



Springfield Prep

CHARTER SCHOOL

Springfield Preparatory Charter School

Annual Report to the Massachusetts Department of Elementary & Secondary Education for School Year 2021-2022

Report Date: July 30, 2022

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Introduction to the School

Springfield Preparatory Charter School (SPCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	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 as of May 30, 2022	433
Chartered Grade Span	K-8	Current Grade Span	K-7
Number of Instructional Days per School Year (as stated in the charter)	185 (Kindergarten) 183 (Grades 1-8)	Students on Waitlist as of May 30, 2022	596
Number of Instructional Days during the 2021-2022 School Year ¹	182 (Kindergarten) 180 (Grades 1-8)	Age of School as of 2021-2022 School Year	7 years
School Hours	Monday-Thursday: 7:55 AM to 3:30 PM Friday: 7:55 AM to 12:30 PM		
Mission Statement:			
Springfield Preparatory Charter School is an inclusive K-8 public charter school that prepares all students for success in high school, college, and life through a focus on rigorous academics and character development.			

¹ In March 2022, the school submitted and the Commissioner approved a temporary charter amendment request to modify the 2021-22 school year calendar to reduce the school days from 183 to at least 180 for grades 1-7, and from 185 to at least 182 for Kindergarten.

Faithfulness to Charter

Mission and Key Design Elements

In our seventh 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 and connect that point to a purpose or "big idea." Throughout the lesson, teachers keep students engaged by providing opportunities for students to show how they are processing the content with frequent checks for understanding. Teachers encourage higher-order thinking by asking open-ended questions that require students to explain their thinking. The quick, purposeful pace of lessons reflects our belief that instructional time is one of our most powerful tools and ensures that students spend their time in school engaged in their learning. 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 within a similar range of reading levels. 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 math" (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 join weekly grade-level team meetings 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. We support our students' development of these important non-cognitive skills by infusing our classrooms with instruction in and constant reinforcement of our "FIRST" core values: Focus, Integrity, Respect, Self-determination, and Teamwork. Teachers and staff reference these values daily to guide students 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 positive 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, there is a "Student Government Thinktank" after school that teaches students about the characteristics and values needed to be a future Student Government member (starting in the school year 22-23).

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 Instructional Leadership Fellow, 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 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. For the first time this year, we began an Instructional Coach development program with six teachers across grade levels and content areas. Each Instructional Coach managed and coached 1-2 teachers and participated in professional development to further their instructional leadership skills. In turn, they added capacity to our coaching program, offered new teachers more frequent and differentiated support, and modeled instruction in their classrooms.

Amendments to the Charter

Date	Amendment Requested	Approved?
3/30/22	Modify the 2021-22 school year calendar to reduce the school days from 183 to at least 180 for grades 1-7 and from 185 to at least 182 for Kindergarten. (Temporary Amendment)	Yes, on 4/4/22
4/29/22	Amend the school year calendar to reduce the number of scheduled days from 183 to 180 for students in grades 1-8, and from 185 to 182 for students in Kindergarten, not including the five required snow contingency days	Yes, on 6/3/22

Access and Equity: Discipline Data

2020-21 Student Discipline					
Link: 2020-21 Student Discipline Data Report by All Offenses - Springfield Preparatory Charter School (District) (35100000)					
Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal
All Students	382	2	-	-	-
English Learner	64	2	-	-	-
Economically Disadvantaged	284	2	-	-	-
Students with Disabilities	77	1	-	-	-
High Needs	315	2	-	-	-
Female	184	0	-	-	-
Male	198	2	-	-	-
American Indian or Alaska Native	0	-	-	-	-
Asian	9	0	-	-	-
African American/Black	65	0	-	-	-
Hispanic/Latino	266	2	-	-	-
Multi-race, Non-Hispanic/Latino	7	0	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	35	0	-	-	-

Data Monitoring, Student Discipline Systems, and Processes

The 2020-21 school year had 2 students receiving a disciplinary action during the 2.5 months of in-person school, representing less than 1% of students. For the 2021-22 school year (through June 17, 2022), 10 students (out of 433) have received disciplinary actions (2.3%). This represents a slight increase in disciplinary actions over the prior year but is a very small percentage of students and a continued downward trend from pre-pandemic years. We attribute these low numbers to a variety of strategies and circumstances.

1. **Strong teacher retention.** In the 2021-22 school year, we had strong teacher retention, and 63% of teachers have three or more years of experience. With more experienced teachers, the vast majority of students had behaviors addressed proactively and in the classroom setting, eliminating the need to use additional discipline.
2. **Additional staff to support students.** In the 2021-22 school year, we added a second school counselor and several school culture team members to support the growth of our middle school and differentiate support between elementary and middle school students.
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. **School-wide commitment to minimizing exclusionary discipline practices.** Experience and data have demonstrated that exclusionary discipline practices often do not help students modify behaviors, so we have decided to use exclusionary discipline in exceedingly rare circumstances. In the 2020-21 school year, we convened an "Equitable Discipline and Culture Working Group" with participation from teachers, staff members, and leaders. This year, based on that group's recommendations, we implemented several changes to our classroom management systems and further emphasized the importance of relationship building and restorative practices.

Dissemination Efforts

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.

Despite this year's challenges, we remained committed to sharing best practices and resources with other educators. While we could not host as many in-person events as we had hoped due to the pandemic, we hosted one event, three school visits, and created three dissemination-focused blog posts. The table below outlines our dissemination efforts during the 2021-22 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
Observation/ Feedback Best Practices for Instructional Coaches	All-day Training coordinated by SPCS. A faculty member from Relay GSE facilitated training.	Wendy Soref, Director of Talent, coordinated the event with partners at Relay GSE.	SPCS partnered with three Springfield-area charter schools and the Springfield Empowerment Zone to bring the training to Springfield.	Practices incorporated into instructional coaching in area schools.
Classroom Management and Culture Systems and Best Practices	School Visit	Shawna Mitchell (Elementary Assistant Principal), Shonda Alyssa (Behavior Interventionist), Dani Vega (Behavior Interventionist)	School Culture Team from Dudley Street School in Boston, including the School Principal	Practices incorporated into school's culture and climate work.
Co-teaching best practices	School Visit	Wendy Soref (Director of Talent), Jess Yiannos (Principal), Christine Torres (Middle School Assistant Principal)	Team from Excel Academy Charter Schools (Boston and RI)	Practices incorporated into new school design.
Co-teaching, culture, and classroom management best practices	School Visit	Bill Spierer (Executive Director)	University Prep Public Schools' (New York City) Executive Director	Unknown

Resources for Collaborative Planning and facilitating effective meetings.	Blog post with an interview with Ashley Shaw that included links to team meeting templates.	Ashley Shaw, 2nd Grade Teacher and Grade Level Chair; Wendy Soref (Director of Talent)	Springfield Prep's Blog and social media pages	Unknown
Resources for rigorous Middle School math instruction and planning	Blog post with curriculum materials and other resources shared	Meaghan Graul (6th/7th Grade Math Teacher), Rebecca Sela (High School Success Counselor), Wendy Soref (Director of Talent)	Springfield Prep's Blog and social media pages	Unknown
Best practices in celebrating cultural heritage months meaningfully as a school and in individual classrooms.	Blog post with an interview with Shawna Mitchell, Elementary Assistant Principal) and planning documents	Shawna Mitchell, Elementary Assistant Principal, Wendy Soref, Director of Talent	Springfield Prep's Blog and social media pages	Unknown

Academic Program Success

Student Performance

A. [2021 Springfield Prep Charter School's School Report Card \(Overview\) link](#)

B. Student Performance on Internal and External Assessments

While our assessment plan reflected our pre-pandemic strategy this year, the results of those assessments were not at pre-pandemic levels, which was to be expected. Students made clear progress throughout the year, and we expect to see additional growth and higher performance levels as our acceleration efforts take hold over the next few school years.

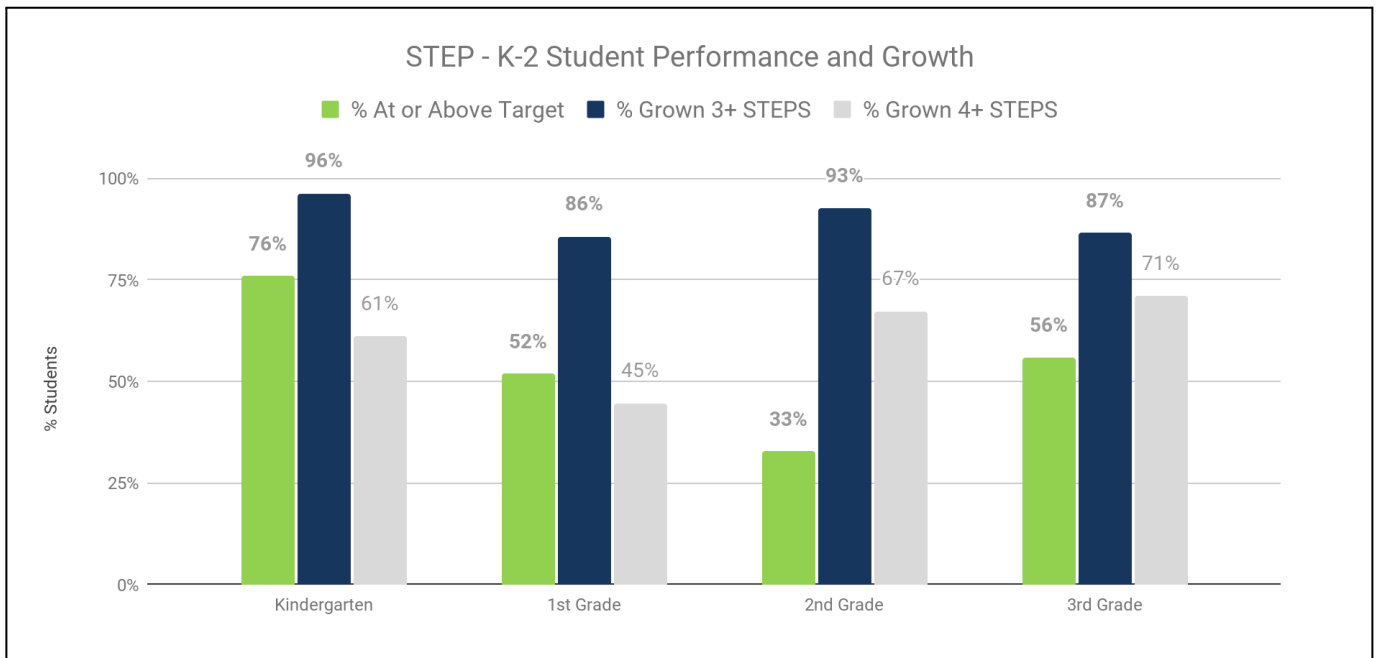
We continue to use two nationally-normed assessments to assess student performance and ensure we are providing our students with a rigorous academic program: (1) the STEP (Strategic Testing and Evaluation of Progress) Assessment to track reading growth and performance in grades K-3 and (2) the NWEA MAP (Measures of Academic Progress) test to track growth and

performance in Math in grades K-2.² Additionally, we use the ANet assessment in grades 2-7 to track student performance on the Massachusetts Curriculum Frameworks. While our key metrics are outlined in our Accountability Plan results, below are some additional highlights of student progress and performance from each assessment.

(1) STEP Results – Reading

Overall Performance

Based on assessments at the end of last year and the beginning of the 2021-22 school year, we expected to see more students below the target level than in pre-pandemic years. Still, in the 2021-22 school year, we saw many students performing at high levels or demonstrating significant growth.



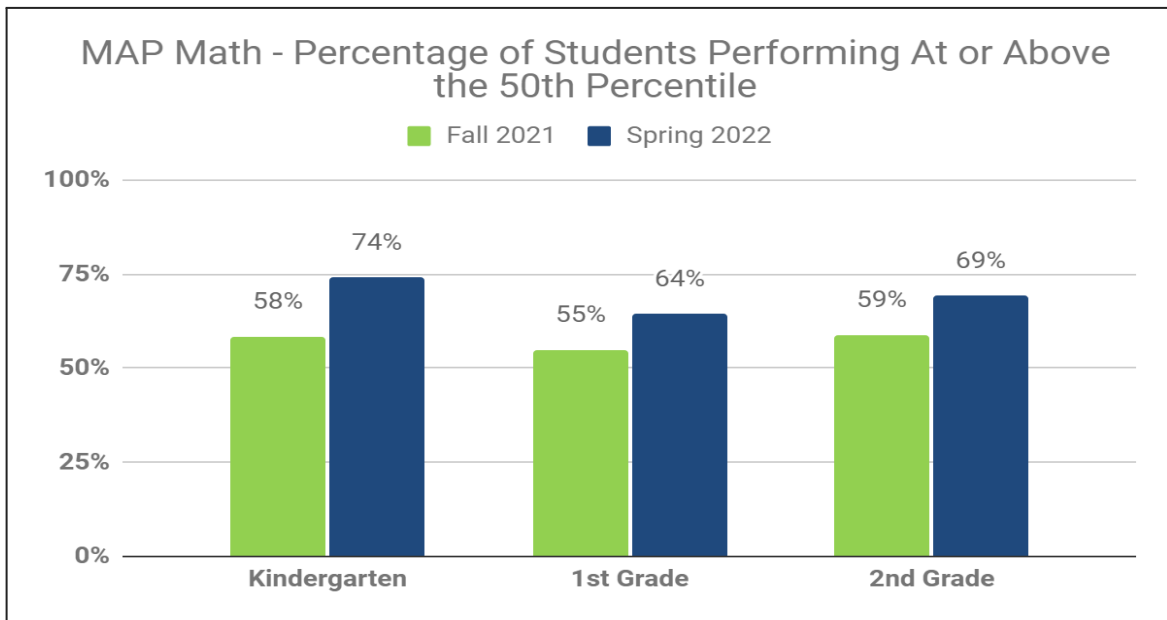
Summary of STEP Performance Data:

- In 2021-22, STEP performance did not meet our goal metric of 65% of students on target.
 - Kindergarten: 76% (vs. 68% in 2018-19)
 - 1st Grade: 52% (vs. 52% in 2018-19)
 - Second Grade: 33% (vs. 36% in 2018-19)
 - Third Grade: 56% (vs. 63% in 2018-19)
- At least 85% of students in each grade grew 3+ STEP levels, meaning that they achieved a full year (or more) of growth.
- At least 45% of students in each grade grew 4+ STEP levels, meaning that students moved an extra STEP (or more) closer to grade level.

(2) NWEA MAP Results – Math

MAP is an adaptive math test that assesses students' growth and their performance in relation to their peers nationwide.

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

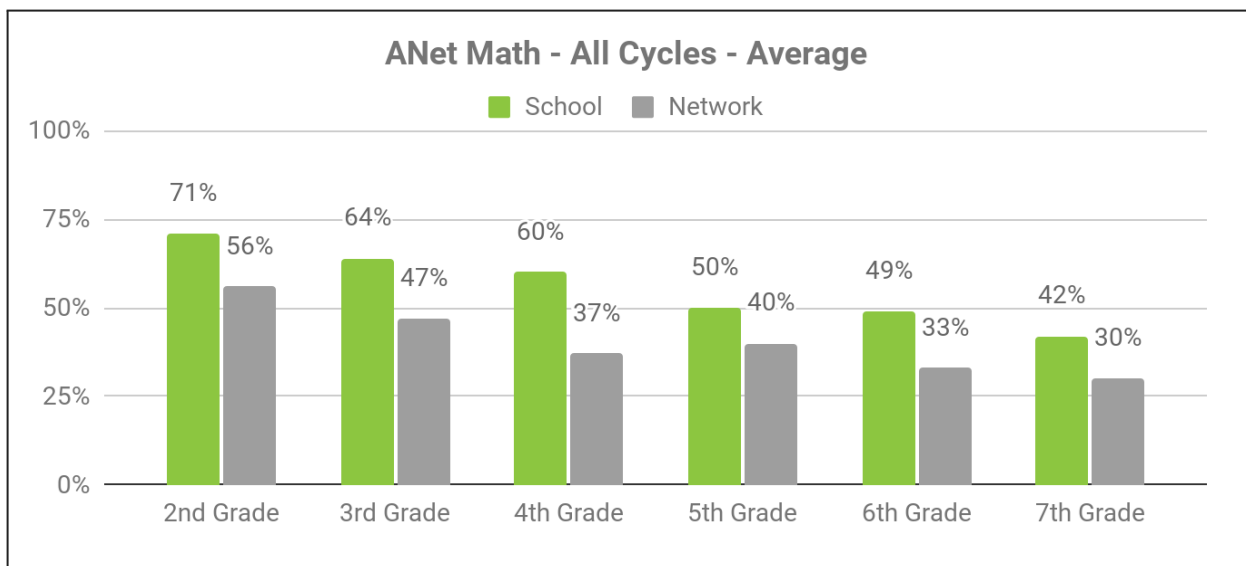


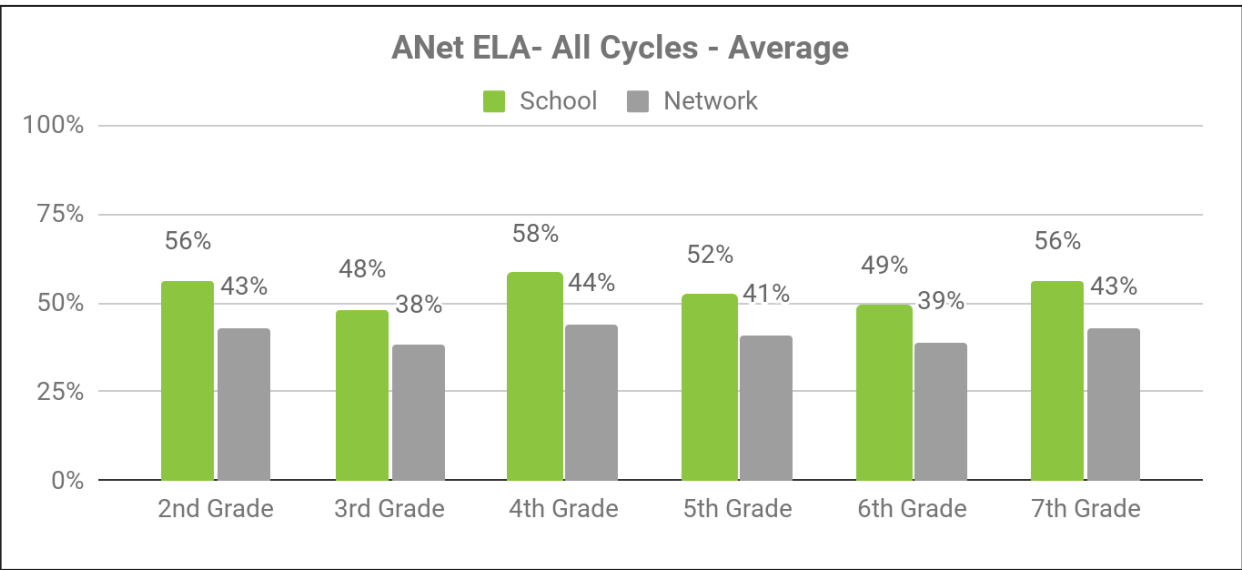
Summary of MAP Performance Data:

- As expected, MAP results were lower than they were in 2018-19 (before the pandemic) in the 1st and 2nd grades.
 - 74% of students in Kindergarten are scoring at or above the 50th percentile (equivalent to the Kindergarten results in 2018-19).
 - 64% of students in 1st grade are scoring at or above the 50th percentile (in comparison to 83% in 2018-19).
 - 69% of students in 2nd grade are scoring at or above the 50th percentile (in comparison with 90% in 2018-19)

(3) ANet Results – Math and ELA (2nd through 7th grade only)

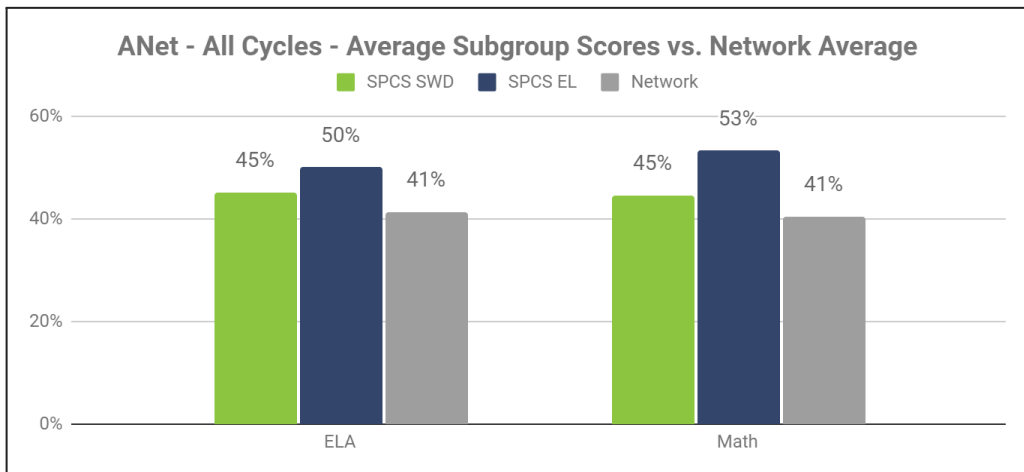
Average Performance on ANet Interim Assessments





Summary of Achievement Network (ANet) Achievement Data:

- Overall, ANet data continues to demonstrate that our students perform at a very high level on rigorous, grade level, standards-based assessments in math and ELA.
- Springfield Prep outperformed the network at every grade level on each of the three ANet assessments taken this year. (The number of schools in the network varies based on content area and grade and can be anywhere from 30 schools taking the same assessment to over 100.)
- Our strength in math is shown in this data, with each grade outperforming the network by at least ten percentage points, with an average of ten percentage points and a maximum of 23 percentage points.
- The results in ELA are almost as strong, with grades outperforming the network by between ten and fourteen percentage points.
- This year, both English Language Learners (EL) and Students With Disabilities (SWD) outperformed network averages (which are inclusive of their general education peers) – see the chart below. This is a reversal from last year and highlights the benefit of push-in, pull-out, and one-to-one supports we were able to provide this year due to larger EL and Special Education teams and to being able to provide in-person learning.



Program Delivery

Academic program in 2021-22

In the 2021-22 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. Teachers in grades K-3 use a combination of Lucy Caulkins' *Reader's and Writer's Workshop* and internally-created lessons to cover phonics, reading comprehension, writing, and more. We use Core Knowledge and materials curated from Brooke Charter Schools for science instruction in the elementary school.

In grades 5-7, 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 are based on open-source curricular materials from Achievement First. In middle school math, teachers primarily use Kendall Hunt's Illustrative Math and supplement it with relevant and aligned lessons on Desmos. Our science curriculum is curated from Brooke Charter Schools.

This year, we increased collaboration between Special Education teachers and classroom teachers, with Special Education teachers attending weekly grade-level team meetings to discuss progress for students with IEPs. We implemented a new system of monitoring progress on B-grid goals in the classroom so Special Education teachers could 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), we added a team member this year to provide increased support for students and more capacity for teacher development in serving English Learners.

We continued to use assessments, including end-of-unit assessments, ANet, STEP, MAP, and STAR, to monitor student progress. We provide teachers with collaborative planning time to analyze assessment data, create re-teach plans, and modify a "staffing planner" that articulates how classroom, Special Education, and Associate Teachers will be used at all parts of the day with details about specific students and specific teaching points.

New this year, we utilized diagnostic math assessments in grades 1-7. In grades 1-5, students took a diagnostic assessment through GreatMinds' Equip, providing teachers with data about the previous grade standards that may need to be spiraled into instruction alongside grade-level standards. In middle school, students took a diagnostic assessment through ANet, assessing the prerequisite standards for each part of the year. Using these assessments, we provided "just in time" instruction to close gaps from previous school closures and remote learning.

Accessing the academic program, including during staff/student absences.

Since we were back in person this year, students had access to all typical learning opportunities and support systems: two teachers per classroom, co-curricular classes, special education services, English Learner services, and school counselors, as appropriate.

When students were absent due to COVID, they were provided with schoolwork and technology, if needed, and access to one-on-one virtual tutoring through an outside service. Students with support services received them remotely or received additional support upon their return to school, as appropriate, based on the student's health, the service type, the recommendation of teachers, and the parents' preference. We also prioritized students with extended absences for our after-school tutoring program that ran from October through December, when COVID absences were at their highest. After a short break in January to reassess students, tutoring continued after February and through the end of the year.

When teachers or support staff were absent due to COVID, we utilized our two-teacher classroom model and our Associate Teachers to ensure that disruptions to instruction were minimal, if any. This allowed students to have consistency with classroom instruction and a strong relationship with an adult in their classroom, even when one of their teachers was absent.

Accelerating learning during the 2021-22 school year.

Our "theme" for professional development and coaching this year centered around DESE and TNTP's approach to accelerated learning. The vast majority of our teacher development aligned to one of three strands: Sense of Belonging, Strong Instruction, and Monitoring Understanding. We added our own twist to these strands by emphasizing what we called a Community Approach, knowing our school community could not succeed unless all staff members were invested in the hard work to bring students back to grade level.

To achieve a Sense of Belonging in our student culture, we finalized the work and recommendations from our Equitable Discipline and Culture working group and celebrated cultural heritage months in cross-curricular ways across the school. To achieve a Sense of Belonging in academics, we created and funded a curriculum audit team to ensure our curriculum reflects content and practices for Culturally Responsive Teaching; modified our teacher evaluation rubric to include relationship building with students and cultural competencies with adults; and provided professional development on Culturally Responsive Teaching in all content areas.

We bolstered all of this work by spending the year with an outside expert to develop a Racial Equity, Diversity, and Inclusion (REDI) Strategic Plan to better coordinate existing REDI initiatives and to identify and direct future work.

To support our teachers with Strong Instruction, we emphasized 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. We invested in pre-module assessments and diagnostic tools in math in 1-5 through GreatMinds (Eureka) and diagnostic assessment tools through ANet in grades 6+ and created additional structures for data analysis before units.

Lastly, to ensure our teachers effectively Monitored for Understanding, we utilized 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. Several of our professional development sessions centered on learning protocols to effectively and efficiently look at student work and then enact those protocols to review work and create action plans across classrooms and grade-level teams.

Beyond these three strands, we hired five Associate Teachers and three paraprofessionals (two Special Education paraprofessionals and one general education paraprofessional). In the summer of 2021, we hired two additional special education teachers and a Director of Student Support to oversee the special education program. This year, we hired an additional EL teacher, partnered with the Literacy Lab to provide tutoring to behind-grade-level students, hired a second counselor, and grew our School Culture team from 2 to 3. We have also invested substantial funds to train additional special education team members in Wilson Reading, a research-based Tier III reading intervention.

For the first time since 2016, SPCS offered a 4-day per week summer program in July 2021, targeting students with IEPs and those particularly impacted by the COVID-19 closures and remote learning. We have also offered a more robust after-school program throughout the school year, including academic tutoring, organized sports, art, philosophy, math club, and student government. We are offering a similar summer school program in the summer of 2022.

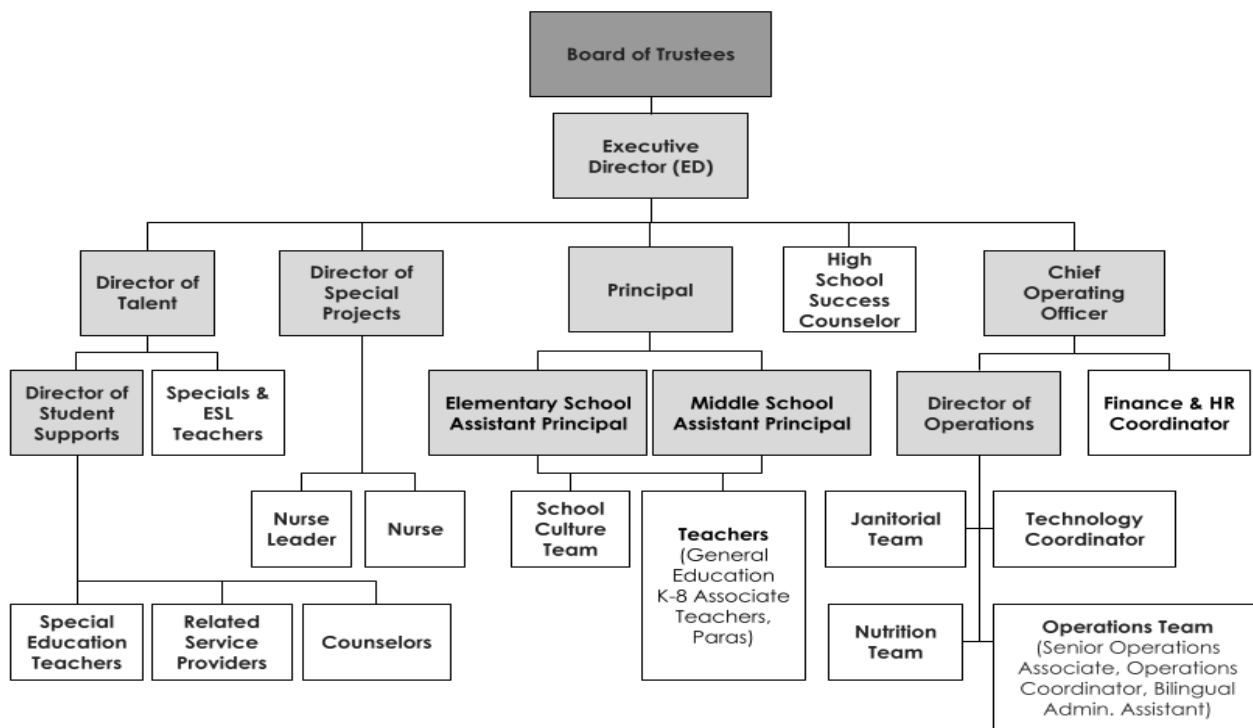
Organizational Viability

Organizational Structure of the School

During the 2021-22 school year, our organizational structure generally remained consistent with the structure presented in the charter application. We added several Operations Team members, teaching staff, and a full-time Director of Student Supports. We shifted most of the academic leadership to the Principal, Assistant Principals, and Director of Student Support. Wendy Soref, formerly the Director of Academics, moved into a Director of Talent role to provide a year-round focus on staff retention and development, recruitment, and staff diversity, equity, and inclusion efforts.

For the 2022-23 school year, we are adding Academic Deans to help coach instructional staff members as our team continues to grow. We will add a second Director of Operations to support our Middle School. Additionally, the Director of Special Projects is moving on from the role; instead of backfilling that specific role, we are adjusting responsibilities across the leadership team and will hire a Communications Coordinator.

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



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

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

Budget and Finance

A. Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement)³

Springfield Preparatory Charter School

Profit and Loss

July 2021 - June 2022

	TOTAL
Income	
4001 Tuition	6,737,119.00
4100 Government Grants & Funding	
4103 Grants - Federal (thru DESE)	1,494,533.80
4104 Grants - Federal (Direct/Other)	4,246.44
4511 Medicaid Reimbursements	7,609.64
Total 4100 Government Grants & Funding	1,506,389.88
4200 Nutrition Funding	
4206 Nutrition Funding - State	4,056.71
4207 Nutrition Funding - Federal	419,684.20
Total 4200 Nutrition Funding	423,740.91
4400 Private Support Funding	
4414 Contributions - Component Unit	27,000.00
4416 Individual Contributions	14,000.00
Total 4400 Private Support Funding	41,000.00
4500 Student Programs & Misc Fees	
4919 Miscellaneous Income	20,677.51
Total 4500 Student Programs & Misc Fees	20,677.51
4716 Interest / Investment Income	1,291.74
Total Income	\$8,730,219.04
GROSS PROFIT	\$8,730,219.04
Expenses	
5000 Personnell Costs	
5121 Salaries - Admin School Leader	136,310.32
5131 Salaries - Admin Business & Fin	181,840.29
5181 Salaries - Admin Clerical	422,080.22
5211 Salaries - Instructional Leader	486,143.51
5221 Salaries - Teachers Classroom	2,622,964.52
5222 Salaries - Teachers Specialists	94,341.23
5231 Salaries - Other Teaching Serv	750,432.07
5233 Salaries - Clerical Other	4,242.77
5310 Salaries - Pupil Services	96,808.04
5315 Salaries - Food Services	61,406.43
5410 Salaries -Oper & Maint of Plant	125,827.79
5500 Benefits	
5520f Fringe Benefits	381,338.78
5520m MTRS Surcharge	68,991.00
Total 5500 Benefits	450,329.78

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³ These financial statements do not reflect the updated lease accounting standards, which will be reflected in the final audited versions.

Springfield Preparatory Charter School

Profit and Loss
July 2021 - June 2022

	TOTAL
5500t Payroll Tax	
5520t Payroll Taxes	71,874.84
Total 5500t Payroll Tax	71,874.84
Total 5000 Personnell Costs	5,504,601.81
5100 Administrative Costs	
5111 Contr Serv - Board of Trustees	11,495.00
5112 Travel & Ohter Exp -Board of Tr	145.59
5122 Contr Serv - School Leader	15,500.00
5132 Contr Serv - Business & Finance	73,661.61
5142 Contr Serv - Human Resources	59,124.32
5152 Contr Serv - Legal	13,485.00
5162 Contr Serv - IT	24,153.64
5173 Fundraising Supplies & Material	3,516.17
5182 Staff Recruitment/Advertising	34,108.55
5182s Student Recruitment & Advertise	12,228.42
5183 Travel, Dues & Other Exp - Admi	26,820.27
5184 Supplies & Materials - Admin	21,146.40
Total 5100 Administrative Costs	295,384.97
5200 Instructional Services	
5213 Contr Serv - Instructional Lead	3,225.00
5234 Contr Serv - Other Teaching	167,291.00
5242 Contr Serv - Professional Devel	74,074.07
5243 Supplies & Matls - Prof Develop	8,030.01
5244 Travel & Other Exp - Prof Devel	5,930.91
5253 Contr Serv - Guidance & Testing	82,691.67
5254 Supplies & Matls - Guide&Test	24,856.06
5261 Textbooks (Media/Materials) - I	45,826.74
5262 Other Instructional Materials	31,748.69
5263 Instructional Equipment	16,762.86
5263c Copier Lease	16,575.57
Total 5263 Instructional Equipment	33,338.43
5264 General Supplies - Instructiona	58,298.68
5265 Other Instructional Services	29,702.05
5266 Classroom Instructional Tech	68,197.03
5268 Instructional Software	99,191.63
Total 5200 Instructional Services	732,401.97
5300 Pupil Services	
5320 Health Services	28,950.79
5330 Student Transportation	35,785.79

Springfield Preparatory Charter School

Profit and Loss
July 2021 - June 2022

	TOTAL
5350 Food Services	
5350e Food Service Equipment	485.98
5350f Nutrition Program Food	417,121.14
5350o Food Service Other	2,885.38
Total 5350 Food Services	420,492.50
5360 Athletic Services	6,439.28
5370 Other Student Activities	7,891.46
5600 Community Services	
5610 Dissemination Activities	492.50
5620 Civic Activities	5,801.30
Total 5600 Community Services	6,293.80
Total 5300 Pupil Services	505,853.62
5400 Facility & Other Fixed Costs	
5420 Utilities	166,405.03
5430 Maint of Buildings & Grounds	
5430m Maintenance Building & Grounds	53,852.61
5430r Repairs of Buildings & Grounds	53,271.38
5430s Maintenance Supplies	43,944.67
Total 5430 Maint of Buildings & Grounds	151,068.66
5440 Maintenance of Equipment	1,962.30
5450 Networking & Communications	56,391.92
5530 Insurance (non-employee)	55,895.00
5740 Rental/Lease of Bldg&Grnds	671,877.69
5750 Depreciation Expense	7,470.00
Total 5400 Facility & Other Fixed Costs	1,110,870.60
Total Expenses	\$8,149,112.97
NET OPERATING INCOME	\$581,106.07
NET INCOME	\$581,106.07

B. Statement of Net Assets for FY22 (balance sheet)

Springfield Preparatory Charter School

Balance Sheet
As of June 30, 2022

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1000 Cash and Cash Equivalents	
1001 Peoples Money Market #3556	0.01
1003 Peoples Bank Operating #3548	469,486.25
1004 Boston Private Operating #6936	2,203,789.02
1009 Petty Cash	88.86
Total 1000 Cash and Cash Equivalents	2,673,364.14
1072 Bill.com Money Out Clearing	-1,205.17
Total Bank Accounts	\$2,672,158.97
Accounts Receivable	
1102 Accounts Receivable	43,599.71
1104 Grants Receivable - Federal	194,980.80
Total Accounts Receivable	\$238,580.51
Other Current Assets	
1207 Due from related parties	0.00
1207b Foundation Expense Advances	1,727,172.63
1207c Due from Realty Corp.	119,675.13
Total 1207 Due from related parties	1,846,847.76
1308 Prepaid Expenses	62,370.10
Total Other Current Assets	\$1,909,217.86
Total Current Assets	\$4,819,957.34
Fixed Assets	
1515 Furniture and Equipment	
1515c Admin Furn & Equipment	51,751.38
Total 1515 Furniture and Equipment	51,751.38
1616 Less Accumulated Depreciation	-7,470.00
Total Fixed Assets	\$44,281.38
TOTAL ASSETS	\$4,864,238.72
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2024 Accounts Payable	156,698.75
Total Accounts Payable	\$156,698.75
Other Current Liabilities	
2125 Accrued Expenses/Accrued Payroll	
2101 Accrued Expenses	10,410.65
2102 Accrued Payroll	374,313.53
2103 Accrued Payroll Taxes	11,229.41
2126 Accrued Fringe	18,004.57
2160 MTRS Liability	47,737.28
2170 OBRA Liability	3,432.13
2190 Payroll Clearing	-5,377.12
Total 2125 Accrued Expenses/Accrued Payroll	459,750.45
Total Other Current Liabilities	\$459,750.45
Total Current Liabilities	\$616,449.20
Total Liabilities	\$616,449.20
Equity	
3900 Retained Earnings	3,666,683.45
Net Income	581,106.07
Total Equity	\$4,247,789.52
TOTAL LIABILITIES AND EQUITY	\$4,864,238.72

C. Approved School Budget for FY23

Approved unanimously at the April 27, 2022 Springfield Prep Board of Trustees meeting.

Springfield Preparatory Charter School FY23 Budget		FY23 Budget
Major Assumptions		
Per Pupil Revenue		\$16,559
Enrollment		480
Staff FTE		89.7
Staff to Student Ratio		5.4
Income		
4001 · Per Pupil Revenue		\$7,948,089
4100 · Government Grants & Funding		\$1,770,171
4200 · Nutrition Funding		\$474,140
4400 · Private Support Funding		\$50,000
4500 · Student Programs & Misc Fees		\$0
4600 · Transfer in from Operating Reserves		\$0
4716 · Interest / Investment Income		\$5,000
Total Income		\$10,247,400
Expense		
5000 · Personnel Costs		
	5000 · Staff Salaries	\$6,052,100
	5520f · Benefits	\$594,734
	5520t · Payroll Taxes	\$108,938
Total 5000 · Personnel Costs		\$6,755,772
5100 · Administrative Costs		
	5111 · Contr Serv - Board of Trustees	\$60,000
	5112 · Travel & Other Exp -Board of Tr	\$1,000
	5122 · Contr Serv - School Leader	\$15,000
	5132 · Contr Serv - Business & Finance	\$60,000
	5142 · Contr Serv - Human Resources	\$50,000
	5152 · Contr Serv - Legal	\$12,000
	5162 · Contr Serv - IT	\$18,800
	5172 · Contr Serv - Development & Fund	\$6,000
	5173 · Fundraising	\$6,000
	5182 · Staff Recruitment and Advertising	\$42,000
	5182s · Student Recruitment and Advertising	\$17,000
	5183 · Travel, Dues & Other Exp - Admin	\$29,844
	5184 · Supplies & Materials - Admin	\$26,250
Total 5100 · Administrative Costs		\$343,894
5200 · Instructional Services		
	5213 · Contr Serv -Instructional Leadr	\$0
	5214 · Supplies & Matls -Instruc Leadr	\$1,000
	5215 · Travel & Other Exp -Instruc Ldr	\$3,000
	5234 · Contr Serv - Other Teaching	\$165,068
	5242 · Contr Serv - Prof Development	\$98,000
	5243 · Supplies & Matls - Prof Develop	\$18,000
	5244 · Travel & Other Exp -Prof Develop	\$20,000
	5253 · Contr Serv - Guidance & Testing	\$109,455
	5254 · Supplies & Matls -Guidance&Test	\$42,000
	5261 · Textbooks, Books & Libraries	\$45,000
	5262 · Other Instructional Materials	\$35,000
	5263 · Instructional Equipment	\$25,000
	5263c · Copier leases	\$23,703
	5264 · General Supplies - Instructional	\$45,209
	5265 · Other Instructional Services / Student Experi	\$45,000
	5266 · Classroom Instructional Tech	\$166,699
	5268 · Instructional Software	\$65,000
Total 5200 · Instructional Services		\$907,134

5300 · Other Student Services	
5320 · Health Services	\$25,000
5330 · Student Transportation	\$76,000
5350 · Food Services	
5350e - Food Service Equipment	\$1,500
5350f - Food Service Food	\$489,680
5350o - Food Service Other	\$2,500
5360 · Athletic Services	\$35,000
5370 · Other Student Activities	\$20,000
5610 · Dissemination Activities	\$4,000
5620 · Civic Activities	\$12,000
Total 5300 · Other Student Services	\$665,680
5400 · Facility and Other Fixed Costs	
5420 · Utilities	\$163,223
5430 · Maint of Buildings & Grounds	
5430c · Cleaning of Buildings	
5430m · Maintenance Building & Grounds	\$70,000
5430r · Repairs of Buildings & Grounds	\$54,600
5430s · Maintenance Supplies	\$53,000
5440 - Capital Reserve	\$25,000
5450 · Networking & Communications	\$73,500
5530 · Insurance (non-employee)	\$100,177
5740 · Rental/Lease of Bdlg&Grnds	\$828,998
5750 · Depreciation Expense	
5760 · Bad debt/loss on asset disposal	
Total 5400 · Facility and Other Fixed Costs	\$1,368,497
9999 · Contingency Fund	\$206,422
Total Expenses	\$10,040,978
Annual Net Income / Loss	\$0

FY23 Enrollment Table	
Number of students pre-enrolled via March 15, 2022 submission	486
Number of students upon which FY23 budget tuition line is based	480
Number of expected students for FY23 first day of school	486
Please explain any variances: <i>Budget is based on 6 open seats in the 8th grade to be conservative and based on our experience that backfilling seats in the upper middle school grades is more challenging than in the earlier grades. Despite this, we expect to have full enrollment of 486 and are committed to being fully enrolled.</i>	

D. Capital Plan for FY23

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 plans to continue 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 the summer of 2022, the school plans to complete the interior renovations, adding one additional small classroom, one office, and one small meeting room by dividing up existing larger spaces. The school also plans to add landscaping improvements to address drainage issues and create additional natural barriers from the street.

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

A summary of Project Sources and Uses is below:

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

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

Appendix A: Accountability Plan Performance for 2021-22

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

	2021-22 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The school is faithful to its mission of providing a rigorous, data-driven, college-prep academic program as reflected by student academic performance. (KDE 1)		
<p>Measure: Annually, 65% of students are reading on grade level according to STEP by the end of 3rd Grade.</p>	Not Met	<ul style="list-style-type: none"> ● 56% of 3rd Grade students are reading on grade level. ● An additional 4% of our below-grade-level readers are one level away from the STEP grade-level target, so while they have not met our target, they are close to doing so. ● Of the students who are below grade level on STEP: <ul style="list-style-type: none"> ○ 74% grew 3 or more STEP levels this year, indicating a full year or more of growth ○ 43% grew 4 or more STEP levels this year, indicating more than one year's progress in reading ● Given that these students had their 1st and 2nd grade years severely disrupted by the pandemic, we did not expect to meet this goal this year and know that returning to pre-pandemic performance will be a multi-year effort.
<p>Measure: Annually, 75% of students in grades K-2 will score at the 50th percentile or higher on the math portion of the NWEA MAP assessment, indicating a college-ready trajectory.</p>	Not Met	<ul style="list-style-type: none"> ● 74% of students in Kindergarten are scoring at or above the 50th percentile, 64% of students in 1st grade are scoring at or above the 50th percentile, and 69% of students in 2nd grade are scoring at or above the 50th percentile on the Math MAP.

		<ul style="list-style-type: none"> We expected that students in grades 1 and 2, whose math education foundation was disrupted during the 19-20 and 20-21 school years, might not achieve at pre-pandemic levels, but these scores are an indicator that getting back to our goal is feasible next year.
<p>Measure: Annually, on the ELA and Math ANet assessments, students in each grade (3-8) will outperform the network average by 15% based on the cumulative average score of all interim assessments.</p>	<p>Not met</p>	<p>Math</p> <ul style="list-style-type: none"> 3rd - outperformed network by 17% 4th - outperformed network by 23% 5th - outperformed network by 10% 6th - outperformed network by 16% 7th - outperformed network by 12% <p>ELA</p> <ul style="list-style-type: none"> 3rd - outperformed network by 10% 4th - outperformed network by 14% 5th - outperformed network by 11% 6th - outperformed network by 10% 7th - outperformed network by 13% <p>All grade levels outperformed the network by 10% or more in all grades in both ELA and Math. As with other academic data, we know that returning to pre-pandemic levels of performance will be a multi-year effort.</p>
<p>Objective: The school's collaborative teaching model ensures that all students receive differentiated, effective instruction that helps them grow and achieve as learners. (KDE 2)</p>		
<p>Measure: Annually, on the ELA and Math ANet assessments (given in grades 3-8), Students with Disabilities and English Learners will outperform the network average based on the cumulative average score of all interim assessments.</p>	<p>Met</p>	<p>Cumulatively, students with disabilities across grades 3-7 outperformed the network average of general education students by 4 percentage points for both ELA and Math.</p> <p>Cumulatively, English Learners outperformed the network average of general education students by 9 percentage points in ELA and 12 percentage points in math.</p>

		<p><u>Additional Data</u></p> <ul style="list-style-type: none"> At each grade level, SWD outperformed the network in both ELA and Math except in 7th Grade Math (underperformed by 2%) At each grade level, ELs outperformed the network for both ELA and Math except in 6th Grade ELA (underperformed by 3%), 7th Grade ELA (underperformed by 4%), and 6th Grade Math (underperformed by 13%)
<p>Measure: Annually, 80% of teachers score a two or above on the evaluation rubric section relating to collaborative teaching⁴, indicating that they collaborate effectively to serve their students well.</p>	<p>Met</p>	<ul style="list-style-type: none"> 96% of teachers scored a two or above on the section of the evaluation rubric related to collaboration and co-teaching.
<p>Measure: At least 75% of families will respond to the annual year-end parent survey, and 90% or more of responding families will indicate that they believe that (a) the school's behavior standards and expectations create a school environment conducive to learning and (b) the school has high standards for their child's academic achievement.</p>	<p>Not Met</p>	<ul style="list-style-type: none"> 69% of families responded to the year-end survey, lower than our goal. This is due in large part to holding many remote report card conferences this year, since in-person conferences are when we typically see a high rate of survey completion. 95% indicated that the school's behavior standards and expectations create a safe and productive learning environment (question altered slightly in 2020-21). 96% indicated that the school has high standards for their child's academic achievement.
<p>Measure:</p>	<p>Not Met</p>	<ul style="list-style-type: none"> 96% of EL families responded to the survey; of those, 98% indicated that

⁴ "Collaborates with co-teacher to deliver instruction for co-taught subjects so that both teachers are doing high impact work with students throughout the lesson" or "Collaborates with classroom teachers to deliver targeted instruction to all students."

<p>At least 75% of families of ELL and special education students will respond to an annual year-end parent survey, and 90% or more of these families will indicate that they believe the school effectively serves the particular needs of their children.</p>		<p>the school effectively serves the needs of their children.</p> <ul style="list-style-type: none"> 71% of families of students with an IEP responded to the survey, lower than our goal. Of those, 93% indicated that the school effectively serves the needs of their children. We will continue to encourage completion of the survey in our EL and SpEd Parent Advisory Councils next year.
<p>Objective: The school explicitly teaches and consistently reinforces its mission of developing positive character in its students and provides students with opportunities to demonstrate and reflect on their development as scholars and leaders. (KDE 3)</p>		
<p>Measure: Annually, 75% of teachers score a 2 or above on the evaluation rubric⁵ section relating to character ("Teacher demonstrates a continuous commitment to developing students' character"), indicating that they do this effectively.</p>	<p>Met</p>	<ul style="list-style-type: none"> 100% of teachers scored a 2 or above on the character development standard in their evaluation.
<p>Measure: Annually, 75% of students in grades 4 (end of elementary school) and 8 (end of middle school) can effectively reflect on how the core values help them meet their academic and personal goals.</p>	<p>Met</p>	<ul style="list-style-type: none"> 81% of students in grades 4 and grades 7 (currently our highest grade) accurately defined all 5 Core Values and all students reflected on how these core values impact their academic and personal goals.
<p>Objective: The school develops and retains high-quality teachers and staff, which results in a strong, stable academic program. (KDE 4)</p>		
<p>Measure:</p>	<p>Met</p>	<ul style="list-style-type: none"> Accounting for teachers, staff, and leaders who left for the purpose of

⁵ This teacher evaluation rubric is based on the teacher evaluation rubric developed and used by the Brooke Charter Schools. See <https://www.ebrooke.org/>.

<p>Annually, SPCS will retain 80% of teachers, staff, and leaders from one school year to the next, excluding those who leave for purposes of geographic relocation</p>		<p>geographic relocation, our staff retention rate is 88%.</p> <ul style="list-style-type: none"> o We retained 69 out of 82 staff members (84%). o Three of the staff members left for geographic reasons. When this is accounted for, we retained 88% of teachers and staff. <ul style="list-style-type: none"> ● We retained 88% of teachers, and when you exclude geographic reasons, that number increases to 93%.
<p>Measure: Annually, all teachers and staff members have a minimum of 18 coaching meetings per year (for teachers, this accompanies classroom observations).</p>	<p>Met</p>	<ul style="list-style-type: none"> ● All teachers had at least this number of coaching meetings according to an internal coaching meeting tracker. ● All non-instructional staff members had at least this number of coaching meetings based on a review of scheduled meetings.
<p>Measure: At least 90% of teachers and staff respond to the annual survey, and 85% of responding teachers and staff agree with the statement, "This year, I have had the opportunity to learn and grow at work."</p>	<p>Met</p>	<ul style="list-style-type: none"> ● 91% of staff responded to the annual survey ● We modified the survey question slightly this year and believe that combined, they reflect the initial measure. <ul style="list-style-type: none"> o 86% of teachers & staff agreed with the statement, "This year, I have had opportunities to build the skills and knowledge I will need for future success at Springfield Prep." o 86% of staff agreed or strongly agreed with the statement, "I understand what growth and leadership opportunities are available to me and the process for pursuing these opportunities."

Objective and Measures related to Dissemination (required):

<p>Objective: Springfield Prep will share its approach to collaborative teaching, planning, and problem-solving with other schools in Massachusetts during the charter term.</p>		
<p>Measure: By the end of our charter term, SPCS will host at least ten school visits from public schools in the region to share our practice related to (a) co-teaching and collaborative teaching, (b) data-driven instruction, (c) curriculum planning, and/or (d) positive character development.</p>	<p>In Process (Not met yet)</p>	<p>We are in the 2nd year of our charter term, so progress towards this measure is still in process. This year, we hosted 3 school visits. Since we did not host visits last year due to the pandemic, our current total after 2 years is 3 visits. We plan to host more visitors next year to ensure we meet this goal by the end of the charter term (June 30, 2025).</p>
<p>Measure: Annually, to share our work with educators and the education reform community in the region and nationally, instructional leaders and/or teachers will write at least two blog posts or articles that detail our practice regarding (a) co-teaching and collaborative teaching, (b) data-driven instruction, (c) curriculum planning, and/or (d) positive character development.</p>	<p>Met</p>	<p>We published and advertised 3 blog posts that had the specific goal of disseminating best practices (see dissemination section for further details).</p>

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2021-2022

School Name: **Springfield Preparatory Charter School**

2021-2022 Implementation Summary:

In the 2021-22 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 our first 8th Grade class, with a population that mirrors the district despite the challenges of recruiting new families during the ongoing pandemic. Next year, approximately 37% of new kindergartners have siblings already enrolled at Springfield Prep, a very high percentage. Because of the high percentage of siblings, we anticipate a similar subgroup status within the new class as compared to the 2021-22 student body. At this time, given the success of the school's Recruitment Plan, we do not feel that additional discussion regarding this Plan is necessary.

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

General Recruitment Activities for 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 Zoom info sessions for local preschool providers to help them better understand our educational program. We have found that establishing relationships with preschool providers is a powerful way to conduct outreach to families. These info sessions provide the preschool providers with a clear picture of the program offered here and help support their recommendation of Springfield Prep to the families enrolled in their preschool programs.

Activity 3: Mailings. Before the application deadline, the school sent multiple mailings in English, Spanish, and Somali to all parents of Springfield Public School (SPS) students who are entering the grade levels Springfield Prep serves. These mailings explicitly state that the school is welcoming 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 a Virtual Information Session.

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 to our Operations team and Rebecca Sela, our High School Success Counselor.

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 EL and Students with Disabilities.

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

Recruitment Plan – 2022-2023 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 19.6%</p> <p>GNT percentage: 13.8%</p> <p>CI percentage: 18.3%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● In all recruitment materials, we explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. ● We 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
	<p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>No additional strategies are required for 2022-2023.</p>
Limited English-proficient students/English learners	

<p>(a) CHART data</p> <p>School percentage: 16.2%</p> <p>GNT percentage: n/a</p> <p>CI percentage: 13.0%</p> <p>The school is above CI percentages and the GNT percentage is unavailable</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • All promotional materials and applications are printed in Spanish and Somali. • 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. • We placed billboards throughout the city, including one in Spanish. <p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>No additional strategies are required for 2022-2023</p>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 77.1%</p> <p>GNT percentage: 74.8%</p> <p>CI percentage: 82.0%</p> <p>The school is below CI percentage and above GNT percentage</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We disseminate application materials and host information sessions at locations and organizations serving Springfield's most needy families, including various Head Start locations. • 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. • We post flyers and information about the school in various stores, businesses, and apartment complexes in low-income neighborhoods throughout the city. <p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>No additional strategies are required for 2022-2023</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • In all recruitment materials, we explicitly state that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., two teachers in all K-4 classes, extended school day and year, and literacy and math grouping structures) are

	<p>beneficial to students who have struggled academically and/or may need more intensive support.</p> <ul style="list-style-type: none"> • We collaborate with Springfield Public Schools (SPS) leadership so that they know that a central element of our mission is recruiting and serving students who may need more intensive academic support than they are receiving and can encourage the families of such students to apply. <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <p>No additional strategies needed.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • In 2021-22, the Springfield Preparatory Charter School distributed applications to programs that serve families with students at risk of dropping out, including the YMCA, Boys and Girls Clubs, and Head Start Programs. • Springfield Prep maintains relationships with individuals at local agencies, such as the YMCA, and distributes materials about the school to these programs to be shared with families with students at risk of dropping out of school. <p style="text-align: center;">2022-2023 Additional Strategy(ies), if needed</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;">(f) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • In 2021-22, the Springfield Preparatory Charter School did not serve any students over 16 years of age. <p style="text-align: center;">2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • In 2022-23, the Springfield Preparatory Charter School does not intend to serve any students over 16 years of age. No additional strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • We placed billboards throughout the city, including one in Spanish. • We 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. • We 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. <p style="text-align: center;">2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • No additional strategies needed.

**Retention Plan
2022-23**

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-2022 Retention Plan.

2021-2022 Implementation Summary:

During our seventh 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	
Annual goal for student retention (percentage):	91.5%

Retention Plan – 2022-2023 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 3.9%</p> <p>Third Quartile: 22.3%</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><u>Below</u> third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Ensured that special education students are achieving at a consistently high level. ● Provided special education students with a full range of specialized services necessary to help these students succeed.
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<p>The school's attrition rate is below third quartile percentages.</p>	<ul style="list-style-type: none"> • 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. • 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. • 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.
<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed Below – N/A - No additional strategies are needed for the 2021-2022 school year.</p>	

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 3.3%</p> <p>Third Quartile: 25.0%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p><u>Below</u> third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • 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. • Offered a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups. • 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. • 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.
<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed Below – N/A - No additional strategies needed.</p>	

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

<p><u>(a) CHART data</u></p> <p>School percentage: 9.1%</p> <p>Third Quartile: 20.8%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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). ● 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 and occupational therapist to provide developmental support) at no additional cost. ● Assisted in coordinating referrals to outside social service providers to offer additional support to our students and their families. ● Maintained frequent daily communication with parents about their children's development. <hr/> <p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Below – N/A - No additional strategies needed.</p>
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<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● Used our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms. ● 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 ● 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 ● 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. ● Provided targeted after-school tutoring to some of the lowest-performing students during the academic year ● Ran a robust summer school program to support with incomplete learning after the pandemic-related school closures, and to prevent regression between academic years. ● 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. <p style="text-align: center;">2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● No additional strategies needed.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● In 2021-22, Springfield Prep did not have any students identified as at risk of dropping out of school. ● In 2022-23, if Springfield Prep does have any students identified as at risk of dropping out of school, the School will employ additional family engagement strategies, including holding additional meetings and communicating via Class Dojo, text, email, and phone with the family regularly regarding attendance to develop strong family connections. <p style="text-align: center;">2022-2023 Additional Strategy(ies), if needed</p>

	<ul style="list-style-type: none"> No additional strategies needed
<p><u>Students who have dropped out of school</u> *<u>only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> In 2021-22, Springfield Preparatory Charter School did not serve any students over 16 years of age. <p>2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> In 2022-23, Springfield Preparatory Charter School does not intend to serve any students over 16 years of age. No additional strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> Monitored achievement rates of Black/African American and Latino/Hispanic students to ensure that they are at least commensurate with the achievement rates of other demographic groups at Springfield Prep. <p>2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> No additional strategies needed

Appendix C: School and Student Data Tables

Springfield Preparatory Charter School student enrollment data:

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

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	18.9
Asian	3.0
Hispanic	72.5
Native American	0
White	3.5
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	2.1
Selected Populations	% of School
First Language not English	23.3
English Language Learner	16.2
Low-income	77.1
Students With Disabilities	19.6
High Needs	84.3

ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date
Bill Spirer, Executive Director	Responsible for the overall leadership and all organizational performance	7/1/14	NA
Jessica Yiannos, Principal	Responsible for leading the full school program, including academics, student and family culture, and staff culture	8/1/16 (at the school) 7/1/18 (in this role)	NA
Shawna Mitchell, Elementary Assistant Principal	Responsible for leading the elementary school program, including academics, student and family culture, and staff culture	8/1/16 (at the school) 7/1/20 (in this role)	NA
Christine Torres, Middle School Assistant Principal	Responsible for leading the middle school program, including academics, student and family culture, and staff culture	7/15/19 (at the school) 7/1/20 (in this role)	NA
Wendy Soref, Director of Talent	Responsible for leading the school's staff recruiting and retention efforts, including the Instructional Coach and teacher evaluation programs.	7/6/15 (at the school) 7/1/21 (in this role)	NA
Meghan Wagner, Chief Operations Officer	Responsible for finance and human resources leadership and all school operations (Note: Title changed in 2021-22 but role remained substantially similar)	7/11/16	NA
Ashley Marshall, Director of Operations	Responsible for day-to-day school operations, including food service, maintenance, and front-office staff. (Note: Title changed in 2021-22)	6/14/17 (at the school) 7/1/18 (in this role)	NA

Pamela Haywood, Director of Student Supports	Responsible for supervising Special Education teachers/para and Counselors and overseeing IEP planning and execution	7/1/2021	NA
Nancy Abramowitz, Director of Special Projects	Responsible for leading and supporting short- and long-term strategic projects in partnership with the school leadership team	12/9/2019	6/24/22

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers*	43	3	2	Termination or non-renewal of employment contract: 1 Employee chose to end employment: 4 (including 2 geographic relocations)
Other Staff	39	5	3	Termination or non-renewal of employment contract: 1 Employee chose to end employment: 7 (including 1 geographic relocation)

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

BOARD AND COMMITTEE INFORMATION	
Number of Commissioner-approved board members as of August 1, 2022	9
Minimum number of board members in approved bylaws	7

Maximum number of board members in approved bylaws	15
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BOARD MEMBERS FOR THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Robert L. Leonard	Chair	Governance	2	12/12/16-6/30/19 7/1/19-6/30/22
Doug Morrin	Vice-Chair	Finance	1	3/19/18-6/30/21 7/1/21- 6/30/24
Alex Grant	Secretary & Governance Committee Chair	Governance	2	8/11/16-6/30/19 7/1/19-6/30/22
Tricia Walker	Treasurer & Finance Committee Chair (7/1/22 to 1/26/22)	Finance	3	2/27/15-6/30/17 7/1/17-6/30/20 6/30/20-1/26/22 (resigned)
Amy Piela	Treasurer & Finance Committee Chair (1/26/22 to 6/30/22)	Finance	1	7/14/21-6/30/24
Sherriff Balogun	Trustee & Academic Achievement Chair	Academic Achievement	2	3/16/17-6/30/20 6/30/20-6/30/23
Sally Fuller	Trustee	Academic Achievement	1	3/19/18-6/30/21
Anne Malone	Trustee	Finance	1	2/28/19-6/30/22
Kelvin Molina-Brantley	Trustee*	Governance	3	2/25/14-6/30/16 7/1/16-6/30/19 7/1/19-6/30/22
Sarah Monson	Trustee*	Governance	1	7/14/21-6/30/24
Amneris Narvaez	Trustee	Academic Achievement	1	4/28/22-6/30/25
Jason Rosewell	Trustee	Finance	1	5/1/19-6/30/22
Bill Spirer	Ex Officio (non-voting)	All	NA	3/5/14-present

* Parent of a student (or multiple students) at the school

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
Wednesday, July 27, 2022	All meetings will be held at: Springfield Prep Charter School 2071 Roosevelt Avenue Springfield, MA 01104 and/or conducted via videoconference if permissible under Open Meeting Law. Meeting information is posted on the Springfield Prep Charter School website: https://springfieldprep.org
Board Retreat - TBD	
Wednesday, September 28, 2022	
Wednesday, October 26, 2022	
Wednesday, November 30, 2022	
Wednesday, January 25, 2023	
Wednesday, March 01, 2023	
Wednesday, March 29, 2023	
Wednesday, April 26, 2023	
Wednesday, May 24, 2023	
Wednesday, June 28, 2023	

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Academic Achievement	August 2022 Board Retreat - TBD	All meetings will be held at Springfield Prep Charter School 2071 Roosevelt Avenue Springfield, MA 01104 and/or conducted via videoconference if permissible under Open Meeting Law.
	Wednesday, September 21, 2022	
	Wednesday, October 19, 2022	
	Wednesday, November 16, 2022	
	Wednesday, February 15, 2023	
	Wednesday, April 12, 2023	
Finance	Monday, July 25, 2022	Meeting information is posted on the Springfield Prep Charter School website: https://springfieldprep.org
	August 2022 Board Retreat - TBD	
	Monday, September 26, 2022	
	Monday, November 28, 2022	
	Monday, January 23, 2023	

	Monday, March 27, 2023	
	Monday, April 24, 2023	
Governance	August 2022 Board Retreat - TBD	
	Monday, September 19, 2022	
	Monday, November 14, 2022	
	Monday, February 13, 2023	
	Monday, April 10, 2023	
	Monday, May 15, 2023	

Appendix D: Additional Required Information

Key Leadership Changes

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

Facilities

The school is located at 2071 Roosevelt Ave, Springfield.

Location	Dates of Occupancy
370 Pine St., Springfield, MA 01105	August 20, 2015 (Certificate of Occupancy) August 25, 2015 (First Day of Classes)
594 Converse St., Longmeadow, MA 01106 ⁶	July 9, 2018 (Move date) August 21, 2018 (First Day of Classes)
2071 Roosevelt Ave., Springfield, MA 01104	August 24, 2021 (First Day of Classes) 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	2022-2023 School Year Date(s)
Student Application Deadline	February 24, 2023
Lottery	March 3, 2023

⁶ For the 2019-20 and 2020-21 school years, the school operated in leased space at 594 Converse St., Longmeadow, MA 01106. The school submitted amendment requests because this location has a Longmeadow address and is thus technically outside of the school's current municipality, despite being located on the Springfield/Longmeadow line; these amendments were approved by the Commissioner.

Appendix E: Conditions, Complaints, and Attachments

A. Conditions

There are currently no conditions on the school's charter.

B. Complaints

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

C. Attachments

None required.

END OF REPORT