



Springfield Prep
CHARTER SCHOOL

Springfield Preparatory Charter School

**Annual Report to the Massachusetts
Department of Elementary & Secondary
Education for School Year 2019-2020**

Report Date: July 30, 2020

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Introduction to the School

Springfield Preparatory Charter School (SPCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Longmeadow ¹
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	2015	Year(s) in which the Charter was Renewed (if applicable)	2020
Maximum Enrollment	486	Enrollment as of June 1, 2020	324
Chartered Grade Span	K-8	Current Grade Span	K-5
Number of Instructional Days per School Year (as stated in the charter)	185 (kindergarten) 183 (Grades 1-8)	Students on Waitlist as of June 1, 2020	475
Final Number of Instructional Days during 2019-2020 School Year ² Report the number of "in person" days <u>separately from</u> the number of "remote learning" days. (e.g. 124 in person days; 56 remote days)	123 in-person days 59 remote days	Age of School as of 2019-2020 School Year	5 years
School Hours	Monday-Thursday: 7:55 am to 4:00 pm Friday: 7:55 am to 12:30 pm		
Mission Statement: Springfield Preparatory Charter School is an inclusive K-8 public charter school that prepares all students for success in high school, college, and life through a focus on rigorous academics and character development.			

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

² In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of "in person" days and the number of "remote learning" days.

Faithfulness to Charter

Mission and Key Design Elements

In our fifth year of operation, Springfield Prep (“the school” or “SPCS”) continued to implement our school model as outlined in our charter application with no changes to our Mission or Key Design Elements. As outlined below, our school’s key design elements reflect our school’s programmatic priorities, drive us towards our mission, and distinguish our operating model. While the disruption of the COVID-19 school closure changed our teaching method, the remote instruction provided in March-June maintained the core of these design elements to the degree possible given the many challenges faced by students, families, and staff.

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

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

We also use data to drive our instruction. We use the STEP (Strategic Teaching and Evaluation of Progress) literacy assessment in grades K-3 and the STAR Assessment in grades 4 and up to analyze students’ reading skills while ANet assessments, NWEA MAP assessments, and internal standards mastery assessments are used to analyze students’ reading and math performance on specific standards. Assessment data is used to 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. While we did not conduct typical assessments during the spring school closure, we used prior assessment data paired with remote assignment completion, lesson participation, and teacher observations to ensure continued progress and engagement with the curriculum.

A focus on positive character development. For our students to thrive in high school, college, and their careers, they must be equipped to persevere through challenges, have a growth mindset, and be respectful and productive team members. We support our students’ development of these important non-cognitive skills by infusing our classrooms with instruction in and constant reinforcement of our “FIRST” core values: Focus, Integrity, Respect, Self-determination, and Teamwork. Teachers and staff

reference these values daily to guide students towards making productive, positive choices. To encourage positive choices when reminders and redirections do not work, we also use a school-wide positive behavior intervention system that involves a clear, consistent system of “checks” and “color changes”. In the third grade, this color system becomes an “impression” system to help older students develop a community orientation. We pair these systems with logical consequences to naturally encourage better choices. When students make choices that seriously violate our core values (e.g., physical contact), they may earn a “Community Violation”. This provides an opportunity for reflection, both written and in conversation with teachers and our School Culture Team, after any serious departure from our community values.

An inclusive and high-expectations culture that is orderly, safe, and conducive to learning for a diverse range of students. Our two-teacher per classroom model allows us to provide a truly inclusive instructional program in which we serve all scholars in the general education classroom. We provide intensive, targeted reading instruction in small groups for approximately 2 ½ hours each day. These small, flexible ability groups allow us to accommodate the diverse needs of students; expectations for each group are consistent but teachers can better target skill development when teaching groups of students within a similar range of reading levels. Our two-teacher model also allows us to provide intensive math instruction and support in our two daily math blocks. Each block is co-taught, giving teachers the flexibility to provide more individualized instruction and intervention. For students with more intensive needs, our Associate Teachers provide additional small group and individualized instruction opportunities. Our special education program also uses an inclusion model. Whenever possible, we have a student support teacher “push-in” during whole group instruction to provide additional support and scaffolding as outlined in students’ IEPs. During remote learning, we continued to utilize the two-teacher model during many virtual lessons while also increasing the frequency of small group and individual instruction. Students with additional needs (Special Education students or ELs) had additional support via synchronous Zoom classes, frequent touch-points between families and staff, and collaboration among departments to address IEP and EL goals in all settings.

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

A commitment to high-quality teacher and staff development and retention to ensure effective instruction and school operations. We believe that excellent teachers are one

of the most important levers for our success as a school. We devote a significant amount of time and resources to our hiring process to ensure all teachers and staff are aligned with our mission and vision. Once hired, we provide staff with an intensive summer training program called Summer Institute (2.5 weeks for new teachers, 2 for returning teachers and staff.) All teachers and staff receive weekly or bi-weekly coaching through a structured observation-feedback or check-in cycle. For teachers, this involves a weekly or bi-weekly classroom observation followed up by a one-on-one meeting with a coach. Non-instructional staff also participate in a weekly one-on-one meeting to help guide their professional growth. Meetings typically involve analysis of video footage of a teacher's instruction, analysis of student achievement data, and/or live practice. We believe that teachers and staff can develop their skills most effectively with direct, explicit, and frequent support and that this will, in turn, help students progress rapidly towards content mastery and skill development. The use of frequent, short observations followed by "bite-sized" feedback reduces the stakes and stress of observation, increases the potential for teacher growth, and creates a culture of improvement and collaboration. During the school closure, coaches continued to observe synchronous remote lessons and provide feedback, as well as provide support with planning resources, materials, and family contacts.

Amendments to the Charter

Date	Amendment Requested	Approved?
3/1/18	Amend the school's yearly calendar to differentiate between the total number of instructional days for kindergarten students (185 days) and the number for the remainder of the grades (183 days).	Yes, on 3/19/18
6/18/18	Temporarily move from a location specified in its charter region (Springfield) to a facility located on the Longmeadow/Springfield border for the 2018-2019 school year.	Yes, on 6/20/18
2/14/19	Extend the use of our temporary location, which is on the Longmeadow/Springfield border, for the 2019-20 school year.	Yes, on 3/15/19
1/28/20	Extend the use of our temporary location, which is on the Longmeadow/Springfield border, for the 2019-20 school year.	Yes, on 5/11/20, with 3 conditions related to the move to a permanent Springfield facility in SY21-22

Access and Equity

A. 2018-2019 Student Discipline Data Report

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

B. 2018-19 Student Discipline Data

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Emergency Removal
All Students	285	8	0.7	2.1	0.0
English Learner	60	2			
Economically disadvantaged	223	6	0.4	2.2	0.0
Students w/disabilities	59	2			
High needs	244	6	0.4	2.0	0.0
Female	136	3			
Male	149	5			
Amer. Ind. or Alaska Nat.	0				
Asian	6	0			
Afr. Amer./Black	60	2			
Hispanic/Latino	185	5			
Multi-race, Non-Hisp./Lat.	6	1			
Nat. Haw. or Pacif. Isl.	0				
White	28	0			

C. Data Monitoring, Student Discipline Systems, and Processes

The rate of disciplinary incidents was very low in 2018-19.

- The in-school suspension (ISS) rate was 0.7%.
- The out-of-school suspension (OSS) rate was 2.1%.

The 2019-20 school year had similarly low numbers, with 0 students receiving an ISS and less than 1% receiving an OSS. We attribute these low numbers to a variety of strategies and circumstances.

1. **Strong teacher retention.** In the 2019-20 school year, we had incredibly strong teacher retention, and our largest percent of teachers yet with three or more years of experience (71% of our full-time classroom, specials, and special education teachers). With more experienced teachers, the vast majority of students had behaviors addressed proactively and in the classroom setting, eliminating the need to use additional discipline.
2. **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 check/color system. Our School Counselor continued to provide regular hour-long observations and feedback to teachers on managing struggling students. She also provided in- and out-of-class support to students on her Tier 2 caseload. She regularly consulted with a Board Certified Behavior Analyst to provide targeted support for students with behavior challenges.

Dissemination Efforts

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

This year, we continued to open our doors to educators and school leaders across the state and the country to share our best practices and present what's working well at our school at external events. We also followed up our efforts from the previous year to disseminate collaborative planning and intellectual preparation resources by publishing them to our school's website.

Below are our efforts during the 2019-20 school year to disseminate best practices:

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved in the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Co-teaching, data-driven instruction, and effective classroom management strategies.	Hosted Building Excellent Schools Leadership Intensive. Fifteen school leaders observed instruction, met with instructional leaders, and participated in a follow-up PD (facilitated by BES) that incorporated debriefs of their observations.	Bill Spirer (Executive Director), Shawna Mitchell (Academic Dean), and Christine Torres (Academic Dean)	School leaders from around the country	Unknown
Best practices in coaching, collaborative planning, and equitable hiring processes.	Hosted Building Excellent School Fellows for month-long residencies. Provided opportunities for mentorship and observation for rising charter school leaders in January and March 2020.	Wendy Soref, Executive Director	Two rising school leaders participating in the Building Excellent Schools Fellowship (Lindsay Swanson and Jocelyn Alter)	Both leaders reported feeling more prepared to effectively launch their schools and plan to implement key components of our literacy and math curriculum when they open their schools.
Leading engaging, rigorous math lessons with	Smith Seminar for Urban Education Pathways scholars	Caitlin Brown, 3rd Grade Teacher and	Over 40 local education students from	Unknown

frequent checks for understanding that leverage a co-teaching model.	Presented a model math lesson and de-briefed instructional strategies with over 40 local education students on 2/5/20.	Grade Level Chair and Kate MacDougall	the Five College Consortium participating in the Urban Education Pathway program.	
Creating opportunities for meaningful EL parent involvement through the English Learner Parent Action Committee	Presented to the Low-Incidence ELE Network gathering in Devens on 11/13/20.	Wendy Soref, (Director of Academics) and Margaret Collins (ESL Teacher)	135 educators, representing 111 districts and charter schools from across the state	Unknown

Academic Program Success

Student Performance

A. 2019 School Report Card <http://reportcards.doe.mass.edu/2019/35100205>

B. School Accountability Data

2019 Official Accountability Report - Springfield Prep Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	School of Recognition: High Growth – Exceeding Targets
Progress toward improvement targets	96% - Meeting or Exceeding Targets
Accountability percentile	93

C. Student Performance on Internal and External Assessments

While we could not formally assess our students’ end of year performance, we can provide a summary of academic achievement data from before the closure that indicates whether we were on track to meet a number of our academic goals before the closure.

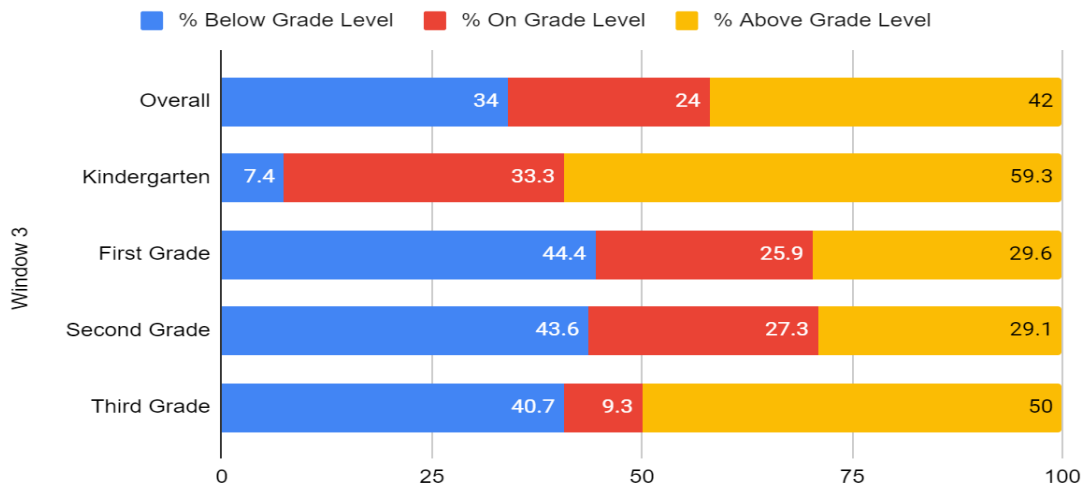
We currently use two nationally normed assessments to assess student performance and ensure we are providing our students with a rigorous academic program: (1) the STEP (Strategic Testing and Evaluation of Progress) Assessment to track reading growth and performance and (2) the NWEA MAP (Measures of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

track growth and performance in Math.³ Additionally, we use the ANet assessment in grades 2-4 to track student performance on the Massachusetts Curriculum Frameworks. Below are highlights of student performance from each assessment accompanied by notes summarizing important takeaways from this data.

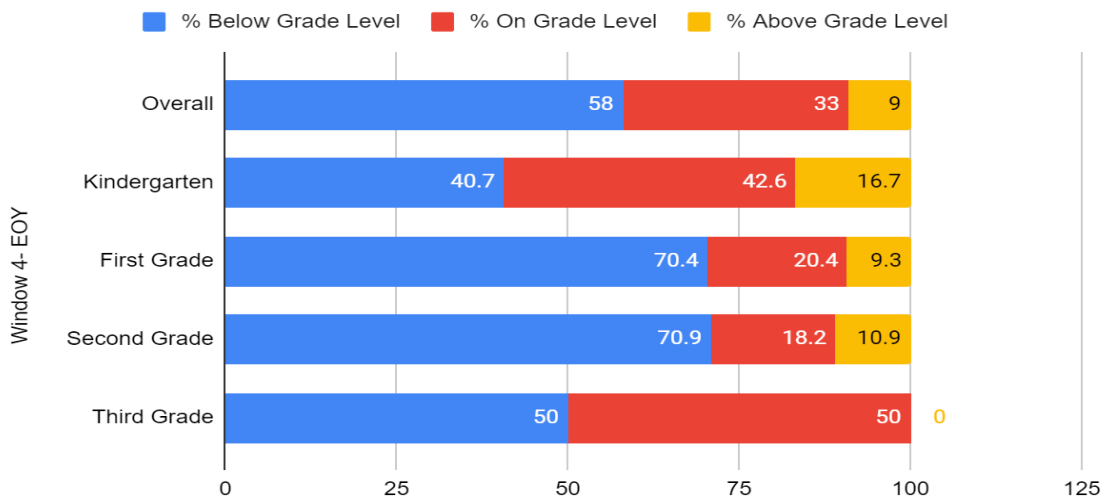
(1) STEP Results – Reading

Overall Performance

K-3- STEP Performance March 2020 (pre-closure)



K-3 STEP Results June 2020- EOY targets



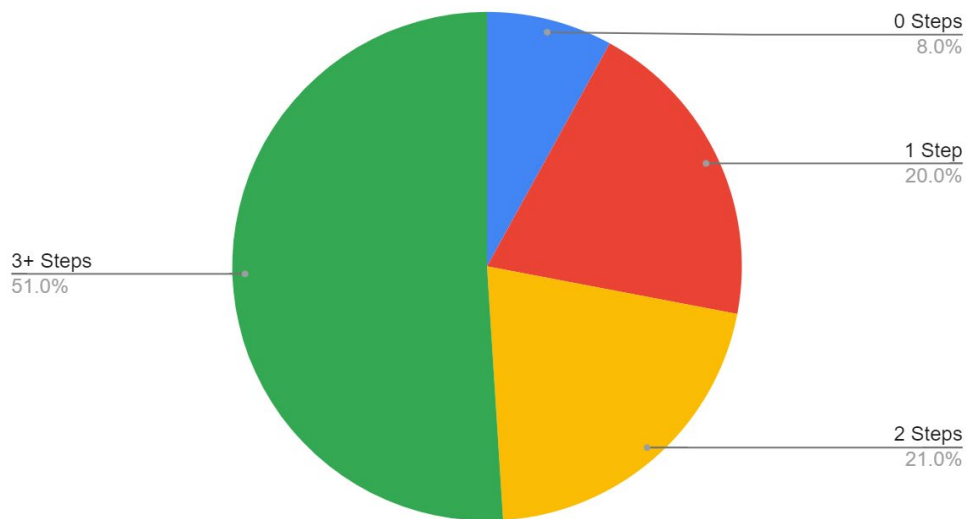
³ We administer MAP in ELA as well, but use STEP as our primary performance monitoring tool.

Summary of STEP Performance Data:

- The first chart shows that before the closure, 66% of our students were on track to read on-grade-level according to STEP.
- The second chart indicates that only 42% of our students are reading on grade-level according to STEP at the EOY. Several factors should be considered when looking at this data. First, due to the closure, we were unable to administer the final round of STEP testing so students did not have an opportunity to make additional progress. Second, the benchmark for the final round of assessment is more advanced, which accounts for the drop in performance. Third, while we know that some students have grown as readers during this closure, the disruption of instruction and the challenges of remote learning has resulted in many students losing ground as readers. In the fall, our team will be working hard to quickly diagnose unfinished learning and provide appropriate interventions to readers who are behind grade-level.

STEP Growth Data

2019-20 STEP Growth as of March 2020 (Pre-Closure)

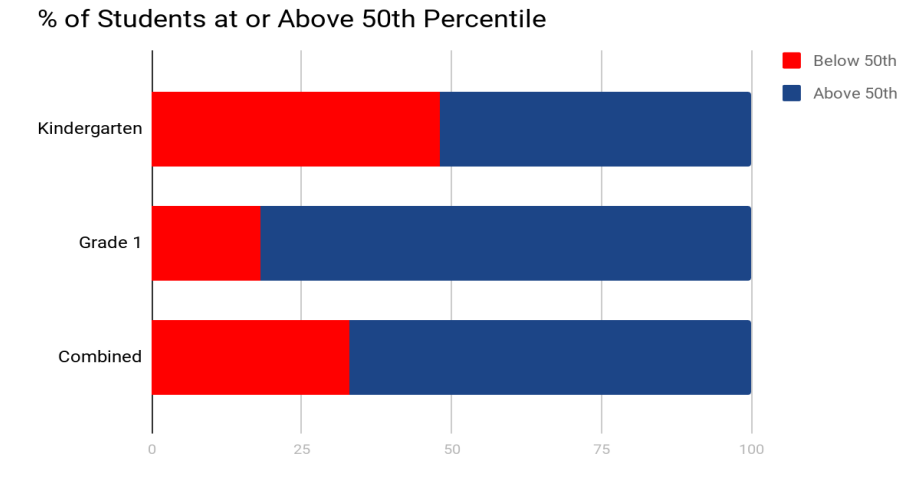


Summary of STEP Growth Data K-3:

- By March 2020 over **51%** of all students had already made **a full year of growth** (three STEP levels) with **72%** of students making **at least two STEP levels of growth** (which is the expected amount of growth for two trimesters).

(2) NWEA MAP Results – Math and ELA

Math



Summary of NWEA MAP Math Achievement Results:

- MAP is a nationally normed, computer-based, adaptive assessment designed to measure students' standards-based performance relative to their peers. For grades K-2, we administer the Math MAP assessment once in the fall at the very beginning of the year and once in the spring, at the end of the year; for grades K and 1, we also administer MAP mid-year.
- Due to COVID-19, we do not have EOY results. However, our mid-year results suggest that we were on track to above-average EOY in K-1. Our students took their mid-year MAP in January 2020.
- This year, the **majority of our students are scoring above the 50th percentile** as of January, with an increasing percentage of students scoring in the "high" range with each additional year they attend Springfield Prep.
 - **Kindergarten** – 52% of students scoring above 50th percentile
 - **First Grade** – 82% scoring at or above the 50th percentile
 - **Second Grade** - Second graders only take MAP in the fall and spring, so we do not have sufficient data to report on MAP growth and achievement due to COVID-19.

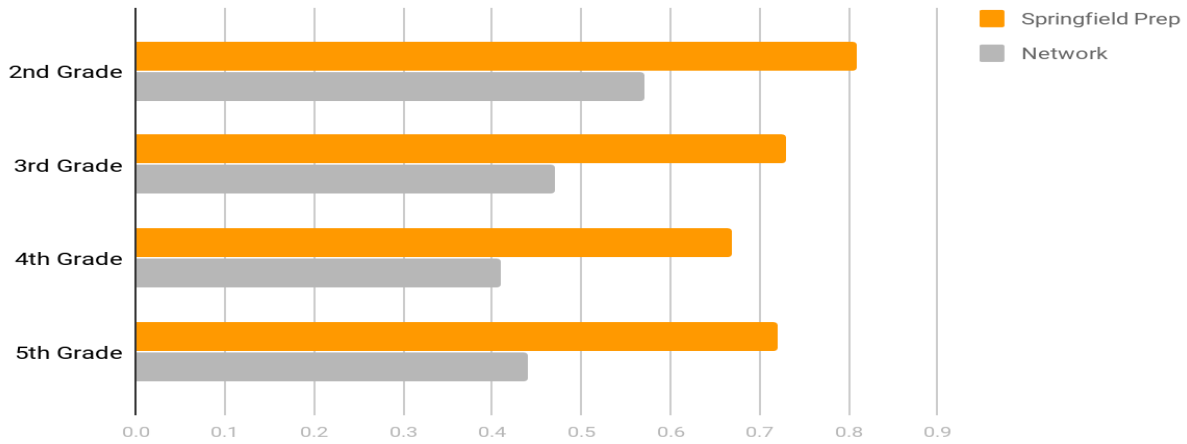
ELA

Because our students only take MAP for ELA in the fall and spring, we do not have growth or percentile data available beyond our early fall preliminary data.

(3) ANet Results – Math and ELA (2nd through 5th grade only)

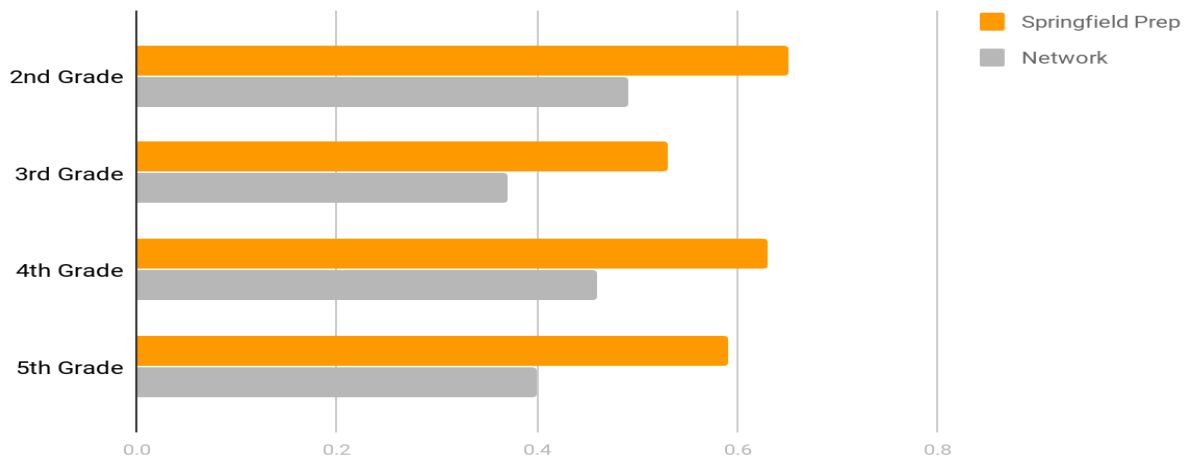
Average Performance on ANet Interim Assessments – Math

Math ANet Averages



Average Performance on ANet Interim Assessments – ELA

ELA ANet Averages

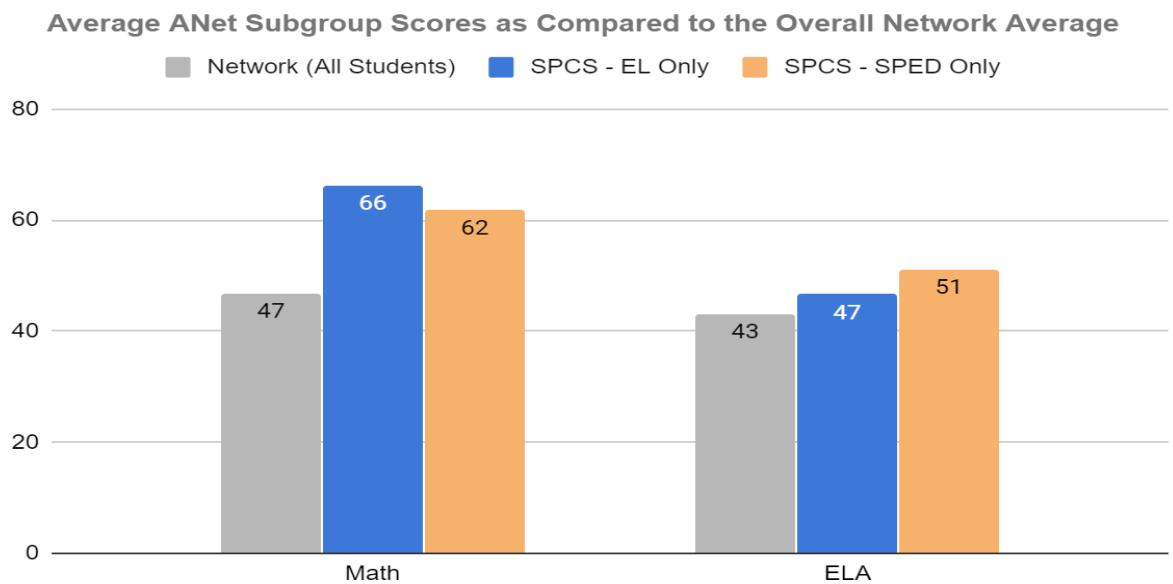


Summary of Achievement Network (ANet) Achievement Data:

Overall, ANet data continues to demonstrate that our students perform at a very high level on rigorous, grade level, standards-based assessments in Math and ELA.

- Due to COVID-19, our results take into account the average of two ANet assessments: one in October, and one in January. Although we did not take the third ANet assessment (scheduled for March), the data in A1 and A2 suggest that we were on track to meet our goals.
- All grades that take ANet are outperforming the network (70-100 schools in Massachusetts and nationally who administer this assessment) by over 20 percentage points in math, and exceeding our internal goal of 70%.

- All students that take ANet are outperforming the network in ELA, though the margins are not as significant as in math. That said, our students are still ranking very high in a network of over 70 schools, and our data suggest that the longer students are with Springfield Prep, the higher they rank compared to the network.
 - 2nd Grade is 13th in the network
 - 3rd grade is 8th in the network
 - 4th grade is 4th in the network
 - 5th grade is 1st in the network
- Significantly, both English Language Learners and students with disabilities outperformed network averages (inclusive of their general education peers) – see the chart below.



Program Delivery

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

In the 2019-20 school year, we focused on the successful implementation of our middle school staffing model in fifth grade (the first year of our middle school). Our ELA team included a Reading/Social Studies teacher and a Writing teacher who both co-taught for parts of each of those instructional blocks. Our Math/Science team included a math teacher and a science teacher who also co-taught for parts of each other's instructional blocks. This allowed us to maintain structures for team collaboration and co-teaching to support student needs because we know that's part of what makes our school successful, while providing more opportunities for middle school teachers to specialize in their content. We also included a weekly enrichment block where students could choose from a variety of activities to explore with staff members and volunteers

(activities included improv comedy, cooking, basketball, filmmaking, and Spanish). In the upcoming year, we shifted responsibilities for our ELA team based on teacher feedback so that now there will be a reading teacher and a social studies teacher and both teachers will collaborate to integrate writing instruction and assessment into their blocks. This change will give the team more flexibility with regards to text choice and the sequencing of units while also building on best practices from *The Writing Revolution* (last year's PD focus) to integrate writing instruction into a variety of disciplines.

Professional Development topics for this year focused on teachers' maximizing their time. From making the most of instructional time with students through data-driven interventions, effective co-teaching strategies, and strategic data tracking and independent work monitoring to being creative about building relationships with students and families throughout the day to implementing personal organization systems -- the learning our team did around making the most of time will serve us well in the upcoming school year when we anticipate that instructional time will be especially precious, relationships will be critical to successful learning, and organizational systems will be essential for effective collaboration. During the COVID-19 closure, as part of our transition to remote learning, we engaged Teach Like a Champion to provide a remote training session to teachers on high-leverage strategies for remote learning.

Additionally, we focused on providing professional development for all staff members on Diversity, Equity, and Inclusion (DEI). We worked with Promise54, an organization that specializes in helping schools and school districts make their practices more inclusive and equitable. This year, we built on the work we did last year and held two, half-day, all-staff sessions, one about how to address microaggressions in our community and the second about how to ground our work in the Diversity, Equity, and Inclusion Mission Statement we developed as a staff last year. We also began an optional DEI book club.

Finally, as a result of the school closure in March, our team worked tirelessly to reimagine student learning, teacher collaboration, support for EL and Special Education students, and data collection. We distributed over 160 Chromebooks to ensure access to online learning. All students met with teachers over Zoom for groups or 1-1 conferences, and students worked on packets, online platforms, or both. During the closure, all teacher teams were tracking work completion and Zoom attendance in a school-wide tracker so that our school culture and leadership team could provide extra outreach to families to support engagement with at-home learning. Our special education teachers collaborated with general education teachers to support students on their IEP goals and objectives and our ESL teacher provided additional language support to EL students and consultation to classroom teachers. Our Specials teachers provided daily P.E., Music, and Art enrichment activities and teachers created virtual social opportunities for students to connect with their classmates. We have surveyed families and solicited input from our teachers about their experiences with remote learning and will use their feedback to plan for the upcoming year.

Social, Emotional, and Health Needs

During the 2019-20 school year, we utilized our Counselor to continue counseling and social skills services to students. We also shifted job responsibilities to give our Counselor

management responsibility for our School Culture Team (previously Behavior Support Team) to ensure that school culture and student behavioral support were aligned to meet the social/emotional needs of students. In addition to overseeing our School Culture office and Culture Coordinators, our Counselor provides individual and group counseling; develops Behavior Intervention Plans in conjunction with our teachers and special education team; teaches social skills classes to students with Autism Spectrum Disorder (ASD) or those who may benefit from such instruction; and consults with teachers to ensure that we are addressing mental health and behavioral issues in a comprehensive, urgent, and systematic way.

Additionally, we expanded a structured play block from one 1st grade classroom (piloted in the 18-19 school year) to Kindergarten and 1st grade classes. During this time, teachers provided structured but imaginative activities to support students with peer-to-peer interactions, advocacy, and emotional regulation.

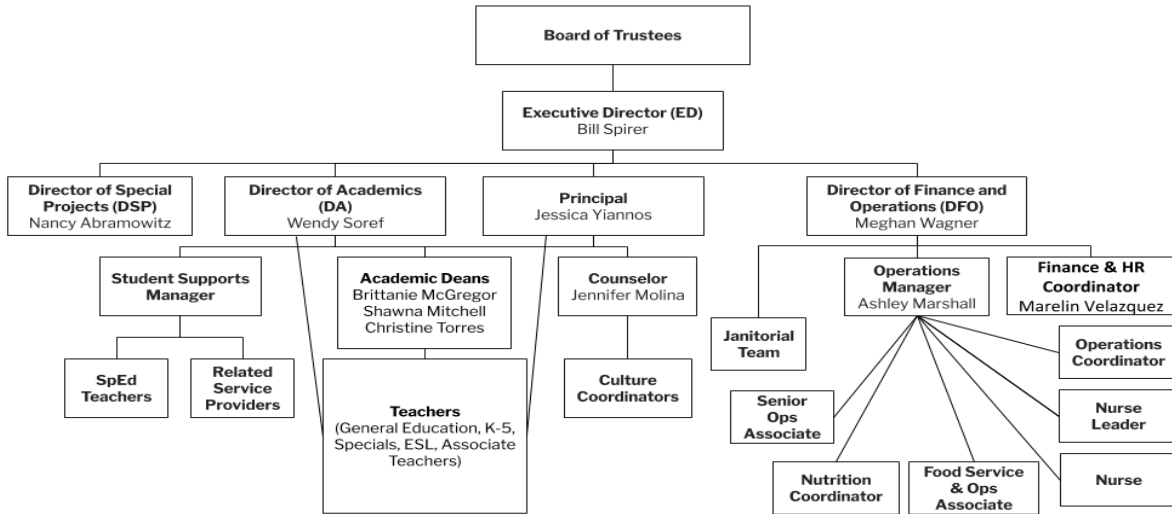
In 5th grade, we piloted a structure called "Circle" based on Valor Academy in Nashville's Circle curriculum. During this time, students had daily small group check-ins with a teacher, an opportunity to share how they were feeling, an opportunity to complete "work" based on their interests and community needs, and an opportunity to problem-solve with the support from their peers. Students had opportunities to research current events and share openly about the impact on their communities. They also identified emotions they were experiencing and had support with working through those challenges in a structured, safe space. We plan to continue a similar structure through the middle school.

Organizational Viability

Organizational Structure of the School

During the 2019-20 school year, our organizational structure remained generally consistent with the structure presented in the charter application and substantially similar to the prior year. Nancy Abramowitz was hired as the Director of Special Projects, and Marelín Velázquez was hired as Finance & HR Coordinator. This year, Christina Perry served as the Student Supports Manager, and we continued to work with a part-time Director of Special Education consultant, Susan Strong, who serves as our Director of Special Education. Additionally, three classroom teachers served as Academic Deans, a hybrid teacher/teacher leader role in which they coached teams of teachers and led professional development, in addition to teaching part-time.

Below is our organizational chart for the 2019-20 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 FY20 statement of revenues, expenses, and changes in net assets (income statement)

Springfield Preparatory Charter School Statement of Revenues, Expenses and Change in Net Position

30-Jun-20

	Annual Actual	Annual Budget	% of Actual to Annual Budget
Revenues			
4001 · Tuition	4,608,623	4,497,120	102%
4100 · Government Grants & Funding	382,468	259,200	148%
4200 · Nutrition Funding	212,363	287,971	74%
4400 · Private Support Funding	176,994	200,000	88%
4500 · Student Programs & Misc Fees	-	-	
4716 · Interest / Investment Income	7,915	2,750	288%
Total Revenues	5,388,363	5,247,041	103%
Expenses			
5000 · Personnel Costs	2,728,332	2,760,822	99%
5520f · Fringe Benefits	225,939	263,768	86%
5520t · Payroll Taxes	57,727	75,666	76%
Total 5000 · Personnel Costs	3,011,998	3,100,256	97%
5111 · Contr Serv - Board of Trustees	10,495	13,000	81%
5112 · Board Travel & Other Exp	-	1,000	0%
5122 · Contr Serv - School Leader	7,000	9,000	78%
5132 · Contr Serv - Business & Finance	36,595	30,000	122%
5142 · Contr Serv - Human Resources	40,562	31,000	131%
5152 · Contr Serv - Legal	2,271	7,000	32%
5162 · Contr Serv - IT	13,078	27,000	48%
5172 · Contr Serv - Development & Fund	32,500	24,000	135%
5173 · Fundraising Supplies & Material	1,210	12,000	10%
5182 · Staff Recruitment/Advertising	14,811	15,000	99%
5182s · Student Recruitment & Advertise	4,002	13,000	31%
5183 · Travel, Dues & Other Exp	18,104	23,372	77%
5184 · Supplies & Materials - Admin	12,902	15,000	86%
Total 5100 · Administrative Costs	193,530	220,372	88%
5213 · Contr Serv - Instructional Lead	36,653	35,000	105%
5214 · Supplies & Matls -Instruc Lead	-	1,000	0%
5215 · Travel & Other Exp -Instruc Ldr	1,806	2,500	72%
5234 · Contr Serv - Other Teaching	99,170	76,364	130%
5242 · Contr Serv - Professional Devel	54,538	45,000	121%
5243 · Supplies & Matls - Prof Develop	5,886	10,000	59%
5244 · Travel & Other Exp - Prof Devel	9,954	12,500	80%
5253 · Contr Serv - Guidance & Testing	40,683	23,268	175%
5254 · Supplies & Matls - Guide&Test	14,725	36,000	41%
5261 · Textbooks (Media/Materials) - I	17,468	21,000	83%
5262 · Other Instructional Materials	18,142	35,000	52%
5263 · Instructional Equipment - Other	29,037	38,000	76%
5263c · Copier Lease	16,713	17,703	94%
5264 · General Supplies - Instructional	43,185	36,000	120%

5265 · Other Instructional Services	12,138	15,000	81%
5266 · Classroom Instructional Tech	55,239	40,000	138%
5268 · Instructional Software	29,794	20,000	149%
Total 5200 · Instructional Services	485,131	464,335	104%
5320 · Health Services	4,775	7,500	64%
5330 · Student Transportation	2,378	382,000	1%
5350 · Food Services	-	-	-
5350e · Food Service Equipment	-	4,000	0%
5350f · Nutrition Program Food	246,429	291,026	85%
5350o · Food Service Other	101	2,000	5%
5360 · Athletic Services	-	-	-
5370 · Other Student Activities	1,891	8,500	22%
5610 · Dissemination Activities	-	2,500	0%
5620 · Civic Activities	2,004	7,000	29%
Total 5300 · Pupil Services	257,578	704,526	37%
5420 · Utilities	36,443	60,000	61%
5430c · Cleaning of Buildings	-	-	-
5430m · Maintenance Building & Grounds	13,822	15,000	92%
5430r · Repairs of Buildings & Grounds	18,760	55,000	34%
5430s · Maintenance Supplies	18,031	21,000	86%
5440 · Maintenance of Equipment	-	-	-
5450 · Networking & Communications	27,136	58,000	47%
5720 · Long-Term Interest -facilities	-	-	-
5730 · Other costs rel. Cap. Facility	58,183	74,000	79%
5740 · Rental/Lease of Bldg&Grnds	195,109	216,600	90%
5530 · Insurance (non-employee)	40,557	73,000	56%
Total 5400 · Facility & Other Fixed Costs	408,041	572,600	71%
9999 · Contingency	-	184,952	-
Total Expenses	4,356,278	5,247,041	83%
Change in Net Position	1,032,085	-	-

B. Statement of Net Assets for FY20 (balance sheet)

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

30-Jun-20

	School
	<u>at 06/30/20</u>
ASSETS	
Current Assets	
1000 · Cash and Cash Equivalents	1,311,527
1102 · Accounts Receivable	3,562
1207 · Due from Related Parties (School)	1,077,638
1308 · Prepaid Expenses	19,903
1510 · Deposit (Security, Other)	-
Total Current Assets	<u>2,412,630</u>
Fixed Assets	
1514 · Building/Leasehold Improvement	-
1515 · Furniture and Equipment	-
1616 · Less Accumulated Depreciation	-
Total Fixed Assets	<u>-</u>
TOTAL ASSETS	<u><u>2,412,630</u></u>
LIABILITIES	
Accounts Payable	
2024 · Accounts Payable	65,844
Total Accounts Payable	<u>65,844</u>
Other Current Liabilities	
2125 · Accrued Expenses/Accrued Payroll	207,820
2226 · Current Deferred Revenue	-
2327 · Due to related party (Friends)	-
2428 · Current Debt Payable - Line of Credit	-
Total Other Current Liabilities	<u>207,820</u>
TOTAL LIABILITIES	<u><u>273,665</u></u>
NET POSITION	
Temporarily Restricted	-
Unrestricted	1,116,373
Net Income	1,022,591
TOTAL NET POSITION	<u><u>2,138,965</u></u>
TOTAL LIABILITIES & NET POSITION	<u><u>2,412,630</u></u>

Springfield Preparatory Charter School
Balance Sheet
 As of June 30, 2019

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

C. Approved School Budget for FY21

Approved unanimously at the April 29, 2020 Springfield Prep Board of Trustees meeting

Springfield Preparatory Charter School FY21 Budget		
Major Assumptions		
Per Pupil Revenue		14,225
Enrollment		378
Staff FTE		60.1
Staff to Student Ratio		6.3
Income		
4001 - Per Pupil Revenue		\$5,377,050
4100 - Government Grants & Funding		\$344,086
4200 - Nutrition Funding		\$295,650
4400 - Private Support Funding		\$100,000
4500 - Student Programs & Misc Fees		\$0
4600 - Transfer in from Operating Reserves		\$0
4716 - Interest / Investment Income		\$2,833
Total Income		\$6,119,619
Expense		
5000 - Personnel Costs		
5000 - Staff Salaries		\$3,416,597
5520f - Benefits		\$294,932
5520m - MTRS Expense		
5520t - Payroll Taxes		\$91,012
Total 5000 - Personnel Costs		\$3,802,541
5100 - Administrative Costs		
5111 - Contr Serv - Board of Trustees		\$13,000
5112 - Travel & Other Exp -Board of Tr		\$1,000
5122 - Contr Serv - School Leader		\$9,000
5132 - Contr Serv - Business & Finance		\$32,000
5142 - Contr Serv - Human Resources		\$39,689
5152 - Contr Serv - Legal		\$7,000
5162 - Contr Serv - IT		\$15,989
5172 - Contr Serv - Development & Fund		\$12,000
5173 - Fundraising		\$8,000
5182 - Staff Recruitment and Advertising		\$17,000
5182s - Student Recruitment and Advertising		\$14,000

	5183 · Travel, Dues & Other Exp -Admin	\$25,503
	5184 · Supplies & Materials - Admin	\$17,500
	Total 5100 · Administrative Costs	\$211,681
	5200 · Instructional Services	
	5213 · Contr Serv -Instructional Leadr	\$37,000
	5214 · Supplies & Matls -Instruc Leadr	\$1,000
	5215 · Travel & Other Exp -Instruc Ldr	\$3,000
	5234 · Contr Serv - Other Teaching	\$100,320
	5242 · Contr Serv - Prof Development	\$49,636
	5243 · Supplies & Matls - Prof Develop	\$13,000
	5244 · Travel & Other Exp -Prof Develp	\$16,000
	5253 · Contr Serv - Guidance & Testing	\$42,932
	5254 · Supplies & Matls -Guidance&Test	\$35,975
	5261 · Textbooks, Books & Libraries	\$23,000
	5262 · Other Instructional Materials	\$28,000
	5263 · Instructional Equipment	\$32,000
	5263c · Copier leases	\$17,703
	5264 · General Supplies - Instructional	\$36,778
	5265 · Other Instructional Services / Student Experie	\$17,000
	5266 · Classroom Instructional Tech	\$44,000
	5268 · Instructional Software	\$27,000
	Total 5200 · Instructional Services	\$524,344
	5300 · Other Student Services	
	5320 · Health Services	\$10,000
	5330 · Student Transportation	\$432,212
	5350 · Food Servies	
	5350e - Food Service Equipment	\$4,000
	5350f - Food Service Food	\$300,208
	5350o - Food Service Other	\$2,000
	5360 · Athletic Services	
	5370 · Other Student Activities	\$9,500
	5610 · Dissemination Activities	\$2,500
	5620 · Civic Activities	\$7,000
	Total 5300 · Other Student Services	\$767,420

5400 · Facility and Other Fixed Costs		
	5420 · Utilities	\$53,225
	5430 · Maint of Buildings & Grounds	
	5430c · Cleaning of Buildings	
	5430m · Maintenance Building & Grounds	\$15,000
	5430r · Repairs of Buildings & Grounds	\$15,000
	5430s · Maintenance Supplies	\$28,000
	5450 · Networking & Communications	\$55,000
	5530 · Insurance (non-employee)	\$77,000
	5560 · Short-Term Interest	
	5730 · Real Estate Taxes	
	5730l · Other Facility Expenses (Legal, consulting)	\$0
	5740 · Rental/Lease of Bldg&Grnds	\$235,700
	5750 · Depreciation Expense	
	5760 · Bad debt/loss on asset disposal	
	Total 5400 · Facility and Other Fixed Costs	\$478,925
	9999 · Contingency Fund	\$334,708
	Total Expenses	\$6,119,619
	Annual Net Income / Loss	\$0

FY21 Enrollment Table	
Number of students pre-enrolled via March 16, 2020 submission	378
Number of students upon which FY21 budget tuition line is based	378
Number of expected students for FY21 first day of school	378
Please explain any variances: None	

D. Capital Plan for FY21

Since its inception, the school has searched for a suitable building to accommodate all of its 486, K-8 students in a high-quality learning environment. Currently, the school is leasing space in a second, temporary location. In January 2020, the school purchased a 43,000 square foot former office building on 4 acres of land at 2071 Roosevelt Avenue in Springfield. The school will redevelop this property to serve as its permanent home, accommodating its 486 scholars in grades K-8.

This renovation and addition project (the "Project") will involve a renovation of the existing building to accommodate classrooms, break-out spaces, and office space; the addition of a 5,200 square foot gymnasium; and site work to build outdoor play spaces and ensure smooth traffic circulation.

Springfield Prep purchased this property in January 2020 and is on track for an August 2021 occupancy date. Currently, the pre-construction phase is well underway and the school's Project Team (architect, Owner's Project Manager, financing and

development consultant, Construction Manager, and real estate attorney, as well as school management) is finalizing the design and materials. Construction will begin in fall 2020, barring any permitting delays or COVID-19-related challenges. The project has already received approval from the Springfield Planning Board.

Below are key schedule milestones:

- Construction start with Early Work 9/1/20
- Permanent Bond Financing Closing 10/15/20
- Occupancy 7/15/21

The total project cost is \$18,580,000. The school purchased this property and is financing pre-construction with a \$4.5M bridge loan from Blue Hub Capital. This loan will be rolled into the Senior Loan of \$13.58M upon closing in the fall of 2020.

The school will finance this project through a tax-exempt bond of \$13,580,000, subordinate debt of \$1,400,000, in the form of a taxable loan from Blue Hub Capital, and school equity of \$3.6M, at least \$2.7M of which has already been received and/or pledged through a Capital Campaign. MassDevelopment is providing a guaranty of the bond debt of up to \$3,000,000. The school is pursuing New Market Tax Credits as well, but the project will proceed regardless of whether we receive them. A summary of Project Sources and Uses is below:

<u>Sources</u>	
Equity	\$ 3,600,000
Boston Private Bank bond	13,580,000
Blue Hub Capital loan	<u>1,400,000</u>
Total Sources	\$ 18,580,000
 <u>Uses</u>	
Property Acquisition	\$ 4,825,000
Construction (incl. contingencies)	11,040,000
Project Soft Costs (incl. contingencies)	1,941,000
FFE	450,000
Finance and carrying costs	<u>324,000</u>
Total Uses	\$ 18,580,000

The school has not yet established a dedicated capital project reserve account for the project but will do as the project moves forward.

Appendix A: Accountability Plan Evidence 2019-20

Faithfulness to Charter

	2019-20 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, college-prep academic program as reflected by student academic performance.		
Measure: 75% of students in grades K-3 will read on grade level by the end of each year, according to the STEP assessment.	Not Met	50% are reading on grade level according to the STEP assessment. Because STEP is internally graded, we hold the bar very high for STEP responses that we will accept. As a result, many of our students do not achieve grade-level proficiency according to STEP assessments but meet expectations on ANet and MCAS. Each year, we revisit our lesson plans and analyze STEP data to ensure that all students are getting closer to the bar of proficiency on STEP, but knowing that we are intentionally rigorous and demanding.
Measure: Each year, 75% of students in grades K-3 grade will grow by a minimum of three STEP levels within one academic year.	Not Met	51% of students grew 3 or more STEP levels. See note above. Similarly, students who demonstrate growth on ANet do not always demonstrate the same growth on STEP because of our rigorous internal grading. We will continue to use our two-teacher model, associate teachers, and student support team to provide additional support for students who are not meeting grade-level standards on STEP or growth goals.
Measure: By the end of each year, 75% of all students will score at the 50 th percentile or higher on the math portion of the NWEA MAP assessment, indicating a college-ready trajectory. ⁴	Not Met	67% of students in K-1 on the math portion of the NWEA scored at or above the 50 th percentile. Although this is below our goal of 75%, historical data has demonstrated that our 2nd graders score at or above the 50 th percentile at a much higher rate than our K-1 students. Given that this data only includes K-1 students, we believe we would have met this goal had all students taken the assessment.

⁴ While our Accountability Plan does not explicitly limit this goal to K-2 students, the MAP assessment we use is a K-2 assessment so we are only reporting data for these grade levels.

		<p>2nd grade students did not take a second MAP assessment due to COVID-19.</p> <p>We do not anticipate needing to make significant changes due to this measure. Although our K-1 MAP data at mid-year does not meet our goal, we believe this is directly related to the closures due to COVID-19. The data provided accounts for only 2/3 of the students at the mid-year and the remaining third of students (2nd graders) were not tested at mid-year but they are historically our highest performing of the three grades. We believe our 2nd graders typically perform the strongest on MAP (with usually over 80% at or above the 50th percentile in previous years) because they have been with us the longest.</p>
<p>Objective: The school explicitly teaches and consistently reinforces its mission of developing strong character in its students, and school culture reflects this emphasis.</p>		
<p>Measure: Every month, a rotating team of school leaders and teachers will conduct a formal culture audit using an internally developed rubric that focuses on how teachers reinforce the school's core values in their classrooms.</p>	Met	<p>This year, the Instructional Leadership Team (ILT) conducted weekly "instructional power-walks" using a common tool that identified key teaching practices that reinforce the school's core values. These rounds were conducted until the school closure in March.</p>
<p>Measure: On a year-end character self-assessment given to all students, 75% of students will score at a 3 or 4 (on a scale of 1-4), indicating that they can (a) define the school's core values, (b) explain why the core values help them to succeed, (c) articulate a core value on which they have improved over the past year, and (d) articulate one core value on which they would like to improve in the following year.</p>	Not Met	<p>Due to the school closure, this self-assessment was not administered.</p>
<p>Objective: The classroom and school environment is inclusive, orderly, and safe for all students, and supports the goal of high academic achievement for a diverse range of learners.</p>		
<p>Measure: The school will maintain an annual attrition rate that is lower than the statewide average.</p>	Met	<p>Our attrition rate from the 2018-19 school year to the 2019-20 school year was 6.7%.</p>

		This is lower than the statewide attrition average of 8.4%
Measure: Each year, at least 60% of families will respond to the annual year-end parent survey and 90% or more of all families will indicate that they believe that (a) the school's behavior standards and expectations create a school environment conducive to learning and (b) the school has high standards for their child's academic achievement.	Partially Met	42% of families (104 people) responded to the survey this year. The 2020 survey was sent out to families electronically during the school closure due to COVID-19. Typically, including in 2018-2019, the survey is conducted in-person during report card conferences which yields a much higher response rate that meets or exceeds our target of 60%. Despite the lower response rate, families were satisfied with the school overall: (a) 99.1% agreed that the school's behavior standards create a school environment conducive to learning and (b) 99.1% agreed the school has high standards for their child's academic achievement. Additionally, 100% of parents would recommend Springfield Prep to other families.
Measure: Each year, at least 60% of families of ELL and special education students will respond to an annual year-end parent survey and 90% or more of these families will indicate that they believe the school effectively serves the particular needs of their children.	Partially Met	As above, due to the COVID-19 closure, we did not meet our typically high response rate. 46% of all families of students with disabilities (SWD) responded to the survey. 30% of all families of EL students responded to the survey. Despite the lower response rate, 100% of families of SWD and EL who responded indicated they agreed or strongly agreed that the school effectively serves the needs of their children.
Objective: The school develops and retains high-quality teachers and staff, which results in a strong, stable academic program.		
Measure: SPSC will retain 80% of teachers from one school year to the next, excluding those who leave for purposes of geographic relocation.	Met	Overall, 77% of teachers are returning next year (24 out of 31). Excluding teachers who left for geographic relocation, the retention rate for teachers is 86% (24 out of 28).
Measure: All teachers will be observed a minimum of 20 times	Partially Met	All teachers were observed and given feedback on at least a bi-weekly basis (new

<p>per year. Observations will be completed by the Principal, Director of Academics, and select Grade-Level Chairs and will include feedback and follow-up discussion.</p>		<p>teachers are observed weekly; experienced teachers are observed bi-weekly) until the school closure. While many of our new teachers were observed close to 20 times before the closure we were not able to meet this goal before school closed in March. However, our instructional coaches continued to meet with teachers on a bi-weekly basis throughout the Spring to provide support with the transition to remote learning.</p>
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Dissemination

	2019-20 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: The school will form a working partnership with at least one other elementary school in the region in order to share best practices.</p>		
<p>Measure: SPCS will identify 1-4 innovative and high-leverage practices it uses and develop dissemination materials around these practices.</p>	<p>Met</p>	<p>During this year, when we have hosted organizations and individuals we have focused observations and discussions on our approach to collaborative planning and co-teaching best practices and we have followed up by sharing collaborative planning tools on our website's instructional resources page.</p>
<p>Measure: By the end of the charter term, SPCS will have conducted at least 10 interactions with its partner school(s) that consist of shared observations/instructional rounds, curriculum planning sessions, and/or professional development.</p>	<p>Partially Met</p>	<p>We have not formalized a partnership with one particular school and instead have engaged with other outside organizations to disseminate best practices. Specifically, our partnership with Building Excellent Schools (BES) has allowed us to share our best practices with leaders who can implement those practices at their respective schools. This year we hosted a BES Leadership Intensive attended by 15 school leaders and two BES Fellows for month-long residencies.</p>

Reach Objectives and Measures (if applicable)

	2019-20 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: All students will read at grade level by the third grade.		
Measure: Each year, 90% of students will read on grade level by the end of the third grade, according to the STEP assessment.	Not met	At the end of the year, 50% of third-grade students were reading on grade level according to STEP. At the time of the closure, 59.3% of third graders were reading on or above grade level according to STEP.
Objective: Students in subgroups that have historically underperformed academically will achieve academic growth at the same rate as the general school population.		
Measure: each year, 75% of students identified as High Needs (according to the DESE definition) will read on grade level by the end of each year, according to the STEP assessment.	Not Met	<p>Because of COVID-19, students were tested through STEP Window 3 but did not receive their EOY assessment. As of the Window 3 assessment, of the 239 students identified as High Needs:</p> <ul style="list-style-type: none"> - 26% (62) are reading at or above grade level; however, - 61% (146) are reading at the Window 3 target, which is one STEP below grade level <p>The second number suggests that a majority of students were on track to achieve grade-level scores on the EOY assessment.</p> <p>Note: STEP assesses students in grades K-4</p>
Measure: Each year, 75% of students identified as High Needs (according to the DESE definition) will grow by a minimum of three STEP levels within one academic year.	Not Met	<p>Because of COVID-19, students were tested through STEP Window 3 but did not receive their EOY assessment. As of the Window 3 assessment, of the 239 students identified as High Needs:</p> <ul style="list-style-type: none"> - 42% (100) achieved at least 3 STEP levels of growth; However, - An additional 13% (30) achieved 2 STEP levels of growth, which is the target for the Window 3 assessment

		<p>Combined, this suggests that a majority of students (55%) were on track to attain 3 STEP levels of growth after the EOY assessment.</p> <p>Notes:</p> <ul style="list-style-type: none"> - The growth figures exclude 44 students identified as High Needs and who started at STEP 10 or higher, as they cannot achieve 3 STEP levels of growth since the scale caps out at STEP 12 - STEP only assesses students in grades K-4
<p>Measure: By the end of each year, 75% of students in all grades identified as High Needs (according to the DESE definition) score at the 50th percentile or higher on the math portion of the NWEA MAP assessment.</p>	<p>Not Met</p>	<p>See narrative in “Summary of NWEA MAP Math Achievement Results” above for impacts of COVID-19 closures on NWEA testing.</p> <p>As of the end of January 2020, 65% (60 out of 92) of students identified as High Needs scored at the 50th percentile or higher on the NWEA MAP Math Assessment.</p>

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2020-2021

School Name: **Springfield Preparatory Charter School**

2019-2020 Implementation Summary:

In the 2019-20 school year, the successes of the school's recruitment strategy implementation include exceeding the student application goal overall and enrolling a new class of kindergarten students that mirrors the district in subgroup status. Next year, 28% of new kindergartners have siblings already enrolled at Springfield Prep, a very high percentage. As in the past four school years, the school expects to exceed the comparison index for English Language Learners, Limited English Proficient students, students with disabilities, and economically disadvantaged students. We base this expectation on initial enrollment information. Also, because of the high percentage of siblings, we anticipate a similar subgroup status within the new class as compared to the 2019-20 student body. At this time, given the success of the school's Recruitment Plan, we do not feel that additional discussion regarding this Plan is necessary.

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

General Recruitment Activities for 2020-2021:

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

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

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

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

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

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

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

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

Special education students/students with disabilities

(a) CHART data

School percentage: 17.9%
GNT percentage: 11.7%
CI percentage: 16.4%

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

(b) Continued 2019-2020 Strategies

Met GNT/CI: no enhanced/additional strategies needed

- In all recruitment materials, we explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.
- We recruited at preschool programs, such as Head Start centers, which serve students with special needs. We met with staff at these programs to make them aware of our capacity and programs for serving students with disabilities.
- We met with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g., the Department of Children and Families).

(c) 2020-2021 Additional Strategy(ies), if needed

No additional strategies are required for 2020-2021.

Limited English-proficient students/English learners

(a) CHART data

School percentage: 14.2%
GNT percentage: n/a
CI percentage: 13.4%

The school is **above** CI percentages and the GNT percentage is unavailable

(b) Continued 2019-2020 Strategies

Met GNT/CI: no enhanced/additional strategies needed

- All promotional materials and applications were printed in Spanish and Somali.
- Spanish-speaking members of the Springfield Prep staff and parent community participated in community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process.
- We placed advertisements in Spanish-language media such as *El Pueblo Latino*, given the large Spanish-speaking population in Springfield.
- We distributed materials at organizations throughout the city that provide adult ESL classes and at community centers that serve non-English speaking families.

(c) 2020-2021 Additional Strategy(ies), if needed

No additional strategies are required for 2020-2021

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

<p>(a) CHART data</p> <p>School percentage: 66.4%</p> <p>CI percentage: 70.7%</p> <p>GNT percentage: 66.8%</p> <p>The school is below CI percentage and below GNT percentage</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p>Did Not Meet GNT/CI: enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We disseminated application materials and hosted information sessions at locations and organizations serving Springfield's most needy families, including various Head Start locations. • We met one-on-one with leaders at Head Start, the Springfield YMCA, the South End C3 organization, the WIC office and the Department of Children and Families to ensure that they were fully aware of our school's programs and could share information with their clients and/or members in an informed manner. • We posted flyers and information about the school in various stores, businesses, and apartment complexes in low-income neighborhoods throughout the city.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • We plan to do additional outreach in low-income housing areas by reaching out to landlords to gain access to share flyers and application materials in housing complexes that we were unable to access this year. • We plan to do additional research to determine into which other languages it may be helpful to translate our informational materials. • We plan to have information tables at additional Springfield businesses and community events

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In all recruitment materials, we explicitly state that our school is open to all students regardless of prior academic performance. Additionally, we are explicit about how our programmatic elements (e.g., two teachers in all K-4 classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support. • We collaborate with Springfield Public Schools (SPS) leadership so that they are aware that a central element of our mission is recruiting and serving students who may need more intensive academic supports than they are receiving, and can encourage the families of such students to apply. <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <p>No additional strategies needed.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In 2019-20, the Springfield Preparatory Charter School distributed applications to programs that serve families with students at risk of dropping out, including the YMCA, Boys and Girls Clubs, and Head Start Programs. • Springfield Prep maintains relationships with individuals at local agencies, such as the YMCA, and distributes materials about the school to these programs to be shared with families with students at risk of dropping out of school. • In 2019-20, Springfield Prep used EWIS data on the DESE website to identify any students at risk due to homelessness, low attendance, etc. <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <p>No additional strategies needed.</p>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p align="center">(f) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In 2019-20, the Springfield Preparatory Charter School did not serve any students over 16 years of age. <p align="center">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • In 2020-21, the Springfield Preparatory Charter School does not intend to serve any students over 16 years of age. No additional strategies needed.
<p>OPTIONAL</p>	<p align="center">(g) Continued 2019-2020 Strategies</p>

<p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<ul style="list-style-type: none"> • We will continue to advertise with <i>MassLive</i> and <i>El Pueblo Latino</i>, the leading newspapers for Springfield and its Latino communities, respectively. • We will continue to build relationships with African American and Latino houses of worship and community centers to ensure that families are aware of our school model and program. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • We will continue to use Facebook and other social media outlets to target friends and family of currently enrolled students to continue to reach specific subgroups of the community.
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Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

During our fifth school year, we successfully implemented the strategies outlined in our Recruitment and Retention Plan and exceeded our goal of maintaining an annual retention rate (93.3%) that is higher than the statewide average (which was 91.5% in 2016 when this goal was set). 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; (2) through numerous school events and day-to-day communication, we build strong relationships with families and can be responsive to their needs; and (3) we run a responsive educational program that meets our students' educational and social needs.

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

Retention Plan –2020-2021 Strategies List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 5.7%</p> <p>Third Quartile: 20.5%</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Ensure that special education students are achieving at a consistently high level. • Provide special education students with a full range of specialized services necessary to help these students succeed.
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<p>The school's attrition rate is below third quartile percentages.</p>	<ul style="list-style-type: none"> • Ensure that in addition to IEP specifications, special education students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom. • Ensure that families of special education students see that we will never lower expectations for their children due to a disability, and will work strategically and relentlessly to ensure their child's success. • Provide parents/guardians of special education students 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) 2020-2021 Additional Strategy(ies), if needed Below – N/A - No additional strategies are needed for the 2020-2021 school year.</p>	

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 8.6%</p> <p>Third Quartile: 19.7%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • Provide a high-quality ESL program to ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically. • Offer a low ratio of ESL teachers to ELL students so that students can receive targeted support in small groups. • Ensure that in addition to ESL requirements, LEP students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom. • Provide parents/guardians of LEP students avenues to provide feedback and express any concerns they have through report card conferences and the Annual Parent Survey.
<p align="center">(c) 2020-2021 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: 7.1%</p> <p>Third Quartile: 17.8%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><u>Below</u> median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Assist in providing all school-related materials that may add to the expense of a child's education (e.g., shoes that conform to the uniform policy). • Offer a comprehensive Student Supports program that is staffed to provide services for the needs of our student population (e.g., a Dean, counselor, and behavior consultant to assist with social and emotional needs, and a speech and language therapist to provide language development support). • Assist in coordinating referrals to outside social service providers to offer additional supports to our students and their families. • Maintain frequent daily communication with parents about their children's development.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><u>Below – N/A</u> - No additional strategies needed.</p>

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Use our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms. • Provide small group and individual support by our Associate Teachers and Student Support Teachers for students who enter behind grade level and/or struggle to make academic progress • Through our Student Supports Team (the Principal, Director of Academics, Student Supports Manager, Special Education Teacher, Dean of Students, Counselor, and BCBA), develop support plans to ensure that students who are struggling in our program are given the necessary supports • Through our Child Study Team, review assessment and observation data and determine which students are struggling academically and/or behaviorally and would benefit from interventions. • Provide targeted tutoring offered to the lowest-performing students during school breaks and/or summer vacation through partnerships with programs such as the Elms College Summer Reading program. • Communicate frequently (at least monthly progress updates in person or by phone) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their children. <p style="text-align: center;">2020-2021 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 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In 2019-20, Springfield Prep did not have any students identified as at risk of dropping out of school. • In 2020-21, 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

	<p>regularly regarding attendance to develop strong family connections.</p> <p>2020-2021 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 2019-2020 Strategies</p> <ul style="list-style-type: none"> • In 2019-20, the Springfield Preparatory Charter School did not serve any students over 16 years of age. <p>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • In 2020-21, 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>(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • We monitor achievement rates of Black/African American and Latino/Hispanic students to ensure that they are at least commensurate with achievement rates of other demographic groups at Springfield Prep. <p>2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • No additional strategies needed

Appendix C: School and Student Data Tables

Springfield Preparatory Charter School student enrollment data:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35100205&orgtypecode=6>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	17.9
Asian	2.2
Hispanic	69.8
Native American	0
White	8
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	2.2
Selected Populations	% of School
First Language not English	25.6
English Language Learner	14.2
Students with Disabilities	17.9
High Needs	75.6
Economically Disadvantaged	66.4

ADMINISTRATIVE ROSTER FOR THE 2019-20 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 school program, including academics, student and family culture, and staff culture	8/1/16 (at the school) 7/1/18 (in this role)	NA
Wendy Soref, Director of Academics	Responsible for leading the school's curriculum, instruction, assessment, and teacher evaluation programs	7/6/15 (at the school) 7/1/18 (in this role)	NA
Meghan Wagner, Director of Finance & Operations	Responsible for finance and human resources leadership and all school operations	7/11/16	NA
Susan Strong, Special Education Director (Consultant)	Responsible for supervising Special Education teachers and overseeing IEP planning and execution	8/1/2018	NA
Nancy Abramowitz, Director of Special Projects	Responsible for leading and supporting short- and long-term strategic projects in partnership with the school leadership team	12/9/2019	NA

TEACHERS AND STAFF ATTRITION FOR THE 2019-20 SCHOOL YEAR

	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers*	31	3	4	Termination or non-renewal of employment contract: 2 Employee chose to end employment: 5
Other Staff	21	4	0	Termination or non-renewal of employment contract: 0 Employee chose to end employment: 4

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

BOARD AND COMMITTEE INFORMATION	
Number of Commissioner-approved board members as of August 1, 2020	10
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2019-20 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Robert L. Leonard	Chair	Governance	2	12/12/16-6/30/19 7/1/19-6/30/22
Alex Grant	Secretary	Governance	2	8/11/16-6/3/19 7/1/19-6/30/22
Tricia Walker	Treasurer	Finance	2	2/27/15-6/30/17 7/1/17-6/30/20 6/30/20-6/30/23
Sherriff Balogun	Trustee	Academic Achievement	1	3/16/17-6/30/20 6/30/20-6/30/23
Sally Fuller	Trustee	Governance	1	3/19/18-6/30/21
Anne Malone	Trustee	Finance	1	2/28/19-6/30/22
Kelvin Molina-Brantley	Trustee		3	2/25/14-6/30/16 7/1/16-6/30/19 7/1/19-6/30/22
Doug Morrin	Trustee	Finance	1	3/19/18-6/31/21
Justin Pistorius	Trustee	Academic Achievement	1	5/30/18-6/30/21
Jason Rosewell	Trustee	Finance	1	5/1/19-6/30/22
Bill Spirer	Ex Officio (non-voting)	All	NA	3/5/14-present

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
Wednesday, July 22, 2020	<p>All meetings will be held at: Springfield Prep Charter School 594 Converse Street Longmeadow, MA 01106</p> <p>If the school is closed per the Governor or local ordinance, meetings will be held via videoconference if permissible under Open Meeting Law.</p> <p>Meeting information is posted on the Springfield Prep Charter School website: https://springfieldprep.org</p>
Wednesday, September 2, 2020	
Wednesday, September 30, 2020	
Wednesday, October 28, 2020	
Wednesday, November 18, 2020	
Wednesday, January 27, 2021	
Wednesday, February 24, 2021	
Wednesday, March 24, 2021	
Wednesday, April 28, 2021	
Wednesday, May 26, 2021	

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Academic Achievement	Wednesday, July 15, 2020	<p>All meetings will be held at: Springfield Prep Charter School 594 Converse Street Longmeadow, MA 01106</p> <p>If the school is closed per Federal, State, and/or Local regulations, meetings will be held via videoconference if permissible under Open Meeting Law.</p>
	Wednesday, September 16, 2020	
	Tuesday, November 10, 2020	
	Wednesday, February 10, 2021	
	Wednesday, April 14, 2021	
Finance	Monday, July 20, 2020	
	Monday, August 24, 2020	

	Monday, September 21, 2020	Meeting information is posted on the Springfield Prep Charter School website: https://springfieldprep.org
	Monday, November 16, 2020	
	Monday, January 25, 2021	
	Monday, March 22, 2021	
	Monday, April 26, 2021	
	Monday, May 24, 2021	
Governance	Monday, August 17, 2020	
	Monday, October 19, 2020	
	Monday, November 9, 2020	
	Monday, January 11, 2021	
	Monday, March 15, 2021	
	Monday, May 17, 2021	

Appendix D: Additional Required Information

Key Leadership Changes

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

Facilities

For the 2019-20 school year, the school continued to operate in leased space at 594 Converse St., Longmeadow, MA 01106. The school submitted a second amendment because this location has a Longmeadow address and is thus technically outside of the school's current municipality, despite being on the Springfield line; this amendment was approved by the Commissioner on May 11, 2020. The school has purchased a building at 2071 Roosevelt Ave, Springfield, and will be renovating it for occupancy in August 2021.

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

Enrollment

The dates below reflect our estimated student application deadline and lottery date for students who are interested in enrolling for the 2021-2022 school year.

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 26, 2021
Lottery	March 5, 2021

Complaints

The Board of Trustees did not receive any complaints in the 2019-20 school year.

END OF REPORT