Staff Appreciation | \$5,000.00 |
| 8060 Other Fees | \$10,000.00 |
| 8061 HR - Recruiting & Other | \$10,000.00 |
| 8065 Payroll Service Fees | \$17,000.00 |
| Total 8050 Business, Fin, HR, Legal Svces | \$74,250.00 |
| 8100 Dues, Licenses & Subscriptions | |
| 8110 Charter Association Dues | \$14,000.00 |
| 8115 Service Fees | \$7,000.00 |
| 8120 Network Fee | \$361,723.00 |
| Total 8100 Dues, Licenses & Subscriptions | \$382,722.67 |
| 8150 Office Supplies and Materials | |
| 8152 Postage & Mailing | \$3,000.00 |
| 8153 Office Supplies | \$20,000.00 |
| Total 8150 Office Supplies and Materials | \$23,000.00 |
| 8200 Information Mgmt & Technology | |

Phoenix Springfield
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| 8221 Software-Administrative | \$7,500.00 |
| 8233 IT Materials-Networking & Maintenance | \$1,000.00 |
| 8250 IT - Contracted Services | \$15,000.00 |
| Total 8200 Information Mgmt & Technology | \$23,500.00 |
| 8320 Interest Expense | \$324,826.00 |
| 8400 Travel Expenses - Staff | \$30,000.00 |
| 8500 Recruitment / Advertising | |
| 8530 Student Recruitment | \$10,000.00 |
| Total 8500 Recruitment / Advertising | \$10,000.00 |
| 8600 Insurance (non-employee) | |
| 8610 Insurance | \$28,000.00 |
| Total 8600 Insurance (non-employee) | \$28,000.00 |
| Total 8000 Operations | \$896,298.67 |
| Bad Debts | |
| Insurance | |
| Uncategorized Expense | |
| Total Expenses | \$5,049,437.00 |
| Net Operating Income | -\$27,703.00 |
| Net Income | -\$27,703.00 |



Phoenix CMO
Proposed FY25 Budget

| | FY25 Budget |
|---|-----------------------|
| Income | |
| Other Income | |
| Network Income | |
| Foundation and Grant Income | |
| 9330 Foundation Support for Network (Individuals) | \$1,107,750.00 |
| 9340 Private Grants-Released for Network | \$550,000.00 |
| Total Foundation and Grant Income | \$1,657,750.00 |
| Network Fees from Schools | |
| 9321 Network Fee Chelsea | \$463,853.00 |
| 9322 Network Fee Lawrence | \$275,955.00 |
| 9323 Network Fee Springfield | \$361,723.00 |
| Total Network Fees from Schools | \$1,101,530.00 |
| Total Network Income | \$2,759,280.00 |
| Total Other Income | \$2,759,280.00 |
| Other Expenses | |
| CMO Expenses | |
| CMO Compensation, Benefits and Taxes | |
| CMO Personnel | |
| 9505 CMO Salaries | \$1,921,817.53 |
| 9523 CMO Stipend Travel | \$75,000.00 |
| 9524 CMO Stipend Other | \$5,000.00 |
| 9561 CMO Bonuses | \$5,000.00 |
| 9591 CMO Payroll Taxes | \$40,340.75 |
| CMO Benefits | |
| 9562 CMO Medical | \$110,000.00 |
| 9565 CMO Short Term Disability | \$16,000.00 |
| 9566 CMO Employee Retirement | \$600.00 |
| 9585 CMO Workers Comp | \$7,500.00 |
| Total CMO Benefits | \$134,100.00 |
| Total CMO Personnel | \$2,181,258.28 |
| Total CMO Compensation, Benefits and Taxes | \$2,181,258.28 |
| CMO Non-Personnel | |
| CMO Operations | |
| 9801 CMO Contracted Services | \$200,000.00 |
| 9806 CMO Payroll Service Fees | \$11,000.00 |
| 9807 CMO Supplies & Materials | \$20,000.00 |
| 9808 CMO Telecommunications | \$13,000.00 |
| 9809 CMO Software & Administrative & Technology | \$20,000.00 |

| | |
|---|-----------------------|
| 9810 CMO Audit Fees | \$10,000.00 |
| 9820 CMO Legal Fees | \$30,000.00 |
| 9840 CMO Daily Use Travel | \$2,000.00 |
| 9852 CMO Staff Recruiting | \$35,000.00 |
| 9853 CMO Staff Recruitment - DEI | \$5,000.00 |
| 9870 CMO Fundraising | \$45,000.00 |
| 9880 CMO Insurance | \$10,000.00 |
| 9884 Board of Trustees | \$2,500.00 |
| 9887 CMO Leadership & Culture | \$50,000.00 |
| Total CMO Operations | \$453,500.00 |
| CMO School Programming | |
| 9644 CMO Athletic Services | \$0.00 |
| 9650 CMO INSTRUCTIONAL SERVICES | |
| 9652 CMO Contracted Svcs - Prof Development | \$4,500.00 |
| 9653 CMO Contracted Svcs - PD DEI | \$25,000.00 |
| 9654 CMO Professional Development Expenses | \$25,000.00 |
| 9656 CMO Contracted Services-Curriculum Development | \$10,000.00 |
| 9659 CMO Covered School Stipends | \$35,000.00 |
| Total 9650 CMO INSTRUCTIONAL SERVICES | \$99,500.00 |
| 9666 CMO Strategic Initiatives Development | \$0.00 |
| 9670 CMO Post-Secondary | \$25,000.00 |
| Total CMO School Programming | \$124,500.00 |
| Total CMO Non-Personnel | \$578,000.00 |
| Total CMO Expenses | \$2,759,258.28 |
| Total Other Expenses | \$2,759,258.28 |
| Net Other Income | \$22.16 |

| FY25 Enrollment Table Phoenix Chelsea | Enter Number Below |
|---|--------------------|
| Number of students pre-enrolled via March 15, 2024 submission | 220 |
| Number of students upon which FY25 budget tuition line is based | 195 |
| Number of expected students for FY25 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> | |

| FY25 Enrollment Table Phoenix Lawrence | Enter Number Below |
|--|--------------------|
| Number of students pre-enrolled via March 15, 2024 submission | 170 |
| Number of students upon which FY25 budget tuition line is based | 127 |
| Number of expected students for FY25 first day of school | 168 |
| <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 170 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> | |

| FY25 Enrollment Table Phoenix Springfield | Enter Number Below |
|---|--------------------|
| Number of students pre-enrolled via March 15, 2024 submission | 200 |
| Number of students upon which FY25 budget tuition line is based | 167 |
| Number of expected students for FY25 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 200 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 FY25:

Phoenix Chelsea: No FY25 capital plan

Phoenix Lawrence: No FY25 capital plan

Phoenix Springfield: No FY25 capital plan

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE FOR 2023-2024

Phoenix Chelsea Accountability Plan:

| Measure | 2023-2024 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 | 8 |
| | | Number of PC students who meet goals 1-4 | 40 |
| | | Number of C students who meet goals 1-4 | 56 |
| | | Number of students who are enrolled for the FAY | 151 |
| | | Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal | 69% |

**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.

Not Met

| Data | |
|--|------------|
| Number of students who responded Survey 1 | 107 |
| % of students who responded Survey 1 | 51% |
| Number of students who responded Survey 2 | 127 |
| % of students who responded Survey 2 | 67% |
| Percentage of students who reported connectivity to the school by agreeing or strongly agreeing to at least one of the questions listed. | 89% |

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> | <p>Met</p> | <table border="1"> <tr> <td data-bbox="971 451 1380 514">Data</td> <td data-bbox="1380 451 1524 514"></td> </tr> <tr> <td data-bbox="971 514 1380 604">Number of teachers who responded Survey 1</td> <td data-bbox="1380 514 1524 604">15</td> </tr> <tr> <td data-bbox="971 604 1380 695">% of teachers who responded Survey 1</td> <td data-bbox="1380 604 1524 695">100%</td> </tr> <tr> <td data-bbox="971 695 1380 785">Number of teachers who responded Survey 2</td> <td data-bbox="1380 695 1524 785">16</td> </tr> <tr> <td data-bbox="971 785 1380 875">% of teachers who responded Survey 2</td> <td data-bbox="1380 785 1524 875">100%</td> </tr> <tr> <td data-bbox="971 875 1380 997">Percentage of staff who responded agreed or strongly agreed</td> <td data-bbox="1380 875 1524 997">90%</td> </tr> </table> | Data | | Number of teachers who responded Survey 1 | 15 | % of teachers who responded Survey 1 | 100% | Number of teachers who responded Survey 2 | 16 | % of teachers who responded Survey 2 | 100% | Percentage of staff who responded agreed or strongly agreed | 90% |
| Data | | | | | | | | | | | | | | |
| Number of teachers who responded Survey 1 | 15 | | | | | | | | | | | | | |
| % of teachers who responded Survey 1 | 100% | | | | | | | | | | | | | |
| Number of teachers who responded Survey 2 | 16 | | | | | | | | | | | | | |
| % of teachers who responded Survey 2 | 100% | | | | | | | | | | | | | |
| Percentage of staff who responded agreed or strongly agreed | 90% | | | | | | | | | | | | | |

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

| | | | | | | | | | | | | |
|---|----------------|---|------|--|--|----|--|------------|---|----|--|------------|
| <p>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).</p> | <p>Met</p> | <table border="1"> <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>10</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>49</td> </tr> <tr> <td>Number of C students who remain in Tier 3 or 4 for at least 4 terms</td> <td>54</td> </tr> <tr> <td>Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal</td> <td>84%</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 | 10 | Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms | 49 | Number of C students who remain in Tier 3 or 4 for at least 4 terms | 54 | Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal | 84% |
| Data | | | | | | | | | | | | |
| Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms | 10 | | | | | | | | | | | |
| Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms | 49 | | | | | | | | | | | |
| Number of C students who remain in Tier 3 or 4 for at least 4 terms | 54 | | | | | | | | | | | |
| Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal | 84% | | | | | | | | | | | |
| <p>Each year, 90% of graduating students will complete and submit their FAFSA forms.</p> | <p>Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of students who complete and submit their FAFSA forms</td> <td>12</td> </tr> <tr> <td>Percentage of graduates who complete and submit their FAFSA forms</td> <td>92%</td> </tr> </table> | Data | | Number of students who complete and submit their FAFSA forms | 12 | Percentage of graduates who complete and submit their FAFSA forms | 92% | | | | |
| Data | | | | | | | | | | | | |
| Number of students who complete and submit their FAFSA forms | 12 | | | | | | | | | | | |
| Percentage of graduates who complete and submit their FAFSA forms | 92% | | | | | | | | | | | |
| <p>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.</p> | <p>Not Met</p> | <table border="1"> <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>4</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. | 4 | | | | | | |
| Data | | | | | | | | | | | | |
| Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position. | 4 | | | | | | | | | | | |

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|--|------------|--|--|------------|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position.</td> <td style="width: 20%; text-align: center;">50%</td> </tr> </table> | Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position. | 50% |
| Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position. | 50% | | | |

| 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 border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of school visits by external organizations each year.</td> <td style="text-align: center;">2</td> </tr> </table> | Data | | Number of school visits by external organizations each year. | 2 |
| Data | | | | | | |
| Number of school visits by external organizations each year. | 2 | | | | | |
| 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 border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of events participated in by teachers and admin to share best practices each year.</td> <td style="text-align: center;">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) |
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| | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------------|--|------|--|------------------------------------|----|--|----|--|---|---|------------|--|--|-----------------------------------|----|---|----|---|---|---|------------|
| <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>*The aim of this metric is to ensure that Phoenix is testing a viable data set of students, to this aim we are indicating students that have achieved this goal but were not included in the original cohort, either starting after the snapshot or being under the engagement threshold at snapshot.</p> <p><i>Note: Students who begin the year (or upon enrollment) as a Minimally Connected student will not be included in the numerator or denominator.</i></p> | <p>Not Met/Not Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of PC students with 2 tests</td> <td>48</td> </tr> <tr> <td>Number of PC students who meet the above requirements and meet their SGP of 38 or higher</td> <td>30</td> </tr> <tr> <td>Number of PC students who meet the above requirements and show at least 0.5 GLE growth</td> <td>4</td> </tr> <tr> <td>Percentage of PC students, who meet the PC requirements above</td> <td>61%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Number of C students with 2 tests</td> <td>64</td> </tr> <tr> <td>Number of C students who meet the above requirements and meet their SGP of 42</td> <td>43</td> </tr> <tr> <td>Number of C students who meet the above requirements and show at least 1 GLE growth</td> <td>1</td> </tr> <tr> <td>Percentage of C students, who meet the C requirements above</td> <td>69%</td> </tr> </table> | 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 | 30 | Number of PC students who meet the above requirements and show at least 0.5 GLE growth | 4 | Percentage of PC students, who meet the PC requirements above | 61% | | | Number of C students with 2 tests | 64 | Number of C students who meet the above requirements and meet their SGP of 42 | 43 | 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 | 69% |
| 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 | 30 | | | | | | | | | | | | | | | | | | | | | |
| Number of PC students who meet the above requirements and show at least 0.5 GLE growth | 4 | | | | | | | | | | | | | | | | | | | | | |
| Percentage of PC students, who meet the PC requirements above | 61% | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Number of C students with 2 tests | 64 | | | | | | | | | | | | | | | | | | | | | |
| Number of C students who meet the above requirements and meet their SGP of 42 | 43 | | | | | | | | | | | | | | | | | | | | | |
| 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 | 69% | | | | | | | | | | | | | | | | | | | | | |

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|---|------------------------|---|------|--|--|-----|---|-----|--|---|---|------------|--|--|-----------------------------------|----|---|----|---|----|---|------------|
| <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>*The aim of this metric is to ensure that Phoenix is testing a viable data set of students, to this aim we are indicating students that have achieved this goal but were not included in the original cohort, either starting after the snapshot or being under the engagement threshold at snapshot.</p> <p><i>Note: Students who begin the year (or upon enrollment) as a minimally connected student will not be included in the numerator or denominator.</i></p> | <p>Not Met/Not Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of PC students with 2 tests</td> <td>45</td> </tr> <tr> <td>Number of PC students who meet the above requirements and meet their SGP of 38 or higher</td> <td>26</td> </tr> <tr> <td>Number of PC students who meet the above requirements and show at least 0.5 GLE growth</td> <td>3</td> </tr> <tr> <td>Percentage of PC students, who meet the PC requirements above</td> <td>64%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Number of C students with 2 tests</td> <td>51</td> </tr> <tr> <td>Number of C students who meet the above requirements and meet their SGP of 42</td> <td>37</td> </tr> <tr> <td>Number of C students who meet the above requirements and show at least 1 GLE growth</td> <td>14</td> </tr> <tr> <td>Percentage of C students, who meet the C requirements above</td> <td>75%</td> </tr> </table> | Data | | Number of PC students with 2 tests | 45 | 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 | 3 | Percentage of PC students, who meet the PC requirements above | 64% | | | Number of C students with 2 tests | 51 | 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 | 14 | Percentage of C students, who meet the C requirements above | 75% |
| Data | | | | | | | | | | | | | | | | | | | | | | |
| Number of PC students with 2 tests | 45 | | | | | | | | | | | | | | | | | | | | | |
| 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 | 3 | | | | | | | | | | | | | | | | | | | | | |
| Percentage of PC students, who meet the PC requirements above | 64% | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Number of C students with 2 tests | 51 | | | | | | | | | | | | | | | | | | | | | |
| 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 | 14 | | | | | | | | | | | | | | | | | | | | | |
| Percentage of C students, who meet the C requirements above | 75% | | | | | | | | | | | | | | | | | | | | | |
| <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>Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of students who are enrolled for at least 45 days</td> <td>221</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>199</td> </tr> </table> | Data | | Number of students who are enrolled for at least 45 days | 221 | Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 199 | | | | | | | | | | | | | | |
| Data | | | | | | | | | | | | | | | | | | | | | | |
| Number of students who are enrolled for at least 45 days | 221 | | | | | | | | | | | | | | | | | | | | | |
| Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 199 | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|---|-------------|---|---|------------|--|----|---|----|---|----|--|----|---|----|---|-------------|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment</td> <td style="width: 20%; text-align: center;">90%</td> </tr> </table> | Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 90% | | | | | | | | | | | | |
| Percentage of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 90% | | | | | | | | | | | | | | | |
| <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 math.</p> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of PC students who attended for the FAY</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">43</td> </tr> <tr> <td>Number of C students who attended for the FAY</td> <td style="text-align: center;">67</td> </tr> <tr> <td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Number of other students who took 2 STAR 360 math assessments</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td> <td style="text-align: center;">108%</td> </tr> </table> | Data | | Number of PC students who attended for the FAY | 55 | 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 | 67 | Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 50 | 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 assessments | 108% |
| Data | | | | | | | | | | | | | | | | |
| Number of PC students who attended for the FAY | 55 | | | | | | | | | | | | | | | |
| 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 | 67 | | | | | | | | | | | | | | | |
| Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 50 | | | | | | | | | | | | | | | |
| 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 assessments | 108% | | | | | | | | | | | | | | | |
| <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> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of PC students who attended for the FAY</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Number of C students who attended for the FAY</td> <td style="text-align: center;">67</td> </tr> </table> | Data | | Number of PC students who attended for the FAY | 55 | Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 47 | Number of C students who attended for the FAY | 67 | | | | | | |
| Data | | | | | | | | | | | | | | | | |
| Number of PC students who attended for the FAY | 55 | | | | | | | | | | | | | | | |
| Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 47 | | | | | | | | | | | | | | | |
| Number of C students who attended for the FAY | 67 | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|--|----------------|--|--|----|---|----|---|-------------|---|----|---|----|--|-----|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="width: 20%; text-align: center;">59</td> </tr> <tr> <td>Number of other students who took 2 STAR 360 math assessments</td> <td style="text-align: center;">46</td> </tr> <tr> <td>Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td> <td style="text-align: center;">125%</td> </tr> </table> | Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 59 | Number of other students who took 2 STAR 360 math assessments | 46 | Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 125% | | | | | | |
| Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 59 | | | | | | | | | | | | | |
| Number of other students who took 2 STAR 360 math assessments | 46 | | | | | | | | | | | | | |
| Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 125% | | | | | | | | | | | | | |
| <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 border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of PC students who score at or above 1050</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Number of PC students who show growth of at least 25 points from previous Lexile score</td> <td style="text-align: center;">22</td> </tr> <tr> <td>Number of C students who score at or above 1050</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Number of C students who show growth of at least 25 points from previous Lexile score</td> <td style="text-align: center;">28</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 style="text-align: center;">72%</td> </tr> </table> | Data | | Number of PC students who score at or above 1050 | 20 | Number of PC students who show growth of at least 25 points from previous Lexile score | 22 | Number of C students who score at or above 1050 | 16 | Number of C students who show growth of at least 25 points from previous Lexile score | 28 | Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points | 72% |
| Data | | | | | | | | | | | | | | |
| Number of PC students who score at or above 1050 | 20 | | | | | | | | | | | | | |
| Number of PC students who show growth of at least 25 points from previous Lexile score | 22 | | | | | | | | | | | | | |
| Number of C students who score at or above 1050 | 16 | | | | | | | | | | | | | |
| Number of C students who show growth of at least 25 points from previous Lexile score | 28 | | | | | | | | | | | | | |
| Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points | 72% | | | | | | | | | | | | | |

| | | | | | | | | | | |
|--|-----|---|------|--|---|----|---|----|---|-----|
| <p>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).</p> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of students who are eligible to graduate as of Oct 1</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Number of students who graduate at the end of the year, which includes summer graduates</td> <td style="text-align: center;">14</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 style="text-align: center;">93%</td> </tr> </table> | Data | | Number of students who are eligible to graduate as of Oct 1 | 15 | Number of students who graduate at the end of the year, which includes summer graduates | 14 | Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year | 93% |
| Data | | | | | | | | | | |
| Number of students who are eligible to graduate as of Oct 1 | 15 | | | | | | | | | |
| Number of students who graduate at the end of the year, which includes summer graduates | 14 | | | | | | | | | |
| Percentage of students who were eligible to graduate as of Oct 1 and graduated by the end of the year | 93% | | | | | | | | | |
| <p>By the end of the fourth year of the charter term, the schools adjusted dropout rate will not exceed 10% each year.</p> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of students who dropped out during the school year.</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Percentage of students who dropped out during the school year.</td> <td style="text-align: center;">2%</td> </tr> </table> | Data | | Number of students who dropped out during the school year. | 5 | Percentage of students who dropped out during the school year. | 2% | | |
| Data | | | | | | | | | | |
| Number of students who dropped out during the school year. | 5 | | | | | | | | | |
| Percentage of students who dropped out during the school year. | 2% | | | | | | | | | |

Phoenix Springfield Accountability Plan:

| Measure | 2023-2024 Performance (Met/Not Met) | Evidence | | | | | | | | | | | | |
|--|---|---|------|--|--|---|--|----|---|----|---|-----|--|------------|
| <p>Objective: Phoenix will recruit, serve, and graduate students who demonstrate a high risk of not graduating high school. (Key Design Element 1)</p> | | | | | | | | | | | | | | |
| <p>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).</p> | <p>Not Met</p> | <table border="1"> <thead> <tr> <th data-bbox="987 579 1369 642">Data</th> <th data-bbox="1369 579 1507 642"></th> </tr> </thead> <tbody> <tr> <td data-bbox="987 642 1369 730">Number of MC students who meet goals 1-5</td> <td data-bbox="1369 642 1507 730">5</td> </tr> <tr> <td data-bbox="987 730 1369 821">Number of PC students who meet goals 1-4</td> <td data-bbox="1369 730 1507 821">44</td> </tr> <tr> <td data-bbox="987 821 1369 911">Number of C students who meet goals 1-4</td> <td data-bbox="1369 821 1507 911">21</td> </tr> <tr> <td data-bbox="987 911 1369 1001">Number of students who are enrolled for the FAY</td> <td data-bbox="1369 911 1507 1001">113</td> </tr> <tr> <td data-bbox="987 1001 1369 1157">Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal</td> <td data-bbox="1369 1001 1507 1157">62%</td> </tr> </tbody> </table> | Data | | Number of MC students who meet goals 1-5 | 5 | Number of PC students who meet goals 1-4 | 44 | Number of C students who meet goals 1-4 | 21 | 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 | 62% |
| Data | | | | | | | | | | | | | | |
| Number of MC students who meet goals 1-5 | 5 | | | | | | | | | | | | | |
| Number of PC students who meet goals 1-4 | 44 | | | | | | | | | | | | | |
| Number of C students who meet goals 1-4 | 21 | | | | | | | | | | | | | |
| 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 | 62% | | | | | | | | | | | | | |

**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 | 85 |
| % of students who responded Survey 1 | 53% |
| Number of students who responded Survey 2 | 83 |
| % of students who responded Survey 2 | 53% |
| Percentage of students who reported connectivity to the school by agreeing or strongly agreeing to at least one of the questions listed. | 92% |

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)

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:

The internal professional development provided by Phoenix is a valuable resource for my growth as an educator.

External professional development is a valuable resource for my growth as an educator.

The following activities from this year have helped me grow in my role:

Supervision

Coaching

Internal Professional Development

External Professional Development

90% of staff who are employed at the time will respond to the survey.

Met

| Data | |
|---|------------|
| Number of teachers who responded Survey 1 | 11 |
| % of teachers who responded Survey 1 | 100% |
| Number of teachers who responded Survey 2 | 11 |
| % of teachers who responded Survey 2 | 100% |
| Percentage of staff who responded agreed or strongly agreed | 91% |

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

| | | | | | | | | | | | | |
|---|----------------|--|------|--|--|----|--|-------------|---|----|--|------------|
| <p>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).</p> | <p>Not Met</p> | <table border="1"> <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>5</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>59</td> </tr> <tr> <td>Number of C students who remain in Tier 3 or 4 for at least 4 terms</td> <td>15</td> </tr> <tr> <td>Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal</td> <td>79%</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 | 5 | Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms | 59 | Number of C students who remain in Tier 3 or 4 for at least 4 terms | 15 | Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal | 79% |
| Data | | | | | | | | | | | | |
| Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms | 5 | | | | | | | | | | | |
| Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms | 59 | | | | | | | | | | | |
| Number of C students who remain in Tier 3 or 4 for at least 4 terms | 15 | | | | | | | | | | | |
| Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal | 79% | | | | | | | | | | | |
| <p>Each year, 90% of graduating students will complete and submit their FAFSA forms.</p> | <p>Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of students who complete and submit their FAFSA forms</td> <td>13</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 | 13 | Percentage of graduates who complete and submit their FAFSA forms | 100% | | | | |
| Data | | | | | | | | | | | | |
| Number of students who complete and submit their FAFSA forms | 13 | | | | | | | | | | | |
| Percentage of graduates who complete and submit their FAFSA forms | 100% | | | | | | | | | | | |
| <p>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.</p> | <p>Not Met</p> | <table border="1"> <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>1</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. | 1 | | | | | | |
| Data | | | | | | | | | | | | |
| Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position. | 1 | | | | | | | | | | | |

| | | | |
|--|--|--|-----------|
| | | Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position. | 9% |
|--|--|--|-----------|

| 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 | | <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of school visits by external organizations each year.</td> <td style="text-align: center;">2</td> </tr> </table> | Data | | Number of school visits by external organizations each year. | 2 |
| 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 | | <table border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of events participated in by teachers and admin to share best practices each year.</td> <td style="text-align: center;">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 Springfield 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.

*The aim of this metric is to ensure that Phoenix is testing a viable data set of students, to this aim we are indicating students that have achieved this goal but were not included in the original cohort, either starting after the snapshot or being under the engagement threshold at snapshot.

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 | 63 |
| Number of PC students who meet the above requirements and meet their SGP of 38 or higher | 34 |
| Number of PC students who meet the above requirements and show at least 0.5 GLE growth | 6 |
| Percentage of PC students, who meet the PC requirements above | 63% |
| | |
| Number of C students with 2 tests | 28 |
| 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 | 0 |
| Percentage of C students, who meet the C requirements above | 64% |

| | | | | | | | | | | | | | | | | | | | | |
|---|------------------------|--|------|--|--|-----|---|-----|--|------------|---|------------|-----------------------------------|----|---|----|---|---|---|------------|
| <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>*The aim of this metric is to ensure that Phoenix is testing a viable data set of students, to this aim we are indicating students that have achieved this goal but were not included in the original cohort, either starting after the snapshot or being under the engagement threshold at snapshot.</p> <p><i>Note: Students who begin the year (or upon enrollment) as a minimally connected student will not be included in the numerator or denominator.</i></p> | <p>Not Met/Not Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of PC students with 2 tests</td> <td>66</td> </tr> <tr> <td>Number of PC students who meet the above requirements and meet their SGP of 38 or higher</td> <td>26</td> </tr> <tr> <td>Number of PC students who meet the above requirements and show at least 0.5 GLE growth</td> <td>24</td> </tr> <tr> <td>Percentage of PC students, who meet the PC requirements above</td> <td>78%</td> </tr> <tr> <td>Number of C students with 2 tests</td> <td>28</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>0</td> </tr> <tr> <td>Percentage of C students, who meet the C requirements above</td> <td>64%</td> </tr> </table> | Data | | Number of PC students with 2 tests | 66 | 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 | 24 | Percentage of PC students, who meet the PC requirements above | 78% | Number of C students with 2 tests | 28 | 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 | 0 | Percentage of C students, who meet the C requirements above | 64% |
| Data | | | | | | | | | | | | | | | | | | | | |
| Number of PC students with 2 tests | 66 | | | | | | | | | | | | | | | | | | | |
| 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 | 24 | | | | | | | | | | | | | | | | | | | |
| Percentage of PC students, who meet the PC requirements above | 78% | | | | | | | | | | | | | | | | | | | |
| Number of C students with 2 tests | 28 | | | | | | | | | | | | | | | | | | | |
| 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 | 0 | | | | | | | | | | | | | | | | | | | |
| Percentage of C students, who meet the C requirements above | 64% | | | | | | | | | | | | | | | | | | | |
| <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 border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of students who are enrolled for at least 45 days</td> <td>191</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>163</td> </tr> <tr> <td>Percentage of students who are</td> <td>85%</td> </tr> </table> | Data | | Number of students who are enrolled for at least 45 days | 191 | Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 163 | Percentage of students who are | 85% | | | | | | | | | | |
| Data | | | | | | | | | | | | | | | | | | | | |
| Number of students who are enrolled for at least 45 days | 191 | | | | | | | | | | | | | | | | | | | |
| Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 163 | | | | | | | | | | | | | | | | | | | |
| Percentage of students who are | 85% | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|---|-----|---|--|--|--|----|---|----|---|----|--|----|---|----|---|-------------|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment</td> <td style="width: 20%;"></td> </tr> </table> | enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | | | | | | | | | | | | | |
| enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | | | | | | | | | | | | | | | | |
| <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 math.</p> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of PC students who attended for the FAY</td> <td style="text-align: center;">67</td> </tr> <tr> <td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">58</td> </tr> <tr> <td>Number of C students who attended for the FAY</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">23</td> </tr> <tr> <td>Number of other students who took 2 STAR 360 math assessments</td> <td style="text-align: center;">47</td> </tr> <tr> <td>Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td> <td style="text-align: center;">139%</td> </tr> </table> | Data | | Number of PC students who attended for the FAY | 67 | Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 58 | Number of C students who attended for the FAY | 25 | Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 23 | Number of other students who took 2 STAR 360 math assessments | 47 | Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 139% |
| | | Data | | | | | | | | | | | | | | |
| | | Number of PC students who attended for the FAY | 67 | | | | | | | | | | | | | |
| | | Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 58 | | | | | | | | | | | | | |
| | | Number of C students who attended for the FAY | 25 | | | | | | | | | | | | | |
| | | Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 23 | | | | | | | | | | | | | |
| | | Number of other students who took 2 STAR 360 math assessments | 47 | | | | | | | | | | | | | |
| | | Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 139% | | | | | | | | | | | | | |
| <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> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of PC students who attended for the FAY</td> <td style="text-align: center;">67</td> </tr> <tr> <td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">55</td> </tr> <tr> <td>Number of C students who attended for the FAY</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">23</td> </tr> </table> | Data | | Number of PC students who attended for the FAY | 67 | Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 55 | Number of C students who attended for the FAY | 25 | Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 23 | | | | |
| | | Data | | | | | | | | | | | | | | |
| | | Number of PC students who attended for the FAY | 67 | | | | | | | | | | | | | |
| | | Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 55 | | | | | | | | | | | | | |
| | | Number of C students who attended for the FAY | 25 | | | | | | | | | | | | | |
| Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 23 | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | |
|--|-------------|---|---|----|---|-------------|---|----|--|-------------|---|----|--|------------|
| | | <table border="1"> <tr> <td data-bbox="987 205 1369 327">Number of other students who took 2 STAR 360 math assessments</td> <td data-bbox="1369 205 1507 327">51</td> </tr> <tr> <td data-bbox="987 327 1369 478">Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td> <td data-bbox="1369 327 1507 478">140%</td> </tr> </table> | Number of other students who took 2 STAR 360 math assessments | 51 | Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 140% | | | | | | | | |
| Number of other students who took 2 STAR 360 math assessments | 51 | | | | | | | | | | | | | |
| Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 140% | | | | | | | | | | | | | |
| <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>Met</p> | <table border="1"> <tr> <td data-bbox="987 621 1369 682">Data</td> <td data-bbox="1369 621 1507 682"></td> </tr> <tr> <td data-bbox="987 682 1369 772">Number of PC students who score at or above 1050</td> <td data-bbox="1369 682 1507 772">31</td> </tr> <tr> <td data-bbox="987 772 1369 926">Number of PC students who show growth of at least 25 points from previous Lexile score</td> <td data-bbox="1369 772 1507 926">20</td> </tr> <tr> <td data-bbox="987 926 1369 1016">Number of C students who score at or above 1050</td> <td data-bbox="1369 926 1507 1016">12</td> </tr> <tr> <td data-bbox="987 1016 1369 1169">Number of C students who show growth of at least 25 points from previous Lexile score</td> <td data-bbox="1369 1016 1507 1169">14</td> </tr> <tr> <td data-bbox="987 1169 1369 1320">Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points</td> <td data-bbox="1369 1169 1507 1320">83%</td> </tr> </table> | Data | | Number of PC students who score at or above 1050 | 31 | Number of PC students who show growth of at least 25 points from previous Lexile score | 20 | Number of C students who score at or above 1050 | 12 | Number of C students who show growth of at least 25 points from previous Lexile score | 14 | Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points | 83% |
| Data | | | | | | | | | | | | | | |
| Number of PC students who score at or above 1050 | 31 | | | | | | | | | | | | | |
| Number of PC students who show growth of at least 25 points from previous Lexile score | 20 | | | | | | | | | | | | | |
| Number of C students who score at or above 1050 | 12 | | | | | | | | | | | | | |
| Number of C students who show growth of at least 25 points from previous Lexile score | 14 | | | | | | | | | | | | | |
| Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points | 83% | | | | | | | | | | | | | |
| <p>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).</p> | <p>Met</p> | <table border="1"> <tr> <td data-bbox="987 1470 1369 1530">Data</td> <td data-bbox="1369 1470 1507 1530"></td> </tr> <tr> <td data-bbox="987 1530 1369 1621">Number of students who are eligible to graduate as of Oct 1</td> <td data-bbox="1369 1530 1507 1621">13</td> </tr> <tr> <td data-bbox="987 1621 1369 1774">Number of students who graduate at the end of the year, which includes summer graduates</td> <td data-bbox="1369 1621 1507 1774">13</td> </tr> <tr> <td data-bbox="987 1774 1369 1864">Percentage of students who were eligible to graduate as of</td> <td data-bbox="1369 1774 1507 1864">100%</td> </tr> </table> | Data | | Number of students who are eligible to graduate as of Oct 1 | 13 | Number of students who graduate at the end of the year, which includes summer graduates | 13 | Percentage of students who were eligible to graduate as of | 100% | | | | |
| Data | | | | | | | | | | | | | | |
| Number of students who are eligible to graduate as of Oct 1 | 13 | | | | | | | | | | | | | |
| Number of students who graduate at the end of the year, which includes summer graduates | 13 | | | | | | | | | | | | | |
| Percentage of students who were eligible to graduate as of | 100% | | | | | | | | | | | | | |

| | | | | | | | | |
|---|-----|---|--|--|--|---|--|----|
| | | <table border="1"> <tr> <td>Oct 1 and graduated by the end of the year</td> <td></td> </tr> </table> | Oct 1 and graduated by the end of the year | | | | | |
| Oct 1 and graduated by the end of the year | | | | | | | | |
| By the end of the fourth year of the charter term, the schools adjusted dropout rate will not exceed 10% each year. | Met | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of students who dropped out during the school year.</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Percentage of students who dropped out during the school year.</td> <td style="text-align: center;">3%</td> </tr> </table> | Data | | Number of students who dropped out during the school year. | 6 | Percentage of students who dropped out during the school year. | 3% |
| Data | | | | | | | | |
| Number of students who dropped out during the school year. | 6 | | | | | | | |
| Percentage of students who dropped out during the school year. | 3% | | | | | | | |

Phoenix Lawrence Accountability Plan:

| Measure | 2023-2024 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 | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of MC students who meet goals 1-5</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Number of PC students who meet goals 1-4</td> <td style="text-align: center;">31</td> </tr> <tr> <td>Number of C students who meet goals 1-4</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Number of students who are enrolled for the FAY</td> <td style="text-align: center;">84</td> </tr> <tr> <td>Percentage of students who</td> <td style="text-align: center;">52%</td> </tr> </table> | Data | | Number of MC students who meet goals 1-5 | 3 | Number of PC students who meet goals 1-4 | 31 | Number of C students who meet goals 1-4 | 10 | Number of students who are enrolled for the FAY | 84 | Percentage of students who | 52% |
| Data | | | | | | | | | | | | | | |
| Number of MC students who meet goals 1-5 | 3 | | | | | | | | | | | | | |
| Number of PC students who meet goals 1-4 | 31 | | | | | | | | | | | | | |
| Number of C students who meet goals 1-4 | 10 | | | | | | | | | | | | | |
| Number of students who are enrolled for the FAY | 84 | | | | | | | | | | | | | |
| Percentage of students who | 52% | | | | | | | | | | | | | |

| | | | | | | |
|---|--|--|---|--|--|--|
| | | <table border="1"><tr><td data-bbox="987 205 1369 327">were enrolled for the FAY who met or exceeded their unit earning goal</td><td data-bbox="1369 205 1511 327"></td></tr><tr><td colspan="2" data-bbox="987 327 1511 434"></td></tr></table> | were enrolled for the FAY who met or exceeded their unit earning goal | | | |
| were enrolled for the FAY who met or exceeded their unit earning goal | | | | | | |
| | | | | | | |

**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.

Not Met

| | |
|--|------------|
| Data | |
| Number of students who responded Survey 1 | 56 |
| % of students who responded Survey 1 | 53% |
| Number of students who responded Survey 2 | 62 |
| % of students who responded Survey 2 | 53% |
| Percentage of students who reported connectivity to the school by agreeing or strongly agreeing to at least one of the questions listed. | 86% |

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)

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:

The internal professional development provided by Phoenix is a valuable resource for my growth as an educator.

External professional development is a valuable resource for my growth as an educator.

The following activities from this year have helped me grow in my role:

Supervision

Coaching

Internal Professional Development

External Professional Development

90% of staff who are employed at the time will respond to the survey.

Not Met

| Data | |
|---|------------|
| Number of teachers who responded Survey 1 | 10 |
| % 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 | 74% |

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

| | | | | | | | | | | | | |
|---|----------------|--|------|--|--|---|--|------------|---|----|--|------------|
| <p>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).</p> | <p>Met</p> | <table border="1"> <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>9</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>47</td> </tr> <tr> <td>Number of C students who remain in Tier 3 or 4 for at least 4 terms</td> <td>11</td> </tr> <tr> <td>Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal</td> <td>86%</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 | 9 | Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms | 47 | Number of C students who remain in Tier 3 or 4 for at least 4 terms | 11 | Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal | 86% |
| Data | | | | | | | | | | | | |
| Number of MC students who increase at least one Tier above their beginning of year Tier for at least 2 terms | 9 | | | | | | | | | | | |
| Number of PC students who increase at least one Tier above their beginning of year Tier for at least 3 terms | 47 | | | | | | | | | | | |
| Number of C students who remain in Tier 3 or 4 for at least 4 terms | 11 | | | | | | | | | | | |
| Percentage of students who were enrolled for the FAY who met or exceeded their unit earning goal | 86% | | | | | | | | | | | |
| <p>Each year, 90% of graduating students will complete and submit their FAFSA forms.</p> | <p>Not Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of students who complete and submit their FAFSA forms</td> <td>4</td> </tr> <tr> <td>Percentage of graduates who complete and submit their FAFSA forms</td> <td>67%</td> </tr> </table> | Data | | Number of students who complete and submit their FAFSA forms | 4 | Percentage of graduates who complete and submit their FAFSA forms | 67% | | | | |
| Data | | | | | | | | | | | | |
| Number of students who complete and submit their FAFSA forms | 4 | | | | | | | | | | | |
| Percentage of graduates who complete and submit their FAFSA forms | 67% | | | | | | | | | | | |
| <p>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.</p> | <p>Not Met</p> | <table border="1"> <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>1</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. | 1 | | | | | | |
| Data | | | | | | | | | | | | |
| Number of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position. | 1 | | | | | | | | | | | |

| | | | |
|--|--|--|-----------|
| | | Percentage of students who are enrolled in college or have a degree, be in a career training program, or in a salaried position. | 6% |
|--|--|--|-----------|

| Objective: Phoenix will share best practices with other public schools in Massachusetts over the course of the charter term. (Dissemination) | | | | | | | |
|--|----------|---|------|--|---|----------|--|
| Phoenix Lawrence 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 border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of school visits by external organizations each year.</td> <td style="text-align: center;">2</td> </tr> </table> | Data | | Number of school visits by external organizations each year. | 2 | |
| Data | | | | | | | |
| Number of school visits by external organizations each year. | 2 | | | | | | |
| Phoenix Lawrence 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 border="1" style="width: 100%;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of events participated in by teachers and admin to share best practices each year.</td> <td style="text-align: center;">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 Lawrence 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.

*The aim of this metric is to ensure that Phoenix is testing a viable data set of students, to this aim we are indicating students that have achieved this goal but were not included in the original cohort, either starting after the snapshot or being under the engagement threshold at snapshot.

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 | 41 |
| Number of PC students who meet the above requirements and meet their SGP of 38 or higher | 18 |
| 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 | 49% |
| | |
| Number of C students with 2 tests | 13 |
| Number of C students who meet the above requirements and meet their SGP of 42 | 7 |
| Number of C students who meet the above requirements and show at least 1 GLE growth | 0 |
| Percentage of C students, who meet the C requirements above | 54% |

| | | | | | | | | | | | | | | | | | | | | |
|---|------------------------|--|------|--|--|-----|---|-----|--|------------|---|------------|-----------------------------------|----|---|---|---|---|---|------------|
| <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>*The aim of this metric is to ensure that Phoenix is testing a viable data set of students, to this aim we are indicating students that have achieved this goal but were not included in the original cohort, either starting after the snapshot or being under the engagement threshold at snapshot.</p> <p><i>Note: Students who begin the year (or upon enrollment) as a minimally connected student will not be included in the numerator or denominator.</i></p> | <p>Not Met/Not Met</p> | <table border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of PC students with 2 tests</td> <td>39</td> </tr> <tr> <td>Number of PC students who meet the above requirements and meet their SGP of 38 or higher</td> <td>20</td> </tr> <tr> <td>Number of PC students who meet the above requirements and show at least 0.5 GLE growth</td> <td>7</td> </tr> <tr> <td>Percentage of PC students, who meet the PC requirements above</td> <td>69%</td> </tr> <tr> <td>Number of C students with 2 tests</td> <td>12</td> </tr> <tr> <td>Number of C students who meet the above requirements and meet their SGP of 42</td> <td>6</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>67%</td> </tr> </table> | Data | | Number of PC students with 2 tests | 39 | Number of PC students who meet the above requirements and meet their SGP of 38 or higher | 20 | Number of PC students who meet the above requirements and show at least 0.5 GLE growth | 7 | Percentage of PC students, who meet the PC requirements above | 69% | Number of C students with 2 tests | 12 | Number of C students who meet the above requirements and meet their SGP of 42 | 6 | 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 | 67% |
| Data | | | | | | | | | | | | | | | | | | | | |
| Number of PC students with 2 tests | 39 | | | | | | | | | | | | | | | | | | | |
| Number of PC students who meet the above requirements and meet their SGP of 38 or higher | 20 | | | | | | | | | | | | | | | | | | | |
| Number of PC students who meet the above requirements and show at least 0.5 GLE growth | 7 | | | | | | | | | | | | | | | | | | | |
| Percentage of PC students, who meet the PC requirements above | 69% | | | | | | | | | | | | | | | | | | | |
| Number of C students with 2 tests | 12 | | | | | | | | | | | | | | | | | | | |
| Number of C students who meet the above requirements and meet their SGP of 42 | 6 | | | | | | | | | | | | | | | | | | | |
| 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 | 67% | | | | | | | | | | | | | | | | | | | |
| <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 border="1"> <tr> <td>Data</td> <td></td> </tr> <tr> <td>Number of students who are enrolled for at least 45 days</td> <td>120</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>107</td> </tr> <tr> <td>Percentage of students who are</td> <td>89%</td> </tr> </table> | Data | | Number of students who are enrolled for at least 45 days | 120 | Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 107 | Percentage of students who are | 89% | | | | | | | | | | |
| Data | | | | | | | | | | | | | | | | | | | | |
| Number of students who are enrolled for at least 45 days | 120 | | | | | | | | | | | | | | | | | | | |
| Number of students who are enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | 107 | | | | | | | | | | | | | | | | | | | |
| Percentage of students who are | 89% | | | | | | | | | | | | | | | | | | | |

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|---|-------------|---|--|--|--|----|---|----|---|----|--|----|---|----|---|-------------|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment</td> <td style="width: 20%;"></td> </tr> </table> | enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | | | | | | | | | | | | | |
| enrolled for at least 45 days and take the STAR 360 mathematics and reading assessment | | | | | | | | | | | | | | | | |
| <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 math.</p> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Data</td> </tr> <tr> <td style="width: 80%;">Number of PC students who attended for the FAY</td> <td style="width: 20%; text-align: center;">53</td> </tr> <tr> <td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Number of C students who attended for the FAY</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Number of other students who took 2 STAR 360 math assessments</td> <td style="text-align: center;">24</td> </tr> <tr> <td>Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td> <td style="text-align: center;">104%</td> </tr> </table> | Data | | Number of PC students who attended for the FAY | 53 | Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 36 | Number of C students who attended for the FAY | 16 | 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 | 24 | Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 104% |
| Data | | | | | | | | | | | | | | | | |
| Number of PC students who attended for the FAY | 53 | | | | | | | | | | | | | | | |
| Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 36 | | | | | | | | | | | | | | | |
| Number of C students who attended for the FAY | 16 | | | | | | | | | | | | | | | |
| 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 | 24 | | | | | | | | | | | | | | | |
| Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 104% | | | | | | | | | | | | | | | |
| <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> | Met | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Data</td> </tr> <tr> <td style="width: 80%;">Number of PC students who attended for the FAY</td> <td style="width: 20%; text-align: center;">53</td> </tr> <tr> <td>Number of PC students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Number of C students who attended for the FAY</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Number of C students who attended for the FAY and took 2 STAR 360 math assessments</td> <td style="text-align: center;">12</td> </tr> </table> | Data | | Number of PC students who attended for the FAY | 53 | Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 36 | Number of C students who attended for the FAY | 16 | Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 12 | | | | |
| Data | | | | | | | | | | | | | | | | |
| Number of PC students who attended for the FAY | 53 | | | | | | | | | | | | | | | |
| Number of PC students who attended for the FAY and took 2 STAR 360 math assessments | 36 | | | | | | | | | | | | | | | |
| Number of C students who attended for the FAY | 16 | | | | | | | | | | | | | | | |
| Number of C students who attended for the FAY and took 2 STAR 360 math assessments | 12 | | | | | | | | | | | | | | | |

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|--|----------------|--|---|----|---|-------------|---|---|--|------------|---|---|--|------------|
| | | <table border="1"> <tr> <td data-bbox="987 201 1369 327">Number of other students who took 2 STAR 360 math assessments</td> <td data-bbox="1369 201 1505 327">21</td> </tr> <tr> <td data-bbox="987 327 1369 478">Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments</td> <td data-bbox="1369 327 1505 478">100%</td> </tr> </table> | Number of other students who took 2 STAR 360 math assessments | 21 | Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 100% | | | | | | | | |
| Number of other students who took 2 STAR 360 math assessments | 21 | | | | | | | | | | | | | |
| Percentage of PC and C students who attended the FAY and took two STAR 360 math assessments | 100% | | | | | | | | | | | | | |
| <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 border="1"> <tr> <td data-bbox="987 621 1369 680">Data</td> <td data-bbox="1369 621 1505 680"></td> </tr> <tr> <td data-bbox="987 680 1369 772">Number of PC students who score at or above 1050</td> <td data-bbox="1369 680 1505 772">24</td> </tr> <tr> <td data-bbox="987 772 1369 924">Number of PC students who show growth of at least 25 points from previous Lexile score</td> <td data-bbox="1369 772 1505 924">6</td> </tr> <tr> <td data-bbox="987 924 1369 1016">Number of C students who score at or above 1050</td> <td data-bbox="1369 924 1505 1016">8</td> </tr> <tr> <td data-bbox="987 1016 1369 1167">Number of C students who show growth of at least 25 points from previous Lexile score</td> <td data-bbox="1369 1016 1505 1167">2</td> </tr> <tr> <td data-bbox="987 1167 1369 1318">Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points</td> <td data-bbox="1369 1167 1505 1318">78%</td> </tr> </table> | Data | | Number of PC students who score at or above 1050 | 24 | Number of PC students who show growth of at least 25 points from previous Lexile score | 6 | Number of C students who score at or above 1050 | 8 | Number of C students who show growth of at least 25 points from previous Lexile score | 2 | 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 | 24 | | | | | | | | | | | | | |
| Number of PC students who show growth of at least 25 points from previous Lexile score | 6 | | | | | | | | | | | | | |
| Number of C students who score at or above 1050 | 8 | | | | | | | | | | | | | |
| Number of C students who show growth of at least 25 points from previous Lexile score | 2 | | | | | | | | | | | | | |
| Percentage of students who either score at or above 1050 or show growth over previous Lexile by at least 25 points | 78% | | | | | | | | | | | | | |
| <p>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).</p> | <p>Not Met</p> | <table border="1"> <tr> <td data-bbox="987 1470 1369 1528">Data</td> <td data-bbox="1369 1470 1505 1528"></td> </tr> <tr> <td data-bbox="987 1528 1369 1621">Number of students who are eligible to graduate as of Oct 1</td> <td data-bbox="1369 1528 1505 1621">6</td> </tr> <tr> <td data-bbox="987 1621 1369 1772">Number of students who graduate at the end of the year, which includes summer graduates</td> <td data-bbox="1369 1621 1505 1772">4</td> </tr> <tr> <td data-bbox="987 1772 1369 1864">Percentage of students who were eligible to graduate as of</td> <td data-bbox="1369 1772 1505 1864">67%</td> </tr> </table> | Data | | Number of students who are eligible to graduate as of Oct 1 | 6 | Number of students who graduate at the end of the year, which includes summer graduates | 4 | Percentage of students who were eligible to graduate as of | 67% | | | | |
| Data | | | | | | | | | | | | | | |
| Number of students who are eligible to graduate as of Oct 1 | 6 | | | | | | | | | | | | | |
| Number of students who graduate at the end of the year, which includes summer graduates | 4 | | | | | | | | | | | | | |
| Percentage of students who were eligible to graduate as of | 67% | | | | | | | | | | | | | |

| | | | | | | | | |
|--|------------|--|--|--|--|---|--|-----------|
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Oct 1 and graduated by the end of the year</td> <td style="width: 20%;"></td> </tr> </table> | Oct 1 and graduated by the end of the year | | | | | |
| Oct 1 and graduated by the end of the year | | | | | | | | |
| <p>By the end of the fourth year of the charter term, the schools adjusted dropout rate will not exceed 10% each year.</p> | <p>Met</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Data</td> <td style="width: 20%;"></td> </tr> <tr> <td>Number of students who dropped out during the school year.</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Percentage of students who dropped out during the school year.</td> <td style="text-align: center;">3%</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. | 3% |
| Data | | | | | | | | |
| Number of students who dropped out during the school year. | 4 | | | | | | | |
| Percentage of students who dropped out during the school year. | 3% | | | | | | | |

APPENDIX B: RECRUITMENT AND RETENTION PLAN

School Name: Phoenix Academy Public Charter High School, Chelsea

Date: 7/31/2024

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 2023-2024. 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 | 85.1% |
| English Language Learner | 60.8% |
| IEP/504 | 11.9% |
| Pregnant/Parenting | 8.8% |
| Court Involved | 6.7% |
| Truant | 50.5% |
| Dropout | 9.8% |

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 representatives will conduct at least ten presentations about the school at community organizations, including neighboring high schools, to inform and empower these organizations to refer students who fit the school’s mission. Phoenix staff representatives will host a semi-annual Partner Breakfast to inform partners about the school model and school policies, provide a tour of the school, and answer questions.

Publicity: Phoenix will place advertisements in local papers, promote the school on social media, and hang flyers with local partners to publicize enrollment dates. Phoenix’s Athletics Facebook page’s call to action button, for instance, connects directly to the Phoenix Network’s website where students can learn more about the Phoenix schools and dates for registration.

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

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

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

| (a) CHART data | (b) 2023-2024 Strategies |
|---|---|
| <p>School percentage: 11.3%</p> <p>CI percentage: 9.4%</p> <p>The school is <u>above</u> CI percentages</p> | <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>1. In its recruitment materials, Phoenix Chelsea will clearly advertise that the school will accept all students, regardless of IEP status. When meeting with families prior to enrollment, staff members will explain how the Phoenix Academic Support team works to ensure that students’ academic schedule meets their needs.</p> <p>2. Using existing partnerships from sending school districts, Phoenix Chelsea will regularly receive</p> |

| | |
|--|---|
| | <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) 2023-2024 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> |
|--|---|

| Limited English-proficient students/English learners | |
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| <p style="text-align: center;">(a) CHART data</p> <p>School percentage: 60.8% CI percentage: 19.4%</p> <p>The school is <u>above</u> CI percentages</p> | <p style="text-align: center;">(b) 2023-2024 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 representatives 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 work 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</p> |

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| | <p>Spanish, Portuguese, and Arabic-speaking community members to support relationship building, provide opportunities to educate community members about Phoenix, actively recruit potential students, and build a referral pipeline.</p> <p>6. Community Partners: Phoenix Chelsea will maintain constant communication with community partners who refer students to the school. These partners will be essential to these specific students in communication and retention.</p> |
| | <p style="text-align: center;">(c) 2023-2024 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)

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| <p style="text-align: center;">(a) CHART data</p> <p>School percentage: 78.9% CI percentage: 59.08%</p> <p>The school is <u>above</u> CI percentages</p> | <p style="text-align: center;">(b) 2023-2024 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 style="text-align: center;">(c) 2023-2024 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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| <p>Students who are sub-proficient</p> | <ol style="list-style-type: none"> 1. Phoenix Chelsea will actively recruit students who are two-to-three years behind grade level. Lagging academic skills often accompany students we serve, including those who are disconnected from school or who have dropped out of school for a period of time. Many of these students are 18+ years of age and still have not passed the MCAS exams. 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. 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> | <ol style="list-style-type: none"> 1. Phoenix Chelsea recognizes that students who are at-risk and have dropped out are closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out. 2. Because the Phoenix Chelsea enrollment process will occur throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic term (five times a year). 3. Phoenix Chelsea will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations. 4. Phoenix Chelsea will build and maintain an active relationship with probation officers and the court system, and actively recruit students as a result of these partnerships. Phoenix Chelsea will post flyers and applications in the juvenile probation offices. 5. Phoenix Chelsea has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Chelsea admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Chelsea has a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Chelsea will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled. 6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Chelsea. |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p> | <ol style="list-style-type: none"> 1. Phoenix Chelsea will actively recruit parenting or pregnant teens and will provide the necessary support in order for them to obtain educational success. 2. An onsite childcare center will focus on the development of the children in the childcare and education/support for the parent. 3. Students will be helped to obtain childcare vouchers through the social work department. We will establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion. 4. We will work closely with DCF workers who refer students who are pregnant or parenting to our school. |



Phoenix Chelsea Retention Plan

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

Implementation Strategy:

Phoenix Chelsea implemented its key retention strategies in 2023-2024; 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.

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| 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) 2023-2024 Strategies

- Below third quartile: no enhanced/additional strategies needed

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

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

(a) CHART data

School percentage:
12.50%

Third Quartile: 12.13%

The school is above third quartile percentages.

- **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.

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| | <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. |
| <p>Additional strategies for students with disabilities</p> | <p style="text-align: center;">(c) 2023-2024 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 | |
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| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 19.6% Third Quartile: 14.7%</p> <p>The school is above the third quartile percentages.</p> | <p style="text-align: center;">(b) 2023-2024 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.

- **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

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| | <p>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.</p> <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 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. ● High Quality ELD Program: Provide a high-quality ELD 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. |
| <p>Additional strategies for English Language Learners</p> | <p style="text-align: center;">(c) 2023-2024 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"> ● Relentless Support: Inform all families at all enrollment/recruitment sessions that students who speak a second language at home will be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be ELD, that student will be provided with a program to meet his/her individual needs. |

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

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| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 16.9% Third Quartile: 13.5%</p> <p>The school is above the third quartile percentages.</p> | <p style="text-align: center;">(b) 2023-2024 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 |
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engaged in school and have the support they need to succeed.

- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Addressing work schedules:** Many of free/reduced lunch students juggle school with employment; work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Progress Reports:** Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the quarter.
- **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

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| | <p>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> <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). |
| | <p style="text-align: center;">(c) 2023-2024 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"> ● Equitable for all: No student is denied the opportunity to attend school field trips or activities due to inability to pay. |
| <p style="text-align: center;">Students who are sub-proficient</p> | <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. |

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| <p>Students at risk of dropping out of school & students who have dropped out of school</p> | <p>Phoenix Academy Chelsea employs the following retention strategies for students who are at-risk of dropping out of school:</p> <ul style="list-style-type: none"> ● Multiple Enrollment Periods: Phoenix has five enrollment periods during the course of the year. During each enrollment period, Phoenix enrolls new students and “Re-engages” students who are re-enrolling at Phoenix after dropping out. Having multiple enrollment periods supports our retention efforts, by allowing these re-engagers to attempt Phoenix again without having to wait for a prolonged period of time before re-enrolling. ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit multiple staff members meet with the student and the student’s adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the term. |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p> | <p>Phoenix Academy Chelsea employs the following retention strategies for Pregnant/Parenting students:</p> <ul style="list-style-type: none"> ● Child Care Center Staff: The Child Care Center will be staffed by one Director and several Lead and Assistant Teachers, all of whom will act as caretakers and teachers of the school’s little scholars, but also as intensive supports for teen parents. When the school’s teen parents are struggling with attendance or academics, these staff members provide counseling and case management necessary to help get the parents back on track and succeed in school. ● Parenting supports: Child Care Center staff members coordinate with outside services, including healthy family services and child development specialists to ensure that our pregnant and parenting students receive targeted parenting support. Providing this additional support allows for pregnant or parenting students balance the stresses of parenting and school. ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to |

informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school.

- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student’s adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Restorative Circle Protocol:** Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.
- **Transitions to Algebra:** Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork.

School Name: Phoenix Academy Public Charter High School, Springfield

Date: 7/31/2024

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 2023-2024. 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 | 79.2% |
| English Language Learner | 17.6% |
| IEP/504 | 42.1% |
| Pregnant/Parenting | 6.9% |
| Court Involved | 15.1% |
| Truant | 23.3% |
| Dropout | 11.9% |

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

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

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

| | (b) 2023-2024 Strategies |
|--|---|
| <p>(a) CHART data</p> <p>School percentage: 34.6%</p> <p>CI percentage: 15.1%</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 |

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| | <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) 2023-2024 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 | |
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| <p style="text-align: center;">(a) CHART data</p> <p>School percentage: 9.4% CI percentage: 7.0%</p> <p>The school is <u>above</u> CI percentages</p> | <p style="text-align: center;">(b) 2023-2024 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) 2023-2024 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)

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| <p>(a) CHART data</p> <p>School percentage: 93.7%</p> <p>CI percentage: 65.2%</p> <p>The school is <u>above</u> CI percentages</p> | <p align="center">(b) 2023-2024 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) 2023-2024 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> |
| <p>Students who are sub-proficient</p> | <p>1. Phoenix Springfield actively recruits students who are two-to-three years behind grade level. Given that our mission aims to serve students who are disconnected from school or who have dropped out, many within this population have lagging academic skills. Many of these students are 18+ years of age and still have not passed the MCAS exams.</p> <p>2. Phoenix Springfield establishes relationships with local middle schools that refer students who are</p> |

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| | <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> |
| <p>Students at risk of dropping out of school & students who have dropped out of school</p> | <p>1. Phoenix Springfield recognizes that students who are at-risk and have dropped out are very closely related; these students are similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Springfield enrollment process occurs throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic term (five times each year).</p> <p>3. Phoenix Springfield has developed close relationships with DYS and DCF workers in the communities served, and works closely with these workers, both in support of our current students and in recruiting new students. We anticipate continuing to receive frequent referrals from these organizations.</p> <p>4. Phoenix Springfield builds and maintains an active relationship with probation officers and the court system, and actively recruits in these places. Phoenix Springfield posts flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Springfield has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Springfield admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Springfield has a reputation among area schools as a place that will accept students who have had disciplinary difficulties; as a result, Phoenix Springfield receives many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from school.</p> <p>6. Relationships with school personnel at nearby schools help to facilitate the transition of a student at-risk in a traditional public school to Phoenix Springfield.</p> |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p> | <p>1. Phoenix Springfield actively recruits parenting or pregnant teens and provides the necessary support 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 2023-2024; 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) 2023-2024 Strategies

- Below third quartile: no enhanced/additional strategies needed

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

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

(a) CHART data

School percentage: 18.8%
Third Quartile: 17.2%

The school is above third quartile percentages.

conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school.

- **Academic Support Classes:** Phoenix Springfield has two Academic Support courses taught by special education teachers. These courses provide additional academic interventions to special education student, allowing special education students to access content in their core academic classes; we believe that for special education students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix.
- **Transitions to Algebra:** Many of our special education students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more successful; this is an important tool to re-engage students in school and ensure that they remain engaged.
- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Network Leadership:** the Phoenix network's Director of ELD & Academic Support supports Phoenix Springfield in English Language Learner and Academic Support Services. This staff member provides teachers and staff with direct oversight on how to best serve our special education classes in academic support classes and general education classes.
- **Individualized Graduation Plan:** In addition, each scholar will have an individualized graduation plan developed in the first four weeks of the school year. The scholars' advisor will review this plan with the scholar and parent/guardian, ensuring they fully understand links between attendance and academic success and can indicate specific ways the school can assist in issues of truancy.
- **Individualized Learning Plans:** Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus.
- **Primary Person Model:** Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that 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.
- **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.
- **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.

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| <p>Additional strategies for students with disabilities</p> | <p style="text-align: center;">(c) 2023-2024 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"> ● Social Work Teams: We have one to two school social workers, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, self-management skills, anti-bullying support, and, in general, how to be kind, ensure safety, and improve community. |
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| Limited English-proficient students/English learners | |
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| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 20% Third Quartile: 18.2%</p> <p>The school is above third quartile percentages.</p> | <p style="text-align: center;">(b) 2023-2024 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Springfield employs the following retention strategies for LEP students:</p> <ul style="list-style-type: none"> ● Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student’s adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the support that they need to return to school the next day. Using this protocol helps ensure that students attend school regularly and remain enrolled in school. ● Home Visits: Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student’s adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed. ● ELD team: Phoenix has teachers at each school devoted to the English Language. These teachers not only teach the ELD classes, but also observe students in their general education classes and lead professional development sessions for all teachers to ensure that all teachers are employing academic strategies to best teach LEP students. ● Restorative Circle Protocol: Academic frustration can interfere with adult relationships and learning. Phoenix utilizes a restorative circle protocol, whereby students and teachers have conversations about academic frustrations. Through a protocol, students can air frustrations, learn how to regulate behavior in the future, and repair a relationship with a teacher; in turn, this allows students to move forward and continue to have academic and behavior success in school. ● Academic Support Classes: Phoenix Springfield has three English Language Learner courses taught by ELD teachers. These courses provide additional academic intervention to LEP student, allowing LEP students to access content in their core academic classes; we believe that for LEP students, providing academic support is one of the most important retention tools, because if students are not making academic progress then they will not stick with Phoenix. ● Transitions to Algebra: Many of our LEP students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. |

- **Lunch Support:** All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support.
- **Network Leadership:** the Phoenix Network Director of ELD & Academic Support supports Phoenix Springfield in English Language Learner and Academic Support Services. This staff member also provides teachers and staff with direct oversight on how to best serve our LEP students.
- **Translations:** Understanding that feeling a part of a community supports student retention, Phoenix ensures that LEP students feel connected to the rest of the community by ensuring that our weekly community meetings and major community events are interpreted/translated. Additionally, many staff members feel that it is important to connect more closely with our LEP students so many staff members attempt to translate into Spanish and learn Spanish alongside our students learning English.
- **Addressing work schedules:** Many LEP students juggle school with employment; work is important to support the student's financial needs. In order to support student retention, Phoenix works closely with both working students and the students' employers to ensure that the students' work schedules do not interfere with the hours they need to be in school.
- **Progress Reports:** Every three weeks, Phoenix sends home academic progress reports to students and students' adult supporters. This serves a consistent academic update, allowing students and families to know students' academic standings and make adjustments before the end of the term.
- **Teacher Professional Development:** Phoenix understands that it is incredibly important for our staff members to demonstrate cultural proficiency with all of our students, because often negative experiences with teachers and staff who are not demonstrating cultural proficiency will not support student retention. One of the ways that Phoenix is supporting staff development of cultural proficiency is by utilizing the book Everyday Anti-Racism as a core text during Professional Development Days.
- **English Language Learner Promotion:** There are opportunities for English Language Learning students to use a master portfolio process to be promoted through the English Language proficiency levels at their own pace, based on mastery. This allows English Language Learning students to move through the categories faster, based on mastery as opposed to seat time, which supports student engagement and retention.
- **Individualized Learning Plans:** Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus.
- **Primary Person Model:** Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that 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 strategies is designed for the student body at large but will be especially implemented in communities where languages other than English are frequently used to display Phoenix accommodations for English Language Learners, show that our staff have the capability of communicating in other languages, and create a familiar culture that is often a mainstay of cultures

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| | <p>of students we serve.</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. |
| <p>Additional strategies for English Language Learners</p> | <p style="text-align: center;">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p>☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Relentless Support: Inform all families at all enrollment/recruitment sessions that students who speak a second language at home will be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be ELD, that student will be provided with a program to meet his/her individual needs. |

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

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| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 17.4% Third Quartile: 18.65%</p> <p>The school is below the third quartile percentages.</p> | <p style="text-align: center;">(b) 2023-2024 Strategies</p> <p>☒ 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. |
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| | <ul style="list-style-type: none"> ● Lunch Support: All Phoenix teachers make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. ● Addressing work schedules: Many of free/reduced lunch students juggle school with employment; work is important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students’ employers to ensure that the students’ work schedules do not interfere with the hours they need to be in school. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the term. ● Attendance Cohorts: Phoenix Springfield will be utilizing Attendance cohorts to ensure that students have targeted support if they hit absence thresholds that put them at risk for dropping out. ● Individualized Learning Plans: Each scholar at Phoenix will engage in an individualized learning plan (ILP). In an ILP, a student will have a goal set for the short term, mid-term, and long term. The ILP will allow a scholar to progress at the pace they set for themselves, give them a clear vision of graduation, and maintain a specific focus. ● Primary Person Model: Each scholar is assigned a staff member that is responsible for checking well-being and setting goals that are written out in their ILP. The staff member becomes that students Primary Person and will meet to set goals with that student daily. The staff member will have a small group (5-10) that they are responsible for all year. ● 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) 2023-2024 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> |
| <p style="text-align: center;">Students who are sub-proficient</p> | <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 |

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

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

School Name: Phoenix Academy Public Charter High School, Lawrence

Date: 7/31/2024

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 2023-2024. 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 | 85.1% |
| English Language Learner | 19.3% |
| IEP/504 | 45.6% |
| Pregnant/Parenting | 6.1% |
| Court Involved | 24.6% |
| Truant | 16.7% |
| Dropout | 4.4% |

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

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| <p>(a) CHART data</p> <p>School percentage: 33.3%</p> <p>CI percentage: 8.6%</p> <p>The school is <u>above</u> CI percentages</p> | <p style="text-align: center;">(b) 2023-2024 Strategies</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 |
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| | <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> |

| Limited English-proficient students/English learners | |
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| <p style="text-align: center;">(a) CHART data</p> <p>School percentage: 13.2% CI percentage: 13.7%</p> <p>The school is <u>below</u> CI percentages</p> | <p style="text-align: center;">(b) 2023-2024 Strategies</p> <p><input 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 representatives 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> |

(c) 2023-2024 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.
- **Community Outreach:** Make school information available (advertise) in newspapers published in targeted languages. (implement immediately year 1, data change within 2 years)

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

(b) 2023-2024 Strategies

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

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:

- 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
1. Access to **community resources**, including homeless shelters, food banks, and housing support resources, through school social workers

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.

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.

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.

(c) 2023-2024 Additional Strategy(ies), if needed

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

(a) CHART data

School percentage: 87.7%
CI percentage: 52.2%

The school is above CI percentages

Students who are sub-proficient

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.

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| | <p>2. Phoenix Lawrence will establish relationships with local middle schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS. We speak regularly to guidance counselors at these schools to identify appropriate students.</p> <p>3. Phoenix Lawrence actively seeks to serve older students, as well as students who have either dropped out or left other schools for disciplinary reasons. These sub-groups tend to also be behind academically due to missing school.</p> |
| <p>Students at risk of dropping out of school & students who have dropped out of school</p> | <p>1. Phoenix Lawrence recognizes that students who are at-risk and have dropped out are closely related and similarly recruited and supported by our school. Our mission specifically aims to serve students who are disconnected from schools in a variety of ways, including students who are at-risk of dropping out and those who have already dropped out.</p> <p>2. Because the Phoenix Lawrence enrollment process will occur throughout the year, we will lend ourselves to youth who are not in school or who are thinking about leaving school during the school year. We will hold lotteries before the start of each academic term (five times a year).</p> <p>3. Phoenix Lawrence will develop close relationships with DYS and DCF workers in the communities, and will work closely with these workers, both in support of our current students, and in recruiting new students. We anticipate that we will receive frequent referrals from these organizations.</p> <p>4. Phoenix Lawrence will build and maintain an active relationship with probation officers and the court system, and actively recruit students as a result of these partnerships. Phoenix Lawrence will post flyers and applications in the juvenile probation offices.</p> <p>5. Phoenix Lawrence has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix Lawrence admits students who have been expelled from previous schools as well. Due to these policies, Phoenix Lawrence has a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix Lawrence will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled.</p> <p>6. Relationships with school personnel at nearby schools will help facilitate the transition of a student at-risk in a traditional public school to Phoenix Lawrence.</p> |
| <p>Other subgroups of students who should be targeted to eliminate the achievement gap (Pregnant & Parenting)</p> | <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 2023-2024; 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 | |
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| 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) 2023-2024 Strategies |
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| <p>School percentage: 23.1%</p> <p>Third Quartile: 14.3%</p> <p>The school is above third quartile percentages.</p> | <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Phoenix Academy Lawrence employs the following retention strategies for Special Education students:</p> <ul style="list-style-type: none"> • Absence Phone Call Protocol: Any time that a student is absent, at least one staff member makes a personal phone call home to the student and the student's adult supporter. In addition to informing the adult supporter about the absence, this protocol ensures that the student has the |

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

- **Home Visits:** Student support team members make home visits home to students who have been absent for extended periods of time. During a home visit, multiple staff members meet with the student and the student’s adult supporters to establish plans to ensure that the student will remain engaged in school and have the support they need to succeed.
- **Weekly team meetings:** An academic support team, comprised of the Special Education Administrator, Special Education Teacher, and Social Worker, meets weekly to discuss students’ progress, create interventions/behavior plans, and observe and consult with teachers.
- **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 behavioral 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 students, 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

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| | <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> <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. |
| <p>Additional strategies for students with disabilities</p> | <p style="text-align: center;">(c) 2023-2024 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"> ● Social Work Teams: We have one to two school social workers, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, self-management skills, anti-bullying support, and, in general, how to be kind, ensure safety, and improve community. |

Limited English-proficient students/English learners

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| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 16.7% Third Quartile: 12.4%</p> <p>The school is above third quartile percentages.</p> | <p style="text-align: center;">(b) 2023-2024 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 behavioral 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 students, 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 strategies is designed for the student body at large but will be especially implemented

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| | <p>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.</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. |
| <p>Additional strategies for English Language Learners</p> | <p style="text-align: center;">(c) 2023-2024 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"> ● Relentless Support: Inform all families at all enrollment/recruitment sessions that students who speak a second language at home will be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be ELD, that student will be provided with a program to meet his/her individual needs. |

| Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged) | |
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| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 23.7% Third Quartile: 13.3%</p> <p>The school is above the third quartile percentages.</p> | <p style="text-align: center;">(b) 2023-2024 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. |

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| | <ul style="list-style-type: none"> ● Transitions to Algebra: Many of our students come to Phoenix with significant skill deficits in math. Thus, Phoenix has designed a remedial math course for the students who are furthest behind. This course allows students who have had prolonged experiences of non-success in Math feel more success and thus is an important tool to re-engage students in school and ensure that they remain engaged. ● Lunch Support: All Phoenix teachers will make themselves available before school, at lunch, and after school for student support as needed. Phoenix teachers will give out their cell phone numbers to students to contact them if they are struggling with homework or classwork and need additional support. ● Addressing work schedules: Many of free/reduced lunch students juggle school with employment; work is very important to support their financial needs. In order to support student retention, Phoenix works closely with both working students and the students’ employers to ensure that the students’ work schedules do not interfere with the hours they need to be in school. ● Progress Reports: Every three weeks, Phoenix sends home academic progress reports to students and students’ adult supporters. This serves a consistent academic update, allowing students and families to know students’ academic standings and make adjustments before the end of the quarter. ● 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. ● 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). |
| | <p style="text-align: center;">(c) 2023-2024 Additional Strategy(ies), if needed</p> <p>☒ Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Equitable for all: No student is denied the opportunity to attend school field trips or activities due to inability to pay. |
| <p style="text-align: center;">Students who are sub-proficient</p> | <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 |

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

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

APPENDIX C: SCHOOL AND STUDENT DATA

| ADMINISTRATIVE ROSTER FOR THE 2023-2024 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 |
| Dawn Stockwell, Director of Curriculum & Instruction | The Director of Curriculum & Instruction work to ensure that every scholar reaches ambitious achievement goals for school-wide levels of competency | 7/10/2023 | 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. | 7/9/2021 | 6/30/2024 |
| Justin Zullo, 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. | 8/10/2021 | 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 2023-2024 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 | 6/30/24 |
| Cindy Henderson, Instructional Coach | The Instructional Coaches work to ensure that every scholar reaches ambitious achievement goals for school-wide levels of competency | 9/13/2021 | 6/30/24 |
| Rachel Aierstuck, Instructional Coach | The Instructional Coaches work to ensure that every scholar reaches ambitious achievement goals for school-wide levels of competency | 7/01/2018 | N/A |
| Zandrina Atherley, Director of Post-Secondary | 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 |

| | | | |
|--|--|------------|-----|
| Success | | | |
| 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 2023-2024 SCHOOL YEAR – Lawrence | | | |
|---|--|-------------------|-----------------|
| Name, Title | Brief Job Description | Start Date | End Date |
| Nicole Shadeed, 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 | 7/01/2023 | N/A |
| Amarilis Concepcion, Director of Operations | Managed the day-to-day facilities, communications, budgeting, human resources, and strategic operations of the Phoenix Lawrence campus. | 7/1/2023 | N/A |
| Kanushri Wadhwa, Director of Curriculum & Instruction | The Director of Curriculum & Instruction work to ensure that every scholar reaches ambitious achievement goals for school-wide levels of competency | 7/1/2023 | 6/30/2024 |
| Waleska Caceres, Director of School Culture | The Director of School Culture (DSC) will own school-wide efforts to build and maintain a strong, positive, achievement oriented school culture where scholars can grow and learn. She or he will create and maintain the school-wide behavior system. | 6/20/2017 | N/A |
| Liliana Dilonex, Manager of Post Secondary Success | Manager of Post Secondary Success will be instrumental in driving a robust post-secondary preparation program that supports scholar growth and access to opportunity. | 7/13/17 | 6/30/24 |

| TEACHERS AND STAFF ATTRITION FOR THE 2023-2024 SCHOOL YEAR | | | | | |
|---|-------------|---|--|---|---|
| School | Type | Number as of the last day of the 2023-2024 school year | Departures during the 2023-2024 school year | Departures at the end of the school year | Reason(s) for Departure |
| Chelsea | Teachers | 16 | 0 | 5 | A combination of voluntary, promotions, and performance related departures. |
| | Other Staff | Leadership Team: 5 Student Support Team: | Leadership Team: 0 Student Support Team: 2 | Leadership Team: 1 Student Support Team: 2 | A combination of voluntary, promotions, |

| | | | | | |
|-------------|-------------|--|--|--|---|
| | | 10 Operations: 9 | Operations: 1 | Operations: 0 | and performance related and position elimination. |
| Lawrence | Teachers | 16 | 2 | 5 | A combination of voluntary, promotions, and performance related departures. |
| | Other Staff | Leadership Team: 5 Student Support Team: 3 Operations: 2 | Leadership Team: 0 Student Support Team: 1 Operations: 1 | Leadership Team: 1 Student Support Team: 1 Operations: 1 | |
| Springfield | Teachers | 12 | 3 | 2 | A combination of voluntary, promotions, and performance related and position elimination. |
| | Other Staff | Leadership Team: 7 Student Support Team: 8 Operations: 2 | Leadership Team: 0 Student Support Team: 1 Operations: 0 | Leadership Team: 3 Student Support Team: 3 Operations: 0 | |

| BOARD MEMBER INFORMATION | |
|---|----|
| Number of Commissioner-approved board members as of July 30, 2024 | 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 2023-2024 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 |

NOTE: PHOENIX CHARTER ACADEMY NETWORK IS IN THE PROCESS OF SUBMITTING AN AMENDMENT TO EXTEND BOARD TERM LIMITS AND IS COMMITTED TO FURTHER CULTIVATING AND DIVERSIFYING ITS BOARD MEMBERS.

[BOARD OF TRUSTEES](#) & [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 | N/A | N/A |
| Special Education Director | E. Leigh Zongrone | E. Leigh Zongrone | E. Leigh Zongrone |
| MCAS Test Coordinator | N/A | N/A | N/A |
| SIMS Coordinator | N/A | N/A | N/A |
| English Language Learner Director | Clare Franco | Clare Franco | Clare Franco |
| School Business Official | N/A | N/A | N/A |
| SIMS Contact | N/A | N/A | N/A |

Facilities

| Location | Location | Date of Occupancy |
|----------|----------|-------------------|
|----------|----------|-------------------|

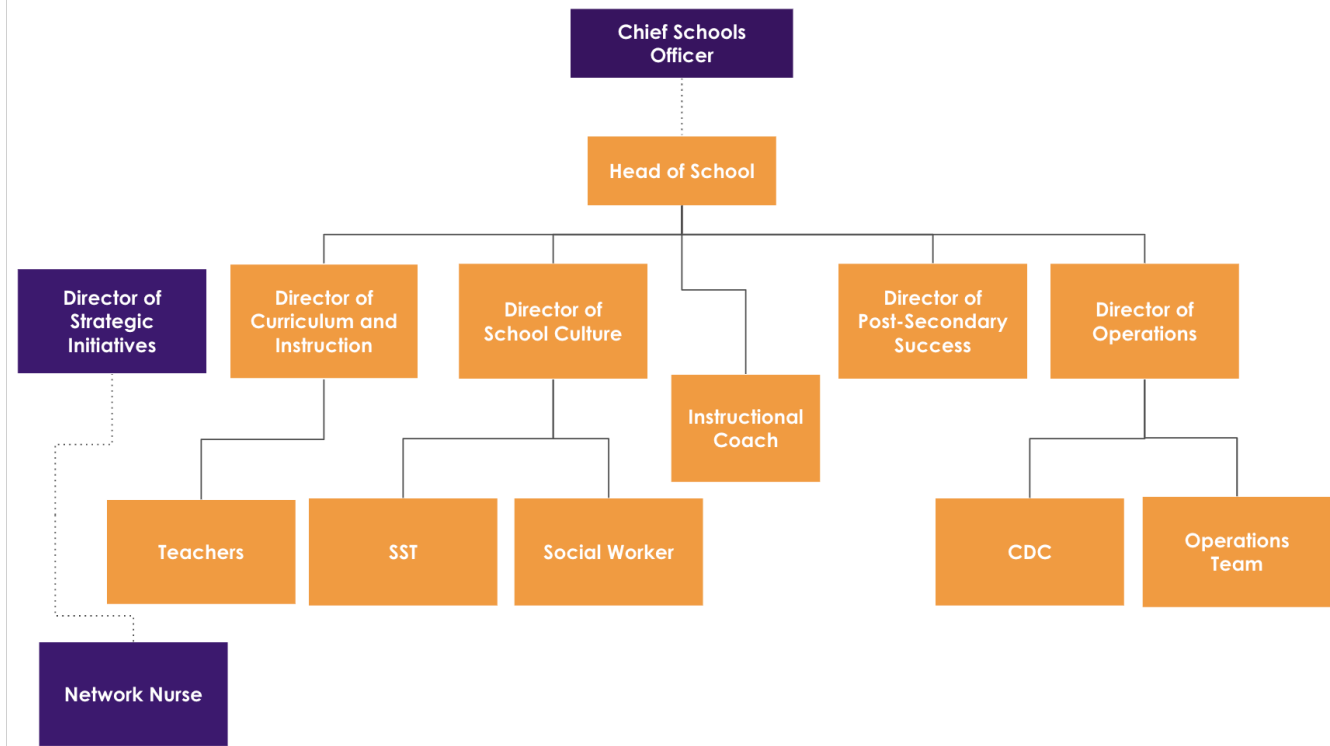
| | | |
|---|---|-----------------------|
| Phoenix Academy Public Charter High School Chelsea | 175 Hawthorne Street, Chelsea MA, 02150 | July 2017 - Present |
| Phoenix Academy Public Charter High School Lawrence | 15 Union Street, Lawrence MA, 01840 | 7/1/2018 - Present |
| Phoenix Academy Public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

Enrollment

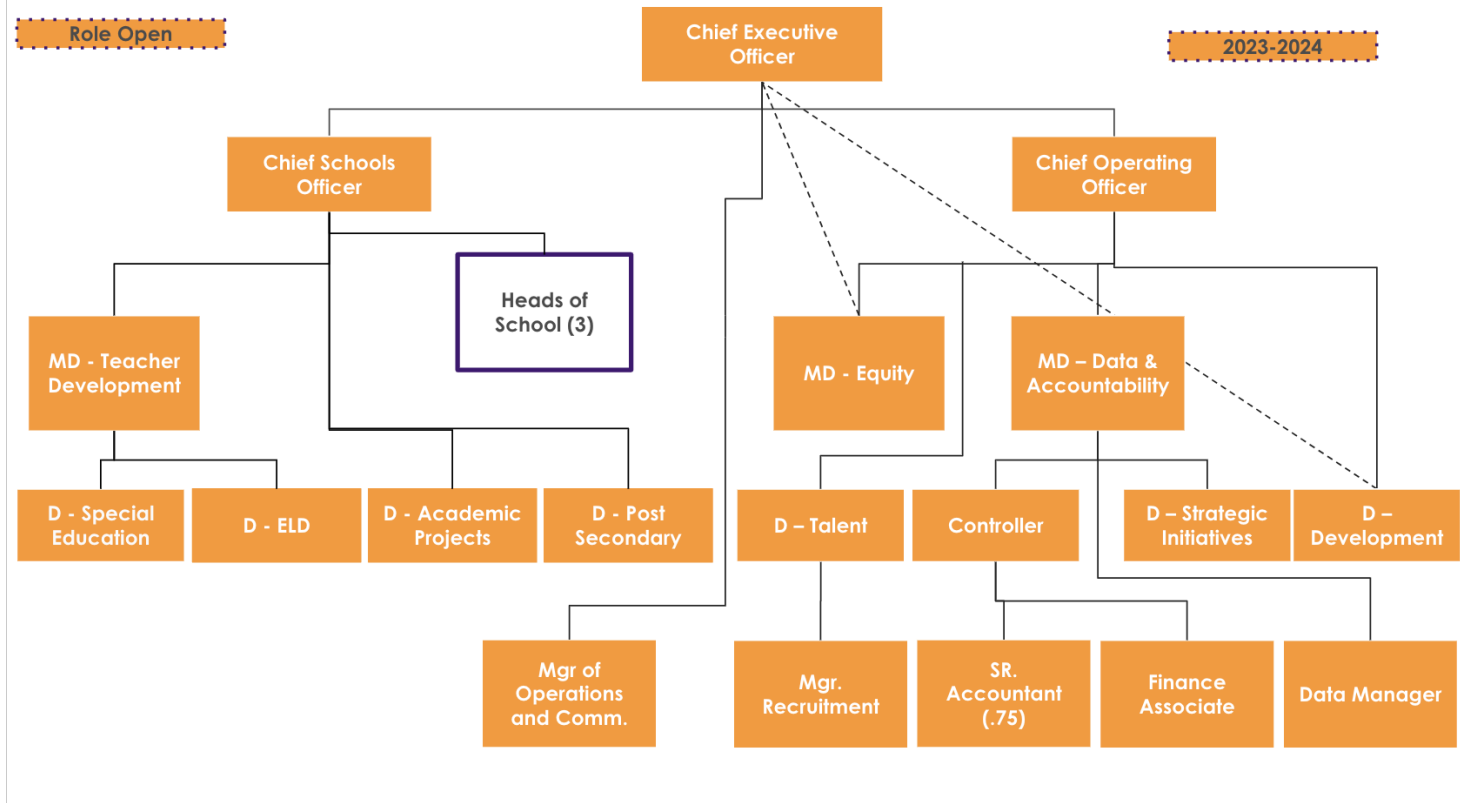
| School | Action | Date(s) |
|-------------|--|---|
| Chelsea | Student Application Deadline: <ul style="list-style-type: none"> • Term 1 • Term 2 • Term 3 • Term 4 • Term 5 • Term 6 | Deadlines: <ul style="list-style-type: none"> • Term 1: 10/4/2024 • Term 2: 11/26/2024 • Term 3: 1/24/2025 • Term 4: 3/14/2025 • Term 5: 5/2/2025 • Term 6: 6/18/2025 |
| | 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 3/6/2025. |
| 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: 10/4/2024 • Term 2: 11/26/2024 • Term 3: 1/24/2025 • Term 4: 3/14/2025 • Term 5: 5/2/2025 • Term 6: 6/18/2025 |
| | 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 3/6/2025. |
| Lawrence | Student Application Deadline: <ul style="list-style-type: none"> • Term 1 • Term 2 • Term 3 • Term 4 • Term 5 • Term 6 | Deadlines: <ul style="list-style-type: none"> • Term 1: 10/4/2024 • Term 2: 11/26/2024 • Term 3: 1/24/2025 • Term 4: 3/14/2025 • Term 5: 5/2/2025 • Term 6: 6/18/2025 |
| | Lottery | <ul style="list-style-type: none"> • We will hold a lottery if the |

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|--|--|---|
| | | 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 3/6/2025. |
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FY24 School-based Org Chart



FY24 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 2023-24 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 2023-24 to address the concern that resulted in the condition |
| <p>As of July 31th, 2024, the following steps have been taken to meet the condition in its entirety,</p> <ul style="list-style-type: none"> Targeted Recruitment: <ul style="list-style-type: none"> We have increased our recruitment efforts solely on our sending districts listed in the terms of our charter. Targeted recruitment activities led by our Community and Recruitment Specialist included the following: increased community outreach, partnerships with feeder schools, targeted marketing campaigns, and leveraging our alumni group. Monitoring Student Living Status: <ul style="list-style-type: none"> The following systems have been implemented to address the ongoing tenuous housing situations our students face: <ul style="list-style-type: none"> Regular Updates: We periodically request updates on student information to account for |

changes in living status, such as moves or changes in guardianship.

- Collaboration with Local Agencies: Working with local social services within our sending districts and housing agencies can help schools stay informed about students who may be experiencing housing instability or homelessness.
- Increased Engagement with Families: Regular communication with families about their living situations and any challenges they may be facing helps us provide targeted support and resources.

Complaints

- The Board of Trustees did not receive any complaints in the 2023-24 school year.

Attachments (if applicable)

- None required.

END OF REPORT