



SPRINGFIELD INTERNATIONAL CHARTER SCHOOL ANNUAL REPORT 2022-23

Revised July 30, 2023

SPRINGFIELD INTERNATIONAL CHARTER SCHOOL

Justin Baker, Director

160 Joan Street Springfield, MA 01129

Phone: (413) 783-2600 - Fax: (413) 783-2555

Jbaker@sics-mail.net

www.sics.org

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Introduction

<i>Springfield International Charter School</i>			
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)	N/A
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010,2015,2020
Maximum Enrollment	1574	Enrollment for 2022-23	1520
Chartered Grade Span	Kindergarten- 12 th Grade	Current Grade Span	Kindergarten- 12 th Grade
Number of Instructional Days per School Year (as stated in the charter)	180 Days	Students on Waitlist for 2022-23	97
Number of Instructional Days during the 2022-23 School Year	180 Days		
School Hours	Gr. K-5 9am-4pm Gr.6-12 7:10am-2:30pm	Age of School as of 2022-23 School Year	28 Years
Mission Statement <p>The Springfield International Charter School (SICS) is a college preparatory school that provides top-quality education on a non-selective basis to children of different races, religions, nationalities, and backgrounds. It teaches these children to perform to the best of their ability, to achieve academic excellence in a global context, and prepares graduates to attend colleges and universities. The school develops and strengthens students' ethical, moral, and civic values thus molding men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The school believes that students with a SICS education, especially in a multicultural setting, will be able to provide leadership throughout the world.</p>			

Faithfulness to Charter

Mission and Key Design Elements

Key Design Elements Evidence:

- Key Design Element #1: SICS prepares students for lifelong learning and success in college and career by continuing to assess and analyze curriculum in all major subject areas. These curriculums were selected in August of 2021 to ensure that students would be prepared as lifelong learners and would meet with success in college and careers. We continue to seek feedback from our teachers on the curriculums and have developed Lead Teacher positions, in grades K-8, to assist in curriculum development. The lead teachers work directly with the principals to meet the standards, as well as making sure the curriculums are culturally proficient. Methods are developed within the framework of the curriculum to reach the whole student, as well as every student. These methods include exams, projects, essays, hands-on learning, participation, as well as other means of reaching our diverse student body. Our high school students complete a College and Career Readiness Course, which helps with insight into what the future holds for our scholars. The high school is also participating in a two-year federal grant, "Rethinking Grading Pilot," in which resources are devoted to training teachers and other staff on developing new curriculums and assessments, which are diverse, culturally responsive, and allow students of all learning styles to be fairly and equitably assessed. At SICS we held a College Fair, that included 55 schools in the fall for our high school students. This is a premier College Fair for Western Massachusetts and gives our students opportunities to interact with various colleges and universities and provides insight into possibilities for the future. We also host a Career Day for our high school students that provides valuable information on possible careers. Seniors complete a Senior Project (Capstone) that develops an individualized post-secondary and career plan.
- Key Design Element #2: Continuous evaluation of student learning as an integral part of the instructional process. Evaluation of students learning was achieved through multiple assessment types and measures. Measures included project-based learning, the Senior Project, oral exams, essays, debates, formative and summative exams, participation, attendance, and student feedback samples. We have met great success utilizing multiple assessment methods throughout the K-12 program. Specifically, the high school has adopted a largely Project-Based Learning Model of Assessment which allows for more student choice, creativity, individualism, and differentiation. To check the efficacy of instructional delivery, SICS utilizes the Massachusetts Model System for Educator Evaluation. By using this model, we can successfully use the evaluation tools and rubrics that DESE has provided to ensure quality teaching and instruction across all levels. Student success also comes from being present and engaged in the learning. We have enforced the SICS attendance policy and have developed additional methods to help our students improve attendance rates. As a result, we have seen the Chronic Absenteeism Rate drop in the 2022-2023 school year. We have brought Panorama to SICS as a tool for evaluating student learning and progress. With the multiple ways we assess students, this platform allows us to unify academic, behavior and social emotional data to help with progress monitoring and interventions.
- Key Design Element #3: Provide leadership opportunities to empower students to make a difference in their own lives and the lives of others through the Student Leadership Organization. Our students have been provided with opportunities to develop and grow clubs and have been integral in our community service projects throughout the city of Springfield. Student leadership is essential at SICS and in the 2022-2023 school year, students have developed the Afro-Culture Club, the Chess Club, as well as the Earth Team. This, along with many existing clubs, allows our students to tap into their interests and share with our school community. These clubs are also present at community events we hold at the school and help to share the wonderful ideas and skills our students bring to our larger SICS community. Our Model United Nations as well as Model Congress is an award-winning success that has continued to develop leaders in the classroom and beyond. As a school in 2022-2023, we have been holding minimally one family/community engagement activity per month to create a community, inclusive, and participatory environment. Our students volunteer and play an active role in these valuable events.

Amendments to the Charter

Springfield International Charter School did not request any amendments to our charter during the 2022-23 school year.

Access and Equity

2021-22 Student Discipline Data Report

[2021-22 Student Discipline Data Report by All Offenses - Springfield International Charter \(District\) \(04410000\) \(mass.edu\)](https://www.mass.gov/info-details/2021-22-student-discipline-data-report-by-all-offenses-springfield-international-charter-district-04410000)

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Non-Arrest Law Enforcement Referral
All Students	1,591	138	0.7	8.4	0.0	0.0	0.0	0.0	0.0
English Learner	172	9	1.2	5.2	0.0	0.0	0.0	0.0	0.0
Low income	1,024	98	1.0	9.3	0.0	0.0	0.0	0.0	0.0
Students w/disabilities	267	40	1.5	15.0	0.0	0.0	0.0	0.0	0.0
High needs	1,175	112	0.9	9.3	0.0	0.0	0.0	0.0	0.0
Female	806	48	0.7	5.5	0.0	0.0	0.0	0.0	0.0
Male	784	90	0.6	11.5	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	0								
Asian	59	1							
Afr. Amer./Black	449	45	0.7	9.8	0.0	0.0	0.0	0.0	0.0
Hispanic/Latino	756	70	0.9	9.0	0.0	0.0	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	95	10	0.0	10.5	0.0	0.0	0.0	0.0	0.0
Nat. Haw. or Pacif. Isl.	0								
White	232	12	0.4	4.7	0.0	0.0	0.0	0.0	0.0

Springfield International Charter School utilizes the Student Success Team, as well as all staff, to uphold the policies and procedures of the school's Mission and Handbook. The Student Success Team works in tandem with the school's adjustment counselors, administrators and teachers to ensure that all discipline matters are handled thoroughly. To minimize student behaviors, the Student Success Team offers a wide variety of positive based incentives for both individuals and groups.

In order to reduce the use of In-School and Out of School Suspensions, Springfield International Charter School has focused on the following for the 2022-2023 school year:

- The addition of a Student Success Coordinator position in the K-5th and to 6-8th grades to assist in the day-to-day de-escalation of students with behavior challenges. The Student Success team increased their efforts to produce more Tier 1, 2, and 3 Incentive Plans in tandem with our counseling staff. This addition was an important part of reducing our suspension numbers. The SSC team and administrators made a concerted effort to utilize alternative methods to suspensions in the form of mediation, conflict resolution, restorative justice, and collaborative problem solving.

Implementation and focus on positive based incentives to promote positive based behavior, through the implementation of Positive Behavioral Interventions and Supports (PBIS). Though it was our first year of implementing PBIS, we saw that our students and staff were very receptive to this new incentive program and we look to build on these successes in the 2023-2024 school year.

- Adjustment Counselors were added in the K-5th and in the Middle School to increase access students when in need of direct instruction in social regulation and social skills. The addition of Adjustment Counselor Assistant positions also supplemented the work in this area. The current clinical staff includes six adjustment counselors, four social work assistants, one BCBA and one behavioral technician.
- Along with promoting positive based incentives, the Student Success Team uses multiple de-escalating strategies and is trained in Crisis Prevention Institute (CPI.) The use of CPI allows for improved “Staff to Student” communication techniques.
- The Leadership Team has recognized the importance of developing staff in a holistic manner to engage with our diverse student and staff population. Focus for the 2022-2023 school year to achieve this resulted in heightened awareness and continued professional development in:
 1. Civil Rights
 2. CPI Training Crisis Prevention
 3. Social Emotional Behavior
 4. Title IX / Sexual Harassment
 5. Multi-Tiered System of Supports (MTSS)
 6. Culturally Proficient

Dissemination				
Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Partnerships with other schools implementing key successful aspects of the charter school.	Rethinking Grading Project Meeting at College of the Holy Cross, on October 20, 2022.	John Cusick, Rethinking Grading Fellow/Coordinator	Representatives from DESE, Members of Rennie Center, Members of Redesign, Melrose High School, Monument Mountain Regional High School, Revere High School, Springfield International Charter School, and South Shore Vocational Technical High School.	This initial meeting of the five schools that were awarded the Rethinking Grading Grant, involved a lot of information about the desired outcomes of the grant. In this meeting Mr. Cusick spoke about the unique position in how SICS had just moved away from a for profit management company that dictated testing in a only based grading model, to a self-run school that is currently in the midst of rethinking how it assesses students in real time. Mr. Cusick discussed the way in which the high school had given each department leeway to develop their own grading categories and weights during year one, and what changes were made after reflection for year two. Mr. Cusick discussed some of the pilots that SICS was going to try and address as it tackled the problem of rethinking how it assesses students. The initial thoughts were to develop a grading rubric and credit weights for students partaking in in-school clubs, standards based narrative grading, and a senior capstone project.
Sharing resources or programs developed at	Rethinking Grading Project Meeting at College of the	John Cusick, Rethinking Grading Project Fellow/Coordinator	Representatives from DESE, Members of Rennie Center,	This meeting was to discuss and disseminate the progress that we have made throughout the year with each other. We did decide to

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the charter school.	Holy Cross, on May 23, 2023		Members of Redesign, Melrose High School, Monument Mountain Regional High School, Revere High School, Springfield International Charter School, and South Shore Vocational Technical High School	stick with a senior capstone project but did realize that our initial implementation of this was flawed and not well thought out. Moving forward for the next graduating class we fleshed out the project with due dates, and structure to help students succeed. We also broadened the scope of what was acceptable by moving it away from research only and opening it up to experiential. We also introduced our newest pilot that we found the most successful. This pilot focused on transferable skills. We are calling this program “Skill Set Based Growth and Development Approach Pilot 2023-2024,” and we went over our detailed implementation plan, identified, and defined transferable skills, and rubrics. We also discussed our plan to change our schedule to be more reflective of a college schedule.
Sharing a program developed at the charter school.	Black History Month Showcase, February 27, 2023.	Afro-Culture Club and Director and High School Principal	The Springfield Community and surrounding Springfield Public Schools	The advent of a successful club driven by our students. As an International School, we highlighted our diversity and the strength this diversity brings to our school and community. We had community leaders, staff/students from surrounding schools attend this successful

Dissemination				
Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
				event. We had over 150 people attend this community event.
Sharing a program developed at the charter school.	International Festival Event.	Teachers, students, staff and parents	The Springfield Community and surrounding Springfield Public Schools	The advent of a successful club driven by our students. As an International School, we highlighted our diversity and the strength this diversity brings to our school and community. We had community leaders, staff/students from surrounding schools attend this successful event. We had over 200 people attend this community event.

Academic Program Success

Criterion 5: Student Performance

2022 School Report Card

[School and District Report Cards - Massachusetts Department of Elementary and Secondary Education](#)

Springfield International Charter School utilizes benchmark testing, including STAR throughout the year to chart student ability and progress. STAR assessments are computer-adaptive tests designed to give educators accurate, reliable, and valid data quickly so that they can make good decisions about instruction and intervention. STAR Reading (grades 2-12), STAR Math (grades 1-12), and STAR Early Literacy (grade K) include skills-based test items, learning progressions for instructional planning, and in-depth reports. They bridge testing and instruction. During the course of the academic year, students are assessed in ELA, math and science, as well as other subjects through a variety of methods including exams, quizzes, projects, presentations, participation, and essays. These measures of assessment are then used for data analysis and identify gaps and strengths that individual students have. Combined with our benchmark testing, we have a comprehensive view of our students.

Springfield International Charter School uses Panorama, which is a program that focuses on tracking and improving academic and social-emotional development. Utilizing Panorama to chart student performance on various metrics has allowed us to take our analysis of non-state assessments and compare with our student results in subject level coursework, as well as compared with MCAS results in MCAS grade level exams. An original area of focus with becoming self-managed and changing curriculums was how this would translate to results on state assessments. We did not want to see grade inflation in coursework that did not match benchmark results and MCAS results. Panorama allows SICS to summarize trends in subject areas at the school level or by grade level. Panorama also provides us with disaggregated data in many areas, but the areas we focus on are Special Education and English Learners. It also allows for individual analysis utilizing the same data points. We do most of our analysis on individual students allowing us to provide the support and additional resources that students will need to improve and succeed.

Provided in Appendix E is a abbreviated version of the data that we export from Panorama, allowing for a summary analysis of outcomes and trends. As indicated above, we mostly use Panorama for individual student analysis and provide support based on the data.

ELA Outcomes and Trends

In grades 3-5 we see that the student average in exceeding or on track in coursework is 77.3% of the students in those grade levels in ELA. In grades 3-5 23.5% of students are Exceeding or Meeting Expectations on MCAS in ELA. Star data indicated in grades 3-5 46% of the students are at or above Benchmark in ELA. This data is indicating to us that we need to intensify our rigor in ELA coursework and adjust curriculum benchmarks to meet the standards that MCAS is requiring. While Star provides reading benchmarks, MCAS results indicate we need to continue with early literacy and writing remediation in grades 3-5.

We are seeing similar trends in grades 6-8. Coursework scores exceed the data we are getting in both MCAS results and the Star benchmarks. In grades 6-8 we see that the student average in exceeding or on track in coursework is 62% of the students in those grade levels in ELA. In grades 6-8 18% of students are Exceeding or Meeting Expectations on MCAS in ELA. Star data indicated in grades 6-8 29% of the students are at or above Benchmark in ELA. We have identified similar data gaps in grades 6-8, as we saw in grades 3-5. More intensive writing instruction is required, and this continues to be a focus for our students in grades 6-8. While we do not see as high of overall coursework grades, there is work and analysis that continues to be needed to close the gaps between in school student performance and overall benchmark results.

Math Outcomes and Trends

In grades 3-5 we see that the student average in exceeding or on track in coursework is 68.3% of the students in those grade levels in Math. In grades 3-5 8.5% of students are Exceeding or Meeting Expectations on MCAS in Math. Star data indicated in grades 3-5 51% of the students are at or above Benchmark in Math. Much like the ELA trends, this does indicate the need for additional rigor in coursework, as well as further analysis in curriculum standards and how they are being delivered.

We are seeing similar trends in grades 6-8. Coursework scores exceed the data we are getting in both MCAS results and the Star benchmarks. In grades 6-8 we see that the student average in exceeding or on track in coursework is 51% of the students in those grade levels in Math. In grades 6-8 9% of students are Exceeding or Meeting Expectations on MCAS in Math. Star data indicated in grades 6-8 32% of the students are at or above Benchmark in Math. While we have seen a trend in low teacher retention numbers in grades 3-5, retention of teachers in 6-8 Math has been our largest challenge. While teacher retention and stability are not the only factors in grades 6-8 Math results, they play a large role in overall student results. We are taking additional steps to ensure that teacher retention does not pose as much of a problem for us at SICS in the future.

Science Outcomes and Trends

Science results are similar in outcomes and trends to Math, the other STEM subject at SICS in grade 5 and 8. Student average of exceeding or on track in coursework is 84%, while only 24% of students were Exceeding or Meeting on the grades 5 and 8 Science MCAS exam. This divide in our in-school student performance and MCAS results is an area in need of additional focus for the 2023-2024 school year.

EL and Special Education Outcomes and Trends

There are 54 EL students in grades 3-8 and 151 Special Education students in grades 3-8. We analyze this data to identify underlying trends and patterns. We see similar trends in this data with student averages exceeding or on track in coursework that does not match Star results and MCAS performance. This is evidenced in the charts in Appendix E.

Student Performance Conclusion

Panorama has allowed Springfield International Charter School to analyze our students along key success indicators including academic data, attendance, and behavior metrics. While we utilize this data for overall trends and outcomes for all grades, it has also given us a great analysis tool for individual students. This analysis allows us to develop remediation plans for students in need and identify trends to help support the students.

Springfield International Charter School has seen recent success in MCAS results for high school, with areas of need in grades 3-8. With the improvements we are making to our high school methods of learning and instruction, we are confident we will see improvements across all subject areas in both school level results, as well as state and college-level results. Many similar changes are being implemented in K-8 and we anticipate improvement in these levels moving forward.

Criterion 6: Program Delivery

Springfield International Charter School onboarded new curriculums in the 2021-2022 school year. In the second year of utilizing these resources we have seen growth in our students and the results, even following the effects of the pandemic. For K-8, we use Reveal Math and in high school we use enVision Integrated Mathematics. For ELA, we use Into Reading for K-5 and StudySynch for grades 6-8. For Science we utilize Inspire Science for grades K-8. Our high school program utilizes a variety of curriculum programs and materials to ensure that we are addressing the standards and frameworks for each of the subject areas. With our new model, since becoming self-managed, we have worked towards addressing the education of the whole child. While many of these changes positively address academics, we also use PBIS and MTSS to support all learners. PBIS is new in the 2022-2023 school year, and we saw great success with this support for our students. We have also bolstered our MTSS process and teams to provide comprehensive support for all learners.

To accelerate learning for the 2022-2023 school year, we put many additional goals in place. Our main focus was to provide all students with a meaningful, enriching classroom experience, and provide additional support for academics, and social-emotional well-being. Using high-quality instructional materials is the bedrock to this meaningful instruction and we have achieved this with the curriculums we use each day. Reviewing the data and using Panorama to assist with this comprehensive data analysis has been crucial to accelerate learning. Engaging our community and allowing for a voice also helps with the ownership of this acceleration of learning in the 2022-2023 school year.

Organizational Viability

CRITERION 10: FINANCE

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	1574
Number of students upon which FY24 budget tuition line is based	1574
Number of expected students for FY24 first day of school	1530
Please explain any variances: The FY24 SICS Budget was approved on May 18, 2023. At that the time we were working off the waitlist numbers and underestimated the number of students that would be moving out of Springfield. We have recently seen a trend of people moving from Springfield during and immediately following Covid-19 and we assumed this trend had slowed. We are still seeing a significant number of families leaving Springfield and as a result overestimated our day one enrollment.	

SICS FY23 Capital Narrative

Every year, Springfield International Charter School (“SICS”) strives to invest in the building, programs, and infrastructure of our district to provide the optimal learning environment for our students. We made great strides in these areas for FY23 through well thought out and targeted capital projects. Major highlights include investments in technology for our students and classrooms, upgrading our athletic programs, and replacing outdated systems and infrastructure.

Technology investments included an overhaul of our chromebook program and inventory to ensure every student has access to a chromebook throughout the school day, enough promethean boards to equip every classroom and teacher with a smart board, and a complete overhaul to the network to ensure no interruptions with the increased load.

Investments in our athletic programs include the addition of state-of-the-art soccer benches to our field, installing new bleachers for our softball field, and upgraded volleyball nets.

For our existing systems, SICS replaced the severely worn front parking lot, continue to upgrade and replace the aging HVAC systems, and continue to invest in safety and security upgrades in the way of doors, locks, and camera systems.

For the upcoming year, SICS plans to continue to invest in our building, programs, and infrastructure.

There are plans to add tennis courts, upgrade our upper school bathrooms with touchless features, and continue to improve out network and connectivity.

10 Year Capital Plan												
Capital Project	Financing Source	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029	Year 6 2029-2030	Year 7 2030-2031	Year 8 2031-2032	Year 9 2032-2033	Year 10 2033-2034	10 YEAR TOTAL
Furniture, Fixtures & Equipment	Internal	\$706,965	\$292,376	\$409,999	\$824,579	\$331,988	\$280,293	\$865,160	\$442,103	\$321,479	\$998,445	\$5,473,386
Building & Land Improvements:												
- General Site Replacement	Internal	\$104,739	\$61,954	\$61,816	\$65,460	\$92,998	\$50,359	\$14,071	\$228,140	\$291,294	\$40,800	\$1,011,632
- Floor & Carpet Replacement	Internal	\$143,400	\$34,729	\$36,485	\$60,863	\$40,203	\$51,138	\$53,517	\$147,522	\$55,349	\$57,988	\$681,172
- HVAC Unit Replacement	Internal	\$82,355	\$168,988	\$0	\$0	\$0	\$60,000	\$0	\$0	\$68,862	\$0	\$360,185
- Fencing Replacement	Internal	\$0	\$0	\$0	\$36,000	\$0	\$0	\$0	\$192,000	\$0	\$0	\$228,000
- Parking Lot Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$108,237	\$0	\$108,237
- Roof Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
- Exterior Doors Replacement	Internal	\$0	\$0	\$0	\$0	\$151,335	\$0	\$0	\$0	\$0	\$0	\$151,335
- Exterior Windows Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
- Security Camera System Replacement	Internal	\$6,064	\$6,367	\$6,685	\$7,020	\$7,371	\$7,739	\$8,128	\$8,532	\$8,959	\$9,407	\$76,269
- Telephone System Replacement	Internal	\$0	\$60,000	\$0	\$0	\$0	\$0	\$0	\$40,804	\$0	\$0	\$100,804
- Vehicles	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
- Fire Alarm System Replacement	Internal	\$0	\$0	\$0	\$54,529	\$0	\$0	\$0	\$0	\$0	\$0	\$54,529
- Athletic Fields Replacement	Internal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FISCAL YEAR TOTAL		\$1,023,522	\$624,394	\$514,966	\$1,048,451	\$623,894	\$449,530	\$940,874	\$1,059,101	\$854,179	\$1,106,638	\$8,245,549

[Capital Plan.doc](#)

2022-2023 Financial Statements

(Unaudited)

Statement of Revenues and Expenses

For the year ended June 30, 2023

OPERATING REVENUES	
Student Tuition	\$ 24,158,578
Federal & State Grants	3,454,348
Educational Fees	85,524
On-Behalf Pension	1,743,738
In-Kind Meals	460,118
In-Kind Transportation	2,666,914
Other Income	8,457
TOTAL OPERATING REVENUES	<u>\$ 32,577,677</u>
OPERATING EXPENSES	
Salaries	\$ 11,604,086
Payroll Taxes	393,098
Fringe Benefits	2,104,630
Classroom and Other Supplies	713,127
Office Supplies, Postage and Expense	217,160
Advertising	55,246
Board of Trustees Expense	10,015
Professional Services	236,567
Travel	2,705
Depreciation and Amortization	1,249,420
Telephone	28,824
Repairs, Maintenance and Supplies	775,142
Occupancy Costs	418,821
Insurance	80,547
Grant Programs	3,482,715
Extra-Curricular Activities	349,154
After School Program	2,508
Computer Expense	239,103
Staff Development	16,654
Student Testing	15,616
Payroll Service Charges	84,270
On-Behalf Pension	1,743,738
In-Kind Expense	3,127,032
TOTAL OPERATING EXPENSES	<u>\$ 26,950,178</u>
OPERATING INCOME	\$ 5,627,499
NON-OPERATING REVENUE (EXPENSE)	
Interest Income	\$ 512,983
Interest Expense	(1,686,858)
TOTAL NON-OPERATING EXPENSES	<u>\$ (1,173,875)</u>
CHANGE IN NET POSITION	<u>\$ 4,453,624</u>

Statement of Net Position

For the year ended June 30, 2023

ASSETS	
Current Assets	
Cash and Cash Equivalents	\$ 20,738,915
Grants Receivable	567,852
Total Current Assets	<u>\$ 21,306,767</u>
Noncurrent Assets	
Capital Assets, Net	\$ 25,400,857
Total Noncurrent Assets	<u>\$ 25,400,857</u>
Deferred Outflows of Resources	
Deferred Loss on Bond Refunding	\$ 5,190,082
Total Deferred Outflows of Resources	<u>\$ 5,190,082</u>
TOTAL ASSETS	<u>\$ 51,897,706</u>
LIABILITIES AND NET POSITION	
Current Liabilities	
Accounts Payable	\$ 184,231
Accrued Expenses	747,974
Accrued Compensation	1,747,157
Bonds Payable, Current Portion	1,170,864
Total Current Liabilities	<u>\$ 3,850,226</u>
Long-Term Liabilities	
Bonds Payable, Net of Current Portion	\$ 28,308,126
Total Long-Term Liabilities	<u>\$ 28,308,126</u>
TOTAL LIABILITIES	<u>\$ 32,158,352</u>
NET POSITION	
Net Position, Beginning of Year	\$ 15,285,730
Change in Net Position	4,453,624
Total Net Position	<u>\$ 19,739,354</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 51,897,706</u>

2023-2024 Financial Budgets- Approved on May 22, 2023 by the Board of Trustees

Capital Budget

CAPITAL OUTLAY

Furniture and Equipment	\$ 47,000
Computer Equipment and Software	167,885
Building Improvements	<u>1,999,500</u>
TOTAL CAPITAL OUTLAY	<u>\$ 2,214,385</u>

Operating Budget

OPERATING REVENUES

Student Tuition	\$ 27,545,000
Federal & State Grants	5,493,334
Educational Fees	74,000
On-Behalf Pension	1,743,738
In-Kind Meals	460,118
In-Kind Transportation	<u>2,666,914</u>
TOTAL OPERATING REVENUES	<u>\$ 37,983,104</u>

OPERATING EXPENSES

Salaries	\$ 13,844,381
Payroll Taxes	431,169
Fringe Benefits	2,583,042
Classroom and Other Supplies	904,180
Office Supplies, Postage and Expense	272,127
Advertising	62,500
Board of Trustees Expense	30,000
Professional Services	357,000
Travel	5,000
Depreciation and Amortization	1,359,420
Telephone	36,000
Repairs, Maintenance and Supplies	736,870
Occupancy Costs	611,290
Insurance	100,620
Grant Programs	5,493,334
Extra-Curricular Activities	420,820
After School Program	3,500
Computer Expense	416,873
Staff Development	54,000
Student Testing	23,260
Payroll Service Charges	86,500
On-Behalf Pension	1,743,738
In-Kind Expense	<u>3,127,032</u>
TOTAL OPERATING EXPENSES	<u>\$ 32,702,656</u>

OPERATING INCOME	\$ 5,280,448
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NON-OPERATING REVENUE (EXPENSE)

Interest Income	\$ 600,750
Interest Expense	<u>(1,635,358)</u>
TOTAL NON-OPERATING EXPENSES	<u>\$ (1,034,608)</u>

CHANGE IN NET POSITION	<u>\$ 4,245,840</u>
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Appendix A: Accountability Plan Evidence 2022-23

Objective #1: Springfield International Charter School (SICS) will prepare students for lifelong learning and success in college and /or career.		
Measure 1: Ninety-five (95) percent of SICS students in Grades 9-12 will successfully complete a College and Career Readiness course with a grade of 80 or above by the end of each academic year as determined by the year-end grade on the student's report card.	Not Met	94% of SICS students in Grades 9-12 successfully completed a College and Career Readiness Course with a grade of 80 or above. The SICS Guidance Department will be providing lessons and additional support for our students in the CCR classes for the 2023-2024 school year.
Measure 2: By Grade 12, all students will have developed an individualized post-secondary college (Capstone) and career plan.	Met	100% of the Class of 2023 completed a Senior Project, which encompassed an individualized post-secondary college and career plan.
Measure 3: SICS will form and maintain a partnership with at least one local college/ university at which students can earn college credit each year. <ul style="list-style-type: none"> Year 1 -50% of students participating in the dual enrollment program will earn college credit¹ Year 3 -60% of students participating in the dual enrollment program will earn college credit¹ 	Not Met	54% of students who participated in the dual enrollment program earned college credit. SICS had 13 students originally enrolled for Dual Enrollment. 7 of those students finished the year in the courses and earned credit. To work towards meeting this goal by year 5, we are bringing on additional Dual Enrollment opportunities that will be offered at our campus. We believe this option will allow for additional oversight and support for our students in the Dual Enrollment programs. For the 2023-2024 school year, we are partnering with American International College and Westfield State University to offer these on-campus Dual Enrollment programs.

<ul style="list-style-type: none"> Year 5-70% of students participating in the dual enrollment program will earn 3 college credits¹ <p>¹ Until partnership is solidified, number of credits will be determined at that time.</p>		
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Objective #2: Springfield International Charter School (SICS) will engage in continuous evaluation of student learning as an integral part of the instructional process.

Measure 1:

By regularly enforcing the school's attendance policy and actively following up with parent/guardians on student absences, SICS will achieve an attendance rate of 80% in academic support sessions for each year in the charter term.

Met

- The attendance rate for academic support sessions was 96%.

Measure 2:

Following summer workshop sessions, 100% of SICS teachers' instruction and performance will be assessed each year, using DESE Evaluation tools and rubrics. DESE tools used will include Educator Self-assessment Form, Educator Plan Form, Observation forms and Formative and Summative Evaluation Forms.

Met

- The Administrative Team used DESE evaluation tools and rubrics to fidelity in evaluating and assessing teachers in 2022-2023 school year.
- Using the Massachusetts Model System for Educator Evaluation, 100% of teaching staff were evaluated.

² All SICS evaluation tools aligns with current DESE Educator Performance Evaluation.

Objective 3: Springfield International Charter School will provide leadership opportunities to empower students to make a difference in their own lives and the lives of others through the Student Leadership Organization.

Measure 2:

Annually, 90% of students in Grades K-5 will actively participate in SLO through peer tutoring, Lower School academic events, Study Buddies, and academic recognition events. Active participation will include attending the event, as well as taking part in the event(s). The Assistant Student Leadership Coordinator will attend events, as well as keep attendance and participation records in SLO events.

Met

- Through events such as Honor Roll Assemblies, Graduations/Step Up Events, Open House, Parent Nights, Field Day, International Festival, Afro-Culture Club Night, Prince/Princess Dance, Athletic Events, peer tutoring and other events, 100% of Lower School students participated in SLO events during the course of the 2022-2023 school year.

Measure 3:

Through active recruitment efforts, the number of students in Grades 6 – 12 participating in student-initiated SLO clubs and/or activities will increase by 5% annually over the term of the Charter.

Met

- Through events such as National Honor Society, National Junior Honor Society, Honor Roll Assemblies, Open House, Parent Nights, Prospective Student Night, Senior Project Night, Enrichment Showcase, School Dances, Field Day, International Festival, Afro-Culture Club Night, peer tutoring and other events, 98% of Upper School students participated in SLO events during the course of the 2022-2023 school year.

Dissemination Objective: SICS will form meaningful partnerships, share our skillsets, our campus, and our systematic approach to education.		
<p>Measure 1:</p> <p>Annually, SICS will invite other Public/Charter schools to attend a Best Practices event to learn about SLO, student success, data- driven decision making, or college and career readiness planning.</p>	Met	<ul style="list-style-type: none"> We held many community events during the 2022-2023 school year. Included in these events were: International Festival, on 5-5-23, Black History Month Showcase, on 2-27-23, Executive Functioning Community Event, on 3-30-23, Understanding Anxiety, K-5, on 5-22-23, Just This Once (Substance Abuse) Community Event 1-17-23, among others. These events were open to the public and included specific invites for SPS schools, as well as other schools within our region.
<p>Measure 2:</p> <p>SICS will form a working partnership and will share best practices annually with at least one elementary/high school over the course of the charter term.</p>	Not Met	<ul style="list-style-type: none"> The focus for the 2023-2024 school year on this measure, which was not met, is seeking a working partnership with at least one Springfield Public School.

Appendix B: Recruitment and Retention Plan 2023-24

Recruitment Plan 2023-24

2022-23 Implementation Summary:
<p>Community Outreach: Springfield International Charter School continued to disseminate information to students in Springfield and the local region. Advertisements are purchased and placed in local newspapers with registration, event, and lottery information. All materials are posted on our website, which utilizes a translation feature to translate into all languages. Additionally, all promotional materials explicitly state that the school serves all students, including those with IEPs and 504s. We distributed our informational flyers to local community centers, pediatrician offices, libraries, museums, preschools, and Pre-K programs. A successful marketing campaign was implemented that included an original SICS commercial from January through February, as well as a billboard located in a heavily trafficked area of Springfield. We also utilized social media platforms including Facebook, Instagram and Twitter for additional recruiting featuring our commercial. These Commercials were aired on local TV, radio, and social media platforms. We also partnered with FM 97.7 WARE to broadcast fifteen girls' and boys' basketball games. The commercials during the broadcasts were produced by the station and featured our students and staff marketing our school to the region. During our many of our</p>

athletic events against Springfield Public School teams we did promotional features including t-shirt tosses and other fan-centered “fun” events.

Mailings and Flyers: Annually, SICS sends out mailings in the district to local child-care centers, libraries, youth agencies, pediatrician offices, preschools, museums, colleges, and community centers. These mailings will be clear and easy to understand. The flyers include a QR Code that links directly to our website, which includes a translation feature. Our website and flyers explicitly indicate that the school is welcoming of all students, including those who have learning disabilities, and language barriers.

Information Sessions: Annually, in November, we hold two Information Sessions prior to the Kindergarten registration deadline to ensure that families have an opportunity to inquire, tour the school, and understand what we have to offer. These information sessions are advertised on the school’s website, in the school TV monitors, school calendar, electronically using google ads and social media, and in the local newspaper. We will also advertise in newspapers in targeted languages. We plan on participating in more panel discussions, informational sessions, and hosting more community events. A Prospective Student Night was held in May for grades K-12 that was attended by over 50 people.

General Recruitment Activities for 2023-24:

- **Increased presence and outreach to local daycares and pre-k schools for the 2023-24 school year**
- **Produce an additional tv/internet commercial for recruitment.**
- **Hold recruiting and informational events at parent nights, open house, and athletic events.**
- **Inviting the community to all our community outreach events, including athletic events.**
- **Invite the Springfield community to our Homecoming weekend the weekend of September 29th.**

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data School percentage: 17.1% GNT percentage: 20.4% CI percentage: #20.4 The school is <u>below</u> GNT percentages and <u>below</u> CI percentages	(b) Continued 2022-23 Strategies
	<input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • At all informational sessions/outreach, the Special Education Director, Special Education Staff and PAC representatives will be available to families for individual consultations and to describe what SICS has to offer students with Special Needs. • All recruitment materials state “children with special needs are welcome at our school” in languages spoken by all families. • Maintain a comprehensive Special Education section on our school website. • Include Special Education students/alumni to speak on his/her experiences here at SICS. • Place informational posters representing our school in local mental health agencies, at local parent advocacy agencies, the Department of Social Services and of Youth Services. • Contact outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process • In addition to the strategies above, advertise in local Spanish-Language newspapers and in inserts • The school’s website includes a dedicated Special Services tab with information on our Special Education Program. The tab includes resource links and dates of the SEPAC meetings, along with agendas. The tab also includes information about how we meet the needs of our diverse learners and provide additional

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>resources for families in our school, as well as those interested in sending their child to our school.</p> <ul style="list-style-type: none"> • A Special Education Department representative sent flyers about our school to various programs in the Springfield area, including Headstart and the Boys and Girls Club of Springfield. This increased our recruiting presence in the Springfield area.
	<p>(c) 2023-24 Additional Strategy(ies)</p> <p>By November 1, 2023, a Special Education Department representative and Marketing Coordinator will attend information sessions at local programs, including pre-schools, daycares and programs including Headstart and the Boys and Girls Club of Springfield. This will increase our recruiting presence in the Springfield area.</p> <ul style="list-style-type: none"> • By January 15, 2024, invite community leaders to SEPAC events. <p>The expected goal of these strategies is to increase recruitment in 2024.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 9.6%</p> <p>GNT percentage: 13.0%</p> <p>CI percentage: 13.0%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Inform all families at all enrollment/recruitment sessions that students who speak a second language at home will be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be LEP, that student will be provided with a program to meet his/her individual needs. • Distribute literature, applications, and enrollment forms in Spanish, and Somali. Any family needing materials in a language other than those listed, will have them provided. • Distribute all recruitment information to the Vietnamese Civic Association, Italian Cultural Center, Puerto Rican Cultural Center, and the Greek Cultural Center. • Provide translators at every recruitment event and meeting. • Develop ongoing partnerships at community events. • ELL staff will be available at all school informational sessions, Parent Nights, and Open Houses. • Place ads in many languages on our website. • Build relationships with community leaders. • Contract outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process. • Host information sessions off campus at various locations including childcare centers, libraries, WIC agencies and community centers. • Advertised our school in local diverse newspapers, including the Russian World Newspaper, and El Pueblo Latino.

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> Developed a partnership with a local marketing agency, with a focus on the diverse cultures of the Springfield community..
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> By November 1, 2023, SICS will seek a partnership with the Gandara Center, for resources and increased presence of our school in a community center in Springfield. By January 15, 2024, invite local community leaders from diverse neighborhoods to our Community Outreach Events. The Marketing Coordinator will be present at these events to assist with recruitment. Translation services will be available at recruiting events. Spanish-speaking receptionists are the first point of contact in each of our main offices. Family-to Family Outreach. We will ask our diverse population of families to distribute applications to friends, colleagues, and neighbors. This will continue to build awareness and interest in SICS. The expected goal of these strategies is to increase recruitment in 2024.
Students eligible for free or reduced lunch (Low-income)	
<p>(a) CHART data</p> <p>School percentage: 62.2%</p> <p>GNT percentage: 64.6%</p> <p>CI percentage: 80.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Partnering with SPS, SICS will continue to offer “FREE” breakfast and lunch to ALL K-12 students on a daily basis. This information is included in all registration, outreach and community materials. Disseminating this information to all food pantries, local churches, local boys & girls clubs, regional Head Start sites and within media ads. Provide refreshments at one or more of the informational sessions. Contact outside agencies in person, join any events held at these agencies to disseminate information regarding the registration/lottery process Host information sessions off campus at various locations including childcare centers, libraries, WIC agencies and community centers. Created a flyer on the application and lottery process and distributed to Springfield area community organizations. The community organizations will include, the Dunbar Center, YMCA of Springfield, the Boys and Girls Club of Springfield and the Gandara Center. The flyer included information regarding free lunch and breakfast, the diversity of languages of students at our school, as well as the merits of our college preparatory academic program. The flyer also highlighted the benefits and successes of our athletic programs. Advertised our school in local diverse newspapers, including the Russian World Newspaper, and El Pueblo Latino. Developed a partnership with a local marketing agency, with a focus on the diverse cultures of the Springfield community. Members of our Student Leadership Organization were part of the informational night for Springfield families regarding programs offered at SICS.

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed Distribute materials to Springfield's WIC center and offer the opportunity to communicate with our Marketing Coordinator.</p> <ul style="list-style-type: none"> Continue to work on homeless resources (ongoing as they change depending on circumstances). Utilize our Community Outreach events as marketing tools. Many of these outreach events include topics that directly affect our low income community. The expected goal of these strategies is to increase recruitment in 2024.
<u>Students who are sub-proficient</u>	<p>(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> Emphasize the extensive amount of extra help, tutoring and extended day academic help that is available from staff & peers. Distribute our materials regarding our non-selective and non-discriminatory enrollment/recruitment information to non-traditional learning centers throughout the city. (Springfield) Continue including in our recruitment materials that students are not selected/enrolled based on their academic abilities, thus allowing students who are sub-proficient the opportunity to apply for enrollment. Include our unique characteristics of SICS and the benefits for students who may be in danger of failing. Included in our enrollment/recruitment materials the school will add flyers that highlight remedial strategies.
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> Continue to make parents/students in our sending district aware that SICS does provide services for students who have dropped out of school. Include in recruitment material that students are not selected/enrolled based on their academic abilities. Continue to follow our waitlist policy by taking students off the waitlist as an opening occurs, following DESE guidelines. Created a new Civil Rights System that makes students and parents aware that SICS provides services for students that have dropped out (age16+) We are implementing a credit recovery program for high school and credits in general in response to the pandemic, while our school is still committed to maintaining our high academic standards. <p>2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Develop and cultivate a close working relationship with the Department of Children and Families and educate them on our school and how we offer services to

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>students of all levels. This relationship will focus on our offering of a full-time credit recovery program.</p> <ul style="list-style-type: none"> • Full implementation of the SICS credit recovery program for high school and credits in general in response to the pandemic, while our school is still committed to maintaining our high academic standards.
<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 2022-23 Strategies</p> <ul style="list-style-type: none"> • Continue to make parents/students in our sending district aware that SICS does provide services for students who have dropped out of school. • Include in recruitment material that students are not selected/enrolled based on their academic abilities. • Continue to follow our waitlist policy by taking students off the waitlist as an opening occurs, following DESE guidelines. • Continue to develop an educational stability program servicing homeless, foster care and transient populations. • Created a Home Liaison Position to help service our students and school community. <p>2023-24 Additional Strategy(ies), if needed</p>
<p>OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2022-23 Strategies</p>

Retention Plan 2023-24

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-23 Retention Plan.
<p>2022-23 Implementation Summary:</p> <p><u>Successes:</u></p> <ul style="list-style-type: none"> *The school was able to maintain a high percentage of students in the 2022-2023 school year. *We were able to maintain this high retention rate even among potentially at-risk subgroups. *We had a high rate of retention even for new students entering the school. *Several students who had left the school decided to return when there were openings on our wait list. *In several cases, when students were considering leaving, we were able to hold meetings with their families and academic team to create success plans and address concerns to make them more likely to return. *We were able to maintain a high retention rate even though there is an increasing rate of competition in the form of new charter and magnet schools as well as online and early college programs. *Similarly, although there was a lot of uncertainty with schools, the economy, and families moving, almost all of our students indicated they will return next year.

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-23 Retention Plan.

*Our staff did an outstanding job supporting students during the 2022-2023 school year and students and parents alike were happy with the school's response thus indicating they will stay with us next year.
*Families have expressed overwhelming support for our school self-managed and have indicated they will return their students as well as place siblings on our wait list.
*Added football and swimming programs for the 2022-2023 school year, which has strengthened retention. These programs have most certainly allowed for retention from our 8th grade students to high school.
* Implementation of a full credit recovery program for high school while our school is still committed to maintaining our high academic standards.

Challenges:

*We have had an increasing transient population and have experienced several students moving out of district, so in spite of strong program efforts, these students are not retained.
*There are increasing alternative options in the form of new magnet and charter schools locally. Springfield Public School adding a free Pre-K program has added to this challenge of retention.
* Surrounding suburban schools continue to increase the number of seats for Springfield students through "School Choice" programs.
*The school has an increasingly rigorous academic program and is a K-12 school; often students who join us in later grades find themselves behind academically, especially in the areas of math and reading fluency.
*Although we did our best to retain all our students during and after the COVID-19 Pandemic, some students needed to move to other areas for economic and family reasons and thus needed to transfer to another district.
*New schools are opening up and may offer a fully online model which some families are more comfortable with.
*New school models are opening that focus on specific fields such as Performing Arts or Engineering for example, which are appealing to some students and families.

Retention Rate: 94.5%

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	94%

Retention Plan – 2023-24 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 8.5% Third Quartile: 16.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Special Education students in grades K-12 receive specific instruction in math and ELA according to their IEP. (Example: small group pull-out services, small-group environments, exam modifications) • Paraprofessionals assist at all grade levels to help support student success. • Additional supports have been added for students in Spanish courses for students on IEPs. • More students have been added to inclusion courses with in-class support from Special Education teachers.
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p>Below third quartile: no enhanced/additional strategies needed</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 9.1% Third Quartile: 16.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • Inform all families at all enrollment/recruitment sessions that students who speak a second language at home will be assessed/tested in using the Language Assessment Scales-Reading & Writing. If the student is found to be LEP, that student will be provided with a program to meet his/her individual needs. • Distribute literature, applications, and enrollment forms in Spanish, Chinese, Vietnamese, Somali and Japanese. Any family needing materials in a language other than those listed, will have them provided. • Distribute all recruitment information to the Vietnamese Civic Association, Italian Cultural Center, Puerto Rican Cultural Center, and the Greek Cultural Center. • Provide translators at every recruitment event and meeting. • Develop ongoing partnerships at community events. • ELL staff will be available at all school informational sessions, Parent Nights, and Open Houses. • Place informational posters of our school in local Latino businesses. • Build relationships with community leaders.
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p>Below third quartile: no enhanced/additional strategies needed</p>
Students eligible for free or reduced lunch (low-income)	

<p><u>(a) CHART data</u></p> <p>School percentage: 9.4% Third Quartile: 15.9%</p> <p>The school's attrition rate is <u>above/at/below</u> third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>We provide free tutoring during school hours, after school and on Saturdays for MCAS subjects to all of our students here at SICS.</p> <ul style="list-style-type: none"> • Transportation services are free for all students. • Our Guidance Department elicits application waivers and free SAT exams for all students. • Our Student Leadership Organization provides extracurricular activities during the school day since transportation is a challenge for many students. • All athletic and extracurricular activities are free of charge to all students. • Access to technology for all required assignments is provided on campus. • No student is denied the opportunity to attend school field trips or activities due to inability to pay. • All students receive fee waivers for SATs, college applications, and are able to take the PSAT free of charge. • The Springfield Promise program provides all students free financial aid and FASFA counselling. <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • We provide free tutoring during school hours, after school and on Saturdays for MCAS subjects to all of our students here at SICS. • Transportation services are free for all students. • Our Guidance Department elicits application waivers and free SAT exams for all students. • Our Student Leadership Organization provides extracurricular activities during the school day since transportation is a challenge for many students. • All athletic and extracurricular activities are free of charge to all students. • Access to technology for all required assignments is provided on campus. • No student is denied the opportunity to attend school field trips or activities due to inability to pay. • All students receive fee waivers for SATs, college applications, and are able to take the PSAT free of charge. • The Springfield Promise Program provides all students free financial aid and FASFA counselling. <p>2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • We have continued to improve our RTI program...currently we have titled it: MTSS. This program is available for all K-12 students in the building, including Special Education students. • If students do decide to sign out, they are provided all relevant information to ensure they are enrolled in other educational institutions. <p>2023-24 Additional Strategy(ies), if needed</p>

Students who have dropped out of school *only schools serving students who are 16 and older	(f) Continued 2022-23 Strategies
OPTIONAL Other groups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> Students have the opportunity to recover credits and remain on track for graduation through our Summer School Program. Implementation of a full credit recovery program for high school while our school is still committed to maintaining our high academic standards.

Appendix C: School and Student Data Tables

Student Demographic Information

[Enrollment Data \(2021-22\) - Springfield International Charter School \(04410505\) \(mass.edu\)](#)

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	27.9%
Asian	3.1%
Hispanic	48.6%
Native American	0.0%
White	14.3%
Native Hawaiian, Pacific Islander	0.0%
Multi-Race, Non-Hispanic	6.1%

[Contact Information - Springfield International Charter \(District\) \(04410000\) \(mass.edu\)](#)

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	17.6%
English Language Learner	9.6%
Low-income	62.2%
Students with Disabilities	17.1%
High Needs	71.8%

Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
Justin Baker	Director	7/31/17	N/A
Shirley Vazquez	Deputy Director/K-2 Principal	9/11/08	N/A
Steve Bissonnette	Director of Finance	4/21/06	N/A
Derek Conway	Director of Operations	1/23/06	N/A
Brendan Dwyer	9-12 Principal	8/18/08	N/A
Christina Huff	6-8 Principal	8/5/22	N/A
Rosara Pellicier	3-5 Principal/ELL Coordinator	3/23/15	N/A
Cynthia Miller	Director of Special Education	12/18/17	N/A
Emanuel Class	IT Manager	8/13/21	N/A

Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	113	26	13	3 retired 1 position eliminated 9 discharged 26 chose to leave
Other Staff	121	22	6	1 retired 2 positions eliminated 2 health 6 discharged 17 chose to leave

Information About The Board of Trustees

Board Membership During the 2022-23 School Year				
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)
Luis Aponte	Trustee	Education, Finance, Facilities, Tech Committee	3	11/15-11/18, 11/18-11/21, 11/21-11/24
Chantal Ayotte	Trustee	Education	1	5/22-11/25
John Delaney	Trustee	Safety & Risk Management, Ad hoc Marketing Committee	2	5/19-11/22, 11/22-11/25
Todd Fairman	Treasurer	Executive, Finance, Facilities, Tech, Long range, Strategic planning, Ad hoc Marketing Committee	1	5/20-11/23
Wilfredo Lopez	Vice Chair	Executive, Finance, Facilities, Tech, Special Events, Ad hoc Marketing Committee	3	11/16-11/19, 11/19-11/22, 11/22-11/25
Daryl Johnson	Trustee	Education, Governance Committee	2	3/17-11/20, 11/20-11/23
Anne-Marie Nicolai	Secretary	Executive, Education, Governance, Special Events, Ad hoc Marketing Committee	2	11/18-11/21, 11/21-11/24
Sonja Shaw	Trustee	Governance, Long Range/Strategic planning, Safety Risk Management Committee	3	11/15-11/18, 11/18-11/21, 11/21-11/24
Dr. Atu White	Chair	Executive Committee	2	5/17-11/20, 11/20-11/23

Board of Trustee and Committee Meeting Notices

[Board of Trustees :: SICS - Home of the Bulldogs!](#)

Appendix D: Additional Required Information

Facilities

Address	Dates of Occupancy
1916 Wilbraham Road Springfield MA 01129	7/1/22

Enrollment

Action	2023-24 School Year Date(s)
Student Application Deadline	January 3-February 9 th , 2024
Lottery	February 16, 2024

Appendix E: Conditions, Complaints, and Attachments

Efforts to Address Concerns Resulting in Conditions
Condition
By December 31, 2024, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science. Should the school demonstrate significant and sustained academic improvement before 2024, the Commissioner may consider removing this condition, rather than wait until December 31, 2024
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<ul style="list-style-type: none">Springfield International Charter School onboarded new curriculums in the 2021-2022 school year. In the second year of utilizing these resources we have seen growth in our students and the results, even following the effects of the pandemic. For K-8, we use Reveal Math and in high school we use enVision Integrated Mathematics. For ELA, we use Into Reading for K-5 and StudySynch for grades 6-8. For Science we utilize Inspire Science for grades K-8. Our high school program utilizes a variety of curriculum programs and materials to ensure that we are addressing the standards and frameworks for each of the subject areas. We are confident that by using high quality instructional materials that we are addressing the academic condition. With our new model, since becoming self-managed, we have worked towards addressing the education of the whole child. While many of these changes positively address academics, we also use PBIS and MTSS to support all learners. PBIS is new in the 2022-2023 school year, and we saw great success with this support for our students. We have also bolstered our MTSS process and teams to provide comprehensive support for all learners.

22-23 Student Achievement Data

What is the academics indicator?

The academics indicator identifies each student's lowest grade for each subject in the selected timeframe. This can help you determine which students may benefit the most from academic intervention or support.

Excelling: Student was excelling in all subjects in 2022-2023. Their lowest grades over the course of 2022-2023 were:

- A
- S+
- G
- P
- B

On track: Student was on track in all subjects in 2022-2023. Their lowest grades over the course of 2022-2023 were:

- S
- C

At risk: Student was at risk in at least one subject in 2022-2023. Their lowest grades over the course of 2022-2023 were:

- D
- S-

Critical: Student was critical in at least one subject in 2022-2023. Their lowest grades over the course of 2022-2023 were:

- X
- N
- NI
- E
- F

Grade	ELA Coursework <i>Exceeding or on track</i>	ELA MCAS <i>Exceeding or meeting</i>	STAR Reading <i>A+ or above benchmark</i>
3	89%	N/A	49%
4	73%	22%	49%
5	70%	25%	41%
6	65%	16%	28%
7	44%	24%	35%
8	76%	14%	23%

Grade	Math Coursework <i>Exceeding or on track</i>	Math MCAS <i>Exceeding or meeting</i>	STAR Math <i>At or above benchmark</i>
3	81%	N/A	64%
4	60%	13%	42%
5	64%	4%	47%
6	65%	9%	32%
7	45%	12%	32%
8	44%	6%	33%

Special Education Gr. 3-8		
ELA Course Work <i>Exceeding or On track</i>	MCAS <i>Exceeding or meeting</i>	STAR <i>At or above benchmark</i>
52%	4%	12%

Special Education Gr. 3-8		
Math Course Work <i>Exceeding or On track</i>	MCAS <i>Exceeding or meeting</i>	STAR <i>At or above benchmark</i>
53%	2%	10%

EL Gr. 3-8		
EL Course Work <i>Exceeding or On track</i>	MCAS <i>Exceeding or meeting</i>	STAR <i>At or above benchmark</i>
48%	0%	7%

EL Gr. 3-8		
Math Course Work <i>Exceeding or On track</i>	MCAS <i>Exceeding or meeting</i>	STAR <i>At or above benchmark</i>
50%	0%	22%