



**Application for  
Phoenix Charter Academy Springfield**  
Submitted to the Massachusetts Department of Elementary and Secondary Education  
November 14, 2012

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**COMMONWEALTH CHARTER APPLICANT INFORMATION SHEET**

*This form must be attached to the letter of intent, prospectus, and final application. Please type information.*

**Name of Proposed Charter School:** Phoenix Charter Academy Springfield

**School Address (if known):** \_\_\_\_\_

**School Location (City/Town REQUIRED):** Springfield

**Primary Contact Person:** Beth Anderson

**Address:** 59 Nichols St.

**City:** Chelsea      **State:** MA      **Zip:** 02150

**Daytime Tel:** (617) 889-3100      **Fax:** (617) 889-3144

**Email:** [banderson@phoenixcharteracademy.org](mailto:banderson@phoenixcharteracademy.org)

**1. The proposed school will open in the fall of school year:**     2013-2014     2014-2015

School Year	Grade Levels	Total Student Enrollment
First Year	9-12	125
Second Year	9-12	175
Third Year	9-12	250
Fourth Year	9-12	250
Fifth Year	9-12	250

**2. Grade span at full enrollment:** 9-12

**3. Total student enrollment when fully expanded:** 250

**4. Age at entry for kindergarten, if applicable:** \_\_\_\_\_

**5. Will this school be a regional charter school?** XYes     No

**If yes, list the school districts (including regional school districts) in the proposed region.** Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

Springfield \_\_\_\_\_

Holyoke \_\_\_\_\_

Chicopee \_\_\_\_\_

**If no, please specify the district's population as reported in the most recent United States census estimate for the community the school intends to serve:** \_\_\_\_\_. *The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at <http://www.census.gov/>], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).*

**6. For all proposed charter schools, list the districts that are contiguous with the proposed school's district or region.** Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

West Springfield                      Ludlow                      Westfield

Longmeadow                          South Hadley                      Agawam

Wilbraham                              Easthampton                      \_\_\_\_\_

7. Is the proposed school to be located in a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? X Yes  No

8. Will the proposed school be located in a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2012-2013 applications?  Yes X No

9. Is the applicant group currently the board of trustees of an existing charter school? X Yes  No

10. Is the applicant group/board of trustees intending to create a network of schools? X Yes  No

11. If the applicant group/board of trustees is intending to create a network of schools, how many applications is the group submitting in the 2012-2013 application cycle? 1\_\_

12. Do members of the applicant group currently operate or are they employed by a private or parochial school?  Yes X No

**COMMONWEALTH CHARTER SCHOOL  
CERTIFICATION STATEMENT**

**Proposed Charter School Name:** Phoenix Charter Academy Springfield

**Proposed School Location (City/Town):** Springfield

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

**Signature of**

**Authorized Person** \_\_\_\_\_ **Date:** 11/14/12

*(Please label the copy that has original signatures.)*

**Print/Type Name** Beth Anderson

**Address** 59 Nichols St. Chelsea, MA 02150

**Daytime Phone** 617-889-3100 ext. 111

**Fax** 617-889-3144

## GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Phoenix Charter Academy Springfield to be located at TO BE DETERMINED is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).
12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.09 (3)).
15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).
16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05(1)(c)).
17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).
21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).
24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).
25. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).

28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).
30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

\_\_\_\_\_  
*Signature*  
Executive Director/Network Leader  
*Affiliation*

11/14/12  
*Date*

**STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT**

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).
3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b)(3)).

\_\_\_\_\_  
*Signature*  
Executive Director/Network Leader  
*Affiliation*

11/14/12  
*Date*

## EXECUTIVE SUMMARY

*“Despite so many obstacles – immigrating alone at sixteen, raising a child, and navigating a new language – nothing is going to stop me from going to college.”*

*– Maira Murillo, Phoenix Charter Academy Chelsea Class of 2012*

### **Our Mission**

Phoenix Charter Academy Springfield’s (Phoenix Springfield) mission is to challenge teenagers in Springfield, Holyoke, and Chicopee with an academically rigorous and individually tailored curriculum. At Phoenix Springfield, talented students, some who have not succeeded in other schools, have the support, resources and training needed to succeed academically in high school and college, and become economically secure in their future. Named after a mythological figure of strength, healing and renewal, we believe in the capacity of our students to regain control of their academic future and recast themselves as strong, independent and self-sufficient adults.

### **Our Challenge**

Across America, students are dropping out of high school at an alarming rate. According to *Education Week’s* 2012 *Diplomas Count*, “Nearly 1.2 million students from 2008’s high school class (the most recent year for which data was available) failed to graduate with a diploma. That amounts to 6,400 students lost each day of the year, or one student every 27 seconds” (23). Among students of color, this problem is particularly prevalent: only 57% of Latino students and 57.6% of African American students from the class of 2008 successfully finished high school, compared to 78.4% of white students (Diplomas Count 2012, 23).

Dropping out of high school has severe economic and social consequences. The unemployment rate of high school dropouts is four times that of college graduates, and high school dropouts are disproportionately likely to be incarcerated, homeless, or recipients of government services (Kazis 2002, 4). On average, each dropout costs the United States nearly \$300,000 in lost earnings over the course of his/her lifetime (Rennie Center 2011, 1).

Phoenix Charter Academy Springfield’s target communities face the reality of the dropout crisis on a daily basis. In the 2012-13 school year, Springfield, Chicopee, and Holyoke had five-year graduation rates of 56.1%, 71.2%, and 56.1%, respectively, all significantly lower than the statewide four-year rate of 84.7%. As in the nation at large, the costs of dropping out of high school reverberate through the Massachusetts economy: the average high school dropout in Massachusetts makes \$10,000 less annually than a high school graduate and \$34,000 less annually than a college graduate (The Boston Foundation, 2010).

### **Our Strategy**

Phoenix Springfield will be the third school in the Phoenix Network of high-accountability alternative schools for at-risk students. The Phoenix model, developed at Phoenix Charter Academy in Chelsea over the past six years, partners challenging academic work with comprehensive socio-emotional supports to enable all students to gain the skills necessary to succeed in college. Phoenix schools target students who turn to alternative education when traditional school systems fail, often including students who have dropped out of school, have struggled with truancy and chronic absenteeism in the past, are involved with the Department of Youth Services or the Department of Children and Families, are pregnant or parenting children of their own, and/or are recent immigrants to the country.

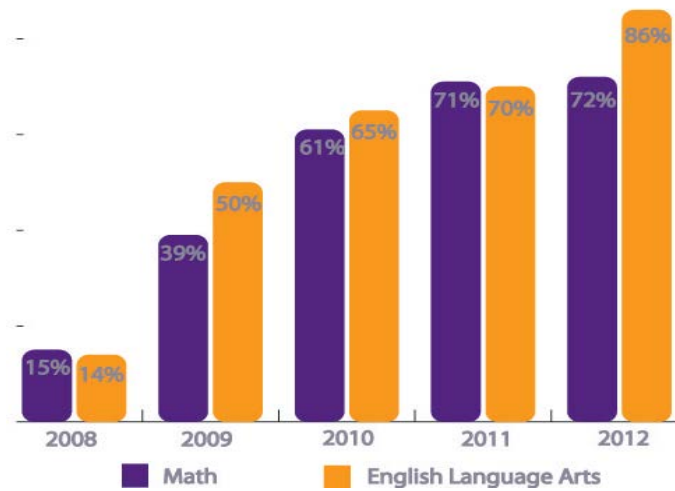
To help these students excel academically – including passing the MCAS, graduating from high school, and succeeding in college – Phoenix provides students with a rigorous curriculum that prepares them for college-level work. We expect our students to achieve at high levels: students attend school from 9 a.m. to 5 p.m. for 190 days each year, must earn a C- or better to earn class credit, must demonstrate mastery of upper-level math, science, and humanities classes in order to graduate, and are required to receive a college acceptance letter prior to graduation. Our College Services Department, Phoenix Through College, works with every student to help him/her map his/her course through high school and college.

While holding our students to high academic expectations, Phoenix schools also provide students with the socio-emotional supports they need to overcome obstacles they are facing outside of school. Our comprehensive student support services include a student support center that serves as a resource for students who need coaching to model the characteristics of a scholar, on-site social workers who connect students to collateral supports in the community, an on-site childcare center that offers services to teen parents, and outreach workers who tirelessly endeavor to keep students connected to and engaged in school. These non-traditional supports, necessary for a non-traditional population of young people, help students manage external struggles so that they can focus on academic growth in the classroom.

**Our Results**

Over the lifetime of Phoenix Chelsea, we have seen the impact of our instructional and student support programs, and believe we have developed a powerful model for reaching and retaining high-risk youth. In 2012, 86% of students scored advanced or proficient on the English Language Arts MCAS exam, as did 72% on the math exam, beating all but one of the school’s sending districts. Additionally, 77 students have now graduated from Phoenix, and 100% of those students have been accepted to college. The following chart details our students’ proficiency rates on the MCAS exam over the past five years:

**Phoenix Charter Academy Chelsea MCAS Proficiency Rates, 2008-2012**



**Our Vision for the Future**

As mentioned briefly above, Phoenix Springfield will be the third school in the Phoenix Network, following Phoenix Chelsea (chartered in 2005; opened in 2006) and Phoenix Lawrence (an in-district school operated using the Phoenix model, opened in August, 2012). The Board of Trustees of Phoenix Charter Academy, galvanized by the success of Phoenix in Chelsea, is eager to bring our model of high accountability and wraparound support services to Springfield and surrounding communities. With the opening of Phoenix Springfield, the Phoenix Network will be serving nearly 500 students, many of whom would not have finished high school, let alone gone on to college, without Phoenix. Our strategic five-year plan, described in more detail later in this application, lays out a comprehensive strategy for developing the capacity of the organization to support the opening of schools across the Commonwealth. We are not satisfied with the educational options currently available to young people who have struggled academically, and believe our work can serve as an example of what high-risk youth can achieve when provided with high expectations and relentless support.

## **PUBLIC STATEMENT**

The mission of Phoenix Charter Academy Springfield is to challenge teenagers in Springfield, Holyoke, and Chicopee with an academically rigorous and individually tailored curriculum. At Phoenix Springfield, students who have not been successful in traditional schools will have the support and training necessary to succeed in high school and college. Named after a mythological figure of strength, healing, and renewal, we believe in the capacity of our students to regain control of their academic future and recast themselves as strong and independent adults.

Phoenix Springfield will open in 2013, and will grow to serve 250 students by its third year.

## **I. CHARTER SCHOOL MISSION, VISION, AND DESCRIPTION OF THE COMMUNITY TO BE SERVED**

### **A. MISSION STATEMENT**

The mission of Phoenix Charter Academy Springfield is to challenge teenagers in Springfield, Holyoke, and Chicopee with an academically rigorous and individually tailored curriculum. At Phoenix Charter Academy, talented students, some of whom have not succeeded in other schools, have the support, resources, and training necessary to succeed in high school and college, and become economically secure in their futures. Named after a mythological figure of strength, healing, and renewal, we believe in the capacity of our students to regain control of their academic futures and recast themselves as strong, independent, and self-sufficient adults.

#### ***Describe any modifications to the mission statement of the proposed school.***

This mission statement is nearly identical to the founding mission statement of Phoenix Charter Academy Chelsea; the only change relates to the geographic area served.

### **B. VISION STATEMENT**

The vision of Phoenix Charter Academy Springfield (Phoenix Springfield) is to create a school in which all students – including those who have dropped out of high school, are older, are pregnant or parenting, are new to the country, and/or are involved in the juvenile justice system – have the academic and socio-emotional supports needed to achieve academically, graduate from high school, and succeed in college. Students in these demographic groups are often underserved by traditional public education systems or are shuttled into alternative education programs that are described by Almeida et al. as “second-rate settings for the ‘non-college bound’” (2010). At Phoenix Springfield, we believe that *all* people can make positive changes in their lives, and *will* rise to meet high expectations. Guided by these key beliefs, we will target students who often turn to alternative education when traditional public school systems fail.

In order to best serve students in its target demographics, Phoenix Springfield will provide students with a rigorous curriculum that will prepare them not only to access but also to succeed in college. Modeled after Phoenix Charter Academy in Chelsea, the first school in the Phoenix Network, our academic standards will be high: students must earn a C- or better to earn class credit, and students will be required to receive a college acceptance letter prior to graduation. In order to reach these academic benchmarks, students will attend school from 9 a.m. to 5 p.m. for 190 days each year.

While we will hold our students to high academic expectations, we also recognize that students who have struggled to succeed in traditional public school settings need non-traditional supports. To that end, we plan to offer many additional services, including a student support center, an on-site social worker, an on-site childcare center, a full-time tutoring corps, and a college services department that will design individualized graduation plans and provide assistance for graduates in college. These supports will help students build the soft skills necessary to manage their lives outside of school so that they can make strides toward high school graduation and college success.

We believe that by offering underserved students the opportunity to receive a college-preparatory education, we will positively impact not only students, but also their families and community members of Springfield, Chicopee, and Holyoke. As explained in the Executive Summary, students who drop out of high school pose a large threat to the local economy. The Alliance for Excellent Education estimates that if half of the 14,200 Massachusetts dropouts from the class of 2010 were to graduate from high school, the state would collect an additional \$48 million in spending, in turn resulting in 450 new jobs. In Gateway communities like Springfield, Holyoke, and Chicopee, in which an average of 16.5% of residents earn a four-year college degree (compared to 42% of Greater Boston residents), the state must invest resources in decreasing the dropout rate and helping students access college. The effects of increasing the number of students who graduate from high school and college will ripple through the economies of these communities, ultimately funneling trained talent back into the job market, benefitting students, families, and community members alike.

To achieve this vision, and to provide a comprehensive, effective education for all students, we have developed an Accountability Plan for the first five years of the school, included in Section IV of this application.

***Describe any modifications to the vision statement of the proposed school.***

The Board of Trustees of Phoenix Charter Academy is in the process of developing a network of schools across the state of Massachusetts. Currently, we operate Phoenix Charter Academy Chelsea, a Commonwealth charter school in its seventh year. In addition, when the Lawrence Public School District was put in receivership by the Massachusetts Department of Elementary and Secondary Education in 2011 (following designation as a Level 5 school district), Jeff Riley, the Superintendent/ Receiver, selected the Phoenix Network to operate an in-district alternative high school using the Phoenix model. Phoenix Academy Lawrence, the first-ever in-district, non-turnaround school run by a charter management organization, is currently in its third month of operation, serving 125 high-risk students from Lawrence.<sup>1</sup> All three Phoenix schools are supported by the Phoenix Network Office, Phoenix’s charter management organization, which oversees the growth of new Phoenix schools and the successful implementation of our mission at existing schools. The entire Network is overseen by the Phoenix Charter Academy Board of Trustees, which is ultimately responsible for upholding the Phoenix mission.

If granted a charter in Springfield, Phoenix Springfield will be the third school in the Phoenix Network. The Phoenix model, which once served only 75 students in Chelsea, will reach over 500 students. While the vision of Phoenix Springfield does not differ from the vision of Phoenix Chelsea, it is important to note that the vision of the Phoenix Network is to serve high-risk students across Massachusetts. By demonstrating that it is possible to re-engage older, out-of-school youth, help them build the skills necessary to earn proficient and advanced scores on the MCAS, graduate from high school, and succeed in college, we hope to measurably impact the statewide conversation about how to create a learning environment that truly educates all students.

**C. DESCRIPTION OF THE COMMUNITY TO BE SERVED**

***Speak to the value of the school, based on its own merit.***

While effective educators believe that all children have the ability to learn, few are willing or able to create an academic environment that makes that belief a reality. Phoenix Charter Academy Springfield has designed an academic program that will meet the needs of individual students who have not found success in the traditional public school system. Through the use of comprehensive support structures and a rigorous academic program, a model developed at Phoenix Chelsea, Phoenix Springfield will be able to recruit, retain, graduate, and send on to college students who are currently being underserved in the communities of Springfield, Holyoke, and Chicopee.

***Describe the student population that the proposed charter school would serve.***

Russell Rumberger explains that deciding to drop out of school is “more of a process than an event. Students don’t suddenly drop out of school. Many dropouts show patterns of early school failure – disruptive behavior, failing grades, repeating a grade – that eventually lead them to give up or get pushed out” (2011, 11). Phoenix Springfield will target these students – teenagers poised to give up on school after years of frustration and failure – and help them recommit to their education. Over the past six years at Phoenix Chelsea, we have found that these students often fall into the following demographic subgroups: young people who are overage (17+) and under-credited, highly truant youth (students who miss one or more days of school each week), former drop-outs, English language learners, students with disabilities, pregnant and parenting teenagers, and previously adjudicated youth.

Phoenix fervently believes that dropping out of school is preventable for students in these subgroups. Though they often suffer from lagging academic and behavioral skill-sets, are in crisis situations outside of school, lack strong adult support, and are highly transient, the Phoenix model has proven to be effective in serving their needs. By providing highly structured academic and student support systems, we will respond directly to individual students’ struggles to help them succeed in school.

***Briefly discuss the reason for the selection of the communities.***

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<sup>1</sup> Please see Attachment 7: Phoenix Academy Lawrence Memo, for more information about the design and operation of Phoenix in Lawrence.

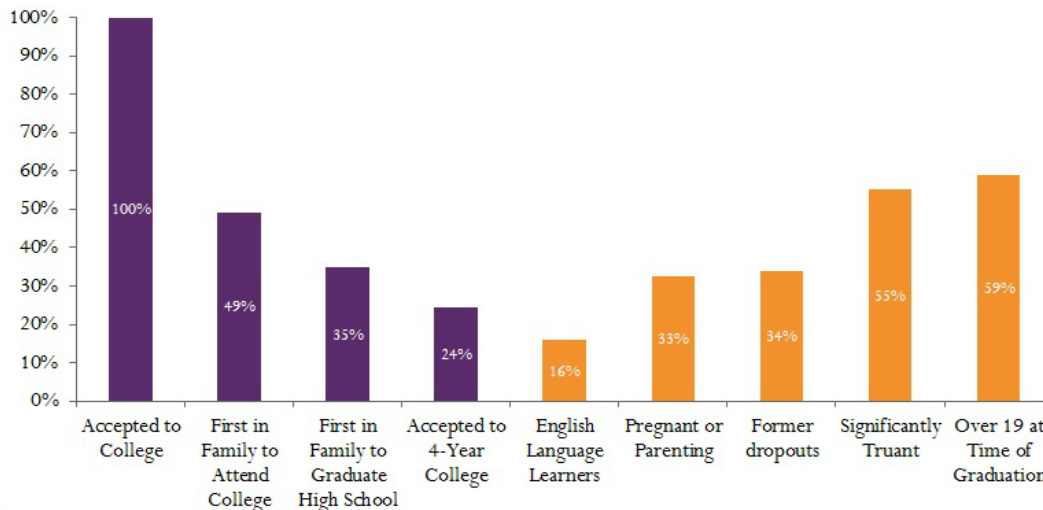
The founders of Phoenix originally opened a school in Chelsea because of the city’s need for higher educational achievement for at-risk students – the Phoenix model is specifically designed to attract high-risk students and help them become high-achieving scholars. To that end, the school purposefully targets students at the greatest risk for dropping out of school: highly truant youth, students who are pregnant or parenting, English language learners, and court-involved youth. In the past four years, students at Phoenix Chelsea have been, on average, 60% formerly truant, 30% former dropouts, 15% pregnant or parenting, 15% English language learners, 55% court-involved, and reading on a 6<sup>th</sup>-grade level.

An analysis of census results, MCAS scores, and discussions with community partners local to the area have led us to believe that Springfield, Chicopee, and Holyoke have a high proportion of students in each of these subgroups. The chart below depicts some of the challenges faced by students in these three communities, compared to the state and to Chelsea:

	Massachusetts	Springfield	Chicopee	Holyoke	Chelsea
<b>Teen Birth Rate, per 1,000 residents (2009)</b>	19.5	72.1	41.4	96.8	76.0
<b>% of Residents that Graduated HS</b>	88.7%	75.9%	80.4%	74%	65.6%
<b>% of Residents that Graduated College</b>	38.3%	16.9%	16.4%	19.8%	16.6%
<b>% of Residents Below Poverty Level</b>	10.5%	27.6%	15.4%	31.7%	24.2%
<b>HS 5-year Graduation Rate</b>	84.7%	56.1%	71.2%	56.1%	52.8%
<b>% English language learners</b>	7.3%	15.7%	4.1%	27.4%	18.1%

As this chart shows, all three communities that Phoenix Springfield will serve have higher teen birth rates, higher drop-out rates, lower graduation rates, and higher rates of poverty than the state average, and with the exception of Chicopee, have higher proportions of English language learners. Phoenix’s model, honed with a similar population of students in Chelsea (as shown in the chart), is designed to recruit students who have struggled in school for any of these reasons and help them develop the skills they need to achieve academically. In Chelsea, we have demonstrated success not only recruiting students with these challenges, but also have provided them with the tools necessary to access difficult academic content in high school and college, and we believe we will be able to achieve comparable results with the same basic demographic make-up of students in Springfield and surrounding communities. Consider the chart below, which captures the challenges that the graduates at our Chelsea school have overcome on their path to academic achievement. Of Phoenix Chelsea’s 77 graduates in the past five years<sup>2</sup>:

<sup>2</sup> Please see Attachment 8: Phoenix Charter Academy Chelsea Graduation Rate, for more information on the proportion of Phoenix students who graduate each year.



We are confident that our instructional model will also lead to success with a similar make-up of students in the Springfield area, enabling the most disconnected students to redefine themselves academically.

On a practical level, Phoenix has already forged key relationships with local community organizations in Springfield, Holyoke, and Chicopee that will help us launch the school. Phoenix leaders have established partnerships with representatives from the Department of Children and Families, the Department of Youth Services, Roca, Inc., and the YMCA, all of whom have not only pledged to support the school (see Attachment 15: Letters of Support), but have also worked with us to identify potential pipelines of students. In addition to these partnerships, we have also met with members of the business and philanthropic community, including the United Way, the Davis Foundation, the Springfield Chamber of Commerce, and the Holyoke Chamber of Commerce, who have expressed interest in supporting the Phoenix model. We have also discussed potential collaborations with Springfield Technical Community College and Holyoke Community College; both are willing to explore dual-enrollment opportunities for our students. The founding group feels confident that with the support of these organizations, we will be able to effectively serve the needs of the community upon the opening of the school.

***Provide a specific rationale for how this school will enhance or expand the educational options.***

The Phoenix model is unique in Massachusetts; at the moment, there is no other school in the state (public, charter, or independent) that shares the particular Phoenix model of successfully providing previously disenfranchised students with the opportunity to participate in a structured, rigorous, 36+ hour-per-week college-preparatory program. This innovative model operates in three key ways:

- **Recruitment:** Prior to its opening, the school’s Recruitment and Outreach Coordinator will meet with local school district leaders, community-based organizations serving Phoenix’s target populations of students, and conduct street outreach to find students who are out of school. He/she will then build relationships with these students and their families and help them commit to an educational vision for their futures. We know from our experience in Chelsea and in Lawrence that it can be difficult to convince disengaged students to commit to our challenging school design, but over our six years of work with these young people, we have developed systematized processes through which we can build strong relationships with students and their adult supporters prior to the start of the school year (see Section III.A: Enrollment and Recruitment, for a more detailed recruitment plan).
- **Relentless Academic and Emotional Support:** When students enter school, the real work of Phoenix will begin. By using best practices refined at Phoenix Chelsea, including an inclusion-based classroom model, data-driven, rigorous academic instruction, wrap-around socio-emotional supports for students, and a school culture based on intensive relationships with staff members, Phoenix Springfield will provide the structures needed for students of all backgrounds to succeed.
- **College Success:** College will not just be a buzz-word at Phoenix; it will be an ethos that will pervade all aspects of the school. Our curricula and instructional methods will provide students with the academic and soft skills necessary to access

college-level content by graduation. By gradually scaffolding both our academic and behavioral standards and teaching students explicit strategies for meeting those standards, we will prepare students for college.

By recruiting, retaining, and educating our target subgroups – students who are poised to drop out of school entirely – we will fill a crucial niche in the Springfield, Holyoke, and Chicopee school systems. Because Phoenix was designed to work exclusively with these high-risk students, our educational philosophy and methodology are tailored to support this group of young people, and we are excited to become the area’s first college-preparatory high school serving an alternative high school population.

***Provide a description of how the founding group has assessed parental support.***

The Phoenix school design is based on the needs of a largely out-of-school population of students. Typically, this subgroup of students does not have parents who are “active choosers” of a charter school model for their children. The founding group has therefore used our relationships with local community based organizations (Roca, Inc., the Western Region Department of Youth Services, the Massachusetts Career Development Institute, and the Department of Children and Families) to gain access to the parents of out-of-school youth to assess the need for a school like Phoenix in Springfield, Holyoke, and Chicopee. With the help of these organizations, we held an informational session in early November, 2012 for area students and parents looking for different educational options. A petition with signatures of students and parents interested in a new school model is included with this application in Attachment 17.

In addition to the parents and students who expressed interest in the Phoenix model, we have also asked our community partners to generate lists of students who are out of school or not attending school regularly. Roca, Inc. is currently serving 200 young men, ages 18-26, in Springfield, 25 of whom would be strong candidates to attend Phoenix. The Western Region Department of Youth Services has a current caseload of 200 students, 20 of whom are under-credited or out of school entirely. Massachusetts Career Development Institute (MCDI) in Springfield serves 500 GED and/or job-readiness students ages 17-30, 40 of whom could potentially enroll at Phoenix. All of these organizations have pledged to help us recruit students in our target age range (14-22) looking to re-enter school.

***Explain why a Commonwealth charter is necessary in order for this school to exist or succeed.***

As Phoenix expands beyond the doors of the Chelsea school, the Board of Trustees believes that in order for its schools to be successful in target communities, each school in the Phoenix Network needs full independence in the implementation of the mission. Specifically, the Board of Trustees requires that its schools have independence regarding curriculum, school culture, enrollment practices, and length of school day and year. Phoenix schools must also have complete autonomy concerning hiring, evaluation, and termination of staff. This flexibility is crucial to the work of a Phoenix school and while not necessarily only available using a Commonwealth charter model, charters are inherently more flexible than district schools. In the case of Lawrence, MA, the DESE-appointed Receiver asked the Network to open a Phoenix Academy because it was able to offer the school the unique freedoms under the Receivership that are similar to a charter. For this reason, although Phoenix has established an in-district partnership with the Lawrence Public School system, it will continue to apply for Commonwealth charters as it expands.

***Describe any modifications to the existing school or program.***

Phoenix Springfield will target different communities than Phoenix Chelsea.

## **II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?**

### **A. EDUCATIONAL PHILOSOPHY**

***Describe the founding group’s core beliefs and values about education.***

The educational philosophy of Phoenix, refined and codified over the lifetime of our school in Chelsea, is rooted in the fundamental belief that all students can succeed regardless of background or personal struggles. While this belief is typical of high-performing charter schools, at Phoenix, we actualize this belief by targeting populations that are under-represented even amongst

charter schools: older, out-of-school youth who have struggled to find success in traditional public education. We believe in the capacity of these students to overcome obstacles in their personal lives, build academic skills, and commit to their education and their future.

Phoenix is also premised on the belief that traditional educational options are not serving this population of students effectively. Typically, when students who have struggled academically are searching for an educational change, they turn to alternative schools or, in many cases, attempt to get their GED. Because we believe that a college degree is necessary to gain social mobility and establish an economically viable future, we are dissatisfied with both of these options. A 2012 study by the Pew Charitable Trust underscores the importance of obtaining a college degree as a mechanism to escape poverty: “Having a college degree makes a person more than three times more likely to rise from the bottom of the family income ladder all the way to the top, and makes a person more than four times more likely to rise from the bottom of the family wealth ladder to the top” (3).

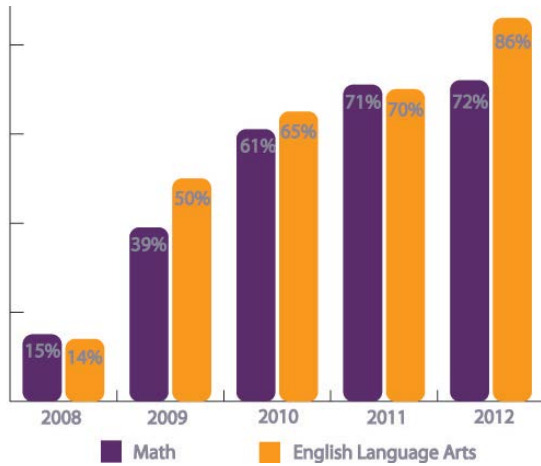
In the city of Springfield, local alternative schools post average MCAS proficiency rates of 30% in English language arts and 19% in mathematics, neither of which are sufficient to suggest that the students who attend those schools are prepared for the rigor of college. The General Educational Development (GED) is no better. Lofstrom and Tyler find that students who earn their GED enroll and persist in college at a very low rate, even compared to students who finish high school behind peers in their age group (2006). Similarly, Heckman et. al find “minimal value of the certificate in terms of labor market outcomes and that only a few individuals successfully use it as a path to obtain post-secondary credentials” (2010, 2). Given that neither of these options prepare students for achievement in college, we believe that other educational programs must be established to serve students who are so capable of success.

Once in school, students who have struggled in the past often need additional, non-traditional supports to be successful. Based on our work in Chelsea, we believe that students need strong relationships with adults in order to develop the confidence they need to attempt challenging academic endeavors and grow as learners. We believe that students need individualized interventions depending on their particular needs – from navigating the stress of childcare for an infant to attending school in a new country – and individualized plans to chart their path toward graduation. When these supports are appropriately given, and students are increasingly taught to advocate for and find these supports on their own, we believe that no individual circumstance can prevent a student from being successful.

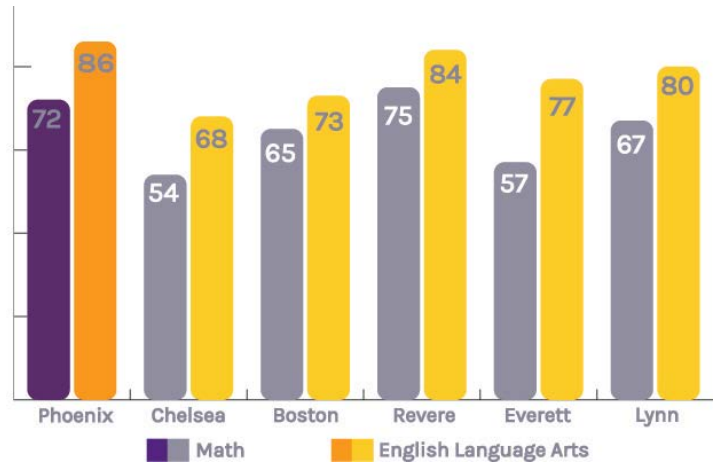
Finally, and most importantly, we believe in the power of high expectations for all students. Our staff will be committed to demanding excellence in the classroom, from behavior to academic work. For too long, too many of our students have been led to believe that getting a “D” is good enough, that getting “Needs Improvement” on the MCAS is good enough, and that attending school four days per week is good enough. We know that our students are able to reach a much higher bar, and we will push them, every day, to exceed the expectations that others have set for them.

The results of our school in Chelsea demonstrate the ways in which our education philosophy propels students to succeed in high school and college. Consider the two graphs below: the chart on the left depicts our MCAS advanced/proficiency rates over the past five years, showing marked growth as the school honed its model; the chart on the right compares our MCAS advanced/proficiency rates with our sending districts – in 2012, our students beat all but one of our sending districts in both subjects.

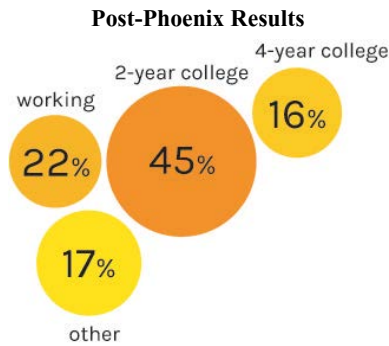
**Phoenix Chelsea MCAS Growth**



**Phoenix Chelsea MCAS Comparison, 2012**



As stated above, we also strongly believe in post-secondary education as a means to achieve social and economic mobility. Our Chelsea school college success results show how our intensive college-prep supports during high school, combined with comprehensive alumni support after students graduate, have enabled students to continue their education beyond the walls of Phoenix:



As Phoenix Chelsea, Phoenix Lawrence, and upon chartering, Phoenix Springfield, graduate more scholars, and our current graduates move through college, we look forward to tracking the long-term economic success of our students.

***Describe how this educational philosophy aligns with the school’s mission.***

Our educational philosophy directly produced the mission of the school in its current form. We designed the mission of the school to reflect the belief that all students can succeed academically in high school and continue on to college when given high academic and behavioral expectations.

***Demonstrate that the philosophy will serve the diverse needs of individual students.***

Inherent in the philosophy and mission of the school is the belief that each student, regardless of individual circumstances, is expected to succeed. As stated above, we target students who have been underserved by traditional public schools, with the explicit goal of preparing all of them for college. We do this in a variety of ways, explained throughout this application, but at the heart of our educational philosophy is the belief that all students need individualized interventions in order to be successful. Our teachers will be explicitly trained and re-trained to meet each student’s specific needs, from ESL and IEP support to strategies for working with teen parents. In this way, we will effectively serve a student who has an extensive IEP and also is a teen parent as well as a student who enters Phoenix as a 14-year-old first-time freshman.

***Describe any modifications to the educational philosophy of the proposed school.***

The educational philosophy of Phoenix Springfield will not differ from that used at Phoenix Chelsea.

**B. CURRICULUM AND INSTRUCTION**

**Curriculum**

***Explain the process utilized to identify the curriculum that will be used by the school and provide reasons why the curriculum was chosen for the school. Identify the individuals responsible.***

Phoenix Springfield teachers will not be expected to “re-invent the wheel” in regards to curriculum creation. Phoenix Chelsea, now in its seventh year, has substantially revised its teacher-created curricula in each academic discipline, and will share its resources with Phoenix Springfield. In Year 1, Phoenix Chelsea was divided into three divisions (outlined as “Tools,” “Scaffolding,” and “Mastery” divisions in the school’s original charter). Students were grouped according to credits at entry and ability level. In practice, this resulted in a school environment that felt tracked and discouraging for students in the Tools Division and replicated an age and skill cohort that our mission resists. Therefore, in Year 2, we moved to a completely heterogeneous class model and hired a Dean of Faculty to work with our staff on differentiation techniques.

In Years 3 and 4, we significantly expanded our math and science course offerings. In addition to Biology, we began offering Chemistry, Physics, Health, and an Introductory Biology course. In Math, we began offering Algebra II and Pre-calculus in addition to Algebra I and Geometry. We also redesigned our Algebra I course to be more highly differentiated to help all students bolster their basic math skills. In Years 5 and 6, we offered a calculus tutorial to students who had successfully completed all math classes at Phoenix, as well as an Accuplacer prep class for students preparing to enter community college.

The Phoenix Chelsea Humanities Department has also substantially refined its curriculum over the school’s lifetime. While there is still an intense focus on literacy and writing fundamentals, Phoenix has moved away from teacher-centered creation of quarter-long classes to collaborative, departmental curriculum planning. During Year 4, teachers created common rubrics, participated in “norming protocols” for grading, and developed “category” classes within the department. In Year 5, the Humanities Department continued to develop more formalized categories of classes (described in detail below) to ensure that students were mastering all MCF prior to graduation. The department has also moved away from inter-disciplinary ELA and history courses to stand-alone US and World History classes.

In addition to revising the humanities, science, and mathematics curriculum, in Year 4 (2009-10), Phoenix Chelsea launched the Phoenix Urban Fellowship Program to provide individualized tutoring to students preparing to take the English Language Arts and mathematics MCAS exams. In the 2009-10 school year, ten tutors (called “Fellows”) lived on the Phoenix campus and worked one-on-one with 40 students in preparation for the MCAS exams. With the support of AmeriCorps, the Fellowship expanded in its second year, and now includes 30 Fellows, who use a curriculum designed by the Fellowship Director in consultation with Phoenix’s Instructional Leadership Team. The curriculum has been revised during each year of the Fellowship, and along with the improvement in our content classes, has helped increase Phoenix MCAS advanced/proficiency levels 33% in mathematics and 36% in English language arts since the introduction of the Fellowship.

Given the level of curricular revision within each discipline at Phoenix Chelsea, our curricula are differentiated to meet the needs of all learners, particularly English language learners, students with IEPs, low-level readers, and students who are academically advanced. The continual curricula-refinement process completed on the ground level by Phoenix teachers and leaders over the previous six years makes us confident that our curricula are both accessible to and challenging for students with a wide range of academic skills. The curricula are currently aligned to Massachusetts Curriculum Frameworks and are also in the process of being re-aligned to Common Core standards.

Phoenix Springfield teachers will continue to refine this existing content for their classes. Led by the Head of School and the Dean of Curriculum and Instruction, all teachers at Phoenix Springfield will be responsible for further adapting existing curriculum to meet the needs of their students. Working in instructional groups by department, teachers will collaborate to ensure that their

curriculum is backwards planned from assessments that are aligned with Massachusetts Curriculum Frameworks and Common Core standards. Using the MCF/Common Core standards to guide their work, teachers will hone their courses in the following steps:

1. For quarter-long classes, teachers will write quarterly assessments that cover all levels of Bloom's Taxonomy to test students in all skill areas. For year-long classes (all math and science classes, as well as upper-level and AP Humanities classes), teachers will craft cumulative finals designed to assess students on progressive skills as well as each strand of the frameworks including all sub-skills. All assessments will be submitted to and approved by the Dean of Curriculum and Instruction.
2. Using these assessments as guides, teachers will write scopes and sequences for each of their classes by quarter. The scopes and sequences will outline frameworks assessed, guiding questions, unit activities, and daily objectives.
3. From their scopes and sequences, teachers will be able to design thorough weekly overviews using the Phoenix weekly overview template, which will outline their course of instruction during the week, from guiding questions to planned activities.
4. On a daily basis, teachers will write lesson plans for each of their classes.

When planning units, weekly overviews, and daily lesson plans, teachers will also be expected to utilize students' most recent assessment data to spiral topics in a school-wide data cycle process. As teachers deliver and assess new content, they will identify particular frameworks and sub-skills students did not master, re-teach those sub-skills during the following unit, and re-assess the skills during their next interim assessment. Teachers will be responsible for providing their supervisors with an update on each data cycle during their weekly supervisory meetings, and will be trained to allocate time in their lesson plans for this spiral review of key concepts.

***Describe the process that will be used to align the curriculum to the MCF.***

When aligning curriculum to the MCF, staff at Phoenix Chelsea break down all content-area frameworks into sub-standards that allow for clear assessment of all skills embedded in each framework. Guided by the Dean of Curriculum and Instruction and the Head of School, each teacher at Phoenix Springfield will familiarize himself or herself closely with this breakdown during Summer Teacher Institute and will be able to use the breakdown to improve scopes and sequences, weekly overviews, and individual lesson plans.

All assessments will also be aligned to the MCF and will therefore drive instruction. Assessments across the school will be categorized by the frameworks they test, and all teachers will be held accountable for tracking students' proficiency level on each framework using "mastery trackers" (a practice we have adopted from Teach For America). These mastery trackers will be saved on our public document-sharing program, SharePoint, and will be used by the Dean of Curriculum and Instruction, the Head of School, Network staff, and the Board of Trustees to judge the effectiveness of our instructional program. As described above, teachers will be responsible for using mastery trackers to identify student weaknesses, re-teach particular frameworks or sub-skills, and re-assess those frameworks during the next assessment cycle.

Curriculum used by Fellows in MCAS tutoring will also be aligned to MCF. Over the past three years of the Fellowship in Chelsea, the Fellowship Director and Phoenix's Instructional Leadership Team have refined Phoenix's tutoring curriculum to ensure that each lesson hits specific sub-skills and frameworks, and all assessments allow for easy tracking of these frameworks. As with teachers, Fellows participate in data cycles as they teach and assess skills to guarantee that students master all 10<sup>th</sup> grade frameworks.

To further ensure that students master all MCF before graduation, in each area of study, courses will be aligned vertically into Categories, guaranteeing that all students attain maximum mastery of all high school frameworks before graduation, as outlined below in more detail.

***Provide an outline of the curriculum that will be used by the school.***

When a student enters Phoenix Springfield, they will be placed in classes based on their transcripts from previous schools, as well as diagnostic data from placement tests (administered in writing, math, reading comprehension, and reading decoding). In each area of study, courses will be aligned vertically into Categories (I, II, and III), ensuring all students master all high school frameworks prior to graduation. In the Humanities, Category I courses will build students' basic writing and reading skills, whereas Category III courses will be aligned with and modeled after college courses. As might be expected, math courses will begin at Algebra I (Category I), followed by Geometry (Category II), Algebra II, Pre-Calculus, and Calculus (all Category III courses). In science, students progress through Physical and Life Sciences (Category I) and Biology (Category II), before moving on to Chemistry and Physics (Category III). While some students, particularly those who come to Phoenix directly following 8<sup>th</sup> grade graduation, will be in all Category I courses, it will not be atypical for students to be enrolled in a Category I course (e.g., Algebra I) concurrently with a Category II class (e.g., Biology). Students will progress through the curriculum based on mastery of frameworks; placement and promotion will not be determined by age or seat time.

The descriptions below detail the content and skills covered in each of Phoenix's core classes, along with the standards taught in the course.

### **Category I**

#### **English Language Arts: Literature I**

*Content and Skills:* Category I Literature serves to increase literacy and comprehension skills to prepare students for following English courses and to begin developing skills necessary for achievement of proficient and advanced levels on the grade 10 MCAS ELA exam. The goal of Category I Literature is to improve students' literacy skills through a Word Study program that emphasizes decoding, phonological awareness and reading fluency. Additionally, students practice active reading strategies to create meaning while reading independently. Skills emphasized in Category I Literature include visualizing, inferential reasoning, synthesizing main ideas, distinguishing between major and minor details, and identifying and explaining universal themes across varied texts. To develop these skills, students access texts from a variety of genres: *Rite of Passage* by Richard Wright, *The Curious Incident of the Dog in the Night-Time* by Mark Haddon, *The Kite Runner* by Khaled Hosseini, *Julius Caesar* by William Shakespeare, as well as a variety of shorter texts used in a reader's workshop model class.

*Frameworks Mastered:* MCF: RL.9-10.1, RL.8.2, RL.8.3, RL.9-10.4, RL.9-10.5, RI 9-10.7, W 9-10.9, W 9-10.1, RL.9-10.10

#### **English Language Arts: Writing Fundamentals**

*Content and Skills:* Writing Fundamentals focuses on students' basic writing and revision skills, while simultaneously building their abilities to read critically and discuss complex ideas. This class may be taken before or during a student's MCAS tutoring year and it complements the writing work in the Phoenix Fellows tutoring curriculum. Writing Fundamentals begins with Personal Writing, giving students the opportunity to build their descriptive and reflective writing skills. The course then moves to Persuasive Writing, where students begin to learn organization and persuasive techniques. The end of the year focuses on Literary Analysis, in which students build their abilities to analyze word choice, imagery, character, and theme while writing about various types of literature. Past texts have included *The Tell-Tale Heart* by Edgar Allen Poe, *Lord of the Flies* by William Golding, *Of Mice and Men* by John Steinbeck, and poems by Carole Ann Duffy.

*Frameworks Mastered:* MCF: W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.10

#### **Mathematics: Algebra I**

*Content and Skills:* Algebra I at Phoenix focuses on building students' numeracy skills through the language of variables and functions. Students will begin the year with a review of fractions, decimals, and place value, before moving on to the building blocks of Algebra in Quarter 1: simplifying expressions, operations with real numbers, and solving equations. In Quarter 2, students explore linear equations and inequalities, before progressing to systems of equations and the rules of exponents in Quarter 3. Students end the year by studying quadratics, probability, and data analysis. Throughout the course, students will build their mental math and problem solving skills through daily drills and word problems.

*Frameworks Mastered:* MCF for Algebra I

### **Science: Introduction to Physical and Life Sciences**

*Content and Skills:* Introduction to Physical and Life Sciences exposes students to the process of scientific thought and inquiry. Students explore the world of Earth Science, Energy within the Earth, Conservation, Kinetics, Human Anatomy and Ecology through a series of inquiry-based activities and experiments. Throughout the year, students are given the opportunity to learn about the world around them and how they can effectively manage the resources it provides. They will develop a proficiency of exploration through the scientific method, think critically, and analyze graphs and tables.

*Frameworks Mastered:* MCF for Earth and Space Science, Physics, and Macromolecules of Life

### **Category II**

#### **English Language Arts: Literature II**

*Content and Skills:* Category II Literature aims to deepen students' abilities to critically analyze works of literature and explain their ideas in full-length, formal essays. The Category II Literature class prepares students to score proficient and advanced on the 10<sup>th</sup> grade MCAS ELA exam, while also increasing their independence as critical readers in preparation for their Category II Literature class. The class will focus on the following skills: increasing vocabulary, analyzing character traits and change over time, analyzing how themes add complexity to the work, analyzing author's purpose, analyzing details to make reasonable conclusions and inferences and evaluating how one event influences another. To build these skills, students will use the following texts: *Drown* by Junot Diaz, *The Bluest Eye* by Toni Morrison, *Fences* by August Wilson, *Interpreter of Maladies* by Jhumpa Lahiri, *Extremely Loud and Incredibly Close* by Jonathan Safran Foer, *The Things They Carried* by Tim O'Brien, *A Handmaid's Tale* by Margaret Atwood, *Random Family* by Adrian Nicole LeBlanc, and *House of Spirits* by Isabel Allende.

*Frameworks Mastered:* MCF: RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RI.9-10.7, W.9-10.9, W.9, L.9-10.1, L.9-10.4, L.9-10.5

#### **Mathematics: Geometry**

*Content and Skills:* In Geometry, students will continue to practice the skills tested on the 10<sup>th</sup> grade mathematics MCAS (generally taken concurrently with a student's enrollment in Geometry). Students will learn the basic processes of logical reasoning through proof writing, while also applying algebraic skills (solving linear and quadratic equations, etc.) to geometric problems. Units covered will include elements of geometry, properties of lines, triangle relationships, congruent and similar triangles, polygons, quadrilaterals, three-dimensional objects, circles, and right triangle trigonometry.

*Frameworks Mastered:* MCF for Geometry

#### **MCAS Tutoring**

*Content and Skills:* MCAS tutoring serves to increase students' proficiency in content skills in English Language Arts, Mathematics, and Biology. The tutoring curriculum is aligned with state standards and classroom instruction. Students practice skill-based activities, aiming to increase reading comprehension and writing through practice in identifying and analyzing details, finding main idea and theme, supporting theses with evidence from texts, emphasizing style and language techniques and analyzing author's purpose. Math and Biology tutoring give students the opportunity to practice skills such as finding and analyzing slope, solving multi-step, real-life application problems and literacy skills as it relates to sciences. Each curriculum models itself after the scope and sequences of the classroom instructors, but is also tailored directly to students' needs, as assessed through diagnostics and interim assessments.

*Frameworks Mastered:* MCF for 10<sup>th</sup> grade in mathematics, English language arts, and biology

#### **Science: Biology**

*Content and Skills:* In Biology, students are further exposed to the process of science through inquiry-based activities and laboratory exercises. Emphasis is placed on proper laboratory procedures, qualitative and quantitative observations, and accurately maintaining a laboratory notebook. These crucial skills prepare students for further studies in science at Phoenix and beyond. The course is designed to emphasize the role biology plays in the lives of students in modern society. The first quarter of the course focuses on ecology and evolution. Second quarter begins with a unit on biochemistry and ends with cell structure and function. The third quarter units include energy (photosynthesis and respiration) and DNA structure and function. The year ends with a

study of genetics, human body systems, and an MCAS preparatory unit. Additionally, students are expected to take the Biology MCAS at the end of the year.

*Frameworks Mastered:* MCF for Biology

### **History: US History**

*Content and Skills:* Category 2 United States History is an 8-quarter curriculum spanning two academic years and covering the period of European exploration and the Columbian Exchange to the War on Terror. Through a mix of lecture-style notes, student-centered activities, historical research papers, and examination of primary documents, students develop key literacy and analytical skills. As students analyze historical events, they make connections to the contemporary world and trace the development of themes throughout American history and across varied topics. Skills emphasized in US History include synthesizing key details into concise summaries, comparing and contrasting historical themes over disparate eras, and determining bias. To develop these skills, students access a variety of primary and secondary source materials, analyze representations of history in contemporary cinema, and conduct Socratic seminars, debates and reenactments of historical events.

*Frameworks Mastered:* MCF for US History

### **History: World History**

*Content and Skills:* World History serves to increase the cultural literacy of students while improving their writing and reading skill levels. The goal of World History is to ensure that students acquire a knowledge base and awareness about current political, economic, and cultural world events as well as key trends in international history. The class focuses on the following skills: increasing technical vocabulary, preparing students for college-level texts, composing short essays on key historical and social issues, and improving reading comprehension. To build these skills, students will study modern Latin American, European, Russian, and South African history.

*Frameworks Mastered:* MCF for World History

## **Category III**

### **English Language Arts: AP Language and Composition**

*Content and Skills:* The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. By the end of the course, students will be prepared to perform adequately on the AP Language and Composition exam and to read and write effectively for college. They will explore the use and effectiveness of a wide variety of rhetorical strategies through reading and writing exercises such as text annotation, explicating model arguments, and composing in a variety of modes and styles. AP English Language and Composition will enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will read broadly – including essays by James Baldwin and George Orwell, literature by Ralph Ellison and Nathaniel Hawthorne, primary source documents and visual rhetoric – and write analytical essays through numerous stages of drafting and revision.

*Frameworks Mastered:* Standards determined by the AP Language and Composition exam.

### **Mathematics: Algebra II**

*Content and Skills:* Algebra II focuses on the study of functions as a mechanism to model real-world situations. The class starts with a unit on linear functions, followed by systems of linear equations and linear inequalities. In the second and third quarters of the class, students explore exponential, rational, logarithmic, logistic, and polynomial functions through tables, graphs, and equations. The year ends with a study of trigonometry, as well as probability and combinatorics.

*Frameworks Mastered:* MCF for Algebra II

### **Mathematics: Pre-Calculus**

*Content and Skills:* Pre-calculus is a challenging course designed to prepare students for entrance into a college-level mathematics class. Students continue the course of study begun in Algebra II, with a more in-depth focus on trigonometric functions and identities, conic sections, complex as well as rational numbers, and a comprehensive study of statistical analysis. Students are

expected to explore these mathematical concepts independently through weekly problem sets and class presentations as well as standard tests and quizzes.

*Frameworks Mastered:* MCF for Pre-Calculus.

### **Mathematics: AP Calculus AB**

*Content and Skills:* Calculus, offered in a small group tutorial, will focus on the skills tested on the AP Calculus AB exam. Over the course of the class, students will explore the fundamental concepts of rates and change through derivatives, as well as area under a curve through integrals. To prepare for the AP exam, students will practice answering short-answer and multiple choice questions, with and without a calculator. Specific units will include limits and continuity, derivatives, applications of the derivative, the definite integral, and differential equations and mathematical modeling.

*Frameworks Mastered:* Standards determined by the AP Calculus AB exam.

### **Science: Chemistry**

*Content and Skills:* Chemistry covers a full high school Chemistry curriculum. Students explore the world of Chemistry through an inquiry-based approach that allows students to understand concepts and trends independently. Throughout the year, students demonstrate proficiency in the following topics: properties of matter, atomic structure, nuclear chemistry, periodicity, chemical bonding, stoichiometry, kinetic molecular theory, solutions and equilibrium, acids and bases, and the scientific method. Not only do students develop knowledge of Chemistry concepts, they also cultivate the skills of thinking critically, analyzing graphs and tables, and drawing conclusions based on available evidence.

*Frameworks Mastered:* MCF for Chemistry.

### **Science: Physics**

*Content and Skills:* Physics is a college-preparatory course that uses advanced algebra, trigonometry and logical skills as the primary tools for problem solving. The class focuses on learning concepts and then later applying mathematics to solve complex problems. Another focus of the course is on hands-on laboratory experiments in which students investigate a variety of physics topics using an inquiry-based approach. The purpose of these labs is for students to organically determine the relationships between different physical quantities discussed in lecture. The main content areas covered in the course include Newtonian mechanics, electricity and magnetism, and waves and optics.

*Frameworks Mastered:* MCF for Physics

### **Science: AP Physics B**

*Content and Skills:* Advanced Placement Physics B is a college-preparatory course that uses advanced algebra, trigonometry and logical skills as the primary tools for problem solving. The class focuses on learning concepts and then later applying mathematics to solve complex problems. Another major focus of the course is the hands-on laboratory component comparable to introductory college-level physics laboratories, with a minimum of 12 student-centered laboratory investigations on a variety of topics. The main content areas covered in the course include Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Ultimately, students enrolled in the course will sit for the AP Physics B exam at the end of the school year in May.

*Frameworks Mastered:* Standards determined by the AP Physics B exam.

***Describe a clear plan and curricular components that will facilitate ongoing development, improvement, and refinement of the curriculum. Describe the process to evaluate whether the curriculum is effective.***

As the brief history included at the beginning of this section explained, the curriculum at Phoenix Chelsea has been continually refined as staff have improved their instructional practices and content-area expertise. As an organization, we strongly believe that all teachers and staff are in a constant state of improvement, and our curriculum reflects this belief. Furthermore, our ultimate goal is to provide the best education possible for our students, and we continually evaluate the curriculum and adapt our instructional offerings to meet students' needs.

At Phoenix Springfield, these beliefs will also hold true and will dictate changes made to the curriculum. In practice, curricular evaluation will follow a data-driven process. When initially designing their scopes and sequences during Summer Teacher Institute, teachers and instructional leaders will start by examining assessment data from the previous year (both MCAS and internal, interim assessments). For instance, if MCAS data shows that fewer than 50% of students correctly answered all mathematics questions in MCF A1.N2 (Simplify numerical expressions using the order of operations, including those using absolute value), Algebra I teachers will examine existing lesson plans about the order of operations and make appropriate changes. The teacher, the math department, and the Dean of Curriculum and Instruction will then study future assessment data to determine the effectiveness of those changes, and if necessary, further adaptations will be made.

During the school year, as described above, teachers will use data cycles to adapt curriculum to address unforeseen student weaknesses. Through these data cycles, which will follow the structure below, teachers will continually refine and build upon existing curriculum to meet student need:

1. Pre-planning of assessment and content
2. Delivery of content
3. Interim assessment of content
4. Action planning based on tracking and analysis of student data
5. Re-teaching of key frameworks as dictated by data analysis concurrently with delivery of new content
6. Reflection on re-teaching and action plan
7. Re-assessment of key frameworks, concurrently with assessment of new frameworks
8. Repeat cycle

Accompanying these types of change to the curriculum, leaders at Phoenix Springfield will also constantly seek out new instructional methods and curriculum in all content areas. At Phoenix Chelsea, we have hired consultants to help us refine our curriculum, have worked with other charter schools to develop our instruction (e.g., MATCH, City on a Hill, and Roxbury Prep in Boston; North Star Academy in New Jersey), and have purchased curriculum when necessary to increase our class offerings (e.g., Career Choices). As the Phoenix Network identifies the need to borrow or purchase additional curriculum to supplement our existing resources, all Phoenix schools will receive substantial training in the proper implementation of the curriculum.

### **Instruction**

*Describe the pedagogy or instructional methods that will be used to deliver the curriculum model(s).*

Phoenix Springfield will utilize the following instructional best practices developed and proven to be effective at Phoenix Chelsea over the past six years:

#### ***Schedule Design***

- **More time in school:** Phoenix Springfield students will attend school from 9 a.m. to 5 p.m. (Monday through Thursday) and 9 a.m. to 1 p.m. on Fridays for 190 days per year.
- **Quarter-based system:** Each course at Phoenix will be a self-contained nine-week course. Upon successful completion of a course, students will earn credits for that quarter. We will also hold a lottery at multiple points during each school year (five times total) to provide an opportunity for older students and students who want or need to make a school change mid-year to enroll in a college-preparatory charter school. Key classes offered in the beginning of the year (e.g., Quarter 1 US History, Quarter 1 Geometry) will be offered again throughout the school year to allow new students the opportunity to gain introductory skills and knowledge required for success in later units.

#### ***Instructional Strategies***

- **Inclusion-based classes:** Phoenix Springfield will operate using an inclusion-based classroom model in which English language learners and students with special needs are a part of the general education program. Teachers will be highly trained during Summer Teacher Institute to differentiate instruction to meet the needs of these diverse subgroups, and differentiation will continue to be a focus of professional development sessions over the course of each school year.

- **Phoenix AmeriCorps Fellowship Program:** In August of 2009, Phoenix Chelsea grew its after-school tutoring program and created the Phoenix Fellowship Program. In the initial corps, ten Fellows lived on-site and served as full-time tutors to students who were preparing to take the MCAS exams, the SATs, and who were generally academically behind. In June of 2010, the Massachusetts Service Alliance designated Phoenix Charter Academy as an AmeriCorps site through the Edward M. Kennedy Serve America Act, expanding the Fellowship Program. Fellows are a core component of our instructional program, and as such, we will recruit a Fellow corps to serve at Phoenix Springfield (10 Fellows in Year 1). As at Chelsea, Fellows will provide individualized instruction for students in our MCAS cohort, will push in to classes to work with specific students or to support the classroom teacher, and will offer off-site tutoring at local district schools.
- **Student-centered instruction:** We believe that students are active participants in their own learning. Using Doug Lemov’s concept of ratio, teachers at all levels of instruction will carefully plan their instruction to ensure that the ratio of teacher time to student time is appropriate given students’ academic level. As students progress through the curriculum, they will be explicitly taught the “soft skills” required to be successful in increasingly challenging classes (see Section II.D: Assessment for more details on soft skill instruction and acquisition).
- **Data-driven instruction:** Since its opening, Phoenix Chelsea has increasingly moved toward a model of data-driven decision-making, a practice that will be implemented at Phoenix Springfield. As outlined in the curriculum section above, teachers will be expected to use data from both internal and external assessments in school-wide data cycles to adjust instruction to proven student need.

#### *College Services*

- **Individualized graduation planning:** We will not have traditional grade levels at Phoenix Springfield. Many of the students in our target populations are over-aged and under-credited; this is one of the reasons many of them initially dropped out of school. At Phoenix Springfield, students will chart their own course toward graduation, taking classes that fulfill the credit requirements for a high school diploma and provide the academic skills and knowledge needed to succeed in college. Each student will complete his/her own graduation plan, thereby empowering the student in his/her own education.
- **Phoenix-Through-College Program:** As Phoenix Springfield grows to capacity from 2013-2015, it will institute one of the hallmarks of the Phoenix model: the Phoenix-Through-College Program (PTC). PTC staff members help teachers strengthen the school’s academic program to more fully prepare our students for college success, guide students in researching colleges and post-secondary training programs, and walk students and their families through the college application and financial aid processes. PTC staff also meet regularly with Phoenix alumni for the first year in college to ensure that they have the support they need to succeed in their lives after Phoenix. As Phoenix Springfield grows to capacity, it will develop a PTC Program to support students preparing to attend college as well as all graduates of the school.

#### ***Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels.***

As stated in the mission of the school, Phoenix Springfield is designed to serve a diverse population of students, and we will specifically recruit English language learners, special education students, and students who are below grade level academically, as students who fit these subgroups are statistically at the highest risk for dropping out of high school. Because we seek to serve students from these demographic backgrounds, our instructional methods are tailored to meet their individual needs. By including all students in the general education curriculum, as described above, we will ensure that students are not stigmatized by tracking, and that all students feel accepted by their peers and by staff in a diverse classroom environment.

To support teachers to effectively reach students in inclusion-based classes, the school will begin the year diagnosing students academically. Through math, writing, and reading diagnostics administered during orientation, staff will identify student strengths and weaknesses so that teachers can be aware of specific student needs. This initial diagnostic process will be more intensive for English language learners and students with IEPs. To support English language learners identified through a Home Language Survey, the ESL-certified teacher will test students using the W-APT during orientation to determine the daily hours of ESL support they need, and will use their initial diagnostic information to determine their English speaking, reading, and writing goals,

which will be shared with all teachers. To support students with IEPs, the Academic Support teacher will schedule time with each teacher at the beginning of the school year for teachers to read and review students' IEPs, and will also produce a document that summarizes each student's specific needs and goals. Throughout the year, teachers will complete Part B forms as necessary and will participate in IEP team meetings with students' adult supporters. Both Academic Support and ESL staff will run professional development sessions throughout the school year to train teachers to meet diverse student needs, and will help them to adapt curriculum, instruction, and assessments as necessary.

As Phoenix Springfield grows to capacity, the school will also offer push-in inclusion support to supplement teacher differentiation in classes with high student need. Fellows will be trained during professional development sessions by Academic Support and ESL-certified staff members to work with English language learners and students with IEPs, as well as accelerated learners who need extension materials in each class. Additional staff added as the school expands will also serve in this capacity and will help teachers effectively target all students.

***Briefly explain the process for teacher evaluations and how the school will ensure teacher proficiency.***

Teachers at Phoenix Springfield will be evaluated using a variety of methods. At the beginning of each quarter, teachers will set instructional goals with their direct supervisor based on the Phoenix Teacher Proficiency Rubric, which follows the rubric mandated by the DESE and is also infused with best practices for effective Phoenix teachers (See Attachment 9: Phoenix Teacher Proficiency Rubric). For first-year teachers, their goals will focus on classroom management and organization. More experienced teachers will set goals that center on questioning methods and advanced differentiation.

Teacher supervisors (the Dean of Curriculum and Instruction during Year 1; Department Heads in future years) will use these goals to guide their informal and formal observations of teachers. All teachers will be informally observed every week by their direct supervisors. These informal observations will be unannounced, and will generally last no more than 15 minutes. Supervisors will attempt to conduct their observations during parts of the lesson that teachers are striving to improve based on their goals; for instance, if a teacher is struggling to establish a silent Do Now, his/her supervisor would come to observe the very beginning of the lesson. At the teacher's next supervisory meeting, the teacher and the supervisor will debrief the observation using the Phoenix Informal Evaluation form, and the supervisor will help the teacher develop an action plan for the coming week.

In addition to these informal observations which will focus on micro-behaviors, four times per year, teachers will be formally observed by the Dean of Curriculum and Instruction and/or the Head of School and will be evaluated on all metrics in the Phoenix Teacher Proficiency Rubric. These formal observations will require pre- and post-observation meetings and formal write-ups of the observation. Formal observations, as well as mid-year reviews completed by the Dean of Curriculum and Instruction, will be used to determine whether teachers' contracts are renewed for the subsequent school year.

***Describe how the school will determine the professional development needs of the staff.***

Each Friday, all teaching staff will participate in three hours of Professional Development. As at Phoenix Chelsea, the activities will be drawn from one of three areas: organizational goals for the school year, student need, or needs generated by teachers. Professional Development schedules will be designed by the Head of School and the Dean of Curriculum and Instruction in Years 1 and 2 of the school, and by Department Heads and the Assistant Principal in subsequent years. Additionally, as student support need is identified by the Student Support Team, Professional Development sessions will be planned to ensure that appropriate academic and social support is provided for all students. The Dean of Students will also lead quarterly sessions on Student Support data to report on the culture of the school (e.g., number of phone calls logged by teachers and department, number of demerits, number of send outs, etc.). For further details about specific professional development sessions Phoenix Springfield plans to offer in Year 1, please see Section III.D.5: Human Resources.

Phoenix also believes that one of the best mechanisms for teacher improvement is careful observation of others' practice. To that end, teachers at Phoenix Springfield will be encouraged to visit schools – both charter and public – to observe other teachers. Phoenix Springfield will also participate in Professional Development sessions with the growing network of Phoenix schools (at

the time of opening of Phoenix Springfield, this will include Phoenix Chelsea and Phoenix Lawrence) to share best practices and norm our model. This practice will be particularly important for staff in Springfield during Year 1 of the school, as all teachers will be learning the “Phoenix Way” and will benefit greatly from opportunities to meet with veteran staff members. Please see Section III.D.5 for further detail about cross-Network professional development opportunities for staff.

***Describe any modifications to the curriculum and instruction of the proposed school.***

There are no substantive changes to the existing curriculum from that used at Phoenix Chelsea.

**C. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS**

***Provide an example of performance standards for a grade grouping of your choice to indicate how students will be graded in three areas: mathematics, English language arts, and one other subject area of your choice.***

At Phoenix Springfield, students will be graded based on normed standards in each Category (I, II, or III). As explained above, as students progress through categories, they will be expected to complete increasingly difficult work with decreased adult direction and assistance, modeling the environment of a college class. Similarly, performance standards will become more rigorous in Category II and III classes, as teacher expectations of student work increase.

The chart below reflects the normed grading standards that will be used in each category and content area:

	<b>Category I</b>	<b>Category II</b>	<b>Category III</b>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>● Homework: 20%</li> <li>● Classwork: 30%</li> <li>● Quizzes: 10%</li> <li>● Tests: 30%</li> <li>● Projects: 10%</li> </ul>	<ul style="list-style-type: none"> <li>● Homework: 15%</li> <li>● Classwork: 20%</li> <li>● Quizzes: 25%</li> <li>● Tests: 40%</li> </ul>	<ul style="list-style-type: none"> <li>● Homework: 10%</li> <li>● Classwork: 10%</li> <li>● Quizzes: 30%</li> <li>● Tests: 50%</li> </ul>
<b>English Language Arts</b>	<ul style="list-style-type: none"> <li>● Homework: 20%</li> <li>● Classwork: 30%</li> <li>● Quizzes and Tests: 20%</li> <li>● Presentations/ papers: 30%</li> </ul>	<ul style="list-style-type: none"> <li>● Homework: 15%</li> <li>● Classwork: 15%</li> <li>● Quizzes: 10%</li> <li>● Tests: 20%</li> <li>● Presentations/ papers: 40%</li> </ul>	<ul style="list-style-type: none"> <li>● Homework: 10%</li> <li>● Classwork: 10%</li> <li>● Quizzes: 10%</li> <li>● Tests: 20%</li> <li>● Research papers/ projects: 50%</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>● Homework: 20%</li> <li>● Classwork: 30%</li> <li>● Quizzes: 10%</li> <li>● Tests: 30%</li> <li>● Projects: 10%</li> </ul>	<ul style="list-style-type: none"> <li>● Homework: 15%</li> <li>● Classwork: 15%</li> <li>● Quizzes: 10%</li> <li>● Tests: 40%</li> <li>● Projects: 20%</li> </ul>	<ul style="list-style-type: none"> <li>● Homework: 10%</li> <li>● Classwork: 10%</li> <li>● Quizzes: 20%</li> <li>● Tests: 30%</li> <li>● Projects: 30%</li> </ul>

As the chart elucidates, Phoenix grading standards are designed to teach students scholarly habits. In Category I classes, when students are just entering the school, they are being explicitly taught how to finish homework and classwork assignments completely and correctly, and their grades reflect the importance of that work. As students move on to Category II and III classes, it is assumed that they will complete homework and classwork without the incentive of a grade, and more weight is given to long-term projects, papers, and presentations. Through this process, students will be able to demonstrate their ability to complete multi-day and multi-week assignments, as opposed to the daily checks for understanding they complete in Category I classes.

***Clearly describe the proposed school’s policies and standards for promoting students to the next grade, achievement level, or grouping level.***

As described in Section II.D, students will be assessed using a variety of methods, including grades in classes, mastery of MCF/Common Core standards, and MCAS exams. Promotion standards at Phoenix Springfield will be based on a combination of each of these metrics. In general, students will be promoted to the next category level in a given content area when they successfully complete the following:

- Earn a grade of C- or better in three of four academic quarters
- Demonstrate mastery of 70% or above on all tested content objectives
- To move from Category II to Category III, students are required to earn at least a Needs Improvement on the MCAS exam in the given content area

It is critical to note that the goal of Phoenix Springfield is to give students who have struggled in the past a second chance at academic success. Given our mission, while we will hold all students to these meaningful promotion standards, we will also endeavor to honor students' improvement over the course of the year, and will look for opportunities to offer them the possibility for advancement. For example, at our school in Chelsea, in rare cases, students who have failed multiple quarters of Geometry, and have therefore not met the requirements to move on to Algebra II, have dual-enrolled in both Geometry and Algebra II the following year. Such a decision requires the student to submit a formal petition to his content-area teacher, the content department chair, and the school principal, which demonstrates the student's commitment to participating in multiple difficult classes at the same time.

***Provide examples of graduation or "exit standards" for the school's grade groupings (e.g., elementary, middle, high school, or primary, upper elementary, etc.) in three areas: mathematics, English language arts, and one other subject area of your choice.***

Graduation requirements at Phoenix Springfield will reflect the school's focus on building academic skills, rather than a simple accumulation of credits. Therefore, students will be required not only to earn credit in specific content areas, but also to pass upper-level classes across the school's curriculum, as outlined below:

*Minimum Course and Credit Requirements*

Subject Area	Credits Required for Graduation
Humanities	88 and completion of two (2) Category III classes
Math	48 and completion of Algebra II
Science	24 and completion of Chemistry or Physics
Healthy Decision Making	18 and College Prep class
Arts & Tech	6 and ACCUPLACER Prep class

\*\*Notes:

1. One credit in humanities, math and science is equivalent to 12 hours of instructional time.
2. One credit in healthy decision making and art is equivalent to 9 hours of instructional time.
3. We also have a system for transferring credits from prior high schools. Students do not need to earn all of their credits at Phoenix Springfield in order to graduate from Phoenix Springfield.
4. Students may earn up to 28 credits in one quarter or 112 credits over the course of the academic year, depending upon the classes they choose.

*Minimum Additional Requirements*

Students must also:

- Achieve Needs Improvement or above on the MCAS exams in math, English, and biology.
- Earn one or more college acceptances.

The founding team for Phoenix Springfield believes that these are the minimum requirements necessary to enter and succeed in a two-year community college. Unless students are able to meet this credit threshold and pass a minimum number of challenging courses, they will not be able to successfully access demanding material when they enter college. We believe, though, that even

this bar is not high enough to guarantee success in a four-year college. For students looking to enter a four-year school, therefore, Phoenix Springfield will use the following additional metrics:

Subject Area	Credit Requirements
Humanities	160 and completion of four (4) category III classes
Math	60 and completion of Pre-Calculus
Science	60 and completion of biology, chemistry, and physics
Healthy Decision Making	18 and College Prep class
Arts & Tech	12 and SAT Prep class
Language Learning	20

#### D. ASSESSMENT SYSTEM

***Indicate which individual(s) in the school have primary responsibility for overseeing the assessment system.***

In Years 1 and 2 of Phoenix Springfield, the Dean of Curriculum and Instruction will oversee the assessment system, including the Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP) exam and the MCAS exams (annual English language arts, biology, and mathematics exams, as well as re-test exams in all content areas). As the school grows to capacity, the Director of Data and Assessment will oversee the school-based testing system and all data cycles.

***Describe how achievement data will be collected and how it will be used.***

Phoenix Springfield will use data from two major assessments, the NWEA MAP test and the MCAS exam, to measure student growth over the course of the school year. The NWEA MAP exam is a computer-based, adaptive assessment in both mathematics and reading comprehension that we will administer to the entire student body twice each year: in September and May. We will also offer testing at the beginning of each academic quarter to test students who are just entering the Phoenix community.

From the fall of 2006 to the spring of 2009, Phoenix Chelsea used the Stanford 10 to assess student progress. While the Stanford 10 is a common external assessment tool, we found the data was not particularly useful in accurately capturing the skill levels of our students, as the exams were largely based on grade determinations. Several of our “9<sup>th</sup>” grade equivalent students perform significantly below grade level initially (on average four years below grade level), and norm-referenced testing was not providing teachers useful data to inform instruction in their classrooms. Phoenix Chelsea’s Leadership Team worked extensively to research other external assessment tools that would produce data that would inform instruction and provide teachers quick, useful data they could use to adapt curriculum to meet student need. Following this research, in the 2009-2010 school year, Phoenix Chelsea began using NWEA MAP testing. The NWEA MAP exam is aligned to MCF, and teachers can analyze data, track academic growth of their students, and access the user-friendly online “Descartes” system to assist in differentiating instruction to meet the abilities of individual students.

Teachers and administrative staff will spend multiple professional development sessions examining student data from both the MCAS exam and the NWEA. During these professional development sessions, teachers will be expected to identify areas of student strength and weakness, both on an individual-student and whole-class level. The NWEA categorizes student skills to allow for this type of clear analysis, while the MCAS exam permits teachers to track student responses on specific questions that correspond to given MCF. Following data analysis, teachers will then be expected to make a plan for teaching (or re-teaching) specific skill deficits, which will be submitted to their supervisor at the end of the professional development session. During teacher-supervisor weekly supervision meetings, supervisors will check in with teachers about students’ skill development, asking for specific data from both formal and informal assessments to track student growth and ensure student mastery.

***Describe which internal/school-developed instruments will be administered in order to measure and report student progress.***

In addition to the NWEA and MCAS exams, teachers and Fellows will also administer interim assessments each academic quarter. These assessments are included in the curriculum to be used by the teachers and are, as described in Section II.B: Curriculum and Instruction, aligned with MCF and are appropriately differentiated for all Phoenix students, including students with IEPs and

English language learners. Teachers will track student performance on these tests using mastery tracker tools and will be expected to use the mastery tracker to evaluate the need for further instruction on particular standards, as mandated by our data cycle protocol (again, described in Section II.B). On a whole-school level, the Dean of Curriculum and Instruction and the Head of School will analyze these trackers to evaluate curriculum, instructional methodology, and teacher performance.

***Define a meaningful and practical approach for measuring student progress toward attaining non-academic goals.***

As briefly described in Section II.C: Performance, Promotion, and Graduation Standards, Phoenix will explicitly teach students the “soft skills” necessary for success. We have broken up these habits (e.g., homework completion, note-taking and independent studying), by each of our categories, as outlined below. In Category I classes, students will be taught how to complete homework and classwork consistently, and grade weights in Category I classes reflect the importance of these skills. In Category II, students are expected to complete more difficult, longer assignments with decreased supervision, and again, their grades reflect this. By Category III, very little weight is given to daily assignments (e.g., Do Now, Ticket to Leave, homework), as students are expected to complete these tasks without incentive, and they are taught to master long-term assignments (e.g., writing a research paper, completing a problem set). To ensure consistency of “soft skill habits” across Categories, teachers will be trained to infuse habits into their lesson plan during PD sessions.

Category I	Category II	Category III
Binder organization check	Teach memorization with flash cards	Independent note-taking; offer open note tests to assess this skill
Consistent behavioral expectations around classroom work	Writing notes (guided by teacher) in their own notebooks	“Make Your Own Study Sheet” activities before quizzes and tests
Clearly labeled make-up work folders in each classroom	Teach students explicitly how to abbreviate notes	Explicit instruction to synthesize information
Explicit instruction about how students should ask for help (teacher, other students, notes)	Use medium-length assignments to teach students how to budget time in and out of class	Use long-term assignments to teach students how to budget time

As is evident in this description and chart, soft skills are backwards planned from the skills students need to succeed in Category III classes. Although soft skills are not an explicit part of our graduation standards, it is necessary for students to master them to pass their classes. For example, students will not be able to complete a research paper unless they have mastered time management skills. By infusing course assignments with soft skills, we will ensure students master them prior to graduation.

***Describe how the assessment system will feature multiple measures of student outcomes.***

The assessment system used at Phoenix Springfield – a combination of external assessments like the NWEA and MCAS exams, internal interim assessments that measure student mastery of MCF, grades, and soft skill development – will allow the school to collect multiple types of student achievement data. The NWEA MAP exam will provide information about student growth in both reading and math over the course of one school year. The MCAS exams will measure student performance on specific 10<sup>th</sup> grade frameworks and will give the school an understanding of how Phoenix students are performing relative to 10<sup>th</sup> graders throughout Massachusetts. The MCAS will also allow us to track student growth over time by comparing students’ 8<sup>th</sup> grade scores to 10<sup>th</sup> grade scores.

Internally, tracking of MCF on interim assessments will help teachers measure students’ mastery of frameworks related to a specific content area, and make immediate curricular changes to meet student need, as well as year-to-year revisions to fix overarching problems. While grades are a more holistic reflection of a student’s performance in class, showing scholarly habits (e.g., attendance, homework completion, etc.) in addition to performance on assessments, mastery tracking will depict exactly how much content a student has learned from a given course. Taken together, grades and mastery tracking will help teachers decide when students are ready to progress to the next course in a given content area.

***Provide a thorough, clear, measurable, externally credible, and conceptually sound design for measuring and reporting the performance and progress of the school all relevant stakeholders.***

Phoenix Springfield will formally report on its progress once yearly to the Department of Elementary and Secondary Education through its annual report, in which the school will describe its progress relative to the three main components of the charter: faithfulness to charter, academic program success, and organizational viability. The annual report will also be sent to all key stakeholders in the Phoenix Network, including the board of trustees and other supporters. Student achievement data will be further presented to school's board of trustees, school administrators, teachers, students, and parents in the following ways:

- **Board of Trustees:** The Executive Director/Network Leader meets monthly with the Board of Trustees and reports on achievement data for all schools in the Phoenix Network. Additionally, the Head of School of Phoenix Springfield will meet at least once annually with the Board to discuss the academic program and results of the school, including NWEA testing results, MCAS results, and internal testing data. Additional school- and Network-specific results that will be reported monthly to the Board are explained in Section III.C: Governance.
- **School administrators:** School administrators will use student achievement data constantly to make decisions about the instructional leadership of the school. In Year One, the Dean of Curriculum and Instruction (in later years, the Data and Assessment Coordinator), will compile weekly and quarterly dashboards that will track student academic progress (see Attachment 11). Administrators will use this academic data when designing new programs, making hiring choices, and revamping curricula.
- **Teachers:** Like school administrators, teachers will relentlessly use student achievement data to drive instruction. Because the information from assessments will enable teachers to determine the needs of their students, achievement data will dictate instructional content and instructional methodology.
- **Students:** Students at Phoenix Springfield will use the results of their own assessments frequently to track their progress. When students take the NWEA MAP exam, for example, the test administrator will talk through students' beginning-of-the-year scores with them and then discuss their growth after they take the test in May. Similarly, students will track their mastery of MCF over the course of the year in their core academic classes, aiming for greater than 80% mastery on tested frameworks.
- **Parents:** At Phoenix Springfield, we believe adult supporters are a crucial component of a child's education. As such, parents will receive frequent phone calls (on average at Phoenix Chelsea, parents receive 2 calls per week) from their student's teachers and Fellow reporting on students' academic progress, which will often highlight student grades on recent assignments. Parents will also receive students' progress reports twice each quarter, as well as a report card at the end of the quarter.

***Describe any modifications to the assessment system of the proposed school.***

There are no anticipated changes to the assessment system from that used at Phoenix Chelsea.

## **E. SCHOOL CHARACTERISTICS**

***Describe the school calendar, including the number of days school will be in session.***

Phoenix Springfield will have 190 instructional days. The school year will be divided into four quarters, each roughly nine weeks long, as well as a five-week Session One that will start the school year. Student grades and credits will be assigned at the end of each quarter or session; final report cards will be sent to student homes at these times. Students will also receive progress reports twice each quarter, during week 3 and week 6.

***Describe the school calendar, including the daily hours of operation, and the way the school will be organized for instruction.***

Monday-Thursday, school will be in session from 9 a.m. to 5 p.m.; on Friday, school will run from 9 a.m. to 1 p.m. The day will start with a 15-minute advisory period, to be followed by a 35-minute school-wide reading block. There will be five core academic blocks, each 68 minutes long, as well as a break for lunch and a break for snack. Friday class periods will each be 40 minutes long. On Mondays and Fridays, we will hold a school-wide Community Meeting in lieu of advisory. Extra-curricular activities will be held during lunchtime and after school.

***Describe the grade levels at which students will be admitted to the school and the required age for kindergarten admission, if applicable.***

Phoenix Springfield will not have grade levels. For students who are re-entering school after being out-of-school for long periods of time (a key demographic of our target population), or for students who are older but have not mastered key academic skills, re-starting high school as a freshman is discouraging. Rather than segregating students by grade, therefore, Phoenix Springfield will help students design individualized graduation plans based on their placement test scores and historical credits. Phoenix Springfield will accept any student who has passed 8<sup>th</sup> grade or who has attempted 8<sup>th</sup> grade twice.

***Describe the mechanics of the educational program in terms of the daily or weekly organization of students and faculty.***

As described above, the bulk of the Phoenix Springfield school day will be divided into five classes, each 68 minutes long. The majority of students will take four core academic classes: two humanities classes (136 minutes per day; 624 minutes per week), one science class (68 minutes per day; 312 minutes per week), and one math class (68 minutes per day; 312 minutes per week). Students' fifth block will vary based on student need; students preparing to take the MCAS exams will enroll in tutoring, rising seniors will take an SAT prep class, while others may enroll in study skills classes as required by their IEPs. Teachers, with the exception of department heads, will teach four core academic classes daily as well as an advisory. Over the course of a week, teachers will teach 20 hours of academic classes and 1 hour and 15 minutes of Advisory and Community Meeting, for a total of over 21 hours. Teachers will have approximately 7.5 hours of planning time each week, as well as 3 hours of professional development on Friday afternoons.

***Describe any external programs that will be brought into the school and why.***

Staff at Phoenix Springfield will constantly seek out external partnerships and programs that will support our students' academic and socio-emotional development. At Phoenix Chelsea, we partner with a number of organizations, including Bunker Hill Community College and North Shore Community College to offer our students dual enrollment options, the NuVu program at MIT for students interested in hands-on learning opportunities in science and engineering, Axis of Hope to expose our students to collaborative peace-making, and Louder Than a Bomb as a creative outlet focusing on slam poetry. These partnerships were all developed in response to student need, and at Phoenix Springfield, we will also seek out partnerships as necessary to offer our students exciting extra-curricular opportunities. As outlined in Attachment 15: Letters of Support, we have forged partnerships with numerous non-profits in the Springfield area, including Roca, the YMCA, Springfield Technical Community College, and Holyoke Community College. We have already discussed cross-programming ideas with Roca and dual enrollment possibilities with Springfield Technical Community College and Holyoke Community College for our students who have accumulated enough credit.

Along with extracurricular options, it is the hope of Phoenix Springfield that we will be able to partner with community members to offer our students various elective classes during the school day. At Phoenix Chelsea this year, we contracted with external teachers to offer drumming, art, and photography classes, a practice that was extremely beneficial for our students that we hope to extend to Phoenix Springfield.

***Describe the proposed school's teaching methods and strategies for supporting students with a wide range of needs.***

Phoenix Springfield will couple high expectations with relentless support. In keeping with our mission, *all* students will have full access to every class, and in each class, we will have a diverse group as defined both by identity and also life circumstances. Therefore, English language learners, students with learning disabilities, students returning to high school as well as students of various races, religions, ethnic backgrounds, and different sexual orientations will all be a part of our learning community. We will also serve students who fit the legal definition of homelessness and students living in residential facilities. We will provide tremendous support for students, including social work services, an advisory program, counseling, and case management through our Student Support Team. We will have a full inclusion model with regard to English Language Learners and students in Special Education. As described in Section II.B, teachers will receive ongoing professional development and support in scaffolding instruction to meet the needs of their students with various learning challenges. Given our experience effectively differentiating to

meet the needs of a wide range of students at Phoenix Chelsea, we feel confident we can train Phoenix Springfield teachers to serve every student in his/her classroom, regardless of students' past academic or personal struggles.

***Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.***

Below is a typical school day for a student in Category I classes:

- 8:30am: Arrive at school
- 8:30 – 9:00am: Eat breakfast, finish homework
- 9:00 – 9:15am: Advisory/Community Meeting
- 9:20 – 9:55am: PROPs (reading class)
- 10:00-11:08am: Algebra I
- 11:13 – 12:22am: Physical and Life Sciences
- 12:22 – 1:06pm: Lunch
- 1:11 – 2:19pm: Literature: An Introduction
- 2:24 – 3:31pm: Writers' Workshop
- 3:31 – 3:52pm: Snack
- 3:52 – 5:00pm: World History
- 5:00 – 6:00pm: Homework Lab/After-school activities

***Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.***

Below is a typical school day for a math teacher:

- 7am: Arrive at school, prepare for the day
- 9:00 – 9:15am: Advisory/Community Meeting
- 9:20 – 9:55am: Prep time
- 10:00-11:08am: Algebra I
- 11:13 – 12:22am: Algebra I
- 12:22 – 1:06pm: Lunch
- 1:11 – 2:19pm: Prep
- 2:24 – 3:31pm: Algebra I
- 3:31 – 3:52pm: Snack
- 3:52 – 5:00pm: Geometry
- 5:00 – 6:00pm: Work with students after school, make parent phone calls, etc.

***Describe the culture of the school.***

The mission of Phoenix Springfield will be embedded in the culture of the school, with a focus on the twin pillars of the mission: relentless support and urgency around academic achievement. All staff members will be critical to both the creation and the maintenance of this culture, and much of teachers' focus during the initial Summer Teacher Institute will be on ways to build an effective school community.

Staff will create a culture of relentless support primarily through building strong relationships with students and their adult supporters. Relationships will be built both in and out of the classroom through phone calls, frequent check-ins with students, and conversations that demonstrate staff's genuine interest in and concern for students' lives. These relationships will provide the structural foundation for students to feel comfortable with staff, and will serve as motivation tools to facilitate student learning.

Academic urgency, particularly in regard to college, will be a second hallmark of Phoenix culture. At Phoenix Springfield, students will be explicitly taught that college is their ultimate academic goal. The hallways will be lined with college posters and pennants, students and staff will discuss college constantly in advisory and Community Meeting, and teachers will decorate their classrooms with paraphernalia from their universities. These small actions will all contribute to the idea that high academic achievement, with the end goal of college graduation, is possible.

Because we believe in the capacity of our students to achieve at high academic levels, we will strive to teach students the tools necessary for success in college and the professional world through our school policies. Phoenix Springfield will enforce a strict dress code, which will establish that while Phoenix Charter Academy Springfield is a welcoming environment, it is focused on achievement. We will explicitly teach students skills for “code-switching,” so that they can learn how to differentiate outside-of-school actions from those required in an academic or professional environment. Failure to code-switch (e.g., cursing, tardiness, disrespectful comments) will result in consistent and fair consequences.

Finally, our school culture will constantly celebrate student achievement. Our Community Meeting, held twice-weekly on Mondays and Fridays, will offer opportunities for staff and students to recognize each other’s achievements (described in further detail below). We will give the “Scholar Award” quarterly to the student with the highest GPA and fewest behavioral transgressions. We will publicly acknowledge all students on honor roll and also students who make measurable improvement in behavior and academics. Combined with the other components of our culture, our celebration of student growth and achievement will make students feel safe, supported, and capable of making real changes in their lives.

***Provide a clear plan for establishing a school culture and norms consistent with the school’s mission, educational philosophy, and educational program. Describe the school’s discipline policy.***

To provide our students with relentless support, as promised by our mission, we will operationalize the initiatives below from Day 1 of Phoenix Springfield to provide students with the structure and relationships they need to feel safe at school.

- *Advisory:* On Tuesdays, Wednesdays, and Thursdays, students will spend the first fifteen minutes of the day in Advisory, similar to “homeroom.” Advisory will serve two explicit purposes. First, it will allow students a positive space to transition into the school day from their outside lives. We have found that when students immediately enter class, without the chance to get settled and check in with an adult, they struggle more throughout the rest of the day. Advisory will therefore offer students an opportunity to enter the building calmly. Second, Advisory will serve as a retention tool, aimed at helping students develop an intensive, long-term relationship with an adult, which we believe is critical to student buy-in. Advisors will teach students how to master the attributes of a SCHOLAR (explained below), and advisors will intervene when students are not succeeding.
- *Community Meeting:* Community Meeting will serve as a crucial culture-building support within Phoenix Springfield. On Mondays and Fridays for 15 minutes, all community members will gather to share news, laud student growth and achievement, and address any serious issues in the school community. Students will be taught how to be respectful in group space, and will also be given the opportunity to be school leaders by overseeing certain parts of Community Meeting.
- *Student Support Center:* Phoenix Springfield will purposefully recruit students with a history of behavioral and academic challenges. The Student Support Center (SSC) will be a resource for these students. Students will be encouraged to use the staff of the SSC when they experience struggles in classes. In addition, if a student is misbehaving in class, a teacher may send the student to the SSC for a brief time for the student to process his/her behavior.
- *Social Worker and Dean of Students:* At its opening, the Student Support Team at Phoenix Springfield will be staffed by a Dean of Students as well as a Social Worker in order to offer effective wraparound supports. The Social Worker’s role will include directing IEP counseling, case management services, and crisis management and intervention. By building relationships with outside health organizations and developing maternity plans for students on leave, the Social Worker will help Phoenix provide on- and off-campus support. The Dean of Students will provide oversight of student support services, as well as direct staff around the integration of academics, student support, and classroom management. This will include professional development sessions as well as in-classroom support and supervisory meetings.

- *On-site Childcare Center:* Phoenix Springfield will have a unique capacity to meet the needs of parenting teens. Teen mothers will arrive at school, drop their students off at the onsite daycare and attend class while their children begin their own education under the care of the experienced early childhood education teachers.
- *Extracurriculars:* Phoenix Springfield will implement an extracurricular program starting in its first year. This will include, but is not limited to, basketball teams for both boys and girls, a co-ed track team, a student government, a Gay-Straight Alliance, music clubs, debate clubs, art clubs, and others depending on student interest. These extracurricular activities will help students feel connected to staff members and to other students, as well as bolster student achievement, as many activities require members to have passing grades in order to participate.
- *Demerit/Merit System:* Phoenix Springfield will use a demerit/merit system to monitor and track student behavior and keep the classroom environment safe and focused on learning.
  - To help students remember what we most value at Phoenix, we have created the SCHOLAR acronym and often reward students specifically in these areas: **S** Service, **C** Community, **H** Hope, **O** Opportunity, **L** Leadership, **A** Achievement, **R** Respect.
  - Students will have the opportunity to receive “Phoenix Feathers” from a teacher for embodying any of these seven aspects of a SCHOLAR. These feathers reward positive behavior and will be “deposited” and “banked” for the student to use to buy Phoenix mission gear, school supplies, and other rewards. Our feather system will allow teachers to publicly and quickly reinforce and reward positive behavior.
  - At our end-of-week Friday Community Meeting, both students and staff will be given an opportunity to give bead necklaces to other members of the community. When giving beads, students or staff will publicly recognize another community member who has embodied one of the seven aspects of a SCHOLAR.
  - Students will also receive demerits for behaving in ways that disrupt the learning environment. These behaviors can range from minor infractions to more major ones, and earning demerits will result in detention (to be held before and after school; the length of a student’s detention will depend on the number of demerits he/she received the day before). Additionally, students whose behavior shows they are not ready to be in class will be sent home or suspended in order to protect Phoenix’s learning environment. All Phoenix Springfield staff will be trained during Summer Teacher Institute to ensure that demerits are uniformly applied, and students and adult supporters will be briefed on our discipline system during Orientation sessions. All discipline policies are also outlined in our Student Handbook, which will be given to all students and adult supporters prior to enrollment.

***Describe how the school plans to involve parents/guardians as partners in the education of their children.***

A critical component of Phoenix Springfield’s success will be constant outreach to and contact with students’ adult supporters. Many of our students do not have consistent parental support, and so we turn to youth workers, social workers, grandparents, and other family members to support them academically. We are committed to partnering with all supporters in the following key ways to ensure students’ success:

- *Parent/Adult Supporter Orientations:* At orientation sessions, students will be required to fill out paperwork listing adult supporters and their contact information. Adult supporters will be asked to attend orientations with students, and will be given an overview of the school, a copy of our student handbook, and will have an opportunity to ask questions about the school’s structure and academics.
- *Phone Calls:* All Phoenix staff, including the Head of School, will be expected to make and log an average of ten phone calls to adult supporters each week. Staff members will also make an average of 2 – 4 calls per day to students themselves, generally concerning absences and missed assignments as well as praise calls about small achievements in the classroom or to reinforce positive, “turn-around” behavior. All communication will be logged in PowerSchool, our online database.
- *Parent Advisory Council:* The Head of School will oversee a Parent Advisory Council (PAC). We anticipate that the PAC will meet five times throughout the year to discuss topics including student handbook policies, reading and academic interventions, and college readiness. Additionally, we will also hold three Parent/Teacher Conferences during which parents and adult supporters can meet and talk to their student’s teachers about their progress in a class.

- *ESL Parent Meetings:* Three times each year, the school will invite parents of our English language learners to the school to discuss their students' academic progress. During these meetings, the ESL and content-area teachers will provide parents with updates on students' growth, path to graduation, and specific language struggles.
- *SPED Parent Advisory Council:* The Academic Support department will also oversee a Special Education Parent Advisory Council (SPED PAC). The SPED PAC will be a forum in which parents of students receiving services can discuss issues particular to Academic Support at Phoenix.
- *At-School Meetings:* Occasionally, it will be necessary for all of a student's teachers to meet with the student's adult supporter to discuss staff concerns. These concerns could range from worry about low homework completion to maternity leave plans to consistent off-task behavior in class. The purpose of the meetings is not punitive, but rather to show the student that he/she has a support system that will help him/her make a plan for improvement and success.
- *Home Visits:* At the beginning of the school year, all staff members, including non-instructional staff, will be expected to conduct home visits to provide support for students outside of school. These home visits help both staff and adult supporters put a face to a voice on the telephone, and foster a deeper relationship between students and staff. In addition to these beginning-of-the-year home visits, members of the Student Support Team will also conduct home visits throughout the year.

Per its Accountability Plan, Phoenix Springfield will assess parental satisfaction through an end-of-year survey, which will be administered orally through phone calls, and will ask parents/adult supporters to comment on the academic and student support programs of the school, particularly in comparison to their child's former school. The results of the parental satisfaction survey will be disseminated through the school's Annual Report, and will be used by the school's Leadership Team as well as the Board of Trustees to guide decisions for the upcoming school year.

***Describe the relationships the applicant group has established with community agencies.***

Please see Section I.C: Description of the Community to be Served, as well as Attachment 15: Letters of Support, for more details.

***Describe how the mission, educational philosophy, curriculum and instruction, assessments system, and school characteristics are all integrated.***

At Phoenix Springfield, all aspects of our educational program will be a direct result of our mission. From recruitment practices to curriculum to school culture, we will be guided by our mission of increasing educational opportunity for high-risk students in Springfield and surrounding communities. At Phoenix Chelsea, teachers and leaders participate in regular professional development sessions to discuss whether particular programs, and the school as a whole, are experiencing "mission-drift". Phoenix Springfield will use the same model of reflection to ensure that each component of its educational program fits with the mission of the school and is helping students who otherwise would not have access to a high-expectations, college-preparatory education.

***Describe any modifications to the school characteristics and school culture of the proposed school.***

There are no anticipated changes to the school characteristics from that found at Phoenix Chelsea.

**F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES**

***Describe the plan for a responsive, general education classroom.***

Phoenix Springfield's mission is based on the belief that every student who walks through the doors of the school has the potential to learn and succeed at high levels. To reach every student – rather than let their struggles beyond the classroom become an excuse for their failure – Phoenix Springfield will follow the steps below to ensure that it creates a responsive general education curriculum:

- *Diagnostic Testing / In-take of Information:* During orientation and Session 1 at the beginning of the school year, students will participate in a series of diagnostic tests (math, writing, reading decoding, and reading comprehension) to determine their academic strengths and weaknesses. Students whose first language is not English, following completion of a Home Language Survey, will take the W-APT to determine the need for ESL services. Staff will also collect student IEPs and transcripts. Based on these data points, instructional leaders will determine the classes in which students should enroll.

- *Instructional Kid Talk:* If it becomes apparent that a student is not making academic progress, staff will participate in a quarter-long process known as Instructional Kid Talk (IKT), which will determine whether a student needs to be evaluated for a learning disability. During IKT, Phoenix’s version of IST, teachers will work on teams to identify student strengths and weaknesses and develop a system of interventions to help the student make academic progress. Possible interventions could include counseling with the school social worker if the student is struggling to manage his/her life outside of school, additional homework help time with teachers before or after school if he/she is not completing homework effectively, and organizational aids if the student has difficulty organizing his/her time and tasks. Depending on a student’s response to interventions, the team will make a recommendation to the Academic Support department regarding further evaluation.
- *Professional Development for Teachers:* As outlined in Section II.B: Curriculum and Instruction, all teachers will participate in regular professional development regarding effective differentiation techniques, how to serve students with IEPs, and how to serve English language learners.
- *Ongoing Meetings with Students and Parents:* Teachers will be expected to participate in their students’ IEP team meetings and report on the success of their accommodations. Teachers’ supervisors will hold teachers accountable for attending these meetings and for knowing and following each student’s accommodations.

***Describe the processes and procedures that the proposed school will employ to identify, assess, and serve students who are English language learners.***

As described briefly above, students will be identified as ELLs during our orientation sessions at the beginning of each quarter. Using information gathered from a home language survey, students will take a screener test (W-APT) to determine if they are eligible for ESL services. Using the results of the W-APT, students will receive zero, one, or two 68-minute blocks of direct ESL/ELD instruction daily. During the ACCESS testing window in January and February, students will take the ACCESS exam to chart their progress and determine placement for the remainder of the school year and the upcoming year.

In addition to ESL/ELD classes, ELLs will participate in sheltered English instruction (SEI) classes. All classroom teachers will receive a comprehensive evaluation of each ELL in their classes, compiled by the ESL-certified teacher, so that they better knew their ELLs and their particular language acquisition challenges. Because our student population will fluctuate throughout the year, teachers will be re-trained each quarter regarding the needs of their specific students. ELL students will also be working on “soft skills” each quarter, such as answering questions orally in class, giving presentations in front of a group, or writing in complete sentences, and the ESL-certified teacher will train teachers on tracking student progress on each of these goals.

During ESL classes, students will participate in a literacy-based curriculum in which they will read and analyze novels, give oral presentations, and participate in academic and informal conversation practice. Within the ESL program, students will engage in Word Study, a language acquisition program that builds phonemic awareness and develops pronunciation skills. Students will transition from LEP to FLEP status after demonstrating proficiency in a variety of ways, all overseen by the ESL-certified teacher: ACCESS scores, MCAS scores, grades in SEI classes, and teacher referrals. When students move to FLEP status, the ESL coordinator will continue to monitor their progress in content classes and offer homework and study help, as needed.

In Year One, Phoenix Springfield anticipates hiring one full-time certified ESL teacher. The qualifications for this position are: certification as an ESL teacher by the Massachusetts DESE, knowledge and deep understanding of DESE regulations regarding ESL instruction in Massachusetts, knowledge of state diagnostic systems for ELLs, strong skill working with students of different backgrounds, and strong skill training adults to work with students of different backgrounds.

***Describe the processes and procedures that the proposed school will employ to identify, assess, and provide specialized instruction to each student in need of special education services.***

In the first year of the school, one full-time Academic Support Services teacher and one part-time Academic Support Services administrator will be hired. Speech, occupational, and physical therapists will be contracted on an as-needed basis. When the school reaches capacity in year three, there will be one full-time Academic Support Services teacher, one full-time Academic Support Administrator, and other part-time consultants as needed

Given our experience at Phoenix Chelsea and the make-up of students in Springfield, we anticipate that our population of students with special needs will fluctuate between 15 and 20% of our student body. Students with special needs will be fully integrated into our academic program, and every Phoenix teacher will perform the following services to ensure that he/she meets students' needs:

- Read each student's IEP and refer back to the summary of each student's IEP as needed so that he/she is knowledgeable about the student's IEP goals, understands the student's particular learning challenges, and is aware of specific accommodations in curriculum, instruction, and assessment that must be made for the student.
- Attend the student's IEP team meeting. Teacher input is critical to the success of the process, and it is a valuable time for Academic Support Services staff, teachers, parents, and the student him/herself to communicate about how the student is progressing.
- Complete the required paperwork for students with IEPs, including the "Part B" forms for any upcoming IEP meetings and the documentation that Phoenix's Academic Support staff need for students' quarterly progress reports.

Because our philosophy is to include all students in general education classes for part of their day, Phoenix Springfield will be committed to instruction that reaches all learners. In order to help all teachers understand how to differentiate instruction, Phoenix will offer extensive Professional Development in this area, and the Academic Support Services teacher(s) will serve as an operational resource to other teachers. In addition to support for teachers using the inclusion model, the school will also provide daily "pull-out" instruction when necessary. The amount of pull-out and regular classroom time will be determined by each student's IEP.

On a bi-weekly basis, teachers will meet to discuss the coordination of regular education and special education work, review the assessment data for special education students to evaluate their progress, and make necessary modifications. As much as possible, the school will provide opportunities for special education students to learn alongside their regular education peers, participate in the same learning groups, and complete classwork and projects together.

The Academic Support Services teacher(s) and administrator will oversee the IST Process, which at Phoenix will occur during our Instructional Kid Talk sessions (described above). The Academic Support Teacher will implement a collaborative model through which teachers can identify students who may potentially be in need of services, test interventions, and then make a recommendation to pursue evaluation.

All Academic Support teachers and coordinators must meet the following requirements: Massachusetts certification in special education, experience with the inclusion model of special education, excellent communication skills and demonstrated experience working as part of a special education team of professionals, and knowledge of Massachusetts special education laws and regulations and best practices serving hard-to-reach students in an urban setting.

***Indicate the special education staffing levels the school intends to provide by year for each of your school's first five years.***

As detailed in the staffing chart in Section III.D.5: Human Resources, and in Attachment 5: Organizational Chart, we plan to hire one full-time Academic Support Teacher and one part-time (0.5 FTE) Academic Support Administrator in Years 1 and 2 of Phoenix Springfield. In Years 3 and 4, we will have one full-time Academic Support Administrator, one part-time (0.5 FTE) Academic Support Teacher, and one full-time Academic Support Teacher. By Year 5, we anticipate increasing our staffing, and will have two full-time Academic Support Teachers and one full-time Academic Support Administrator. No staff will be hired who do not meet the minimum requirements listed in response to the question above.

In Years 1 and 2, the Academic Support Administrator will spend the entirety of his/her time managing administrative duties; in Years 3 – 5, the Administrator will devote 40% of his/her time to service delivery, and 60% to overseeing the administration of the department. As necessary, the Administrator will oversee the outsourcing of the therapeutic needs of our students (e.g., speech, physical, or occupational therapy). We have had exploratory conversations with several health clinics in the Springfield area, and will use these relationships to contract services for students.

***Explain how the proposed school plans to deliver nutritional program services to students.***

Phoenix Springfield will follow all federal regulations addressing proper nutrition. Breakfast will be offered daily for 30 minutes (8:15-8:45am). Lunch, offered at 12:22pm daily, is 44 minutes in length. The school will budget one lunch and one breakfast for each student in the school to ensure our ability to feed all students in need. All students will fill out a federal family income form during enrollment and the school we will use the form to determine the number of students in the free and reduced lunch program. Students who are not eligible for free lunch and breakfast will be given a monthly bill for lunches and breakfasts they eat at the school. As we do at our school in Chelsea, we will hire a catering service to provide daily breakfast and lunch services. Lunches will be ordered for delivery daily by the Front Office/Operations Manager. The Front Office/Operations Manager will oversee the distribution of breakfasts and lunches to students on campus at meal times. Because the school day lasts until 5:00PM, students will also be offered a snack every day (except Friday) after their fourth period class. Students will have fifteen minutes to eat snack.

***Describe any ancillary and support services the proposed school expects to offer students and families, for example, counseling, family outreach, and/or relationships with community organizations.***

One of the main purposes of Phoenix’s Student Support Team will be to connect students to services outside of school to ensure their success in school. Phoenix Springfield’s Social Worker will serve as students’ primary liaison to external services, including mental health counseling (particularly with professionals who are fluent in students’ primary language), government assistance programs, and primary care physicians. The Social Worker will engage this network of collaterals to assist students in a wraparound model of support. Phoenix Springfield has already made contact with collateral supports in the area, including Clinical and Support Options, Behavioral Health Network, and Mason Square Neighborhood Health Center.

Additionally, other members of the Student Support Team, including the Dean of Students and Recruitment and Outreach Coordinator, will meet frequently with personnel from the Department of Youth Services, Department of Children and Families, and other youth development organizations who are supporting our students outside of school. Frequently, representatives from these organizations are our students’ strongest adult supporters, and we will work with them in any capacity we can to facilitate students’ success in school.

***Describe any modifications to the plan for special student populations and student services to the proposed school from those that are implemented in the existing school.***

There are no anticipated changes to from the plan used at Phoenix Chelsea.

**III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?**

**A. ENROLLMENT AND RECRUITMENT**

***Indicate in a table the number of students to be enrolled by grade each year over the five year term of the charter, as well as the maximum enrollment requested. Explain in detail your rationale for selecting the particular enrollment size for your school as well as the growth strategy you have developed.***

School Year	Grade Levels	Total Student Enrollment
First Year	9-12	125
Second Year	9-12	175
Third Year	9-12	250
Fourth Year	9-12	250
Fifth Year	9-12	250

Maximum Enrollment: 250

We believe in a small school environment. The Phoenix model relies on students and staff forming strong relationships, which are difficult to foster unless all adults know all students. These close-knit connections between staff and students allow students who have been out of or struggled with traditional schools to feel safe and comfortable. For this reason, Phoenix Springfield will remain small, with a maximum enrollment of 250 students by Year 3.

Our growth strategy as we reach maximum enrollment has been carefully planned. We know from our experiences in Chelsea and more recently in Lawrence that the first year of a school is a critical time for leadership, teachers, staff, and students to refine the school's model to fit a new environment. We therefore elected to open the school with 125 students, adding additional students each year until we reach our capacity in Year 3. This growth plan will allow us to add staff across the school (instruction, student support, and operations) at a steady rate, thereby streamlining our staff recruitment and hiring processes. The stability of the growth model will also enable our Student Support Team to set and reach measurable and attainable goals for student retention and recruitment over the first five years of the school.

***Link enrollment and recruitment to the parental support you outlined in the Description of Communities to be Served section of the application.***

Our enrollment and recruitment practices will rely heavily on parent and adult support. As described in Section I.C: Description of Communities to be Served, we believe that adult supporters – in the form of parents, social workers, probation officers, extended family, and youth workers – are critically important in both the recruitment and retention of students. When recruiting students, our Student Support Team will involve and utilize adult supporters in the following ways:

1. Invite adult supporters to informational sessions at community-based organizations and at the school.
2. Conduct home visits to build strong relationships with students and parents.
3. Hold one-on-one meetings with students and adult supporters in the months and weeks prior to the school opening.
4. Make frequent phone calls to all interested adult supporters, reminding them of upcoming deadlines, checking in on paperwork completion, and confirming interest in Phoenix Springfield.
5. Include adult supporters in all orientation sessions prior to the start of school.
6. Invite interested adult supporters to join our recruitment efforts, thereby enhancing their buy-in in the school and also improving our outreach efforts.

Once the school is opened, we will invite prospective students and adult supporters to take tours of the school together, sit in on classes, and meet with faculty and staff as they make a decision about their child's future enrollment. We believe that all of these practices will enable us to work alongside adult supporters as allies and partners in their child's education.

***Attach a draft copy of your recruitment and retention plan.***

Please see Attachment 2: Draft Recruitment and Retention Plan.

***Describe how the school will publicize its program to a broad cross-section of prospective students throughout the district(s) that the school plans to serve, including families that may be less informed about options.***

To reach our target population of students, Phoenix Springfield will publicize its design and curriculum before all application periods starting in the winter of 2013. To ensure that all students and parents have access to information about the school, we will put ads in the local newspapers of each city, including *The Republican*, *The Reminder*, *The Valley Advocate*, *El Pueblo Latino*, and *Unity First*. The ads will all contain information on how potential students can obtain an application or speak with the Recruitment and Outreach Coordinator. Additionally, information in English and Spanish will be given to or placed in the following locations throughout the three cities:

**Newspapers and media:**

- *El Pueblo Latino* and other Spanish language newspapers
- Church newsletters and temple bulletins
- WHTX-LV (Latino local cable channel)

- WGBY (Local PBS station)
- Announcements and bulletin boards at Springfield Technical Community College and Holyoke Community College

**Local State Agencies:**

- Day labor offices
- Unemployment and Department of Transitional Assistance offices
- Local offices of the Department of Children and Families
- Local offices of the Department of Youth Services

**Non-Profit Agencies:**

- Roca, Inc.
- Massachusetts Career Development Institute (MCDI)
- YMCA
- Boys and Girls Club

When advertising in local businesses or community centers, or doing street outreach, we will concentrate our recruitment in neighborhoods of Springfield, Chicopee, and Holyoke in which our target demographics of students live and work. In Springfield, these neighborhoods include Mason Square, North End, Old Hill, Six Corners, and the South End. In Holyoke, we will focus our efforts in the Main Street/Cabot Street area and Maple Street/Appleton Street area. In Chicopee, we will primarily devote our resources to Wilmansett, Chicopee Falls, and Chicopee Center.

As outlined in the Action Plan, Phoenix Network and Phoenix Springfield staff will begin actively recruiting students in January of 2013 and will continue to recruit through the opening of the school in August. Key recruitment activities in those months will be:

- January – February 2013:
  - Head of School and Network staff will meet with local superintendents of school districts, as well as principals of local high schools, to explain the mission of Phoenix. Through these meetings, we hope to develop relationships with the school districts such that they will help us to identify students who have dropped out of high school and/or become highly truant and may be looking for a fresh start. At Phoenix Chelsea, we work closely with district leaders to find these students and help reconnect them to school, and we hope to do the same in Springfield. Following these meetings, the Head of School and Network staff will begin immediate outreach to these students to build relationships with the students and their families.
  - Key Phoenix staff will also meet with principals of local middle schools to identify students who are either notably old for their grade (have repeated 8<sup>th</sup> grade twice), or have needed additional support services in the past and may benefit from an environment like Phoenix. Again, this is a practice we have employed in Chelsea, and hope it will be possible in Springfield as well.
- March – May 2013:
  - Continued outreach (phone calls, in-person meetings, home visits) with students identified as dropouts by local districts.
  - Head of School, Recruitment and Outreach Coordinator, and Network staff will meet with local DCF and DYS supervisors to get names and contact information of social and case workers who are working with out-of-school students. Following these initial contact points, staff will follow up with individual case workers to explain the Phoenix model and identify possible students to recruit. Phoenix Springfield has already made contact with DCF and DYS affiliates, and will continue to utilize these relationships to connect with potential students.
  - In partnership with local DCF and DYS offices, Phoenix Springfield will identify local youth homes with which we can collaborate to recruit students.
- June 2013:

- Continued outreach (phone calls, in-person meetings, home visits) with students identified as dropouts by local districts.
- Continued outreach (phone calls, in-person meetings, home visits) with students identified as out-of-school/struggling by DCF and DYS case workers and probation officers.
- Recruitment and Outreach Coordinator will begin street outreach in local neighborhoods and parks. In addition to daily canvassing of local hotspots, he/she will attend the following community events to meet families and students and introduce them to Phoenix:
  - Hoop City Jazz Festival (July, Springfield)
  - Our Lady of Mount Carmel Festival (July, Springfield)
  - World’s Largest Pancake Breakfast (May, Springfield)
  - Star Spangled Springfield (July, Springfield)
  - Caribbean Festival (August, Springfield)
  - Puerto Rican Day Parade (July, Holyoke)
  - Chicopee Fest-For-All (July, Chicopee)
- July-August 2013:
  - Continued outreach (phone calls, in-person meetings, home visits) with students identified as dropouts by local districts, students identified as out-of-school/struggling by DCF and DYS case workers and probation officers, and all other students recruited through word-of-mouth referrals, street outreach, and community events.

***Tell how the proposed school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.***

The Phoenix schedule will offer five enrollment points over the course of the school year, for several reasons. First, we will continually try to re-engage students who have dropped out of other schools. By virtue of our work in Chelsea, we have found that many students enroll in a given high school at the start of the school year, attend for a few days or weeks, and then stop going. Through close relationships with community organizations, youth workers, and social workers, as well as intensive street outreach, we are able to connect with these students and work with them to enroll in Phoenix. If we only offered one beginning-of-the-year enrollment point, we would not be able to capture students who want and need additional education options throughout the school year.

Second, for students who have been out of school, or who have attended school sporadically in the past, it can be challenging to re-enter school and immediately commit to come to school consistently. To help these students build the habit of regular attendance, we will allow them re-enroll in school following a quarter of low attendance. By providing students with second, third, and occasionally fourth chances to “make it work at Phoenix,” we will build in them an understanding that their futures are valuable.

Third, our multiple enrollment points will allow the school to maintain a consistent number of students. We recognize that the student populations with which we work are highly transient: they frequently move, transfer schools, and occasionally suffer setbacks in their personal lives that make coming to school exceptionally difficult or impossible (e.g., homelessness, immigration challenges, lock-up). Our enrollment policy allows us the flexibility to recruit new students to fill the spots of students who have left our community for these reasons, thereby allowing the school to serve as many students as possible throughout the school year.

***Include your complete draft enrollment policy.***

Please see Attachment 3: Draft Enrollment Policy.

## **B. CAPACITY**

***Describe briefly how the founding group came together to form this proposed school and why the group is united to establish the proposed charter school.***

During Phoenix Chelsea’s fifth year, the Phoenix Charter Academy Board of Trustees began to formally consider the possibility of replicating the Phoenix model by opening additional commonwealth charter schools in communities throughout Massachusetts. After a thorough examination of Phoenix’s organizational and financial capacity, its leadership structures, its organizational design, and its talent pipeline, the board decided it was ready to pursue replication. A comprehensive needs assessment – including an analysis of district academic performance, student need, availability of seats, and financial support – of Gateway communities in Massachusetts led the Board to decide that the Springfield area was the ideal location in which to open Phoenix’s second charter school, and in January of 2012, the Board officially voted to apply for a charter. If granted a charter for Phoenix Charter Academy Springfield, the Board of Trustees will oversee the charters for both the Chelsea school and the Springfield school. The combination of the urgent community need in Springfield and the growing capacity of Phoenix as an organization makes the board confident that it can successfully open a high quality, high expectations high school in the fall of 2013.

In addition to consulting with the Board of Trustees, the Executive Director/Network Leader is working with a number of leaders in the Springfield area in the business and non-profit sectors. These leaders have provided Phoenix with extensive knowledge of Springfield, Holyoke, and Chicopee, and have connected us with other potential partners in the communities. The specific assistance that these community members provide to Phoenix Springfield is outlined in the chart below. Many of these partners have also submitted a letter of support on behalf of the school, which is contained in Attachment 15.

<b>Partner Name and Organization</b>	<b>General Area of Support</b>	<b>Specific Areas of Support</b>
Jeffrey Fialky, Bacon Wilson, P.C.	Business and fund development	Connection with Springfield Chamber of Commerce, Chicopee Chamber of Commerce, and area businesses
George Keady, UBS Financial Services	Business and fund development	Connections with Holyoke Community College, Bay Path College, area businesses
Erica Broman, Holyoke Community College	Community College	Dual enrollment opportunities for students at Holyoke Community College
Ira Rubenzahl, Springfield Technical Community College	Community College	Dual enrollment opportunities for students at STCC
Ruth Rovezzi, Western Region Department of Youth Services	Student Recruitment	Student recruitment through case workers and probation officers
Yusef Id-Deen, Roca Inc.	Student Recruitment	Student recruitment through families of clients
Sarah McAdoo, Yeah! Network	Student Recruitment	Recruitment of teen parents in Holyoke and Springfield
John Lewis, Springfield YMCA	Student Recruitment	Recruitment of out-of-school teens through YMCA youth center
Robert Greeley, R.J. Greeley Co., Inc.	Facility Search	Identifying possible sites for Phoenix Springfield
Tim Sneed, MCDI	Facility Search/Student Recruitment	Possible use of space at MCDI site in Springfield; student recruitment through MCDI’s programs

After school launch, the Phoenix Springfield Head of School will continue to seek the counsel of these individuals according to their areas of expertise.

*Explain how often the group meets, how the planning and writing process is completed, and identify the primary author of the final application.*

The Board of Trustees meets monthly with the current Founder/Executive Director and rising leader of the Phoenix Charter Academy Network. Additionally, the Strategic Subcommittee of the Board, comprised of three board members including the board chair, as well as two additional advisory members, meets monthly to review the Network's strategic plan, discuss the progress of the application for the commonwealth charter in Springfield, and to plan for additional growth. The Executive Director/Network Leader and Phoenix's Manager of Strategic Partnerships and Planning attend these meetings and work closely with the Strategic Subcommittee on all initiatives. The Executive Director/Network Leader and Phoenix's Manager of Strategic Partnerships and Planning also meet quarterly with partners in the Springfield area. The primary author of the final application is Caroline Pierce, Manager of Strategic Partnerships and Planning.

The following members currently serve on the Board of Phoenix Charter Academy and will oversee Phoenix Charter Academy Springfield:

**Beth Anderson, EdM., ex-officio:** Beth is the current Executive Director of Phoenix Charter Academy, and the leader of the Phoenix Charter Academy Network. Prior to founding Phoenix, Beth was the Deputy Executive Director of the Match High School in Boston and was responsible for DESE accountability oversight and annual fund development.

**Nicholas Hofer, Board Chair:** Nick is a Senior Vice President at Boston Private Bank & Trust Company. He is responsible for managing and developing the bank's strategic relationships within the Deposit Management area. Nick holds a dual degree in economics and political science from the University of Vermont, an M.Ed in curriculum and teaching from Boston University, and an MBA from the FW Olin School of Business at Babson College.

**Patrick Monkiewicz, Board Treasurer:** Patrick is Kayem's Director of Finance & Information Systems. As a 4th generation family member in a family owned and operated business, Patrick has worked in nearly every department including IT, sales, marketing, production and distribution. Patrick earned a B.A. in Marketing from Bentley College and an MBA from Northeastern.

**Neil Cohen, Esquire:** Neil is Managing Partner at Barsh and Cohen, P.C., a law firm in Newton, MA. He completed his undergraduate B.A. in Political Science at Rollins College in Winter Park, FL and then went on to graduate from Suffolk University Law School in 2002.

**Joan Gallant, JD:** Joan earned her BA from Providence College in 1994 and her JD from St. John's University in 1999. In 2001 Joan joined the Robin Hood Foundation of New York where she launched and managed the Archer Legacy, their planned giving program, as well managed Robin Hood's individual giving department.

**Jeffrey Meaney:** Jeff is Senior Vice President / Chief of Legal Operations and Administration for Fidelity Investments' Legal Department. In this role he oversees budgeting, business planning and outside counsel relations supporting Fidelity's domestic U.S. operations. He graduated summa cum laude from Bryant University (1984) and from the GBEP program at MIT (2003).

**Colette Stanzler, MBA, MPA:** Colette is the Director of Social Impact Research (SIR), an initiative of Root Cause. She holds an M.B.A. from the MIT Sloan School of Management, an M.P.A. from the Harvard Kennedy School of Government, and a B.A. from the University of Rochester.

**Devin Sullivan:** Devin is the Director of Institutional Services at Intercontinental Real Estate Corporation where his primary responsibility is raising equity for the Intercontinental private real estate funds and hedge fund-of-funds. Devin earned his B.A. in Government from Hamilton College in 1996.

**Gregory Susco:** Greg is Vice President at Telamon Insurance & Financial Network. Prior to his current position, Greg was the IT Director, developing, directing and executing IT strategy for Telamon. He received a B.S. in Business Administration from the University of Vermont and is a member of Entrepreneurs' Organization.

**Nate Wolfson:** Nate is the current President of Digital Bungalow. An experienced entrepreneur, Nate was CEO of Thrive Networks, an IT services firm he co-founded, grew to 65 employees, and sold to Staples in 2006. Nate is an alumnus of Tufts University, where he graduated Phi Beta Kappa, Magna Cum Laude.

## C. SCHOOL GOVERNANCE

### (1) GOVERNANCE STRUCTURE

*Provide a narrative that clearly explains the reporting structure and relationship between the board of trustees and the school's leadership regarding the governance and management of the school.*

The Phoenix Board of Trustees and the Executive Director/Network Leader meet monthly throughout the year. At each meeting, the Executive Director/Network Leader reports on the academic program success, faithfulness to mission, and organizational viability of each of the schools in the Network. Typical data points in these reports include total enrollment, retention and recovery rates from each enrollment period, percentage of students on track to meet growth targets in both math and English (based on NWEA MAP testing data and interim assessments), and college application, enrollment, and persistence rates. Each subcommittee of the Board (Governance, Development, Finance, and Strategy) also provides updates to the entire Board at periodic intervals throughout the year.

Through this meeting structure, the Executive Director/Network Leader reports on formal management decisions, which are made on the school and Network levels, and encompass the areas of hiring, setting and monitoring the annual operational budget (voted on by the Board), instructional and strategic planning, and day-to-day operations. Likewise, all governance decisions are brought to the Board by the Executive Director/Network Leader for discussion and, if appropriate, a formal vote. All decisions made at the Board level are documented in minutes and shared back with and approved by the Board. Formal decision-making for each school is also guided and determined by the Phoenix Fiscal Policies Guide, the Phoenix Personnel Handbook, the Phoenix Student Handbook, and the Administrative and Governance guide, as well as policies, deliverables, and directives of the MA DESE.

Informally, the Executive Director/Network Leader often seeks the opinions and guidance of individual Trustees. Currently, one Trustee is working with the school to further develop its annual giving campaign. One Trustee provided comprehensive guidance about the contracting process with Lawrence Public Schools. Additionally, all Trustees continually connect the Executive Director/Network Leader with leaders in education, business, law, and government to help the Phoenix Network grow.

## **(2) ROLES AND RESPONSIBILITIES**

*Describe the roles and responsibilities of the board of trustees, consistent with public accountability. Explain how the board of trustees is reflective of or consistent with the school's mission and program.*

The focus of the Board is to provide oversight of all schools in the Phoenix Network to ensure that all schools are meeting accountability benchmarks in faithfulness to mission, academic program success, and organizational viability. This oversight structure helps the Executive Director/Network Leader guarantee the success of each Phoenix school, and the consistent replication of the Phoenix model.

In addition to comprehensive oversight of all schools, the Board also guides the strategic growth of the Network. Depending on the current successes and struggles of each school in the Network, the Board seeks out and evaluates opportunities for expansion. The Board continually reassesses the growth plan of the Network based on these opportunities, and helps guide the Executive Director/Network Leader and Network staff as they prepare to open new schools.

To fulfill these central tasks, the Board is divided into four subcommittees, which report to the entire board on a rotating schedule at their monthly meetings. These subcommittees are:

- **Development:** Focuses on the Network's fundraising growth and development. Advises the Network Development Team on donor cultivation, grant-writing, marketing and PR, and event planning. Creates annual and multi-year fundraising goals.
- **Finance:** Focuses on the fiscal health of the Network. Develops annual budget for all Phoenix schools and for the Network Office. Meets with auditor and Finance Director to provide updates to Board on current expenses and revenue streams.
- **Governance:** Focuses on the recruitment of trustees, the structure of the Board, and outlines the Board's tasks and performance for the school.
- **Strategy:** Focuses on the development of the Network of the school. Evaluates opportunities for expansion of the Network through the creation of new schools and the dissemination of program elements.

Currently, the Board has two positions: Board Chairperson and Board Treasurer. The Board Chairperson meets or speaks with the Executive Director/Network Leader weekly to discuss the governance, financial health, and strategic operations of the Network,

and provides executive leadership to the Board. The Board Chairperson also sits on the Governance and Strategy subcommittees of the Board.

The Board Treasurer, in concert with the Executive Director/Network Leader and the Finance Director, creates each school's budget for the upcoming fiscal year, and also monitors the spending and revenue of each of the schools and the Network. The Board Treasurer sits on the Finance subcommittee, and is responsible for reporting to the Board on all financial issues. The Board as a whole approves the budget for each school and the Network before the start of the fiscal year.

***Outline the criteria and process the board will use to choose the school's leader.***

*Process for Leader Selection:* The Phoenix Springfield school leader will be vetted by senior leadership of the Chelsea and Lawrence schools and the Board. If the candidate is an outside hire, following his/her initial application and/or referral, the candidate will participate in a series of interviews with school personnel, including the Principals of Phoenix Chelsea and Phoenix Lawrence, the Executive Director/Network Leader, and other senior leadership and Network staff. If all parties involved agree that a candidate is suitable for hire (see criteria below), she/he will meet with the Board of Trustees. These meetings will occur with individual trustees and with the entire Board.

Ideally, we would hire the school leader a year in advance of the school opening. Given that we have already passed that deadline, we are actively searching for a potential school leader. As soon as we are able to hire a school leader, he/she will spend several months training on-site with our Lawrence and Chelsea heads of school in three key areas: instruction, student support, and operations. This training period will allow the Head of School to learn the "Phoenix Way," preparing him/her to replicate our model effectively in Springfield.

*Criteria for Leader Selection:* The Phoenix Springfield Head of School will need to exhibit the characteristics below:

- **Commitment:** Phoenix will hire a school leader who is relentless in his/her commitment to student achievement in urban areas. S/he will be dedicated to collaborating with parents, adult supporters and community members who support local young people. S/he will be knowledgeable about the unique challenges faced by children in economically challenged communities and a maverick thinker about ways to solve educational underachievement.
- **Leadership:** Phoenix will hire a leader who has demonstrated his/her experience in recruiting, leading and supervising staff teams comprised of professionals with diverse talents, skills, and backgrounds. S/he will have the capacity to inspire and instill leadership in others, including students, at Phoenix. S/he will be committed to developing and maintaining relationships with all staff and students of the school and take an active interest in each person's learning areas and performance.
- **Capacity:** Phoenix Springfield will hire a leader who has demonstrated his/her passion for growing a team, school or organization and producing consistent, mission-driven results. S/he will have a deep knowledge of strategic planning, growth, and regular assessment practices. S/he will have experience working with boards and other volunteer advisory groups and maintaining their involvement.
- **Learning:** Phoenix will hire a leader who is committed to the best practices of teaching and learning. S/he will be zealous and consistent about expanding her own knowledge of new research in education policy and best practices, classroom pedagogy, team building, organizational leadership, and political educational trends. S/he will continually seek to collaborate with teachers to bring new research into practice in the school. S/he will respect the need for teachers and other staff to have time for their own learning and development and create opportunities for this to happen.

***Describe the criteria and process by which the board will evaluate the school's leader.***

The Board will evaluate the Executive Director/Network Leader, who will in turn be responsible for evaluating the leaders of each of the Network's schools. The Board uses the Governance Committee to set goals, give feedback and conduct the annual evaluation of the Executive Director/Network Leader. The Executive Director/Network Leader will be evaluated using a tool that measures her leadership and growth under the following standards: mission and vision, growth, strategic leadership, and key collaborations (see Attachment 14: Executive Director/Network Leader Evaluation Tool for the exact format). Each standard is

linked to goals that align with Phoenix’s Accountability Plan. The Executive Director/Network Leader uses the tool to describe accomplishments and challenges for the year and then shares the tool with the committee. After the committee meets alone to discuss the progress of the Executive Director/Network Leader, they meet with her to review the evaluation, set goals for the next year and complete a salary and bonus review.

The Phoenix Springfield Head of School will be reviewed by the Executive Director/Network Leader two times annually: through a mid-year review occurring in February, and through an end-of-year review occurring in July. In the first year of the school, the Head of School will also be evaluated within the first 90 days of the school’s opening. In these reviews, the Head of School will be evaluated based on his/her ability to successfully fulfill the requirements of the job description and meet school accountability benchmarks across all major areas of the school: faithfulness to mission (includes enrollment and retention goals), academic program success, and organizational viability. The Head of School will be assessed based on a rubric designed at Phoenix Chelsea and his/her contract renewed (or not) for the following year accordingly.

***Describe the role distinctions between the board and the school administration as they relate to curriculum, personnel decisions, budget allocation, and vendor selection.***

The overarching distinction between the Board and the administration of the Phoenix Network is that the Board, as a governing entity, sets standards and makes decisions about the Network’s future strategic growth. The administration helps each school implement specific policies and successfully meet academic standards. Additionally, the administration is responsible for regularly updating the Board on progress made towards the stated goals and objectives of the Phoenix mission. The following rubric indicates distinctions between the Board and the Executive Director/Network Leader with regard to curriculum, personnel decisions, budget allocation, and vendor selection:

	<b>Curriculum</b>	<b>Personnel Decisions</b>	<b>Budget Allocation</b>	<b>Vendor Selection</b>
<b>Phoenix Board of Trustees</b>	Sets and approves academic standards of all Network schools in keeping with Massachusetts state regulations of graduation requirements. Reviews whole school progress towards academic standards and makes recommendations for changes that will improve academic achievement based on goals outlined by each school.	Hires Executive Director/Network Leader and annually evaluates performance.	Approves annual budget for all schools and Network.  Sets fundraising plan based on annual budgets and projected 5-year growth budget.	No role.
<b>Executive Director/Network Leader</b>	Advises Board on statewide achievement requirements.  Creates yearly performance goals based on standards set by the Board of Directors.  Shares whole school accountability goals with Principal and staff.	With school-level leadership, creates Personnel policies including hiring, salary structure, grievance, antidiscrimination, harassment, and performance review policies. Oversees hiring of key personnel at all schools and on the Network level and approves job descriptions.  Supervises Heads of School and Network Leadership Team.	Manages and oversees annual budgets for all schools and Network.  Creates monthly budget reports for the Board.  Meets with the Board Treasurer to troubleshoot potential budget challenges.  Implements good financial controls and hires Finance Officer(s).	Manages any necessary bidding process amongst bidders.  When necessary, makes vendor suggestions to the Board.

***Indicate if there are any ex-officio members of the board of trustees, denoting seats that are earmarked based on a person's position or status, such as school principal, teacher, parent, or student representative.***

The Executive Director/Network Leader will serve as an ex-officio member of the Network Board, without the power to vote.

***Provide a brief job description for the board of trustees' chairperson, including a plan for succession when term ends.***

Please see Attachment 12: Phoenix Charter Academy Board of Trustees Chairperson Job Description / Succession Plan.

### **(3) POLICY DEVELOPMENT**

***Provide a draft copy of your complete bylaws in the attachments.***

Please see Attachment 1: Draft Bylaws.

***Describe the process by which the board of trustees will develop policies and make decisions.***

When a Board member or Executive Director/Network Leader recognizes the need for a new policy, he/she may contact the board and ask for a discussion of the proposed policy to be added to the next meeting's agenda. At the meeting, the member proposing the new policy will bring the topic to the Board's attention. The full Board will discuss the merits and drawbacks of the proposed policy. Following discussion, and if no further information is needed, the Board will have a formal vote.

***Describe the plan for seeking feedback from staff, parents, and community when setting policy.***

Phoenix draws much of its success from the ways in which it empowers staff, students, and parents to be active participants in the design of the school. At Phoenix Springfield, the leadership of the school will constantly seek feedback about potential policy changes from these key constituents in formal and informal ways, outlined below.

- Staff:
  - Surveys: Staff will complete weekly surveys through which they can give feedback on new initiatives and policies within the school. The results of these surveys will be carefully considered by the school's senior leadership when determining final school policies. Staff will also complete longer mid-year and end-of-year surveys about school culture, structure, and satisfaction levels. (See Attachment 10: Phoenix End-Of-Year Staff Survey for specific questions.)
  - Mission dinners: Staff will be able to come together in a large group format through quarterly "mission" dinners. At these events, staff will be given the opportunity to discuss the alignment of policies with the mission of the school.
  - Focus groups: When necessary, administration will also convene focus groups to draw on the perspectives of a cross-section of the Phoenix community. For instance, a focus group on instituting hiring policies aimed at recruiting a diverse applicant pool may consist of an administrator, a social worker, two teachers, and a Fellow. Through these focus groups, staff members from across the school will be encouraged to share their opinions.
  - Supervision: Informally, all staff members will give feedback weekly to their supervisors. Major concerns and feedback raised will be referred to senior leadership of the school, and if necessary, further action will be taken.
- Parents and Community Members:
  - Parent Advisory Council (PAC): Phoenix Springfield will have a Parent Advisory Council (PAC) that will meet quarterly to discuss current issues within the school environment. At these meetings, parents and other adult supporters will be informed of potential policy changes, and their feedback will be gathered. Additionally, adult supporters will have the opportunity to suggest policy changes and critique or praise any facet of the Phoenix environment.
  - One-on-one meetings: At Phoenix schools, adult supporters meet daily with school staff to discuss students' progress. At these meetings, parents are welcome and encouraged to give feedback on policies they like or dislike. This feedback is then reported to school leaders.
- Students:
  - Focus groups: When large-scale policy changes are suggested, staff will gather focus groups of students together to discuss the potential policy change and its repercussions. Particularly with a policy change that closely affects the lives of students (e.g., dress code, attendance policies), we will seek students' advice, as they can often foresee a policy's implications more clearly than staff.

***Indicate whether legal counsel and an independent auditor have been obtained. If not, describe what plans there are to do so.***

The Phoenix Charter Academy Network has worked with the auditing firm Alexander, Aronson, Finning, & Co. since the opening of Phoenix Chelsea in 2006, and will continue to contract their services for all schools in the Phoenix Network. Parker Scheer, LLP is the Network's legal counsel.

#### **(4) BOARD DEVELOPMENT**

***Describe the orientation process for new board members.***

Following an individual's selection onto the Board of Trustees, he/she will have individual meetings/orientations with the Executive Director/Network Leader, the Board Chair, and the head of his/her chosen subcommittee (based on member's areas of expertise).

New Trustees will also be given a copy of each Network school's charter, accountability plan, board bylaws, the strategic/business plan of the Network, a copy of the Network's year-to-date financials, the budget of the Network, and the minutes from the two most recent board meetings. All Trustees will be required to attend monthly meetings of the Board and an annual board retreat to renew goals for development, strategic planning, and governance for the upcoming year.

***Describe the process the board will use for its own evaluation and development.***

The Board has and will continue to evaluate its performance through an annual review process. Currently, the Phoenix Board is using a tool called "The High Bar" to conduct this annual review and make changes to goals, large group meeting structure, and subcommittee focus. The designer of The High Bar, Marci Cornell-Feist, has provided training for all Board members and Network staff in using this tool.

***Briefly describe the recruitment, selection, and development plans for board members.***

Currently, the Phoenix Charter Academy Board of Trustees is comprised of ten members, two of whom, including the Chair, Nicholas Hofer, were members of the original governance or advisory group of Phoenix Chelsea. Two additional advisors sit on the strategic and development subcommittees, two of four regularly operating subcommittees charged with the work of the Board of Trustees. The Board draws on a vast range of experience in the banking, insurance, management consulting, legal and commercial real estate worlds. Nine of the trustees have over two years of experience serving on the Board. The Board hopes to grow to include an additional three members over the next six months for a total of 13 members. The Board seeks individuals who are committed to the mission and learning goals of the school and can contribute diverse talents to the school, complementing the skills of existing Board members.

The Governance Committee, under the leadership of the Board Chair and the Executive Director/Network Leader, will recruit and screen all potential Board members. Following initial screening, the Governance Committee presents the potential member's resume to the Board, along with the recommendation from the Board Chair and Executive Director/Network Leader, and the Board decides whether to invite the potential member to visit a board meeting. After the potential member attends a board meeting, the Board votes on whether to extend the potential member an offer to join the board. With a majority vote, the new Board member(s) will be contacted by the Board Chair and will begin service at the next Board meeting.

#### **(5) NETWORK OF SCHOOLS**

***If intending to build a network of schools, provide a comprehensive narrative that describes the board's plans to develop a network of charter schools.***

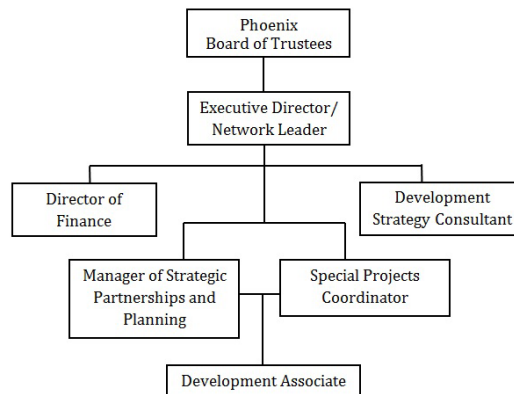
Following the successful re-chartering of Phoenix Chelsea in 2010, the Phoenix Board of Trustees embarked on a Location Planning Process. Through meetings and discussions with key constituents in Gateway cities throughout Massachusetts – including Springfield, Brockton, Lynn, Fall River, New Bedford, and Lawrence – Phoenix staff performed a thorough needs assessment of each city. This needs assessment included evaluating the state of each city's public high schools and alternative school programs, the estimated number of students in Phoenix's target subgroups (teen parents, out-of-school youth, English language learners, etc.),

the availability of talented staff members, the political climate, the prevalence of community-based organizations serving our target subgroups, and funding opportunities. Following this needs assessment, the Board of Trustees has outlined the following strategic plan:

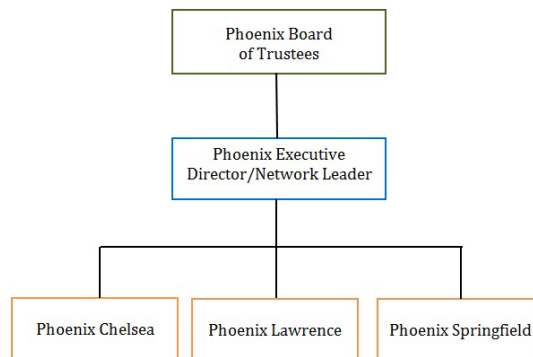
1. **Phase 1:** Phoenix’s initial phase of expansion will occur between 2012 and 2014. In August, 2012, Phoenix opened an in-district school in Lawrence, Massachusetts, which recently went into state receivership (see Attachment 7: Phoenix Academy Lawrence Memo for more information). Phoenix Academy Lawrence currently serves 125 students, and will grow to full capacity by the fall of 2014 (250 students). In addition to the Lawrence school, Phoenix is applying, as outlined in this application, to open a commonwealth charter school in Springfield in the fall of 2013.
2. **Phase 2:** Phoenix plans to apply for additional commonwealth charters in the cities of New Bedford and Lynn, to be opened between 2014 and 2017. Phoenix’s current Executive Director/Network Leader, Beth Anderson, has already had exploratory conversations with community leaders in these districts, and believes there is a need for a high-accountability alternative school in both cities.
3. **Phase 3:** Although not yet fully developed in scope, Phoenix may also open additional charters or in-district schools in current target Gateway communities (Lawrence, Springfield, New Bedford, and Lynn). At this time, Phoenix has been approached by multiple local leaders about the possibility of opening turnaround schools in New Bedford, as well as alternative middle schools in cities surrounding Boston. As the Phoenix Network grows, Phoenix plans to pursue these opportunities with interest, always seeking to serve high-risk students and prepare them for future success.

The two organizational charts below outline the structure of the entire Phoenix Network of Schools, through 2014, and the structure of the Phoenix Network Office, which will oversee all Phoenix schools.

**Phoenix Network Office Organizational Chart (2012-13)**



**Phoenix Network of Schools Organizational Chart (2013-14)**



***Explain why the board of trustees wishes to start an additional charter school.***

The Phoenix Charter Academy Board of Trustees is guided by the mission and the vision outlined at the beginning of this application. The Board is confident that Phoenix has developed a powerful model for alternative education that will substantially

change the life outcomes of high-risk students. Rather than accepting traditional forms of alternative education – e.g., vocational training, GED, etc. – the Board posits that students who have been under-served by public education can develop academic skills, succeed in high school, and enroll and persist in college. By leveraging Phoenix Chelsea’s success with high-risk students, the Board believes it has a unique opportunity to establish similar track records in communities across the state, and increase the academic success capacity for youth who are struggling.

***What are your desired outcomes as a board governing multiple schools?***

The ultimate goal of the Phoenix Board of Trustees is to establish high-accountability, college preparatory charter schools for high-risk students in Gateway communities across Massachusetts. In an effort to build strong, successful schools, the Board will hold each of its schools accountable to a progressive accountability plan (with the goals for each year becoming increasingly challenging as students exceed goals), modeled from the accountability plan goals currently used by Phoenix Chelsea. The Board will judge the success of its model by the ability of each of its schools to meet these goals.

Additionally, the Board has established long-term goals that will guide its work over the next five years. First, it has developed a comprehensive fund development plan that will grow the capacity of the Phoenix Network and will support the organization’s expansion into new communities. By FY16, it is the goal of the board to raise \$2,000,000 annually through a combination of capital investments, family foundation grants, individual donations, annual events, and corporate sponsorships. The Board has hired a Development Strategy Consultant (as shown in the organizational chart above) to help Phoenix staff implement a new development plan for the current fiscal year. Over the course of the next year, the Phoenix Network will also hire a full-time Director of Development, as well as a Chief Operating Officer, all of whom will work with the Executive Director/Network Leader and Director of Finance to oversee Phoenix’s continued financial growth.

Finally, the goal of the Phoenix Board of Trustees is to grow the capacity of the Phoenix Network of schools to serve 1,000 students by the end of Phase 3 of its expansion process. As stated in Section I.B: Vision Statement, with the successful launch of a charter school in Springfield, Phoenix will be serving over 500 students, and with the addition of charters in other Gateway cities, we hope to be able to reach our target number by 2017.

***What are the primary anticipated challenges to achieving the board’s desired outcomes over the next 5 years and how were these challenges identified?***

**Challenge 1: Local Political Challenges**

*Discussion and Solution:* The Phoenix Board will replicate its model in cities in which we will have allies, partners, and will encounter limited political push-back. Although the Phoenix model is generally less politically contentious than other charter schools, local political and union representatives are occasionally still resistant to charters or to the creation of other alternative school programs for older youth.

Springfield is a logical first community for Phoenix’s expansion. Many city leaders are very charter friendly, opening the possibility for a strong relationship between Phoenix and the district, which we have been fortunate to establish with sending districts at our Chelsea school. Additionally, members of the community and local leaders have identified the high need of the school system to establish improved academic options for out-of-school youth. All community members have spoken of the compelling need for additional education programs in the area to serve high-risk students.

**Challenge 2: Limited Fundraising Opportunities in Target Communities**

*Discussion and Solution:* In order to meet its fundraising goal of \$2,000,000 annually by FY16, the Board needs to develop funding streams beyond its current donors, a challenging task given that philanthropic giving in Massachusetts is often concentrated in Boston. To address this challenge, the Board will:

1. Increase Board of Trustee and staff development capacity by recruiting 2-3 additional high-net worth individuals to join the Board of the Network. The recently hired Development Strategy Consultant and future Director of Development will also help the organization refine its existing multi-year development plan.

2. Identify individuals who can serve as school consultants and advisors in each expansion city. The Board and Phoenix staff will outreach to community members who have the capacity to support the school financially and are also heavily involved in the target community and can connect Phoenix with key players in the community.
3. Structure all private fundraising to support the Phoenix Network and its expansion. The Finance Subcommittee of the Board will structure each school to operate as much as possible on tuition and public dollars. With this budget structure, the Phoenix AmeriCorps Fellowship Program and Network staff and development will ultimately be the only programs dependent on private fundraising.

### **Challenge 3: Available Charter Seats in Massachusetts**

*Discussion and Solution:* In order for Phoenix to continue to grow its network of charter schools, it depends on the state to lift the cap on the number of charter seats available in Gateway communities. In order to address this challenge, the Phoenix Board and staff will support legislators and the Massachusetts Charter Public School Association to expand the cap in key cities throughout the state. As the Board continues to refine its five-year growth plan, it will also be careful to consider the fluctuating number of seats available in each prospective location, and will prioritize expansion to cities with available seats.

The Phoenix Board is also investigating other opportunities for expansion and growth. The Board seeks to serve out-of-school, high-risk youth through structures that allow the Phoenix Network the freedom to replicate the Phoenix model effectively. Phoenix Academy Lawrence is the first of its kind: an in-district school run by a charter management group. If, as we believe, the Lawrence school proves to be as or more successful as our flagship school in Chelsea, we are open to the possibility of opening additional in-district schools in high-need communities in Massachusetts.

#### ***Briefly explain any proposed changes in the board to help oversee and support the organization's plans to manage more than one school and/or build a network.***

With the launch of Phoenix Springfield, the Phoenix Charter Academy Board of Trustees will officially oversee two charter schools: Phoenix Charter Academy Chelsea and Phoenix Charter Academy Springfield. As described throughout this section of the application, the Executive Director/Network Leader reports to the Board monthly on all schools in the Phoenix Network, so that the Board can monitor the schools' performance and advise the Executive Director/Network Leader on changes as necessary. Additionally, as Phoenix expands, our Governance Subcommittee will actively recruit additional members to further increase the Board's capacity.

Overseeing a Network of schools is new territory for Phoenix, as it is for all charter networks in Massachusetts. Over the course of the next year, the Board of Trustees will seek guidance from its attorney, other Massachusetts charter school networks, and the state to continue to develop an oversight structure for all schools in the Phoenix Network.

#### ***Describe how the board anticipates improving productivity across schools while also improving educational outcomes through the addition of another charter school.***

The Board anticipates that by replicating the school to communities throughout Massachusetts, it will be able to increase the scope and efficacy of its already strong model for serving high-risk youth. By serving more students, Phoenix will be able to test the assumptions behind the model on a deeper level, and will enhance best practices for serving Phoenix's target student populations (teen parents, out-of-school youth, students who are academically behind, etc.). From a data-driven perspective, we will have a larger sample size from which we can draw conclusions about our instructional practices. Our multiple teaching and tutoring staffs will be able to collaborate and share ideas across communities. Furthermore, our student support teams will be able to brainstorm recruitment/retention techniques, and will be able to compare data to identify effective practices.

In addition to increased academic and student support productivity, by growing our model, we will also improve the financial health of the organization. With the creation of more schools, and the establishment of the Phoenix Network office, we will streamline our budget and fundraising to reduce our additional per-pupil expenditures. Currently, Phoenix spends approximately

\$3,000 per pupil in addition to tuition dollars; our financial projections show that with the centralization of key organizational roles in the Network office (e.g., development, financial management, operations) we will be able to substantially shrink this cost.

From a management perspective, the Network will create goals and a strategic process for developing a successful charter application and school opening process that will enable the Network office to open schools in a consistent, effective manner. The Network will also create systems to oversee the hiring and retention of school leaders and key leadership staff in each school and will measure retention rates and turnover. Schools will have a leader for five or more years and no teaching staff will leave the school to join other charter operators serving similar populations of students. Financially, the Network will be able to raise sufficient private funds to support its capacity to provide oversight of the organizational, academic, and financial management needs of each of its schools, without relying on individual schools' tuition dollars.

***If intending to add to an existing network of schools, provide evidence of the board's effectiveness in overseeing multiple charter schools.***

Currently, the Board of Trustees is overseeing the operations of Phoenix Charter Academy Chelsea, a Commonwealth charter school, and Phoenix Academy Lawrence, an in-district public school operated using the Phoenix model. For the Lawrence school, the Board managed the opening the school within a six-month time period, including securing a location, negotiating a contract with a public school district, hiring all staff members, recruiting an initial cohort of students, and establishing partnerships with community-based organizations, all while continuing to successfully supervise the operations of Phoenix Chelsea. Given the abbreviated nature of this timeline, as well as the establishment of the Phoenix Network office, the Board is confident it will be able to oversee the growth of Phoenix Springfield, for which the planning process has been occurring over the past nine months.

To further expand its capacity, the Board is actively recruiting two – three additional trustees to join the Board, with the goal of recruiting two members with experience in the Springfield area. With additional members on the Board with a diverse set of skills, the Board will be able to meet its goals in fund development, growth, and academic program success.

***Please define school- and organization-level decision-making authority as it relates to key functions, including curriculum, professional development, culture, staffing, etc.***

As described in the policy section above, decision-making authority is split between the Board, Network staff, and school-based leadership, depending on the type of decision required. The chart below shows the division of authority between these three partners.

	<b>Curriculum</b>	<b>Professional Development</b>	<b>Culture</b>	<b>Staffing</b>
<b>Board of Trustees</b>	N/A	Consults on the professional development of the ED/NL	Approval of policies	Approval of budget and organizational chart for organization
<b>Network Staff (ED/NL)</b>	Oversees large-scale curriculum changes and structure for the organization.	Makes recommendations to school leadership; designs professional development opportunities for school-based leadership	Sets school culture policies and procedures for all schools	Makes final hiring decisions for leadership positions
<b>School-Based Staff</b>	Gives input and makes recommendations to ED/NL	Controls all staff-based PD sessions, with input from ED/NL	Gives input and makes recommendations to ED/NL	Recommendations of hires for leadership; hiring of teaching and Fellow staffs

***Provide information regarding the board's process for and experience in evaluating the school leader(s), developing the annual budget, monitoring the school's finances, and conducting long-term financial and strategic planning.***

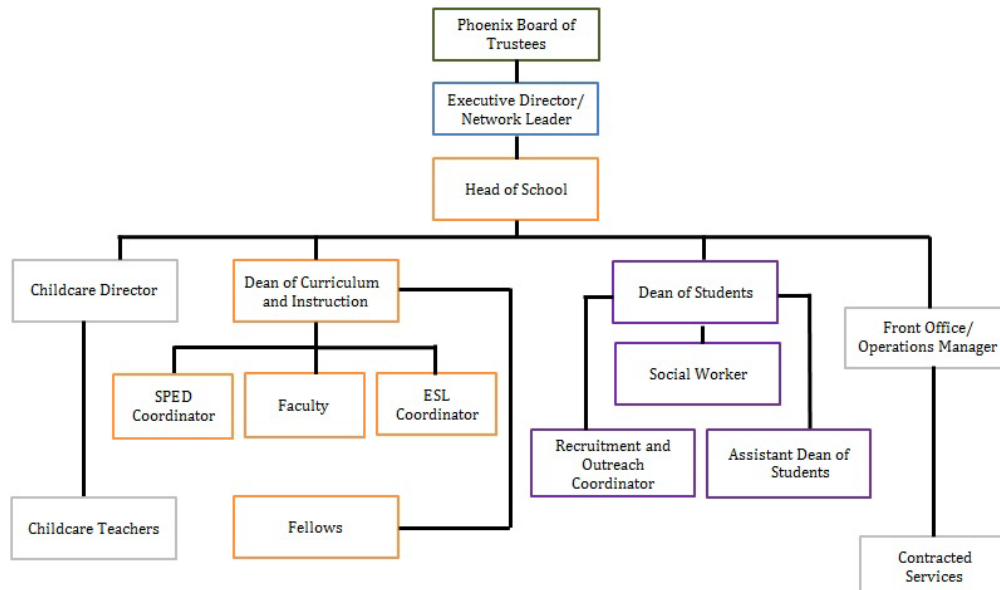
The Board follows the protocols below, which have been developed over the lifetime of Phoenix Chelsea, to ensure the effectiveness of each school in the Network and the Network as a whole.

- Evaluating the school leader: Each year, the Board of Trustees evaluates the Phoenix Charter Academy Executive Director/Network Leader according to criteria in keeping with her job description (see Attachment 14). The Board uses this assessment to determine the Leader’s contract and compensation for the following school year.
- Developing the annual budget: In collaboration with the Director of Finance, the heads of each school, the Executive Director/Network Leader, and the Board Treasurer develop an annual budget for each school based on projected tuition, projected private fundraising dollars, the previous year’s spending, new school initiatives, and hiring needs of the schools. The development of the following year’s budget begins in March and is voted on by the Board in June. The Phoenix Academy Lawrence budget is submitted to Lawrence Public Schools.
- Monitoring the school’s finances: The Director of Finance, Executive Director/Network Leader, the Board Treasurer, and the Phoenix Network accountant (part-time role) meet quarterly to review the year-to-date financials of each school as well as the Network and determine projections for each school and the Network for the end of the year to determine necessary changes in fiscal policy. Following these meetings, the Board Treasurer presents updated financials to the entire Board.
- Conducting long-term strategic and financial planning: The Finance, Strategy, and Development subcommittees of the Board have developed five-year plans to guide the Network’s growth and financial health. These plans were created with Network staff and school leadership input, and they reflect the long-term goals and mission of the Phoenix Charter Academy Network.

## D. MANAGEMENT

### (1) MANAGEMENT STRUCTURE

*Present an organizational chart and narrative that encompasses all employees of the school and the board of trustees.*



The Phoenix Springfield organizational chart is based on that used at Phoenix Chelsea and Phoenix Lawrence, both in size and in structure. Staff are divided into two key teams: the Instructional Team and the Student Support Team, which support the academic rigor and relentless support pieces of our mission, respectively. Based on our experiences in Chelsea, we have determined that our school model requires this differentiation in staff purpose. While all staff simultaneously uphold school culture and academic learning goals, we also needed to create an organizational structure in which teachers, fellows, and the Dean of Curriculum operate as a collective unit to plan curriculum and assessments and make instructional decisions. Likewise, social workers, the recruitment outreach retention coordinator, and the deans of students work together to support students as they re-engage with school and successfully manage their lives outside of the classroom.

***Provide a narrative that clearly explains the reporting structure and relationship between the school's leader and administration regarding teachers, specialists, and other staff members.***

As shown in the organization chart, in Year 1 of Phoenix Springfield, the organization will have three key administrators: Head of School, Dean of Curriculum and Instruction, and Dean of Students. All teachers and fellows will report to the Dean of Curriculum and Instruction, and the social worker, the recruitment and outreach coordinator, and assistant dean will report to the Dean of Students. Both Deans will report to the Head of School. The Deans and the Head of School will jointly act as the school's Leadership Team, guiding its growth and making all major instructional, operational, and student support policy decisions.

The Head of School will also supervise positions that fall outside of the two main teams of the school, including the Childcare Center Director and the Front Office/Operations Manager. By overseeing these two positions, in addition to the Deans of Curriculum and Students, the Head of School will be able to notice and correct problems across all areas of the school.

***Describe the plan for how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations.***

*Curriculum and Instruction:* Key curricular decisions will be overseen by the Dean of Curriculum and Instruction in the first two years of the school, in conjunction with the Head of School. In Phoenix's supervisory structure, all teachers will meet weekly with the Dean of Curriculum, during which time they will discuss lesson plans, weekly overviews, and assessment data, as well as troubleshoot behavioral management and classroom culture issues. Supervision meetings will also allow time for teachers to make suggestions to the Dean of Curriculum about instructional changes that they would like to implement not only in their classes, but also throughout the school. If major curricular changes are needed, a focus group of teachers, the Dean of Curriculum, and the Head of School will be convened and a final decision made.

In addition to this intra-school collaboration, as the Phoenix Network grows, major changes in the instructional and curricular components of Phoenix schools will be made through a joint decision-making process that will involve each of the heads of school and the Executive Director/Network Leader. Together, these leaders will decide which components of the existing curriculum can and should be modified, and will create a plan to ensure consistency across the Network.

*Student Achievement:* Oversight of student achievement ultimately rests with the Phoenix Board of Trustees. The Executive Director/Network Leader will report monthly to the Board on key student achievement metrics (e.g., NWEA MAP scores, MCAS data, school-produced interim assessments, etc.), and the Board will advise the Executive Director/Network Leader on broad changes that need to be made. From there, the Executive Director/Network Leader will advise the Phoenix Springfield Head of School on specific modifications that need to occur within the school.

Before data is brought to the Board of Trustees, however, the Head of School, the Dean of Curriculum, and all teachers and Fellows will analyze student assessment results on a weekly basis, in the form of interim assessments in classes, MCAS diagnostic testing and re-testing in tutoring, and NWEA MAP results. As explained in Section II.5: Assessment, teachers and fellows will monitor students' academic growth and make instructional changes as necessary to meet student need. Teachers and fellows will be held accountable, during their weekly supervisions, for reporting on student weaknesses (as measured by one of these forms of assessment), interventions tried, and results. This accountability system will help to ensure that students across the school, in all subgroups, are progressing academically.

*Fiscal Planning:* Fiscal planning decisions will be made on the Network level and overseen by the Board of Trustees. As described above, the Board Treasurer, the Director of Finance, and the Executive Director/Network Leader, along with the Head of School, will determine the school's annual budget for the following year in March, and the entire Board will vote on the budget in June, before the close of the fiscal year. Over the course of the year, the Board Treasurer, the Director of Finance and Operations, and the Executive Director/Network Leader, along with the school's part-time accountant, will monitor the school's expenses and revenues, and will report quarterly to the Board as a whole.

*Operations:* Operations decisions will be made by the Head of School, in consultation with the Dean of Students and Dean of Curriculum, and executed by the Front Office/Operations Manager. As instructional and student support decisions are made and policies revised, it will be the responsibility of the Head of School to inform the Operations Manager and strategize with him/her about the operational plan to accompany the policy. Operations decisions that affect the entire Network will be made jointly by all Heads of School, the Executive Director/Network Leader, and in the future, the Chief Operating Officer.

## **(2) ROLES AND RESPONSIBILITIES**

***Describe the roles and responsibilities of the school's leader and other administrative staff. Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.***

The specific responsibilities of the three members of the school's Leadership Team (Head of School, Dean of Students, and Dean of Curriculum and Instruction) for the first year of the school are as follows:

### *Head of School*

- Oversee the smooth and proper establishment of all Phoenix systems at Phoenix Springfield.
- Directly supervise the Dean of Students, Dean of Curriculum and Instruction, Front Office/Operations Manager, and Childcare Center Director.
- In supervision of Dean of Curriculum and Instruction: be knowledgeable of Common Core frameworks in all disciplines; oversee creation of scopes and sequences in all classes; review and make instructional decisions based on external and internal assessment data; help plan Professional Development sessions for all staff; ensure MCAS tutoring curriculum is aligned to state frameworks and create systems for teacher-Fellow collaboration; monitor ESL and SPED departments and compliance with state regulations; ensure college-readiness in all classes
- In supervision of Dean of Students: Establish a strong school culture, focused on college preparedness, academic urgency, and high behavioral expectations; oversee management of Student Support Center; ensure recruitment and retention of all students, particularly tracking rates of recruitment and retention of key subgroups; make decisions of expulsion and suspension and recommend decisions to Executive Director/Network Leader and Board of Trustees; supervise all orientations.
- In supervision of Front Office/Operations Manager: Establish systems for ordering all instructional and non-instructional supplies in a timely manner; oversee accuracy of all student tracking systems (records, attendance, etc.); ensure facility is clean, organized, and well-maintained; supervise all technological concerns; help manage Front Office Manager's work with Phoenix Network Director of Finance on issues of HR, payroll, and budgeting.
- In supervision of Childcare Center Director: Successful recruitment of teen parents, case management oversight of teen parents including ensuring voucher payments for childcare services, support of staff work with teen parents around getting to school regularly and performing at high academic levels, college application support, other supports specific to teenage parents.

### *Dean of Students*

- Train and supervise all student support team staff; facilitate weekly Student Support Team meetings and provide active supervision of all Student Support Team members.
- Alongside the Head of School and Dean of Curriculum, establish systems and routines to ensure that learning can happen in every class.
- Oversee recruitment, outreach, and retention of students, ensuring that Phoenix Springfield is serving our target populations, as dictated by our mission.
- Lead orientations for new students, making sure they understand the expectations (both academic and behavioral), systems, and culture of the school. Create orientations that also inspire and motivate students to recast themselves as scholars.

- Support staff by conducting informal observations, providing feedback regarding culture and classroom management, and work with teachers and Dean of Curriculum to develop plans to reach all students and maintain a safe and consistent learning environment.
- Use data to make decisions in regards to growth of Student Support Services and school culture, regularly share student data in emails and during Professional Development sessions to ensure that staff have a sense of urgency around behavioral issues, attendance, etc.
- Serve as the primary point person on staff to handle disciplinary and behavioral issues, including detention and major behavioral incidents.
- Develop pipelines and strong partnerships with organizations serving Phoenix’s target populations of students, including DYS, DCF, and other non-profit agencies working with disconnected youth.
- Regularly reach out to parents and adult supporters to build relationships that support students; hold staff accountable for making phone calls, conducting home visits, etc.
- Lead and plan community meetings and advisory lessons.
- As a Leadership Team member, fill in whenever needed, support staff, and work relentlessly to launch a successful school.

*Dean of Curriculum and Instruction*

- Alongside the Head of School and Dean of Students, establish systems and routines to ensure academic urgency and achievement in all classrooms.
- Supervise all teaching staff through weekly supervision meetings and feedback on curriculum and instruction.
- Oversee SPED and ESL departments; ensure compliance with all state regulations and effective differentiation in each classroom for students in these specific subgroups.
- Observe teachers regularly (at least twice/week on an informal basis and formally once/quarter), providing feedback on classroom management and instruction. Set clear and specific goals with teachers to improve their practice. Where necessary, create clear and transparent professional development plans with struggling teachers with benchmarks for success.
- Plan and lead Professional Development sessions for teaching staff each Friday.
- Oversee all internal and external assessments, including MCAS exams, NWEA MAP exam, and interim assessments in classes.
- Participate in orientations for new students, making sure they understand the school’s expectations (both academic and behavioral), systems, and culture of the school. Help lead orientations that also inspire and motivate students to recast themselves into scholars.
- Regularly reach out to parents and adult supporters to build relationships that support students; hold staff accountable for making phone calls, conducting home visits, etc.
- As a Leadership Team member, fill in whenever needed, support staff, and work relentlessly to launch a successful school.

**(3) POLICY DEVELOPMENT AND IMPLEMENTATION**

*Attach the school’s complete draft student enrollment policy and admission application.*

Please see Attachment 3: Enrollment Policy and Attachment 4: Student Application.

**(4) EDUCATIONAL LEADERSHIP**

*Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school. Explain how the operations of the school will be aligned to support instructional goals and student achievement.*

As described in Section II.B: Curriculum and Instruction, Phoenix Springfield curriculum and instructional practices will be continually refined as teachers modify existing Phoenix curricula to meet the needs of students. Modifications will depend on student assessment data collected by teachers through regular data cycles. The Dean of Curriculum and Instruction and the Head of School, as the educational leaders of the school, will oversee external and internal assessment results and will guide teachers as

they make curricular and pedagogical changes in their classes to ensure student achievement goals are being met per the Phoenix Springfield Accountability Plan.

All major curricular decisions that will affect students across the Phoenix Network, such as the types of classes offered, external assessments used, and graduation standards, will be made jointly between the Phoenix Chelsea, Phoenix Lawrence, and Phoenix Springfield Heads of School, along with the Executive Director/Network Leader. While schools and teachers within the Network will be given autonomy regarding basic curricular decisions, large-scale change must be standardized across Phoenix schools to ensure consistency.

Operations at Phoenix Springfield, and at all schools in the Phoenix Network, will directly support student achievement. The goal of the operations side of Phoenix is to make it possible for teachers and other instructional staff to focus solely on teaching and student learning. To that end, operations staff will ensure that “the trains run on time,” overseeing everything from technology to timely supply ordering to accurate record keeping in PowerSchool, the online database system we use. These small, behind-the-scenes actions are directly related to student achievement, as they make it possible for teachers to remain solely committed to improving students’ academic skills.

*If the educational/instructional leader is different from the school leader, describe the qualifications and attributes of an ideal educational/instructional leader.*

At Phoenix Springfield, the school leader will also be the educational/instructional leader of the school.

**(5) HUMAN RESOURCES**

*Please provide a staffing chart and narrative staffing plan, for each year of the proposed charter school within the five year term of the charter. Explain the process of determining job positions, roles, and responsibilities.*

	13-14	14-15	15-16	16-17	17-18
Enrollment	125	175	250	250	250
<b>Admin</b>					
Front Office/Operations Manager	1	1	1	1	1
Recruitment and Outreach Coordinator	1	1	1	1	1
Fellows Program Manager	0	1	1	1	1
Data and Assessment Coordinator	0	0	1	1	1
College Services Coordinator	0	0.5	1	1	1
<b>Educational Leadership</b>					
Head of School	1	1	1	1	1
Dean of Students	1	1	1	1	1
Assistant Principal	0	0	1	1	1
Director of Curriculum	1	1	1	1	1
Social Worker(s)	1	2	3	3	3
Assistant Dean(s)	1	2	2	2	2
<b>Instructional</b>					
Humanities Teachers	3	5	6	6	6
Math Teachers	2	3	4	4	4
Science Teachers	1	3	3	3	3
Nurse	1	1	1	1	1
ESL	1	2	2	2	2
<b>Special Ed</b>					

Sped Administrator	0.5	0.5	1	1	1
Sped Teachers	1	1	1.5	1.5	2
<b>Phoenix Fellows</b>					
Fellows In-Housing	10	15	17	17	17
<b>Day Care</b>					
Daycare Director	1	1	1	1	1
Lead Teacher	1	1	1	1	1
Assistant Teacher (s)	1	1.8	1.8	1.8	1.8

The staffing chart shows how the school will grow to scale during its first two years, reaching capacity in Year 3, which will be maintained during Years 4 and 5. Staff positions are those we anticipate we will need, based on our experience at Phoenix Chelsea, and job roles and responsibilities for specific positions will follow the precedent set in Chelsea. For all roles within the organization, Phoenix has already developed job descriptions and evaluation tools which clearly state staff roles and responsibilities.

Student need will be the driving force behind our staffing decisions, and we will make changes to the organizational chart as necessary to support students as decided by the Head of School. For instance, if we enroll more than our anticipated number of students with IEPs and 504 plans, we will need to hire additional certified Special Education teachers, as well as more social workers to provide counseling as needed. Each year, as the Network team and Board of Trustees begin the budgeting process for the Network, the Director of Finance will consult frequently with the Springfield Head of School to ensure all staffing changes and hiring decisions are accounted for in the school’s budget.

***Describe the school’s plan for staff recruitment, advancement, and retention.***

Phoenix Springfield will recruit teachers through the avenues that have been successful at Phoenix Chelsea; principally, the Match Teacher Residency Program and Teach For America. We have recruited many of our current staff through these programs, and have been pleased with their commitment to our mission and high student achievement, receptiveness to feedback, desire for professional growth, and strong work ethic. Currently, across our two schools, 22% of our staff are or were Teach For America corps members and 20% were previously affiliated with Match. In addition to these programs, we will also recruit staff through local colleges and universities (in Springfield, this includes Amherst, Smith, UMass Amherst, and Mount Holyoke), and postings through non-profit and education job sites.

Once staff are hired, we will work relentlessly to support their professional development and retain them. We believe that great professional development is the key to staff retention, and we will tailor trainings to support concerns raised by teachers as we push them to hone their instructional practices. Additionally, we will offer many opportunities for staff to assume leadership responsibilities, including leading workshops for teachers or fellows during Professional Development sessions, running our twice-weekly Community Meeting, and leading teacher focus groups about curricular and instructional changes. These leadership possibilities will not only give teachers and staff the chance to develop new skills, but will also compel others, beyond the Leadership Team of the school, to take responsibility for student achievement.

We will also provide ample opportunities for staff to advance, and expect that these opportunities will enable us to retain great teachers and staff members as we “grow our own.” Especially as Phoenix Springfield grows to scale between years one and three, there will be many leadership positions available for staff who show the ability to achieve student success, take initiative, and build strong relationships with students and parents. Specifically, we will look to fill the positions of Assistant Principal and Assistant Dean/Dean of Students with individuals who have shown exceptional promise in the classroom or on the Student Support Team, with the intention of helping those individuals develop the skills necessary to lead Phoenix schools. All future heads of Phoenix schools will be required to have extensive experience in the instructional, cultural, and operational facets of Phoenix, to ensure their success managing all parts of a Phoenix school’s daily operations.

***Explain the school's working conditions and compensation that will attract highly qualified staff.***

Our compensation packages will be competitive with Springfield public schools, and with charter schools in the area. All full-time employees have access to comprehensive health and dental packages with Phoenix paying 70% of the cost for staff members and 80% for fellows. All full-time employees are also covered with short- and long-term disability which is fully funded by the school. All eligible employees have access to a voluntary 401(k) retirement account. We determine compensation based on the market, the annual Massachusetts Charter School Association Annual Salary Survey, and individual staff salary negotiations. The Board annually approves a budget that includes the amount the schools intend to spend on staff salaries and the Board Treasurer works with the Executive Director/Network Leader and Network staff to ensure appropriate resources to fund adequate and appropriate staff compensation packages.

We will continually evaluate the school's working conditions to ensure teachers and faculty are happy and feel safe working within the Phoenix environment. We will issue mid-year and end-of-year surveys to all staff that will ask them to rate, among many metrics, the extent to which Phoenix is a good place to work, whether they feel that their opinion is respected, to what extent they feel safe at Phoenix, to what extent they look forward to coming to work, and how many years they plan to work at Phoenix (see Attachment 10: Phoenix End-of-Year Staff Survey). At our school in Chelsea, over half of staff surveyed on the end-of-year survey in 2012 stated that they planned to stay at Phoenix for three or more years.

On a practical level, we will ensure good working conditions by making investments in our teachers both in compensation and in the physical facility of the school. At our building in Chelsea, we recently made a \$20,000 investment in our staff by renovating the teachers' room; we will bring the same commitment to staff work spaces and staff success at Phoenix Springfield.

***Explain how individual base salaries and increases will be determined. Describe how faculty and administrators will be evaluated and by whom.***

Individual base salaries will be determined by the Head of School and the Executive Director/Network Leader at the time of hiring (new staff) and re-hiring (returning staff). For new staff, base salaries will be determined by the extent of the staff's relevant experience and education prior to working at Phoenix. For a returning staff member, any increases in his/her base salary will be determined by his/her ability to fulfill the requirements of his/her contract, initiative to assume unofficial responsibilities beyond the requirements of his/her original job description (e.g., coaching a sport, leading a club, mentoring new teachers, etc.), as well as any additional responsibilities to be added in the coming year.

All staff, including the Head of School, will have one-year contracts; the extent to which a given staff member is able to successfully meet the terms of the contract will determine whether he/she is re-hired.

Faculty will be evaluated following the protocol described in Section II.B: Curriculum and Instruction. To briefly reiterate, teachers will be informally observed weekly by the Dean of Curriculum. These informal observations will focus on each individual teacher's micro goals. Additionally, teachers will be formally observed by the Dean of Curriculum and the Head of School four times per year, using the Phoenix Teacher Proficiency Rubric (Attachment 9), which follows DESE evaluation metrics, as well as Phoenix-specific instructional guidelines. These observations will include write-ups and pre- and post-observation meetings. In conjunction with an evaluation from his/her supervisor, formal observations will be used to determine a teacher's re-hiring.

Non-teaching staff, including all administrators, will be evaluated twice per year, in January and in May, by the staff member's direct supervisor. The goals of the staff member, as laid out in his/her contract, will determine metrics for the evaluation. If the staff member is under-performing relative to his/her job description, he/she will be given specific benchmarks for improvement, and will be evaluated monthly to determine progress towards the benchmarks.

***Describe plans for teachers, administrators, and other school staff to engage in professional development activities.***

As described in Section II.B: Curriculum and Instruction, Phoenix Springfield will offer formal professional development sessions for three hours each week on Friday afternoons. Each year, there will be an overarching goal to the school's professional development sessions that will be determined by the Leadership Team of the school based on staff and student need. We anticipate that in Year 1 of the school, the professional development goal will be building a strong school culture while meeting individual student need. Potential sessions might include:

- Academic Support 101: Reading student summaries for students with IEPs/504s, writing Part Bs, and implementing accommodations
- It's not all about demerits: Effective verbal and non-verbal redirections
- How do I keep kids in class?: When and how to use the Student Support Center
- Developing classroom culture: J-Factor
- Developing classroom culture: Creating opportunities for student-centered learning
- Kids do well when they can: Clear and specific directions
- Supporting English Language Learners: Incorporating English fluency across the curriculum

As the school grows, the professional development goals will become increasingly focused on helping veteran staff develop specific professional skillsets. For instance, at Phoenix Chelsea this year, the goal of professional development sessions is to systematize rigorous interim assessments across the school. At Phoenix Springfield, the goals of professional development sessions will be modified from year to year depending on the needs of staff, students, and the school as a whole.

As the non-teaching staff at Phoenix Springfield grow, they will also engage in professional development activities outside of the school. These sessions will include visits to other schools to observe their systems and procedures and to meet with individuals in similar roles in order to share best practices. All school administrators will participate in regular coaching sessions with leadership coaches outside of Phoenix to ensure they are receiving support for the varied aspects of their jobs and are developing their leadership capabilities.

***Describe the qualifications and attributes of an ideal teacher for the proposed school.***

An ideal teacher at Phoenix Springfield, regardless of the subject matter he/she plans to teach, will be: a) intelligent and eager to learn; b) receptive to constructive feedback; c) motivated by student success and driven to increase student performance; d) able to identify and solve problems independently and with a team; and, e) committed to the mission of Phoenix Springfield and to the academic achievement of all students

At Phoenix's two existing schools, we have found nearly 50 individuals who fit this description; they have the commitment to and belief in student potential necessary to help students, many of whom are years behind their peers, succeed academically. We are confident we will be able to find similar individuals to work for Phoenix Springfield, and will be able to retain and grow them professionally.

***Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom.***

As explained in Section II.D: School Characteristics, teachers will be expected to teach four 68-minute core academic classes Monday-Thursday, an advisory class for 15 minutes Tuesday-Thursday, and a 35-minute PROPs (intensive reading) class Monday-Thursday. On Fridays, teachers will teach four 40-minute core academic classes. Teachers at Phoenix Springfield will not have additional responsibilities outside of the classroom, with the exception of being present throughout the school during transition and break times (e.g., before school, after school, lunch, and snack time).

***Describe the lines of authority and communication among school leadership and staff at each individual school and among schools. Describe the role of staff from the existing school in supporting the development of the new school.***

The reporting and organizational structure described in the Management Structure section above will be true at all schools in the Phoenix Network. Each school will be divided into two teams (instruction and student support), with the chief members of each reporting to the Head of School, along with the leaders of operations and the Childcare Center.

The Heads of School will meet weekly or more with the Executive Director/Network Leader of the Phoenix Network. During these supervisory sessions, the Executive Director/Network Leader will provide support, leadership coaching, and oversight of the Heads of School. Each Head of School will be expected to bring a “school dashboard” to each supervisory meeting to report on key areas of the school (e.g., academics, tutoring, student support) through the lens of data. Please see Attachment 11: Phoenix Leadership Team Dashboard for the data template.

As Phoenix expands, the Phoenix Network staff will use the expertise of leadership at existing schools to help with the process of opening and establishing a new school. First, prior to expansion, Network staff will use the knowledge of current Heads of School and middle management to guide the design of the school (for instance, in the writing of this application). During the initial Teacher and Fellow Institutes over the summer of 2013, staff from Phoenix Chelsea and Phoenix Lawrence will lead workshops in their areas of expertise, including assessment practices, differentiating instruction, and setting up classroom systems, among others. Once the school opens officially in September, we will continue active collaboration across all schools in the Phoenix Network in the following ways:

- Bi-weekly teacher visits between all three Phoenix schools (e.g., new staff observing veteran staff and veteran staff observing new staff)
- Monthly meetings between administrators in partner roles (e.g., the Dean of Students in Chelsea and the Dean of Students in Springfield) across the Network to share best practices
- Quarterly professional development sessions involving all staff across the Network
- Monthly student visits between all schools in the Network (e.g., students from Phoenix Springfield visiting Phoenix Lawrence, students from Phoenix Chelsea visiting Phoenix Springfield)
- Constant sharing of resources, curriculum, and training material using Sharepoint, the Phoenix Network’s online file-sharing system.

As additional opportunities present for collaboration across the Network, we will add them to our common practices for ensuring excellence in all of our schools.

***Explain any changes in the organizational chart from the existing school to this proposal.***

The organizational chart at Phoenix Springfield is not yet to scale; it accounts only for a student body of 125; Phoenix Chelsea has a current enrollment of 200. As Phoenix Springfield grows, it will add staff members until its organizational chart more closely models that of Phoenix Chelsea.

***Describe plans to build organizational capacity, share resources and best practices in order to improve productivity across schools, while improving educational outcomes. Describe the extent, if at all, to which the management of the existing school will work with the management of the proposed charter school. Describe what activities administrators will undertake to ensure consistency of the school model between schools.***

As described in Section III.B: Capacity, in July of 2012, Phoenix officially launched its Network Office, comprised at present of the Executive Director/Network Leader, Manager of Strategic Partnerships and Planning, Special Projects Coordinator, Development Associate, Development Strategy Consultant, and Director of Finance. Over the course of the next year, we plan to expand the staff by four people by hiring a Development Director, a Chief Operations Officer, a Chief Financial Officer, and a Replication Specialist. The purpose of these Network Office staff is to support the development of new schools (prior to opening), the successful launch of new schools, the consistent deployment of the Phoenix model, and to provide effective oversight of all schools.

In pursuit of these purposes, the Network Office will oversee all information sharing between Phoenix schools, including the trainings and meetings described above. Through the Network's supervision of these activities, we will be able to support the growth of our Network without taking resources from existing Phoenix schools. We want the staff of each of our schools to be able to focus on preparing their students to graduate from high school and succeed in college, rather than on the logistics of scheduling visits between schools or arranging file-sharing. Also, while each Head of School is responsible for monitoring student achievement within his/her own school, the Executive Director/Network Leader, in her supervision of the Heads of School, will be responsible for overseeing the results of the entire Network, and of ensuring the academic achievement and success of all Phoenix students. Network Staff will assist with the data collection necessary for the Executive Director/Network Leader to effectively use results to drive decisions around personnel, Network-wide curricula and student support practices, and operations. Again, by channeling this work through the Network Office, the schools will be able to remain focused on their individual work, rather than the growth of the Network.

We plan to privately finance the growth of the Phoenix Network. In the previous fiscal year, Phoenix raised over \$800,000 through private dollars, and we have an aggressive fund development plan which projects us raising \$1,000,000 in the current fiscal year, and growing that total by \$250,000 per year for the next four years. We have hired a Development Strategy Consultant to guide the work of the Phoenix development staff, and are in the process of searching for a full-time Director of Development to oversee the cultivation of additional individual, corporate, and foundation donors.

***How will the board of trustees leverage current expertise within the existing school to successfully open and sustain the proposed school?***

Two years ago, the Board of Trustees launched a Strategic Subcommittee with the purpose of overseeing the replication of the Phoenix model in communities across Massachusetts. The Subcommittee meets monthly with the Executive Director/Network Leader to discuss current successes and challenges to replication, new opportunities for expansion, and mechanisms to systematize the Phoenix growth process.

As Phoenix expands to Springfield, the Strategic Subcommittee will continue to advise the Executive Director/Network Leader on all questions related to the school's development, thereby leveraging her expertise while also furthering her growth. The Subcommittee will help the Executive Director/Network Leader tackle challenges as they arise and develop processes for solving similar challenges in the future. This guidance will allow the Executive Director/Network Leader not only to have thought partners who will assist with her work, but will also facilitate a more successful school opening.

***Describe how the board of trustees will address potential human resource challenges as it grows to scale over the next five years.***

As described above, Phoenix uses the pipelines of the Match Teacher Residency and Teach For America to recruit excellent teaching staff. As we train teachers, we are always looking for stand-outs who are capable of assuming additional leadership responsibilities across the school, from instruction to student support to operations. The current Head of School of Phoenix Chelsea and the Executive Director/Network Leader are in the process of designing a Leadership Institute, to start in Summer 2013, to train these growing leaders and help them develop the skills necessary to lead in existing or new Phoenix schools.

**E. FACILITIES AND STUDENT TRANSPORTATION**

***Describe the process for identifying viable options for a facility for this school and any sites already identified.***

The Executive Director/Network Leader has met with a local realty agency, RJ Greeley Associates, located in Springfield, to identify potential sites that meet our needs for a facility (described in response to the next question). Robert Greeley, our realtor, has generated a list of possible facilities, of which we have narrowed our requests to three options, described in Attachment 13: Proposed Facilities Descriptions.

If Phoenix Charter Academy Springfield is successfully chartered, we will make a final decision and move forward with leasing our proposed space in April 2013 for a July 1, 2013 move-in date.

***If possible, provide a layout and description of the proposed charter school facility. Include the number and size of classrooms, common areas, and recreational space.***

Although we have not yet chosen a specific facility, our requirements for a school facility are:

- At least 25,000 square feet; capable of accommodating 250 students and 60 staff.
- Large meeting space for use as a cafeteria, auditorium, and gym; capacity to seat 300 people.
- At least two private offices for the Head of School and the Social Worker.
- At least fifteen classrooms.
- Two large connected rooms, asbestos-free, with an en-suite bathroom for use as a childcare center.
- Four additional spaces, one of which can be used as a work space for teachers and Fellows, and three meeting spaces for IEP team meetings, counseling sessions, and staff supervision.
- Limited points of entry.
- Handicap accessible.
- Neighborhood preferences: near a bus stop on a Pioneer Valley Transit Authority line, close to local community college resources (gym, library, etc.)

***Describe the financing plans and proposed budget for acquisition (purchase, lease, etc.) of a facility and any necessary renovations to it to meet the school's needs, to meet all local building requirements for use of the facility as a charter school, and to meet accessibility requirements.***

The Executive Director/Network Leader has met with representatives from Mass Development, which provided Phoenix with a loan for its original site in Chelsea, as well as the current building occupied by the Chelsea school, to look at potential loan guarantee options for possible renovations on an existing space in Springfield. If additional sources of financing are needed, we have a strong record with Boston Private Bank and Trust, and feel confident approaching the Bank for a loan. Phoenix Chelsea currently has a \$250,000 credit line with the Bank, due to good management of the school's cash flow. With these resources, we can secure the funding necessary to finance renovations to meet city and state building codes and accessibility requirements.

***Describe how transportation services will be provided to eligible students.***

Phoenix Springfield will bus students to the school using two methods of transportation:

1. Local buses: Pioneer Valley Transit Authority (PVTA) provides local bus service in Springfield. We will issue bus passes to students who are able to ride the bus to and from school.
2. Chartered buses: For students who live beyond the routes of the PVTA, we will charter school buses to bring them to and from school. As much as possible, we will minimize the number of bus stopping points, both to limit the number of buses the school needs to charter, and to decrease the amount of time students spend not in school and not at home.

***Explain how students who are physically challenged will be transported and how all students, staff, parents, and the general public who are physically challenged will have access to the school facility.***

Students with disabilities will be transported to and from school with the use of special transportation services, arranged through the Pioneer Valley Transit Authority, which provides ADA Paratransit services for all people with disabilities, if the person lives within  $\frac{3}{4}$  of a mile of the bus route. If a student does not live within the necessary radius of the bus route, we will arrange alternate transportation services through the bus company we charter.

We will ensure that all key areas of the school (bathroom, all core academic classes, and cafeteria) are handicap accessible to ensure compliance on the state and federal level. The realtor who is facilitating our lease/purchase of a building in Springfield knows this requirement and has only suggested buildings to us that meet these qualifications.

## **F. SCHOOL FINANCES**

### **(1) Fiscal Management**

*Explain the structure and process for managing the school's finances.*

Phoenix's Board of Directors is responsible for oversight of the Executive Director/Network Leader and governance of the school; they meet monthly or more with her and other school leaders to ensure sound financial and organizational management. Phoenix's Director of Finance, in conjunction with the school's accountant, prepares a schedule that details out the profit and loss activity by month for the year. The report also forecasts the expected activity of any remaining months in order to reach the forecasted actual revenues and expenses for the year and compare them to the budget and available dollars. Once this report is reviewed with the Board Treasurer and Executive Director/Network Leader, the Director of Finance and the accounting consultant work together to consolidate the information into the budget vs. actual report for Board review.

Phoenix Chelsea has managed \$825,000 - \$2.4 million dollars of public state tuition funds over the past six years. Annual independent financial audits have consistently revealed an organization in good financial health with two consecutive years of no management letter. In addition to state tuition dollars, Phoenix's Executive Director/Network Leader and Director of Finance have managed \$40,000 - \$200,000 of federal No Child Left Behind (NCLB) funds over the past five years. Successful NCLB renewal depends upon the expenditure of funds being closely tied to program delivery outputs and documented through federal reporting structures.

*If intending to build a network of schools, describe the structures and processes for managing the school's finances in relation to the network of schools.*

As Phoenix builds its network of schools, the Board of Trustees, the Executive Director/Network Leader, and the Director of Finance will continue to review the financials on a monthly and quarterly basis for each individual school, and the Network, in the same manner as described above. Site-based financial operations will be conducted by the Operations Manager with oversight on instructional expenditures by the Head of School and operational expenditures by the Director of Finance.

### **(2) Operating Budget And Budget Narrative**

*Please attach a hard copy of the completed budget as an attachment to the final application.*

Please see Attachment 6: Operating Budget: Projected Revenue and Expenditures.

*The budget narrative should provide details to explain the projected amounts in the budget.*

Tuition for the first year is based on 125 FTE students, as outlined at the beginning of this application, using the blended tuition rate provided by the DESE. Although we anticipate an increase in the size of the student body between Years 1 and 3, we are assuming that tuition does not increase so as to be as conservative as possible.

Federal grant income includes school entitlements including Title I and Title II in addition to an AmeriCorps grant, secured in 2010, which covers much of the cost of our AmeriCorps Fellowship Program. Program fees will be predominately dollars earned from our anticipated Childcare Center, either by staff who use the center, or by teen parents who receive vouchers from the state.

While the school is in its pre-operational period and first year, the Phoenix Network will provide the school with start-up money to assist with covering expenses. By the time the school is in its second year we are projecting \$90,000 in private grants and donations to fund the cost of Phoenix Springfield's AmeriCorps match. Phoenix Chelsea has a strong record of fund development, with over \$500,000 raised in each of the past two fiscal years. By targeting individuals, corporations, and foundations local to the Springfield area, we are confident we can continue to secure private sources to cover the match dollars required by the AmeriCorps Fellowship. All other costs of the school should be covered by tuition dollars, as the budget shows.

Additionally, all fundraising costs or administrative professional salaries (e.g., Executive Director/Network Leader, Chief Operation Officer) will be covered directly through the Network, and so are not shown in the budget for Phoenix Springfield. Dues, Licenses, and Subscriptions includes a Phoenix Network fee that will be paid from the school to the Network to cover the

costs associated specifically with the administrative, instructional, and financial oversight provided by Network staff. The tuition dollars percentage used to calculate the fee decreases each year for the first two years before stabilizing in Year 3, as the school requires reduced oversight.

Realistic calculations of revenue and expenses were forecasted based on estimates using our flagship school in Chelsea as a model. The budget was created conservatively and projects a positive cash balance at Year 1, as each year a surplus is expected.

***Describe how the board will increase efficiency related to the management and use of financial resources.***

As described above, Phoenix’s long-term financial plan rests on each of its schools operating almost entirely on tuition dollars, with any private fundraising going to support the growth of the Phoenix Network and the required match for the AmeriCorps Fellowship program. To help each school reach this level of efficiency, the Board Treasurer, the Executive Director/Network Leader, and the Director of Finance have redesigned the budget of each school to lower costs while ensuring quality. The budget included in Attachment 6 reflects this design.

**G. ACTION PLAN**

***Outline the strategies, steps, designated point person and provide a clear timeline for opening the school, dating from March 1<sup>st</sup>, in the year the charter is granted to the first day of school.***

Assuming Phoenix Charter Academy Springfield is granted a charter, we will immediately begin the process of preparing for the school opening the following September. We are currently in the active process of searching for a school leader for Phoenix Springfield, and plan to have hired someone to start work full-time by January 1, 2013. We are also actively searching for a Recruitment and Outreach Coordinator (to start March 1, 2013), as well as positions for our Network Office (Development Director, Chief Operating Office, and Chief Operating Officer). The Action Plan below assumes the successful hiring of each of these roles.

Action Items	State Date	Completion Date	Point Person
<b>Governance, Hiring, and Training</b>			
Request approval of all Board Members from DESE		March 1	ED/BOT
Submit required paperwork to Grants Management		March 1	Network
Continue recruitment of additional board members	Present	Ongoing	ED/BOT
Official review of budget for Phoenix Springfield		May 1	BOT
Finalize organizational chart and supervisory structure for Phoenix Springfield; submit to CSO	Present	March 1	HOS/ED/BOT
Posting of all jobs for Phoenix Springfield on relevant job sites	March 1	July 15	Network/HOS
Interviewing and hiring of all positions; contracts signed and CORI checks completed; submit SPED agreement and Teacher Qualification Summary to CSO	March 1	August 1	HOS
Hire school nurse, submit Health Medications Plan	April 1	August 1	HOS
Planning for Teacher and Fellow Institute: Inter-Phoenix Collaboration Workshops	June 1	August 9	ED/Network
Planning for Teacher and Fellow Institute: Phoenix Springfield Workshops	June 1	August 9	HOS
Teacher and Fellow Institute	August 12	August 30	HOS
<b>Enrollment and Admission</b>			
Hire Recruitment and Outreach Coordinator	Present	March 1	Network
Create recruitment materials; submit Recruitment and Retention Plan to CSO	Present	March 15	Network
Submit pre-enrollment report to CSO		March 1	Network

Hold Enrollment Lottery 1		March 15	ROC
Conduct recruitment outreach: school-based meetings	March 1	June 30	ROC
Conduct recruitment outreach: community organization-based meetings (including probation officers, DYS, DCF)	March 1	August 1	ROC
Conduct recruitment outreach: street outreach	May 1	August 30	ROC
Attend community fairs and festivals	March 1	August 30	ROC
Follow-up with all potential students and referrals	March 1	August 30	ROC
Plan Student/Parent Orientations	June 1	August 1	HOS/ROC
Student/Parent Orientation 1		August 1	HOS/ROC/ All staff
Student/Parent Orientation 2		August 10	HOS/ROC/ All staff
Student/Parent Orientation 3		August 16	HOS/ROC/ All staff
Enrollment Lottery #2		August 19	HOS/ROC/ All staff
Input all student information from enrollment paperwork	August 1	August 30	ROC
<b>School Set-Up and Policies</b>			
Compile list of non-instructional supplies, furniture, equipment and materials; order all materials	April 1	May 15	Network/HOS
Apply for exemption from licensure for childcare center	April 1	May 31	Network
Register childcare center as a voucher-accepting site	June 1	July 1	Network
Determine local and out-of-state vendors for procurement of items	April 1	May 1	Network
Design and submit school calendar and bell schedule to CSO	May 1	June 1	Network /HOS
Submit finance reports to CSO (Fiscal Policies and Procedures, FY12, FY13, & FY14 budgets, cash flow projection for FY13)		June 1	Network
Modify existing Phoenix Student Handbook and Bullying Prevention Policy; submit to CSO	June 1	July 1	HOS
Set-up all technological systems: phones, internet, fax, bells, laptops for staff and students, student information database (PowerSchool), copiers	April 1	July 15	Network
Compile list of instructional supplies; order materials	June 15	July 15	Network/HOS
Secure contract with student meal vendor	June 1	July 1	Network
<b>School Facility and Building Safety</b>			
Secure site		April 1	Network/ BOT
Determine all building renovations; secure general contractor	March 1	April 1	Network
Oversee all renovations	April 1	August 1	Network
Determine bus route and secure bus transportation	July 15	August 15	Network/HOS
Design building coverage plan	July 15	August 15	HOS
Design fire and lockdown procedures	July 15	August 15	HOS
Secure janitorial services	July 1	July 15	Network

*If intending to build a network of schools, outline the steps that have been and need to be taken to develop and implement both the governance oversight and management of multiple schools.*

Phoenix Springfield is the only school the Phoenix Board of Trustees plans to open at this time. For additional information about the ways in which Phoenix Springfield will partner with Phoenix Chelsea and Phoenix Lawrence, see Section III.D.5: Human Resources.

## **IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER?**

### **A. PROCESS**

*Please describe the process you will undertake in the first year of the proposed school to create an effective accountability plan.*

In the first year of the school, the Executive Director/Network Leader will work with the Phoenix Springfield Head of School to design a Phoenix Springfield Accountability Plan based on the plan used at Phoenix Chelsea. During the year, the Dean of Curriculum and Instruction will be responsible for collecting and analyzing all data related to teaching and learning; the Dean of Students will report on all student support data. The Head of School will ultimately ensure that the school is making adequate progress toward all accountability plan objectives.

### **B. ACCOUNTABILITY PLAN OBJECTIVES**

*Please give three examples of accountability plan objectives for each area of charter school accountability, and identify the source of the data which will be used to measure meeting the objective.*

Our existing accountability plan at Phoenix Chelsea includes focuses chiefly on MCAS measures and growth, college acceptance and persistence rates, and the make-up of our graduating class. The accountability plan of Phoenix Springfield will have similar goals, but the goals will increase in intensity over the length of the charter, as the school refines its academic program.

#### **(1) ACADEMIC SUCCESS**

##### **Example of Objective 1: English Language Arts Proficiency**

- In the school's second year, 40% of students in MCAS cohort will receive an advanced or proficient score on the English language arts exam.
- After the second year of the school, scores in English will increase by 5% each year until they reach 65% proficient/advanced.
- By the third year of the school, an equal or higher percentage of students will reach proficiency on the MCAS test in ELA than their peers in alternative or late-entry high schools in Massachusetts.

##### **Example of Objective 2: Mathematics Proficiency**

- In the school's second year, 40% of students in MCAS cohort will receive an advanced or proficient score on the mathematics exam.
- After the second year of the school, scores in English will increase by 5% each year until they reach 65% proficient/advanced.
- By the third year of the school, an equal or higher percentage of students will reach proficiency on the MCAS test in mathematics than their peers in alternative or late-entry high schools in Massachusetts.

##### **Example of Objective 3: College Acceptance and Persistence Rates**

- 100% of graduating Phoenix students will apply to and be accepted a post-secondary education program.
- 65% of students who are able to attend will enroll in a post-secondary education program by September of their graduating year.
- 60% of Phoenix students who enroll in a post-secondary education program will remain enrolled by the end of their first post-Phoenix year. The Dean of Curriculum and Instruction will monitor and track all alumni through monthly check-ins and report on progress via Powerschool, our online student database.

#### **(2) ORGANIZATIONAL VIABILITY**

##### **Example of Objective 1: Professional Climate**

- 80% of teachers will increase at least 1 point on the Phoenix Teacher Proficiency Rubric (as determined by observations from our Head of School and Dean of Curriculum and Instruction) in the following areas: planning and curriculum, lesson delivery, and classroom management and culture from first to final observation over the course of a year.

##### **Example of Objective 2: Solvency and Stability**

- The school's annual budget is sustained by its enrollment.

- Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.
- There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.

**Example of Objective 3: Fiscal Oversight**

- The finance subcommittee of the Board will meet at least 4 times annually with the Executive Director/Network Leader and Director of Finance to review the budget.

**(3) FAITHFULNESS TO CHARTER**

Phoenix Springfield will measure its faithfulness to the terms of its charter by the extent to which it is able to recruit, retain, and graduate students in its target subgroups.

**Example of Objective 1: Entering Cohorts**

- At least 60% of students entering Phoenix Springfield will fall into at least one of the following subgroups as collected on student entry surveys: teen parents, court-involved youth, English Language Learners, former dropouts/ highly truant youth, students receiving special education services.

**Example of Objective 2: Exiting Cohorts**

- At least 60% of students graduating Phoenix will fall into at least one of those subgroups as collected on student entry surveys/exit surveys: teen parents, court-involved youth, English Language Learners, former dropouts/ highly truant youth, students receiving special education services.

**Example of Objective 3: Wide Range of Recruitment Organizations**

- Phoenix will partner with a wide range of community-based organizations to ensure it is recruiting its target population of students. To hold ourselves accountable to this goal, at least 40 applications in our first two years, 60 applications in our third year, and 80 applications in subsequent years will come from contacts at community organizations that serve the same youth.

**C. NARRATIVE**

*In no more than two paragraphs, please give a narrative description of the key indicators of success you would like a renewal inspection team to see during their three-day visit in the school's fourth or fifth year.*

We would like a renewal inspection team to describe the same indicators of success they noted during Phoenix Chelsea's successful review in 2010. Principally, we want to ensure we are servicing our target populations of students, providing students with a college-preparatory education that is adaptive to individual student needs, and maintaining a strong organization. Below are a few of the reviewers' findings during their 2010 site visit:

- **Finding: Stakeholders share an understanding of, and strong commitment to, the school's mission.**  
*Focus groups with members of the school's leadership, Board, faculty, support staff, students, and parents/adult caregivers confirmed a shared understanding that the mission of the school is to provide opportunity and support for students who have not had academic success in the past. All stakeholders consistently stated that the school's goal was for their students to succeed in high school and pursue higher education. Providing a broad and deep range of supports for students was also mentioned as a core element of the school's mission. Students described these services, as well as the school itself, as providing a second chance to change their lives.*
- **Finding: Through ongoing data gathering and analysis, the school has refined and augmented its program offerings, continually seeking to better meet the needs of the students it serves.**  
*Phoenix's process of data collection and analysis includes both quantitative and qualitative sources that are analyzed on a periodic schedule. As a result of this regular collection and analysis of data, a number of programmatic elements have been adjusted or newly created at the school. Some examples include adding a fifth core academic class to the school day, the creation of an introductory term at the beginning of the year, the implementation of an attendance transformation team, and the development of the Urban Fellows Program. Several are described as evidence of the school's efforts to refine their program to meet student needs.*

- **Finding: The school has created an environment consistent with its mission of high expectations and high levels of support.**

*Students at Phoenix are also surrounded by the message of high expectations. Large signs displaying the school’s mission, along with posters depicting relevant quotes from prominent historical figures translated into both English and Spanish, are visible on every floor of the building. Many students were observed wearing t-shirts that displayed the school’s mission, or a statement reading “I am Phoenix.”*

- **Finding: The PCA Board of Trustees is actively engaged in appropriate oversight of the school’s mission and program.**

*The Board receives information regarding school performance from the executive director at each meeting. Board members stated (and document review confirmed) that the monthly executive director reports included enrollment and attendance data; student performance data (e.g., MCAS scores, NWEA MAP results); program updates; and other information relevant to the school’s accountability plan. At the time of the renewal site visit, Board members were knowledgeable about the school, its programs, and its performance toward the goals and objectives outlined in the accountability plan.*

#### **D. DISSEMINATION**

***Discuss ways in which the charter school will be able to collaborate with school districts from which it draws students to provide educational models, including programs, curriculum, and teaching methods that can be replicated by other public schools.***

Phoenix has a strong history of collaboration with local public school districts to share best practices and disseminate its model. Our Chelsea school partners yearly with its sending districts (Chelsea, Revere, Everett, and Lynn) to recruit students who are not succeeding in or have dropped out of local high schools or middle schools. Additionally, since the 2010-11 school year, we have sent small teams of our AmeriCorps Fellows to the REACH Program at Chelsea High School, an after-school program targeted at students at a high risk of dropping out, and to the Seacoast School in Revere, a district alternative school, to provide tutoring and homework support for students preparing to take the MCAS exam. At Seacoast, daily tutoring from Fellows helped students increase MCAS scores such that that the school moved from Level 4 to Level 3 status.

In Lawrence, our school is based on collaboration with the district. Our partnership with Lawrence Public Schools is unprecedented in the state, and we believe it will prove the power of our model in different environments. Please see Attachment 7: Phoenix Academy Lawrence Memo for more information.

Additionally, Phoenix regularly hosts visitors interested in learning about its model and results. For example, in October of this year, representatives from District 79 in New York City, the organization that oversees all of the city’s alternative education programs, visited our Chelsea school to observe classes, meet with school and network leaders, and discuss the daily operations of our school. Similar groups from New Orleans, Denver, and New Jersey have also visited us in the past, and we look forward to continuing to share our work with other groups endeavoring to serve a similar population of students.

At Phoenix Springfield, we will build on this history of collaboration with local districts in the following ways:

- Dissemination of our AmeriCorps Fellowship program to local high schools and middle schools to provide high-dosage MCAS tutoring
- Partnerships with local school districts to recruit students who have dropped out or have long histories of academic failure in the school system
- Through our AmeriCorps Fellowship, partner with local non-profits through which our students can participate in community service (a new initiative of the Fellowship currently being piloted at our school in Chelsea; we expect to implement it in Springfield upon the school’s opening).

## V. ATTACHMENTS

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## ATTACHMENT 1: DRAFT BYLAWS

### BYLAWS OF PHOENIX CHARTER ACADEMY

#### Section 1. General Provisions

**1.1 Charter.** The name and purposes of Phoenix Charter Academy (the “Academy”), a public school chartered by the Commonwealth of Massachusetts (per order of MGL Chapter 71, Section 89), shall be as set forth in its Charter, which Charter is granted by the Commonwealth of Massachusetts Department of Education (the “DOE”) and which may be amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the Academy and of its Board of Trustees, and all matters concerning the conduct and regulation of the affairs of the Academy, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling.

**1.2 Mission.** The Mission of the Phoenix Charter Academy is to close the achievement gap that exists between academically underperforming teenagers who are in Springfield, Holyoke, and Chicopee district schools and their academically successful peers. Partnering rigorous academic work with programmatic support for 15-21 year-old students, the Phoenix Charter Academy provides students with the tools necessary to achieve high school graduation and college success.

**1.2 Location.** The principal office of the Academy shall be located in the building of the Academy after school has commenced. Until that time, members of the Founding Group shall coordinate all start-up activities.

**1.3 Fiscal Year.** Except as from time to time otherwise determined by the Trustees of the Academy, the fiscal year of the Academy shall end on the last day of June in each year.

#### Section 2. Board of Trustees

**2.1 Powers.** The Board of Trustees is a public entity and holds the charter from the state of Massachusetts.

The Board of Trustees is responsible for ensuring that the school and the members of the Board of Trustees:

- comply with all applicable laws and regulations,
- ensure that the school is an academic success, is a viable organization and is faithful to the mission as stated in the charter,
- determines general school policies, in compliance with state and federal laws,
- oversees the financial affairs of the school through a finance subcommittee and approves the annual budget, and
- earns charter renewal every five years

The Board of Trustees shall oversee the affairs of the Academy and shall exercise all of the powers of the Academy, except as otherwise provided by law, by the Charter, or by these By-Laws. Trustees shall serve the school with duty, loyalty and care. The Board of Trustees shall not comprise a majority membership in any other organization such that it would affect the governance of the Academy.

The Board of Trustees reserves to itself exclusively the power:

- (a) to purchase, sell, or lease real property,
- (b) to establish, execute and modify investment policies,
- (c) to appoint or remove the Academy Executive Director, and
- (d) to delegate, from time to time, powers to the Academy Executive Director in accordance with these By-Laws except as otherwise provided by law or by the Charter and,
- (e) to determine and approve general school policies, in compliance with state and federal law.

**2.2 Number of Trustees.** The Board of Trustees shall consist of an odd number of not less than seven nor more than fifteen individuals (excluding ex-officio and honorary members) beginning at the time of Department of Education approval of the charter. Individual members are considered special, unpaid employees of the state.

**2.3 Term of Office of Trustees.** The term of office of a trustee shall be three years or until his or her successor is elected and qualified. Terms of office shall be staggered and each group shall be as nearly equal in number as possible. A trustee may serve for two consecutive terms and shall be eligible for reelection to the Board after a one-year hiatus or at the pleasure of the Board, if longer terms are desired.

**2.4 Election of Trustees.** Trustees shall be elected by the Board of Trustees at any meeting of the Board of Trustees. A prospective trustee is voted upon by all members of the Board of Trustees. A majority vote is required for the election of a new Trustee. Only full, volunteer Trustees may vote, not ex-officio members. A trustee elected to fill an unexpired term shall have tenure only to the end of that term.

**2.5 Resignation and Removal.** Any Trustee may resign by delivering a written resignation to the Chair or the Clerk, as defined herein, or to the Academy at its principal office. Any Trustee may be removed from office with or without cause by an affirmative vote of a majority of the Trustees then in office. Only members of the Board of Trustees may select and / or remove members of the Board of Trustees.

**2.6 Statement of Non-Discrimination.** The Board of Trustees shall not discriminate against potential members on the basis of age, race, ethnicity, ancestry, gender, sex, sexual orientation, national origin, religion, marital status, or non-disqualifying handicap or mental condition.

### **Section 3. Meetings of the Trustees**

**3.1 Open Meeting Law.** All meetings of the Trustees shall be conducted in accordance with Section 23B of Chapter 39 of the Massachusetts General Laws (the "M.G.L."), as amended from time to time, or any successor statute. Except as otherwise permitted by such Section 23B,

(a) no quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and

(b) no executive session shall be held until:

(i) the Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law,

(ii) a majority of the Trustees at such meeting shall have voted to go into executive session,

(iii) the vote of each trustee shall have been recorded on a roll call vote and entered into the minutes, and

(iv) the Chair (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

**3.2 Regular and Special Meetings.** Regular meetings of the Board of Trustees may be held at such times as the Board of Trustees may determine, at least four times annually. In addition, the Board of Trustees will hold an annual meeting each October.

Special meetings may be called by the Chair at any time and shall be called by the Clerk or his or her designee following a written application of two or more voting members of the Board of Trustees. All members must attend the meetings in person for the purpose of a vote or quorum.

**3.3 Quorum.** A majority of the Trustees then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Trustees at which a quorum is present, the vote of a majority of those Trustees physically present shall decide any matter including the adoption of new members, unless the Charter, these By-Laws, or any applicable law requires a different vote.

**3.4 Notice of Meetings.** Public notice of meetings shall be given as required by the law pertaining to the open meetings of governmental bodies. Notice of the date, time, and place of all regular and special meetings of the Trustees shall be given to each

Trustee by the Clerk or, in case of absence, by the officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person, by mail or by telephone, or electronic mail sent to such Trustee's usual business or home address at least seven (7) days in advance, unless shorter notice is adequate under the circumstances.

**3.5 Documentation.** The Board Chair shall appoint one meeting attendee to record all actions of every meeting, the time, date, location of the meeting, the persons present and absent from the meeting and any other business of the meeting. Meeting minutes shall be adopted in compliance with M.G.L Chapter 30a Section 11a1/2. All documentation, including formal votes of the Board of Trustees shall be kept on file in the administrative offices of the location of the Academy upon opening.

#### **Section 4. Officers of the Board**

**4.1 Numbers and Qualifications.** The officers of the Academy shall be a Chair, Treasurer, and such other officer, if any, as the Board of Trustees may determine. An individual may hold more than one office at the same time.

The **Academy Board Chair** facilitates the meetings of the Board of Trustees. The Board Chair is responsible for planning the meeting agenda with the Academy Executive Director. The Board Chair works with the Academy Executive Director on a regular basis to oversee the management of the Academy.

The **Academy Board Treasurer** chairs the finance subcommittee and oversees the financial records of the Academy. During the Academy's inaugural year, the Treasurer and finance subcommittee will meet semi-monthly with the Academy Executive Director and Business Manager. In all other years, the subcommittee will meet at least quarterly.

**4.2 Election and Tenure.** The Chair, Treasurer and Clerk shall be elected annually by the Board of Trustees at the annual meeting. Officers shall carry out the duties set forth for each position in the Academy charter. Other officers, if any, may be elected by the Board of Trustees at any time. If the office

of Chair, Treasurer, or Clerk becomes vacant, the Trustees shall elect a successor. Each position has a limit of three years and is renewable with the approval of the whole Board.

**4.3 Other Officers.** Other officers shall have such duties and powers as may be designated from time to time by the trustees.

#### **Section 5. Committees**

**5.1 Appointment and Duties.** The Board of Trustees shall annually appoint such standing committees and task forces as the Board may deem proper and prescribe their membership, powers, and duties. The Board of Trustees, or the Chair acting under the authority of the Board, may appoint such other boards and committees as the Board may deem necessary.

**5.2 Standing Committees.** Standing committees of the Board may include but are not limited to the Finance Committee and the Development Committee. Each Committee member shall hold office for one year and until a new Committee member is appointed. The Board of Trustees shall define the purposes, duties and particular powers of each committee and task force, and approve these by way of a formal vote. The Academy Executive Director will attend all standing committee meetings and task forces.

**5.3 The Development Committee.** The Development Committee shall include not less than two trustees, and the Chair shall appoint its Chair. The Development Committee shall be responsible for overseeing planning, implementing, and monitoring all fundraising programs. The Development Committee shall assist in the advancement of the Academy to all its constituencies.

**5.4 The Finance Committee.** The Finance Committee shall include not less than two trustees, and the Chair shall appoint its Chair. The Finance Committee shall oversee the long term financial picture and monthly forecasts for the Academy.

### **Section 6. Academy Executive Director(s)**

**6.1 Selection.** The Academy Executive Director shall be appointed and/or removed, if necessary, by the Board of Trustees, shall serve at the pleasure of the Board of Trustees and shall receive such compensation as the Board may direct. The Board of Trustees shall conduct an annual review of the Academy Executive Director. The Board of Trustees does not select, appoint or evaluate any other staff except for the Academy Executive Director.

**6.2 Duties.** The Academy Executive Director shall carry out the policies established by the Board of Trustees and shall be directly responsible to the Board of Trustees. The Academy Executive Director shall have general management of the artistic, academic, and administrative operations of the Academy and shall prescribe and direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting to the state of Massachusetts. The Academy Executive Director shall prepare an annual budget for submission to the Board. The Academy Executive Director shall employ and discharge all Academy personnel, prescribe their duties and terms of office, shall set their salaries within the minimum and maximum limits established by the Board of Trustees, and shall conduct annual reviews of all Academy personnel. The Academy Executive Director is an ex-officio member of the Board of Trustees. The Board of Trustees relies on the Academy Executive Director to make all operational and managerial decisions and shall not exercise managerial powers over the operations of the school.

### **Section 7. Compensation and Personal Liability**

**7.1 Compensation.** No Trustee or officer shall receive any compensation for services rendered as a trustee or officer. Notwithstanding the foregoing, any Trustee or officer may receive reasonable compensation for services rendered as an employee or subcontractor of the Academy and any Trustee or officer may, if authorized by the Academy Executive Director(s) or the Board of Trustees, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Trustee or officer in the performance of duties as a trustee or officer. Any Trustee must make full disclosure to other members of the Board of any compensation received.

**7.2 Liability.** The Board of Trustees shall protect its members from being held personally liable for any debt, liability, or obligation to the school.

### **Section 8. Miscellaneous Provisions**

**8.1 Execution of Instruments.** All contracts, deeds, leases, bonds, notes, checks, drafts and other instruments authorized to be executed by an officer of the Academy on its behalf shall be signed by one or both of the Academy Executive Director(s) or the Treasurer except as the Trustees may generally or in particular cases otherwise determine.

**8.2 Corporate Records.** The records of all meetings of trustees, the names and addresses of the Trustees and officers of the Academy, and the originals or attested copies of the Charter and the By-Laws of the Academy shall be kept in the Commonwealth at the principal office of the Academy or of the Clerk, but such corporate records need not all be kept in the same office.

**Section 9. Amendments** These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of a majority of Trustees then in office, at any annual meeting of the Trustees or special meeting of the Trustees. All amendments are subject to approval by the Massachusetts Department of Education before the amendment can take effect.

**ATTACHMENT 2: DRAFT RECRUITMENT AND RETENTION PLAN**

**Name of School** Phoenix Charter Academy Springfield

**Date** October 29, 2012

**I. Recruitment Plan**

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

<b>General Recruitment Activities</b>
<b>List recruitment activities undertaken each year which apply to all students.</b>
Personal Outreach: Each student who has expressed interest in the school will receive a letter inviting them to orientation as well as at least one phone call from a school representative answering any questions about the school before orientation or lottery.
Shadow Days: Prospective students are invited to shadow current students for half of a day as well as stay for a question and answer session with a staff representative.
Middle School Outreach: Staff representative will do a presentation at sending middle schools for incoming 8 <sup>th</sup> grade students who middle school has decided would be good fit for the school. Students will be able to ask questions and meet with school's staff representatives.
Community Partner Outreach: Staff representative will do at least 10 presentations about the school at 10 community organizations, including neighboring high schools, in an attempt to empower these organizations to refer students who fit the school's mission.
Quarterly Email Updates: Staff representative of school will create a database of all community partners. Every month, representative will email partners about important enrollment dates and school updates.
Publicity: School will post in local papers, on social media, and hang flyers with local partners with enrollment dates. School will also use newspapers and social media to seek out possible recruitment opportunities.
Re-engagement Opportunities: Representative will reach out to past students of the school to re-engage them for the upcoming school year or quarter. Staff will also attempt to seek out expellees from surrounding area schools and attempt to re-engage them.

*B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending district(s).*

<b>Demographic Group:</b>	
A. Special education students	<ol style="list-style-type: none"> <li>1. Phoenix will accept all students, regardless of IEP status. When a student is identified as having an IEP or 504 plan upon enrollment, the Academic Support teachers will ensure that we have all necessary documentation from sending school districts, and convenes a team meeting to ensure that a student's academic schedule meets their needs.</li> <li>2. Phoenix will regularly receive referrals from other alternative schools or residential programs specializing in students with emotional or behavioral disabilities.</li> <li>3. Phoenix will maintain active relationships with a number of community and health organizations that serve students with emotional or behavioral disabilities, and frequently ask these partners for referrals. The Student Support Team will communicate with these programs frequently, and include recruitment conversations at the time of quarterly enrollment.</li> <li>4. The Academic Support Office will work collaboratively with members of the Student Support Team to collect and review IEP/504 paperwork from sending school districts. Once a matriculating student with a special education plan became enrolled, both departments will work with the Principal to assign the student an appropriate schedule. Goodness-of-fit in classes will be assessed quarterly through reports and at IEP meetings. Additionally, a member of the SST will also serve as a member of AST, ensuring that both teams are aware of AST students' progress behaviorally and academically.</li> </ol>

<p><b>Demographic Group:</b></p> <p>B. Limited English-proficient students</p>	<ol style="list-style-type: none"> <li>1. 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. As a charter school that actively recruits older youth who have little or no credits, for many older youth new to the country, Phoenix is the only viable option to earn a high school diploma.</li> <li>2. We will provide Spanish translators at orientation events, and all letters home to parents (including our student handbook, report cards, etc.) will be translated for our Spanish-speaking or French-speaking parents.</li> <li>3. Our Recruitment and Outreach Coordinator, who will spearhead our recruitment, will speak Spanish.</li> <li>4. Phoenix will aim to create individualized graduation plans for students who are new to the country to obtain college acceptance in the US.</li> <li>5. Newly immigrated students will be placed in a small class 3 times per week to review aspects of Phoenix culture as well as US education culture, self advocacy, etc.</li> <li>6. We anticipate that Obama’s deferment policy will mean an increase in undocumented students enrolling in Phoenix. We will welcome these students as well as organize a voluntary trip to an information session regarding the regulations.</li> </ol>
<p><b>Demographic Group:</b></p> <p>C. Students eligible for free/reduced lunch</p>	<ol style="list-style-type: none"> <li>1. Our target populations as outlined by our charter typically fall in socio-economically disadvantaged categories; particularly given the communities we serve (Springfield, Holyoke, and Chicopee). We will offer the following supports as we recruit low income students: <ol style="list-style-type: none"> <li>a. Transportation (PVRTA bus passes) to and from school</li> <li>b. All necessary school supplies, including binders, notebooks, academic planners, and donated school uniforms</li> <li>c. A way to earn additional school uniforms at no cost (including fleece outerwear) through our school incentive program</li> <li>d. Access to community resources, including homeless shelters, food banks, and housing support resources, through our school social workers</li> </ol> </li> <li>2. Phoenix has grown and will maintain active relationships with a number of governmental organizations, including the Department of Children and Families, and the Department of Youth Services. As these organizations frequently deal with children and families in poverty, these relationships will yield a high number of referrals of students who are eligible for free or reduced-price lunch.</li> <li>3. Phoenix will maintain active relationships with a number of community organizations that work with at-risk youth as well. 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.</li> <li>4. Phoenix will perform street outreach by passing out flyers and speaking with youth at high-traffic locations for teenagers. These areas include particular streets and neighborhoods in Springfield, Holyoke, and Chicopee, fast-food restaurants, local courts, and community organizations.</li> </ol>

<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<ol style="list-style-type: none"> <li>1. Phoenix will actively recruit students who are 2-3 years behind grade level. Lagging academic skills often accompany students our mission aims to serve: those who are disconnected from school or who have dropped out for a period of time. Many of these students are 18+ years of age and still have not passed their MCAS exam. With our accelerated track to graduation, we will be able to offer these students intensive daily MCAS preparation tutoring in ELA, mathematics, and biology.</li> <li>2. Phoenix 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.</li> <li>3. Phoenix actively seeks to serve older students, and 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.</li> <li>4. All students who enroll at Phoenix without having taken or passed the MCAS will be assigned a tutor who will ensure the students have all the basic skills necessary to pass the MCAS.</li> </ol>
<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school/have dropped out of school</p>	<ol style="list-style-type: none"> <li>1. Phoenix recognizes that students who are at-risk and have dropped out are very 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 which includes those students who are at-risk of dropping out and those who have already dropped out.</li> <li>2. Because the Phoenix 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 quarter (5 times a year).</li> <li>3. Phoenix will develop close relationships with DYS and DCF workers in the Springfield, Holyoke, and Chicopee 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.</li> <li>4. Phoenix will build and maintains an active relationship with probation officers and the court system, and actively recruit in these places. Phoenix will post flyers and applications in the juvenile probation offices in Springfield, Holyoke, and Chicopee courts.</li> <li>5. Phoenix has an open-door policy for students who may have had disciplinary issues in past schools. Phoenix admits students who have been expelled from previous schools as well. Due to these policies, Phoenix will have a reputation among area schools as a place that will accept students who have had disciplinary difficulties, and thus Phoenix will receive many referrals from area schools in which there is not an explicit relationship formed regarding students who have been suspended or expelled from a school.</li> <li>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.</li> <li>7. Engagement and retention at Phoenix will require innovation, dedication, hope, and patience. To that end, all staff will be part of creating meaningful relationships to keep students who have been estranged from school connected.</li> <li>8. Great effort will be put into relationships with probation officers and lawyers in students' lives. Our Dean will be a regular attender at community meetings with law enforcement and assistant district attorneys where information is shared about court-involved youth. All of these collaborators will be updated when opportunities for re-enrollment arise.</li> </ol>

<p><b>Demographic Group(s):</b></p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> <li>1. Phoenix will actively recruit parenting or pregnant teens and will provide the necessary supports in order for them to obtain educational success. <ol style="list-style-type: none"> <li>a. Daycare center on site will focus on the development of the children in the daycare and education/support for parent.</li> <li>b. The Childcare Center staff will coordinate with DCF, Childcare Circuit (voucher program), and our school staff to support pregnant/parenting youth.</li> <li>c. Student Support Staff will oversee our maternity/paternity leave program, in which new parents will have one liaison/point-person at the school who calls on a regular basis (as established between liaison and new parent). The liaison will gather all work from teachers of the student and will coordinate getting that work to the student as well as handling any concerns the student who is on maternity leave has to the appropriate person at school.</li> </ol> </li> <li>2. Students will be helped to obtain daycare 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.</li> <li>3. We will also work closely with DCF workers who refer students who were pregnant or parenting to our school.</li> <li>4. The Director of the Childcare Center will serve as a mentor and support for new moms. She/he will work closely with the Student Support team to support mothers staying enrolled and connected to school.</li> </ol>
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**II. Retention Plan**

*Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan may include activities that address the needs of all students in the school, but must be designed to impact the target groups identified above.*

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	<p>New students: We plan to retain 80% of students who start within that school year into the next school year (during enrollment periods 2-5).</p> <p>Current Students: We plan to retain all students who began the school year at Phoenix (during enrollment period 1)</p>
<b>Retention Plan Goals and Strategies -- List goals and strategies for retention activities</b>	
A. Special Education	<ol style="list-style-type: none"> <li>1. <b>ACADEMIC SUPPORT TEAM:</b> The Academic Support Team will consist of the Special Education Administrator, the Special Education teacher, and a Social Worker. The Team will meet weekly to discuss student’s progress, create interventions/behavior plans and to observe and consult teachers. The team will also implement a “Failing Student Protocol” in which teachers are required to report if a student on IEP/504 is failing a class so that they can receive support. IEP/504 Teams will meet at least once per year to update programs.</li> <li>2. <b>RELATIONSHIPS:</b> Phoenix staff will build strong relationships with students and adult supporters, and these relationships will form the backbone of our retention activities. Students will be placed in advisories, and a student’s advisor will serve as their point person and advocate. Advisors will call home when a student is absent, work with the student on any areas in which they are struggling, and form a relationship that will be necessary for the student to achieve success at Phoenix. Advisors will also communicate to parents and adult supporters regarding how a student is doing in school to bridge the gap between home and school.</li> </ol>

	<p>3. STUDENT SUPPORT: Phoenix’s Student Support Team will provide support for all students. The team will include one social worker, a Recruitment and Outreach Coordinator, an Assistant Dean of Students, and a Dean of Students.</p> <p>4. CURRICULUM: Phoenix will have two courses meant to allow increased access to the curriculum for all students including students with special needs:</p> <p>a. A daily 35-minute silent sustained reading period for all students. Across the entire student population, reading ability and reading habits are an inhibitor to success in school, and this reading period will improve students’ reading ability, making all students more comfortable in literature classes, and more likely to be successful.</p> <p>b. Basic math skills course. Many students arrive at Phoenix with significant skills deficits in math, and a course designed for the students furthest behind will help these students be more successful in math class. This success will re-engage these students in school, leading to continued success.</p> <p>5. HOMEWORK LAB AND SUPPORT: Phoenix will offer extensive academic support for struggling students. Monday through Thursday, a drop-in Homework Lab will be available from 5:10-6:10 p.m. Staffed by full-time tutors (our AmeriCorps Fellows), students will have the opportunity to receive individualized instruction and complete their homework in a safe, nurturing environment.</p>
B. Limited English-proficient students	<p>1. Same as above (relationships)</p> <p>2. Same as above (student supports)</p> <p>3. Same as above (curriculum)</p> <p>4. While ELL students are welcome in the daily after school Homework Lab, there will also be ELL homework labs held during the week. These will be staffed by bi-lingual staff and ELL teachers. This will ensure that ELL students are getting the additional support they need while studying and completing work in English.</p>
C & D. Students eligible for free or reduced lunch	<p>1. Same as above (relationships)</p> <p>2. Same as above (student supports)</p> <p>3. Same as above (curriculum)</p> <p>4. Same as above (HW lab and support)</p>
E. Students who are sub-proficient	<p>1. Same as above (relationships)</p> <p>2. Same as above (student supports)</p> <p>3. Same as above (curricular changes)</p> <p>4. Same as above (HW lab and support)</p>
F. Students at risk of dropping out, G. Students who have dropped out of school	<p>1. Same as above (relationships)</p> <p>2. Same as above (student supports)</p> <p>3. Same as above (curricular changes)</p> <p>4. Same as above (HW lab and support)</p> <p>4. Attendance Transformation Team (ATT) began at Phoenix Chelsea during the 2010-2011 school year. ATT, comprised of Americorps Fellows and one full-time staff member, targets 20 students struggling with attendance and at-risk of dropping out of school. The team will conduct home visits in the mornings and after school to check in with students, work with parents and adult supporters, and troubleshoot issues that prevent students from attending school, including motivational issues, academic difficulties, scheduling court and other appointments, establishing a morning routine, and navigating transportation issues.</p>
H. Other subgroups of students who should be targeted to eliminate the achievement gap	<p>1. Same as above (relationships)</p> <p>2. Same as above (student supports)</p> <p>3. Same as above (curricular changes)</p> <p>4. Same as above (HW lab and support)</p>

## ATTACHMENT 3: DRAFT ENROLLMENT POLICY

### Phoenix Charter Academy Springfield Enrollment Policy

#### General Policy Statement/ Introduction

Phoenix Charter Academy Springfield serves students in grades 9-12, and enrolls new students at each grade. The enrollment process is conducted annually, beginning in March, in accordance with the Massachusetts state laws and regulations (MGL c. 71, Section 89 (m); 603 CMR 1.00). Following Massachusetts law (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(1)), Phoenix Charter Academy Springfield does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Phoenix Charter Academy Springfield has and implements a student recruitment and retention plan as outlined in M.G.L Chapter 71, Section 89(f); CMR 603 1.05(f).

#### Application Process

The Academy holds at least five application processes each year. Application deadlines will be advertised to all constituencies at least one month prior to the lottery date. All applicants will be notified in writing or by a phone call that their applications were received. The deadline for accepting applicants will be determined for each enrollment period at least one month prior to the lottery date.

#### Description of the Eligibility Criteria for Enrollment:

##### To enroll in Phoenix Charter Academy Springfield:

- A prospective student must be a resident of Massachusetts at the time they submit the application and be able to demonstrate proof of residency- see page 4 (except in the case of homeless students).
- Phoenix does not require potential students or their families to attend interviews or informational meetings as a condition of enrollment (613 CMR 1.06(2)).
- Phoenix does not administer tests to potential applicants or predicate enrollment on results for any test of ability achievement (602 CMR 1.06(2)).

#### Description of the Enrollment Process:

- Phoenix gives public notice of all application deadlines at least one month in advance of its multiple lotteries throughout the year (5 times each year). In addition, letters are mailed home and parent/ guardians are contacted regarding the final date for all students offered enrollment to accept enrollment.
- Applicants who do not meet the eligibility requirements will be contacted by phone by Phoenix staff to discuss alternative options for the student. All application materials will be translated as necessary; at a minimum, applications will be translated from English into Spanish.
- All information requested in the application, such as language spoken at home or race/ethnicity, is not intended and will not be used to discriminate (M.G.L. Chapter 71, Section 89(m); 603 CMR 1.06(2)).
- It is requested that applicants and adult supporters sign an acceptance-of-enrollment form.
- The student must sign the application stating that he or she understands the expectations of the school.
- The parent/guardian of the applicant is asked to sign the application stating that s/he understands the student's obligations to the school. **All students who do not meet the above requirements will be asked to attend a separate enrollment meeting with the Dean of Students to help all parties understand what is being asked for efficient enrollment. No student is barred from enrollment due to paperwork.**
- Phoenix does not disclose any student information without the written consent of a parent/ guardian/ or student over 18 years old. Phoenix will provide a form for students and parents to consent or deny disclosure of student information (M.G.L. Chapter 71, Section 89(g)).

- Upon request, Phoenix will provide the names and addresses of students to a third party mail house for mailings unless the parent requests that the school withhold their child's information. (M.G.L. Chapter 71, Section 89(g)).

**Description of Phoenix's Lottery Procedures:**

Annually, Phoenix holds lotteries when the number of applications exceeds the number of spaces in the school at the time the lottery is held (5 different times each year). Students drawn first have the first opportunity to enroll in the school. Phoenix Charter Academy Springfield will give at least one week of notice prior to each enrollment lottery (603 CMR 1.06(6)).

Phoenix's lottery is conducted in public in the school building (603 CMR 1.06(6)). A community member unaffiliated with Phoenix draws numbers at random at all Phoenix lotteries (603 CMR 1.06 (6)). Siblings (resident and non-resident) of enrolled students are given preference for admission over non-siblings.

Residents of Springfield, Holyoke, and Chicopee have priority (over non-residents) seats in the school (MGL Chapter 71, Section 89(m); 603 CMR 1.06 (4) (a)).

Each name will be given a lottery number, assigned in order, starting with number 1. The parent or guardian of each student will be informed of his or her lottery number in advance of the drawing to ensure the transparency and fairness of the process. Preference will be given to students with a legal address in Springfield, Holyoke, or Chicopee, Massachusetts. If there are fewer applicants from the region than seats, all local applicants will be enrolled, and applicants from other districts will be drawn by the lottery. After the enrollment capacity is reached, the drawing will continue and the students above the capacity will be placed on the waiting list in the order they were drawn taking into account sibling and resident preference (603 CMR 1.06(4)(d)).

Students who are accepted will be sent an acceptance letter. If letters are not signed and returned in 10 days, a Phoenix staff will follow up on the phone and/or with a home visit for these prospective students. Per Massachusetts state law, those students for whom enrollment in the school would cause the sending district to exceed the tuition cap may not be offered admission but will remain on the waiting list. In addition, for those students to whom the preceding policy applies but who are also siblings of students currently in attendance at the school the state may pay the child's tuition, subject to appropriation (M.G.L. Chapter 71, Section 89(i); 603 CMR 1.06(4) (e)).

If the signed acceptance letter is not returned by the last day of that enrollment period (10 days from lottery) which all students are notified of, the student is removed from the enrollment list. Phoenix will notify the Department of Education with names of enrolled students in accordance with state regulations.

If the principal enrollment process fails to produce an adequate number of enrolled students, the lottery process may be repeated if a waiting list does not exist. The required lottery process will be strictly followed, including public notification and deadlines (603 CMR 1.06(5)).

**Description of Waiting List Policy:**

- If a student stops attending the charter school or declines admission, the next available student on the waitlist for that grade will be offered admission until the vacant seat is filled (M.G.L. Chapter 71, Section 89(n)).
- No student will be admitted ahead of other eligible students on the waiting list unless said student is either a sibling of a previously enrolled student or a resident of the charter school's city or town (603 CMR 1.06(5)).
- Applicants on the waiting list will be called within twenty four hours of the lottery and will be informed of their number on the waiting list. The waiting list will be updated – in writing and via phone calls – with regard to their position on the waiting list after the lottery until the end of the first quarter after the Academy's enrollment period. A student will have two weeks to confirm interest in enrolling; otherwise the student will be removed from the waiting list. After the first quarter, all remaining students on the waiting list will be called and informed of their position on the waiting list. Students who wish to remain on the waiting list will be rolled over into the first lottery for the subsequent enrollment period, including from year to year. Calls are made each quarter to all students who remain on the waiting list. Students will have 2 weeks to confirm that they are still interested in enrollment.
- In the event that a seat becomes available either due to an acceptance letter not being returned, a student who has declined an offer, or due to attrition during the first quarter after the Academy's opening, the seat will be offered to the first student on the waiting list. The student will be contacted by a Phoenix staff by phone. Any prospective student will

have two weeks to respond. If no response is received, the next student on the list will be offered the seat.

- Phoenix maintains accurate records of its waitlist, which contains the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission (603 CMR 1.06(f)).
- When a student stops attending the school for any reason, Phoenix will attempt to fill vacant seats up to February 15<sup>th</sup>, all grades are included. Phoenix has scheduled enrollment periods at 3<sup>rd</sup> and 4<sup>th</sup> quarter (after February 15<sup>th</sup>) (603 CMR 1.06(d)).

#### **Application for Admission Requested Materials:**

These documents include:

- Application form (which does not require dual parent/guardian signatures)
- Proof of residency (except for homeless students) – acceptable forms are: a parent’s driver’s license or any utility bill such as a phone, cable or electric bill, which indicates that the family receives mail at the address provided to the school. In instances where families do not receive bills to their home, (e.g., they live with a relative or friend), the school will accept some substitutions on a case-by-case basis. For example, a student might be asked to provide a paycheck stub, and general mail with that address.
- A Home Language Survey
- A Free and Reduced Price Lunch Form
- Permanent transcripts from any former school(s).
- A publications Permission Form.
- A Record Release Form.
- Other student’s records, (e.g. health records and Individualized Education Plan from the previous school.)

*All required medical forms include:*

1. Massachusetts School Health Record. This form must contain the following: a record of a physical exam within the twelve months prior to the start of the school year; up-to-date immunizations; screening for vision, hearing, and scoliosis. If necessary, the Recruitment & Outreach Coordinator will assist students with setting up and attending clinic appointments at the Massachusetts General Hospital.
2. Authorization for Dispensing Medication in School Form signed by a physician accompanied by a letter from the student’s parent/guardian explaining the procedure for administering medication if the parent or guardian chooses for the student to receive medication in school.
3. Physician Information Release Form with physician contact information.
4. Emergency Medical Treatment Release Form. This form, which must be signed by a parent/guardian, gives the school permission to provide for emergency medical treatment in the event that a parent/guardian cannot be reached. No child will be allowed to enter school if the school does not have this form on file.

**All of these forms must be returned to the school prior to the enrollment deadline for each enrollment period in order for any student to attend school. Enrollment will not be withheld due to above paperwork.**

**ATTACHMENT 4: DRAFT STUDENT APPLICATION**

Yes! I want to participate in the **Phoenix Charter Academy Springfield enrollment lottery** for the 2013-14 school year. I have completed 8<sup>th</sup> grade OR attempted 8<sup>th</sup> grade twice. I understand that any student may apply but that students who live in the cities of Springfield, Holyoke and Chicopee, MA have the first right to open spots. If selected in the lottery, I will enroll in Phoenix Charter Academy Springfield, a tuition free public high school. I understand names are drawn at random to fill any open seats. Lotteries are public and are completed several times during the year. I understand that my personal information included in this document will be available at Phoenix Springfield during the lottery time. Names not chosen to fill the open seats at Phoenix Springfield will be placed in order on a waiting list.

**Student Name (please print legibly):** \_\_\_\_\_  
**Student date of birth:** \_\_\_\_\_ **Gender (optional):** Male  Female   
**Are you currently in school?** \_\_\_\_\_ **If yes, what school do you attend?** \_\_\_\_\_  
**If no, what is the last school that you attended?** \_\_\_\_\_  
**What was the last school grade that you completed** \_\_\_\_\_  
**If YOU (student) have a cell phone, what is YOUR cell number?** \_\_\_\_\_  
**Address, including Apt. #:** \_\_\_\_\_  
**City** \_\_\_\_\_, **MA** **Zip Code** \_\_\_\_\_  
**Does student have a child/children?** Yes  No  **How many?** \_\_\_\_\_ **Ages?** \_\_\_\_\_

**Parent/Guardian #1 Name:** \_\_\_\_\_  
**Parent/Guardian #1 Home telephone:** \_\_\_\_\_ **Work:** \_\_\_\_\_ **Cell:** \_\_\_\_\_  
**Parent/Guardian #2 Name:** \_\_\_\_\_  
**Parent/Guardian #2 Home telephone:** \_\_\_\_\_ **Work:** \_\_\_\_\_ **Cell:** \_\_\_\_\_  
**Primary Adult Supporter Name:** \_\_\_\_\_ **Telephone #:** \_\_\_\_\_

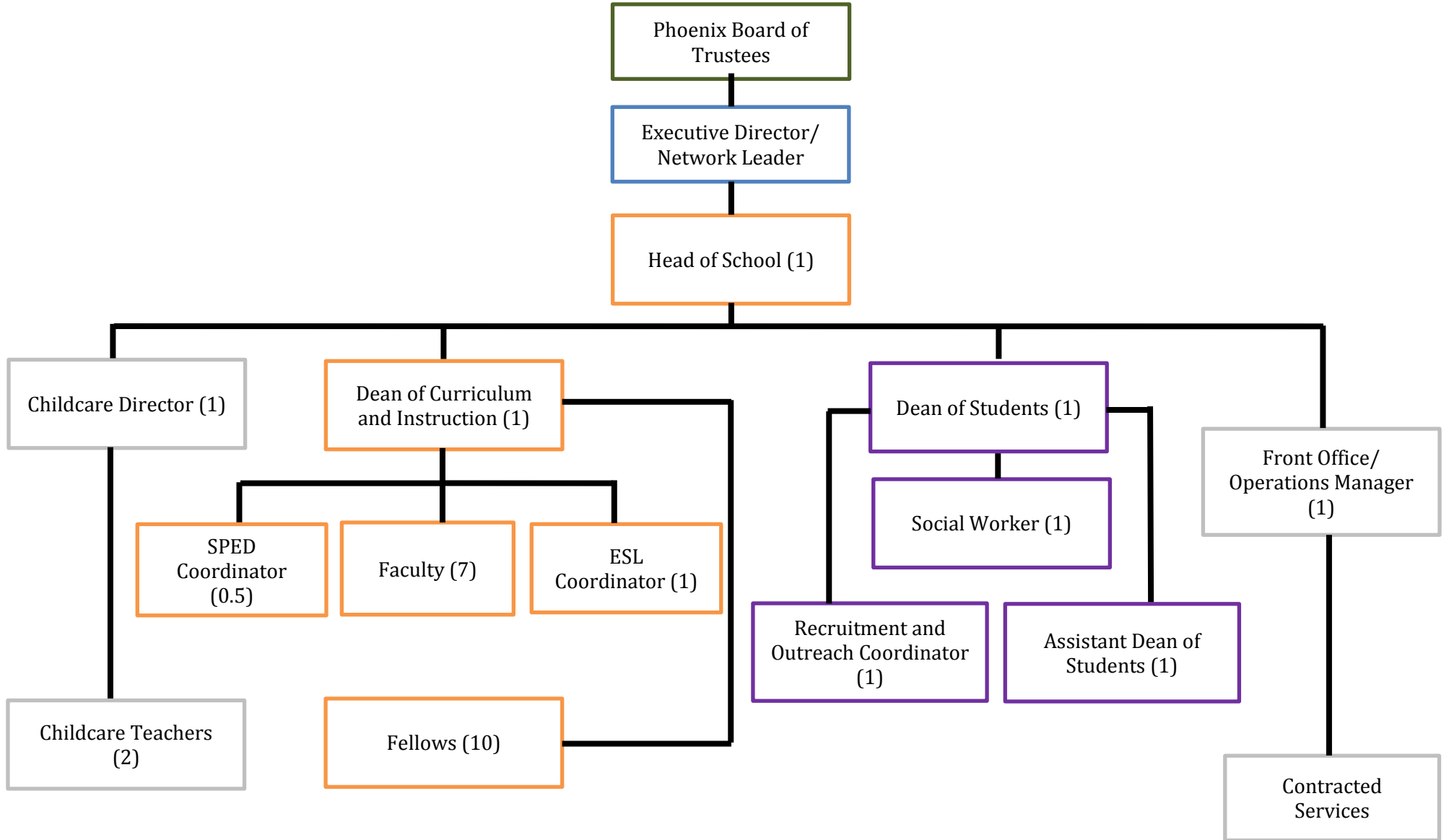
**How did you find out about Phoenix Charter Academy Springfield ?** \_\_\_\_\_

**Agreement signed by student and parent/guardian:**

My parents/ guardians and I want to participate in the Phoenix Charter Academy Springfield lottery for 2013-14. I agree that *after the lottery*, past and future academic, test scores, and medical records of students who apply to and/or attend Phoenix Charter Academy Springfield may be confidentially obtained from my and my child’s past schools. This information will in no way influence the lottery for student admission, but will be used only to measure the resources my student will need upon enrollment at Phoenix. *Phoenix Charter Academy Springfield does not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Phoenix Charter Academy Springfield has and implements a student recruitment and retention plan as outlined in M.G.L Chapter 71, Section 89(f); CMR 603 1.05(f).*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

ATTACHMENT 5: DRAFT ORGANIZATIONAL CHART



**ATTACHMENT 6: OPERATING BUDGET: PROJECTED REVENUES AND EXPENDITURES**

Please see attached Excel spreadsheet at the end of this application.

## ATTACHMENT 7: PHOENIX ACADEMY LAWRENCE MEMO

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### PHOENIX CHARTER ACADEMY MEMORANDUM

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**TO:** CHARTER APPLICATION REVIEW TEAM, DESE  
**FROM:** PHOENIX CHARTER ACADEMY  
**SUBJECT:** LAWRENCE WORK  
**DATE:** NOVEMBER 14, 2012

As of July 31, 2012, Phoenix Charter Academy is currently operating Phoenix Academy in Lawrence, MA, part of the Lawrence Public School system. This agreement was developed between February 2012 and July 2012 by the Receiver, Jeffrey Riley, the Phoenix Charter Academy Executive Director, Beth Anderson, and the Phoenix Charter Academy Board of Trustees with support and assistance from the Massachusetts Department of Elementary and Secondary Education.

#### History

The MA Board of Elementary and Secondary Education voted in the fall of 2011 to put the Lawrence Public School system into receivership, after the district had earned a Level 5 determination, in terms of academic performance. In January 2012, the Commissioner hired former Boston Public Schools administrator Jeffrey Riley to lead the receivership and create and implement a successful turnaround plan for the district over the next three-and-a-half years. Lawrence has a critical drop-out challenge and many older students are in danger of academic failure. Current school options are largely not serving their needs, based on MCAS scores and graduation rates. Students in the most danger of academic failure are strikingly similar to Chelsea students who have in turn done well at Phoenix Charter Academy. Jeffrey Riley reached out to a few different charter school operators, including Phoenix Charter Academy in February 2012, to informally explore whether collaboration between the Lawrence school district and Phoenix Charter Academy could potentially benefit older students who have struggled in school, with an emphasis on students that have dropped out of the Lawrence Public School system.

Anderson and her leadership team from Phoenix Charter Academy visited each of the Lawrence high schools and spoke to teachers and administrators. Anderson met several times with the Board Chair and Strategic Subcommittee of Phoenix Charter Academy to further investigate the potential for growth of the Phoenix model in Lawrence, as an in-district school provider. Anderson, Riley and the MA DESE negotiated the terms of partnership over several months to ensure the autonomy that Phoenix Charter Academy would need to operate the Lawrence school successfully. Phoenix Charter Academy engaged in an intensive study of its leadership bench, staffing needs, capacity for fast recruitment and start-up, and most critically, a decision on a Head of School for Phoenix Academy Lawrence. Final agreements were reached and negotiated in July and a contract between Phoenix Charter Academy and Lawrence Public Schools was signed on July 31, 2012. Phoenix Academy Lawrence opened on August 27, 2012 to 125 students.

#### Status

Phoenix Charter Academy applied to the MA DESE in April to be a vendor of educational services in Lawrence and was approved. As such, the Academy, with oversight from the Board of Trustees, is responsible for the planning and implementation of the Lawrence school. The School is a new school in Lawrence, an addition to the current seven high schools in the city. The Phoenix Charter Academy Executive Director oversees the two Phoenix Academies, and each school – Chelsea and Lawrence – has a Head of School who reports to her. In addition, the Lawrence school, through the Phoenix Charter Academy Executive Director, collaborates with the Receiver's office on quarterly reporting, budget oversight, accountability, and the evaluation of all staff at the Lawrence school. The Lawrence Public School district provides a building for the Phoenix Academy and handles all facilities and technological needs for the building. Phoenix Charter Academy is responsible for making all hiring decisions and all staff hired by Phoenix Charter Academy are compensated through the Lawrence Public School district. Phoenix Charter Academy receives a management fee for its oversight of the school.

Phoenix Charter Academy has a three year contract with the Lawrence Public Schools, under receivership with Jeffrey Riley, to operate the new school.

**ATTACHMENT 8: PHOENIX CHARTER ACADEMY CHELSEA GRADUATION RATE**

The DESE stated that the primary reason for Phoenix’s Level 3 status was our persistently low graduation rate. Each year, Phoenix calculates two graduation rates: an “internal graduation rate” and an “external graduation rate,” shown below:

	2009	2010	2011	2012
<b>Phoenix External Graduation Rate (MA DESE)</b>	17.5%	11.7%	12.7%	TBD
<b>Phoenix Internal Graduation Rate</b>	72.2%	58.8%	65.6%	76%

The DESE calculates graduation rates for schools across the Commonwealth as shown below:

$$\frac{\text{\# of students in cohort who graduate in 4 years or less}}{[\text{\# of first time entering 9th graders in}] - [\text{transfers in} + \text{transfers out}]}$$

The DESE graduation rate calculation rate assumes a standard, four-year progression through high school. At Phoenix Charter Academy, our student population often does not proceed along this traditional trajectory. We endeavor to serve students who are at a high risk of dropping out or have dropped out of high school, are academically behind their peers, are highly truant, and/or are navigating life as a parent or as a young person in a new country. For all of these reasons, students frequently arrive at Phoenix with large gaps in their educational history, having accumulated little to no academic credit despite spending years “enrolled” at other high schools. Because of this, unless a student has taken and passed the MCAS exams (roughly 85% of students entering Phoenix have not, regardless of their age), he/she is automatically entered into our databases as a 9th grader. This class placement allows the student to spend enough time in our school to gain the skills necessary to pass the MCAS, graduate, and succeed in college.

However, by coding all entering students as ninth graders, our DESE-calculated graduation rates become skewed. In essence, all students who enter Phoenix in a given year – including those who remain enrolled for less than one quarter – are included in our denominator of first-time entering 9th-graders. Contrastingly, at another school, an entering seventeen-year-old would not be included in their comparable denominator, because the student would enter as a junior. As our DESE-denominator grows, our overall graduation rate shrinks.

Although the DESE graduation rate provides an important snapshot of all students who enter Phoenix at any point, we needed to develop an additional metric that would help us evaluate our success in graduating students who have been enrolled at Phoenix for a meaningful length of time. This calculation allows us to hold ourselves accountable for students with whom we have spent significant time helping to prepare for success in college. With that goal, we have developed an internal graduation rate that reflects the percentage of rising seniors who graduate the following year. Our formula is as follows:

$$\frac{\text{\# of students who graduate in a specific year}}{\text{\# of students identified as rising seniors the previous spring}}$$

For example, in the spring of 2010, 32 students were identified as potential graduates of the class of 2011. These students had all been enrolled at Phoenix for a significant amount of time such that they had passed the MCAS, accumulated a certain number of credits, and were prepared to enroll in senior-level classes (Algebra II or pre-calculus, physics, etc.) the following year. By June of 2011, 21 students were still in the cohort. The 11 students who were no longer in the cohort could not graduate because they either did not pass enough classes in their final year to accumulate the credit required to graduate or failed to meet the attendance/behavioral requirements of the school in their senior year. We believe that this statistic more accurately reflects our successes and failures working with our high-risk population of students than that provided by the DESE.

**ATTACHMENT 9: PHOENIX TEACHER PROFICIENCY RUBRIC**

**A Level**

1. Management	
	a. Demerit delivery
	b. Feathering
	c. Narrating compliance
	d. Clear expectations posted
	e. Verbal and non-verbal interventions
2. Systems and Routines	
	a. Entry/Exit routine
	b. System for passing out/retrieving papers
	c. System for checking completion of Do Now/TTL
	d. Classroom geography
	e. Common Blackboard Configuration
	f. Overall classroom organization is evident and clear
3. Engagement Strategies	
	a. No Opt Out
	b. Right is Right
	c. Ratio
	d. Cold Call
	e. Format Matters
	f. Control the Game
	g. Diversity of student centered activity
	h. Minimal differentiation to make lesson accessible
4. Tone	
	a. Professionalism
	b. Pitch-perfect reactions
	c. Absence of condescension, sarcasm, demeaning comments
5. Data	
	a. Whole-Class Tracking Data
	i. HW Completion rates
	ii. Attendance
	iii. Reading Levels
	iv. TTL

	v. Finals
	vi. Creating/Tracking the Big Goal
<b>6. Building Relationships</b>	
a.	Phone calling to adult supporters
b.	Circle-back conversations
c.	Out-of-class outreach (building relationships in non-academic moments)
d.	Positive behavioral reinforcement
e.	Recognition
f.	Adult supporter meeting participation
	i. Parent advisory council
	ii. One-on-one adult supporter meetings
<b>7. Curriculum and Instruction</b>	
a.	Delivery is organized and logical
b.	Scope and Sequence in complete for unit
c.	Weekly Overview is complete for lessons
d.	Assessments are aligned to course work

<b>B Level</b>
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<b>1. Alignment</b>	
a.	Scope and Sequence align to State Frameworks
b.	Lessons and activities align to State Frameworks
c.	Final Exam aligned to State Frameworks
<b>2. Data</b>	
a.	Behavioral data tracking used as reflective tool
	i. Send Outs
	ii. Demerits
	iii. Detention
	iv. Feathering
	v. Phone calls
<b>3. Content Knowledge</b>	
a.	Deep understanding of content, objective of frameworks
b.	Cursory understanding of content trends in education in state and nation
c.	Observations of teachers in other schools in same subject (best practice sharing)

**C Level**

1. Differentiated learning (Down)	
a.	Commitment to constant work with ESL Coordinator, Academic Support staff and Literacy Specialist in order to best meet needs of all students
b.	Little to No reliance on Fellows to differentiate; Lessons are themselves accessible to all students
c.	Teacher knows reading level and individual skill gaps in all learners
2. Differentiated learning (Up)	
a.	Extension activities present
b.	Questions are differentiated to meet student abilities
c.	Students access texts above reading level on a regular basis
3. Higher Order Questions	
a.	Evidence of higher order on each assessment and in all class activities
4. Ratio (pushing more of the heavy lifting onto students)	
a.	As necessary to meet lesson objectives and class level- students engaged at appropriate level of activity

## D Level

a. Designing Assessments	
a.	Design of assessments that track mastery and proficiency
b.	All assessments are completely aligned to state frameworks
c.	All assessments provide multiple opportunities to prove mastery
b. Peer Observation	
a.	Engagement in peer coaching and observation cycles throughout the year
b.	Understanding of personal expertise and areas of growth; targets observation around these areas
c.	Provides professional development and mentorship in areas of greatest strength
c. Student Self-Advocacy and College Readiness	
a.	Classroom allows for student voice and mastery of own understanding of knowledge and skill gaps
	i. Students track mastery
	ii. Students engage one another in learning goals and explanations of “right” answers
b.	Allowances made for student ownership of habits and proactive advocacy when needed
	i. Students create own routines for study and engagement
c.	Systems and routines are appropriate for students based on proximity to graduation

## **ATTACHMENT 10: PHOENIX END-OF-YEAR STAFF SURVEY**

**For the following questions please rate the school leaders from strongly agree to strongly disagree.**

1. School leaders communicate a clear vision for PCA and its growth
2. School leaders embody the characteristics that are expected of me
3. School leaders are open to feedback and responsive to staff concerns
4. School leaders set clear expectations for staff; I know what is expected of me
5. School leaders prioritize student need.
6. I trust the principal at her word
7. I am confident in the principal's ability to lead PCA through times of staff change and growth
8. The principal models reflective and responsive practices
9. The principal shares a clear vision for PCA's future with staff; I understand where PCA is going in terms of internal and external growth
10. Sarah invites discussions about worries, concerns and frustrations
11. Sarah expects teachers and other staff to grow and stretch professionally.
12. PCA is a collaborative place to work.
13. School leadership promotes collaborative practices.
14. Most teachers at PCA are effective teachers and increase student achievement.
15. I have learned from my colleagues this year.
16. I know how to use a Fellow in my classroom in order to increase student achievement.
17. I work collaboratively with Fellows in my classroom and have been given help in how to do this more effectively.
18. PD has been relevant to and constructive for my lesson planning and delivery.
19. PD has been relevant to and constructive for my classroom management efforts.
20. I have been assisted in and provided with tools to better form and fix student relationships.
21. I have learned more about using data in my classroom to immediately improve student achievement.
22. I have learned more about using data in my classroom to more effectively accommodate student need.
23. I get sufficient coaching and oversight from my supervisor in regards to instructional growth and excellence.
24. My direct supervisor is available and responsive.
25. I feel comfortable directing my worries, concerns and frustrations to my supervisor.
26. I have the necessary supplies and technology to do my job effectively.
27. Please describe specific ways you've developed as a professional this year.
28. Social workers have been timely and responsive when I refer a student for services.
29. Social workers followed up with me about referrals that I made.
30. Social workers have been respectful of students' time out of my class.
31. Students have been helped by the support they receive from the social work department.
32. I work collaboratively with social workers at PCA.
33. I know the extent of services available through social work at PCA.
35. I found that the Academic Support staff was able to run an effective Team meeting for students on IEPs/504s
36. I would prefer to attend IEP meetings.
37. I can confidently and independently accommodate specific student need as outlined in an IEP or 504 plan.
38. Our demerit/feather system causes positive behavioral change.
39. Detention is useful in holding students accountable for actions as well as helping to create a safe culture.
40. PCA is a safe environment for staff.
41. PCA is a safe environment for students.
42. Students at PCA are often bullied, disrespected or put-down.
43. Order and discipline are maintained at PCA.
44. The school building (structure and décor) support high achievement.

45. PCA is kept clean.
46. Advisory has helped me build relationships with students.
47. Advisory has created a way for students to feel connected to school
48. I think students feel connected to and valued by staff at PCA
49. What percentage of our student body values academics?
50. What percentage of our student body understands the mission of the school as it relates to college and beyond?
51. Do you feel like you should be a part of New Student/Adult Supporter Orientation?
52. If you do feel like you need to be a part of New Student Orientation, how would you like to be involved? Please select as many as you like.
53. Do you feel like you should be involved in re-enrollment meetings?
54. If you do feel like you need to be a part of re-enrollment, how would you like to be involved?
55. From a classroom perspective, what are your thoughts about potential new students shadowing current students?
56. I regularly have time to reflect and discuss the mission of PCA.
57. I have participated in Mission Dinners/Discussion this year.
  - a. If yes, please discuss the value of these discussions
  - b. If no, please explain more
58. I am committed and loyal to the mission of PCA.
59. On a scale of 1-10, how important is talking about diversity as a staff?
60. On a scale of 1-10, were the topics about diversity at PCA addressed? If not, what topic did you feel was missing?
61. Should we use this facilitation style again? Please give suggestions about what you think would enhance the experience.
62. Name the conversation(s) that you went to.
63. On a scale of 1-10, how productive/ useful was this conversation in your (developing) understanding of diversity as well as for the developing conversation here at PCA?
64. "One thing I would like to see more of with regard to diversity in terms of PD is..."
65. PROPs has increased the urgency students feel towards reading.
66. PROPs has been successful in changing culture at PCA to be more focused on literacy.
67. I would like to talk an active role in running a PROPs group next school year.
68. Most times, I look forward to coming to work
69. I plan to work at PCA for another \_\_\_\_\_ years.
70. I am motivated to grow professionally in this environment
71. Your name

**ATTACHMENT 11: PHOENIX LEADERSHIP TEAM DASHBOARD**

<b>Daily Attendance Rate 2011-2012 and 2012-2013 Comparison</b>					
<b>DAILY ATTENDANCE</b>	Wednesday 10/24	Thursday 10/25	Friday 10/26	Monday 10/29	Tuesday 10/30
<b>10/24-10/30 2012-2013</b>	90%	81%	NA	NA	NA
<b>10/26-11/1 2011-2012</b>	83%	NA%	81%	75%	76%

<b>Daily Attendance Rate 2011-2012 and 2012-2013 Comparison</b>					
<b>DAILY ATTENDANCE</b>	Wednesday 10/24	Thursday 10/25	Friday 10/26	Monday 10/29	Tuesday 10/30
<b># Arrive in AM</b>	136	122	125	NA	NA
<b># Arrive at lunch</b>	6	6	NA	NA	NA
<b>Total Present</b>	142	128	125	NA	NA

<b>Attendance, Enrollment and Grades by Subgroup</b>										
<b>ENROLLMENT, GRADES ATTENDANCE</b>	Avg. Att. Rate Eligible Credit Earners	Start of Q1		# Eligible Credit Earners	% Absented Out/Lost Credit	% Safe	% Unsafe	% Failing 5 Classes	% Failing 3+ Classes	% Failing 0 Classes
		Expected	Enrolled							
<b>All Students</b>	72%	191	199	169	14%	53%	47%	12%	50%	23%
<b>ELLs</b>	76%	46	48	41	15%	65%	35%	5%	32%	34%
<b>IEP/504</b>	68%	41	43	32	25%	43%	57%	16%	81%	19%
<b>Pregnant/Parenting</b>	68%	34	35	27	24%	36%	64%	15%	63%	11%
<b>Court</b>	64%	79	83	70	16%	39%	61%	17%	71%	11%
<b>Truant</b>	65%	78	81	64	21%	44%	56%	17%	67%	6%
<b>Seniors</b>	77%	40	40	36	10%	62%	38%	0%	36%	25%
<b>Multiple Subgroups</b>	69%	95	98	79	19%	47%	53%	15%	62%	15%
<b>No Subgroup</b>	79%	20	22	21	0%	60%	40%	5%	38%	24%
<b>New Students Q1</b>	77%	19	20	17	11%	63%	38%	29%	35%	35%
<b>New Students 12-13</b>	76%	75	78	65	15%	58%	42%	14%	43%	31%

<b>ENROLLMENT</b>	<b>Enrollment Comparison</b>		
	# Enrolled at Start		Wednesday 10/30 Eligible Credit Earners
	PS	Expected	
<b>Quarter 1 2012</b>	199	191	169
<b>Quarter 2011</b>	189		141

<b>Grade Comparison by Department</b>		
<b>GRADES</b>	% Failing	% Passing
<b>PROPS</b>	36%	64%
<b>Advisory</b>	43%	57%

<b>Grade Comparison by Department</b>		
<b>GRADES</b>	% Failing	% Passing
<b>Math</b>	50%	50%
<b>Science</b>	59%	41%
<b>Humanities</b>	64%	36%
<b>Tutoring</b>	35%	65%

## ATTACHMENT 12: PHOENIX CHARTER ACADEMY BOARD CHAIRPERSON JOB DESCRIPTION / SUCCESSION PLAN

### Chair, Board of Trustees

**Member of, Elected by, and Reports to:** The Board of Trustees

**Supports:** The Executive Director

**Term of Office:** One year; renewable for three consecutive years with the approval of a majority vote of the board.

#### General Responsibilities:

The chair is the senior volunteer leader of the Charter School Board of Trustees who presides at all meetings of the Board of Trustees and other meetings as required. The Board Chair oversees implementation of board and school policies and ensures that appropriate administrative practices are established and maintained.

#### Specific Responsibilities:

1. Works with the Executive Director, other board officers, and committee chairs to develop the agendas for Board of Trustees meetings, and presides at these meetings with the support of the Executive Director.
2. In consultation with other board officers and the Executive Director, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.
3. Recognizes his/her responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in introducing outside supporters to the school and all fundraising activities.
4. Works with the Board of Trustees and leadership, in accordance with the charter school's bylaws and mission, to establish and maintain systems for:
  - Planning the organization's human and financial resources and setting priorities for future development.
  - Reviewing operational effectiveness and setting priorities for future development.
  - Ensuring the legal and ethical standard.
  - Hiring and evaluating the school's Executive Director
  - Developing and maintaining an effective board culture
  - Developing an effective pipeline of future leaders of the board.
5. In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently.
6. Works with the Executive Director and other board officers to develop both immediate and long-term goals and expectations for the board that support organizational priorities and governance concerns.
7. Communicates effectively with and supports the Executive Director in his/her job as leader and manager of the school. In this capacity, focuses on ensuring that the board governs rather than manages.
8. Works with the Committee Chairs and the Executive Director to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Also, works to ensure effective and efficient communications between the committees and the Board.
9. Creates a safe, professional, and collegial environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.
10. Communicates with the Board effectively so the board information system focuses on decision-making, stimulates participation and supports an appropriate balance of responsibility between board and appropriate staff.
11. Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper or thank a major donor.

**Qualifications:**

- Commitment to and energy to support the charter school and its values; an understanding of the school's mission and goals, and the distinctions between governance and management.
- Strong leadership skills to inspire a shared vision for the school and for the Board's work. Stimulated by a commitment to the mission, the Chair should guide the Board toward articulating and committing to a commonly held perception of the future of the School.
- Strong network of relationships within the greater community to leverage resources for the organization.
- Strong shared vision with staff about school mission and goals for student achievement.
- Strong facilitation and communication skills and an understanding of group process.
- Objectivity so that dialog is productive and contributions are encouraged from all sides of an issue.
- Decisiveness in order to tackle and resolve difficult issues and to keep the business of the Board moving.
- An ability and willingness to support, encourage and develop a strong, entrepreneurial school leader.
- Strong organizational skills.

## **ATTACHMENT 13: PROPOSED FACILITIES DESCRIPTIONS**

Facility Option 1: Massachusetts Career Development Institute; 140 Wilbraham Avenue, Springfield, MA 01109

- Building area: approximately 135,000 square feet
- Land area: approximately 2.57 acres
- On-site parking: 100 slots
- 2,700 square-foot commercial kitchen
- 4,000 square-foot cafeteria
- Current school building, with 20 classrooms, 4 internet-enabled computer labs, multiple conference rooms, and 10 administration offices

Facility Option 2: 10 Mill Street, Springfield, MA 01108

- Building area: 26,786 square feet
- On-site parking: 125 slots
- Frontage on three streets
- Former automotive dealership with showrooms, offices, garage, auto-body shop, and storage area
- One of the largest parcels of land in downtown Springfield

Facility Option 3: 443 State Street, Springfield, MA 01103

- Building area: 38,382 square feet
- Land area: 0.8776 acres of land
- Former furniture store
- Close to Federal Courthouse, Springfield Technical Community College, and Roca, Inc.

**ATTACHMENT 14: EXECUTIVE DIRECTOR/NETWORK LEADER EVALUATION TOOL**

**Phoenix Charter Academy  
Executive Director Evaluation**

<b>LEADERSHIP COMPETENCIES</b>		
<b>Standard</b>	<b>Description</b>	<b>Narrative Summary – Brief, Key Examples</b>
<b>1. Mission and Vision (Goal 3)</b>	The Exec Dir is an educational leader who promotes high achievement for all students facilitating the development, articulation, implementation, and stewardship of a mission and vision of success for PCA specific students that is understood, shared and relentlessly supported by the entire school community.	<ul style="list-style-type: none"> <li>▪ High level of understanding as demonstrated by staff entrepreneurship that speaks directly to the mission and vision of the school(s).</li> <li>▪ Staff members launching and supporting sustainable programs, clubs, collaborations and other work that increases access and college/ post-secondary academic achievement</li> <li>▪ Staff members develop practices that can impact change with PCA target groups of students or educational philosophies that promote high standards in other institutions, i.e. expanding options beyond GED preparation, working with policy makers, increasing access of non-traditional students in academic fields, writing about PCA practices, etc.</li> </ul>
<b>2. Growth (Goal 9)</b>	The Executive Director is focused on strategic growth of the PCA school model so that it impacts growing numbers of disconnected youth in and beyond the Commonwealth of Massachusetts. State and non-profit officials seeking to change the landscape of options for high risk youth see PCA as an option.	<ul style="list-style-type: none"> <li>▪ Successfully replicate the school and create a network / CMO with the Board of Trustees that will steward the replication process for PCA.</li> <li>▪ Fortify PCA and deepen academic and support practices of the flagship school in Chelsea by continuing to look at new investments that will increase the overall numbers of students graduating PCA into college and deepen the success of graduates in and beyond college.</li> <li>▪ Explore additional non-Commonwealth charter opportunities for development and growth of the Phoenix model of education.</li> </ul>
<b>3. Strategic Leadership (Goals 1,3, and 6)</b>	The Exec Dir is an educational leader who promotes and supports the ongoing construction and examination of data that is used to improve instruction and assessment in service of high academic achievement for all students. Additionally, the Executive Dir nurtures, supports, and advocates for a school culture that promotes high levels of scholarly habits and achievement for all students.	<ul style="list-style-type: none"> <li>▪ Set high standards and maintain a focus on the pathway to and achievement of success across all areas of the school</li> <li>▪ Supervise and lead the administrative team in the implementation and tracking of data that supports scaffolding high standards for all students in the school(s)</li> <li>▪ Continued focus on big strategic questions that lead to achievement such as – what is the right time/ place for expansion? How can we evaluate expansion needs and opportunities? What does the capacity need to be in the CMO/ network to support existing and new Phx schools? How do we accomplish this with the CMO/network? What staffing is a right fit for each Phx school at each stage of development? What are the CMO and individual school goals for the next year? What direction are we going?</li> </ul>
<b>4. Management (Goals 2, 5, 7, 8)</b>	The Exec Dir is an educational leader who promotes high achievement for all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	<ul style="list-style-type: none"> <li>▪ Manage the strategic operations of the school, tactical decisions, facilities / lease and loan planning, capital decision making, operations oversight as they relate to the learning environment, etc.</li> <li>▪ Manage strategic budget planning and implementation work around hiring, salary scale and growth, organizational mission needs as reflected in the annual and multi-annual planning budgets, and coordination work with staff and Board subcommittees (finance, operations and facilities).</li> </ul>
<b>5. Collaboration</b>	The Exec Dir is an educational leader who promotes	<ul style="list-style-type: none"> <li>▪ Manage the initial development and oversee the stewardship of key strategic partnerships, particularly in the areas of key</li> </ul>

<b>(Goal 9)</b>	the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.	constituents (parents, students, adult supporters), local districts, prospective and current funders, state and national recruitment and policy organizations, colleges, and outside support providers. <ul style="list-style-type: none"> <li>▪ Develop the infrastructure for consistent and sustainable use of outside resources for student retention purposes</li> <li>▪ Continually develop partnerships with foundation, investment, colleges or other groups that will help to deepen the reach and impact of PCA on high risk populations of students.</li> </ul>
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**OVERALL SUMMARY [Check (✓) one in each row]**

Leadership Competencies:

	Distinguished	Proficient	Needs Imp.	Unsatisfactory
Vision				
Strategic Leadership				
Management				
Collaboration				
Growth				

**Significant Achievements:**

**Areas for Growth:**

**Exec Dir Comments:**

**Board Designee Comments:**

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Exec Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_, 20\_\_\_\_ to: \_\_\_\_\_, 20\_\_\_\_

Board Designee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ATTACHMENT 15: LETTERS OF SUPPORT**

*Bacon and Wilson, Attorneys at Law*

October 30, 2012

Commissioner Mitchell Chester  
Charter School Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St.  
Malden, MA 02148

Dear Commissioner Chester:

On behalf of Bacon Wilson, P.C., I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Given Phoenix's strong record of success in Chelsea, both in MCAS scores and college persistence rates for older, previously out-of-school youth, I am excited at their proposal to serve a similar population of students in the Springfield area. Similar to Chelsea and surrounding communities, Springfield suffers from a high drop-out rate, high teen birth rate, and low academic achievement, as measured by 10<sup>th</sup> grade district MCAS scores. As a dedicated member of the Springfield community, Bacon Wilson, P.C. is eager to support Phoenix Charter Academy to help increase the educational achievement of our out-of-school students who need a college preparatory high school.

With 42 attorneys, Bacon Wilson, P.C. is the largest law firm in Western MA. Founded in 1895, Bacon Wilson provides legal services in most areas of the law to clients throughout Western Massachusetts and Northern Connecticut. Additionally, the firm has over 65 paralegals, secretaries and other support staff. The firm's four offices are located in Springfield, Westfield, Northampton, and Amherst.

Bacon Wilson, P.C. has met with Phoenix leaders several times over the past year to lend support to the group's application for a charter. Following the charter process, I anticipate continuing to work with Phoenix in the following capacity:

- Introduce Phoenix to local businesses and non-profit organizations.
- Serve as an informal advisor to the Phoenix Network and the Phoenix Springfield Head of School as staff members become more familiar with the Springfield area.

I strongly urge you to grant a charter to Phoenix Charter Academy Springfield. Traditionally, charter schools in Massachusetts serve students and families who are "active choosers." I am excited to support the development of Phoenix, which will work with students who largely do not have the opportunity to access an excellent education. If you have further questions, please don't hesitate to contact me at 413-781-0560.

Sincerely,

Jeffrey I. Fialky

*UBS Financial Services, Inc.*

November 13, 2012

Commissioner Mitchell Chester  
Charter School Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St.  
Malden, MA 02148

Dear Commissioner Chester:

On behalf of UBS Wealth Management in Springfield, I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Given Phoenix's strong record of success in Chelsea, both in MCAS scores and college persistence rates for older, previously out-of-school youth, I am excited at their proposal to serve a similar population of students in the Springfield area. Like Chelsea and surrounding communities, Springfield suffers from a high drop-out rate, high teen birth rate, and low academic achievement, as measured by 10<sup>th</sup> grade district MCAS scores. As a dedicated member of the Springfield community, UBS Wealth Management is eager to support Phoenix Charter Academy to help increase the educational achievement of our out-of-school students who need a college preparatory high school.

As a native of the Pioneer Valley, I have always been concerned about educating our youth. Everything I have learned about Phoenix is consistent with my beliefs. Their track record speaks for itself!

On behalf of UBS Wealth Management in Springfield, I have met with Phoenix leaders several times over the past year to lend support to the group's application for a charter. Following the charter process, I anticipate continuing to work with Phoenix in the following capacity:

- Introduce Phoenix to local businesses and non-profit organizations.
- Serve as an informal advisor to the Phoenix Network and the Phoenix Springfield Head of School as staff members become more familiar with the Springfield area.

I strongly urge you to grant a charter to Phoenix Charter Academy Springfield. Traditionally, charter schools in Massachusetts serve students and families who are "active choosers." I am excited to support the development of Phoenix, which will work with students who largely do not have the opportunity to access an excellent education. If you have further questions, please don't hesitate to contact me at 413-785-4901.

Sincerely,

George C. Keady III

*Department of Youth Services*

Dear Commissioner Chester:

On behalf of Department of Youth Services, I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Given Phoenix's strong record of success in Chelsea, both in MCAS scores and college persistence rates for older, previously out-of-school youth, I am excited at their proposal to serve a similar population of students in the Springfield area. Similar to Chelsea and surrounding communities, Springfield suffers from a high drop-out rate, high teen birth rate, and low academic achievement, as measured by 10<sup>th</sup> grade district MCAS scores. Department of Youth Services works with young people and their families in these subgroups, and we are eager to partner with Phoenix to help these students reconnect with school.

As the juvenile justice agency for the Commonwealth of Massachusetts, the Department of Youth Services promotes positive change in the youth in our care and custody.

Our mission is to make communities safer by improving the life outcomes for youth in our care. We achieve our mission through investing in highly qualified staff and a service continuum that engages youth, families and communities in strategies that support positive youth development.

Currently, we work with 20 clients who would be candidates for attending Phoenix in the fall of 2013. In addition to assisting with their initial recruitment push over the next year, we also anticipate partnering with Phoenix in the following ways:

- Assisting with their retention efforts to keep our clients enrolled in school.
- Joining the Phoenix Parent Advisory Council (PAC), as well as other groups for adult supporters.
- Continually hosting interest and focus groups for clients looking to re-enter school or make an educational change.

I strongly urge you to grant a charter to Phoenix Charter Academy Springfield. I am excited to support the development of this school and see many opportunities for further collaboration once chartered. If you have further questions, please don't hesitate to contact me at 617-960-3304.

Sincerely,

Edward Dolan, Commissioner  
Department of Youth Services

*Massachusetts Career Development Institute*

November 2, 2012

Commissioner Mitchell Chester  
Charter School Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St.  
Malden, MA 02148

Dear Commissioner Chester:

On behalf of the Massachusetts Career Development Institute (MCDI) I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Given Phoenix's strong record of success in Chelsea, both in MCAS scores and college persistence rates for older, previously out-of-school youth, I am excited at their proposal to serve a similar population of students in the Springfield area. Similar to Chelsea and surrounding communities, Springfield suffers from a high drop-out rate, high teen birth rate, and low academic achievement, as measured by 10<sup>th</sup> grade district MCAS scores. MCDI works with young people and their families in these subgroups, and we are eager to partner with Phoenix to help these students reconnect with school.

MCDI is committed to providing educational and vocational training opportunities and to offering supportive services that prepare individuals for personal growth and economic self-sufficiency. Our students are primarily unemployed, underemployed or incumbent workers trying to re-enter the workforce. We combine a contextualized ABE/GED/ESOL curriculum with vocation training in healthcare and assist student with job placement.

Currently, we work with 40 students who would be candidates for attending Phoenix in the fall of 2013. In addition to assisting with their initial recruitment push over the next year, we also anticipate partnering with Phoenix in the following ways:

- Assisting with their retention efforts to keep our clients enrolled in school.
- Joining the Phoenix Parent Advisory Council (PAC), as well as other groups for adult supporters.
- Continually hosting interest and focus groups for clients looking to re-enter school or make an educational change.

I strongly urge you to grant a charter to Phoenix Charter Academy Springfield. I am excited to support the development of this school and see many opportunities for further collaboration once chartered. If you have further questions, please don't hesitate to contact me at 413-781-5640 ext. 302.

Sincerely,

Timothy L. Sneed  
Executive Director

***Roca, Inc.***

October 22, 2012

Commissioner Mitchell Chester  
Charter School Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St.  
Malden, MA 02148

Dear Commissioner Chester:

On behalf of Roca Inc., I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Given Phoenix's strong record of success in Chelsea, both in MCAS scores and college persistence rates for older, previously out-of-school youth, I am excited at their proposal to serve a similar population of students in the Springfield area. Similar to Chelsea and surrounding communities, Springfield suffers from a high drop-out rate, high teen birth rate, and low academic achievement, as measured by 10<sup>th</sup> grade district MCAS scores. Roca Inc. works with young people and their families in these subgroups, and we are eager to partner with Phoenix to help these students reconnect with school.

Roca's mission is to help disengaged and disenfranchised young people move out of violence and poverty. Roca focuses its services on 17-24 year old young men in Chelsea, East Boston, Revere, and Springfield who demonstrate a strong propensity for violence, crime and/or adult incarceration, who are either: aging out of the juvenile justice or juvenile probation systems; connected with the adult justice system; or, are high risk youth from the community being served. Roca also serves young mothers in Chelsea, Revere, and East Boston.

Currently, we work with family members of our targeted population and about 25 students from those families would be candidates for attending Phoenix in the fall of 2013. In addition to assisting with their initial recruitment push over the next year, we also anticipate partnering with Phoenix in the following ways:

- Assisting with their retention efforts to keep our clients enrolled in school.
- Joining the Phoenix Parent Advisory Council (PAC), as well as other groups for adult supporters.
- Continually hosting interest and focus groups for clients looking to re-enter school or make an educational change.

I strongly urge you to grant a charter to Phoenix Charter Academy Springfield. I am excited to support the development of this school and see many opportunities for further collaboration once chartered. If you have further questions, please don't hesitate to contact me at (413) 441-6913.

Sincerely,

Yusef Id-Deen M.S.W.  
Assistant Director

*YMCA of Greater Springfield*

November 12, 2012

Commissioner Mitchell Chester  
Charter School Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St.  
Malden, MA 02148

Dear Commissioner Chester:

On behalf of the YMCA of Greater Springfield, I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Given Phoenix's strong record of success in Chelsea, both in MCAS scores and college persistence rates for older, previously out-of-school youth, I am excited at their proposal to serve a similar population of students in the Springfield area. Similar to Chelsea and surrounding communities, Springfield suffers from a high drop-out rate, high teen birth rate, and low academic achievement, as measured by 10<sup>th</sup> grade district MCAS scores. The YMCA of Greater Springfield works with young people and their families in these subgroups, and we are eager to partner with Phoenix to help these students reconnect with school.

Founded in 1852, the YMCA of Greater Springfield is the second oldest YMCA in the country. The mission is to serve human needs in Greater Springfield by providing quality programs that promote lifelong personal growth and the balanced development of spirit, mind and body for all. The YMCA is committed to providing children, adolescents, families and communities with services that help them develop to their fullest potential in order for them to lead quality lives. Emphasis has been placed on youth development, healthy living, and social responsibility.

Currently, we work with over 150 youth who would be candidates for attending Phoenix in the fall of 2013. In addition to assisting with their initial recruitment push over the next year, we also anticipate partnering with Phoenix in the following ways:

- Assisting with their retention efforts to keep our clients enrolled in school.
- Joining the Phoenix Parent Advisory Council (PAC), as well as other groups for adult supporters.
- Continually hosting interest and focus groups for clients looking to re-enter school or make an educational change.

I strongly urge you to grant a charter to Phoenix Charter Academy Springfield. I am excited to support the development of this school and see many opportunities for further collaboration once chartered. If you have further questions, please don't hesitate to contact me at 413-788-6143.

Sincerely,

John W. Lewis II

***YEAH! Network***

November 13, 2012

Commissioner Mitchell Chester  
Charter School Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St.  
Malden, MA 02148

Dear Commissioner Chester:

On behalf of the Youth Empowerment Adolescent Health Network, I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Given Phoenix's strong record of success in Chelsea, both in MCAS scores and college persistence rates for older, previously out-of-school youth, I am excited at their proposal to serve a similar population of students in the Springfield area. Similar to Chelsea and surrounding communities, Springfield suffers from a high drop-out rate, high teen birth rate, and low academic achievement, as measured by 10<sup>th</sup> grade district MCAS scores. Youth Empowerment Adolescent Health Network works with young people and their families in these subgroups, and we are eager to partner with Phoenix to help these students reconnect with school.

The Youth Empowerment Adolescent Health Network is a community coalition using advocacy, research, community education and collaboration to influence practice and policy in adolescent sexual health. The Springfield Pregnant and Parenting Teen Project (SPPTP) addresses secondary prevention of teen pregnancy. The project is an integrated service structure linking teams of qualified service providers to address the broad needs of pregnant and parenting teens in Springfield. One of the SPPTP outcomes is to increase the educational goals of each participant by helping pregnant and parenting teens graduate from high school or obtain a GED. The Phoenix Charter Academy would provide educational opportunities for pregnant and parenting teens participating in SPPTP and throughout Springfield.

Currently, we work with 100 youth who would be candidates for attending Phoenix in the fall of 2013. In addition to assisting with their initial recruitment push over the next year, we also anticipate partnering with Phoenix in the following ways:

- Assisting with their retention efforts to keep our clients enrolled in school.
- Joining the Phoenix Parent Advisory Council (PAC), as well as other groups for adult supporters.
- Continually hosting interest and focus groups for clients looking to re-enter school or make an educational change.

I strongly urge you to grant a charter to Phoenix Charter Academy Springfield. I am excited to support the development of this school and see many opportunities for further collaboration once chartered. If you have further questions, please don't hesitate to contact me at 413.533.9324.

Sincerely,

Sarah Perez McAdoo, M.D., MPH  
Director, YEAH! Network

*Springfield Technical Community College*

November 13, 2012

Commissioner Mitchell Chester  
Charter School Office  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant St.  
Malden, MA 02148

Dear Commissioner Chester:

I am pleased to submit a letter of support on behalf of Phoenix Charter Academy Springfield's application for a public charter school, serving the communities of Springfield, Chicopee, and Holyoke. Having reviewed the progress of the Phoenix Charter School in Chelsea, Massachusetts, I believe this model if duplicated in Springfield will have tremendous benefit to the children of our City.

STCC has partnerships with a number of area high schools that we are will expand to include the proposed new Phoenix Charter. Among them will be:

- Provide opportunities to enroll at STCC while attending Phoenix, thus gaining college and high school credit simultaneously.
- Support Phoenix students in the community college application process, through presentations, one-on-one meetings, and frequent meetings with Phoenix-Through-College staff.

I urge you to expand the educational choices for Springfield students by approving the Phoenix charter application. Please do not hesitate to contact me if I can provide additional information on behalf of Phoenix's candidacy.

Sincerely,

Ira Rubenzahl, Ph.D.  
President

## **ATTACHMENT 16: FOUNDING GROUP MEMBER RESUMES AND STATEMENTS OF COMMITMENT**

*Individual statements of commitment that reflects the individuals' specific interest and unique qualifications in support of the charter application.*

### **BOARD OF TRUSTEES**

**Beth Anderson**

**Founder**

In 1994, I was told that the kind of success that Phoenix scholars have created for themselves over the past seven years wasn't even possible. "These kinds of kids don't want to learn," I listened to from folks in many walks of life. Seventy-seven graduates and the prospect of serving 500 students annually all of whom *want to and can learn* says something dramatically different. Phoenix has proven that we can put all students across a graduation stage and onto a path out of poverty. Given Phoenix's success in Chelsea, I feel morally compelled to provide the same opportunities for every scholar in the Commonwealth.

I am honored to be the founder of the Chelsea school and the lead supporter of over 80 education revolutionaries now working in the Phoenix Charter Academy Network. Phoenix Charter Academy provides a sorely needed educational option for youth and young adults who are the most left out of the academic opportunities in Massachusetts. More importantly, the Phoenix schools show a higher achieving model of alternative schools and alternative education for the Commonwealth. PCA seeks to provide a groundbreaking program of academic scholarship and relentless support designed to reach some of our hardest-to-reach students. Too often education for hard-to-reach youth is left to community based organizations offering GED preparation programs on budgets that are already stretched much too thin. This is a bad use of limited community resources which should be targeting youth development and capacity building activities and initiatives. It is the responsibility of public schools – district, pilot and charter – to provide high quality education options that meet the needs of all young people in a particular community.

I have been fortunate to spend the last 21 years working in education reform and youth development fields, with the last seven spent leading the Phoenix school in Chelsea and, for the last year, creating a network of schools. Our budget, fundraising and vision have increased with the growth of the Chelsea school and the new Lawrence school, from \$800,000 at our opening to over \$5 million in the coming fiscal year, including \$800,000 in private dollars. I remain, every day, deeply committed to ensuring the success of all schools in the Phoenix Network and creating the opportunity for all students to receive an exceptional education.

**Neil S. Cohen**

**Proposed Board Member**

I have been involved in many different organizations over the past 12 years. Phoenix Charter Academy allows me to play an active role in the education of at-risk and disadvantaged youth. In many ways, I see much of myself in many of the students in our system, in the sense that I did not want to go to school, was not prepared for school, and did not care about school. Having the ability to play a part in these students' lives in order to shape who they are in higher education is why PCA is so important to me. My commitment allows me to help students on many different levels. We have the ability to educate these students and allow them to grow and learn and become part of a higher education system and seek advanced degrees and become an integral part of the community.

Phoenix Charter Academy addresses the needs of students who have not succeeded in traditional education systems. Our alternative education platform provides us with the ability to help create an educational environment where at-risk youth can flourish in a directed educational arena. Phoenix Charter Academy has become a way of life for me and allows me to engage with disadvantaged youth in the community who not for PCA would not be given the opportunity to succeed in both education and life.

**Joan Gallant**

**Proposed Board Member**

I am writing on behalf of Phoenix Charter Academy in my capacity as a member of its Board of Directors in support of PCA's application to the MA Department of Elementary and Secondary Education for a Commonwealth Public Charter School.

I have had the privilege of serving as a board member at PCA for the past 4 years. Before joining the PCA board I worked in the non-profit sector as the Manager of Individual and Planned Giving at the Robin Hood Foundation in New York City. While at Robin Hood, I realized that education is at the core of combating poverty. I was fortunate to be given a first-hand look at the significant reform and progress in education that a committed and well-executed charter school can achieve in the toughest neighborhoods throughout New York City and have been a strong proponent of charter schools ever since.

In 2009, I joined PCA's board and have been focusing on building its development effort so that we may continue to serve our current and future students. Additionally, I participate on the strategic subcommittee in an effort to determine how best to serve additional communities. Over these last four years, we have built a steady growing fundraising effort. With the addition of PCA Springfield, I am confident we will be able to continue our development efforts with a more complete story so that we may serve additional communities.

During PCA's short life span its successes are numerous. In short, PCA not only gives its students a rigorous high quality education but also provides each individual with the support they need to succeed in college and in their private lives. The population PCA serves would likely not be contributing members of society but for PCA, its model, and those who make it all work. PCA's MCAS scores, college acceptances and its students themselves are proof positive that the model works. Given Springfield's current educational situation, expanding the PCA network to that community and others like it is sure to draw students back in school and assist them in working to improve their lives to become viable members of our society.

**Nicholas Hofer**

**Proposed Board Member**

As a former teacher at a New York boarding school, education has been a mainstay in my life for the past 15 years. Upon returning to the financial world from my teaching stint, my goal was to engross myself in an educational organization and utilize my financial statement, strategy and development acumen. I joined the founding board of PCA after having researched a variety of education organizations, including numerous charter schools.

I am a firm believer that many of our country's economic challenges could be eradicated by investing in education. I was captivated by PCA's mission of educating disadvantaged youth by holding them to a higher standard while providing emotional support. To my knowledge, no other school was doing this - other schools that were serving a similar population were not interested in the high academic standards that PCA was proposing. And, unlike other charter schools, PCA was willing to admit students numerous times throughout the academic year. This unique strategy drew me to PCA, and continues to excite me about the future of the school.

PCA's success in Chelsea proves that the model works. Because of this, it would be irresponsible of the Board to not replicate our model, to help this ever-growing population of disadvantaged youth in other cities and towns. I am excited to work with Springfield to help curb our nation's crisis of educational inequality.

**Jeffrey Meaney**

**Proposed Board Member**

Of the various volunteer efforts I have undertaken over the years, PCA stands out as the most rewarding. Our school intentionally targets young people who have faced challenges, and in the course of dealing with those issues, have stepped away from school or been left behind by traditional education approaches. These determined young people have picked themselves up and committed to not only complete their high school education but to pursue a life of personal responsibility. Watching these students overcome obstacles and excel at their studies is inspirational.

Our administrators and teachers are fully invested in the cause, and the results show in our students' success. PCA students are held to high standards, they are pushed to their limits, and in these endeavors are supported by staff that is compassionate, dedicated, and focused on the unique needs of their students. It is invigorating to be part of the Board that guides such worthwhile efforts. Nearly 30 years in the financial services business has afforded me experience in developing business services, managing large-scale projects, hiring and assessing talent, and providing legal and compliance guidance, all experiences that I bring to bear in my support of PCA. My career has afforded me the ability to help in financial ways as well. I consider it a privilege to contribute my experience and dollars to PCA.

Our model is proven, and in my opinion, sorely needed in Massachusetts and throughout the country. Students who navigate the PCA program learn to take personal responsibility rather than to expect entitlements. They learn that hard work yields results, and perhaps most importantly, they learn HOW to learn. These are skills and values that we need in our citizenry.

**Patrick Monkiewicz**

**Proposed Board Member**

PCA Chelsea has created something unique. The model that has been put together to help serve an area of the community, and surrounding communities for that matter, which in many cases have not been previously reached is a huge accomplishment to be proud of. It's a true inspiration of what can be accomplished when a group of academic professionals with a laser scope strategy come together to educate underserved young people in a new and different way. To me, the question is not whether PCA and the model should expand; the question is to where it should expand. There is no end to where the Phoenix model can go; there are only obstacles to get there. My experience in budgeting, financial reporting, and strategy, along with questions around risk management that I deal with on a daily basis in my business, can PCA fulfill its mission

**Colette Stanzler**

**Proposed Board Member**

My background has been focused on research, analysis, and commitment to the social sector. Prior to graduate school, I worked in financial services, most recently in Global Equities at Deutsche Bank. It was always a priority of mine to work with at-risk or vulnerable populations, whether as a volunteer, an advisor, or a board member during my career in the private sector. Graduate school provided me with the opportunity to leverage my private sector experience to move into the social sector professionally. While in business school at MIT Sloan, I developed an initiative modeled after the private sector equity research industry to research society's most pressing social issues, develop standardized indicators by which to measure progress in those issues, and use those indicators to analyze organizations working to address the social issue. This information is packaged for funders to use to make more informed grant-making decisions.

Serving as a Trustee for Phoenix Charter Academy enables me to use my experience researching youth development and academic interventions to serve youth-at-high-risk to provide input on PCA's model from a different perspective. Given the rigorous approach we take in our work to analyze nonprofits based on sound data, I have always been impressed with PCA's commitment to collecting data and information to continually improve its model and provide transparency to its key stakeholders. Based on that data, PCA's model is working. And it is working with youth who have the most difficult personal and academic challenges who are not currently being served in their public schools. There are core components in PCA's model, such as rigorous support systems and uniquely structured classes, that have proven to be successful in Chelsea and are replicable to other cities. PCA's commitment to further refine or customize its model based on the needs of its students in new cities will continue; I will personally be committed to reviewing data about the effectiveness of PCA's model in each of the cities in which it has implemented its model. I do believe PCA's core model will enable students who would not otherwise have graduated from high school, much less succeeded in school, to do so.

**Devin Sullivan**

**Proposed Board Member**

Over the course of my life I have been extremely fortunate to have had the opportunity to attend some fine educational institutions, all with strong support systems. What drives my deep-rooted commitment to Phoenix Charter Academy is the unparalleled support the school provides to those who are less fortunate than I was as a young person. It is a support system like I have never seen before – from the on-site daycare to the long & regimented school days.

I have been a board member for nearly two years and remember my first introduction to Phoenix Charter Academy like it was yesterday. I was incredibly moved by the stories the students told. I was in awe of their determination and perseverance. And I was blown away by the amazing spirit of the staff and each teacher's desire to help change the lives of so many students.

Because not all kids have the opportunity to attend private schools and not all kids are able to make it in the public school system, I believe the charter school movement is of the utmost importance. PCA gives kids that alternative and a fighting chance to earn their education and go on to college. I am proud to be a member of such an amazing institution and I am devoted to using my leadership skills to help in the success of Phoenix Charter Academy.

**Greg Susco**

**Proposed Board Member**

I have been fortunate to be a part of Phoenix Charter Academy for over six years. I joined PCA to be able to give back to students who were not as fortunate as I was growing up. PCA's unique mission of helping children who are often overlooked by traditional schools systems is one that I have never seen before and one that gives us the ability to make a lasting impact on the lives of these students. I struggled personally in school but always had the support system that kept pushing me. These children do not often have that support system and PCA becomes that.

I currently sit on the both the Board's Strategic Subcommittee as well as the Development Subcommittee. I am an owner of Telamon Insurance & Financial Network, a full-service Property, Casualty and Financial Services Firm in Newton, Massachusetts. I bring expertise in Risk Management to the school along with my experiences from starting a business and growing a business. I am excited to continue to work with PCA as it expands its model to Springfield and Lawrence in the coming years.

**Nate Wolfson**

**Proposed Board Member**

When I attended the first Phoenix Charter Academy Gala, "Ignite the Future," several years ago, I was blown away. Here was a school that was tackling America's most difficult and pressing challenge—educating our youth, and enabling them to become productive adults—and blowing away all expectations put in from them. At the time, my other charitable commitments prevented me from becoming involved with PCA as a volunteer, but I attended the Gala each year and supported PCA as a donor. I always left the Gala touched and excited about PCA and its future.

When I had the opportunity to join the PCA Board last year, I jumped at the opportunity. Not only do I believe strongly in PCA's mission, but I believe it's an opportunity to bring my own unique skills to bear.

My customers at Digital Bungalow look to me for assistance with marketing strategy and execution, and I have created and led a marketing subcommittee at PCA to focus on more effectively getting the word out on the amazing success PCA is enjoying.

As an entrepreneur, building a scalable organization is something in which I have significant experience, both in building Thrive Networks and selling it to Staples, and in my own current endeavor Digital Bungalow, which I aspire to build into a \$100 million, worldwide organization by 2020. I hope to bring these experiences to bear in helping Beth and the rest of the PCA team in successfully replicating and scaling PCA.

*Resumes that indicates the individual's prior experience as it relates to the charter application.*

## **Beth E. Anderson**

**9 Sheridan Road, Swampscott, MA 01907 (617) 276-4670 banderson@phoenixcharteracademy.org**

### ***PROFESSIONAL STRENGTHS:***

- Tackles systemic problems entrepreneurially
- Manages large budgets and allocates resources areas to promote educational or environmental change.
- Analyzes complex problems and provides realistic and effective solutions.
- Identifies and secures financial resources to support programming.
- Effective communicator and representative of organizations and statewide groups.
- Facilitates consensus among colleagues with divergent points of view.

### ***EXPERIENCE:***

**PHOENIX CHARTER ACADEMY, Chelsea, MA 6/2005 – present**

#### ***Executive Director***

- Founder; hired by Board of Trustees as Executive Director in June of 2005; led school through a non-conditional renewal in 2011.
- Develop and managed a budget of \$800,000 - \$4 million over 6 years including raising nearly \$800,000 in private grants and competitive dollars annually.
- Heads PCA's Strategic Planning Committee, overseeing PCA's replication efforts to two additional cities in the next two years.
- Recruit, hire, train, and retain leadership staff and oversee this process with all staff.
- Develop relationships with partner organizations and leverage these relationships to increase the school's presence in the Greater Boston community.
- Raise operating costs needed to run and expand the school; cultivate new donors for annual fund and Gala giving.

**MEDIA AND TECHNOLOGY CHARTER HIGH (MATCH) SCHOOL, Boston, MA 1/2004 - 7/2005**

#### ***Deputy Executive Director***

- Assisted Executive Director to reach quarterly fundraising goals for a \$3M organization.
- Researched, contacted and recruited prospective individual donors from the high technology field and introduce them to the MATCH School.
- Coordinated annual October Gala; increased amount of Gala-profit by 100%.
- Supervised daily operations and physical space; Supervised contracts; Assisted the Executive Director in negotiating annual contracts.

**BUILDING EXCELLENT SCHOOLS, INC., Boston, MA 5/2003 - 6/2004**

#### ***National Fellow***

- Lead Founder of a proposed charter high school.
- Led community members to design and build a public high school model that will graduate teenage students in 3-5 years
- Created a competency -based school design.
- Built local community collaborations and partnerships to support the educational work of the school.

**ROCA, INC., Chelsea, MA 11/99 - 5/2003**

#### ***Senior Manager***

- Managed a 15-year-old DPH Teen Challenge Fund Coalition comprised of 30 member agencies and organizations to spread the best practices of youth and community development in Chelsea, Revere, and surrounding areas.
- Developed and managed a budget of \$600,000 and was responsible for yearly fundraising goals. Increased private foundation donations from \$40K to \$300K. Developed relationships with prospective foundations and donors and managed on-going grant responsibilities. Organized and supervised 3 yearly large events for 200-500 youth and adult community members, community leaders and foundation representatives.
- Redesigned a small \$25,000 adult ABE program into a \$250,000 team implementing a continuum of education, leadership development and organizing around changes necessary in the public school system to support immigrant and refugee children.
- Supervised 20 youth and adult staff and worked with Executive Director as part of the Senior Management Team to support Roca's operations, funding and programmatic decisions, and health and education related organizing and advocacy work.

**BENJAMIN BANNEKER CHARTER SCHOOL** Cambridge, MA 6/99-9/99

***Summer Academic Enrichment Program Director***

- Developed and implemented intensive standardized test readiness program for 38 3rd, 4th and 8th grade students at 2 sites – Cambridge and Dorchester.
- Outreached program information to parents and students with most need, including door-to-door outreach, home visits, and outreach at apartment complexes where most children lived.

**GIRLS INCORPORATED OF LYNN, TeenLine and Career Center Programs,** Lynn, MA 3/96-8/98

***Program Director***

- Implemented a Job Bank and Readiness training program as a subcontractor of the Lynn Teen Pregnancy Prevention Coalition.
- Co-designed "Athena House" teen leadership orientation program.
- Supervised and trained 15 diverse multilingual teen volunteers and two adult assistants to provide resources and mentoring for teens in crisis.

**JUDGE BAKER CHILDREN'S CENTER, Child-At-Risk Hotline,** Boston, MA 1/95-3/96

***Clinical Case Supervisor***

- Recruited, hired and trained new staff to evaluate crisis situations involving children in immediate risk and implement appropriate emergency response measures.
- Supervise 10 crisis intervention screening staff doing on an emergency basis.
- Coordinated training for staff and information sessions for the Department of Social Services.

**LOS ANGELES UNIFIED SCHOOL DISTRICT,** South Central Los Angeles, CA 9/91-1/95

***Bilingual Kindergarten Teacher***

- Formulated curriculum to reflect the needs of a diverse multilingual classroom.
- Supervised three teaching assistants and interns and 10 parent volunteers for instructional support and academic enrichment.
- Worked with external groups to bring progressive curriculum ideas into classrooms.
- Integrated a new bilingual reading program into existing instructional plan for the grade level.
- Trained teachers and students to use computers as classroom learning tools.

***COMMUNITY ACTIVISM AND MENTORING:***

**CENTER FOR VENTURES IN GIRLS' EDUCATION,** Wellesley, MA 9/98-6/99

***Leadership Consultant***

***AWARDS/ CERTIFICATIONS/ MEMBERSHIPS:***

- Member of Massachusetts Charter Public School Association 2008 - present
- Board Member of Greater Boston Teach for America Alumni Board 2010 - present
- Board Member of the Massachusetts Workforce Investment Board, Metro North Region 2002
- 60 Hours Restorative Justice Peacemaking Circle Training and Facilitation 1999-2002
- Girls Incorporated National Award for Best New Community Service Learning Program 1996

***EDUCATION:***

**HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION**, Cambridge, MA June 1999  
Master of Education, concentration in Administration, Planning, and Social Policy

**TEACH FOR AMERICA** Corps member Teacher Training Program August 1991

**BRANDEIS UNIVERSITY**, Waltham, MA May 1991

Bachelor of Arts in Sociology with Honors

Senior Thesis: *Health and Sexuality Education in the Boston Public School System*

# Neil S. Cohen, Esquire

50 Sullivan Way, Canton, MA 02021

PHONE: (617) 332-4700 E-MAIL: [Neil.Cohen@barsh-cohen.com](mailto:Neil.Cohen@barsh-cohen.com)

## **PROFESSIONAL EXPERIENCE**

**Barsh and Cohen, P.C.**

Newton, Massachusetts

**Managing Attorney**

08/2002 – present

- Practice areas include: **Estate Planning, Wills & Trusts, Business Law, Real Estate, Contract Law, Corporations and Limited Liability Companies.**
- Manage and operate a mid-size law firm that represents financial institutions, banks, real estate developers, small business and individuals.

## **BAR ADMISSION**

**Supreme Judicial Court of Massachusetts**

Member in good standing since December 2003

## **EDUCATION**

**Suffolk University School of Law**

Boston, Massachusetts

Degree earned: **Juris Doctor**

June 2002

**Rollins College**

Winter Park, Florida

Degree earned: **Bachelor of Science**

May 1995

Major: Political Science

## **PROFESSIONAL ORGANIZATIONS**

**Notary Public:** State of New Hampshire: Commission expires – 03/28/2017

**Notary Public:** Commonwealth of Massachusetts: Commission expires – 04/07/2017

**Massachusetts Licensed Auctioneer and Real Estate Broker**

**Youth Sports Coach** – Canton Youth Soccer and Canton Youth Hockey

**Board of Trustees** – Phoenix Charter Academy

**JOAN O. GALLANT**  
75 Hammond Street, Chestnut Hill, MA 02467  
(617) 527-0073 (H) (917) 886-5307(C) E-mail: [Joanoffen@yahoo.com](mailto:Joanoffen@yahoo.com)

**EXPERIENCE**

**BOARD AFFILIATIONS:**

- **Phoenix Charter Academy** –Chair, Development Committee, Board of Directors  
‘09-Present  
Member of the Strategic Planning Committee, Board of Directors
- **Ward After-School Program** – Member, Board of Directors  
‘10-June 2012

**ROBIN HOOD FOUNDATION, New York, NY**

*Manager, Individual and Planned Giving*

**May ‘03-Sept. ‘05**

- Managed team of reports to raise \$3.2 million annually from donors in the \$1-\$24,999 giving range
- Conceptualized and implemented all aspects of the annual fund strategy to increase giving from individuals
- Identified, targeted, cultivated and solicited large pool of individual donors
- Oversaw IMO/IHO program
- Planned and managed cultivation events as well as various group and individual site visits to grantee organizations
- Managed year-end fundraising letter campaign to over 600 donors and prospects
- Worked collaboratively with Board of Directors to develop and facilitate solicitation strategies
- Continued to manage the Archer Legacy, Robin Hood’s planned giving program

*Associate Manager, Individual and Planned Giving*

**Oct. ‘02-May ‘03**

- Assisted in raising \$2.1 million annually from donors in the \$1-\$24,999 giving range
- Identified, cultivated and solicited pool of individual donors
- Launched and managed the Archer Legacy

**CONVENT OF THE SACRED HEART, New York, NY**

*Capital Campaign Director and Director of Planned Giving*

**Feb. ‘02-Oct. ‘02**

- Managed and oversaw all aspects of capital campaigns for fundraising
- Reported on progress of capital campaign to the Director of Development and Board of Trustees
- Initiated planned giving program; identified prospects and program volunteers

**DUNNINGTON, BARTHOLOW & MILLER, LLP, New York, NY**

*Trusts, Estates and Private Clients Group Associate*

**Sept. ‘99- Feb. ‘02**

- Deeply involved in all stages of estate administrations
- Involved in all aspects of Estate planning
- Handled all stages of real estate transactions
- Worked closely with private clients on all levels to satisfy any legal needs or requests

*Business and Corporate Group Associate:*

- Participated in all stages of stock and asset purchase transactions
- Participated in all stages of multi-million dollar tender offer transactions
- Counseled clients on all post-closing transitional issues

- Oversaw maintenance of corporate records of several major clients

**CORPORATION COUNSEL, Jamaica, NY**

*Senior Student Legal Specialist*

**June '98-June '99**

- Handled various aspects of pre-trial litigation, as eligible under The Appellate Division's Practice Order

**GARBER & RODI, P.C., New York, NY**

*Law Clerk*

**May '97- April '98**

- Research, writing and assistance in criminal trial preparation

**THACHER PROFFITT & WOOD, New York, NY**

*Senior Legal Assistant, Mortgage Finance Group*

**1994-1996**

- Assisted in mortgage back securities transactions
- Supervised Mortgage Finance Group Legal Assistant

**EDUCATION**

**ST. JOHN'S UNIVERSITY, SCHOOL OF LAW, Jamaica, NY**

J.D. Degree, June 1999, Member of the Public Interest Law Club; Member, Phi Alpha Delta, International Law Fraternity 1998-1999.

**PROVIDENCE COLLEGE, Providence, RI**

Bachelor of Arts Degree in Political Science with a Minor in Business Administration, 1994.

**ADDITIONAL INFORMATION**

Bar of the State New York, Admitted in March 2000

Bar of the Commonwealth of Massachusetts, Admitted in December 1999

**NICHOLAS A. R. HOFER (617) 501-6088**

1716 Cambridge Street #45, Cambridge, MA 02138 [narhofer@gmail.com](mailto:narhofer@gmail.com)

**SUMMARY** Accomplished senior finance professional with extensive experience in corporate strategy, business development and marketing, project management and business portfolio management. A proven leader in decentralized, high growth ventures that emphasize innovative solutions both internally and externally.

**EXPERIENCE**

**BOSTON PRIVATE BANK & TRUST COMPANY**, Boston, Massachusetts, November 2011 - Present

**Senior Vice President & Director, Corporate Development**

- Responsible for increasing both new and existing lines of revenue; develop and implement strategic initiatives geared toward increasing client retention and new client generation
- Align enterprise-wide business development efforts across four target markets: private partnerships; non profits; privately-held businesses; and high net worth individuals
- Identify, analyze, present and implement strategic planning initiatives with executive management team including strategic vertical market penetration, corporate expansion and branding strategies
- Recruit, lead and develop business development teams across west coast offices; focus on implementation of the private banking model to achieve strong results in new client acquisition
- Member of senior executive management team tasked to execute the consolidation of Boston Private Financial Holdings' four banks under a single charter
- Frequent presenter to Board of Directors and all employees on issues ranging from evaluating the Bank's strategic planning efforts to enhancing various strategic vertical markets
- Co-managed and led ten designated "high potential" employees via *Innovation & Mentoring* initiative

**Senior Vice President – Business Development** January 2006 – October 2011

- Developed new core strategic relationships for the \$3 billion Deposit Management practice
- Cultivated new business opportunities for Investment Management, Commercial and Residential Lending areas; recognized among top business development professionals in 2007, 2008 and 2009
- Managed \$125+ million portfolio of short-term securities for HNW individuals, private partnership firms, privately-held businesses, nonprofits, consultants and service providers, among others
- Co-Founder and Director of *The Association for Private Partnerships*, a corporate venture designed for professionals within the venture capital and private equity communities
- Since 2007, grew private partnership portfolio by 100% (80+ corporate relationships with total AUM of \$25+ billion) while simultaneously decreasing overall expense of private partnership budget by 50%

**Vice President/Private Banking Officer – Strategic Relationship Management** September 2011 - December 2005

- Co-managed \$300+ million portfolio comprised of the Bank's top strategic clients
- Expanded relationships by identifying cross-sale opportunities within the Commercial and Residential Lending, and Investment Management areas
- Provided market and industry perspective, with a concentration on private equity industry

**TRINITY-PAWLING SCHOOL**, Pawling, New York, September 1999 - August 2001

**Mathematics Teacher**

- Taught Algebra I through AB Calculus for grades 9 through 12, including Post Graduate
- Coach of Soccer and Varsity Lacrosse

**BOSTON PRIVATE BANK & TRUST COMPANY**, Boston, Massachusetts, June 1996-  
August 1999 **Treasury Officer**

- Managed team of three, reported to Treasury Manager and Treasurer
- Asset Liability Committee member, encompassing overall management of Bank's balance sheet

## **ADDITIONAL EXPERIENCE**

**PHOENIX CHARTER ACADEMY**, Chelsea, Massachusetts, January 2004

### **Present Chairman & Founding Board Member**

*An urban charter school that serves students ages 14-22, Phoenix Charter Academy targets at-risk students with great outside challenges and needs. Challenges and needs include: students who are older; with a history of dropping out of school; and who may have recently immigrated from other countries.*

- Treasurer (2005–2009); Board Chairman (2009 – Present)
- Chair of Strategic Planning Committee (2010 – Present)
- Responsibilities include oversight of fundraising, board development, and governance efforts

## **EDUCATION**

**F.W. Olin School of Business, Babson College**, Wellesley, Massachusetts

**Master of Business Administration:** September 2009

**Boston University School of Education**, Boston, Massachusetts

**Master of Education:** May 2005 **Concentration:** Curriculum and Teaching

**University of Vermont**, Burlington, Vermont

**Bachelor of Arts:** May 1996 **Dual Major:** Economics/Political Science

## **PUBLICATIONS AND LECTURES**

- Moderator, “Investing in Alternative Assets: An LP Perspective,” Boston Private Bank, June 2010
- Author, “Is Liquidity Really King?” White Paper, Boston Private Bank & Trust Co., April 2010
- Moderator, “The State of Private Partnerships: Current and Future Insights,” Boston Private Bank, April 2009
- Author, “Private Partnerships: Do Wealthy Individuals Need More Education?” White Paper, Boston Private Bank, October 2008
- Moderator, “The Private Equity Markets: An Insiders Perspective,” Bentley College, February 2008
- Author, “Venture Capital Searching for Next Wave of Innovation,” Banker & Tradesman (January 14, 2008); American Ventures Magazine (February 2008)

## **COMMUNITY INVOLVEMENT**

- Member, Board of Overseers, *Beth Israel Deaconess Medical Center* (October 2010 – Present)
- Dean’s Advisory Council, *Boston University School of Education* (May 2010 – Present)
- Final Charter Application Reviewer, *MA Department of Education* (November 2010 – Present)
- Board Chairman, *Telamon Insurance & Financial Network Charitable Foundation* (2007 – 2010)
- Member, Community Reinvestment Act (CRA), Boston Private Bank (2009 – 2010)
- Volunteer, *Operation HOPE* (2003 – 2009)
- Committee Member, *Children’s Hospital Trust* “Fore the Kids” (2003 – 2008)

## **HONORS / INTERESTS**

- Featured professional in Boston University SED Magazine – “Banking on Education,” March 2011
- Recipient of 2009 Boston Business Journal “40 Under 40” award
- Featured in Banker & Tradesman, July 2009
- Featured professional in Boston Business Journal – “On The Move,” April 2009
- Runner in 2004, 2005 Boston Marathon; enjoy reading, golf, drawing and outdoor activities

## **Jeffrey Meaney**

Jeff is Senior Vice President / Chief Operating Officer for Fidelity Investments' Legal Department. He serves on the legal executive leadership team reporting to the firm's General Counsel. Fidelity's Legal Department is comprised of business-facing practice areas specializing in Investment/Asset Management, Retail and Workplace Investing, Institutional Services, Corporate Support, Venture Capital / Emerging Businesses and a centralized Litigation, Employment and Regulatory Practice. Jeff's Operations / Administration team partners with the legal practice areas on business strategy, planning and development issues as well as budget, technology tools and infrastructure, management of outside counsel relationships, and Litigation / Discovery support. He formerly was Chief Administrative Officer of Fidelity's Risk Oversight Group, which included the firm's Enterprise Compliance, Internal Audit, Risk Advisory and Corporate Security practices. In addition, he led the Funds Chief Compliance Officer function, supporting compliance activities under SEC rules 38a-1 and 206(4)-7, working directly with the Fidelity Funds Board of Trustees.

A 28-year employee, Jeff has served in a variety of management positions in Fidelity's domestic U.S. financial services businesses, as well as with Fidelity International Ltd. based in the United Kingdom. He graduated summa cum laude from Bryant University (1984) and from the GBEP program at the Sloan School, MIT (2003). His primary charitable work focuses on education and health services. Jeff is a former Citizens School Program volunteer teacher, and a current member of the Board of Trustees for Phoenix Charter Academy in Chelsea, Massachusetts. He serves on the governance subcommittee of the PCA Board as well. Jeff resides in New Hampshire and is based at Fidelity's offices in Boston, Massachusetts.

## SUMMARY

Executive with experience in finance, information systems, sales, marketing, operations and strategic planning.

- Recovery Zone Bond 6.5 Million Post Pasteurization Project
- Coordinated and reviewed all forecasted financial planning volumes, sales, discounts, trade & contributions.
- Implemented new server environment utilizing virtualization increasing capacity by a factor of 10.
- Launched corporate sales reporting tool and expanded to include P&L to customer level.
- Researched and created RFP for new Enterprise Resource Planning software.
- Coordinated system redundancy & data backup included in Disaster Recovery Plan

## SKILLS AND EXPERTISE

- Strategic Planning
- P&L Management
- New Product Development
- Network Administration
- Business Systems and Processes
- Processed Meat Production
- Customer Relationship Building
- Project Management
- Contract Review
- ISO 9001
- Data Integrity

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## PROFESSIONAL EXPERIENCE

### *Kayem Foods, Inc. Chelsea, MA*

A privately held meat processor with the number one brand of franks in New England, largest fresh sausage manufacturer in New England and the leading brand of all natural chicken sausage in the United States grocery channel. Produces under the brands Kayem, al fresco, Genoa, Schonland's, Triple M, McKenzie, Meisterchef, Jordan's, Deutschmacher, Kirschner and Essem.

#### **Vice President of Finance**

2011-  
Present

- Responsible for directing an organization's overall financial policies. Maintains banking relationship and reports financials to the board of directors. Oversees all financial functions including accounting, budgets, cash, credit, insurance, tax, treasury, legal and contracts.
- Involved with creating and executing the company's overall strategic plans working with all departments of the organization.

#### **Director of Finance and Information Technology**

2009-2011

- Report to CEO for all aspects of planning, implementing and deploying all enterprise hardware and applications.
- Responsible for directing an organization's overall financial policies. Maintains banking relationship and reports financials to the board of directors. Oversees all financial functions including accounting, budgets, cash, credit, insurance, tax, treasury, legal and contracts. Designs and coordinates a wide variety of accounting and statistical data and reports and is the chairperson of the pricing team.
- Manages a staff of customer service representatives and ensures that customers are retained satisfied, and that their needs are fulfilled. Responsible for designing and implementing improved process or operational policies. Recommends changes to

- products or services to fulfill customer needs.
  - Manages all planning, operational, technical support, and administrative aspects of the integrated information technology services for Kayem Foods, Inc. Oversees and coordinates such activities as network administration, system design and support, applications development, user support, and computer operations.
  - Lead team of 25 direct/indirect reports, consultants and vendor relationships.
- Director of Information Systems** 2004-2009
- Report to CEO and COO for all aspects of planning, implementing and deploying all enterprise hardware and applications.
  - Oversee and coordinate the provision of computer hardware/software and network support, to include systems design, implementation, and troubleshooting, security and backup design, user access, and administration.
  - Involved with all critical application in all areas of corporation.
  - Develop annual operating budgets and provide fiscal direction to the unit.
  - Lead team of 3 direct reports, consultants and vendor relationships.
  - Work closely with operations, finance, sales, marketing and human resources on system and application requirements.
  - Manage annual budgeting process.
  - Managed EDI (Electronic Data Interface) addition for all new customers.
- Sales And Marketing Information Manager** 2004-2004
- Report to VP of Marketing for all sales and marketing processes and data requirements.
  - Created process and managed all corporate trade & consumer spending budgets of \$4M.
  - Created Pricing Strategy Guidelines and managed all major customer formula prices.
- Senior Product Manager** 2003-2004
- Managed operational activities of 12 brands sold nationally and acted as liaison between sales/marketing and manufacturing.
  - Created and implemented a new Product Development Process.
  - Increased Resale buying revenues by 50%.
- Triple M Product Manager** 2001-2003
- Developed and launched new line of products resulting in \$1.3M of additional sales.
  - Managed broker network of 8 people.
  - Responsible for pricing and promotion of product line.
  - Managed sales of \$10M.
  - Managed brand P&L with bottom line responsibility.
- Assistant Sales Manager** 1997-2001
- Managed marketing budgets with major foodservice accounts in New England.
  - Coordinated consolidation of customer from a DSD system to Distributors.
  - Coached retail and foodservice sales team of 10.
- Sales Representative** 1994-1997
- Responsible for opening and maintaining retail and foodservice customers throughout New England.

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**EDUCATION**

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**Northeastern University, Boston, MA**

2008-2009

*Executive Masters in Business Administration*

- China – Global Program, Hong Kong, Shanghai, Beijing
- 11<sup>th</sup> Executive MBA International Week, Mexico City (October 2008)
- Washington Campus (March 2008)

**Bentley College, Waltham, MA**

1990-1997

*Bachelor of Arts Degree, Marketing*

- President of Delta Sigma Pi (Active Member 1992-1994)

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**ACTIVITIES AND INTERESTS****Community****2003-  
Present**

- Chelsea Rotarian. 2004-Present
  - Positions held, Secretary 05 awarded the Rotarian of the Year, President Elect 06 awarded the President's Award and President 07 awarded the District Governors Citation.
- Chelsea Bank Board of Director. 2010-Present
- Founder/Advisor of Chelsea Interact Club, 2008
  - RYLA Rotarian Advisor, 2008-Present
- Chelsea Chamber of Commerce
- Founding Board of Director of the Chelsea Education Foundation, Inc. 2008-Present
- Trustee Phoenix Charter Academy 2009-Present
  - Governance Chair 2009-2010
  - Finance Chair 2011-Present
    - Assist in Budget/Planning review and monthly review of financials and presentations to the board.
- Everybody Wins Metro Boston voluntary reader 2007-2009

**Interests**

- Boating
- Drawing
- Gadgets & Technology

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**REFERENCES**

References are available on request.

# COLETTE LINZMEYER STANZLER

88 Park Lane · Concord, MA 01742 · (617)990-4097 · cstanzler@rootcause.org

## PROFESSIONAL EXPERIENCE

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### ROOT CAUSE

Cambridge, MA  
2007-Present

*Director, Social Impact Research (SIR)*

- Responsible for the strategic direction of SIR to develop its library of social issue research and conduct independent analysis of nonprofit organizations to enable funders to make more informed giving decisions.
  - Active participation in the development of the social impact market through collaboration and partnerships with organizations focused on increasing information for donors and funders.
- Frequent speaker at conferences and panels including GEO, Social Impact Exchange, SOCAP, Social Enterprise Alliance, MIT Sloan, and Harvard Kennedy School.

### DEUTSCHE BANK

New York, NY  
2002-2004

*Vice President, Global Equities (Internal Strategy Consulting)*

- Initiated and managed large-scale strategic technology and business process projects.
  - Led cross-functional teams ranging from 5-15 members on implementation of a new technology platform, comprised of six applications, deployed to over 2,500 users globally.
  - Managed relationships with 3<sup>rd</sup> party vendors to implement products to improve client offering and internal business processes, resulting in reduction of \$1 million in annual operating costs.
  - Collaborated with external customers to gather requirements to improve electronic distribution of research; new format design was utilized in 4 million emails sent per day.
- Appointed as lead Deutsche Bank representative on the RIXML.org steering committee. (*consortium of firms responsible for defining a global standard to categorize and distribute financial data*)
  - Elected Chairperson of the Adoption Committee, identified viable products for firms industry wide and addressed implementation obstacles.

### SCUDDER WEISEL CAPITAL

San Francisco, CA  
2000-2001

*Product Manager, Technology Group*

- Managed strategy, design and implementation of core applications required for company operations.
  - Analyzed and recommended solutions that reduced the company's technology budget by \$1.5 million in annual license fees and \$3 million in initial development costs.
  - Collaborated with senior management to understand customer needs and define product requirements.
  - Managed relationship with external firms on vendor selection, product design and development for CRM, trading and sales applications.

### FRANKLIN TEMPLETON GROUP OF FUNDS

San Mateo, CA  
1997-2000

*Technology Project Manager, Global E-Business – Application Development (2000)*

- Led the implementation of the first electronic marketing and sales campaigns increasing online traffic to the web site by 30%.
- Managed 10-member team on development of online monetary transactions reducing operational costs by 20% annually.

*Management Trainee (1997-1999)*

- Two year program with rotations in portfolio management, trading, product management and sales.

## EDUCATION

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### HARVARD UNIVERSITY JOHN F. KENNEDY SCHOOL OF GOVERNMENT

Cambridge, MA  
2005 – 2007

*Masters in Public Administration*

- Summer Internship (2006) - KSG Department of Social Policy, Research Associate: Analyzed services to be included in a continuum of care for impoverished children aged 0-5; findings presented by Director to government, nonprofit and foundation executives.

- Social Entrepreneurship Laboratory - Developed business plan for *Fitness Forward*, nonprofit focused on innovative children's fitness and health programs.
- IDEAS – Participated with team in MIT's social entrepreneurship business plan competition.

## MIT SLOAN SCHOOL OF MANAGEMENT

Cambridge, MA

*Masters in Business Administration*

2004 -2007

- Summer Internship (2005) - Systinet, Marketing Manager: Developed industry specific marketing plans for product adoption; created vertical specific materials, including sales collateral, whitepapers and ROI tools; managed relationships with partner firms to develop the company's first joint marketing programs.
- Activities - Student Government, Senator; Net Impact, Member

## UNIVERSITY OF ROCHESTER

Rochester, NY

*BA in Political Science (Cum Laude), Minor in History, Certificate in International Relations*

1993-1997

- Xerox Scholar (1993-1997) – Scholarship awarded annually based upon GPA
- Senior Honors Thesis - One of four theses selected as an original contribution to the field of political science
- Activities - Class President (1994-1997); Captain, Women's Varsity Crew (1996-1997)
- Awards and Honors - Kaeidean Leader's Honor Society; Rho Lambda Honor Society; Order of Omega Honor Society; Who's Who Among American Universities and Colleges

## STRATEGIC CONSULTING EXPERIENCE (projects completed while in graduate school)

### SOCIAL SECTOR

*Feasibility Studies*

- **Lawrence Community Works**

- Developed feasibility plan for a kitchen incubator to stimulate economic development in Lawrence, MA.
- Interviewed potential users, customers, funders and partners to assess demand and requirements.
- Identified funding sources, partnerships, services, training resources, pricing model and risks.
- Developed sustainability plan including complementary forms of revenue for the incubator.

- **Social Impact Measurement Reporting**

- Conducted research on the social sector market to determine need for reporting on a comparative basis.
- Developed initial feasibility plan detailing market, products, financials, internal performance indicators and action plan to develop pilot project.

*Strategic Launch Projects*

- **Massachusetts Chapter of American Academy of Pediatrics (MCAAP)**

- Developed the strategic plan to launch the 501(c)(3) entity of MCAAP.
- Recommended fundraising strategies and program focus through survey of MCAAP members.
- Identified potential partnerships and alliances and recommended Board of Directors structure.
- Provided MCAAP with a toolkit of relevant fundraising and governance materials for implementation.

- **Starfish USA**

- Developed five-year strategic plan for the United States branch of a United Kingdom based organization to benefit South African children orphaned from AIDS.
- Provided recommendations on establishing 501(c)(3) status, developing fundraising and revenue streams, creating marketing materials and structuring the organization through key hires.

### PRIVATE SECTOR

*Market Entry Strategy*

- **CHS Global, New Zealand**

- Evaluated United States municipalities and universities based and conducted interviews with key stakeholders to determine potential entry cities and develop target city profiles.
- Researched export requirements, conducted in-depth competitor analysis and outlined entry strategy including building brand awareness, establishing distribution channels, and developing partnerships.

*Marketing Strategy*

- **Skyn ICELAND**
  - Developed online marketing strategy for start-up cosmetics company.
  - Identified synergetic partners and alliances increase online traffic and developed strategy for conversion of new and maintenance of existing customers with enhanced online content and functionality.

## **BOARD GOVERNANCE**

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### **PHOENIX CHARTER ACADEMY**

Chelsea, MA

*Trustee*

2007-Present

- Strategic Planning Committee: Advise on replication plans for PCA including location, governance, fundraising, and talent recruiting.
- Performance Review Committee: Participate in setting Executive Director's (ED) annual goals, review ED's performance based on annual goals, and recommend ED annual salary and bonus to board for approval

## **DEVIN CROSS SULLIVAN**

**44 Central St. | Concord, MA 01742 | (cell) 617-590-2763 | devinsullivan73@yahoo.com**

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Experienced institutional marketer and relationship management professional. Have participated in all facets of new business development and client service ranging from operations to sales and investor relations. Strong investment acumen with excellent communication and writing skills.

### **Employment History**

#### **Intercontinental Real Estate Corporation | Boston, MA**

*Director, Institutional Services*

*July 2010 – Present*

*Assistant Director, Institutional Services*

*June 2007 – July 2010*

- Primary responsibilities include institutional fundraising, client service and consultant relations.
- Have raised \$150MM in new equity investments from multiple public fund investors, foundations and endowments for Intercontinental's open-end fund, US REIF, LLC.
- Manage and maintain relationships with over 50 institutional clients, representing over \$400MM in assets under management (AUM) for the firm.
- Identify and initiate new business opportunities through phone calls and face-to-face meetings.
- Develop and strengthen relationships with investment consulting community nationwide.
- Conduct frequent portfolio reviews with existing clients.

*Senior Officer, Institutional Services*

*January 2005 – June 2007*

- Contributed to the capital raising efforts for Intercontinental Real Estate Investment Fund IV, LLC – a \$200MM investment vehicle (closed June 2006).
- Oversaw 40-50 client relationships (along with related consultant & consultant analysts) ensuring all client needs were met with the highest quality of service through consistent communication and counsel.
- Spearheaded two major projects to enhance the firm's client service capabilities: 1) development of investor extranet and 2) evaluation/selection of new Client Relationship Management (CRM) system.
- Successfully initiated and co-directed firm's First Annual Investor Conference.

*Officer, Institutional Services*

*June 2002 – December 2004*

- Contributed to the capital raising efforts for Intercontinental Real Estate Investment Fund III, LLC – a \$350MM investment vehicle (closed March 2004).
- Responsible for completing Requests for Proposals (RFPs), resulting in approximately \$450 million of new investor equity.
- Implemented the process of populating consultant databases with firm and product specific information.
- Provided support to the sales team, which included, but was not limited to: 1) developing client specific presentations for investor reviews & finals, 2) creating marketing materials for prospective investors and 3) attending conferences.

#### **Corporate Casuals, LLC | Concord, MA**

*Principal – Business Development*

*2000 - 2002*

#### **State Street Global Advisors (SSgA) | Boston, MA**

*Associate – Sales/Marketing, Client Service & Consultant Relations*

*1998 – 2000*

#### **Brown Brothers Harriman & Co. | Boston, MA**

*Trade Processing & Settlement Specialist*

*1996-1998*

**Education**

**Hamilton College | Clinton, NY**

Bachelor of Arts, Government, 1996.

- Varsity Ice Hockey, 1992-1996. Recipient of Sellers Award for “Unsung Hero” 1996.
- Varsity Soccer, 1992-1996. Elected captain, MVP & First Team All-UCAA, 1996.

**Personal Interests**

Enjoy spending time with my wife & kids, fly fishing, golf & skiing. Serve as a Board Trustee for Phoenix Charter Academy (Chelsea, MA).

## Gregory Mitchell Susco

758 Tremont St. #2

Boston, MA 02118

(w) 617-614-1229 (c) 857-636-0697 (e) gsusco@telamonins.com

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### Experience

#### **Telamon Insurance & Financial Network, Newton, MA**

Telamon is a private family owned business providing insurance solutions to corporations and high net worth individuals. Telamon is ranked the 9<sup>th</sup> largest insurance broker in New England by Boston Business Journal.

##### **Vice President/Board Member**

**1/2004-Present**

- Collaborate with Board on strategic direction of Telamon.
- Responsible for driving new business opportunities, managing sales force effectiveness, proposing strategic sales direction.
- Manage sales channels and partnerships as well as develop new channel relationships.
- Oversee the plan and execution of a comprehensive marketing strategy.
- Developed and manage a sales process using a continual process improvement approach that includes appropriate metrics allowing effective performance assessments.
- Work with Sales & Marketing team to develop new marketing opportunities and identify new retail markets to penetrate.
- Work to develop new strategic partners to help differentiate Telamon's service.
- Help to identify and recruit new talent to the firm.

##### **Director IT/Board Member**

**1/2003-1/2004**

- Collaborate with Board on strategic direction of Telamon.
- Directed and managing execution of IT strategy to achieve short and long term business objectives
- Provided technical vision and leadership to significantly enhance customer service, productivity and profits.
- Selected and manage tactical & strategic vendors to support implementation of IT strategy.
- Explored new technologies for future planning and potential implementation to set the overall direction of information and technology within the organization.
- Developed 5 year IT strategy.
- Served as primary corporate spokesperson for information management.
- Interfaced with industry on information management and IT matters.

##### **Senior Sales Executive**

**1/2002-1/2003**

- Responsible for prospecting, soliciting, proposing, and selling new Commercial, Personal, Life and Benefits accounts.
- Provided ongoing counseling and marketing to existing clients.
- Achieved and meet specific sales goals as determined by the Sales Executive and VP of Sales.

#### **Creative System Solutions, Inc. /RecruitMax Software, Jacksonville, FL**

RecruitMAX is a privately owned software company, founded in 1996. RecruitMAX clients include many Fortune 500 companies as well as Corporate HR, staffing and recruiting companies.

##### **Senior Sales Consultant**

**12/2000-12/2001**

- Sales of best of breed e-recruitment and retention solutions to the Human Resource vertical.
- Developed and presented tailored demonstrations, proposals and presentations that clearly articulate Recruitmax's value proposition to decision makers at the executive "C" level.
- Coordinated with Recruitmax's services and product development teams to respond to prospect's needs on operations, integration, technology and other key elements of Recruitmax's product and service offerings.

- Maintained and broaden client relationship to ensure initial revenue is realized and to generate add-on business as appropriate.

**wwWhoosh, Inc., Watertown, MA**

wwWhoosh Inc., was a venture funded company committed to developing industry-leading internet solutions for content acceleration.

**Sales Representative**

**7/2000-12/2000**

- Generated 100% new business in the West Coast Region for wwWhoosh’s patent pending web content acceleration services.
- Responsible for prospecting, making 300+ calls/week, speaking with at least 15 qualified prospects daily and conducting 20 “sales interviews” weekly.
- Successful use of consultative selling relationship with customers & prospects to uncover opportunities for wwWhoosh.
- Worked with multiple decision makers throughout the organization including “C” level people and VP’s.
- Uncovered strategic VAR and technology alliance opportunities.
- Established key relationships with Excite, E-Online, Football.com, DHL.com and Boeing.

**NetMinds Corporation, Waltham, MA**

Netminds was an Interactive Agency designed to help small to medium sized companies develop and executed a web strategy.

**Principal**

**1999-2000**

- Website design & graphic design.
- Database integration solutions.
- Internet marketing for client websites.
- Strategic planning.

**Relevant Work Experience**

**Phoenix Charter Academy, Chelsea, MA**

Charter Scholl serving ages 15-21 in Chelsea, Lynn and Revere

**Education**

**University of Vermont, May 2000**

School of Business Administration

B.S. Business Administration, Concentration in Marketing, Management Information Systems, and Entrepreneurship

**Professional Organizations**

- Entrepreneurs’ Organization

# NATHANIEL C. WOLFSON

One Charles Street South #1612 • Boston, MA 02116 • nwolfson@gmail.com • Cell: (617) 529-9949

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## PROFESSIONAL EXPERIENCE

### DIGITAL BUNGALOW, INC.

Salem, MA

**President, Owner**

*April 2008 - Present*

Joined existing web development firm. Led management team to resolve immediate challenges, created new strategy, successfully repositioned firm as a leading digital marketing agency. Built strong customer relationships with regional and national business to consumer companies. Have more than doubled company revenues and headcount to 30 employees, have produced record profitability, and have positioned organization for future growth.

### EONS, INC.

**Founding team, VP Product**

Charlestown, MA

*Oct 2005 – Feb 2007*

Founding team member at Eons, an age 50+ focused web media company founded by Jeff Taylor (founder of Monster.com). Helped define company strategy, built key sections of business plan and financial model, created presentations for prospective investors. Helped company successfully raise A round (Sequoia & General Catalyst) in 2/06, B round in 2/07 (existing plus Charles River & Intel).

#### Key Responsibilities:

- **VP Product, GM Obits (1/07-2/07):** Took over critical but underperforming Obits business unit, tasked with building and monetizing the world's largest online obituaries database. Providing immediate, transformational leadership for eleven person, cross-functional team: worked directly with CEO & COO to define business unit goals, set clear development priorities for immediate execution, and aggressively performed on-site field visits with funeral home partners to understand customer perspective. Quickly assessed existing business model as unsustainable; built and analyzed viability of alternatives, ultimately recommended rationalizing resources to the business unit. Recommendations were adopted.
- **Search Engine Marketing (12/06-2/07):** Took over failing SEM/SEO efforts. Brought in new external partner, implemented new strategy, overhauled entire campaign. Drove results from 50k visits @ \$.53 CPC in December to 177k visits @ \$.23 in February; tripled conversion rate from .3% to 1%+.
- **VP Product, GM Pillars (8/06-1/07):** Led product team responsible for five products and half of the Eons.com website. Defined market opportunities, set product strategies, built & executed implementation plans. Worked with SVP Product to prioritize among competing options to achieve company traffic goals.
- **VP Product, Fun Product Manager (10/05-8/06):** Built "Fun" area of the site for 7/06 launch. Created product requirements, built wire frames, led cross-functional design & engineering team. Extensive business development: sourced, negotiated & closed partnerships with Movies.com, Netflix, Open Table, Real Networks, & UClick. Result: Fun section was #1 post-launch area in visits, page views, registrations, and return visits.

### THRIVE NETWORKS, INC.

**Co-founder, Chief Executive Officer**

Concord, MA

*Aug 2000-Oct 2005*

**Co-owner, Board of Directors**

*Oct 2005-Dec 2006*

Co-founder & CEO of Boston's leading IT service provider for small businesses. Profitably grew company from inception to 65 employees, 250 customers, and \$10 million in revenue without significant outside investment. Company repeatedly recognized by the *Boston Business Journal* among "Fifty Fastest Growing Private Companies" (2003-06) & "Best Places to Work" (2002, 2004-06). **Sold company to Staples in December, 2006.**

### Key responsibilities:

- **Early Stage Leadership:** Wrote initial business plan, developed differentiated value proposition, built core product offering, and created go-to-market client acquisition strategy. Recruited initial employees, sold pilot customer accounts, and managed early client relationships. Achieved profitability from month two.
- **Sales/Business Development:** Led company sales efforts, built direct and indirect sales channels. Developed and implemented market segmentation model to focus sales efforts based on demographics, potential profitability, and speed of sale. Recruited, hired, and trained four-person outside sales team to add 25-30 new clients and over \$750,000 of new annualized revenue per quarter.
- **Marketing:** Developed company brand to create differentiation in low-barrier to entry market. Created engine to produce 90+ new prospect meetings per quarter, built company marketing packages, led successful PR efforts to provide company with market credibility: features included *Boston Business Journal* (cover), *Inc.*, *Mass High Tech*, *Boston Globe*, and many others. Built strong web presence and online marketing campaigns to generate 7-10 inbound sales opportunities off of <\$1k /month of advertising expense.
- **Operations/Finance:** Collaborated with CFO to develop organizational operational excellence. Pioneered team structure to enable superior service and produce robust gross margins, introduced *Raving Fans* culture to promote extraordinary customer service. Built revenue forecasting/tracking system to ensure high level of revenue consistency. Managed company profitability to produce 75 profitable months out of 77 possible.
- **Management Team:** Built and led twelve-person management team. Set strategy and goals; led weekly management team meetings to assess progress and discuss challenges; utilized bottom-up management to develop first-time managers into cohesive team capable of running 65-employee business. Successfully transitioned out of day to day responsibility prior to sale of business.

### LIBERTY MUTUAL GROUP

Boston, MA

*Senior Associate Consultant - Associate  
Consultant*

*Aug 1998-Aug 2000*

Advised Liberty Mutual Chairman, CEO, & business unit leaders as part of internal strategy consulting group modeled after and run by former Bain/McKinsey consultants. Awarded **Liberty Mutual High Achievement Award**.

### EDUCATION

#### TUFTS UNIVERSITY

Medford, MA

B.A., Political Science. *Phi Beta Kappa, Magna Cum Laude*

*May, 1998*

*President*, Political Science Honor Society; *Vice President*, Debate Team; Ultimate Frisbee team; Resident Advisor.

### ADDITIONAL INFORMATION

- Named to *Boston Business Journal* “Forty Under Forty” (2005)
- *US Small Business Association* “Massachusetts Young Entrepreneur of the Year” 1st Runner Up Award (2005)
- Board Member, *Phoenix Charter Academy*

ATTACHMENT 17: STUDENT AND PARENT PETITION



Western Massachusetts cities need more high quality high schools for all Springfield, Holyoke and Chicopee students. By signing the petition below, we show our support of the establishment of Phoenix Charter Academy Springfield, to serve and graduate 14-22 year-old students residing in the communities of Springfield, Holyoke, and Chicopee. We can prove it's possible to go to college and be successful!

Name	Address	Age	Signature
Diane Reynolds	10 Oak Street Pittsfield, MA	17	Diane Reynolds
Victor Gonzalez	97 Grove St. Springfield, MA	15	Victor Gonzalez
Jason Walker	34 Elsie Street Springfield MA	17	Jason Walker
Robbie McFalls	145 Quincy St. Springfield MA	18	Robbie McFalls
Steven Barnes	<del>150</del> Springfield MA	17	Steven Barnes
Y. Powell	87 Maple St.	17	Y. Powell
Angelina Rodriguez	24 Coomes St apt 1 Right	25	Angelina Rodriguez
Ashley White	224 Castleton St	41	Ashley White
Hannah Latif	578 Carrow St. 1st Fl.	41	Hannah Latif
Doreen McCormick Gayle	173 Marion Street Fl. 2	41	Doreen McCormick Gayle
Jana Hallman	35 Merwin Street Fl. 1	25	Jana Hallman
Sarah Ba	261 Florence RD	36	Sarah Ba
Yusef Ad-Daw	23 Dell Place Springfield MA	52	Yusef Ad-Daw