



**Springfield Prep**  
**CHARTER SCHOOL**

**Springfield Preparatory Charter School**

**Annual Report to the Massachusetts  
Department of Elementary & Secondary  
Education for School Year 2015-16**

**Report Date:** July 31, 2016

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## 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)	NA
Maximum Enrollment	486	Current Enrollment	108
Chartered Grade Span	K-8	Current Grade Span	K-1
# of Instructional Days per school year	185	Students on Waitlist	209
School Hours	Monday-Thursday: 7:45 am to 4:00 pm  Friday: 7:45 am to 12:30 pm	Age of School	1 year
<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**

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### **Mission and Key Design Elements**

In our first operational year, we implemented our school model as outlined in our charter application. The key design elements below are what distinguish the school, reflect our programmatic priorities and drive us towards our mission.

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

We also use data to drive our instruction. We use the STEP (Strategic Teaching and Evaluation of Progress) Literacy assessment to analyze students' reading skills and the information gathered in the assessment process helps teachers target individualized instruction and create small strategy groups. Teachers also use standards mastery assessments to assess how well students are learning specific standards. Teachers use the results of the standards mastery assessments to re-teach the standards that students struggled with and then re-assess those standards when appropriate so that students get multiple opportunities to demonstrate mastery.

#### ***A focus on positive character development***

In order to prepare our students for the challenges of high school, college, and their careers, they must be equipped to persevere through challenges, have a growth-mindset, and be respectful and productive team members. We support our students in the development of these important non-cognitive skills by infusing our classrooms with instruction in – and constant reinforcement of – our “FIRST” core values: Focus, Integrity, Respect, Self-determination, and Teamwork. Teachers and staff reference these values on a daily basis to help guide students towards making productive, positive choices. To help reinforce good choices, and when reminders and redirections do not work, we also use a schoolwide positive behavior intervention system that involves a clear, consistent system of “checks” and “color changes”. In addition to using the color system to track behavior, teachers are trained in using logical consequences (e.g., 5 minute break at the reflection desk, separate seat at lunch, etc.) to encourage better choices in a natural, logical way. When students make choices that seriously violate

our core values (e.g., physical contact, disrespectful language, etc.), they may earn a "Community Violation". A Community Violation is a written reflection on the poor choice that may require time out of class and is sent home to families so that they too can be involved in supporting students in making productive choices.

***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 of our scholars in the general education classroom. We provide intensive, targeted reading instruction in small groups for 2 ½ hours each day. These small, flexible ability groups allow us to accommodate the diverse needs of students; expectations for each group are consistent but teachers are able to better target skill development when teaching groups of students within a similar range of reading levels. Our two-teacher model also allows us to provide intensive math instruction and support in our two daily math blocks. Each block is co-taught, which gives teachers the flexibility to provide more individualized instruction to students who need more support. For students who need even more individualized support, Teaching Fellows provide additional small group and individualized instruction. Our special education program is also an inclusion model. Whenever possible, we have a student support teacher "push-in" during whole group instruction to provide additional support and scaffolding as outlined in students' IEPs.

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

***A commitment to high quality teacher and staff development and retention to ensure high quality instruction and school operations***

We believe that high quality teachers are one of the most important levers for our success as a school. We devote a significant amount of time and resources to our hiring process to ensure all teachers and staff are aligned with our mission and vision. Once hired, we provide staff with an intensive summer training program called Summer Institute (new teachers participate for three weeks; returning teachers and staff participate for two weeks). All teachers and staff receive weekly coaching through a structured observation-feedback cycle. For teachers, this involves a weekly classroom observation followed up by a one-on-one meeting with a coach. Non-instructional staff also participate in a weekly one-on-one meeting to help guide their professional growth. Meetings typically involve analysis of video footage of a teacher's instruction, analysis of student achievement data, and/or live practice. We believe that teachers and staff can develop their skills most rapidly with direct, explicit, and frequent support

and that this will, in turn, help students to learn more, faster, and show their understanding in deeper ways. 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. The observation-feedback cycle supports a culture of collaboration, practice and support.

### **Amendments to the Charter**

Date	Amendment Requested	Approved?
5/2/16	Modify Friday dismissal time from 1:45 pm to 12:30 pm	Yes

### **Dissemination Efforts**

In our Accountability Plan we have articulated two goals related to dissemination which we will begin working towards during the 2016-17 school year.<sup>1</sup> First, we will identify one-to-four innovative and high-leverage practices we use and develop dissemination materials around these practices. And second, by the end of the charter term, we will have conducted at least ten interactions with partner school(s) that consist of shared observations/instructional rounds, curriculum planning sessions and/or professional development.

Although we did not begin implementing our dissemination efforts in our first operational year, we did begin our efforts to provide innovative models for replication and best practices, primarily by hosting visitors from other schools and organizations serving schools. We are wholly committed to having an open door policy by which we make ourselves available to host school visits from any interested group that expresses such an interest. In our first year, we hosted visits from numerous organizations (e.g., Teach For America, ANet, the Reading Success by Fourth Grade Initiative, and Stand for Children). We hope to host many more visitors next year in an effort to continue sharing our unique two-teacher model and rigorous curriculum with others.

## **Academic Program Success**

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### **Student Performance**

We do not currently have publicly available student performance data because we served kindergarten and the first grade in the 2015-16 school year and there is no MCAS exam at this grade levels.

However, we use a number of internal and external assessments that serve as evidence of academic progress. We currently use two nationally normed assessments to track student performance: (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. Below are highlights of student performance from each source of data accompanied by notes summarizing important takeaways from this data.

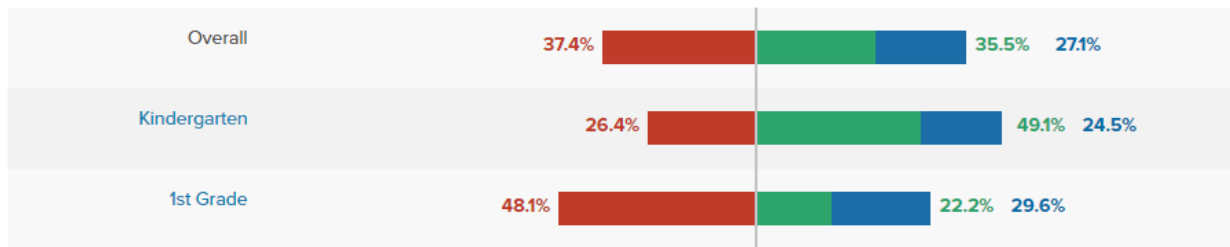
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<sup>1</sup> Our Accountability Plan was approved by DESE on 6/29/16, so it was not in place during the 2015-16 school year.

## Reading – STEP Results

### Overall Performance

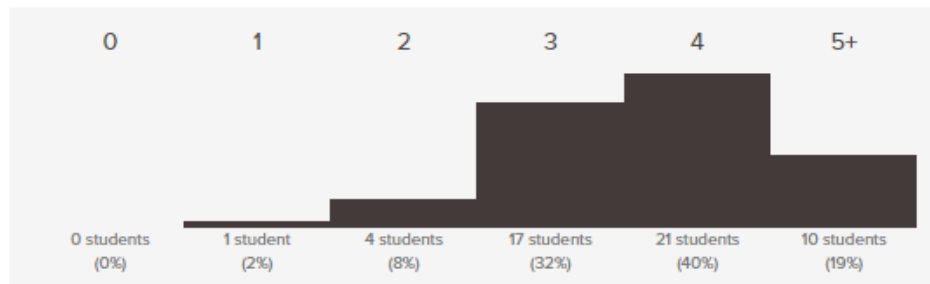
Legend ■ Below Target ■ On Target ■ Above Target



### Notes on the STEP Performance Data:

- At year end, 75% of kindergarten students are reading on or above grade level (Step 3 or above), compared to only 14% of incoming kindergarten students last year).
- 52% of first graders are reading on or above grade level (step 6 or above). Although lower than our goal, we anticipated lower performance with this cohort given that only 14% of this group entered Springfield Prep reading at grade level.

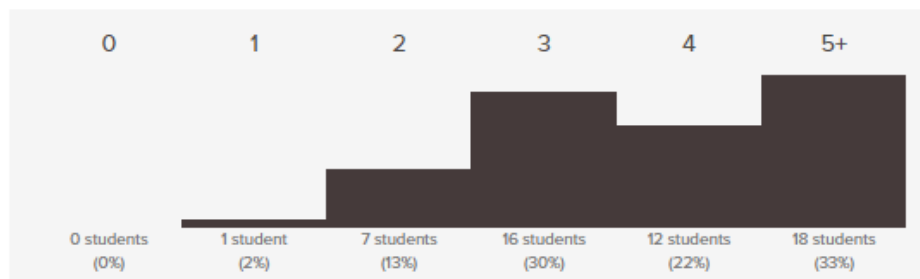
### Kindergarten Growth (by STEP levels grown)



### Notes on the STEP Kindergarten Growth Data:

- Expected growth for kindergarten students is 4 Step levels. The target for these students by the end of the year is Step 3.
- 59% of kindergarten students met or exceeding expected progress growth (19% exceeded; 40% met)
- 42% of kindergarten students trailed expected progress growth.

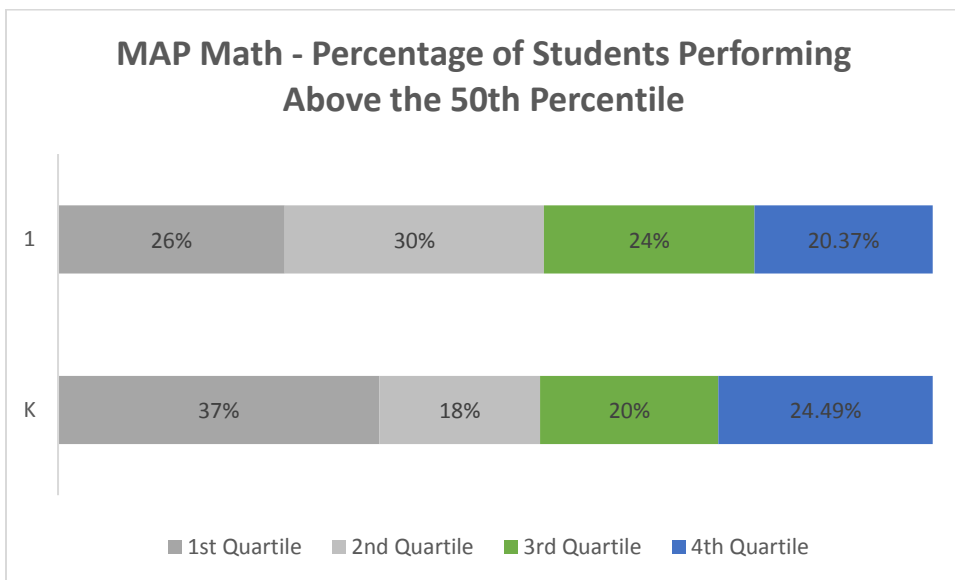
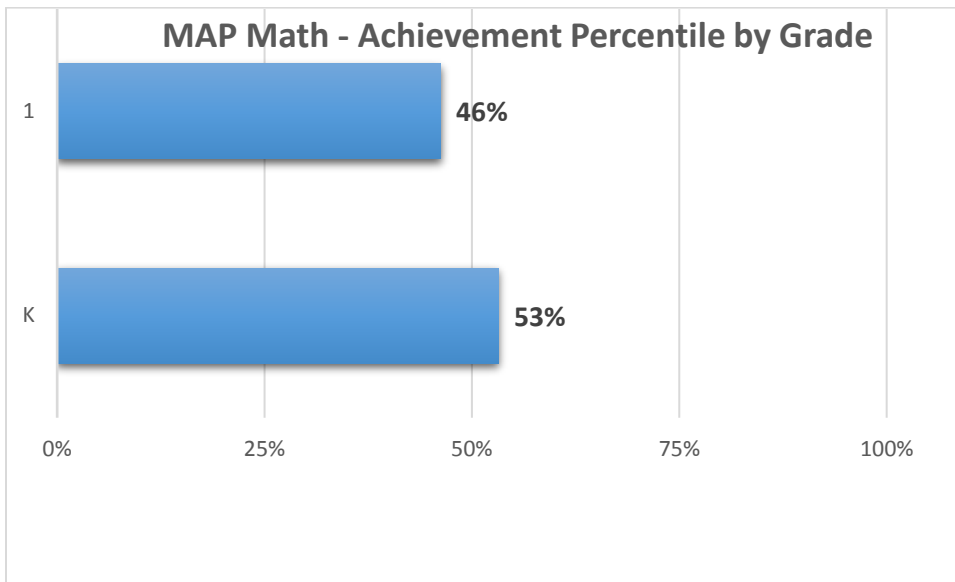
### First Grade Growth (by STEP levels grown)



Notes on the STEP First Grade Growth Data:

- Expected growth for first grade students is 3 Step levels. The target for these students by the end of the year is Step 6.
- 86% of first grade students met or exceeding expected progress growth (56% exceeded; 30% met)
- 15% of first grade students trailed expected progress growth.

**Math - NWEA MAP Results**





### Notes on the NWEA MAP Math Achievement Results:

- At the end of the year, Springfield Prep kindergarten performance in math was just over the national average while first grade performance was just under the national average.
- 45% of kindergarten students and 44% of first grade students performed above the 50<sup>th</sup> percentile in math.

### **Assessment Changes for Next Year**

Next year, we will begin using ANet as a means of tracking student performance in our second grade (ANet only serves grades 2-8). We are confident that ANet data will provide us with meaningful data about the extent to which our students are meeting the Massachusetts Curriculum Frameworks in Math and the English Language Arts, and will provide us with tools to address gaps in our students' learning.

### **Program Delivery**

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

As this was our first operational year, we implemented our program as it was articulated in our charter application. We did, however, make changes to the literacy program as it was outlined in the charter.

- In place of a guided reading block, we chose to use a Reading Workshop block. We made this change because of our belief that reading conferences, times when a teacher is conferring one-on-one with a student, are the most powerful way for a teacher to drive academic growth. We also believe that Reading Workshop provides the ideal opportunity for students to grow as independent readers, which is critical to their long-term success as readers. In Reading Workshop, teachers start with a short lesson that focuses students on a clear, purposeful teaching point students can practice as they read. Students then read texts independently, on their own level, at their own pace. The teacher confers with individual readers and gives them specific feedback. The teacher may use group-conferencing strategies when appropriate.
- We implemented a Shared Reading block, during which the teacher guides the class in reading a text together. Students typically engage with the same book for four-five days. Shared reading allows students to practice reading texts that are above their independent level through teacher and peer support and repeated readings. Shared reading is the ideal time to preview print strategies and comprehension skills that students will eventually apply independently in future Reading Workshop units. Repeated readings of the same text have the added bonus of improving fluency and expression. Shared reading also fosters community around shared texts.

- We implemented an Interactive Writing block to give students time to apply what they learn during phonics, handwriting, and oral language lessons to authentic writing activities. In Interactive Writing, the teacher models correct writing conventions and students use the teacher's example to write their own message. This makes it possible for students at all levels to be successful, especially when teachers provide individualized feedback during the lesson. Interactive writing is a time to preview a new type of writing with students (e.g., letter writing, book reviews, etc.).
- Instead of using a three-group literacy block rotation, with one group being a computer-based literacy program, we opted to use a two-group rotation. We made this change to maximize student time with their teachers and because we believe that independent reading time, during which students are held accountable for their reading, is more authentic and impactful than computer-based literacy practice.

Next year, we will continue delivering our program as we described it in the charter but will make minor changes to our curriculum and instructional model to be even more responsive to the needs of our students as we experienced these needs to be during our first year. In order to build more opportunities for teachers to do targeted interventions with struggling students and to ensure that all students practice math content in a variety of ways, we will incorporate a math workshop day each week. On this day, teachers will use assessment results to create small intervention groups and design targeted math practice activities. They will also apply the reading conference format to "math conferences" which will clarify student misconceptions and help students set goals for themselves as mathematicians. In order to get more in depth knowledge of how students are developing foundational number sense and operational skills, we will use a comprehensive math assessment developed by Math Recovery to further target our instruction and plan appropriate interventions for struggling students.

### **Social, Emotional, and Health Needs**

Our approach to the social, emotional, and health needs of our students, including our approach to student discipline, was consistent with the methods we articulated in our charter application.

We added one small but important element of behavior intervention not outlined in our charter application – a "Community Violation" (CV). Students earn a CV when their behavior is so disruptive to their class as to harm the classroom community. Students earning a CV complete a reflection form that guides them to think about the choice they made, which school core value they chose not to follow, and what they would do differently when they returned to class. We found this to be an important and valuable experience in making our discipline system focused on teaching the "right" thing to do as opposed to solely applying a consequence.

For next year, we have hired a psychologist who has expertise in complex social, emotional, and health needs: post-traumatic stress disorder, oppositional defiant

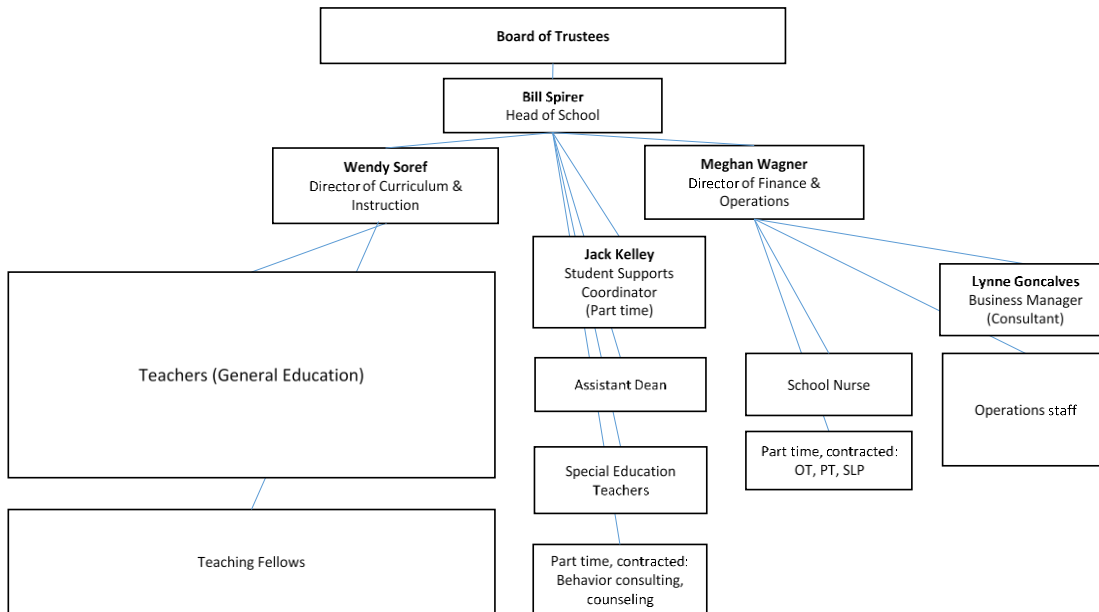
disorder, and autism spectrum disorders, among others. We believe that we can only fully meet our mission if we are effectively serving students with these challenges, and we are committed to improving our capacity to serve such students. Next year, with the assistance of our psychologist, we will further develop our Student Support Team (SST) to ensure that mental health and behavioral issues are addressed in a systematic way.

# Organizational Viability

## Organizational Structure of the School

During the 2015-16 school year, our organizational structure remained consistent with the structure presented in the charter application. During the course of the school year, we made minor changes to our staffing plan to better accommodate the needs of our students. We hired a full-time staff member to teach music (part-time) and provide student supports (part-time) and we hired a Nutrition Coordinator to help administer our meals program.

Next year, our organizational chart remains much the same, but there are a few notable changes. First, we have hired a Director of Finance & Operations to administer our growing operational and financial needs. Second, we will have an Assistant Dean and a Behavioral Consultant/Psychologist to support our students with complex social, emotional, and behavioral needs. Finally, we will hire a Teaching Fellow in each grade level (in the 2015-16 school year we only had one Teaching Fellow) to provide even more robust supports to our students and simultaneously accelerate our efforts to develop a pipeline of strong teachers for future years. Below is an up-to-date organizational chart.



## **Teacher Evaluation**

We believe that a clear evaluation cycle establishes a fair and predictable process for acknowledging strong performance and addressing weak performance. It also provides opportunity for staff members to set big-picture goals and reflect on personal growth. We believe that teaching is a challenging and highly complex profession; our evaluation process sets the bar high and ensures that teachers can work towards ambitious and rigorous standards.

During the 2015-16 school year, there were three rounds of teacher evaluations (December, February, and June) with the first serving primarily as a self-evaluation and opportunity to set goals for improvement. During the 2016-17 school year, teachers will be evaluated twice, first in December and again in March. We are making this change to provide teachers with formal feedback earlier in the year and to better inform our renewal offer process later in the year.

## Budget and Finance

**Springfield Preparatory Charter School**  
**Statement of Revenues, Expenses and Change in Net Position**  
as of June 30, 2016

	YTD Actual	YTD Budget	% of YTD Actual to YTD Budget
<b>Revenues</b>			
4001 · Tuition	1,373,425	1,384,776	99%
4100 · Government Grants & Funding	349,076	304,000	115%
4200 · Nutrition Funding	81,999	70,000	117%
4400 · Private Support Funding	186,603	200,000	93%
4500 · Student Programs & Misc Fees	1,303	-	NM
4716 · Interest / Investment Income	727	-	NM
<b>Total Revenues</b>	<b>1,993,133</b>	<b>1,958,776</b>	<b>102%</b>
<b>Expenses</b>			
5000 · Personnel Costs			
5000 - Personnel Salaries	759,029	822,700	92%
5520f · Fringe Benefits	35,276	128,405	27%
5520t · Payroll Taxes	19,173	24,681	78%
Total 5000 · Personnel Costs	813,478	975,786	83%
5100 · Administrative Costs			
5111 · Contr Serv - Board of Trustees	7,995	8,000	100%
5112 · Board Travel & Other Exp	-	500	NM
5122 · Contr Serv - School Leader	-	5,000	NM
5132 · Contr Serv - Business & Finance	42,523	30,500	139%
5142 · Contr Serv - Human Resources	17,280	14,000	123%
5152 · Contr Serv - Legal	2,040	5,000	41%
5162 · Contr Serv - IT	16,760	15,000	112%
5172 · Contr Serv - Development	3,000	5,000	60%
5173 · Fundraising	670	5,000	13%
5182 · Staff Recruitment and Advertising	5,478	10,000	55%
5182s - Student Recruitment and Advertisin	12,078	10,000	121%
5183 · Travel, Dues & Other Exp -Admin	7,926	10,000	79%
5184 · Supplies & Materials - Admin	8,570	10,000	86%
Total 5100 · Administrative Costs	124,319	128,000	97%
5200 · Instructional Services			
5213 · Contr Serv -Instructional Leader	28,185	40,000	70%
5214 · Supplies & Matls -Instruc Leader	689	1,000	69%
5215 · Travel & Other Exp -Instruc Leader	-	1,000	0%
5234 · Contr Serv - Other Teaching	45,671	32,400	141%
5242 · Contr Serv - Prof Development	37,137	36,000	103%

**Springfield Preparatory Charter School**  
**Statement of Revenues, Expenses and Change in Net Position**  
as of June 30, 2016

	YTD Actual	YTD Budget	% of YTD Actual to YTD Budget
5243 · Supplies & Matls - Prof Develop	5,105	5,000	102%
5244 · Travel & Other Exp -Prof Develop	12,831	8,500	151%
5253 · Contr Serv - Guidance & Testing	23,293	25,920	90%
5254 · Supplies & Matls -Guidance&Testing	16,085	42,750	38%
5262 · Other Instructional Materials	41,607	16,200	257%
5263 · Instructional Equipment	79,941	90,000	89%
5264 · General Supplies -Instructional	19,705	16,200	122%
5265 · Other Instructional Services	2,554	5,000	51%
5266 · Classroom Instructional Tech	49,959	30,000	167%
5268 · Instructional Software	9,900	15,000	66%
<b>Total 5200 · Instructional Services</b>	<b>372,663</b>	<b>364,970</b>	<b>102%</b>
5300 · Other Student Services			
5320 · Health Services	4,553	5,000	91%
5330 · Student Transportation	37,200	32,400	115%
5350 · Food Services	95,166	84,000	113%
5370 · Other Student Activities	2,689	5,400	50%
5620 · Civic Activities	1,586	5,000	32%
<b>Total 5300 · Other Student Services</b>	<b>141,193</b>	<b>131,800</b>	<b>107%</b>
5400 · Facility & Other Fixed Costs			
5430 · Maint of Buildings & Grounds	9,687	5,000	194%
5450 · Networking & Communications	8,119	6,000	135%
5730 · Other costs rel. Cap. Facility	16,070	30,000	54%
5740 · Rental/Lease of Building & Grounds	161,106	193,476	83%
5530 · Insurance (non-employee)	7,033	12,000	59%
5560 · Short-Term Interest	641	1,000	64%
<b>Total 5400 · Facility &amp; Other Fixed Costs</b>	<b>202,657</b>	<b>247,476</b>	<b>82%</b>
9999 · Contingency	-	27,696	0%
<b>Total Expenses</b>	<b>1,654,310</b>	<b>1,875,728</b>	<b>88%</b>
<b>Change in Net Position</b>	<b>338,823</b>	<b>83,048</b>	

**Springfield Preparatory Charter School  
Statement of Net Position**

	School		
	at 6/30/16	at 6/30/15	Change
<b>ASSETS</b>			
Current Assets			
1000 - Cash and Cash Equivalents	416,181	167,600	248,581
1102 - Accounts Receivable	62,095	9,284	52,811
1207 - Due from Related Parties (School)	475	-	475
1308 - Prepaid Expenses	10,877	7,267	3,611
1510 - Deposit (Security, Other)	-	250	(250)
<b>Total Current Assets</b>	<b>489,628</b>	<b>184,401</b>	<b>305,227</b>
Fixed Assets			
1514 - Building/Leasehold Improvement	-	-	-
1515 - Furniture and Equipment	-	-	-
1616 - Less Accumulated Depreciation	-	-	-
<b>Total Fixed Assets</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS</b>	<b>489,628</b>	<b>184,401</b>	<b>305,227</b>
<b>LIABILITIES</b>			
Accounts Payable			
2024 - Accounts Payable	88,656	23,860	64,796
<b>Total Accounts Payable</b>	<b>88,656</b>	<b>23,860</b>	<b>64,796</b>
Other Current Liabilities			
2125 - Accrued Expenses/Accrued Payroll	49,666	378	49,288
2226 - Current Deferred Revenue	12,483	-	12,483
2327 - Due to related party (Friends)	-	15,163	(15,163)
2428 - Current Debt Payable - Line of Credit	-	-	-
<b>Total Other Current Liabilities</b>	<b>62,149</b>	<b>15,541</b>	<b>46,608</b>
<b>TOTAL LIABILITIES</b>	<b>150,805</b>	<b>39,401</b>	<b>111,404</b>
<b>NET POSITION</b>			
Temporarily Restricted	-	145,000	(145,000)
Unrestricted	338,823	-	338,823
<b>TOTAL NET POSITION</b>	<b>338,823</b>	<b>145,000</b>	<b>193,823</b>
<b>TOTAL LIABILITIES &amp; NET POSITION</b>	<b>489,628</b>	<b>184,401</b>	<b>305,227</b>



**Springfield Preparatory Charter School**  
**Statement of Revenues, Expenses and Change in Net Position**  
FY17 Budget Detail

	<b>FY17 Budget</b>
<b>Revenues</b>	
4001 · Tuition	2,042,496
4100 · Government Grants & Funding	192,700
4200 · Nutrition Funding	109,350
4400 · Private Support Funding	100,000
4500 · Student Programs & Misc Fees	-
4716 · Interest / Investment Income	250
<b>Total Revenues</b>	<b>2,444,796</b>
<b>Expenses</b>	
5000 · Personnel Costs	
5000 - Personnel Salaries	1,193,000
5520f · Fringe Benefits	157,065
5520t · Payroll Taxes	29,229
<b>Total 5000 · Personnel Costs</b>	<b>1,379,294</b>
5100 · Administrative Costs	
5111 · Contr Serv - Board of Trustees	10,000
5112 · Board Travel & Other Exp	500
5122 · Contr Serv - School Leader	10,000
5132 · Contr Serv - Business & Finance	40,500
5142 · Contr Serv - Human Resources	18,560
5152 · Contr Serv - Legal	5,000
5162 · Contr Serv - IT	20,000
5172 · Contr Serv - Development	17,000
5173 · Fundraising	8,000
5182 · Staff Recruitment and Advertising	10,000
5182s · Student Recruitment and Advertisin	10,000
5183 · Travel, Dues & Other Exp -Admin	10,000
5184 · Supplies & Materials - Admin	8,000
<b>Total 5100 · Administrative Costs</b>	<b>167,560</b>
5200 · Instructional Services	
5213 · Contr Serv -Instructional Leader	30,000
5214 · Supplies & Matls -Instruc Leader	1,000
5215 · Travel & Other Exp -Instruc Leader	1,000
5234 · Contr Serv - Other Teaching	48,600
5242 · Contr Serv - Prof Development	55,000
5243 · Supplies & Matls - Prof Develop	5,000
5244 · Travel & Other Exp -Prof Develop	8,500
5253 · Contr Serv - Guidance & Testing	25,000
5254 · Supplies & Matls -Guidance&Testing	35,000
5261 · Books and Libraries	10,000

**Springfield Preparatory Charter School**  
**Statement of Revenues, Expenses and Change in Net Position**  
 FY17 Budget Detail

	<b>FY17 Budget</b>
5262 · Other Instructional Materials	20,250
5263 · Instructional Equipment	50,000
5264 · General Supplies -Instructional	24,300
5265 · Other Instructional Services	5,000
5266 · Classroom Instructional Tech	30,000
5268 · Instructional Software	10,000
Total 5200 · Instructional Services	358,650
5300 · Other Student Services	
5320 · Health Services	2,500
5330 · Student Transportation	44,000
5350 · Food Services	131,220
5370 · Other Student Activities	4,050
5620 · Civic Activities	5,000
Total 5300 · Other Student Services	186,770
5400 · Facility & Other Fixed Costs	
5430 · Maint of Buildings & Grounds	10,000
5450 · Networking & Communications	10,000
5730 · Other costs rel. Cap. Facility	30,000
5740 · Rental/Lease of Building & Grounds	200,000
5530 · Insurance (non-employee)	15,000
5560 · Short-Term Interest	500
Total 5400 · Facility & Other Fixed Costs	265,500
9999 · Contingency	87,023
<b>Total Expenses</b>	<b>2,444,796</b>
<b>Change in Net Position</b>	<b>-</b>

## Appendix A: Accountability Plan Evidence 2015-2016

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

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> The school is faithful to its mission of providing a rigorous, college prep academic program as reflected by student academic performance. (KDE 1)		
<b>Measure:</b> 75% of students in grades K-3 will read on grade level by the end of each year, according to the STEP assessment.	Not Met	62.6% of students are reading on grade level according to the STEP assessment.
<b>Measure:</b> Each year, 75% of students in grades K-3 grade will grow by a minimum of three STEP levels within one academic year.	Met	88% of students grew 3 or more STEP levels.
<b>Measure:</b> By the end of each year, 75% of all students will score at the 50 <sup>th</sup> percentile or higher on the math portion of the NWEA MAP assessment, indicating a college-ready trajectory.	Not Met	52.4% of students scored at the 50 <sup>th</sup> percentile or higher at the end of the 2015-16 school year.
<b>Objective:</b> The school explicitly teaches and consistently reinforces its mission of developing strong character in its students, and school culture reflects this emphasis. (KDE 2)		
<b>Measure:</b> Every month, a rotating team of school leaders and teachers will conduct a formal culture audit using an internally developed rubric that focuses on how teachers reinforce the school's core values in their classrooms.	In Progress	This goal was created at the end of the 2015-16 school year, during the Accountability Plan development process. Therefore, while audits were done informally, they were not done in the manner prescribed and we do not currently have data responding to this metric.
<b>Measure:</b> On a year-end character self-assessment given to all students, 75% of students will score at a 3 or 4 (on a scale of 1-4), indicating that they can (a) define the school's core values, (b) explain why the core values help them to succeed, (c) articulate a core value on which they have improved over the past year, and (d) articulate one core	In Progress	This goal was created at the end of the 2015-16 school year, during the Accountability Plan development process. Therefore, we do not currently have data responding to this metric.

value on which they would like to improve in the following year.		
<b>Objective:</b> The classroom and school environment is inclusive, orderly and safe for all students, and supports the goal of high academic achievement for a diverse range of learners. (KDE 3)		
<b>Measure:</b> The school will maintain an annual attrition rate that is lower than the statewide average.	Met	We anticipate our attrition rate from the 2014-15 school year to the 2015-16 school year to be 5.5% (i.e., we retained 94.5% of students). This is lower than the 2014-15 statewide attrition average of 8.7%
<b>Measure:</b> Each year, at least 60% of families of ELL and special education students will respond to an annual year-end parent survey and 90% or more of these families will indicate that they believe the school effectively serves the particular needs of their children.	In Progress	This goal was created at the end of the 2015-16 school year, during the Accountability Plan development process. Therefore, we do not currently have data responding to this metric.
<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> SPSC will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic relocation.	Not Met	7 out of 11 members of our teaching staff will return for the 2016-17 school year. 1 teacher left mid-year. 2 non-returning teachers left for the purpose of relocation. (9/12= 75% retention rate)
<b>Measure:</b> All teachers will be observed a minimum of 20 times per year. Observations will be completed by the Head of School, Director of Curriculum and Instruction, and/or by Lead Teachers, and will include feedback and follow-up discussion.	Met	All teachers were observed and given feedback on a weekly basis, exceeding the minimum number of 20 times per year.

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

	<b>2015-2016 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective:</b> The school will form a working partnership with at least one other elementary school in the region in order to share best practices.		
<b>Measure:</b> SPCS will identify 1-4 innovative and high-leverage practices it uses and develop dissemination materials around these practices.	In Progress	This goal was created at the end of the 2015-16 school year, during the Accountability Plan development process so we do not yet have data responding to this metric. In our first year, our primary focus was on building a strong learning environment, developing a rigorous and responsive curriculum, and building the capacity of our staff. We are excited to share what we learn from this process in future years.
<b>Measure:</b> By the end of the charter term, SPCS will have conducted at least 10 interactions with its partner school(s) that consist of shared observations/instructional rounds, curriculum planning sessions and/or professional development.	In Progress	

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

	<b>2015-2016 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective:</b> All students will read at grade level by the third grade.		
<b>Measure:</b> Each year, 90% of students will read on grade level by the end of the third grade, according to the STEP assessment.	N/A	In the 2015-16 school year, we had only Kindergarten and 1 <sup>st</sup> grade students. We will expand to include 3 <sup>rd</sup> grade students in the 2017-18 school year.
<b>Objective:</b> Students in subgroups that have historically underperformed academically will achieve academic growth at the same rate as the general school population.		
<b>Measure:</b> each year, 75% of students identified as High Needs (according to the DESE definition) will read on grade level by the end of each year, according to the STEP assessment.	Not Met	61.53% (56 out of 91) of students identified as High Needs are reading at or above grade level at the end of the 2015-16 school year.
<b>Measure:</b> Each year, 75% of students identified as High Needs (according to the DESE definition) will grow by a minimum of three STEP levels within one academic year.	Met	85.71% (78 out of 91) of students identified as High Needs grew by 3 or more STEP levels in the 2015-16 school year.

<p><b>Measure:</b> By the end of each year, 75% of students in all grades identified as High Needs (according to the DESE definition) score at the 50<sup>th</sup> percentile or higher on the math portion of the NWEA MAP assessment.</p>	<p>Not Met</p>	<p>49.44% (44 out of 89) of students identified as High Needs scored at the 50<sup>th</sup> percentile or higher.</p>
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## Appendix B: Recruitment and Retention Plan

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### Recruitment Plan

School Name: Springfield Preparatory Charter School

Date: 7/31/16

- **Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.**
- **Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.**
- **Please provide a brief explanation if you think that your incoming class of students (as captured in October 1, 2016 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please indicate if you would like further discussion with the Department regarding the school's Recruitment Plan once you have submitted your October 1<sup>st</sup> SIMS demographic information.**

#### **2015-2016 Implementation Summary:**

Our 2014-15 Recruitment and Retention Plan helped us to meet our recruitment and retention plan goals.<sup>2</sup> Based on state averages, we exceeded the comparison group for English Language Learners, Limited English Proficient students, students with special needs, and economically disadvantaged students. Our most recent student data shows us continuing this trend next year.

In 2014-15, we held a successful Community Outreach Day where approximately 25 volunteers canvassed the South End, our target neighborhood; we used a third-party mail house to send mailers to families of rising kindergarten and first grade students; we conducted information sessions at many of the city's pre-school programs (Head School, YMCA, Square One); and we advertised on Spanish-language radio. This extensive grassroots community outreach helped us to serve a student demographic almost identical to that served by the district. While the percentage of special education students we served (8%) was lower than the sending district rate (20%), this is in part due to the fact that last year we only served students in kindergarten and first grade, while the district's numbers reflect the full K-12 grade span (special education identification often does not occur in high rates in the early grades). Our student outreach materials explicitly stated that Springfield Prep serves all students, including those with IEPs and 504s, and all materials were printed in English and Spanish.

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<sup>2</sup> As 2015-16 was the school's first year of operation, the 2015-16 data constitutes "baseline data" for the purposes of the school's gap narrowing targets. Therefore, we do not have any data related to gap narrowing targets.

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

**General Recruitment Activities for 2016-2017:**

**Activity 1: Annual Community Outreach Event.** Annually, before the annual lottery, Springfield Prep will gather faculty, staff, parents, and volunteers to knock on doors in the South End of Springfield and adjacent neighborhoods. The goal of this event is to knock on the door of as many doors as possible to share information and answer questions about our program. In all of our community outreach, we will have Spanish-speaking staff, board members, and volunteers present so that we can communicate with the many native Spanish speakers who live in Springfield and the South End. Additionally, all promotional materials will explicitly state that Springfield Prep serves all students, including those with IEPs and 504s and be printed in English and Spanish.

**Activity 2: Mailings.** Annually, before the lottery, we will send out mailings in English, Spanish and other prevalent languages in the district to all parents of Springfield Public School (SPS) students who are involved in SPS pre-kindergarten programs. Depending on the number of openings we anticipate in grades 1-3, we will also send out mailings to the families of students entering those grades. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming of all students, including those who have learning disabilities, language barriers, and/or have struggled in traditional school environments, and they will be printed in English and Spanish.

**Activity 3: Pre-School Outreach.** Before the annual application deadline, we will invite local pre-school providers to tour Springfield Prep to better understand the educational program we offer. We will also visit local pre-school providers to host information sessions with the families of the students they enroll. We have found that establishing relationships with pre-school providers – who families trust – is a powerful way to conduct outreach to families

**Activity 4: Information Sessions.** Springfield Prep will host a number of information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. These information sessions will be advertised on the school's website, in the school's office, and in local media.

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



<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Special education students	<ul style="list-style-type: none"> <li>• In all recruitment materials, we will 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.</li> <li>• We will recruit at pre-school programs, such as Head Start, which serve students with special needs. We will meet with staff at these programs to make them aware of our capacity and programs for serving students with disabilities.</li> <li>• We will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Springfield Parent Academy, the Department of Children and Families, Early Intervention Centers).</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>• All promotional materials and applications will be printed in Spanish.</li> <li>• We will send Spanish-speaking staff and parent volunteers door-to-door in low-income housing developments to recruit new families.</li> <li>• Spanish-speaking members of the Springfield Prep staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process.</li> <li>• We will place advertisements in Spanish-language newspapers such as <i>El Pueblo Latino</i>, given the large Spanish-speaking population in Springfield.</li> <li>• We will distribute materials at organizations throughout the city that provide adult ESL classes and at community centers that serve non-English speaking families.</li> </ul>
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> <li>• We will disseminate application materials and, whenever possible, host information sessions at locations and organizations serving Springfield's most needy families: Springfield's WIC and DTA centers; the Springfield Parent Academy; various Head Start locations; and the offices of the Department of Children and Families.</li> <li>• We will meet one-on-one with leaders at the above organizations to ensure that they are fully aware of our school programs and can share information with their clients and/or members in an informed manner.</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• In all recruitment materials, we will explicit state that our school is open to all students regardless of prior academic performance. Additionally, we will be explicit about how our</li> </ul>

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
	<p>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.</p> <ul style="list-style-type: none"> <li>• We will collaborate with SPS leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• We will develop and cultivate a close working relationship with SPS, the Department of Children and Families, and the Committee for Public Counsel Services Children and Family Law division in order to identify and recruit children who appear at risk of dropping out according to the above-referenced risk factors.</li> <li>• Given that deterioration in academic performance and attendance during transition years (the sixth and ninth grades) is a powerful dropout predictor, we will, per our backfilling policy, recruit new students who may be struggling academically or behaviorally during the sixth grade year.</li> </ul>
Students who have dropped out of school	This demographic group is not applicable given that students in grades 1-8 are mandated to attend school.
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> <li>• We will work to recruit African-American and Latino students because that subgroup must be targeted to close the achievement gap.</li> <li>• We will advertise in the <i>Reminder</i> and <i>El Pueblo Latino</i>, the leading newspapers for Springfield's African-American and Latino communities, respectfully.</li> <li>• We will continue to build relationships with African American and Latino churches and community centers to ensure that families are aware of the option that our school provides.</li> </ul>

## Retention Plan

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

### 2015-2016 Implementation Summary:

During our inaugural school year, we successfully implemented the strategies outlined in our 2014-15 Recruitment and Retention Plan and met our goal of retaining 95% of students. We are able to retain such a high percentage of our students for three primary reasons: (1) we ran a high quality educational program and parents had very high satisfaction rates for this program; (2) through numerous school events and day-to-day communication, we built strong relationships with families and were able to be responsive to their needs; and (3) we ran a responsive educational program that met our students' educational and social needs.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	91% <sup>3</sup>

Retention Plan – Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> <li>• Ensure that special education students are achieving at a consistently high level.</li> <li>• Provide special education students with a full range of specialized services necessary to help these students succeed.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide parents/guardians of special education students avenues to provide feedback and express any concerns they have through report card conferences, the Special Education Parent Advisory Council, and Annual Parent Survey.</li> </ul>

<sup>3</sup> Although we will strive to exceed this goal, this number reflects the retention goal we set in our Accountability Plan.

<b>Retention Plan – Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Limited English-proficient students	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Offer a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups.</li> <li>• 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.</li> <li>• Provide parents/guardians of LEP students avenues to provide feedback and express any concerns they have through report card conferences and Annual Parent Survey.</li> </ul>
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> <li>• Assist in providing all school-related materials that may add to the expense of a child's education (e.g., shoes that conform with the uniform policy).</li> <li>• Offer a comprehensive Student Supports program which is staffed to provide services for the needs of our student population (e.g., a Dean, counselor, and behavior consultant to assist with social and emotional needs, and a speech and language therapist to provide language development support).</li> <li>• Maintain a small-school environment with a “warm/strict” school culture that offers close relationships between teachers and students, explicit instruction in positive character development, and clear and consistent behavioral expectations.</li> <li>• Assist in coordinating referrals to outside social service providers to offer additional supports to our students and their families.</li> <li>• Maintain frequent communication with parents (daily in the elementary school; weekly in the middle school) about their children's development.</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• Use our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms.</li> <li>• Provide additional small group and individual support, through our Teaching Fellows and Student Supports teachers, for students who enter behind grade level and/or struggle to make academic progress provide small group and individual support.</li> </ul>

<b>Retention Plan – Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
	<ul style="list-style-type: none"> <li>• Through our Student Supports Team (the Head of School, Director of Curriculum &amp; Instruction, Student Supports Coordinator, Special Education Teacher, and Behavior Consultant) develop support plans to ensure that students who are struggling in our program are given the supports they need to succeed.</li> <li>• 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.</li> <li>• Provide additional school days and/or targeted tutoring offered to the lowest performing students during school breaks and/or summer vacation (e.g., a “Summer Reading Institute”).</li> <li>• 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.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• Closely monitor, and provide targeted intervention to, students struggling with academic performance, behavior, and/or attendance during the transition from the fifth to sixth grades.</li> <li>• Provide intensive academic and behavioral supports to, students who enter Springfield Prep in the upper elementary and middle school grades.</li> </ul>
Students who have dropped out of school	NA
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	We will monitor achievement rates of African American and Latinos to ensure that they are at least commensurate with achievement rates of other demographic groups at Springfield Prep.

## Appendix C: School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	18	16.7%
Asian	2	1.9%
Hispanic	78	72.2%
Native American	0	0%
White	5	4.6%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	5	4.6%
Special education	10	9.3
Limited English proficient	25	23.1%
Economically Disadvantaged	70	64.8%

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Bill Spierer, Head of School	Responsible for overall leadership and all organizational performance.	7/1/14	NA
Wendy Soref, Director of Curriculum & Instruction	Responsible for the school's curriculum and instruction.	7/6/15	NA
Amanda Gauthier, Director of Operations	Responsible for school operations.	7/1/15	6/30/16

TEACHERS AND STAFF ATRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	11	1	4	Geographic relocation: 2 Personal reasons: 3
Other Staff	6	1	1	Personal reasons: 2

**Narrative of Teacher Attrition:**

The Springfield Prep accountability plan indicates that SPSC will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic relocation. Excluding Springfield Prep Charter School teachers who left for purposes of geographic re-location, 1 teacher left during the 2015-16 school year and 3 teachers will not be returning for the 2016-17 school year. Therefore, Springfield Prep retained 75% of teachers from one school year to the next, excluding those who leave for purposes of geographic location (there were 12 total teachers over the course of the school year; 3 left for reasons other than geographic location).

<b>BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term</b> (including date of election and expiration)
Danielle Williams	Chair	Governance	1	3/5/14-6/30/19
Kelvin Molina	Vice Chair	Academic Achievement	1	3/5/14-6/30/19
Robin Olejarz	Treasurer	Finance	2	3/5/14-6/30/18
John Brown	Trustee	Finance; Facility Task Force	1	3/5/14-6/30/17
Peter Ellis	Trustee	Development	2	3/5/14-6/30/19
Kate Murphy	Trustee	Academic Achievement	1	3/5/14-6/30/17
Gareth Ross	Trustee	Development	2	3/5/14-6/30/18
Tricia Walker	Trustee	Finance	1	1/7/15-6/30/17
Bill Spierer	Ex Oficio (non-voting)	All	NA	3/5/14-present
Board departures during the 2015-16 school year				
Sonia Dinnall	Trustee	Governance	1	3/5/14-6/30/16
Jim Duda	Chair	Governance	2	3/5/14-11/3/15

## Appendix D: Additional Required Information

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### Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Danielle Williams
Charter School Leader	NA
Assistant Charter School Leader	Meghan Wagner
Special Education Director	NA
MCAS Test Coordinator	Meghan Wagner
SIMS Coordinator	Meghan Wagner
English Language Learner Director	NA

### Facilities

Springfield Prep began this year, its first, in the facility listed below. It will remain in this location for one more year, through July 2017.

Location	Dates of Occupancy
370 Pine St., Springfield, MA	August 20, 2015 (Certificate of Occupancy) August 25, 2015 (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 2016-2017 school year.

Action	Date(s)
Student Application Deadline	February 24, 2017
Lottery	March 3, 2017



## **Conditions**

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There are no conditions at the present time.

## **Complaints**

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The board received no complaints during the 2015-16 school year.