Springfield Preparatory Charter School

Annual Report to the Massachusetts Department of Elementary & Secondary Education for School Year 2018-19

Report Date: July 26, 2019

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Introduction to the School

Springfield Preparatory Charter School (SPCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Longmeadow[1]
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	2015	Year(s) in which the Charter was Renewed (if applicable)	NA
Maximum Enrollment	486	Current Enrollment	267
Chartered Grade Span	K-8	Current Grade Span	K-4
# of Instructional Days per school year	185 (kindergarten) 183 (Grades 1-8)	Students on Waitlist	420
School Hours	Monday-Thursday: 7:55 am to 4:00 pm Friday: 7:55 am to 12:30 pm	Age of School	4 years
Mission Statement: Springfield Preparatory Charter School is an inclusive K-8 public charter school that prepares all students for success in high school, college, and life through a focus on rigorous academics and character development.			

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[1] The school is currently operating at a location that straddles the Springfield/Longmeadow border and has a Longmeadow mailing address. The School applied for and received a temporary charter amendment to operate at this location.

Faithfulness to Charter

Mission and Key Design Elements

In our fourth year of operation, Springfield Prep ("the school" or "SPCS") continued to implement our school model as outlined in our charter application with no changes to our Mission or Key Design Elements. As outlined below, our school's key design elements reflect our school's programmatic priorities, drive us towards our mission, and distinguish our operating model.

A rigorous college preparatory academic program with a data-driven instructional model. We believe that all children deserve a rigorous college preparatory academic program, that such a program must begin in kindergarten, and that we provide a more responsive academic program when we use data to drive our instruction.

Across the school, we use a variety of instructional strategies to ensure that our academic program is rigorous. In each lesson, teachers communicate a clear teaching point and connect that point to a purpose or "big idea". Throughout the lesson, teachers keep students engaged by providing opportunities for students to show how they are processing the content with frequent checks for understanding. Teachers engage students in peer-to-peer dialogue through "turn and talks" and encourage higher order thinking by asking open-ended questions that require students to explain their thinking. The quick, purposeful pace of lessons reflects our belief that instructional time is one of our most powerful tools and ensures that students spend their time in school engaged in their learning.

We also use data to drive our instruction. We use the STEP (Strategic Teaching and Evaluation of Progress) literacy assessment in grades K-3 and the STAR Assessment in grades 4 and up to analyze students' reading skills while ANet assessments, NWEA MAP assessments, and internal standards mastery assessments are used to analyze students' reading and math performance on specific standards. Assessment data is used to help teachers target individualized instruction and create small strategy groups. Teachers use the results of these assessments to re-teach the standards that students struggled with and then re-assess those standards when appropriate so that students have multiple opportunities to demonstrate mastery.

A focus on positive character development. In order for our students to thrive in high school, college, and their careers, they must be equipped to persevere through challenges, have a growth-mindset, and be respectful and productive team members. We support our students in the development of these important non-cognitive skills by infusing our classrooms with instruction in – and constant reinforcement of – our "FIRST" core values: Focus, Integrity, Respect, Self-determination, and Teamwork. Teachers and staff reference these values daily to help guide students towards making productive, positive choices. To help reinforce positive choices, and when reminders and redirections do not work, we also use a school wide positive behavior intervention system that involves a clear, consistent system of "checks" and "color changes". Beginning in the third grade, this color system becomes an "impression" system to help

older students develop a community orientation. In addition to using these systems to help guide students, teachers use logical consequences to encourage better choices in a natural, logical way. When students make choices that seriously violate our core values (e.g., physical contact, disrespectful language, etc.), they may earn a "Community Violation". This provides an opportunity for reflection – both written and in conversation with teachers and our Behavior Support Team – after any serious departure from our community values.

An inclusive and high expectations culture that is orderly, safe, and conducive to learning for a diverse range of students. Our two-teacher per classroom model allows us to provide a truly inclusive instructional program in which we serve all scholars in the general education classroom. We provide intensive, targeted reading instruction in small groups for approximately 2 ½ hours each day. These small, flexible ability groups allow us to accommodate the diverse needs of students; expectations for each group are consistent but teachers are able to better target skill development when teaching groups of students within a similar range of reading levels. Our two-teacher model also allows us to provide intensive math instruction and support in our two daily math blocks. Each block is co-taught, which gives teachers the flexibility to provide more individualized instruction to students who need additional intervention. For students with more intensive needs, our Associate Teachers provide additional small group and individualized instruction opportunities. Our special education program also uses an inclusion model. Whenever possible, we have a student support teacher "push-in" during whole group instruction to provide additional support and scaffolding as outlined in students' IEPs.

To support our instructional program, we work hard to create a school environment where all students feel safe – physically, emotionally, and intellectually. We believe that learning time is sacred, and we are committed to providing all of our students with a school environment that is conducive to learning. We do this by setting very high standards for student behavior and reinforcing this with a school-wide positive behavior system as described above. We maintain our high standards by being consistent in our application of school rules and policies and by teaching our students the "why" behind our expectations (i.e., we sit up straight at our desk because it helps us to stay focused on our learning). Our high behavioral expectations are all designed to both help students maximize their learning time and to maintain an environment in which students feel safe making mistakes and taking the intellectual risks necessary to improve.

A commitment to high quality teacher and staff development and retention to ensure effective instruction and school operations. We believe that excellent teachers are one of the most important levers for our success as a school.   We devote a significant amount of time and resources to our hiring process to ensure all teachers and staff are aligned with our mission and vision. Once hired, we provide staff with an intensive summer training program called Summer Institute (new teachers participate for two and a half weeks; returning teachers and staff participate for two weeks). All teachers and staff receive weekly or bi-weekly coaching through a structured observation-feedback or check-in cycle. For teachers, this involves a weekly or bi-weekly classroom observation followed up by a one-on-one meeting with a coach. Non-instructional staff also participate in a weekly one-on-one meeting to help guide their professional

growth. Meetings typically involve analysis of video footage of a teacher's instruction, analysis of student achievement data, and/or live practice. We believe that teachers and staff can develop their skills most effectively with direct, explicit, and frequent support and that this will, in turn, help students progress rapidly towards content mastery and skill development. The use of frequent, short observations followed by "bite-sized" feedback reduces the stakes and stress of observation, increases the potential for teacher growth, and creates a culture of improvement and collaboration.

Amendments to the Charter

Date	Amendment Requested	Approved?
3/1/18	Amend the school's year calendar to differentiate between the total number of instructional days for kindergarten students (185 days) and the number for the remainder of the grades (183 days).	Yes, on 3/19/18
6/18/18	Temporarily move from a location specified in its charter region (Springfield) to a facility located on the Longmeadow/Springfield border for the 2018-2019 school year.	Yes, on 6/20/18
2/14/19	Extend the use of our temporary location, which is on the Longmeadow/Springfield border, for the 2019-20 school year.	Yes, on 3/15/19

Access and Equity
A. 2017-2018 Student Discipline Data Report
http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35100000&orgtypecode=5&=35100000&

B. 2017-18 Student Discipline Data

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	224	6	1.8	1.3	0
EL	56	2			
Economically Disadvantaged	168	3			
Students with Disabilities	41	5			
High Needs	188	5			
Female	114	2			
Male	110	4			

American Indian or Alaska Native	0				
Asian	5				
African American/Black	53	3			
Hispanic/Latino	146	2			
Multi-race, Non-Hispanic/Latino	5	0			
Native Hawaiian or Pacific Islander	0				
White	15	0			

C. Data Monitoring, Student Discipline Systems, and Processes

The rate of disciplinary incidents was very low in 2017-18.

- The in-school suspension (ISS) rate was 1.4%.
- The out-of-school suspension (OSS) rate was 1%.
- Incidents of suspension among subgroups was low. For example, in 2017-18, only 3 students with disabilities had an OSS, only 1 Black/African America student did, and only 2 Hispanic/Latino students did.

The 2018-2019 school year had similarly low numbers, with less than 1% (0.74%) of students receiving an ISS and 2.95% receiving an OSS. We took a multi-pronged approach to ensuring our discipline data reflects our belief that students must be in class learning.

1. **Behavior Data Analysis and Creative Action Planning.** In the 2018-19 school year, we continued to analyze behavior data on a weekly basis in order to identify students who were struggling to be successful in school and to develop creative solutions to help them succeed. Using this data, we identified students who required Tier 2 behavior plans, additional support with social skills work with our Counselor, or more frequent check-ins with our Behavior Support Team members.

2. **Detailed observations and feedback on "Tier 2" behavior plans.** Tier 2 behavior supports are designed to provide more individualized support to students who struggle with the check/color system. This system, developed through the school's participation in the Massachusetts Charter Public School Association's "Model Demonstration Schools" program (see **Program Delivery** below), continues to support struggling students while remaining in class. This year, we hired a full-time School Counselor who provided regular hour-long observations and feedback to teachers on managing struggling students, and provided in-class and out-of-class support to students on her Tier 2 caseload. She regularly consulted with a Board Certified Behavior Analyst to provide targeted support for students with behavior challenges.

Dissemination Efforts

In our Accountability Plan we have articulated two goals related to dissemination: (1) to identify one-to-four innovative and high-leverage practices we use and develop dissemination materials around these practices; and (2) by the end of the charter term, to have conducted at least ten interactions with partner school(s) that consist of shared observations/instructional rounds, curriculum planning sessions and/or professional development.

This year, we continued to grow our dissemination efforts, primarily by building upon our previous dissemination work around collaborative planning structures and intellectual preparation. We hosted a Collaborative Planning Workshop for leaders and educators from three different Springfield Public Schools (Glickman Elementary, Washington Elementary, and Glenwood Elementary). We had a total of 12 leaders and educators participate. After presenting on our approach to collaborative planning and intellectual preparation, our visitors observed classroom instruction and team meetings. We followed up by sharing a website with soft copies of all the documents we had discussed during the workshop. We have shared this website with other potential partners upon request.

Below are our efforts during the 2018-19 school year to disseminate best practices:

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved in the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Panel for Building Excellent Schools Weekend Warriors	Sharing best practices with Charter School Leaders from around the country on 6/26/19	Bill Spirer, Executive Director	Effective School Leadership	Charter School leaders from around the country	Unknown
Collaborative Planning Workshop for Springfield Public Schools Educators and Leaders	Sharing best practices with leaders and educators from Springfield Public Schools on 3/27/19	Wendy Soref, Director of Academics	Professional Development and Structures for Collaboration/Curriculum and Instruction	12 leaders and educators from three area Springfield Public Elementary Schools (Glickman, Washington, and Glenwood)	According to survey results, the content was useful and several teams reported plans to incorporate collaborative planning structures for the upcoming school year.

Hosted fellows from Building Excellent Schools	Provided opportunities for mentorship and observation for rising charter school leaders in March 2019 and August 2019.	Bill Spirer, Executive Director	Effective School Leadership	Three rising school leaders participating in the Building Excellent Schools Fellowship (Bianca Cabrera, Christina Perry, and David McBride)	Cited by New York State authorizer in approval of a new charter school: "Kwenda [Collegiate Girls] will draw upon curricular and organizational structures implemented at other high achieving charter schools, such as the SUNY-authorized Success Academy Charter Schools and Springfield Preparatory Charter School in Massachusetts."
Hosted residents from the Teach Western Mass Residency Program.	Provided pre-practicum opportunities to local educators participating in accelerated training program to teach in Springfield and Holyoke in June 2019.	Wendy Soref, Director of Academics	Curriculum and Instruction	Three Teach Western Mass Residents.	Unknown
Smith Seminar for Urban Education Pathways scholars	Presented a model math lesson and de-briefed instructional strategies with over 40 local education students on 2/5/19.	Wendy Soref, Director of Academics and Caitlin Brown, 3rd Grade Teacher and Grade Level Chair.	Curriculum and Instruction	Over 40 local education students from the Five College Consortium participating in the Urban Education Pathway program.	Unknown

Academic Program Success

Student Performance

A. 2018 School Report Card http://reportcards.doe.mass.edu/2018/35100205

B. School Accountability Data

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Insufficient Data Reason for classification: Insufficient data; only one year of MCAS results	**Insufficient Data**	**Insufficient Data**

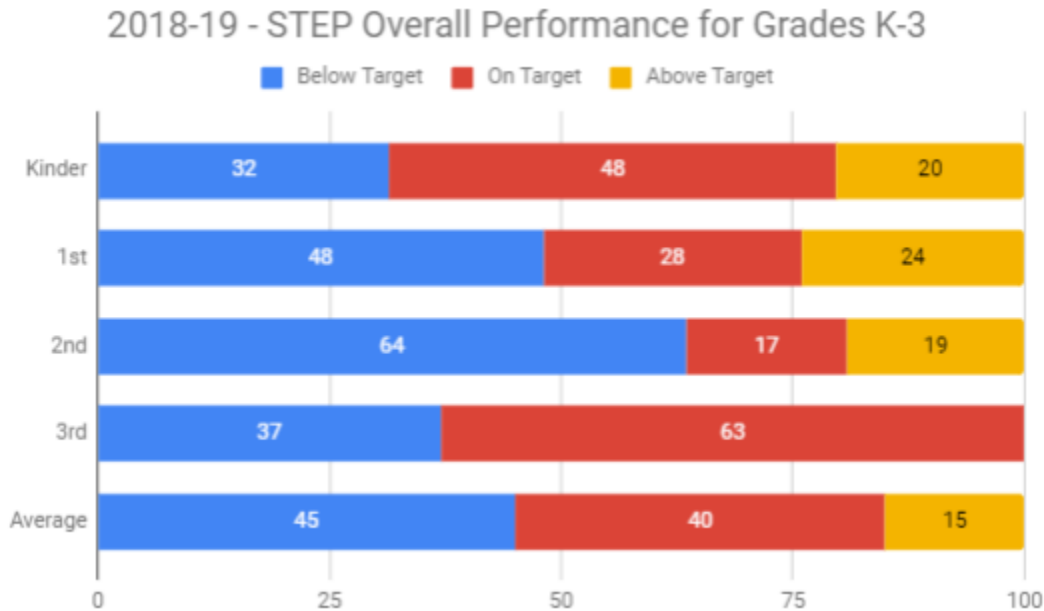## C. Student Performance on Internal and External Assessments

Although we do not yet have sufficient data for an accountability rating, our first cohort of 3rd graders cohort performed well above state averages on the MCAS assessment in both ELA and math in the 2017-18 school year and data from internal assessments reflects strong academic performance.

We currently use two nationally normed assessments to assess student performance and ensure we are providing our students with a rigorous academic program: (1) the STEP (Strategic Testing and Evaluation of Progress) Assessment to track reading growth and performance and (2) the NWEA MAP (Measures of Academic Progress) test to track growth and performance in Math.[2] Additionally, we use the ANet assessment in grades 2-4 to track student performance on the Massachusetts Curriculum Frameworks. Below are highlights of student performance from each assessment accompanied by notes summarizing important takeaways from this data.

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[2] We administer MAP in ELA as well, but use STEP as our primary performance monitoring tool.

(1) STEP Results – Reading

Overall Performance

2018-19 - STEP Overall Performance for Grades K-3

Below Target ■ On Target ■ Above Target ■

| Grade	Below Target	On Target	Above Target
Kinder	32	48	20
1st	48	28	24
2nd	64	17	19
3rd	37	63	
Average	45	40	15

Summary of STEP Performance Data:

54% of students met the end-of-year target.   Key trends from this data are below:
- While performance is below our goal, students performing below target have performed at- or above-grade level averages on other assessments, like ANet and MCAS. This indicates that we uphold very high internal scoring expectations for STEP assessments.
- **22%** of our below grade-level readers are one level away from the grade-level target, so while they have not met our target, they are close to doing so.
- One in five students are reading above grade level in grades K-2 (there is no **"above" grade** level in the 3rd grade), indicating strong performance above and beyond the grade-level target for many students.
- While less than half of 2nd graders met the end of year target, **60%** of 2nd graders made a year or more of growth. We will continue to target support to students in this cohort to improve on grade-level performance.

STEP Growth Data

2018-19 - STEP Growth for K-3

0 Steps
1.0%

1 Step
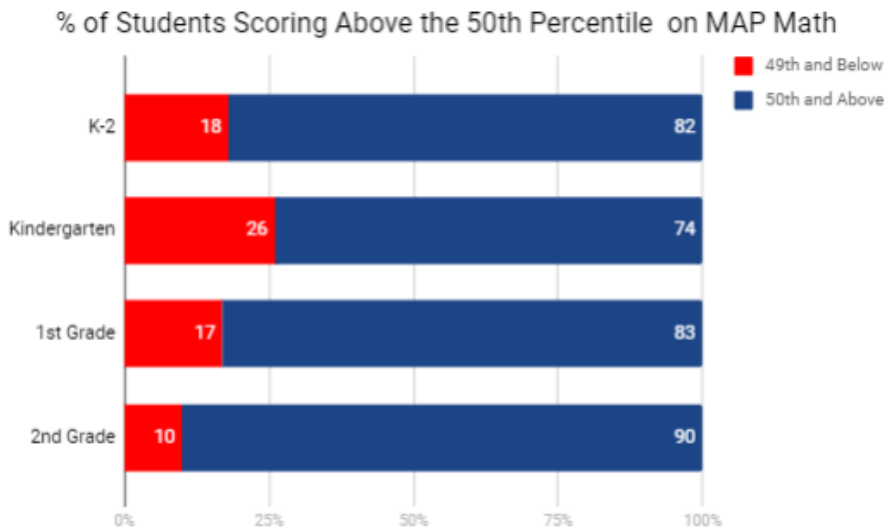14.0%

3 or more Steps
55.0%

2 Steps
30.0%
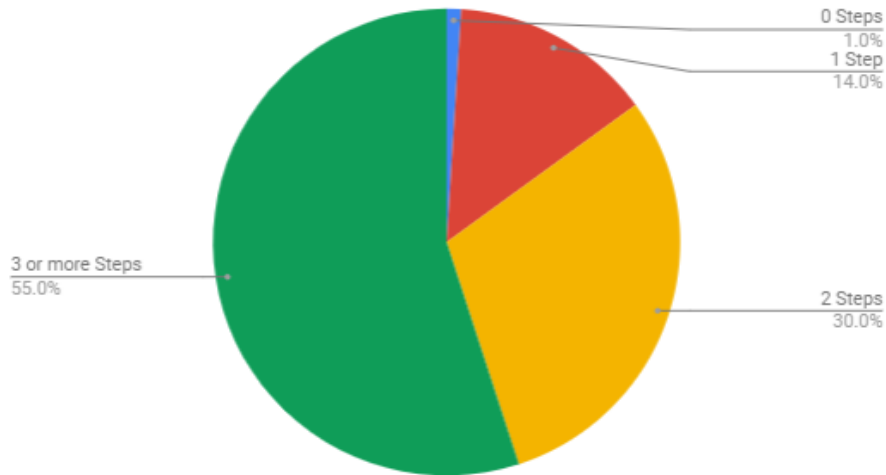
Summary of STEP Growth Data K-3:
- In the 2018-19 school year, over **55%** of all students made **a full year of growth** (three STEP levels) with **85%** of students making at least two STEP levels.
- Almost **one in three students** in grades K-3 **made more than a year of growth** (or four or more STEP levels).
- We will continue to implement strategic programmatic changes in our literacy curriculum to address the challenges we are seeing in our STEP literacy data in grades K-3. However, we are encouraged by our students' performance on other external measures including ANET, MAP, and MCAS.

(2) NWEA MAP Results – Math and ELA

Math

% of Students Scoring Above the 50th Percentile on MAP Math

Legend:
- 49th and Below
- 50th and Above

| Grade	49th and Below	50th and Above
K-2	18	82
Kindergarten	26	74
1st Grade	17	83
2nd Grade	10	90

Summary of NWEA MAP Math Achievement Results:
- MAP is a nationally normed, computer-based, adaptive assessment designed to measure students' standards-based performance in relation to their peers. For grades K-2, we administer the Math MAP assessment once in the fall at the very beginning of the year and once in the spring, at the end of the year; for grades K and 1, we also administer MAP mid-year.
- This year, the **majority of our students are scoring above the 50th percentile,** with an increasing percentage of students scoring in the "high" range with each additional year they attend Springfield Prep.
  - o **Kindergarten** – 72% of students scoring above 50th percentile
  - o **First Grade** – 83% of students scoring above 50th percentile (with 43% scoring above the 80th percentile)
  - o **Second Grade** – 90% of students scoring above 50th percentile (with 78% of students scoring above the 80th percentile)

ELA

% of Students Scoring Above the 50th Percentile on MAP ELA
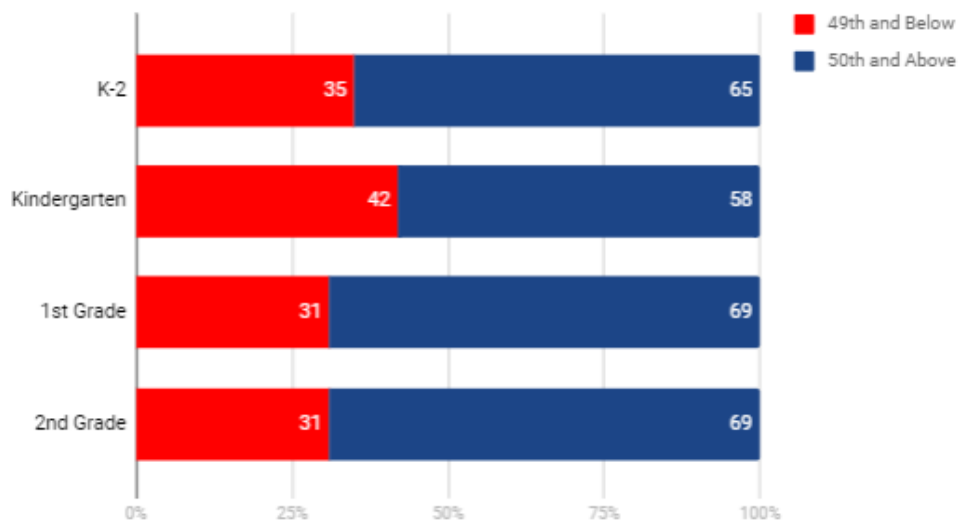
Summary of NWEA MAP ELA Achievement Data
- MAP ELA is not part of our accountability plan, but it is another helpful data point that provides a picture of student performance in grades K-2.
- Although our STEP scores show a majority of students not performing on grade level in 1st and 2nd grade, MAP data shows almost 70% of students scoring above average. This suggests that our rigorous approach to administering and scoring STEP assessments yields strong results on other benchmarks of reading performance.

(3) ANet Results – Math and ELA (2nd through 4th grade only)

Average Performance on ANet Interim Assessments – Math

Average Score on ANet Math as Compared to the Network
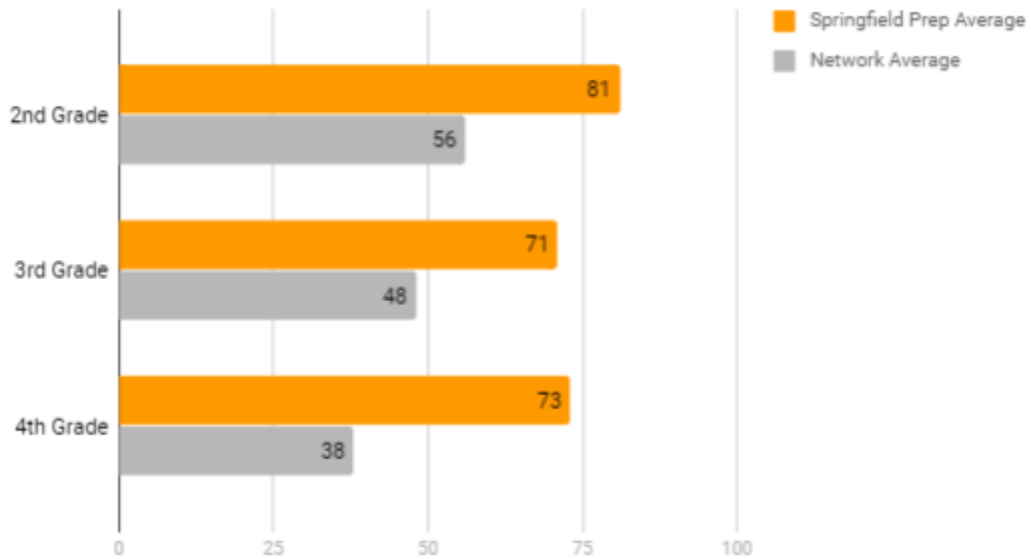
Average Performance on ANet Interim Assessments – ELA
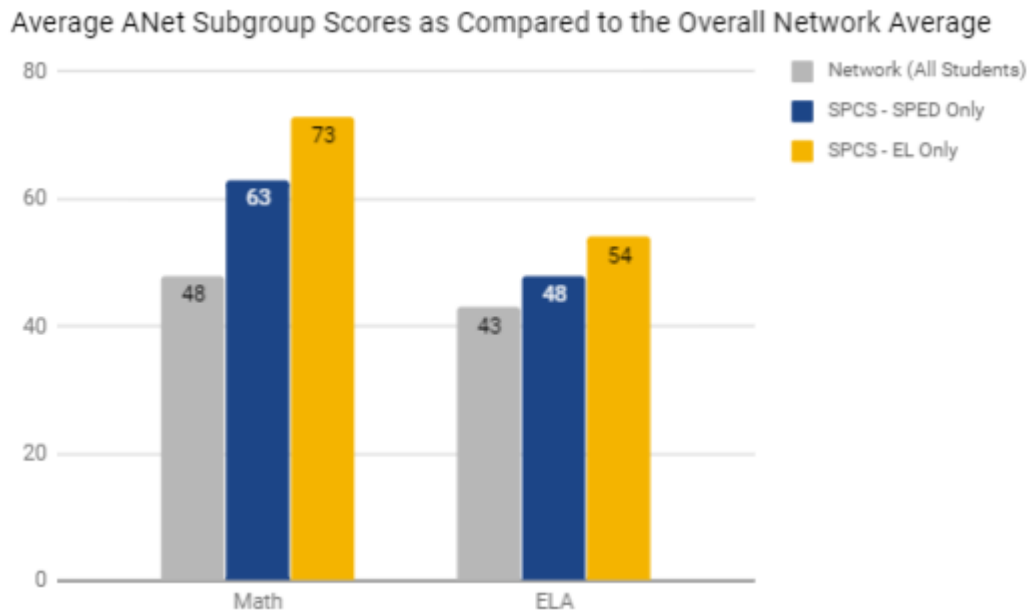
Average Score on ANet ELA as Compared to the Network
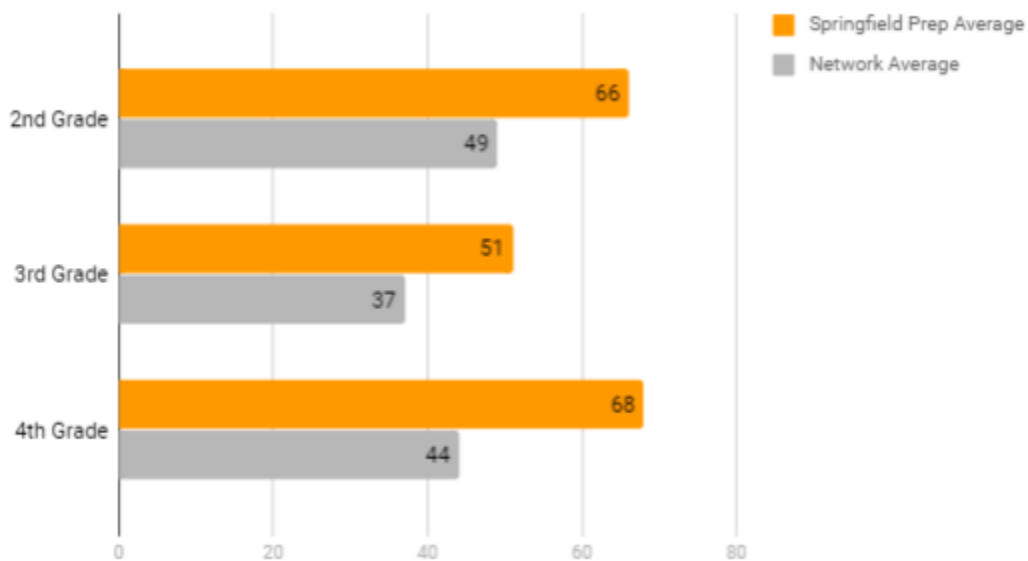
<u>Summary of Achievement Network (ANet) Achievement Data</u>:
Overall, ANet data continues to demonstrate that our students perform at a very high level on rigorous, grade level, standards-based assessments in Math and ELA.

- All grades that take ANet are outperforming the network (70-100 schools in Massachusetts and nationally who administer this assessment) by over 20 percentage points in math, and exceeding our internal goal of 70%.
- All students that take ANet are outperforming the network in ELA, though the margins are not as significant as in math. That said, our students are still ranking very high in a network of over 70 schools.
  - 2nd Grade is 10th in the network
  - 3rd grade is 4th in the network
  - 4th grade is 1st in the network
- Significantly, both English Language Learners and students with disabilities significantly outperformed network averages (inclusive of their general education peers) – see the chart below.

Average ANet Subgroup Scores as Compared to the Overall Network Average

Legend: Network (All Students); SPCS - SPED Only; SPCS - EL Only

Math: 48, 63, 73
ELA: 43, 48, 54

Program Delivery

Our founding team set out to create a school with the belief that all children, regardless of their socioeconomic background, deserve a world-class education. We developed our model based on evidence-based practices that have been proven to provide such an education for all students, including those who have historically been left behind academically.

In the 2018-19 school year, we focused on improving student writing across the grades and a comparison of writing samples from this year to last year show strong improvement. We provided professional development on strategies from the *Writing Revolution* method to all teachers, focused on opportunities for writing across the curriculum, and developed a new writing assessment tool to guide teachers in grades K-1 to support students' growth as writers. Teachers and instructional leaders made significant changes to the writing curriculum across grades based on this shared learning.

To give fourth grade teachers the ability to specialize even more on their specific content area, we modified our teaching model slightly; the fourth grade has one math teacher and one writing teacher who move between classrooms and teach both homerooms. We also participated in a pilot with the curriculum developers from *Reading Reconsidered*, a new middle school reading curriculum developed by the *Teach Like a Champion* team, to ensure our reading instruction was as rigorous and high-quality as possible. Our teachers developed innovative strategies for collaborating across homerooms to provide more targeted interventions that served as a model for earlier grades.

As a school committed to serving all students, we made several changes to our program to support diverse learners. We invested in the *Wilson* Reading Program materials and training in order to provide a more targeted intervention for Special Education students with specific decoding challenges. We also used the Model Curriculum Units provided by the state as a guide to further develop our own ESL curriculum to ensure that all ESL students practiced all four domains of language in each daily lesson. We also trained teachers on specific scaffolds to incorporate into their writing instruction to support EL students.

Social, Emotional, and Health Needs

During the 2018-19 school year, we continued to grow the team that supports the social and emotional needs of our students and hired a full time Counselor. Our Counselor provides individual and group counseling; develops Behavior Intervention Plans in conjunction with our teachers and special education team; teaches social skills classes to students with Autism Spectrum Disorder (ASD) or those who may benefit from such instruction; and consults with teachers to ensure that we are addressing mental health and behavioral issues in a comprehensive, urgent, and systematic way.

There were no other major changes to our social and emotional supports during the past year.

Organizational Viability

Organizational Structure of the School
During the 2018-19 school year, our organizational structure remained consistent with the structure presented in the charter application. This year marked the first year that the school had an Executive Director, Bill Spirer, and a Principal, Jessica Yiannos (previously, Bill Spirer served as Head of School, which was a hybrid Principal/Executive Director role).

In the 2018-19 school year, Wendy Soref, previously the Director of Curriculum and Instruction, was promoted to become the Director of Academics. Nora Verni, previously serving as Student Supports Coordinator, was promoted to become the Student Supports Manager. Ashley Marshall, previously the Special Projects Coordinator, was promoted to become the Operations Manager. We continued to work with a part-time Director of Special Education consultant.

Below is our organizational chart for the 2018-19 school year:
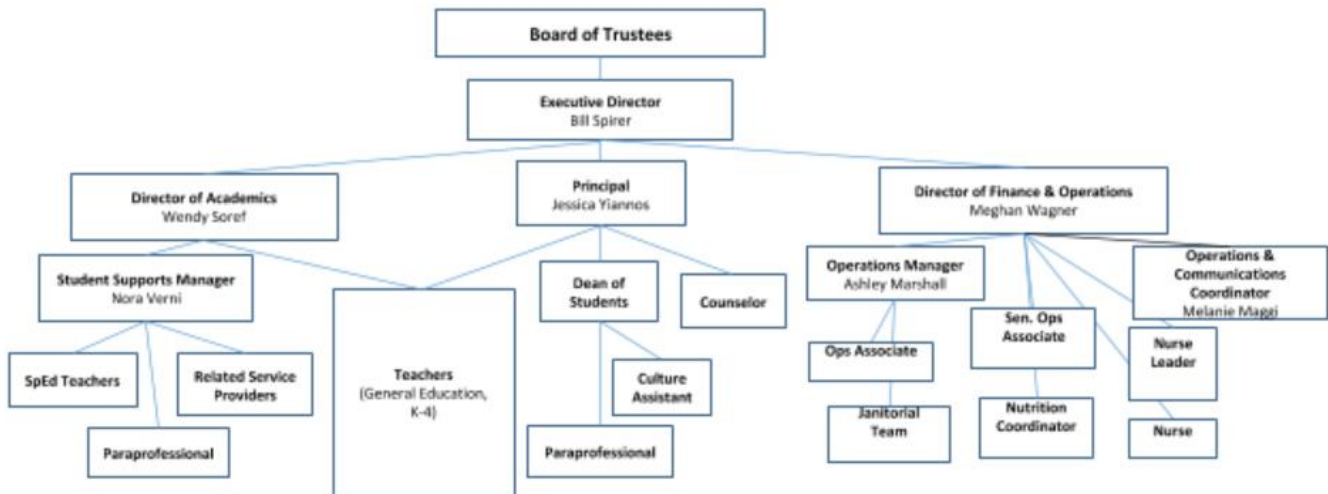
Teacher Evaluation
During the 2018-19 school year, there were no changes to our teacher evaluation model. We continued to use an annual evaluation cycle to establish a fair and predictable process for acknowledging strong performance and addressing weak performance and to provide opportunity for staff members to set big-picture goals and reflect on personal growth.

Budget and Finance

A. Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement)

Springfield Preparatory Charter School
Statement of Revenues, Expenses and Change in Net Position
30-Jun-19

	YTD Actual	Annual Budget	% of Actual to Annual Budget
Revenues			
4001 · Tuition	3,600,648	3,588,215	100%
4100 · Government Grants & Funding	328,748	216,000	152%
4200 · Nutrition Funding	257,879	239,976	107%
4400 · Private Support Funding	38,634	75,000	52%
4500 · Student Programs & Misc Fees	3,835	-	
4716 · Interest / Investment Income	2,234	2,000	112%
Total Revenues	**4,231,978**	**4,121,191**	**103%**
Expenses			
5000 · Personnel Costs	2,250,513	2,183,132	103%
5520f · Fringe Benefits	153,611	152,169	101%
5520t · Payroll Taxes	44,202	45,947	96%
Total 5000 · Personnel Costs	**2,448,326**	**2,381,248**	**103%**
5111 · Contr Serv - Board of Trustees	9,995	13,000	77%
5112 · Board Travel & Other Exp	748	800	94%
5122 · Contr Serv - School Leader	8,693	8,000	109%
5132 · Contr Serv - Business & Finance	32,724	22,000	149%
5142 · Contr Serv - Human Resources	33,386	27,000	124%
5152 · Contr Serv - Legal	2,368	5,000	47%
5162 · Contr Serv - IT	22,162	35,000	63%
5172 · Contr Serv - Development & Fund	13,200	5,000	264%
5173 · Fundraising	15,200	15,000	101%
5182 · Staff Recruitment/Advertising	11,765	11,000	107%

	YTD Actual	Annual Budget	% of Actual to Annual Budget
5182s · Student Recruitment & Advertise	11,570	10,000	116%
5183 · Travel, Dues & Other Exp	16,418	18,000	91%
5184 · Supplies & Materials - Admin	11,763	13,000	90%
Total 5100 · Administrative Costs	**190,305**	**182,800**	**104%**
5213 · Contr Serv - Instructional Lead	17,432	24,000	73%
5214 · Supplies & Matls -Instruc Lead	249	1,000	25%
5215 · Travel & Other Exp -Instruc Ldr	-	2,000	0%
5234 · Contr Serv - Other Teaching	85,523	63,637	134%
5242 · Contr Serv - Professional Devel	41,288	32,000	129%
5243 · Supplies & Matls - Prof Develop	3,278	7,000	47%
5244 · Travel & Other Exp - Prof Devel	5,410	10,000	54%
5253 · Contr Serv - Guidance & Testing	23,374	19,723	119%
5254 · Supplies & Matls - Guide&Test	25,946	32,100	81%
5261 · Textbooks (Media/Materials) - I	16,531	12,200	136%
5262 · Other Instructional Materials	15,193	40,000	38%
5263 · Instructional Equipment - Other	21,421	39,000	55%
5263c · Copier Lease	15,027	13,003	116%
5264 · General Supplies - Instructional	32,704	32,000	102%
5265 · Other Instructional Services	8,713	11,000	79%
5266 · Classroom Instructional Tech	65,074	42,000	155%
5268 · Instructional Software	14,460	16,000	90%
Total 5200 · Instructional Services	**391,623**	**396,662**	**99%**
5320 · Health Services	6,241	6,000	104%
5330 · Student Transportation	1,951	3,000	65%
5350 · Food Services			
5350e · Food Service Equipment	3,063	4,000	77%
5350f · Nutrition Program Food	210,830	245,022	86%
5350o · Food Service Other	1,066	2,000	53%

Springfield Preparatory Charter School
Statement of Revenues, Expenses and Change in Net Position
30-Jun-19

	YTD Actual	Annual Budget	% of Actual to Annual Budget
5360 · Athletic Services	-	-	
5370 · Other Student Activities	7,986	7,500	106%
5610 · Dissemination Activities	78	2,500	3%
5620 · Civic Activities	3,328	5,000	67%
Total 5300 · Pupil Services	**234,543**	**275,022**	**85%**
5420 · Utilities	46,133	52,872	87%
5430c · Cleaning of Buildings	-	62,600	
5430m · Maintenance Building & Grounds	11,950	43,379	28%
5430r · Repairs of Buildings & Grounds	54,633	28,000	195%
5430s · Maintenance Supplies	18,154	13,000	140%
Total 5430 - Cleaning & Maintenance of Building	*84,737*	*146,979*	*58%*
5450 · Networking & Communications	24,561	52,555	47%
5730 · Other costs rel. Cap. Facility	45,721	40,000	114%
5740 · Rental/Lease of Bdlg&Grnds	429,600	435,000	99%
5530 · Insurance (non-employee)	31,414	57,535	55%
Total 5400 · Facility & Other Fixed Costs	**662,166**	**784,941**	**84%**
9999 · Contingency		100,517	
Total Expenses	3,926,963	4,121,191	95%
Change in Net Position	305,015	0	

B. Statement of Net Assets for FY19 (balance sheet)

12:01 PM	**Springfield Preparatory Charter School**
07/16/19	**Balance Sheet**
Accrual Basis	**As of June 30, 2019**

	Jun 30, 19
ASSETS	
Current Assets	
Checking/Savings	
1000 · Cash and Cash Equivalents	
1001 · Peoples Money Market #3556	0.01
1003 · Peoples Bank Operating #3548	850,679.97
1009 · Petty Cash	88.86
Total 1000 · Cash and Cash Equivalents	850,768.84
Total Checking/Savings	850,768.84
Accounts Receivable	
1102 · Accounts Receivable	424,509.00
Total Accounts Receivable	424,509.00
Other Current Assets	
1207 · Due from related parties	
1207b · Foundation Expense Advances	2,813.00
Total 1207 · Due from related parties	2,813.00
1308 · Prepaid Expenses	92,083.33
Total Other Current Assets	94,896.33
Total Current Assets	1,370,174.17
TOTAL ASSETS	**1,370,174.17**
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2024 · Accounts Payable	32,416.56
Total Accounts Payable	32,416.56
Credit Cards	
2051 · Peoples Credit Card	524.75
Total Credit Cards	524.75
Other Current Liabilities	
2125 · Accrued Expenses/AccruedPayroll	
2101 · Accrued Expenses	1,267.00
2102 · Accrued Payroll	135,743.36
2103 · Accrued Payroll Taxes	2,226.00
2126 · Accrued Fringe	11,273.00
2160 · MTRS Liability	15,748.77
2170 · OBRA Liability	1,461.78
Total 2125 · Accrued Expenses/AccruedPayroll	167,719.91
Total Other Current Liabilities	167,719.91
Total Current Liabilities	200,661.22
Total Liabilities	200,661.22
Equity	
3900 · Retained Earnings	813,470.98
Net Income	356,041.97
Total Equity	1,169,512.95
TOTAL LIABILITIES & EQUITY	**1,370,174.17**

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C. Approved School Budget for FY20

Springfield Preparatory Charter School Y20 Budget	FY20 Budget	
Major Assumptions		
Per Pupil Revenue		
Facilities Per Pupil	893	
Enrollment	324	
Staff FTE	51.3	
Staff to Student Ratio	6.31	
Income		
4001 · Per Pupil Revenue	$4,497,120	86%
4100 · Government Grants & Funding	$259,200	5%
4200 · Nutrition Funding	$287,971	5%
4400 · Private Support Funding	$200,000	4%
4500 · Student Programs & Misc Fees	$0	0%
4600 - Transfer in from Operating Reserves	$0	0%
4716 · Interest / Investment Income	$2,750	0%
Total Income	**$5,247,041**	**100%**
Expense		
5000 · Personnel Costs		
5000 - Staff Salaries	$2,760,822	
5520f · Benefits	$263,768	
5520m · MTRS Expense		
5520t · Payroll Taxes	$75,666	
Total 5000 · Personnel Costs	**$3,100,256**	**59%**
5100 · Administrative Costs		
5111 · Contr Serv - Board of Trustees	$13,000	
5112 · Travel & Other Exp -Board of Tr	$1,000	
5122 · Contr Serv - School Leader	$9,000	
5132 · Contr Serv - Business & Finance	$30,000	
5142 · Contr Serv - Human Resources	$31,000	
5152 · Contr Serv - Legal	$7,000	
5162 · Contr Serv - IT	$27,000	
5172 · Contr Serv - Development & Fundraising	$24,000	*
5173 · Fundraising	$12,000	
5182 · Staff Recruitment and Advertising	$15,000	
5182s · Student Recruitment and Advertising	$13,000	
5183 · Travel, Dues & Other Exp -Admin	$23,372	
5184 · Supplies & Materials - Admin	$15,000	
Total 5100 · Administrative Costs	**$220,372**	4%
5200 · Instructional Services		
5213 · Contr Serv -Instructional Leadr	$35,000	
5214 · Supplies & Matls -Instruc Leadr	$1,000	
5215 · Travel & Other Exp -Instruc Ldr	$2,500	
5234 · Contr Serv - Other Teaching	$76,364	
5242 · Contr Serv - Prof Development	$45,000	
5243 · Supplies & Matls - Prof Develop	$10,000	
5244 · Travel & Other Exp -Prof Develp	$12,500	
5253 · Contr Serv - Guidance & Testing	$23,268	
5254 · Supplies & Matls -Guidance&Test	$36,000	

5261 · Textbooks, Books & Libraries	$21,000	
5262 · Other Instructional Materials	$35,000	
5263 · Instructional Equipment	$38,000	
5263c - Copier leases	$17,703	
5264 · General Supplies - Instructional	$36,000	
5265 · Other Instructional Services / Student Experiences	$15,000	
5266 · Classroom Instructional Tech	$40,000	
5268 · Instructional Software	$20,000	
Total 5200 · Instructional Services	$464,335	**9%**
5300 · Other Student Services		
5320 · Health Services	$7,500	
5330 · Student Transportation	$382,000	
5350 · Food Services		
5350e - Food Service Equipment	$4,000	
5350f - Food Service Food	$291,026	
5350o - Food Service Other	$2,000	
5360 · Athletic Services		
5370 · Other Student Activities	$8,500	
5610 · Dissemination Activities	$2,500	
5620 · Civic Activities	$7,000	
Total 5300 · Other Student Services	**$704,526**	**13%**
5400 · Facility and Other Fixed Costs		
5420 · Utilities	$60,000	
5430 · Maint of Buildings & Grounds		
5430c · Cleaning of Buildings	$0	
5430m · Maintenance Building & Grounds	$15,000	
5430r · Repairs of Buildings & Grounds	$55,000	
5430s · Maintenance Supplies	$21,000	
5450 · Networking & Communications	$58,000	
5530 · Insurance (non-employee)	$73,000	
5560 · Short-Term Interest	$0	
5730 · Real Estate Taxes	$0	
5730l - Other Facility Expenses (Legal, consulting)	$74,000	
5740 · Rental/Lease of Bdlg&Grnds	$216,600	
5750 · Depreciation Expense	$0	
5760 · Bad debt/loss on asset disposal	$0	
Total 5400 · Facility and Other Fixed Costs	**$572,600**	**11%**
9999 · Contingency Fund	**$184,952**	**4%**
Total Expenses	5,247,041	
Annual Net Income / Loss		
	0	

D. Capital Plan for FY19

The school does not have a Capital Plan for FY20 but is in the planning stages of a capital project and will develop a Capital Plan during the course of the upcoming 2019-20 school year. We have entered into a Real Estate Agreement to acquire and renovate a property and existing building at 300-310 State Street in Springfield ("310 State Street"). We are currently in the due diligence and financing phase of this project. This project will entail substantial renovation of an existing building and site work to accommodate circulation and provide outdoor play space.

Currently, the school has the site under contract and is doing due diligence and pursuing financing for the project. We are pursuing an aggressive schedule with the intent of occupying the new space by August of 2020 so that it can house our program. This is a very ambitious timeline; should there be delays, the school may need to remain at its existing space for a longer period of time while construction is completed, although this is not its desired outcome. The school expects to have more clarity about the construction timeline by the end of August 2019.

The estimated maximum cost of the purchase and renovation of 310 State Street is $18,000,000. Our budget model projects that we will finance $15,000,000 and provide $3,000,000 as equity, $1,000,000 from operating reserves and $2,000,000 from a capital campaign. We launched this campaign in June of 2019 and are already 25% of the way towards our capital campaign goal. The school has not yet established a dedicated capital project reserve account for the project but will do as the project moves forward.

Appendix A: Accountability Plan Evidence 2018-19

Objectives and Measures related to Mission and Key Design Elements (*required*):

Measure	2018-19 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Objective: The school is faithful to its mission of providing a rigorous, college prep academic program as reflected by student academic performance. (KDE 1)			
Measure: 75% of students in grades K-3 will read on grade level by the end of each year, according to the STEP assessment.	Not Met	54% are reading on grade level according to the STEP assessment.	While this result is lower than our goal, other data points indicate that our students are demonstrating grade-level readiness in reading. For example, in 2018-19, according to the MAP Reading assessment, 65% of K-2 students are performing above the 50th percentile; according ANet, the average on the reading assessment for grades 2-4 was 62%. Additionally, 22% of our below-grade-level readers are one level away from the STEP grade-level target, so while they have not met our target, they are close to doing so. Lastly, 1 in 5 students are reading above grade level according to STEP in grades K-2 indicating strong performance above and beyond the grade-level target for many students. (There is no "above" grade level in the 3rd grade.)
Measure: Each year, 75% of students in grades K-3 grade will grow by a minimum of three STEP levels within one academic year.	Not Met	55% of students grew 3 or more STEP levels.*	Overall this year, while we have not met our goal, 85% of students have grown 2 or more STEP levels indicating strong reading growth for a large majority of students. *Note: in calculating this data, we did not include the 18 3rd graders (33% of the grade) who were on STEP 10 or above because for them, it would not have been possible to grow 3 STEP levels.

Measure	2018-19 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Measure: By the end of each year, 75% of all students will score at the 50th percentile or higher on the math portion of the NWEA MAP assessment, indicating a college-ready trajectory.[3]	Met	82% of students in grades K-2 scored at or above the 50th percentile in Math.	This continues a positive trend from last year (81% scored at or above the 50th percentile in 2017-18.) ● In K, 72% of students scored above the 50th percentile. ● In 1st, 83% did so. ● In 2nd, 90% did so. In fact, 75% of 2nd graders scored at or above the 80th percentile, demonstrating that the more years students spend at Springfield Prep, the more they demonstrate standards mastery.
Objective: The school explicitly teaches and consistently reinforces its mission of developing strong character in its students, and school culture reflects this emphasis. (KDE 2)			
Measure: Every month, a rotating team of school leaders and teachers will conduct a formal culture audit using an internally developed rubric that focuses on how teachers reinforce the school's core values in their classrooms.	Met	This year, the Instructional Leadership Team (ILT) conducted weekly "instructional power-walks" using a common tool that identified key teaching practices that reinforce the school's core values.	The modified tool we used allowed for more frequent instructional rounds (at least 3 per week).
Measure: On a year-end character self-assessment given to all students, 75% of students will score at a 3 or 4 (on a scale of 1-4), indicating that they can (a) define the school's core values, (b) explain	Met	81% of students in grades 1-4 scored a 3 or a 4 on our character self-assessment.	<u>Note</u>: We did not administer this assessment to students in kindergarten.

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[3] While our Accountability Plan does not explicitly limit this goal to K-2 students, the MAP assessment we use is a K-2 assessment so we are only reporting data for these grade levels.

Measure	2018-19 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
why the core values help them to succeed, (c) articulate a core value on which they have improved over the past year, and (d) articulate one core value on which they would like to improve in the following year.			
Objective: The classroom and school environment is inclusive, orderly and safe for all students, and supports the goal of high academic achievement for a diverse range of learners. (KDE 3)			
Measure: The school will maintain an annual attrition rate that is lower than the statewide average.	Met	Our attrition rate from the 2017-18 school year to the 2018-19 school year was 4.7%. This is lower than the statewide attrition average of 8.4%	The attrition rate decreased by 1.7% from the previous year. Significantly, the attrition rate for High Needs students was 5.9%, which was lower than the state average for all students and significantly lower than the state attrition average for High Needs students, which was 9.9%.
Measure: Each year, at least 60% of families will respond to the annual year-end parent survey and 90% or more of all families will indicate that they believe that (a) the school's behavior standards and expectations create a school environment conducive to learning and (b) the school has high standards for their child's academic achievement.	Met	79% of families responded to our annual family survey. On the survey, (1) 95% of respondents said the "school's behavior standards and expectations create a safe learning environment"; (2) 97% said "the school looks and feels like a place where learning occurs"; and (3) 96% said "the school has high standards for my student's academic achievement."	The participation rate for the survey increased 3 percentage points from the previous year. The positive response rate increased for question 1 and remained consistent for questions 2 and 3.

Measure	2018-19 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Measure: Each year, at least 60% of families of ELL and special education students will respond to an annual year-end parent survey and 90% or more of these families will indicate that they believe the school effectively serves the particular needs of their children.	Met	69% of all families of students with disabilities (SWD) responded to the survey. 73% of all families of EL students responded to the survey. 93% of families of SWD indicated they agreed or strongly agreed that the school effectively serves the needs of their child. 91% of families of EL students indicated they agreed or strongly agreed that the school effectively serves the needs of their child.	
Objective: The school develops and retains high quality teachers and staff, which results in a strong, stable academic program. (KDE 4)			
Measure: SPSC will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic relocation.	Met	Overall, 96% of teachers are returning next year (24 out of 25). Excluding teachers who left for the purpose of geographic relocation, the retention rate for teachers is 100% (24 out of 24).	
Measure: All teachers will be observed a minimum of 20 times per year. Observations will be completed by the Principal, Director of Academics, and select Grade-Level Chairs and will include feedback and follow-up discussion.	Met	All teachers were observed and given feedback on at least a bi-weekly basis (new teachers are observed weekly; experienced teachers are observed bi-weekly), with very limited disruption in this schedule due to schedule issues or school breaks.	All teachers were observed at least bi-weekly. There were multiple instances during the year when teachers were observed and given feedback in addition to the weekly/bi-weekly meeting structure. This included the Instructional Leadership Team's weekly rounds; peer video observation; and observation and feedback to co-teaching teams.

Objective and Measures related to Dissemination (*required*):

	2018-19 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Objective: The school will form a working partnership with at least one other elementary school in the region in order to share best practices.			
Measure: SPCS will identify 1-4 innovative and high-leverage practices it uses and develop dissemination materials around these practices.	Met	In addition to the curriculum materials we have already published in the instructional resources section of our website, we have created a Google site that we can easily share with partners that includes soft copies of useful resources related to collaborative planning and "intellectual preparation" for lessons.	
Measure: By the end of the charter term, SPCS will have conducted at least 10 interactions with its partner school(s) that consist of shared observations/instructional rounds, curriculum planning sessions and/or professional development.	Partially Met	We have not formalized a partnership with one particular school and instead have engaged with a number of schools. This year, we hosted a half-day-long Collaborative Planning Workshop for leaders and educators from three different Springfield Public Schools (Glickman Elementary, Washington Elementary, and Glenwood Elementary). We had a total of 12 leaders and educators participate.	

Reach Objectives and Measures related to Mission and Key Design Elements (*optional*):

	2018-19 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)	Explanation (if applicable)
Objective: All students will read at grade level by the third grade.			
Measure: Each year, 90% of students will read on grade level by the end of the third grade, according to the STEP assessment.	Not met	At the end of 3rd grade, 63% of third graders were reading on grade level according to the STEP assessment.	While this result is lower than our goal, other data points indicate that our students are demonstrating grade-level readiness in reading. For example, at the end of the 2017-18 school year, 56% of third graders were on grade level according to STEP, but 72% of that same cohort met or exceeded expectations on the 2017-18 ELA MCAS.
Objective: Students in subgroups that have historically underperformed academically will achieve academic growth at the same rate as the general school population.			
Measure: each year, 75% of students identified as High Needs (according to the DESE definition) will read on grade level by the end of each year, according to the STEP assessment.	Not Met	53% (90 out of 170) of students identified as High Needs are reading at or above grade level at the end of the 2018-19 school year.	This performance includes students in grades K-3 only. While this result is lower than our goal, our High Needs student population is performing similarly to our general student population (55% at or above according to STEP).
Measure: Each year, 75% of students identified as High Needs (according to the DESE definition) will grow by a minimum of three STEP levels within one academic year.	Not Met	50% (75 out of 151) of students identified as High Needs achieved at least 3 STEP levels of growth during the 2018-19 school year.	While this result is lower than our goal, it tracks with the growth of our general student population (55% of students grew 3 or more STEP levels.) Note: Not included in this number are the 19 students who began the year at a STEP 10 or above and were therefore ineligible to grow by 3 or more STEP levels.
Measure: By the end of each year, 75% of students in all grades identified as High Needs (according to the DESE	Met	80% (96 out of 120) of students identified as High Needs scored at the 50th percentile or	This number is similar to the performance of our general education population (82%).

definition) score at the 50th percentile or higher on the math portion of the NWEA MAP assessment.		higher on the NWEA MAP Math Assessment.	

Appendix B: Recruitment and Retention Plan

Recruitment Plan
2019-2020

School Name: **Springfield Preparatory Charter School**

2018-2019 Implementation Summary:

In the 2018-19 school year, the successes of the school's recruitment strategy implementation include exceeding student application goals in all grades and enrolling a new class of kindergarten students that mirrors the district in subgroup status. Next year, 39% of new kindergartners have siblings already enrolled at Springfield Prep, a very high percentage. As in the past three school years, the school expects to exceed the comparison index for English Language Learners, Limited English Proficient students, students with disabilities, and economically disadvantaged students. We base this expectation on initial enrollment information. Also, because of the high percentage of siblings, we anticipate a similar subgroup status within the new class as compared to the 2018-19 student body. At this time, given the success of the school's Recruitment Plan, we do not feel that additional discussion regarding this Plan is necessary.

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

General Recruitment Activities for 2019-2020:

Activity 1: Head Start Outreach. The school will conduct bilingual outreach at Springfield Head Start programs to meet with parents and   provide additional information about the Springfield Prep program and the application process.

Activity 2: Preschool Outreach. The school will invite local preschool providers to tour Springfield Prep and attend onsite information sessions about the school to better understand the educational program. We have found that establishing relationships with preschool providers is a powerful way to conduct outreach to families. A school visit provides the preschool providers with a clear picture of the program offered here and helps support their recommendation of Springfield Prep to the families enrolled in their preschool programs.

Activity 3: Mailings. Prior to the application deadline, the school will send multiple mailings in English, Spanish and Somali to all parents of Springfield Public School (SPS) students who are entering the grade levels Springfield Prep serves. These mailings will explicitly state that the school is welcoming of all students, including those who have learning disabilities, language barriers, and/or have struggled in traditional school environments. The mailing will also include

directions to access the application and an invitation to a Family Information Session at the school.

Activity 4: Family Information Sessions. Springfield Prep will host three parent information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership and operations. These information sessions will be advertised on the school's website, in the school's lobby, at local community organizations and daycare providers, on social media and in local media.

Activity 5: **Family-to-Family Outreach.** Springfield Prep will ask current families to distribute applications to friends, colleagues, and neighbors. We have found that our families are eager to get the word out to other families, and that this is an effective way to build awareness of, and interest in, the school.

Activity 6: Community Outreach Events. Springfield Prep will table at several community events, including a Springfield Thunderbirds hockey game and at family days during February vacation at the Eastfield Mall in Springfield. These events help to broaden the community's awareness of the school. The school was represented by both English-speaking and Spanish-speaking members of the school community, including current parents of students enrolled at Springfield Prep, which allows for additional perspective and personal connections with potential new families.

Activity 7: Online Advertising. Springfield Prep will advertise in local media, such as *MassLive* and *El Pueblo Latino*, to create an online advertisement that ran in both English and Spanish. Through internet marketing techniques, we are able to target these ads specifically to families who live in Springfield. In addition, Springfield Prep will continue using Facebook as a mechanism for outreach. We have found the Facebook advertisements lead to increased attendance at Parent Information Sessions and new student applications. Because of programs within Google and Facebook, this outreach is available in almost any language once posted and therefore, is an effective method for reaching non-English speaking families.

Recruitment Plan – 2019-2020 Strategies
List strategies for recruitment activities for <u>each</u> demographic group.

Special education students/students with disabilities

(a) CHART data	**(b) Continued 2018-2019 Strategies**
School percentage: 17.0% **GNT percentage**: 10.5% **CI percentage**: 14.2% The school is **<u>above</u>** GNT percentages and **<u>above</u>** CI percentages	<u>**Met**</u> GNT/CI: no enhanced/additional strategies needed • In all recruitment materials, we explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. • We recruited at preschool programs, such as Head Start centers, which serve students with special needs. We met with staff at these programs to make them aware of our capacity and programs for serving students with disabilities. • We met with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Department of Children and Families).
	(c) 2019-2020 Additional Strategy(ies), if needed No additional strategies are required for 2019-20.

Limited English-proficient students/English learners

(a) CHART data	**(b) Continued 2018-2019 Strategies**
School percentage: 21.0% **GNT percentage**: n/a **CI percentage**: 12.8% The school is **<u>above</u>** GNT percentages and **<u>above</u>** CI percentages	<u>**Met**</u> GNT/CI: no enhanced/additional strategies needed • All promotional materials and applications were printed in Spanish. • We sent Spanish-speaking staff and parent volunteers door-to-door in low-income housing developments to recruit new families. • Spanish-speaking members of the Springfield Prep staff and parent community participated at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process. • We placed advertisements in Spanish-language media such as *El Pueblo Latino*, given the large Spanish-speaking population in Springfield. • We distributed materials at organizations throughout the city that provide adult ESL classes and at community centers that serve non-English speaking families.

	(c) 2019-2020 Additional Strategy(ies), if needed
	Did not meet GNT/CI: additional and/or enhanced strategies needed.
	No additional strategies are required for 2019-20.

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

(a) CHART data **School percentage**: 72.7% **CI percentage**: 70.2% The school is **above** CI percentages	**(b) Continued 2018-2019 Strategies** **Met** GNT/CI: no enhanced/additional strategies needed • We disseminated application materials and hosted information sessions at locations and organizations serving Springfield's most needy families, including various Head Start locations. • We met one-on-one with leaders at Head Start, the Springfield YMCA, the South End C3 organization and the Department of Children and Families to ensure that they were fully aware of our school's programs and could share information with their clients and/or members in an informed manner.
	(c) 2019-2020 Additional Strategy(ies), if needed **Met – N/A** Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. No additional strategies are required for 2019-20.
Students who are sub-proficient	**(d) Continued 2018-2019 Strategies** • In all recruitment materials, we explicitly state that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., two teachers in all K-4 classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support. • We collaborate with Springfield Public Schools (SPS) leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.

	2019-2020 Additional Strategy(ies), if needed Provide additional and/or enhanced strategies needed. No additional strategies needed.
<u>Students at risk of dropping out of school</u>	**(e) 2018-2019 Strategies** • In 2018-19, the Springfield Preparatory Charter School distributed applications to programs that serve families with students at risk of dropping out, including the YMCA, Boys and Girls Clubs and Head Start Programs. • Springfield Prep maintains relationships with individuals at local agencies, such as the YMCA, and distributes materials about the school to these programs to be shared with families with students at risk of dropping out of school. • In 2018-19, Springfield Prep used EWIS data on DESE website to identify any students at risk, due to homelessness, low attendance, etc. **2019-2020 Additional Strategy(ies), if needed** Provide additional and/or enhanced strategies needed. No additional strategies needed.
<u>Students who have dropped out of school</u>	**(f) 2018-2019 Strategies** • In 2018-19, the Springfield Preparatory Charter School did not have any students who had dropped out of school. **2019-2020 Additional Strategy(ies), if needed** Provide additional and/or enhanced strategies needed. No additional strategies needed.

OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	**(g) 2019-2020 Strategies** • We will continue to advertise with *MassLive* and *El Pueblo Latino*, the leading newspapers for Springfield and its Latino communities, respectively. • We will continue to build relationships with African American and Latino houses of worship and community centers to ensure that families are aware of our school model and program. **2019-2020 Additional Strategy(ies), if needed** • We will continue to use Facebook and other social media outlets to target friends and family of currently enrolled students to continue to reach specific subgroups of the community.

Retention Plan
2019-2020

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.	
2018-2019 Implementation Summary:	

2018-2019 Implementation Summary:
 During our fourth school year, we successfully implemented the strategies outlined in our Recruitment and Retention Plan and exceeded our goal of maintaining an annual retention rate (95.3%) that is higher than the statewide average (which was 91.5% in 2016 when this goal was set). We believe that we are able to retain such a high percentage of our students for three primary reasons: (1) we consistently provide a high quality educational program and parents have very high satisfaction rates with our program; (2) through numerous school events and day-to-day communication, we build strong relationships with families and are able to be responsive to their needs; and (3) we run a responsive educational program that meets our students' educational and social needs.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	91.5%

Retention Plan –2019-2020 Strategies
List strategies for retention activities for <u>each</u> demographic group.
Special education students/students with disabilities

(a) CHART data	(b) Continued 2018-2019 Strategies
School percentage: 2.6% **Third Quartile**: 21.0% The school's attrition rate is **below** third quartile percentages.	**Below** third quartile: no enhanced/additional strategies needed • Ensure that special education students are achieving at a consistently high level. • Provide special education students with a full range of specialized services necessary to help these students succeed. • Ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.

	• Ensure that families of special education students see that we will never lower expectations for their children due to a disability, and will work strategically and relentlessly to ensure their child's success. • Provide parents/guardians of special education students avenues to provide feedback and express any concerns they have through report card conferences, the Special Education Parent Advisory Council, and Annual Parent Survey.
	(c) 2019-2020 Additional Strategy(ies), if needed **Below – N/A** Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. No additional strategies are needed for the 2019-20 school year.
**Limited English-proficient students**
(a) CHART data **School percentage**: 4.1% **Third Quartile**: 24.6% The school's attrition rate is **below** third quartile percentages.	**(b) Continued 2018-2019 Strategies** **Below** third quartile: no enhanced/additional strategies needed. • Provide a high-quality ESL program to ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically. • Offer a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups. • Ensure that in addition to ESL requirements, LEP students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom. • Provide parents/guardians of LEP students avenues to provide feedback and express any concerns they have through report card conferences and Annual Parent Survey.

	(c) 2019-2020 Additional Strategy(ies), if needed **Below – N/A** Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. No additional strategies needed.

Students eligible for free or reduced lunch (low income/economically disadvantaged)

(a) CHART data **School percentage**: 6.2% **Median:** 15.7% **Third Quartile**: 18.3% The school's attrition rate is **below** third quartile percentages.	**(b) Continued 2018-2019 Strategies** **Below** median and third quartile: no enhanced/additional strategies needed • Assist in providing all school-related materials that may add to the expense of a child's education (e.g., shoes that conform with the uniform policy). • Offer a comprehensive Student Supports program that is staffed to provide services for the needs of our student population (e.g., a Dean, counselor, and behavior consultant to assist with social and emotional needs, and a speech and language therapist to provide language development support). • Maintain a small-school environment with a "warm/strict" school culture that offers close relationships between teachers and students, explicit instruction in positive character development, and clear and consistent behavioral expectations. • Assist in coordinating referrals to outside social service providers to offer additional supports to our students and their families. • Maintain frequent daily communication with parents about their children's development.
	(c) 2019-2020 Additional Strategy(ies), if needed **Below – N/A** Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. No additional strategies needed.

Students who are sub-proficient	**(d) 2018-2019 Strategies** • Use our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms. • Provide additional small group and individual support for students who enter behind grade level and/or struggle to make academic progress provide small group and individual support, though our Associate Teachers and Student Supports teachers. • Through our Student Supports Team (the Principal, Director of Academics, Student Supports Manager, Special Education Teacher, Dean of Students, Counselor, and BCBA) develop support plans to ensure that students who are struggling in our program are given the supports they need to succeed. • Through our Child Study Team, review assessment and observation data and determine which students are struggling academically and/or behaviorally and would benefit from interventions. • Provide targeted tutoring offered to the lowest performing students during school breaks and/or summer vacation through partnerships with programs such as the Elms College Summer Reading program. • Communicate frequently (at least monthly progress updates in person or by phone) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their children.
Students at risk of dropping out of school	**(e) 2018-2019 Strategies** • In 2018-19, Springfield Prep did not have any students identified as at risk of dropping out of school. • In 2019-20, if Springfield Prep does have any students identified as at risk of dropping out of school, the School will employ additional family engagement strategies, including holding additional meetings and communicating via Class Dojo, text, email and phone with the family regularly regarding attendance to develop strong family connections.
Students who have dropped out of school	**(f) 2018-2019 Strategies** • In 2018-19, Springfield Prep did not have any students who had dropped out of school.

OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	**(g) 2018-2019 Strategies**
	• We monitor achievement rates of Black/African American and Latino/Hispanic students to ensure that they are at least commensurate with achievement rates of other demographic groups at Springfield Prep.

Appendix C: School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	58	21.4%
Asian	6	2.2%
Hispanic	171	63.1%
Native American	0	0%
White	26	9.6%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	10	3.7%
Special education	53	19.7%
Limited English proficient	35	13.0%
Economically Disadvantaged	200	74.1%

ADMINISTRATIVE ROSTER FOR THE 2018-19 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Bill Spirer, Executive Director	Responsible for overall leadership and all organizational performance	7/1/14	NA
Jessica Yiannos, Principal	Responsible for leading the school program, including academics, student and family culture, and staff culture	8/1/16 (at the school) 7/1/18 (in this role)	NA
Wendy Soref, Director of Academics	Responsible for leading the school's curriculum, instruction, assessment and teacher evaluation programs	7/6/15 (at the school) 7/1/18 (in this role)	NA
Meghan Wagner, Director of Finance & Operations	Responsible for finance and human resources leadership and all school operations	7/11/16	NA

TEACHERS AND STAFF ATTRITION FOR THE 2018-19 SCHOOL YEAR				
	Number as of the last day of the 2018-19 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers*	25	1	0	Termination or non-renewal of employment contract: **0**

				Employee chose to end employment: **1**
Other Staff	17	1	2	Termination or non-renewal of employment contract: **1** Employee chose to end employment: **2**

*"Teachers" includes classroom or lead teachers and does not include Associate Teachers, who are included as other staff.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members **as of August 1, 2019**	10
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board **committee** members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	2

BOARD MEMBERS FOR THE 2017-18 SCHOOL YEAR				
Name	**Position on the Board**	**Committee affiliation(s)**	**Number of terms served**	**Length of each term** (including date of election and expiration)
Robert L. Leonard	Chair	Governance	2	12/12/16-6/30/19 7/1/19-6/30/22
Alex Grant	Secretary	Governance	2	8/11/16-6/3/19 7/1/19-6/30/22
Tricia Walker	Treasurer	Finance	2	2/27/15-6/30/17 7/1/17-6/30/20
Sherriff Balogun	Trustee	Academic Achievement	1	3/16/17-6/20/20
Sally Fuller	Trustee	Governance	1	3/19/18-6/30/21
Anne Malone	Trustee	Academic Achievement	1	2/28/19-6/30/22
Kelvin Molina-Brantley	Trustee	Academic Achievement	3	2/25/14-6/30/16 7/1/16-6/30/19 7/1/19-6/30/22
Doug Morrin	Trustee	Finance	1	3/19/18-6/31/21
Justin Pistorius	Trustee	Academic Achievement	1	5/30/18-6/30/21
Jason Rosewell	Trustee	Finance	1	5/1/19-6/30/22
Bill Spirer	Ex Officio (non-voting)	All	NA	3/5/14-present

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Robert L. Leonard
Charter School Leader	Bill Spirer (no change)
Assistant Charter School Leader	Meghan Wagner (no change)
Special Education Director	Christina Perry[4]
MCAS Test Coordinator	Jessica Yiannos & Wendy Soref (no change)
SIMS Coordinator	Meghan Wagner (no change)
English Language Learner Director	Wendy Soref (no change)
School Business Official	Meghan Wagner (no change)
SIMS Contact	Meghan Wagner (no change)

Facilities

For the 2018-19 school year, the school began operating at 594 Converse St., Longmeadow, MA 01106. The school submitted an amendment because this location has a Longmeadow address and is thus technically outside of the school's current municipality; this amendment was approved by the Commissioner on March 15, 2019.

Location	Dates of Occupancy
370 Pine St., Springfield, MA 01105	August 20, 2015 (Certificate of Occupancy) August 25, 2015 (First Day of Classes)
594 Converse St., Longmeadow, MA 01106	July 9, 2018 (Move date) August 21, 2018 (First Day of Classes)

Enrollment

The dates below reflect our estimated student application deadline and lottery date for students who are interested in enrolling for the 2019-20 school year.

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 28, 2020
Lottery	March 6, 2020

Complaints

The Board of Trustees received one written complaint on 1/23/19. In this complaint, a parent complained that the school was not responsive to her request for a 504 meeting; that the school threatened to file a child welfare complaint about her and eventually

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[4] Christina Perry will serve as our Student Supports Manager and will work under the supervision of a part-time Director of Special Education consultant.

did so as a discriminatory and retaliatory measure; that the school improperly administered medication to her son; that school leadership treated her in a disrespectful manner; that the school did not keep accurate attendance records for her child; and that the school did not provide information about how to file a complaint as requested. The board, through its Vice Chair, conducted a thorough investigation and found that the school acted properly in all instances and that no further action was necessary.

Appendix E: Anticipated Board Meeting Schedule for 2019-2020

Board Meetings are scheduled for the following dates and times. All meetings held at the school (594 Converse St.) in the School Conference Room.

Board Meetings: (Last Wednesday of the month, except for November & June)

All meetings are from 5:45 pm to 7:30 pm.

- Wednesday, July 24, 2019

- Wednesday, August 28, 2019

- Wednesday, September 25, 2019

- Wednesday, October 30, 2019

- Tuesday, November 26, 2019

- Wednesday, January 29, 2020

- Wednesday, February 26, 2020

- Wednesday, March 25, 2020

- Wednesday, April 29, 2020

- Wednesday, May 27, 2020

- Wednesday, June 17, 2020