



Springfield Prep

CHARTER SCHOOL

Springfield Preparatory Charter School

Annual Report to the Massachusetts Department of Elementary & Secondary Education for School Year 2020-2021

Report Date: July 30, 2021

Address:

2020-21 School Year: 594 Converse St., Longmeadow, MA 01106

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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)	2020
Maximum Enrollment	486	Enrollment as of June 1, 2021	374
Chartered Grade Span	K-8	Current Grade Span	K-6
Number of Instructional Days per School Year (as stated in the charter)	185 (Kindergarten) 183 (Grades 1-8)	Students on Waitlist as of June 1, 2021	417
Number of Instructional Days during the 2020-2021 School Year ²	175	Age of School as of 2020-2021 School Year	6 years
School Hours ³	Monday-Thursday: 7:55 AM to 4:00 PM Friday: 7:55 AM to 12:30 PM		
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.			

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.

² In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

³ This year, we operated on a 7:55 am - 2:15 pm schedule due to the pandemic and the challenges of remote learning. We have submitted and received approval for a Charter Amendment from DESE to modify our Monday-Thursday schedule to 7:55 am to 3:30 pm.

Faithfulness to Charter

Mission and Key Design Elements

In our sixth 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. We maintained these principles during remote instruction and when we returned to in-person instruction.

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 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. Even in a remote setting, the emphasis on a clear objective, quick pacing, and frequent checks for understanding through the chatbox, shared documents, and more allowed teachers to continue to keep a pulse on student understanding and mastery, even from afar.

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 create individualized instruction and 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. In the remote instruction model, we continued to use STAR, STEP Progress Monitoring, ANet, and NWEA, and we used remote assignment completion, lesson participation, and teacher observations to ensure continued progress and engagement with the curriculum.

A focus on positive character development. 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' 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 guide students towards making productive, positive choices. To encourage positive choices 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." In the third grade, this color system becomes an "impression" system to help older students develop a community orientation. We pair these systems with logical consequences to naturally encourage better choices. When students make choices that seriously violate our core values

(e.g., physical contact), they may earn a "Community Violation." This provides an opportunity for reflection, both written and in conversation with teachers and our School Culture 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 can 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, giving teachers the flexibility to provide more individualized instruction and 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. During remote learning, we continued to utilize the two-teacher model during many virtual lessons while also increasing the frequency of small group and individual instruction. Students with additional needs (Special Education students or ELs) had additional support via synchronous Zoom classes, frequent touch-points between families and staff, and collaboration among departments to address IEP and EL goals in all settings. We also flexibly used other staff members, like School Culture Team members or Food Service staff, to support students who need additional interventions.

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 (e.g., we sit up 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. As much as possible, these expectations were upheld during remote learning. We also introduced additional behavioral expectations (e.g., cameras are on and students are in view) to adapt to the remote environment and ensure the safety of our students.

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. At the end of this year, our Director of Academics transitioned to a Director of Talent role to further support the critical process of hiring high-quality teachers and staff, while our Principal and two Assistant Principals focus on teacher support and development to improve retention. Once hired, we provide staff with an intensive summer training program called Summer Institute (2.5 weeks for new teachers, 2 for returning teachers and staff.) 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. Teacher one-on-one 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. During the school closure, coaches continued to observe synchronous remote lessons and provide feedback, as well as provide support with planning resources, materials, and family contacts.

Amendments to the Charter

Date	Amendment Requested	Approved?
6/7/21	Adjust schedule to a 3:30 PM dismissal time Monday - Thursday	Yes, on 6/8/21
6/16/21	Amend officer terms and maintain compliance with Department regulations and updated Department guidance.	Yes, on 7/14/21

Access and Equity

A. 2019-2020 Student Discipline Data Report

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35100000&orgtypecode=5&=35100000&>

B. 2019-20 Student Discipline Data

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal
All Students	329	2	-	-	-
English Learner	49	0	-	-	-
Economically Disadvantaged	240	1	-	-	-
Students with Disabilities	71	0	-	-	-
High Needs	262	1	-	-	-
Female	154	0	-	-	-
Male	175	2	-	-	-
American Indian or Alaska Native	0	-	-	-	-
Asian	7	0	-	-	-
African American/Black	59	0	-	-	-
Hispanic/Latino	230	1	-	-	-
Multi-race, Non-Hispanic/Latino	7	0	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	26	1	-	-	-

C. Data Monitoring, Student Discipline Systems, and Processes

The rate of disciplinary incidents was very low in 2019-20, and we did not have any in-school suspensions (ISS) or out-of-school suspensions (OSS). The 2020-21 school year had similarly low numbers, with 2 students receiving an ISS and 0 receiving an OSS. We attribute these low numbers to a variety of strategies and circumstances.

1. **Remote learning for 7 months.** In the 2020-21 school year, we were fully or primarily providing remote instruction due to the COVID-19 pandemic. While we still addressed behavioral challenges during this time, we did not utilize suspension as a consequence.

2. **Strong teacher retention.** In the 2020-21 school year, we had strong teacher retention and our largest percent of teachers yet with three or more years of experience (71% of our full-time classroom, specials, and special education teachers). With more experienced teachers, the vast majority of students had behaviors addressed proactively and in the classroom setting, eliminating the need to use additional discipline.
3. **Continued 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 school-wide check/color system. Our School Counselor continued to provide regular hour-long observations and feedback to teachers on managing struggling students. She also provided in- and out-of-class support to students on her Tier 2 caseload. As needed, she consulted with a Board Certified Behavior Analyst to provide targeted support for students with behavior challenges.
4. **School-wide commitment to non-exclusionary discipline practices.** Experience and data have demonstrated that exclusionary discipline practices often do not help students to modify behaviors, so we have made a decision to use exclusionary discipline in exceedingly rare circumstances.

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.

Despite the challenges of this year, we remain committed to sharing best practices and resources with other educators. While we were not able to focus on specific goals as deliberately as in past years, the table below outlines examples of this resource sharing.

Below are our efforts during the 2020-21 school year to disseminate best practices:

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved in the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Best practices in Secondary Literacy Instruction through the Reading Reconsidered curriculum.	Exemplar videos, exemplar lessons that showed examples of intellectual preparation	Christine Torres, Middle School Assistant Principal	The vehicle for dissemination was through the <i>Teach Like a Champion</i> Blog and resource hub to their audience of educators and leaders	Unknown
Best practices in school leadership	Mentorship of an aspiring school leader	Jess Yiannos, Principal	Regular meetings, observations, and resource sharing	Mentee reported feeling far better prepared to take on a leadership role in the upcoming year.
Resources for rigorous math instruction and planning	Curriculum materials and other resources were shared	Jess Yiannos, Principal	Building Excellent Schools Fellow, Schenectady, NY	Unknown
Best practices in celebrating cultural heritage months meaningfully as a school and in individual classrooms.	Planning documents and sample lesson plans.	Nancy Abramowitz, Director of Special Projects	The Massachusetts Charter Public School Association's Communications Community of Practice	Charter school Communications leads shared these resources with academic and school culture leaders at their schools and implemented some of the best practices.

Academic Program Success

Student Performance

A. 2020 School Report Card <http://reportcards.doe.mass.edu/2020/35100205>

B. Student Performance on Internal and External Assessments

Assessments looked much different in 2020-21 than in prior years due to the pandemic. Kindergarten students came into the school while we were in a remote learning model to do baseline assessments and one follow-up, but the remainder of assessments were canceled or done remotely until we re-opened in late March/early April. Once we re-opened, we completed most of our typical internal and external assessments in person while making adjustments or accommodations for students who remained in our remote learning program. MCAS was conducted both in-person and remotely.

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.⁴ 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. As mentioned prior, these assessments were administered differently than in prior years, but the data still informs our instruction in the moment and helps us plan for accelerating unfinished learning in the coming years.

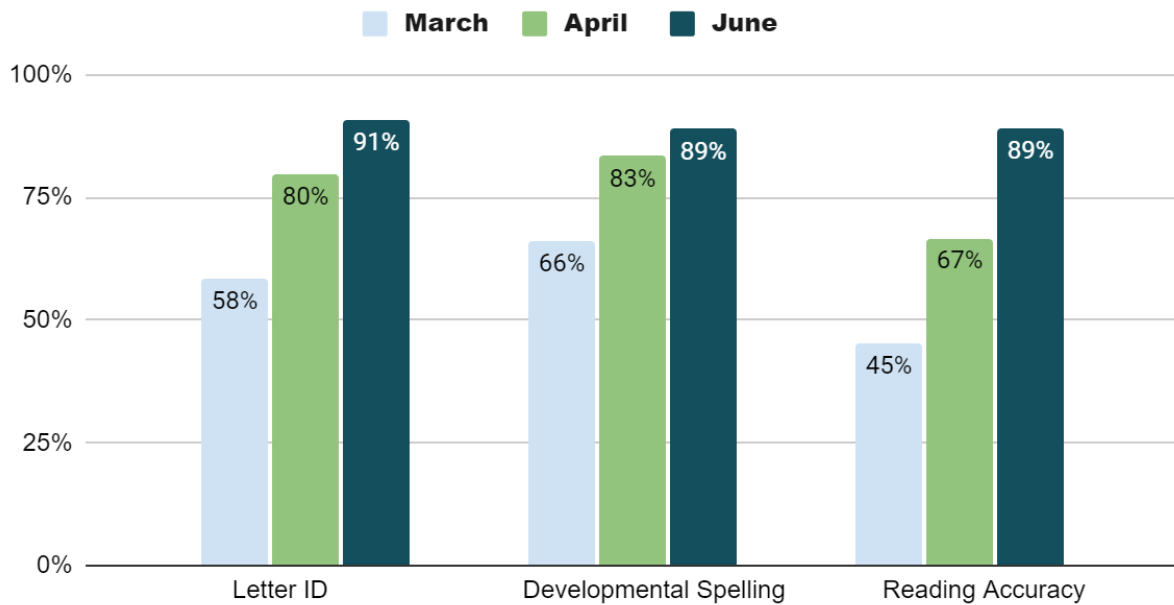
(1) STEP Results – Reading

Overall Performance

We approached literacy assessments differently this year, given that the majority of the year was spent in a remote learning model and that our typically robust reading assessments for grades K-2 were not designed to be administered virtually. We used online assessments developed by STEP to target the key literacy skills that we believed would be most effectively developed through remote instruction and most validly assessed. These results reflect the progress of students in grades K-2 on those key literacy skills over the course of the spring.

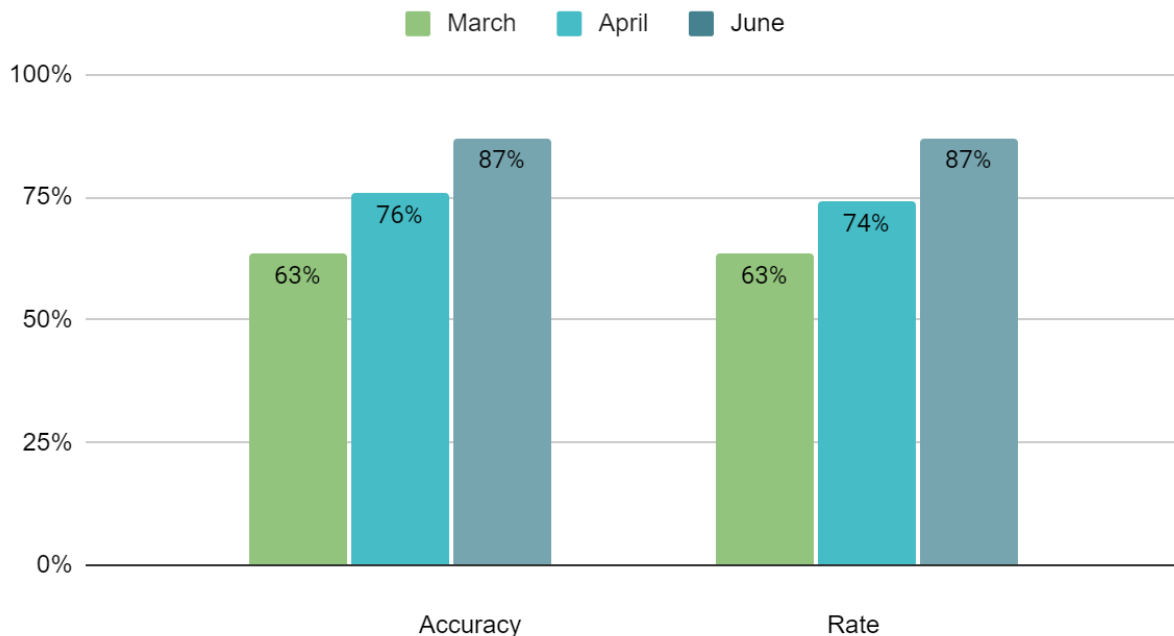
⁴ We administer MAP in ELA as well, but use STEP as our primary performance monitoring tool.

Percentages of Kindergarteners Mastering Key Literacy Goals



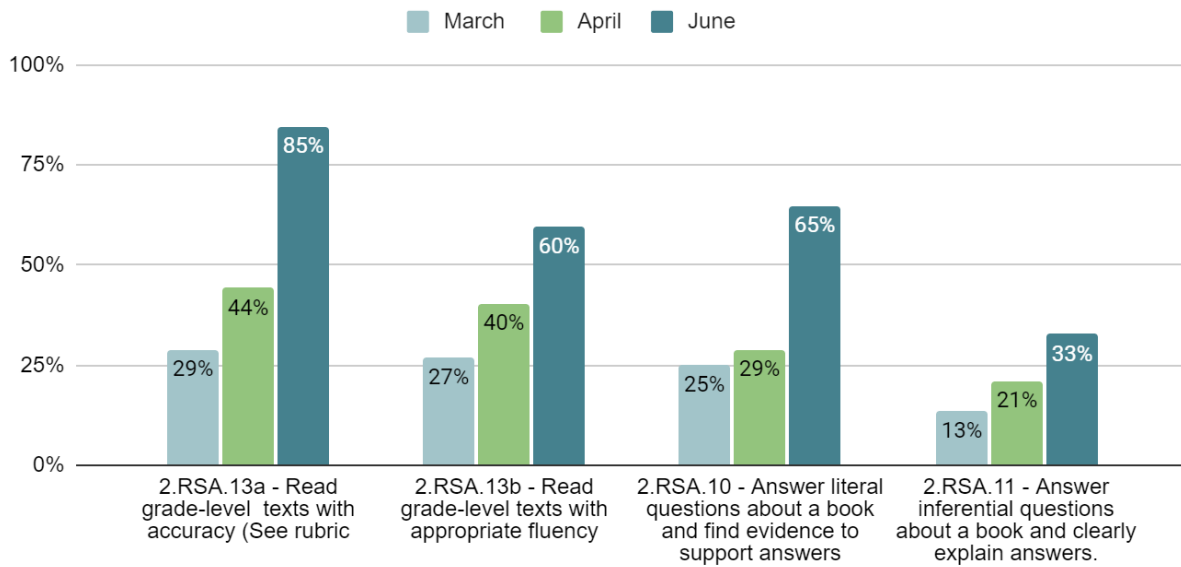
Once returning to full-time in-person instruction, our kindergarteners were able to make rapid progress on key skills like letter recognition and sound correspondence and then applying that knowledge to spell simple words and read the simple, beginning texts accurately.

Percentages of 1st Graders Mastering Key Literacy Goals



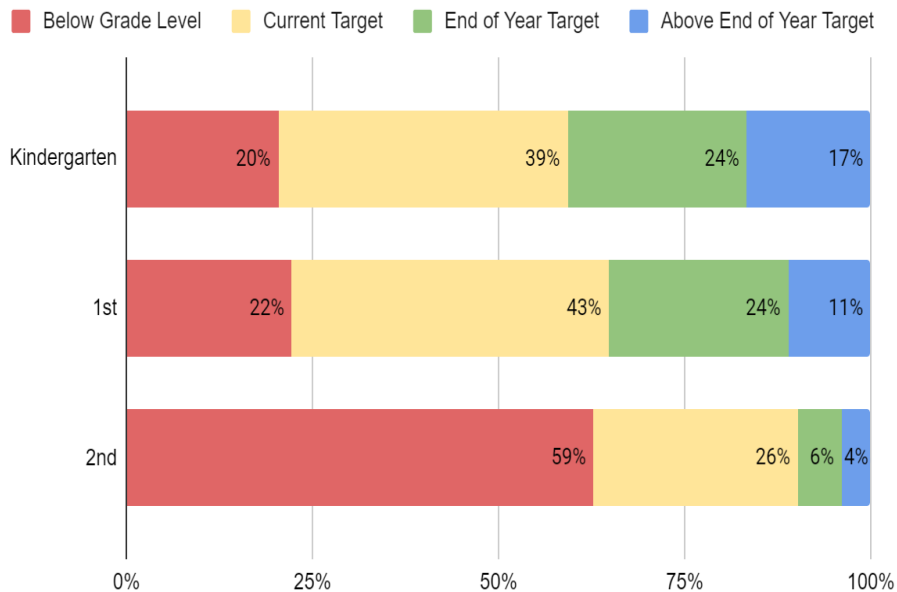
Similarly, our first graders made a great deal of progress on reading 1st-grade-level texts with accuracy and at an appropriate rate.

Percentages of 2nd Graders Mastering Key Literacy Goals



In 2nd grade, students grew in their ability to read texts accurately and fluently over the course of the spring and are able to answer literal questions about the text. Understanding the deeper meaning of texts and clearly explaining one's thinking will be a major push for our rising 3rd-grade students, according to this data.

K-2 STEP Progress Monitoring Level Growth - June 2021



"End of Year target" = typical target (non-pandemic year)

"Current Target" = modified target based on disruptions of the year; challenging but attainable benchmark for teachers and students

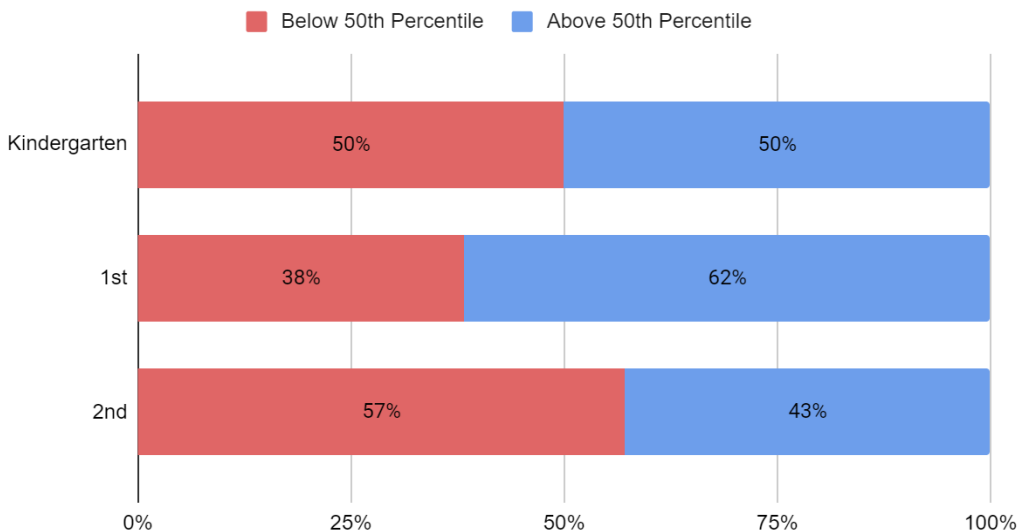
Summary of STEP Performance Data:

- This year, in addition to targeting and tracking progress with specific literacy skills, we used online STEP assessments to assess students' comprehension to approximate their STEP level.
- Given the challenges of remote instruction and the impact of the spring closure on students' grade-level reading ability, we set achievable goals with our team that were one STEP level below the typical end-of-year target, knowing that we would need to accelerate learning once we returned in person this spring and next year.
- Based on this data, 80% of kindergarteners and 78% of first graders met our 20-21 specific goal. At this time, only 41% of kindergarteners and 35% of first graders are at or above our previous EOY target. (This compares with 69% of kindergarteners and 52% of first-graders meeting the EOY target in 2018-19)
- This data shows the negative impacts of the closure and remote instruction on our current second graders' reading development, with only 41% of students meeting the adjusted EOY target and only 10% meeting the previous EOY target. (This compares with 37% of second graders in 2018-19 and 59% in 2017-18 meeting the EOY target.)

(2) NWEA MAP Results – Math

MAP is an adaptive math test that assesses students' growth and their performance in relation to their peers nationwide. One key point in understanding this data: growth percentiles are not based on 20-21. They are based on norms NWEA sets every five years. The current percentile rankings are based on data from Fall 2015 - Spring 2018 from schools across the country, so this data does not tell us how our students are performing relative to students similarly impacted by the pandemic. However, it does reveal how our students are performing in comparison with previous years, which helps us better understand how much ground we have to make up.

MAP Math - June 2021



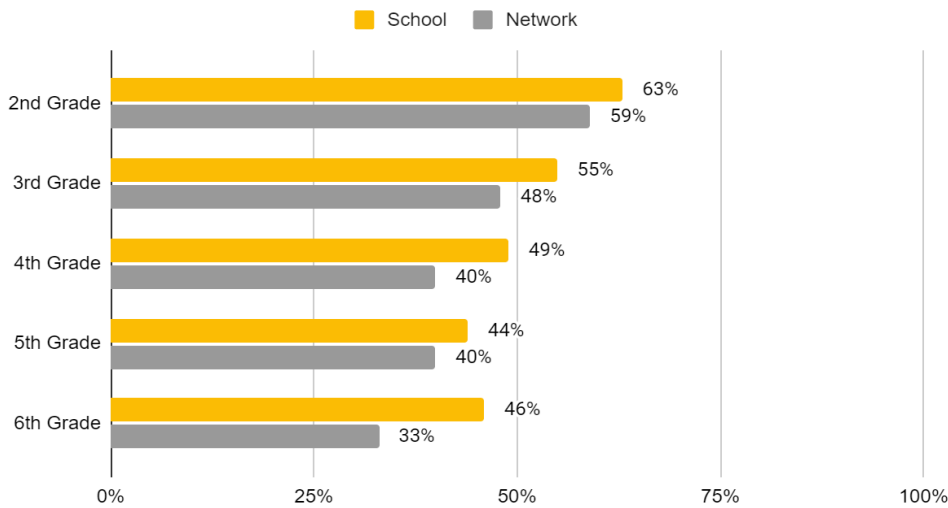
Summary of MAP Performance Data:

- 50% of students in Kindergarten are scoring at or above the 50th percentile (in comparison to 74% in 2018-19).
- 62% of students in 1st grade are scoring at or above the 50th percentile (in comparison to 83% in 2018-19).
- 43% of students in 2nd grade are scoring at or above the 50th percentile (in comparison with 90% in 2018-19)

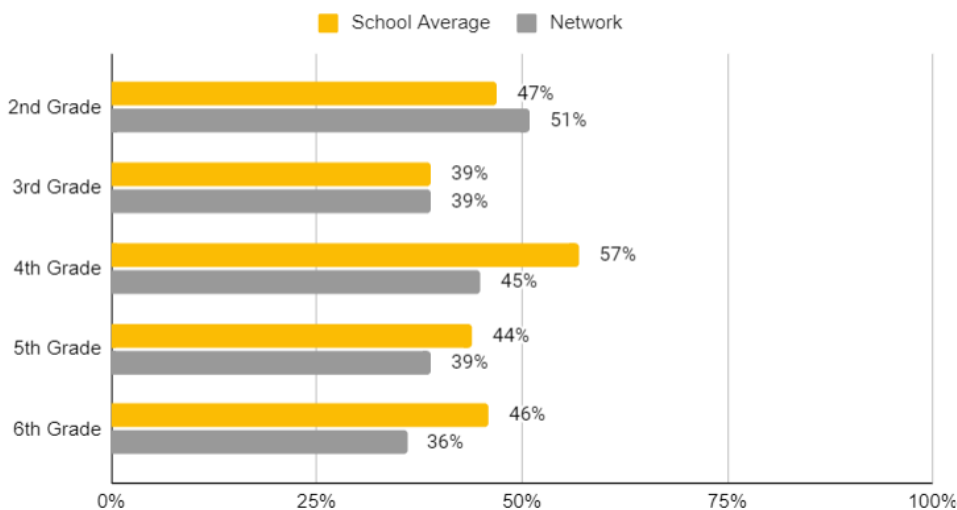
(3) ANet Results – Math and ELA (2nd through 6th grade only)

Average Performance on ANet Interim Assessments – Math

ANet Math - Average



ANet ELA - Average

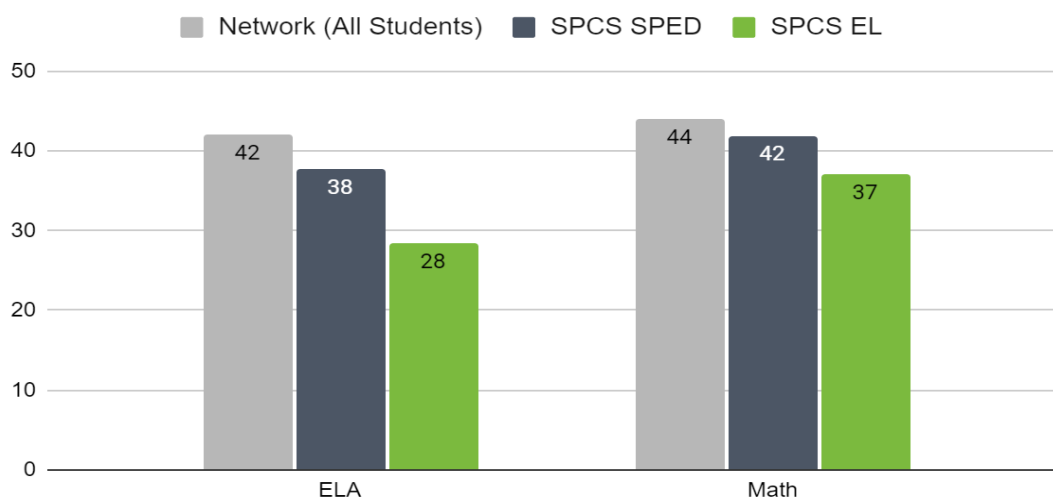


Average Performance on ANet Interim Assessments – ELA

Summary of Achievement Network (ANet) Achievement Data:

- 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.
- Due to COVID-19, two of these assessments were taken remotely. The difficulty of proctoring remote assessments and the challenge of focusing at home for our students had an impact both on our students' scores as well as the network data against which we benchmark our results.
- That said, with the exception of 2nd and 3rd grade ELA, Springfield Prep outperformed the network on average across the three ANet assessments taken this year. (The number of schools in the network varies based on content area and grade and can be anywhere from 30 schools taking the same assessment to over 100.)
- Our typical strength in math is shown in this data, with each grade outperforming the network by at least four percentage points. The results in ELA were not quite as strong, but the high margins in 4th, 5th, and 6th grades demonstrate the benefit of longevity at our school.
- Unlike last year, both English Language Learners and students with disabilities underperformed network averages (inclusive of their general education peers) – see the chart below. This is a gap to which we pay particular attention, and we believe that our in-person EL and SpEd services will improve these outcomes in the coming school year.

Average ANet Subgroup Scores as Compared to the Overall Network Average



Program Delivery

Academic program in 2020-21

In the 2020-21 school year, we made minimal changes to the curriculum, given our track record of success and teacher familiarity with the programs. We continued to use Eureka and CGI as the primary components of our math instruction in grades K-5 and used Illustrative Math in 6th grade. Teachers in grades K-3 use a combination of Lucy Caulkins' Reader's and Writer's Workshop and internally-created lessons to cover phonics, reading comprehension, writing, and more. We use Core Knowledge or open-source curricular materials from Achievement First to supplement our social studies instruction and use materials curated from Brooke Charter Schools

for science instruction. All components of the curriculum were incorporated into the remote school day, with technology enhancements to make it more accessible and interesting for students learning from home. Teachers utilized platforms like ClassKick and Peardeck to ensure that students were actively engaging in all lessons, and grading systems like Google Classroom ensured that families were aware of their child's progress at all times.

To ensure that all learners continued to receive support, even in a remote setting, special education students and ELs had synchronous instruction with specialized teachers and outside service providers. These teachers and providers joined team meetings on a weekly basis to discuss progress for students on their caseload, make a plan for family communication, and ensure that B-grid services and goals were addressed in the remote classroom.

We continued to use assessments, including end of unit assessments, ANet, STEP, MAP, and STAR, to monitor student progress. However, this year, tests were conducted primarily remotely. For students with certain disabilities or students struggling significantly in the remote environment, on-site assessment was offered to their families to ensure that we were gathering the most accurate data possible. Throughout the year, Kindergarteners and their families were invited on campus to have in-person reading assessments and for families to learn strategies to support their emerging readers at home. Several staff members did regular home visits throughout the pandemic to support students and families with remote learning and to bring additional resources.

Accessing the academic program.

The school began the year in a remote learning model, which consisted of synchronous, teacher-led instruction for the majority of the day and asynchronous independent work and Specials (PE and Art) projects. We provided Chromebooks to all students and wifi hotspots when needed to ensure that technology was not a barrier to accessing remote learning. We also sent home paper worksheets, books, art supplies, and other materials to students to support virtual instruction.

In November, we brought on-site a small group of students who showed the need for additional support, which also allowed us to finalize and practice our new safety and operational procedures. Beginning in January, we gradually increased that number to 40 in several teacher-supported pods. On March 3rd, we welcomed back our Kindergarten students because we knew that remote learning had been particularly challenging for them and that teaching foundational literacy and social skills would be most effective in person. We finally opened our doors to all students in grades 1-3 on March 31st and to grades 4-6 on April 5th. Even when a grade level was allowed to return on-site, we still continued to offer remote learning, which featured experienced teachers leading small groups as well as opportunities for remote students to "Zoom in" to the live classroom for whole-group instruction and peer interaction. Approximately 80% of our families elected to have their children return to school in person. Throughout the year, our Special Education and English Learner students continued to receive all services and were prioritized for on-site learning opportunities prior to the return to in-person school.

Physical safety during in-person learning.

Our school took physical safety very seriously during in-person learning, meeting or exceeding all requirements and recommendations from DESE, the CDC, and other state and local agencies. Staff and students wore masks at all times in school and on the bus, as well as outdoors, until that requirement was lifted in May 2021. We encouraged frequent hand-washing

and sanitizing and required it before removing masks and after using the restroom. Students were spaced at least 4 feet apart in classrooms, and teachers spaced at least 6 feet from students and each other. To further support physical distancing, we rented several tents as well as leased nearby classroom space for our 6th grade, allowing for 6-foot distancing during meal times. The HVAC system underwent a full assessment, and we performed some updates and maintenance to ensure sufficient airflow, including frequent filter replacement. All classrooms were outfitted with additional HEPA filters, and we kept windows open as much as possible (when advisable per our HVAC consultant). We cleaned and sanitized daily all spaces used by students. We also implemented an optional surveillance COVID-19 testing program for both students and staff and offered drive-up tests for symptomatic students or close contacts. Families and staff were asked to notify us immediately if they or those near them experienced symptoms, and we completed all quarantining and contact tracing per DESE protocols. All of this preparation and diligence allowed us to minimize the impact of COVID-19 on our school community, with just 8 cases among our nearly 375 on-site students and staff, with no evidence of in-school transmission.

Accelerating learning in 2021-22 school year.

In the 2021-22 school year, we anticipate learning gaps from the pandemic and are in the process of finalizing our plans to accelerate learning. Since 6/28/21, we have operated a summer learning program for approximately 90 students who were identified by their teachers and our 2020-21 data as needing additional support to access grade-level content the following year. This program ran four days per week for the last week of June and all of July, from 8:00 - 2:30. During this time, students worked with teachers in classes of 10-12 on reading, writing, and math. The schedule also included daily enrichment and outdoor activities.

Once the school year begins, we will also be hosting robust after-school programming, including tutoring, sports, and other clubs to support students' social-emotional wellness. This programming is anticipated to take place 3-4 days per week for approximately 60-90 minutes.

We have also chosen a professional development focus for the 2021-22 school year focused on equitable instructional practices, including culturally responsive teaching practices and concrete strategies for scaffolding grade-level content to ensure that students are not receiving remedial instruction but instead receiving "just in time" instruction. These professional development sessions during our summer teacher training will provide teachers with the tools to diagnose learning gaps based on 20-21 data and formative data in the fall, embed previous grade-level content into lessons, and innovate with research-based strategies to support students.

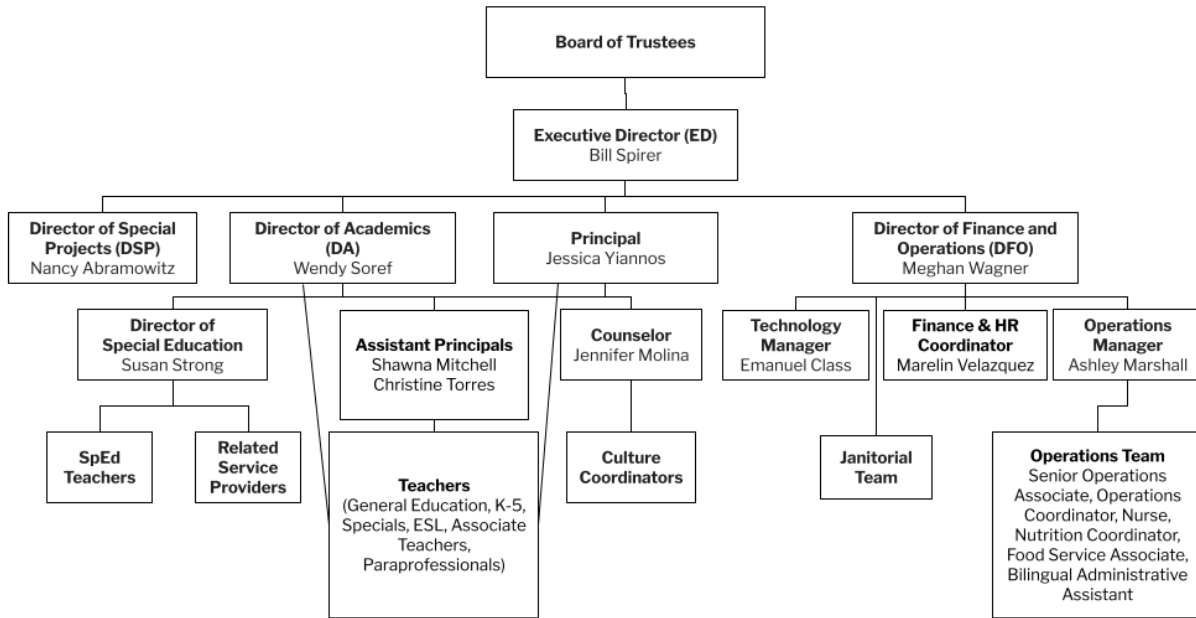
We have also created additional roles to ensure that learning is accelerated in the fall. We have hired a Director of Student Support to oversee the special education program, in addition to two additional special education teachers. We have also hired an additional EL teacher, two tutors from the organization "Literacy Lab," three additional Associate Teachers, an additional counselor, and an additional school culture team member. We have also invested substantial funds to train our entire special education team in Wilson Reading, a research-based Tier III reading intervention.

Organizational Viability

Organizational Structure of the School

During the 2020-21 school year, our organizational structure generally remained consistent with the structure presented in the charter application. We adjusted our instructional leadership titles from Associate Deans to Assistant Principals, one for elementary and one for middle school, in addition to our Principal. We also added several operations team members. We continued to work with a consultant, Susan Strong, who served as our Director of Special Education.

Below is our organizational chart for the 2020-21 school year:



A. Network Structure or Multiple Campus Organizational Structure (if applicable)

This section does not apply because Springfield Prep is a single-campus school.

Budget and Finance

A. Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement)

5:02 PM
07/28/21
Accrual Basis

**Springfield Preparatory Charter School
Profit & Loss
July 2020 through June 2021**

	Jul '20 - Jun 21
Ordinary Income/Expense	
Income	
4001 · Tuition	5,561,071.00
4100 · Government Grants & Funding	
4102a · Grants - State (thru DESE)	26,475.00
4103 · Grants - Federal (thru DESE)	944,899.00
4511 · Medicaid Reimbursements	5,010.13
Total 4100 · Government Grants & Funding	976,384.13
4200 · Nutrition Funding	
4206 · Nutrition Funding - State	2,390.14
4207 · Nutrition Funding - Federal	131,162.80
Total 4200 · Nutrition Funding	133,552.94
4400 · Private Support Funding	
4413b · Contributions in kind - other	823,167.00
4415 · Contributions - Fundraising	35.03
Total 4400 · Private Support Funding	823,202.03
4500 · Student Programs & Misc Fees	
4919 · Miscellaneous Income	280.14
4920 · ERATE	14,597.46
Total 4500 · Student Programs & Misc Fees	14,877.60
4716 · Interest / Investment Income	2,605.08
Total Income	7,511,692.78
Gross Profit	7,511,692.78
Expense	
5000 · Personnell Costs	
5121 · Salaries - Admin School Leader	134,680.09
5131 · Salaries - Admin Business & Fin	172,338.52
5181 · Salaries - Admin Clerical	269,632.94
5211 · Salaries - Instructional Leader	361,378.00
5221 · Salaries - Teachers Classroom	1,647,668.38
5222 · Salaries - Teachers Specialists	339,426.81
5231 · Salaries - Other Teaching Serv	137,586.67
5232 · Salaries-Paraprofessionals	0.00
5310 · Salaries - Pupil Services	42,858.60
5315 · Salaries - Food Services	62,344.84
5410 · Salaries -Oper & Maint of Plant	73,135.63
5500 · Benefits	
5411 · In-Kind Pension Expense	441,947.00
5520f · Fringe Benefits	259,162.77
5520m · MTRS Surcharge	12,158.00
Total 5500 · Benefits	713,267.77
5500t · Payroll Tax	
5520t · Payroll Taxes	66,496.69
Total 5500t · Payroll Tax	66,496.69
5000 · Personnell Costs - Other	0.00
Total 5000 · Personnell Costs	4,020,814.94
5100 · Administrative Costs	
5111 · Contr Serv - Board of Trustees	9,495.00
5112 · Travel & Ohter Exp -Board of Tr	126.44
5122 · Contr Serv - School Leader	21,125.00
5132 · Contr Serv - Business & Finance	69,616.58

5:02 PM
 07/28/21
 Accrual Basis

Springfield Preparatory Charter School
Profit & Loss
 July 2020 through June 2021

	Jul '20 - Jun 21
5142 · Contr Serv - Human Resources	43,793.00
5152 · Contr Serv - Legal	5,544.60
5162 · Contr Serv - IT	14,850.96
5163 · Supplies & Materials - IT	350.92
5172 · Contr Serv - Development & Fund	1,212.65
5173 · Fundraising Supplies & Material	1,713.57
5182 · Staff Recruitment/Advertising	10,609.80
5182s · Student Recruitment & Advertise	12,242.80
5183 · Travel, Dues & Other Exp - Admi	35,045.40
5184 · Supplies & Materials - Admin	4,821.36
Total 5100 · Administrative Costs	230,548.08
5200 · Instructional Services	
5213 · Contr Serv - Instructional Lead	118,080.00
5234 · Contr Serv - Other Teaching	152,228.50
5242 · Contr Serv - Professional Devel	44,003.63
5243 · Supplies & Matls - Prof Develop	1,444.83
5244 · Travel & Other Exp - Prof Devel	1,262.43
5253 · Contr Serv - Guidance & Testing	65,919.86
5254 · Supplies & Matls - Guide&Test	22,074.08
5261 · Textbooks (Media/Materials) - I	11,418.82
5262 · Other Instructional Materials	13,301.01
5263 · Instructional Equipment	
5263c · Copier Lease	13,550.42
5263 · Instructional Equipment - Other	50,306.36
Total 5263 · Instructional Equipment	63,856.78
5264 · General Supplies - Instructiona	61,805.20
5266 · Classroom Instructional Tech	78,081.41
5268 · Instructional Software	49,828.44
Total 5200 · Instructional Services	683,304.99
5300 · Pupil Services	
5320 · Health Services	37,438.87
5330 · Student Transportation	421,935.45
5350 · Food Services	
5350f · Nutrition Program Food	134,292.41
5350o · Food Service Other	2,376.30
Total 5350 · Food Services	136,668.71
5370 · Other Student Activities	2,951.23
Total 5300 · Pupil Services	598,994.26
5400 · Facility & Other Fixed Costs	
5420 · Utilities	45,471.68
5430 · Maint of Buildings & Grounds	
5430m · Maintenance Building & Grounds	20,757.16
5430r · Repairs of Buildings & Grounds	10,961.97
5430s · Maintenance Supplies	15,241.53
5430 · Maint of Buildings & Grounds - Other	60.00
Total 5430 · Maint of Buildings & Grounds	47,020.66

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07/28/21
Accrual Basis

Springfield Preparatory Charter School
Profit & Loss
July 2020 through June 2021

	<u>Jul '20 - Jun 21</u>
5440 · Maintenance of Equipment	9,198.79
5450 · Networking & Communications	32,840.85
5530 · Insurance (non-employee)	53,277.19
5720 · Long-Term Interest -facilities	0.00
5730 · Other costs rel. Cap. Facility	3,000.00
5740 · Rental/Lease of Bldg&Grnds	244,727.12
Total 5400 · Facility & Other Fixed Costs	<u>435,536.29</u>
Total Expense	<u>5,969,198.56</u>
Net Ordinary Income	<u>1,542,494.22</u>
Net Income	<u><u>1,542,494.22</u></u>

B. Statement of Net Assets for FY21 (balance sheet)

5:07 PM
07/28/21
Accrual Basis

Springfield Preparatory Charter School Balance Sheet As of June 30, 2021

	Jun 30, 21
ASSETS	
Current Assets	
Checking/Savings	
1000 · Cash and Cash Equivalents	
1001 · Peoples Money Market #3556	0.01
1003 · Peoples Bank Operating #3548	555,210.85
1004 · Boston Private Operating #6936	1,408,912.89
1009 · Petty Cash	88.86
Total 1000 · Cash and Cash Equivalents	1,964,212.61
1072 · Bill.com Money Out Clearing	350.00
Total Checking/Savings	1,964,562.61
Accounts Receivable	
1102 · Accounts Receivable	44,577.74
1104 · Grants Receivable - Federal	202,328.00
Total Accounts Receivable	246,905.74
Other Current Assets	
1207 · Due from related parties	
1207b · Foundation Expense Advances	1,725,822.63
1207c · Due from Realty Corp.	103,231.38
Total 1207 · Due from related parties	1,829,054.01
1308 · Prepaid Expenses	47,529.66
Total Other Current Assets	1,876,583.67
Total Current Assets	4,088,052.02
TOTAL ASSETS	4,088,052.02
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2024 · Accounts Payable	149,436.19
Total Accounts Payable	149,436.19
Other Current Liabilities	
2125 · Accrued Expenses/Accrued Payroll	
2101 · Accrued Expenses	1,726.00
2102 · Accrued Payroll	192,553.39
2103 · Accrued Payroll Taxes	7,702.04
2126 · Accrued Fringe	17,295.04
2160 · MTRS Liability	27,016.68
2170 · OBRA Liability	2,154.67
Total 2125 · Accrued Expenses/Accrued Payroll	248,447.82
Total Other Current Liabilities	248,447.82
Total Current Liabilities	397,884.01
Total Liabilities	397,884.01
Equity	
3900 · Retained Earnings	2,147,673.79
Net Income	1,542,494.22
Total Equity	3,690,168.01
TOTAL LIABILITIES & EQUITY	4,088,052.02

C. Approved School Budget for FY22

Approved unanimously at the April 28, 2021 Springfield Prep Board of Trustees meeting

Springfield Preparatory Charter School FY22 Budget		FY22 Budget
Major Assumptions		
Per Pupil Revenue		\$15,857
Enrollment		432
Staff FTE		71.3
Staff to Student Ratio		6.1
Income		
4001 · Per Pupil Revenue		\$6,935,674
4100 · Government Grants & Funding		\$1,471,329
4200 · Nutrition Funding		\$337,886
4400 · Private Support Funding		\$50,000
4500 · Student Programs & Misc Fees		\$0
4600 · Transfer in from Operating Reserves		\$0
4716 · Interest / Investment Income		\$4,000
Total Income		\$8,798,889
Expense		
5000 · Personnel Costs		
	5000 - Staff Salaries	\$5,005,720
	5520f · Benefits	\$391,966
	5520m · MTRS Expense	
	5520t · Payroll Taxes	\$90,103
	Total 5000 · Personnel Costs	\$5,487,790
5100 · Administrative Costs		
	5111 · Contr Serv - Board of Trustees	\$23,000
	5112 · Travel & Other Exp -Board of Tr	\$1,000
	5122 · Contr Serv - School Leader	\$9,000
	5132 · Contr Serv - Business & Finance	\$39,000
	5142 · Contr Serv - Human Resources	\$40,000
	5152 · Contr Serv - Legal	\$10,000
	5162 · Contr Serv - IT	\$17,588
	5172 · Contr Serv - Development & Fund	\$10,000
	5173 · Fundraising	\$10,000
	5182 · Staff Recruitment and Advertising	\$36,955
	5182s · Student Recruitment and Advertising	\$15,000

Springfield Preparatory Charter School FY22 Budget		FY22 Budget
Major Assumptions		
	5183 · Travel, Dues & Other Exp -Admin	\$26,800
	5184 · Supplies & Materials - Admin	\$21,000
	Total 5100 · Administrative Costs	\$259,343
5200 · Instructional Services		
	5213 · Contr Serv -Instructional Leadr	\$40,000
	5214 · Supplies & Matls -Instruc Leadr	\$1,000
	5215 · Travel & Other Exp -Instruc Ldr	\$3,000
	5234 · Contr Serv - Other Teaching	\$146,651
	5242 · Contr Serv - Prof Development	\$85,000
	5243 · Supplies & Matls - Prof Develop	\$10,000
	5244 · Travel & Other Exp -Prof Develp	\$15,000
	5253 · Contr Serv - Guidance & Testing	\$83,581
	5254 · Supplies & Matls -Guidance&Test	\$38,000
	5261 · Textbooks, Books & Libraries	\$41,000
	5262 · Other Instructional Materials	\$30,000
	5263 · Instructional Equipment	\$35,000
	5263c - Copier leases	\$23,703
	5264 · General Supplies - Instructional	\$40,000
	5265 · Other Instructional Services / Student Experie	\$35,000
	5266 · Classroom Instructional Tech	\$85,000
	5268 · Instructional Software	\$40,000
	Total 5200 · Instructional Services	\$751,936
5300 · Other Student Services		
	5320 · Health Services	\$108,720

Springfield Preparatory Charter School FY22 Budget		FY22 Budget
Major Assumptions		
	5330 · Student Transportation	\$218,000
	5350 · Food Services	
	5350e - Food Service Equipment	\$1,000
	5350f - Food Service Food	\$343,095
	5350o - Food Service Other	\$2,000
	5360 · Athletic Services	\$25,000
	5370 · Other Student Activities	\$20,000
	5610 · Dissemination Activities	\$2,500
	5620 · Civic Activities	\$10,000
	Total 5300 · Other Student Services	\$730,315
	5400 · Facility and Other Fixed Costs	
	5420 · Utilities	\$138,450
	5430 · Maint of Buildings & Grounds	
	5430c · Cleaning of Buildings	
	5430m · Maintenance Building & Grounds	\$60,000
	5430r · Repairs of Buildings & Grounds	\$52,000
	5430s · Maintenance Supplies	\$64,000
	5450 · Networking & Communications	\$70,000
	5530 · Insurance (non-employee)	\$89,000
	5560 · Short-Term Interest	
	5730 · Real Estate Taxes	
	5730l - Other Facility Expenses (Legal, consulting)	
	5740 · Rental/Lease of Bldg&Grnds	\$561,815
	5750 · Depreciation Expense	
	5760 · Bad debt/loss on asset disposal	
	Total 5400 · Facility and Other Fixed Costs	\$1,035,265
	9999 · Contingency Fund	\$534,241
	Total Expenses	\$8,264,648

FY22 Enrollment Table	
Number of students pre-enrolled via March 15, 2021 submission	432
Number of students upon which FY22 budget tuition line is based	432
Number of expected students for FY22 first day of school	432
Please explain any variances: N/A	

D. Capital Plan for FY22

In January 2020, the school purchased a former office building on 4 acres of land at 2071 Roosevelt Avenue in Springfield to serve as its permanent home. This renovation and new construction project (the "Project") is nearing completion and is ready for occupancy as of the submission of this report (the school received a temporary certificate of occupancy on 7/2/2021 and is on schedule for a permanent certificate of occupancy on or before 8/23/21).

This project includes a full renovation of an existing 44,000 office building, construction of a new 7,000 SF gymnasium, and extensive site work to provide playgrounds, an outdoor classroom, and teacher work space. The school building features large classroom spaces, multiple conference and break-out spaces for small group work, dedicated classrooms for science and art, and a multi-purpose cafeteria and "Community Room" space. The gym includes a stage to host music, dance, theater, and special events. The project incorporates many aspects of sustainable design, including the installation of a highly efficient HVAC system, and the building integrates updated technology to support teaching and learning.

The total cost of this project is \$20.4 million, the majority of which is financed through a \$13,350,000 tax-exempt bond issued by MassDevelopment and purchased by Boston Private Bank & Trust. Additional funding sources include \$3.5 million of new market tax credit proceeds provided by Civic Builders, Inc. and \$3.6 million of the school's equity, of which \$2.8 million is from a capital campaign. MassDevelopment provided a guaranty of the bond debt of up to \$3,000,000. BlueHub Capital provided an initial bridge loan that enabled the school to acquire this property.

A summary of Project Sources and Uses is below:

<u>Sources</u>	
Equity (including tax credit proceeds)	\$ 7,085,000
Boston Private Bank	<u>13,350,000</u>
Total Sources	\$ 20,435,000
<u>Uses</u>	
Property Acquisition	\$ 4,825,000
Construction	11,670,000
Soft Costs	1,930,000
FFE	430,000
Finance (incl tax credit) and Carrying Costs	<u>1,580,000</u>
Total Sources	\$ 20,435,000

At this time, the school does not have a dedicated capital project reserve account for the project. Beginning in Fiscal Year 2022, the school has included an annual reserve contribution in its budget to ensure funds are available for capital improvements in future years.

Appendix A: Accountability Plan Evidence 2020-21

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

	2020-21 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: The school is faithful to its mission of providing a rigorous, data-driven, college-prep academic program as reflected by student academic performance. (KDE 1)</p>		
<p>Measure: Annually, 65% of students are reading on grade level according to STEP by the end of 3rd Grade.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> ● This year, we did not administer full STEP assessments given the challenges of remote assessments but used similar assessments from STEP that were designed for remote assessment. ● While we were able to drive students to make literacy progress on key skills assessed by STEP, our progress monitoring data does not indicate that 65% of our students are reading on grade level in grades K-3.
<p>Measure: Annually, 75% of students in grades K-2 will score at the 50th percentile or higher on the math portion of the NWEA MAP assessment, indicating a college-ready trajectory.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> ● 50% of students in Kindergarten are scoring at or above the 50th percentile, 62% of students in 1st grade are scoring at or above the 50th percentile, and 43% of students in 2nd grade are scoring at or above the 50th percentile. ● Due to challenges related to remote learning, teachers focused on the major works of the grade in math, and some grade-level standards were taught less thoroughly than in previous years, which accounts for the lower percentages of students at or above the 50th percentile.
<p>Measure: Annually, on the ELA and Math ANet assessments, students in each grade (3-8) will outperform the network average by 15% based on the cumulative</p>	<p>Not met</p>	<p>Math</p> <ul style="list-style-type: none"> ● 2nd - outperformed network by 4% ● 3rd - outperformed network by 8% ● 4th - outperformed network by 9% ● 5th - outperformed network by 4% ● 6th - outperformed network by 13%

<p>average score of all interim assessments.</p>		<p>ELA</p> <ul style="list-style-type: none"> ● 2nd - underperformed network by 4% ● 3rd - tied network average ● 4th - outperformed network by 12% ● 5th - outperformed network by 5% ● 6th - outperformed network by 13% <p>While we are pleased to have outperformed the network in all but two instances, our performance was lower than it has been in prior years. While some of this may be organic fluctuation, we attribute at least some of the reduction to the challenges of the pandemic year, as well as the remote administration of the exam and the change in the network cohort due to the pandemic (e.g., some schools did not administer ANet at all, or only administered some of the assessments)</p>
<p>Objective: The school's collaborative teaching model ensures that all students receive differentiated, effective instruction that helps them grow and achieve as learners. (KDE 2)</p>		
<p>Measure: Annually, on the ELA and Math ANet assessments (given in grades 3-8), Students with Disabilities and English Learners will outperform the network average based on the cumulative average score of all interim assessments.</p>	<p>Not Met</p>	<p>Students with Disabilities (SWDs) and English Learners (ELs) underperformed the network average in both ELA and Math in all grades; the only exceptions were in 4th and 6th grade where SWDs outperformed the network in both ELA and Math.</p> <p>As above, we attribute at least some of this loss to the challenges of the pandemic year. We will monitor the interim assessments in 2021-22 to ensure that this challenge does not become a trend.</p>
<p>Measure: Annually, 80% of teachers score a two or above on the evaluation rubric section relating to collaborative teaching⁵, indicating that they collaborate effectively to serve their students well.</p>	<p>Met</p>	<ul style="list-style-type: none"> ● 100% of teachers scored a two or above on the section of the evaluation rubric related to collaboration and co-teaching.

⁵ "Collaborates with co-teacher to deliver instruction for co-taught subjects so that both teachers are doing high impact work with students throughout the lesson" or "Collaborates with classroom teachers to deliver targeted instruction to all students."

<p>Measure: At least 75% of families will respond to the annual year-end parent survey, and 90% or more of responding 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.</p>	<p>Met</p>	<ul style="list-style-type: none"> • 77% of families responded to the year-end survey. • 94% indicated that the school's behavior standards and expectations create a safe and productive learning environment (question altered slightly in 2020-21). • 96% indicated that the school has high standards for their child's academic achievement.
<p>Measure: At least 75% 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.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> • 80% of EL families responded to the survey; of those, 92% indicated that the school effectively serves the needs of their children. • 70% of families of students with an IEP responded to the survey; of those, 94% indicated that the school effectively serves the needs of their children. • While the response rate is typically higher for these groups, especially IEP families, we believe this still is a representative population for the survey. We will ensure we encourage completion of the survey in our EL and SpEd Parent Action Committees next year.
<p>Objective: The school explicitly teaches and consistently reinforces its mission of developing positive character in its students and provides students with opportunities to demonstrate and reflect on their development as scholars and leaders. (KDE 3)</p>		
<p>Measure: Annually, 75% of teachers score a 2 or above on the evaluation rubric⁶ section relating to character ("Teacher demonstrates a continuous commitment to developing students' character"), indicating that they do this effectively.</p>	<p>Met</p>	<ul style="list-style-type: none"> • 100% of teachers scored a 2 or above on the character development standard in their evaluation.

⁶ This teacher evaluation rubric is based on the teacher evaluation rubric developed and used by the Brooke Charter Schools. See <https://www.ebrooke.org/>.

<p>Measure: Annually, 75% of students in grades 4 (end of elementary school) and 8 (end of middle school) can effectively reflect on how the core values help them meet their academic and personal goals.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> • Due to the pandemic, we did not complete the student assessment this year.
<p>Objective: The school develops and retains high-quality teachers and staff, which results in a strong, stable academic program. (KDE 4)</p>		
<p>Measure: Annually, SPCS will retain 80% of teachers, staff, and leaders from one school year to the next, excluding those who leave for purposes of geographic relocation</p>	<p>Met</p>	<ul style="list-style-type: none"> • We retained 59 out of 68 staff members (87%). Three of the staff members left for geographic reasons. When this is accounted for, we retained 91% of teachers and staff.
<p>Measure: Annually, all teachers and staff members have a minimum of 18 coaching meetings per year (for teachers, this accompanies classroom observations).</p>	<p>Not Met</p>	<ul style="list-style-type: none"> • All teachers (but one) who worked the full academic year were observed and provided with written feedback at least 10 times throughout the year, and every teacher had more than 10 1-1 check-ins to solve with their managers. Given the challenges of running a remote school and the work required to navigate several significant overhauls to our learning model, we feel this is a satisfactory result.
<p>Measure: At least 90% of teachers and staff respond to the annual survey, and 85% of responding teachers and staff agree with the statement, "This year, I have had the opportunity to learn and grow at work."</p>	<p>Not met</p>	<ul style="list-style-type: none"> • 92% of staff responded to the annual survey • 82% of staff agreed or strongly agreed with the statement, "This year, I have had the opportunity to learn and grow at work." • Given the challenges of professional development and coaching during remote learning, we feel this is still a satisfactory number and expect to return to higher agreement in the coming year.

Objective and Measures related to Dissemination (required):

<p>Objective: Springfield Prep will share its approach to collaborative teaching, planning, and problem-solving with other schools in Massachusetts during the charter term.</p>		
<p>Measure: By the end of our charter term, SPCS will host at least ten school visits from public schools in the region to share our practice related to (a) co-teaching and collaborative teaching, (b) data-driven instruction, (c) curriculum planning, and/or (d) positive character development.</p>	<p>Not met</p>	<p>We did not encourage visits from other schools in the region this year, given the privacy concerns of students and families with respect to remote learning and the public health concerns of hosting visitors. We look forward to getting back to renewing our efforts to host educators in the upcoming year.</p>
<p>Measure: Annually, to share our work with educators and the education reform community in the region and nationally, instructional leaders and/or teachers will write at least two blog posts or articles that detail our practice regarding (a) co-teaching and collaborative teaching, (b) data-driven instruction, (c) curriculum planning, and/or (d) positive character development.</p>	<p>Not Met</p>	<p>We did not prioritize disseminating best practices by publishing articles or blog posts due to the challenges of the pandemic. However, we continued to share resources with other educators and provide mentorship when possible, as detailed previously in this report.</p>

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: **Springfield Preparatory Charter School**

2020-2021 Implementation Summary:

In the 2020-21 school year, the successes of the school's recruitment strategy implementation include projecting full enrollment for the upcoming school year with a population that mirrors the district despite the challenges of recruiting new families during the pandemic. Next year, 28% of new kindergartners have siblings already enrolled at Springfield Prep, a very high percentage. Because of the high percentage of siblings, we anticipate a similar subgroup status within the new class as compared to the 2020-21 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 2020-2021:

Activity 1: Head Start Outreach. The school conducted virtual 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 hosted Zoom info sessions for local preschool providers to help them better understand our educational program. We have found that establishing relationships with preschool providers is a powerful way to conduct outreach to families. These info sessions provide the preschool providers with a clear picture of the program offered here and help support their recommendation of Springfield Prep to the families enrolled in their preschool programs.

Activity 3: Mailings. Before the application deadline, the school sent 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 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 included directions to access the application (available in English, Spanish, and Somali) and an invitation to a virtual Information Session.

Activity 4: Family Information Sessions. Springfield Prep hosted virtual parent information sessions before the application deadline to ensure that families had an opportunity to be introduced to the school and ask questions of school leadership and operations. These information sessions were advertised on the school's website, at local community organizations and daycare providers, on social media, and in local media.

Activity 5: Family-to-Family Outreach. Springfield Prep asked current families to encourage friends, colleagues, and neighbors to apply. 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: Online Advertising. Springfield Prep advertised in local online media, such as *MassLive* and *El Pueblo Latino*, in both English and Spanish. Through internet marketing techniques, we can target these ads specifically to families who live in Springfield. In addition, Springfield Prep continued to use Facebook and Instagram ads as a mechanism for outreach. We have found that Facebook advertisements lead to increased attendance at 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.

Note: typically, we conduct community outreach tabling events at local malls, sporting events, and cultural events but did not do so this year due to the pandemic.

Recruitment Plan – 2020-2021 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 19.3%</p> <p>GNT percentage: 12.5%</p> <p>CI percentage: 17.0%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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 spoke with staff at these programs to make them aware of our capacity and programs for serving students with disabilities. • We contacted 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).
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>No additional strategies are required for 2021-2022.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 16.9%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 12.2%</p> <p>The school is above CI percentages and the GNT percentage is unavailable</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • All promotional materials and applications were printed in Spanish and Somali. • Spanish-speaking members of the Springfield Prep staff and parent community interpreted and participated in 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 <i>El Pueblo Latino</i>, 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.
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>No additional strategies are required for 2021-2022</p>

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

<p>(a) CHART data</p> <p>School percentage: 69.8%</p> <p>CI percentage: 75.1%</p> <p>GNT percentage: 70.0%</p> <p>The school is below CI percentage and below GNT percentage</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>Did Not Meet GNT/CI: enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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 remotely with leaders at Head Start, the Springfield YMCA, the South End C3 organization, the WIC office, 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. • We posted flyers and information about the school in various stores, businesses, and apartment complexes in low-income neighborhoods throughout the city.
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • We plan to do additional outreach in low-income housing areas by reaching out to landlords to gain access to share flyers and application materials in housing complexes that we were unable to access this year. • We plan to do additional research to determine into which other languages it may be helpful to translate our informational materials. • We plan to have information tables at additional Springfield businesses and community events.
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • 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 support than they are receiving and can encourage the families of such students to apply. <p>2020-2021 Additional Strategy(ies), if needed</p> <p>No additional strategies needed.</p>

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • In 2020-21, 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. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <p>No additional strategies needed.</p>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;">(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • In 2020-21, the Springfield Preparatory Charter School did not serve any students over 16 years of age. <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • In 2021-22, the Springfield Preparatory Charter School does not intend to serve any students over 16 years of age. No additional strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • We will continue to advertise with <i>MassLive</i> and <i>El Pueblo Latino</i>, 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. <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • 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
2020-2021**

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.

2020-2021 Implementation Summary:

During our sixth school year, we successfully implemented the strategies outlined in our Recruitment and Retention Plan and exceeded our goal of maintaining an annual retention rate that is higher than the statewide average (2020-21 SPCS retention: 97.5; Statewide Average in 2016 when the goal was set: 91.5%; current statewide average: 91.3%.) We believe that we can 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, even during challenges such as remote learning and the pandemic; (2) through numerous school events (in-person and virtual) and day-to-day communication, we build strong relationships with families and can 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 – 2020-2021 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 2.9%</p> <p>Third Quartile: 14.3%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • 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 with avenues to provide feedback and express any concerns they have through report card conferences, the Special Education Parent Advisory Council, and the Annual Parent Survey.
	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed Below – N/A - No additional strategies are needed for the 2021-2022 school year.</p>

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 0.0%</p> <p>Third Quartile: 14.7%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2020-2021 Strategies Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • 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 the English Learner Parent Action Committee (ELPAC), report card conferences, and the Annual Family Survey. <p align="center">(c) 2021-2022 Additional Strategy(ies), if needed Below – N/A - No additional strategies needed.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 1.8%</p> <p>Third Quartile: 12.9%</p>	<p align="center">(b) Continued 2020-2021 Strategies Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Assist in providing all school-related materials that may add to the expense of a child's education (e.g., support with attaining free/reduced uniforms; providing all necessary technology).
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<p>The school's attrition rate is below third quartile percentages.</p>	<ul style="list-style-type: none"> • Offer a comprehensive Student Supports program that is staffed to provide services for the needs of our student population (e.g., counselors and a behavior consultant to assist with social and emotional needs, and a speech and language therapist to provide language development support) at no additional cost. • Assist in coordinating referrals to outside social service providers to offer additional support to our students and their families. • Maintain frequent daily communication with parents about their children's development.
	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed Below – N/A - No additional strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Use our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms. • Provide small group and individual support by our Associate Teachers and Student Support Teachers for students who enter behind grade level and/or struggle to make academic progress • Through our Student Supports Team (the Principal, Assistant Principals, Director of Student Supports, Special Education Teachers, Counselors, SLP, OT, and BCBA), develop support plans to ensure that students who are struggling in our program are given the necessary supports • 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, as well as a robust summer school program to support with incomplete learning after the pandemic-related school closures. • 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. <p align="center">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • No additional strategies needed.

<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • In 2020-21, Springfield Prep did not have any students identified as at risk of dropping out of school. • In 2021-22, 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. <p>2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • No additional strategies needed
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p>(f) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • In 2020-21, Springfield Preparatory Charter School did not serve any students over 16 years of age. <p>2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • In 2021-22, Springfield Preparatory Charter School does not intend to serve any students over 16 years of age. No additional strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • We monitor achievement rates of Black/African American and Latino/Hispanic students to ensure that they are at least commensurate with the achievement rates of other demographic groups at Springfield Prep. <p>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • No additional strategies needed

Appendix C: School and Student Data Tables

Springfield Preparatory Charter School student enrollment data:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35100205&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	16.9
Asian	2.4
Hispanic	69.8
Native American	0
White	9
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	1.9
Selected Populations	% of School
First Language not English	26.5
English Language Learner	16.9
Students with Disabilities	19.3
High Needs	79.4
Economically Disadvantaged	69.8

ADMINISTRATIVE ROSTER FOR THE 2020-21 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Bill Spierer, Executive Director	Responsible for the overall leadership and all organizational performance	7/1/14	NA
Jessica Yiannos, Principal	Responsible for leading the full school program, including academics, student and family culture, and staff culture	8/1/16 (at the school) 7/1/18 (in this role)	NA
Shawna Mitchell, Elementary Assistant Principal	Responsible for leading the elementary school program, including academics, student and family culture, and staff culture	8/1/16 (at the school) 7/1/20 (in this role)	NA
Christine Torres, Middle School Assistant Principal	Responsible for leading the middle school program, including academics, student and family culture, and staff culture	7/15/19 (at the school) 7/1/20 (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
Ashley Marshall, Operations Manager	Responsible for day-to-day school operations, including food service, nursing,	6/14/17 (at the school) 7/1/18 (in this role)	NA
Susan Strong, Special Education Director (Consultant)	Responsible for supervising Special Education teachers and overseeing IEP planning and execution	8/1/2018	NA
Nancy Abramowitz, Director of Special Projects	Responsible for leading and supporting short- and long-term strategic projects in partnership with the school leadership team	12/9/2019	NA

TEACHERS AND STAFF ATTRITION FOR THE 2020-21 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers*	42	2	5	Termination or non-renewal of employment contract: 0 Employee chose to end employment: 7
Other Staff	22	2	1	Termination or non-renewal of employment contract: 0 Employee chose to end employment: 3

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

BOARD AND COMMITTEE INFORMATION	
Number of Commissioner-approved board members as of August 1, 2021	11
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2020-21 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	3	2/27/15-6/30/17 7/1/17-6/30/20 6/30/20-6/30/23
Sherriff Balogun	Trustee	Academic Achievement	2	3/16/17-6/30/20 6/30/20-6/30/23
Sally Fuller	Trustee	Governance	1	3/19/18-6/30/21
Anne Malone	Trustee	Finance	1	2/28/19-6/30/22
Kelvin Molina-Brantley	Trustee	Governance	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	5/30/18-10/26/20 (resigned)
Jason Rosewell	Trustee	Finance	1	5/1/19-6/30/22
Bill Spirer	Ex Officio (non-voting)	All	NA	3/5/14-present

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR

Date/Time	Location
Wednesday, July 28, 2021	All meetings will be held at: Springfield Prep Charter School 2071 Roosevelt Avenue Springfield, MA 01104 or conducted via videoconference if permissible under Open Meeting Law. Meeting information is posted on the Springfield Prep Charter School website: https://springfieldprep.org
Wednesday, August 25, 2021	
Wednesday, September 29, 2021	
Wednesday, October 27, 2021	
Wednesday, December 01, 2021	
Wednesday, January 26, 2022	
Wednesday, March 02, 2022	
Wednesday, April 27, 2022	
Wednesday, May 25, 2022	

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR

Name of Committee	Date/Time	Location
Academic Achievement	Wednesday, September 22, 2021	All meetings will be held at: Springfield Prep Charter School 2071 Roosevelt Avenue Springfield, MA 01104 or conducted via videoconference if permissible under Open Meeting Law.
	Wednesday, November 17, 2021	
	Wednesday, January 19, 2022	
	Wednesday, February 09, 2022	
	Wednesday, May 18, 2022	
Finance	Monday, September 27, 2021	Meeting information is posted on the Springfield Prep Charter School website: https://springfieldprep.org
	Monday, November 29, 2021	
	Monday, January 24, 2022	
	Monday, March 28, 2022	
	Monday, April 25, 2022	
Governance	Monday, August 16, 2021	
	Monday, October 18, 2021	
	Monday, January 10, 2022	
	Monday, March 14, 2022	
	Monday, May 16, 2022	

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Robert L. Leonard	rleonard@dwpm.com	No Change
Charter School Leader	Bill Spirer	bspirer@springfieldprep.org	No Change
Assistant Charter School Leader	Meghan Wagner	mwagner@springfieldprep.org	No Change
Special Education Director	Susan Strong	sstrong@springfieldprep.org	No Change
MCAS Test Coordinator	Jessica Yiannos & Ashley Marshall	jyiannos@springfieldprep.org amarshall@springfieldprep.org	New (A. Marshall)
SIMS Coordinator	Meghan Wagner	mwagner@springfieldprep.org	No Change
English Learner Program Director	Wendy Soref	wsoref@springfieldprep.org	No Change
School Business Official	Meghan Wagner	mwagner@springfieldprep.org	No Change
SIMS Contact	Ashley Marshall	amarshall@springfieldprep.org	No Change
Admissions and Enrollment Coordinator	Melanie Ciesluk	mciesluk@springfieldprep.org	No Change

Facilities

For the 2020-21 school year, the school continued to operate in leased space at 594 Converse St., Longmeadow, MA 01106. The school submitted a second amendment because this location has a Longmeadow address and is thus technically outside of the school's current municipality, despite being located on the Springfield/Longmeadow line; this amendment was approved by the Commissioner on May 11, 2020. The school has purchased and renovated a building at 2071 Roosevelt Ave, Springfield. It will be ready for occupancy in August 2021.

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)
2071 Roosevelt Ave., Springfield, MA 01104	July 22, 2021 (Move Date) August 24, 2021 (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 2021-2022 school year.

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 25, 2022
Lottery	March 4, 2022

Complaints

The Board of Trustees did not receive any complaints in the 2020-21 school year.

END OF REPORT