

Executive Summaries of the 2011-12 Proposed Charter Public Schools

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PROPOSED BAYSTATE ACADEMY CHARTER PUBLIC SCHOOL EXECUTIVE SUMMARY

This was prepared by the founding group of the Baystate Academy Charter Public School.

Baystate Academy Charter Public School (“Baystate Academy”) is a proposed college preparatory school in Springfield that will provide challenging academic standards and educational opportunities rooted in the health sciences to Springfield students in grades 6-12. Through intensive partnerships with Baystate Health, Springfield Technical Community College and Expeditionary Learning, Baystate Academy will prepare students to enter the world of higher education and health careers with scientific and technical knowledge, ethics, integrity and compassion.

The school’s lower division grades (6-8) will emphasize academic and scholarly skill development in order to prepare students for the upper division’s rigorous STEM focused high school curriculum. The school’s educational program will prepare students for success in post-secondary education and professional success, whether in medical careers or other fields. The school’s curriculum, which will emphasize project based learning and learning expeditions connected to the field of health sciences, will allow students to make deep connections and confront real-world challenges in and out of the classroom.

Baystate Academy has formed partnering with organizations that have proven best practices in educational programming, curriculum, and assessment including Expeditionary Learning Schools, the Achievement Network, and Springfield Technical Community College. The intent is to house Baystate Academy on the grounds of our partner college, Springfield Technical Community College (STCC). The co-location and agreements with STCC will allow students to take college courses and receive associated credits. All students will be required to take non remedial college courses in English, math, and science at STCC during their 12th grade year as part of the school’s core requirements. Additionally, the school will implement Project Lead the Way’s biomedical sciences curricula as part of the school’s upper division Biomedical Sciences Program.

Baystate Academy has the support of the Springfield parents, students, community leaders, and public education officials. This support is demonstrated through several years of active involvement and participation in the Baystate-Springfield Educational Partnership (BSEP), a Baystate Health established and funded school partnership program. The program currently serves over 500 Springfield K-12 students annually, offering experiences including school-year and summer STEM academic enrichment, health competency development, health career development, job shadowing, mentoring, internships, and paid employment.

Baystate Academy founding group has the capacity to make the school a success. The founding group is comprised of Springfield leaders who have been integral to the success of the BSEP. The founding team’s membership includes a range of professionals with expertise in the fields of health, education, and business. The founding group, which will build on BSEP’s strong connection to Baystate Health, share several core beliefs about education. The group believes that there is a serious need for a health sciences focused charter school in the city of Springfield, offering students a high-expectations college preparatory education. The school, they argue, must draw from proven best practices of excellent charter and district schools, offering students a system of highly structured supports so that they can access the

school's challenging curriculum. All members believe that the school must intentionally teach and develop the core character values associated with the health care field, such as compassion and collaboration. The founding group is committed to ensuring that all students are successful, including diverse learners, special education students, and students with limited or no English speaking skills. It is this collective vision that has brought together the design team and guided the work thus far and the development of this application for a Commonwealth charter.

PROPOSED DUDLEY STREET NEIGHBORHOOD CHARTER SCHOOL

EXECUTIVE SUMMARY

This was prepared by the founding group of the Dudley Street Neighborhood Charter School.

The Boston Plan for Excellence (BPE)-Boston Teacher Residency (BTR) proposes to start a new Horace Mann Charter School: The Dudley Street Neighborhood Charter School (DSNCS). DSNCS will be located in the Dudley neighborhood of Boston and will be a founding member of the Dudley Village Campus (DVC) as part of the neighborhood's exciting Boston Promise Initiative (BPI), capitalizing on partnerships and deep relationships with families to function as an excellent school.

Our Mission: The mission of the DSNCS is threefold:

- To provide a world class education for all students, preparing them for long-term academic success and responsible civic engagement,
- To serve as a driver of human and social capital development, preparing outstanding new teachers to drive excellent student outcomes throughout Boston,
- To serve as a partner in catalyzing improvement of all schools in the Dudley area.

Our vision is that the Dudley Street Neighborhood Charter School helps realize the promise of our democracy: that a quality education be a guaranteed, basic human right. At full size, DSNCS will serve children from across the city in Grade K1 through Grade 5, graduating resilient and hard-working students who are proficient readers, writers, problem solvers, and thinkers, well-prepared for secondary school and college success.¹ DSNCS will work closely with Dudley area partners and secondary schools to ensure a seamless, high-quality PreK-12 experience for all youth.

Our program: The educational program is designed so that all students become proficient in the Massachusetts Common Core Standards and become responsible members of their community. The school will use as a guiding framework the five essential supports for school improvement developed by Dr. Anthony Bryk: (1) leadership; (2) parent-community ties; (3) professional capacity; (4) a student-centered learning climate; and (5) ambitious instruction. DSNCS leaders and teachers will engage in rigorous review of evidence and data to inform all decisions and advance student performance. We believe that a new kind of elementary school is required to realize the promise of our democracy. Key programmatic elements of DSNCS include the following:

- **More Time** for both student and adult learning provided by a longer school day and year.
- **Mixed-Grade, looped two-year classrooms** so teachers develop strong relationships with students and have time to adequately address individual learning needs.

¹ Hernandez, 2011

- **Flexible staffing and student grouping** that maximizes teacher expertise to ensure that the “right” teachers teach the “right” students the “right” content and skills, at the “right” time.
- **Progress Monitoring** of every student and the school, done in a shared context of expectations for students and adults, including regular feedback to teachers.
- **Competency-based promotion** with students’ advancing by demonstrating proficiency against benchmarks based on the Common Core standards.
- **Strong Socio-Emotional Supports** in collaboration with BPI partner organizations.

DSNCS will contribute to the larger BPS goal to educate *all* students well in three ways:

1. As a school committed to the development of **educated, responsible citizens** in alignment with the BPS Acceleration Agenda,² DSNCS will ensure that students:
 - Love to learn.
 - View the world as a classroom without walls, thinking critically about the issues within it.
 - Succeed academically in college-preparatory courses across content areas.
 - Master verbal and written expression in English.
 - Use mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems.
 - Exhibit growth, self-discipline, and reflection through innovative expression and artistry.
 - Acknowledge and respect people with diverse backgrounds, histories, and perspectives.
 - Assume personal responsibility for physical/emotional well-being by making healthy choices.
 - Contribute confidently and positively in professional and social settings, both independently and as members of a team.
 - Demonstrate resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.
 - Participate actively in our democracy as courageous leaders who challenge injustice.
2. As a **driver of human capital development** through embedded teacher preparation, induction, and professional growth, within the context of a “teaching hospital” or “lab” school paradigm. DSNCS’s pedagogical approach, the common data-driven practices, and the collaboration among teachers will model what new teachers should know and be able to do. In doing so, we aim to demonstrate a model of teacher education in which a new teacher's vision of teaching is shaped by a coherent set of ideas and practices, based in research, and embodied by a school and faculty. These teachers will then continue their service to the children of Boston as they assume teaching positions across the city.
3. As a partner in **catalyzing the success of a network of schools** in the Dudley

² Boston Public Schools Acceleration Agenda Framework, *Vision for a BPS Graduate*, May 2010

area. DSNCS will not be an island of excellence. Rather, we intend to build the school as part of a tightly connected network of schools and community partners that share practices, approaches and data to best serve children. DSNCS aspires to play an integral role in the development of a seamless Grade K1-12 educational pipeline that provides access for future generations of children to a system of excellent schools, thereby strengthening both the local community and the larger city.

Community’s Need for Dudley Street Neighborhood Charter School: The rich diversity of the Dudley neighborhood is seen in its demographics: 38% African-American, 29% Latino, 25% Cape Verdean, and 7% White. The neighborhood has a per capita income of \$12,332. Approximately 27% of the area's population falls below the federal poverty level of \$17,029 (family of four), and 62% fall below the Family Economic Self-Sufficiency measure of \$37,591. The unemployment rate is just under 14%. If approved, DSNCS will be housed in the former Emerson school, and its demographics and incoming students’ performance will likely be similar: only 13% of students at the Emerson scored Proficient or better on the ELA MCAS, and only 21% did so in math in SY09-10. Of the students, 94.2% were from low-income families, 54.6% were classified as limited-English proficient, and 13.2% had special needs.

Background and Capacity of the Applicant Group to Make This School a Success: The newly converged BPE-BTR has a long track record of supporting educational innovation and sustaining organizational viability, dating back to 1984. Both BPE and BTR are approved vendors under MA Race to the Top, having proven the ability to deliver valuable services to schools. For BPE, this has taken the form of implementing a coherent framework for teams of teachers to work together to advance student achievement and providing schools with comprehensive support to gather and make sense of data to inform planning and decision-making. BTR has developed a national reputation for its human capital work, providing a continuum of services related to recruitment, preparation, induction, retention, and ongoing professional development. Together, BPE and BTR have raised almost \$100 million for their joint efforts with BPS, and have been recognized by both Superintendents Payzant and Johnson for contributing to the district’s steady improvement on MCAS.

Community Demonstration of Support. Staff of BPE-BTR, together with parents, teachers, area residents, and community and business leaders, have come together to create DSNCS in order to propose a school that addresses the immense challenges in the Dudley community and other under-resourced city neighborhoods. BPE-BTR has been part of BPI’s K-12 working group, which has sought community involvement in the development of this school plan, as well as informing the larger vision for education in the neighborhood. In partnership, BPE-BTR and DSNI have researched and identified school practices and approaches most likely to be successful in the DSNCS.

Governance. The DSNCS will be governed by a Board selected for their community ties and their experience and qualifications in such areas as education, management, finance, development and law.

PROPOSED LOWELL COLLEGIATE CHARTER SCHOOL

EXECUTIVE SUMMARY

This was prepared by the founding group of the Lowell Collegiate Charter School.

Mission: The mission of the Lowell Collegiate Charter School is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, to be prepared for success in college, equipped with the ability and desire for lifelong learning, and to have developed strong civic, ethical, and moral values in a safe, caring, and rigorous environment built on a school ethos that emphasizes high behavioral and academic expectations.

General Overview: The Lowell Collegiate Charter School will be a commonwealth charter public school of choice serving a diverse student population. As a college-preparatory school, we seek to add a grade per year until becoming a K-12 charter school. The school will serve the following grade levels and students:

School Year	Grade Levels	Total Student Enrollment
First Year	K-5	540
Second Year	K-6	636
Third Year	K-7	738
Fourth Year	K-8	840
Fifth Year	K-9	942

The charter school will be non-selective in its admission process. If there are more applicants than spaces available, a public lottery will be held to randomly enroll students. Our mission, values, vision, structure, and academic rigor will offer our students the opportunity to succeed in a supportive academic environment. Parents are seeking high quality educational opportunities for their children. This outcomes-based school will offer all students, regardless of race, ethnicity, language, income or ability, an opportunity to enroll in a college preparatory school based on a proven educational model and curriculum.

Community Need: One of the essential purposes of the Lowell Collegiate Charter School is to offer families an opportunity to choose the school their child attends. Our school will offer families free public choice in a district where limited choice is available. Our school will also provide a high standards educational experience for all students, offering a college preparatory program where none currently exists.

Currently, there are two Commonwealth charter schools located in Lowell. One is a high school for students at risk and the other currently serves 653 students in grades K-6, making its grade span similar to the proposed Lowell Collegiate Charter School. The K-6 school is fully enrolled, despite difficulties during its renewal process in 2010, demonstrating the demand by parents for alternatives to the Lowell Public Schools.

Founders Capacity: The founding members of the board of trustees are an experienced, professional, highly qualified and diverse group of educators, and community and business leaders. The group includes former educators, a banker, a business owner, and the director of governmental affairs for the major hospital in the region. The trustees are community residents who are as ethnically and culturally diverse as the community and students we expect to serve. This depth of cultural, civic, legal, and financial expertise gives this founding group the capacity to effectively govern and oversee this school.

Educational Program: The board has chosen to contract for management and operational services with Minnesota-based SABIS® Educational Systems, Inc., which currently manages two Commonwealth charter schools in Springfield and Holyoke, Massachusetts. The charter school will fully implement the proven, research-based SABIS® education program, assessment system, instructional methods and school management model. The SABIS® program is designed to challenge students to meet, indeed exceed, state and federal performance standards. The SABIS® curriculum is designed with the intention that all students obtain those skills necessary to be successful in colleges or universities. Although the curriculum places a heavy emphasis on the core subjects of English and mathematics, other subjects, such as science, world language, social studies, art, music, health, physical education, and computing are also considered important, and will be offered to provide a well-rounded education.

The SABIS® curriculum is a spiral curriculum design, meaning that previous concepts are revisited in a more advanced form in later units or grades. Students exhibit mastery of essential concepts at each level of advancement along the spiral curriculum. The SABIS® curriculum is comprehensive, dynamic, and continuously upgraded by the SABIS® Academic Operations Division. For every course, the objectives are clearly laid out on the Pacing Charts (“lesson plans”) provided weekly to teachers. Each unit of a course has its sub-objectives and, in turn, every lesson plan or period has its own sub-objectives. These objectives consist of skills, abilities, and new concepts that students acquire, or master, as a result of having attended a particular lesson. By breaking down the courses, the material becomes more meaningful, teachable, and measurable.

The SABIS® curriculum also provides for a variety of enrichment opportunities, such as: AP courses; math league; academic prefect; activities happening during the daily special Student Life period; students advancing a level in math or world language independent of their peers; taking two or three science, math or language courses at once; or travel abroad (for the annual Student Life Camp).

A core component of the SABIS® program is the frequent student assessment throughout the curriculum which enables timely identification of individual needs and talents. Thus, students who are capable of advancing rapidly have the opportunity to do so, and are prepared to successfully complete a variety of internationally recognized examinations. Conversely, students who are struggling are identified in real-time and provided with intensives designed to fill learning gaps that may have developed.

PROPOSED PAULO FREIRE SOCIAL JUSTICE CHARTER SCHOOL

EXECUTIVE SUMMARY

This was prepared by the founding group of the Paulo Freire Social Justice Charter School.

Mission Statement

The Paulo Freire Social Justice Charter School (PFSJCS) is a public high school preparing students for college success while inspiring them to be active and effective citizens. We achieve educational excellence and social responsibility for all our students through high expectations and a rigorous academic and social justice curriculum. Our students graduate with strong intellectual and ethical foundations necessary for future leaders of a global society.

Vision Statement

At Paulo Freire Social Justice Charter School we believe in:

Equal Opportunity: There is no greater need in public education than to give every student the opportunity and resources to succeed. This was the vision of Paulo Freire, our namesake. He identified quality education for all individuals as the primary way to create a more socially just society.

Achievement: Paulo Freire espoused the importance of literacy and academic achievement. We join in the belief that personal literacy becomes a path to realizing full human potential. PFSJCS graduates will be: literate, active, self-aware, prepared to succeed in higher education, able to determine and attain their personal goals, and capable in serving as inspirational leaders and positive role models.

Diversity: By enrolling students from communities that represent different racial, cultural, and economic backgrounds, as well as encompassing urban and rural settings, we will be able to provide an enriched educational environment for sharing a wide range of personal experiences and perspectives while modeling social justice. PFSJCS will honor and celebrate the diversity of our students, teachers, parents, and surrounding communities, and equally value their contributions to the educational process.

Social Justice: At PFSJCS we model social justice values and norms, and provide information, encouragement and educational programs to build a collective awareness that fosters excellence, equity, and respect for all individuals. At PFSJCS social justice means that all students, regardless of race, culture, income, abilities, or sexual preference, have equal access to a quality education, necessary resources, and the opportunity to live productive and successful lives.

Full Service: The Paulo Freire Social Justice Charter School founders understand that education doesn't just occur Monday to Friday, 8 hours a day, for 180 days a year. Learning is a continuous program of growth and development for students, family members, and the entire school community. PFSJCS's full-service programming will

include a preparatory summer academy; programs throughout the school year; an extended day; evening and Saturday classes for skill building and enrichment opportunities; virtual learning programs; evening adult literacy classes; and community building activities on evenings and weekends.

Communities to be served

Our proposed region is comprised of six communities located in the Pioneer Valley along the Connecticut River, surrounded by the foothills of the Berkshire Mountains, and includes factories, farms and many colleges. The six cities and towns are truly diverse and include both urban highly concentrated populations and rural isolated areas. The region includes large numbers of low-income, Title I eligible families; many middle income, blue-collar families; and some more affluent individuals. There are high concentrations of Hispanic families as well. Out of the six communities two perform in the bottom ten percent on State-wide standardized tests of academic achievement; one has the highest teen pregnancy rate as well as the highest dropout rate in the state; and bullying has been a major focus for another. To combat these concerns these communities would greatly benefit from a high school that sets high expectations, achieves excellent academic performance, offers successful community engagement, and a strong social justice mission and vision.

Educational Philosophy

We believe that every student is capable of excellence in education if given the right educational environment and support systems. The following values successfully served our students and community at PVPA and are documented as key components in creating successful schools: High Expectations, Active Community Membership, Excellent Teaching, Clear Goals and Expectations, Specific Data and Feedback Systems, and Individualized Support. The focus of our educational program, incorporating all the above values, will be centered on the following three areas: Personal Excellence, Supportive Communities, and Social Responsibility.

School Characteristics

PFSJCS is committed to high academic and social expectations for all of our students and we are willing to do whatever it takes to challenge, motivate, and support each student in attaining his/her highest levels of achievement. We challenge students to be engaged, persistent, thoughtful, and successful at setting and reaching personal goals.

PFSJCPS will be a true participatory community, where each member is valued as an individual, and supported in his or her growth. Students, parents, teachers, administrators and board members will all be expected to engage fully in the process of actively constructing the school as a learning community and a vehicle for positive social change.

Organizational Viability

The challenge for a school based on the concepts of social justice and Freirean pedagogy is to create a governance model which supports and mirrors these concepts and allows for strong, clear leadership for those duties required by Massachusetts regulations and dictated by common business sense. Consequently, we are proposing a “true” representative form of governance where faculty and staff, parents, and students each have designated seats on the board of trustees. Such a form requires time and support to be effective. The school will provide time during all school meeting for faculty to discuss school governance. Faculty advisors will work with students to insure that students get the educational support they need to be knowledgeable and effective leaders and to play a positive, integral part in governance. One evening per month the school will provide a meeting for parents, at which the Executive Director will present topics from the upcoming Board agenda and support parents in formulating additional items they want brought before the Board. It will be the responsibility of the Board of Trustees to insure that these three constituent groups (faculty, students, and parents) are meeting effectively and receiving necessary support.

Academic Success Research

In order to insure that the outcome of our school’s approach is academic excellence for all students we have affiliated with the University of Massachusetts, Boston, Department of Applied Linguistics, whose chairperson is Donaldo Macedo. For decades, Dr. Macedo collaborated with Paulo Freire, by: publishing with him, translating and editing his work, and coordinating lectures internationally. The Department has agreed to conduct a long-term research project. As a graduate program with a master’s thesis component and future developments of a doctoral program, they will coordinate a multi-methods research relationship to document the conceptualization and implementation of the *Paulo Freire Social Justice Charter School* and its academic outcomes.

PROPOSED SOMERVILLE PROGRESSIVE CHARTER SCHOOL EXECUTIVE SUMMARY

This was prepared by the founding group of the Somerville Progressive Charter School.

Mission: The Somerville Progressive Charter School (SPCS) will be a democratic, K-8 public school that will inspire and enable children from diverse backgrounds to develop their full intellectual, social-emotional, and creative potential through in-depth, meaningful learning experiences that draw on their intrinsic curiosity and reflect their individual needs, interests, and learning strengths. The school will offer a broad range of educational programming—including a special focus on science and languages—to serve an economically and culturally diverse community.

Educational Program: SPCS will offer an academically challenging, progressive education for the 21st century. Each child is a unique learner whose needs must be met and whose strengths must be leveraged through creative educational practices that respond to his/her educational and social-emotional challenges. In our community, these practices include:

- Curriculum and instruction that are aligned with the Massachusetts Curriculum Frameworks (MCF) and made relevant by reflecting students' needs, interests and learning strengths;
- Collaborative, thematic, and experiential learning in mixed-age groups;
- Expanded learning time and consistent targeted remediation for those who need it;
- Allowing students to direct and take responsibility for a portion of their own learning; and
- Additive bilingual education for native and non-native English speakers that reinforces grade-level content, validates children's identities, fosters positive cross-cultural attitudes and behaviors, and gives children the great advantage of being able to read, write, and speak in two languages.

A school reflecting our city's socioeconomic, linguistic, and cultural diversity will provide a rich learning environment and will best prepare students for life in our multicultural society. To attract and serve a broad cross-section of our population, SPCS will offer a wide range of educational programming options designed to meet the needs and play to the strengths of Somerville's diverse families. Capitalizing on our community's linguistic, cultural, and educational resources, the school will have a special focus on languages and STEM (science, technology, engineering and math) education.

Enhancing options for students: SPCS will expand our city's educational options by offering a fully progressive, democratic school that is designed to meet the needs—and capitalize on the strengths—of Somerville's large immigrant population.

Community's demonstration of support: Demand for academically challenging, progressive education in our community far exceeds the number of seats that will ever be available at SPCS. Over a hundred and forty families have already expressed interest in applying to our school and we have not yet begun our general recruitment campaign. Thirty-five families (22 of which speak a language other than English at home) have

filled out written Application Request forms. We have received the signatures of an additional 63 families (not including founders) expressing interest in sending their children to SPCS. Forty-five of those signatures were on forms written in Spanish, Portuguese or Haitian-Creole. We have received letters of support from community leaders and organizations, which have pledged to help us recruit students from the city's Latino and Haitian communities (see Letters of Support and Advisory Board profiles at Attachment D within the submitted aafinal application). Students whose first language is not English are already responding positively to our unique language and support/enrichment programs.

Founding Group Capacity: Our 30-member founding group is composed of parents and educators with expertise in every field relevant to establishing a progressive charter school – education, school administration, social work, finance, law, development, architecture, science, art, information technology, real estate development, and business and project management. Heidi Lyne, a founder, proven provider, and proposed board member, has spent her career teaching in and helping to lead progressive schools in Massachusetts. She currently is Head of Lower School at the Neighborhood House Charter School in Dorchester, MA. Under her leadership, the Lower School has introduced progressive educational practices and has seen its students' MCAS scores rise each year. In 2010/2011 the school received an EPIC award for nationally-recognized student achievement gains. Our other proven providers, Dr. Julie Nora and Mary Pendergast, are administrators at the International Charter School (ICS), a Regents-commended, Rhode Island public charter school. Under Dr. Nora's leadership, ICS has introduced both progressive educational practices and a two-way immersion bilingual education program, which have resulted in nationally-recognized improvements in English language learners' academic achievement. This year, ICS 4th graders' scores on the NECAP Science Exam out-performed the Rhode Island average, despite the fact that 51% of the school's students are English Language Learners and 65% qualify for free or reduced price school lunches. Dr. Nora will serve on our Founding Board of Trustees. The Somerville Progressive Charter School is supported by a committed and capable consortium of people with a wide range of skills, working together to create a new educational opportunity in our community.

PROPOSED SPRINGFIELD PREPARATORY CHARTER SCHOOL

EXECUTIVE SUMMARY

This was prepared by the founding group of the Springfield Preparatory Charter School.

Springfield Technical Community College takes great pride in its relationship with the City of Springfield and is keenly aware of the interdependencies between the City of Springfield and the college's health and well-being. By helping to create a college-affiliated charter school, Springfield Preparatory Charter School, will provide the college with the ability to exercise leadership to promote pre- and post-secondary college access to a population that might otherwise not have such an opportunity. Central to STCC's success is student access. Founded in 1967, STCC is a major resource for the economic vitality of Western Massachusetts, offering 86 programs and employing a faculty and staff of 425. With an enrollment of over 6,000 day, evening, weekend and online students, STCC is a vibrant campus rich in diversity. The creation of Springfield Preparatory promotes college accessibility and provides for synergies that will warmly enrich the education experience for students of the charter school and the college.

Among the benefits to Springfield Preparatory students are:

- the opportunity for juniors and seniors to take STCC college courses (early college model)
- the opportunity for students to attend STCC diversity and other cultural events
- the ability for students to take college placement exams in their junior year to certify college level preparation in math, English and writing
- the opportunity for students to share the college's resources such as the library and gymnasium

Among the benefits to the College and its campus community are:

- the opportunity to support quality education to benefit the citizenry of Springfield
- the ability for our faculty and professional staff to interact with middle and high school teachers, especially in English and mathematics to better align curricula and for our counseling professionals to better understand the social issues facing young students
- the joint opportunities for professional development in the areas of diversity, teaching effectiveness and professional recruitment, among others
- the opportunity to recruit well educated students into our myriad degree programs

Mission: The mission of the Springfield Preparatory Charter School is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. The school will be recognized as safe, caring and rigorous by creating a school ethos that emphasizes high behavioral and academic expectations. We will partner with Springfield Technical Community College to enhance the college preparatory experience of the diverse students in Springfield, thus providing the same quality educational options to all of these students

regardless of race, income, non-academic challenges, and ability, including special education students,

General Overview: Springfield Preparatory will be a commonwealth charter public school serving students who reside in Springfield. As a college-prep school, we seek to add a grade a year until serving grades 5-12, as follows:

School Year	Grade Levels	Total Enrollment
First Year	5-7	392
Second Year	5-8	530
Third Year	5-9	664
Fourth Year	5-10	800
Fifth Year	5-11	936

The charter school will be non-selective in its admission process and will actively recruit a diverse population, including linguistic minority students. If there are more applicants than spaces available, the school will hold a public lottery. Our mission, values, vision, structure, and academic rigor will offer our students the opportunity to succeed in a supportive academic environment. Parents are seeking high quality educational opportunities for their children. This school will offer all students, regardless of race, ethnicity, language, income or ability, an opportunity to enroll in a college preparatory school based on a proven educational model and curriculum.

Community Need: Currently, there are three charter schools located in Springfield serving approximately 3,500 students, and over 3,000 more on waiting lists. By law, Springfield can accommodate up to 1,757 more students before reaching the 14% cap in FY13. One of the main reasons for establishing Springfield Prep is to offer families an opportunity to choose the school their child attends. Springfield Prep will offer families free public school choice where there exists little choice, and will compete for students within a free market context. Our school will work diligently to provide a top-quality educational experience for all students. It will not only provide families with educational choice, but will increase the level of constructive competition among all public schools. There exists a tremendous need for a high quality college preparatory public school in our community.

Founders Capacity: The founding members of the board of trustees are an experienced, professional, highly qualified and diverse group of educators, community and business leaders. The group includes members who are educators, financial experts, business owners, and a board governance expert. Board members are community residents who are as ethnically and culturally diverse as the community and students we expect to serve. This depth of cultural, civic, legal, financial and educational expertise makes this founding group an effective board that has the capacity to effectively govern and oversee this school.

Educational Program: Springfield Preparatory will be managed and operated by Minnesota-based SABIS® Educational Systems, Inc., which currently manages two Commonwealth charter schools in Springfield and Holyoke, Massachusetts. Springfield Preparatory will fully implement the proven, research-based SABIS® education program, assessment system, instructional methods and school management model. The SABIS® program is designed to challenge students to meet, indeed exceed, state and federal performance standards. The curriculum is designed with the intention that all students obtain the skills necessary to be successful in colleges or universities. Although the curriculum places a heavy emphasis on the core subjects of English and mathematics, other subjects, such as science, world language, social studies, art, music, health, physical education and computing are also considered important in providing a well-rounded education.

The SABIS® Curriculum is spiral by design such that previous concepts are revisited in a more advanced form in later units or grades. Students exhibit mastery of essential concepts at each level of advancement along the spiral curriculum. The SABIS® Curriculum is comprehensive, dynamic, and continuously upgraded by the SABIS® Academic Operations Division. For every course, the objectives are clearly laid out on the Pacing Charts (“lesson plans”) provided weekly to teachers. Each unit of a course has its sub-objectives and, in turn, every lesson plan or period has its own sub-objectives. These objectives consist of skills, abilities, and new concepts that students acquire, or master, as a result of having attended a particular lesson. By breaking down the courses, the material becomes more meaningful, teachable, and measurable.

The SABIS® curriculum also provides for a variety of enrichment opportunities. Frequent student assessment throughout the curriculum enables timely identification of individual needs and talents. Thus, students who are capable of advancing rapidly have the opportunity to do so, and are prepared to successfully complete a variety of internationally recognized examinations. Conversely, students who are struggling are identified in real-time and provided with intensives designed to fill learning gaps that may have developed.