



# Springfield Prep

## CHARTER SCHOOL

### Springfield Preparatory Charter School

## Annual Report to the Massachusetts Department of Elementary & Secondary Education for School Year 2022-23

**Report Date:** Jul 26, 2023

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## Table of Contents

<b>Table of Contents</b>	<b>2</b>
<b>Introduction to the School</b>	<b>3</b>
<b>Faithfulness to Charter</b>	<b>4</b>
Criterion 1: Mission and Key Design Elements	4
Amendments to the Charter	7
Criterion 2: Access and Equity	7
Criterion 4: Dissemination	9
<b>Academic Program Success</b>	<b>11</b>
Criterion 5: Student Performance	11
Criterion 6: Program Delivery	11
<b>Organizational Viability</b>	<b>13</b>
Criterion 10: Finance	13
<b>Appendix A: Accountability Plan Performance for 2022-23</b>	<b>20</b>
Faithfulness to Charter	20
Dissemination	23
<b>Appendix B: Recruitment and Retention Plan 2023-24</b>	<b>24</b>
<b>Appendix C: School and Student Data Tables</b>	<b>34</b>
Springfield Preparatory Charter School student enrollment data:	34
Administrative Roster and Staff Attrition Data	35
Information about the Board of Trustees	36
<b>Appendix D: Additional Required Information</b>	<b>37</b>
<b>Appendix E: Conditions, Complaints, and Attachments</b>	<b>38</b>

## Introduction to the School

<b>Springfield Preparatory Charter School (SPCS)</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield
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 for 2022-23	487
Chartered Grade Span	K-8	Grade Span for 2022-23	K-8
Number of Instructional Days per School Year (as stated in the charter)	185 (Kindergarten) 183 (Grades 1-8)	Students on Waitlist for 2022-23	523
Number of Instructional Days during the 2022-23 School Year	182 (Kindergarten) 180 (Grades 1-8)	Age of School in 2022-23	8 years
School Hours	Monday-Thursday: 7:55 AM to 3:30 PM  Friday: 7:55 AM to 12:30 PM		
<b>Mission Statement:</b>			
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.			

## Faithfulness to Charter

### **Criterion 1: Mission and Key Design Elements**

In our eighth 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 programmatic priorities, drive us towards our mission, and distinguish our operating model.

#### ***Rigorous, engaging, and data-driven instruction that requires students to engage in challenging work and explain their thinking to maximize high-quality learning experiences.***

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 engaging, 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 or essential question and support students with connecting new ideas to previously learned content. 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. In their planning, teachers script exemplar responses, anticipate misconceptions, and script "back pocket questions" to ensure that students do the majority of the cognitive work.

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 addition to these larger assessments, students also have formative daily assessments in the form of exit tickets, smaller writing assignments, or 1:1 teacher touchpoints with data tracking for objective mastery. Teachers use this data to respond in the moment and the next day.

#### ***A co-teaching and inclusive special education model to provide differentiated instruction that serves all 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. In the elementary school, 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 with similar academic needs. In the middle school, our ELA and social studies teachers co-teach to provide scaffolded, supportive instruction for students below grade level while still exposing all students to grade-level work.

In the elementary school, our two-teacher model also allows us to provide intensive math instruction and support in our daily math blocks. With two teachers during the core instructional block, they have the flexibility to provide more individualized instruction and intervention. Our Associate Teachers provide additional small group and individualized instruction opportunities for students with more intensive needs. A "cognitively guided instruction" (CGI) math block is also used to provide students with problem-based instruction and additional time for intervention with a classroom or Associate Teacher. In the middle school, two math teachers co-teach the math block to allow for small groups with differentiated content or additional scaffolding.

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. Special education teachers and grade-level team meetings have designated collaboration time to ensure that push-in support is targeted and C-grid services support the classroom content.

***A focus on positive character development (such as showing focus on work, having a growth mindset, persevering through challenges, advocating for oneself, and demonstrating leadership) is embedded in daily instruction and school programs.***

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. In addition to use of the Second Step curriculum during morning meetings, we support our students' development of 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 toward making productive, positive choices. To support our students, we train teachers to affirm and validate student identities, build strong relationships, and incorporate core value language into their daily lessons.

We also have a schoolwide system (with some differences based on developmental appropriateness across the grades) to encourage positive choices when reminders and redirections do not work. This behavior intervention system 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 and more real-world connections. We pair these systems with additional privileges, rewards, and 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. With all of our

expectations, we maintain high standards by consistently applying school rules and policies and by teaching our students the "why" behind our values and expectations.

In addition to these practices, students are recognized for showing our core values at weekly Community Meetings, earning dress-down days, or other incentives. Students across all grades are provided tools (such as advocacy slips) to advocate for themselves when they need academic support or disagree with a consequence. We also provide "positive referrals" that any staff member can fill out to recognize a student for demonstrating our core values. In the middle school, our Student Government program gathers student input on key policies and initiatives, provides opportunities for student leadership, and teaches students about democratic processes in relevant and age-appropriate contexts.

***Extensive professional development and personalized coaching for all teachers and staff members to support student success and teacher and staff satisfaction, effectiveness, and development.***

We believe that excellent teachers are among the most important levers for our success as a school. We devote significant time and resources to our hiring process to ensure all teachers and staff are aligned with our mission and vision. We have a full-time Director of Talent leading the critical process of hiring high-quality teachers and staff. 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.) Our Principal, two Assistant Principals, an Academic Dean, and Instructional Coaches provide all teachers and staff with 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 their 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 live observation or 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. Frequent, short observations followed by "bite-sized" feedback reduce the stakes and stress of observation, increase the potential for teacher growth, and create a culture of improvement and collaboration.

As our teaching staff has become more experienced, we have provided additional coaching and pathways to support them in their leadership and professional growth. Nine of our experienced teachers also serve as Instructional Coaches. Each Instructional Coach manages and coaches 1-2 teachers and participates in professional development to further their instructional leadership skills. In turn, they add capacity to our coaching program, offer new teachers more frequent and differentiated support, and model instruction in their classrooms.

## Amendments to the Charter

The School did not amend its charter in the 2022-23 school year.

## Criterion 2: Access and Equity

### [2021-22 Student Discipline Data Report](#)

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of- School Suspension	Percent Emergency Removal
All Students	455	11	.9	1.5	
English Learner	70	4			
Economically Disadvantaged <sup>1</sup>	359	10	1.1	1.7	
Students with Disabilities	96	5			
High Needs	392	10	1.0	1.5	
Female	212	1			
Male	241	10	1.2	2.9	
American Indian or Alaska Native	0				
Asian	13	0			
African American/Black	88	1			
Hispanic/Latino	328	9	1.2	1.5	
Multi-race, Non-Hispanic/Latino	9	0			
Native Hawaiian or Pacific Islander	0				
White	17	1			

### Data Monitoring, Student Discipline Systems, and Processes

In the 2021-22 school year, exclusionary discipline numbers were low and below the state average for both in-school and out-of-school suspensions (0.9% of students and 1.5% of students, respectively). This represents a slight increase from 2020-21, however during this year students

<sup>1</sup> On the DESE 2021-22 Student Discipline Data Report, this is referred to as "low income".

were only attending school in-person for 2.5 months. In the 22-23 school year so far, discipline incidents have increased: 3% of students have had in-school suspensions and 5.7% of students have had out-of-school suspensions. Elementary disciplinary incidents continue to be extremely low, with 0.9% of elementary students in-school suspended and 1.2% of elementary students out-of-school suspended. Virtually all disciplinary incidents in 2022-23 involved students in grades 6-8. We attribute the slight increase in disciplinary incidences to having more middle school students (this is the first year the School has had an 8th grade) and to social emotional challenges related to the return from remote learning. We continue to invest in a number key structures to reduce disciplinary incidents (see below), and we are increasing investment in other areas to support a reduction of exclusionary discipline.

1. **Teacher retention.** More experienced teachers are typically better equipped to manage challenging student behaviors proactively and in the classroom setting, eliminating the need to use additional discipline. To that end, teacher retention is a key priority for us. In 2022-23, 78.7% of classroom teachers had 3 or more years of teaching experience. For the 2023-24 school year, we are investing in additional leadership and coaching capacity to support newer teachers in classroom management to ensure that unsafe behaviors are minimized, especially in the middle school.
2. **A more robust School Culture Team and additional leadership capacity.** In the 2022-23 school year, we added a Culture Manager to the middle school (who will serve as Dean of Culture in 23-24). Our counselors are divided between elementary and middle school, and our culture team was more robust than ever with 4 designated Behavior Interventionists/Culture Coordinators to support the social-emotional needs of students. Next year, all of our School Culture Team members are returning to Springfield Prep, and our Dean of Culture will be able to provide more support, coaching, and professional development around alternatives to exclusionary practices. In addition, Springfield Prep will have two principals – one serving elementary and one serving middle school – to provide targeted teacher coaching and school culture management.
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 Counselors continued to provide regular hour-long observations and feedback to teachers on managing struggling students. They also provided in- and out-of-class support to students on their Tier 2 caseloads. As needed, they consulted with a Board Certified Behavior Analyst to provide targeted support for students with behavior challenges.
4. **Additional age-appropriate, positive behavior systems in the Middle School.** In trimester 2, Springfield Prep implemented a new point system to incentivize positive choices in the middle school, such as on-time attendance and positive behaviors in school and on the bus. Students can earn events several times each year, including school dances and auctions, by meeting point targets. In 2023-24, we will utilize this system year-round and



create additional structures (such as a Bus Leader program) to continue to encourage positive behaviors.

**Criterion 4: Dissemination**

In our Accountability Plan, we have articulated two goals related to dissemination, focusing on our practices regarding (a) co-teaching and collaborative teaching, (b) data-driven instruction, (c) curriculum planning, and/or (d) positive character development:

- 1) 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 2 blog posts or articles to share our practices on the above topics;
- 2) By the end of our charter term, SPCS will host at least ten school visits from public schools in the region to share our practices related to the above topics.

This year we hosted a number of school visits with local school leaders and educators from across the region, including three visits with representatives from Holyoke Public Schools that focused on sharing best practices related to collaborative teaching and curriculum planning. The table below outlines our dissemination efforts during the 2022-23 school year.

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
Implementing <i>Illustrative Math</i> curriculum and Middle School Math best practices	School Visit	Wendy Soref, Director of Talent and Meaghan Graul, Middle School Math Content Lead and 6th Grade Math teacher.	School Leaders from KIPP Capital Region and Achievement First Charter Schools	Visitors shared intent to incorporate practices into math planning for upcoming school year.
Implementing <i>Illustrative Math</i> curriculum and Middle School Math best practices	School Visit	Jessica Yiannos, School Principal and Meaghan Graul, Middle School Math Content Lead and 6th Grade Math teacher.	School Leaders from Libertas Academy Charter School	Unknown
Culture Systems and structures to support academic rigor in the Middle School.	School Visit	Wendy Soref, Director of Talent and Christine Torres, Middle School Assistant Principal	School Leaders from Legacy Academy in the Springfield Empowerment Zone	Unknown

Practical Strategies for supporting students social-emotional well-being	School Visit	Wendy Soref, Director of Talent and Lymari Madho, Middle School Counselor	Smith professor and Smith students studying trauma-informed pedagogy	Unknown
Structures to support Collaborative Planning and Intellectual Preparation.  Coaching and Leadership practices that support excellent instruction.	School Visit	Wendy Soref, Director of Talent, Jessica Yiannos, School Principal, and Shawna Mitchell, Elementary School Assistant Principal, coordinated with consultants from Relay Graduate School of Education.	Principals from Holyoke Public Schools, Assistant Superintendent of Holyoke Public Schools, and Executive Director of School Leadership	Visitors shared intent to incorporate elements of the collaborative planning and intellectual preparation structures they observed.
Best practices in Middle School ELA instruction.	School Visit	Wendy Soref, Director of Talent, Christine Torres, Middle School Assistant Principal, Adrienne O'Connor 7th Grade ELA Teacher, and Stephany Rodriguez, 8th Grade ELA Teacher	ELA Teacher and ELA Instructional Coach from Holyoke Public Schools	Unknown
Structures to support collaborative planning and Intellectual Preparation.	School Visit	Wendy Soref, Director of Talent and Christine Torres, Middle School Assistant Principal, third and fourth grade teaching teams.	Academic Directors and the Executive Director of Academics from Holyoke Public Schools	Visitors shared intent to incorporate elements of the collaborative planning and intellectual preparation structures they observed.
Strategies for tackling unfinished learning including data driven instruction.	Blog Post: "Doing what matters most: making every minute of learning count"	Diana La Paz, Communications Coordinator	Springfield Prep's blog and social media pages	Unknown

Strategies for positive character development.	Blog Post: "Afternoon Program Spotlight: Girls on the Run"	Diana La Paz, Communications Coordinator	Springfield Prep's blog and social media pages	Unknown
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## Academic Program Success

### Criterion 5: Student Performance

[2022 School Report Card](#)

### Criterion 6: Program Delivery

#### **Academic program in 2022-23**

In the 2022-23 school year, we made minimal changes to the elementary curriculum, given our track record of success and teacher familiarity with the programs. We continued to use Eureka and Cognitively Guided Instruction (CGI) as the primary components of our math instruction in grades K-5. In grades K-3, teachers implemented a number of changes to lessons to align curriculum more closely with the science of reading. These changes made our phonics work, in particular, more systematic and explicit. Teachers in grades K and 2 also piloted MCLASS to identify gaps earlier and provide an additional data point to support targeted instruction. (All students in K-3 will take MCLASS three times per year starting in 2023-24.) Teachers continued to use a combination of Lucy Calkins' *Reader's and Writer's Workshop* and internally-created lessons to cover reading comprehension, writing, and more. We use Core Knowledge and materials curated from Brooke Charter Schools for science instruction in the elementary school.

In middle school, Springfield Prep made some curricular changes to respond to our 21-22 MCAS data. In grades 5-8, ELA teachers use units from the Reading Reconsidered curriculum to teach an integrated, text-based approach to fiction and non-fiction reading instruction. Social Studies classes in grade 5 used an inquiry-based curriculum known as InquirED, and middle school teachers in 6-7 used TCI to ensure content and informational standards are addressed within content. In 8th grade, students were taught using the Democracy Knowledge Project. In middle school math, teachers primarily use Kendall Hunt's Illustrative Math and supplement it with relevant and aligned lessons on Desmos. Grades 6-8 used Amplify Science.

This year, we increased collaboration between Special Education teachers and classroom teachers by creating a designated collaboration time for Special Education teachers to join grade level team meetings every Friday. We continue to monitor progress on B-grid goals in the classroom so Special Education teachers can better support classroom teachers with integrating key skills into the general education classroom. While our EL model and instruction have remained largely the same (with a combination of small group and push-in support), two team members have provided the opportunity for more differentiated small groups across grade levels.

We continued to use assessments, including end-of-unit assessments, ANet, STEP, MAP, and STAR, to monitor student progress. This year, we piloted MCLASS in K and 2, and plan to utilize this assessment three times per year in 23-24. We utilized a combination of diagnostic math assessments and an extended opportunity to review 21-22 school year data in teams prior to the start of the school year, allowing teachers to modify their scope and sequences and make intentional changes to respond to data. Using this data in conjunction with strategic diagnostics (such as Equip and ANet diagnostics), we provided "just in time" instruction to close gaps from previous school closures and remote learning.

### ***Accelerating learning during the 2022-23 school year***

This year, we continued to invest time and energy into equipping our teachers with the key components of accelerating learning: Sense of Belonging, Strong Instruction, and Monitoring Understanding. With input from our team, we eliminated structures and processes that did not "carry weight" and support meaningful student growth. This allowed us to repurpose our time and energy on truly meaningful and impactful work, such as increased professional development time for looking at student work, data analysis, and time to create and reflect on data-driven action plans.

We continued to invest substantial time into our Racial Equity, Diversity, and Inclusion (REDI) Strategic Plan. This year, we provided professional development around maintaining high expectations for students, worked through dilemmas using a consultancy protocol, and utilized a framework to support validating and bridging student experiences to an academic context.

To support our teachers with Strong Instruction, we continued to emphasize acceleration, not remediation, in our professional development and coaching. Coaches observed classrooms with a lens for grade-level content and an emphasis on creating effective scaffolds. Teachers created strategic plans to utilize co-teachers, Associate Teachers, and paraprofessionals at all times of the day, ensuring that "just in time" instruction could happen in the context of the classroom. This year, our robust Associate Teacher program included 5 Associate Teachers and 3 paraprofessionals (two Special Education paraprofessionals and one general education paraprofessional).

Lastly, to ensure our teachers effectively Monitored for Understanding, we continued to utilize progress monitoring tools in the STEP assessment and maintained our analysis structures for STAR, ANet, unit assessments, and formative assessments. Coaching and instructional rounds provided feedback to teachers on in-the-moment, actionable data collection and providing effective feedback.

To minimize learning loss over the summer, SPCS offered a 4-day per week summer program in July 2022, targeting students with IEPs and those who were not yet meeting grade level expectations. We used STEP progress monitoring and internal math assessments on key clusters to ensure that students made meaningful progress during the Summer Program. In reading, 65% of

students met or exceeded their target growth scores in 2 or more key components of the STEP Assessment (accuracy, rate, comprehension, phonemic awareness, or developmental spelling). In math across all grades, students improved on 35 out of the 39 objectives across the grades, and achieved an overall average improvement of 31% in just 4 weeks.

## Organizational Viability

### Criterion 10: Finance

#### A. Unaudited FY23 statement of revenues, expenses, and changes in net assets (income statement)

**Springfield Preparatory Charter School**  
**Statement of Revenues, Expenses and Change in Net Position**  
 June 30, 2023

	YTD Actual
<b>Revenues</b>	
4001 · Tuition	8,085,777
4100 · Government Grants & Funding	2,005,602
4200 · Nutrition Funding	562,630
4400 · Private Support Funding	40,424
4716 · Interest / Investment Income	12,674
<b>Total Revenues</b>	<b>10,707,107</b>
<b>Expenses</b>	
5000 · Personnel Costs	5,965,602
5520f · Fringe Benefits	514,915
5520t · Payroll Taxes	95,618
<b>Total 5000 · Personnel Costs</b>	<b>6,576,135</b>
5111 · Contr Serv - Board of Trustees	73,425
5112 · Board Travel & Other Exp	677
5122 · Contr Serv - School Leader	20,000
5132 · Contr Serv - Business & Finance	86,787
5142 · Contr Serv - Human Resources	107,148
5152 · Contr Serv - Legal	8,966
5162 · Contr Serv - IT	19,802
5172 · Contr Serv - Development & Fund	-
5173 · Fundraising Supplies & Material	947
5182 · Staff Recruitment/Advertising	53,609
5182s · Student Recruitment & Advertise	13,545
5183 · Travel, Dues & Other Exp	39,257
5184 · Supplies & Materials - Admin	25,298
<b>Total 5100 · Administrative Costs</b>	<b>449,462</b>
5214 · Supplies & Matls -Instruc Lead	44
5234 · Contr Serv - Other Teaching	114,270
5242 · Contr Serv - Professional Devel	176,352
5243 · Supplies & Matls - Prof Develop	14,738
5244 · Travel & Other Exp - Prof Devel	8,386
5253 · Contr Serv - Guidance & Testing	99,084
5254 · Supplies & Matls - Guide&Test	33,810
5261 · Textbooks (Media/Materials) - I	35,618
5262 · Other Instructional Materials	50,663
5263 · Instructional Equipment - Other	34,320
5263c · Copier Lease	18,603
5264 · General Supplies - Instructional	53,547

5265 · Other Instructional Services	33,650
5266 · Classroom Instructional Tech	125,337
5268 · Instructional Software	108,245
<b>Total 5200 · Instructional Services</b>	<b>906,667</b>
5320 · Health Services	19,992
5330 · Student Transportation	34,640
5350e · Food Service Equipment	1,734
5350f · Nutrition Program Food	586,287
5350o · Food Service Other	1,372
5360 · Athletic Services	7,514
5370 · Other Student Activities	18,066
5620 · Civic Activities	11,415
<b>Total 5300 · Pupil Services</b>	<b>681,021</b>
5420 · Utilities	187,689
5430m · Maintenance Building & Grounds	53,816
5430r · Repairs of Buildings & Grounds	19,487
5430s · Maintenance Supplies	49,467
5440 · Capital Reserve	125,000
5450 · Networking & Communications	50,978
5530 · Insurance (non-employee)	73,454
5560 - Short Term Interest	375
5741 - Amortization	851,296
5742 - Interest Expense	573,371
<b>Total 5400 · Facility &amp; Other Fixed Costs</b>	<b>1,984,933</b>
<b>Total Expenses</b>	<b>10,598,217</b>
<b>Change in Net Position</b>	<b>108,890</b>

## B. Statement of Net Assets for FY23 (balance sheet)

### Springfield Preparatory Charter School Statements of Net Position

30-Jun-23

	<b>School</b>		
	at 06/30/23	at 6/30/22	Change
<b>ASSETS</b>			
Current Assets			
1000 · Cash and Cash Equivalents	4,031,979	2,674,839	1,357,141
1102 · Accounts Receivable	171,594	420,565	(248,971)
1207 · Due from Related Parties (School & Realty)	1,788,317	1,942,816	(154,499)
1308 · Prepaid Expenses	101,119	59,370	41,749
13001 · Loan Receivable (Twain)	-	-	-
1510 · Deposit (Security, Other)	-	-	-
<b>Total Current Assets</b>	<b>6,093,009</b>	<b>5,097,590</b>	<b>995,420</b>
Fixed Assets			
15140 · Building/Leasehold Improvement	20,643	-	20,643
<b>Total Fixed Assets</b>	<b>20,643</b>	<b>-</b>	<b>20,643</b>
Other Assets			
1400 · Right to Use lease	18,728,509	19,579,804	(851,296)
1401 · Right to Use FFE Lease	5,338	7,070	(1,731)
1402 · Copier Cap Lease	3,290	6,580	(3,290)
<b>Total Fixed Assets</b>	<b>18,737,137</b>	<b>19,593,454</b>	<b>(856,317)</b>
<b>TOTAL ASSETS</b>	<b>24,850,789</b>	<b>24,691,044</b>	<b>1,016,062</b>
<b>LIABILITIES</b>			
Accounts Payable			
2024 · Accounts Payable	149,358	162,552	(13,194)
<b>Total Accounts Payable</b>	<b>149,358</b>	<b>162,552</b>	<b>(13,194)</b>
Other Current Liabilities			
2125 · Accrued Expenses/Accrued Payroll	466,589	339,017	127,572
2226 · Current Deferred Revenue	10,000	-	10,000
22070 · Due to related party (School)	-	-	-
22071 · Due to related party (Foundation)	-	-	-
22073 · Due to related party (Realty)	-	-	-
23000 · CDE Loans	-	-	-
24501 · Current Debt Payable	-	-	-
<b>Total Other Current Liabilities</b>	<b>625,948</b>	<b>501,569</b>	<b>124,379</b>
Long-Term Liabilities			
24000 · Deferred Cash Inflow (Leases)	-	-	-
2400 · Lease Liability	20,085,867	20,259,497	(173,629)
2401 · FFE Lease Liability	5,632	7,252	(1,620)
2402 · Copier Lease	3,524	6,809	(3,285)
<b>Total Long-Term Liabilities</b>	<b>20,095,023</b>	<b>20,273,557</b>	<b>(178,534)</b>
<b>TOTAL Liabilities</b>	<b>20,720,971</b>	<b>20,775,126</b>	<b>(54,155)</b>
<b>NET POSITION</b>			
Temporarily Restricted	-	-	-
Unrestricted	3,916,600	3,689,509	227,091
Net Income	213,218	226,409	(13,190)
<b>TOTAL NET POSITION</b>	<b>4,129,818</b>	<b>3,915,918</b>	<b>213,900</b>
<b>TOTAL LIABILITIES &amp; NET POSITION</b>	<b>24,850,789</b>	<b>24,691,044</b>	<b>159,745</b>

### C. Approved School Budget for FY24

The Board of Trustees unanimously approved this budget at its May 2, 2023 meeting; the Board unanimously approved an amended budget at its May 20, 2023 meeting and a second amended budget at its July 25, 2023 meeting.

Springfield Prep Budget FY24 Draft version amended 7/20/23 for Board review 7/25/23			
<b>Major Assumptions</b>			
Per Pupil Revenue			\$17,991
Enrollment			484
Staff FTE			92.8
Staff to Student Ratio			5.83
<b>Income</b>			
4001 · Per Pupil Revenue			\$8,750,769
4100 · Government Grants & Funding			\$1,702,726
4200 · Nutrition Funding			\$648,374
4400 · Private Support Funding			\$205,000
4716 · Interest / Investment Income			\$10,000
<b>Total Income</b>			\$11,316,869
<b>Expense</b>			
5000 · Personnel Costs			
	5000 - Staff Salaries		\$6,476,002
	5520f · Benefits		\$600,681
	5520t · Payroll Taxes		\$103,028
<b>Total 5000 · Personnel Costs</b>			\$7,179,711
5100 · Administrative Costs			
	5111 · Contr Serv - Board of Trustees		\$15,000
	5112 · Travel & Other Exp -Board of Tr		\$1,000
	5122 · Contr Serv - School Leader		\$30,000
	5132 · Contr Serv - Business & Finance		\$95,000
	5142 · Contr Serv - Human Resources		\$65,000
	5152 · Contr Serv - Legal		\$14,000
	5162 · Contr Serv - IT		\$10,100
	5172 · Contr Serv - Development & Fund		\$15,000
	5173 · Fundraising		\$5,000
	5182 · Staff Recruitment and Advertising		\$56,200
	5182s · Student Recruitment and Advertising		\$28,700
	5183 · Travel, Dues & Other Exp - Admin		\$34,123
	5184 · Supplies & Materials - Admin		\$28,875
<b>Total 5100 · Administrative Costs</b>			\$397,998
5200 · Instructional Services			
	5213 · Contr Serv -Instructional Leader		\$35,000
	5214 · Supplies & Matls -Instruc Leader		\$1,000
	5215 · Travel & Other Exp -Instructional Leader		\$12,000



	5234 · Contr Serv - Student Support Services	\$33,941
	5242 · Contr Serv - Prof Development	\$120,000
	5243 · Supplies & Matls - Prof Develop	\$19,800
	5244 · Travel & Other Exp -Prof Develp	\$22,000
	5253 · Contr Serv - Guidance & Testing	\$91,423
	5254 · Supplies & Matls -Guidance&Test	\$46,200
	5261 · Textbooks, Books & Libraries	\$30,000
	5262 · Other Instructional Materials	\$30,000
	5263 · Instructional Equipment	\$15,000
	5263c - Copier leases	\$29,103
	5264 · General Supplies - Instructional	\$51,991
	5265 · Other Instructional Services / Student Experiences	\$49,500
	5266 · Classroom Instructional Tech	\$55,000
	5268 · Instructional Software	\$96,000
	<b>Total 5200 · Instructional Services</b>	<b>\$737,958</b>
	<b>5300 · Other Student Services</b>	
	5320 · Health Services	\$19,800
	5330 · Student Transportation	\$40,000
	5350 · Food Services	
	5350e - Food Service Equipment	\$1,500
	5350f - Food Service Food	\$654,676
	5350o - Food Service Other	\$2,500
	5360 · Athletic Services	\$22,000
	5370 · Other Student Activities	\$55,000
	5610 · Dissemination Activities	\$5,000
	5620 · Civic Activities	\$13,200
	5630 · High School Advising	\$5,000
	<b>Total 5300 · Other Student Services</b>	<b>\$818,676</b>
	<b>5400 · Facility and Other Fixed Costs</b>	
	5420 · Utilities	\$235,356
	5430m · Maintenance Building & Grounds	\$49,500
	5430r · Repairs of Buildings & Grounds	\$29,260
	5430s · Maintenance Supplies	\$50,600
	5440 - Capital Reserve	\$25,000
	5450 · Networking & Communications	\$63,250
	5530 · Insurance (non-employee)	\$102,678
	5560 · Long-Term Interest (facilities)	\$566,273
	5740 · Rental/Lease of Bdlg&Grnds	\$4,200
	5750 · Depreciation Expense	\$851,296
	<b>Total 5400 · Facility and Other Fixed Costs</b>	<b>\$1,977,412</b>
	9999 · Contingency Fund	\$205,114
	<b>Total Expenses</b>	<b>\$11,111,755</b>

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	486
Number of students upon which FY24 budget tuition line is based	484
Number of expected students for FY24 first day of school	486
Please explain any variances: We are budgeting for 2 fewer students than total enrollment to remain conservative, though at this time we have significant wait lists for every grade and anticipate to remain fully enrolled through the 2023-24 school year.	

**D. Capital Plan for FY24**

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") reached substantial completion in August 2021 and was occupied by the school for the duration of the school year. Beginning in June 2022 and continuing through August 2022, the school continued working with the contractor to complete additional renovations to fully meet the school's needs.

The portion of the project completed in August 2021 includes a total 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 workspace. 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 a highly efficient HVAC system, and the building integrates updated technology to support teaching and learning.

In Spring and Summer 2023, the school added landscaping improvements to address drainage issues and create additional natural barriers from the street.

The total cost of this project was \$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:

**Sources**

Equity (including tax credit proceeds)	\$ 7,085,000
Boston Private Bank	<u>13,350,000</u>
<b>Total Sources</b>	<b>\$ 20,435,000</b>

**Uses**

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>
<b>Total Sources</b>	<b>\$ 20,435,000</b>

Beginning in Fiscal Year 2023, the school included an annual reserve contribution in its budget to ensure funds are available for additional capital improvements in future years. As of June 30, 2023, the balance in the capital reserve account is \$125,000. The school plans to hold these funds in reserve for future facility improvements as needed and does not plan to utilize these funds in FY24.

## Appendix A: Accountability Plan Performance for 2022-23

### Faithfulness to Charter

	<b>2022-23 Performance</b> M (Met) / NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)																																								
<b>Objective:</b> 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)																																										
<b>Measure:</b> Annually, 65% of students are reading on grade level according to STEP by the end of 3rd Grade.	<b>M</b>	<ul style="list-style-type: none"> <li>66% of 3rd Grade students are reading on grade level.</li> </ul>																																								
<b>Measure:</b> 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.	<b>M</b>	<ul style="list-style-type: none"> <li>81% of students in grades K-2 scored at the 50th percentile or higher on the math portion of the NWEA MAP assessment.</li> </ul> <div style="text-align: center;"> <p>MAP Math 22-23 Spring</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Percentile Range</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>75-100%</td> <td>44%</td> </tr> <tr> <td>50-75%</td> <td>37%</td> </tr> <tr> <td>25-50%</td> <td>12%</td> </tr> <tr> <td>0-25%</td> <td>7%</td> </tr> </tbody> </table> </div>	Percentile Range	Percentage	75-100%	44%	50-75%	37%	25-50%	12%	0-25%	7%																														
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75-100%	44%																																									
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<b>Measure:</b> 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 average score of all interim assessments.	<b>NM</b>	<ul style="list-style-type: none"> <li>In ELA, all grade levels outperformed the network average by at least 5 percentage points.</li> <li>In Math, all grade levels outperformed the network average by at least 10 percentage points.</li> </ul> <p><i>Variance from the network by subject and grade (average of all 3 interim assessments:</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">Subject</th> <th colspan="2">Overall</th> </tr> <tr> <th>ELA</th> <th></th> <th>Math</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td><b>11%</b></td> <td></td> <td><b>18%</b></td> </tr> <tr> <td>2</td> <td>14%</td> <td>2</td> <td>15%</td> </tr> <tr> <td>3</td> <td>10%</td> <td>3</td> <td>17%</td> </tr> <tr> <td>4</td> <td>12%</td> <td>4</td> <td>28%</td> </tr> <tr> <td>5</td> <td>5%</td> <td>5</td> <td>20%</td> </tr> <tr> <td>6</td> <td>14%</td> <td>6</td> <td>18%</td> </tr> <tr> <td>7</td> <td>10%</td> <td>7</td> <td>10%</td> </tr> <tr> <td>8</td> <td>15%</td> <td>8</td> <td>14%</td> </tr> </tbody> </table>	Subject		Overall		ELA		Math			<b>11%</b>		<b>18%</b>	2	14%	2	15%	3	10%	3	17%	4	12%	4	28%	5	5%	5	20%	6	14%	6	18%	7	10%	7	10%	8	15%	8	14%
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6	14%	6	18%																																							
7	10%	7	10%																																							
8	15%	8	14%																																							
<b>Objective:</b> The school's collaborative teaching model ensures that all students receive differentiated, effective instruction that helps them grow and achieve as learners. (KDE 2)																																										
<b>Measure:</b> Annually, on the ELA and Math ANet assessments (given in grades	<b>NM</b>	<b>ELA</b> <ul style="list-style-type: none"> <li>SWD: <b>-2%</b> (42% average compared to 44% network average)</li> </ul>																																								

	<b>2022-23 Performance</b> M (Met) / NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
3-8), Students with Disabilities and English Learners will outperform the network average based on the cumulative average score of all interim assessments.		<ul style="list-style-type: none"> <li>EL: <b>+2%</b> (47% average compared to 45% network average)</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>SWD: <b>+2%</b> (40% average compared to 38% network average)</li> <li>EL: <b>+14%</b> (64% average compared to 50% network average)</li> </ul>
<b>Measure:</b> Annually, 80% of teachers score a two or above on the evaluation rubric section relating to collaborative teaching <sup>2</sup> , indicating that they collaborate effectively to serve their students well.	<b>M</b>	<ul style="list-style-type: none"> <li><b>100%</b> of teachers scored a two or above on the section of the evaluation rubric related to collaboration and co-teaching.</li> </ul>
<b>Measure:</b> 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.	<b>M</b>	<ul style="list-style-type: none"> <li><b>77%</b> of families responded to the year-end survey.</li> <li><b>97%</b> responded positively to the question about the school holding high academic standards.</li> <li><b>95%</b> responded positively to the question about the school holding high behavioral expectations.</li> </ul>
<b>Measure:</b> 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.	<b>NM</b>	<p>The positive response rate goals were met, but we did not meet our participation goal for families of students with disabilities.</p> <ul style="list-style-type: none"> <li><b>89%</b> of EL families responded to the survey; of those, <b>100%</b> indicated that the school effectively serves the needs of their children.</li> <li><b>63%</b> of families of students with an IEP responded to the survey. Of those, <b>91%</b> indicated that the school effectively serves the needs of their children.</li> </ul>

<sup>2</sup> "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."

	2022-23 Performance M (Met) / NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<b>Objective:</b> 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)		
<b>Measure:</b> Annually, 75% of teachers score a 2 or above on the evaluation rubric <sup>3</sup> section relating to character ("Teacher demonstrates a continuous commitment to developing students' character"), indicating that they do this effectively.	<b>M</b>	<ul style="list-style-type: none"> <li>100% of teachers scored a 2 or above on the character development standard in their evaluation.</li> </ul>
<b>Measure:</b> Annually, 75% of students in grades 5 (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.	<b>M</b>	<ul style="list-style-type: none"> <li>84% of students in grades 5 and grades 8 accurately defined all 5 Core Values and all students reflected on how these core values impact their academic and personal goals.</li> </ul>
<b>Objective:</b> The school develops and retains high-quality teachers and staff, which results in a strong, stable academic program. (KDE 4)		
<b>Measure:</b> 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	<b>M</b>	<p>From the end of the 2022-23 school year to the beginning of the 2023-24 school year, our staff retention rate is <b>92%</b> (86 out of 93 staff members).</p> <p>Excluding the four who left for purposes of geographic relocation, our staff retention rate is <b>97%</b>.</p> <p>For teachers specifically, our retention rate was <b>89%</b> (<b>96%</b> when excluding those who left for purposes of geographic relocation).</p>
<b>Measure:</b> Annually, all teachers and staff members have a minimum of 18 coaching meetings per year (for	<b>M</b>	<ul style="list-style-type: none"> <li>All teachers had at least this number of coaching meetings according to an internal coaching meeting tracker.</li> <li>All non-instructional staff members had at least this number of coaching meetings</li> </ul>

<sup>3</sup> This teacher evaluation rubric is based on the teacher evaluation rubric developed and used by the Brooke Charter Schools. See <https://www.ebrooke.org/>.

	<b>2022-23 Performance</b> M (Met) / NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
teachers, this accompanies classroom observations).		based on a review of scheduled meetings.
<b>Measure:</b> 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."	<b>M</b>	<ul style="list-style-type: none"> <li>● <b>93%</b> of staff responded to the annual survey</li> <li>● <b>92%</b> of teachers &amp; staff agreed with the statement, "This year, I have had opportunities to build the skills and knowledge I will need for future success in my field."<sup>4</sup></li> </ul>

## Dissemination

	<b>2022-23 Performance</b> M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
<b>Objective: Springfield Prep will share its approach to collaborative teaching, planning, and problem-solving with other schools in Massachusetts during the charter term.</b>		
<b>Measure:</b> 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.	<b>M</b>	We are in the 3rd year of our charter term and we have already met this goal. We hosted 7 school visits with local educators and leaders for the purpose of sharing best practices bringing us to a total of 10 visits (with 2 more years left in our charter term).
<b>Measure:</b> 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.	<b>M</b>	We published and advertised 2 blog posts that had the specific goal of disseminating best practices (see dissemination section for further details).

<sup>4</sup> We modified the survey question slightly this year and believe this question reflects the original one.

## Appendix B: Recruitment and Retention Plan 2023-24

### Recruitment Plan 2022-2023

School Name: **Springfield Preparatory Charter School**

#### **2022-2023 Implementation Summary:**

In the 2022-23 school year, the successes of the school's recruitment strategy implementation include projecting full enrollment for the upcoming school year, including filling all seats in all grades K - 8. Next year, approximately 40% of new kindergartners have siblings already enrolled at Springfield Prep. Because of the high percentage of siblings, we anticipate a similar subgroup status within the new class as compared to the 2022-23 student body. At this time, given the success of the school's Recruitment Plan, we do not feel that many additional strategies regarding this Plan are necessary though we are planning some additional outreach to ensure we are reaching specific subgroups. Please see below for additional details.



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

**General Recruitment Activities for 2022-2023:**

**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 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, with a focus on the lowest income zip codes. These mailings explicitly state that the school is welcoming to 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 Information Sessions.

**Activity 4: Family Information Sessions.** Springfield Prep hosted virtual and in-person 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. Springfield Prep also hosted a specific middle school recruitment day where families of middle-school-aged children could ask questions directly related to middle school.

**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. Each year, we ask families for referrals of other families whom they think should apply to Springfield Prep. Our operations team then completes targeted follow-ups with those families and assists with online applications over the phone.

**Activity 6: Online Advertising.** 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.

**Activity 7: Billboards.** We placed 3 billboards (one in Spanish and two in English) in Springfield neighborhoods, noting that we were enrolling for the upcoming school year and that we are a free, public school open to all families, including English Learners and Students with Disabilities.

**Activity 8: Middle School Targeted Outreach.** Springfield Prep attended table sessions at events specifically geared toward middle school enrollment, including recruitment events at Martin Luther King Charter School, a K - 5 charter school in Springfield serving a very high percentage of low income families and a high percentage of English Language learners.

### Recruitment Plan – 2022-2023 Strategies

List strategies for recruitment activities for each demographic group.

#### Special education students/students with disabilities

**(a) CHART data**

**School percentage:**  
18.5%

**GNT percentage:**  
15.0%

**CI percentage:**  
19.1%

The school is **above** GNT percentages and **below** CI percentages

**(b) Continued 2022-2023 Strategies**

**Met** GNT/ **Did Not Meet** CI: 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 recruit at preschool programs, such as Head Start centers, which serve students with special needs. We speak with staff at these programs to make them aware of our capacity and programs for serving students with disabilities.
- We contact community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities

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

No additional strategies are required for 2023-2024 given that we met gap narrowing targets and were within one percentage point of the comparison index.

#### Limited English-proficient students/English learners

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 10.5%</p> <p><b>GNT percentage:</b> n/a</p> <p><b>CI percentage:</b> 12.5%</p> <p>The school is <b>below</b> CI percentages and the GNT percentage is unavailable</p>	<p align="center"><b>(b) Continued 2022-2023 Strategies</b></p> <p><b>Did Not Meet CI:</b></p> <ul style="list-style-type: none"> <li>• All promotional materials and applications are printed in Spanish and Somali.</li> <li>• Spanish-speaking members of the Springfield Prep staff and parent community interpret and participate in information sessions to ensure that native Spanish speakers can fully understand our program and application process.</li> <li>• We placed billboards throughout the city, including one in Spanish.</li> </ul> <hr/> <p align="center"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p>For FY 2023-24, the school plans to conduct additional recruitment strategies to encourage families with limited English proficiency to apply, including increasing partnerships with community organizations such as New England Farm Workers and local churches, as well as increasing advertising on El Pueblo Latino, the Spanish language media outlet in Springfield, and creating targeted social media posts. Additionally, the school plans to participate in the annual Puerto Rican parade to increase visibility of our program among Latinx and Spanish-speaking residents.</p>
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**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 72.7%</p> <p><b>GNT percentage:</b> 75.2%</p> <p><b>CI percentage:</b> 80.4%</p> <p>The school is <b>below</b> CI percentage and <b>below</b> GNT percentage</p>	<p align="center"><b>(b) Continued 2022-2023 Strategies</b></p> <p><b>Did Not Meet GNT/CI:</b> no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• We disseminate application materials and host information sessions at locations and organizations serving Springfield's most needy families, including various Head Start locations.</li> <li>• We meet remotely or distribute information to leaders at Head Start and the South End C3 organization to ensure that they are fully aware of our school's programs and can share information with their clients or members in an informed manner.</li> <li>• We post flyers and information about the school in various stores, businesses, and apartment complexes in low-income neighborhoods throughout the city.</li> </ul> <hr/> <p align="center"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p>To meet our gap narrowing target and move closer to the comparison index, we will increase community outreach strategies next year that focus on income-eligible, community-based providers and increase mailings to targeted low-income zip codes. While we cannot control the applicant pool or outcome of the lottery, this focus should help us increase the number of low income applicants.</p>
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	<p>In addition, the school plans to increase outreach related to SNAP to ensure all families that are eligible are enrolled in the program.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>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, team-teaching model in grades 5-8, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support.</li> </ul> <p style="text-align: center;"><b>2021-2022 Additional Strategy(ies), if needed</b></p> <p>No additional strategies needed.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>In 2022-23, 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.</li> <li>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.</li> </ul> <p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <p>No additional strategies needed.</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>In 2022-23, the Springfield Preparatory Charter School did not serve any students over 16 years of age.</li> </ul> <p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>In 2023-24, the Springfield Preparatory Charter School does not intend to serve any students over 16 years of age. No additional strategies needed.</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>Springfield Prep placed billboards throughout the city, including one in Spanish.</li> <li>Springfield Prep will continue to build relationships with African American and Latino houses of worship and community centers to ensure that families know our school model and program.</li> </ul>

	<ul style="list-style-type: none"> <li>Springfield Prep 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.</li> </ul> <p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>No additional strategies needed.</li> </ul>
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**Retention Plan**  
2022-23

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-2023 Retention Plan.**

**2022-2023 Implementation Summary:**

During our eighth 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 (2021-22 SPCS retention: 92.8; Statewide Average in 2016 when the goal was set: 91.5%; current statewide average: 90.4%.) 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 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	
<b>Annual goal for student retention (percentage):</b>	91.5%

<b>Retention Plan – 2022-2023 Strategies</b> List strategies for retention activities for <u>each</u> demographic group.	
<b>Special education students/students with disabilities</b>	
<u>(a) CHART data</u>	<b>(b) Continued 2022-2023 Strategies</b> <b><u>Below</u> median and third quartile: no enhanced/additional strategies needed</b>

<p><b>School percentage:</b> 2.2%</p> <p><b>Third Quartile:</b> 16.6%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<ul style="list-style-type: none"> <li>• Ensured that special education students are achieving at a consistently high level.</li> <li>• Provided special education students with a full range of specialized services necessary to help these students succeed.</li> <li>• Ensured 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.</li> <li>• Ensured 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.</li> <li>• Provided 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.</li> </ul>
<p align="center"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b> <b>Below – N/A</b> - No additional strategies are needed for the 2022-2023 school year.</p>	

**Limited English-proficient students**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 1.8%</p> <p><b>Third Quartile:</b> 18.8%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2022-2023 Strategies</b></p> <p><b>Below median and third quartile: no enhanced/additional strategies needed.</b></p> <ul style="list-style-type: none"> <li>• Provided 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.</li> <li>• Offered a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups.</li> <li>• Ensured that in addition to ESL requirements, LEP students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.</li> <li>• Provided 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.</li> </ul>
<p align="center"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b> <b>Below – N/A</b> - No additional strategies needed.</p>	

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 4.3%</p> <p><b>Third Quartile:</b> 15.3%</p> <p>The school's attrition rate is <b>below</b> third quartile percentages.</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <p><b>Below</b> median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Assisted 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).</li> <li>• Offered 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, occupational therapist and physical therapist to provide developmental support) at no additional cost.</li> <li>• Assisted in coordinating referrals to outside social service providers to offer additional support to our students and their families.</li> <li>• Maintained frequent daily communication with parents about their children's development.</li> </ul>
	<p><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><b>Below – N/A</b> - No additional strategies needed.</p>

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● Used our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms.</li> <li>● Provided 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</li> <li>● Through our Student Supports Team (the Principal, Assistant Principals, Director of Student Supports, Special Education Teachers, Counselors, SLP, OT, and BCBA), developed support plans to ensure that students who are struggling in our program are given the necessary supports</li> <li>● Through our Child Study Team, reviewed assessment and observation data and determined which students are struggling academically and/or behaviorally and would benefit from interventions.</li> <li>● Provided targeted tutoring opportunities to some of the lowest-performing students during the academic year.</li> <li>● Ran a robust summer school program to support with incomplete learning and to prevent regression between academic years.</li> <li>● Communicated 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.</li> </ul> <p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● No additional strategies needed.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>● In 2022-23, Springfield Prep did not have any students identified as at risk of dropping out of school.</li> <li>● In 2023-24, 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.</li> </ul> <p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● No additional strategies needed</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● In 2022-23, Springfield Preparatory Charter School did not serve any students over 16 years of age.</li> </ul>



<p><u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>In 2023-24, Springfield Preparatory Charter School does not intend to serve any students over 16 years of age. No additional strategies needed.</li> </ul>
<p style="text-align: center;"><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>Monitored achievement rates of Black/African American and Latinx/Hispanic students to ensure that they are at least commensurate with the achievement rates of other demographic groups at Springfield Prep.</li> </ul> <p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>No additional strategies needed</li> </ul>

## Appendix C: School and Student Data Tables

### Springfield Preparatory Charter School student enrollment data:

#### [Enrollment by Race/Ethnicity \(2022-23\)](#)

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	19.7
Asian	2.1
Hispanic	72.7
Native American	0.0
White	4.3
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	1.2

#### [Selected Populations \(2022-23\)](#)

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	10.7
English Language Learner	10.5
Low-income	72.7
Students with Disabilities	18.5
High Needs	80.7

## Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Bill Spirer	Executive Director	7/1/14	NA
Jessica Yiannos	Principal	8/1/16 (at the school) 7/1/18 (in this role)	NA
Shawna Mitchell	Elementary Assistant Principal	8/1/16 (at the school) 7/1/20 (in this role)	NA
Christine Torres	Middle School Assistant Principal	7/15/19 (at the school) 7/1/20 (in this role)	NA
Wendy Soref	Director of Talent	7/6/15 (at the school) 7/1/21 (in this role)	NA
Meghan Wagner	Chief Operations Officer	7/11/16	NA
Pamela Haywood	Director of Student Supports	7/1/2021	NA
Ashley Marshall	Director of Operations	6/14/17 (at the school) 7/1/18 (in this role)	NA
Will Palmer	Director of Operations	5/31/22	NA

**TEACHERS AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR**

	<b>Number as of the last day of the 2022-23 school year</b>	<b>Departures during the 2022-23 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers*	47	3	5	Mid-year departures: - Employee decision (2) - Deceased (1) End of year: - Geographic relocation (3) - Employee decision (2)
Other Staff	46	7	2	Mid-year departures: - Employee decision (6) - Employer decision (1) End of year: - Geographic relocation (1) - Employee decision (1)

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

**Information about the Board of Trustees**

**Board Membership During the 2022-23 School Year**

<b>Name</b>	<b>Position on the board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served on the board</b>	<b>Length of each term (start and end date in MM/YY format)</b>
Robert L. Leonard	Chair	Governance	3	12/12/16-6/30/19 7/1/19-6/30/22 7/1/22-6/30/2025
Sherriff Balogun	Vice-Chair & Academic Achievement Committee Chair	Academic Achievement	2	3/16/17-6/30/20 6/30/20-6/30/23
Amy Piela	Treasurer & Finance Committee Chair (1/26/22 to 6/30/22)	Finance	1	7/14/21-6/30/24

Board Membership During the 2022-23 School Year				
Anne Malone	Secretary & Governance Committee Chair	Governance	2	2/28/19-6/30/22 7/1/22-6/30/2025
Sally Fuller	Trustee	Academic Achievement	2	3/19/18-6/30/21 7/1/2021-6/30/2023
Ron Molina-Brantley	Trustee*	Finance	1	7/1/2022-6/30/2025
Sarah Monson	Trustee*	Governance	1	7/14/21-6/30/24
Doug Morrin	Vice-Chair	Finance	2	3/19/18-6/30/21 7/1/21- 6/30/24
Amneris Narvaez	Trustee	Academic Achievement	1	4/28/22-6/30/25
Bill Spirer	Ex Officio (non-voting)	All	NA	3/5/14-present

[Board of Trustees and Committee Meeting Notices](#)

**Appendix D: Additional Required Information**

**Facilities**

Address	Dates of Occupancy
2071 Roosevelt Ave., Springfield, MA 01104	8/24/21 to present

**Enrollment**

The dates below reflect our estimated student application deadline and lottery date for students who are interested in enrolling for the 2022-2023 school year.

Action	2023-24 School Year Date(s)
Student Application Deadline	February 23, 2024
Lottery	March 1, 2024

## **Appendix E: Conditions, Complaints, and Attachments**

### **Conditions**

Not applicable

### **Complaints**

The School's Board of Trustees did not receive any written complaints during the 2022-23 school year.

### **Attachments**

None required

**END OF REPORT**