

SPRINGFIELD INTERNATIONAL CHARTER SCHOOL

Annual Report

2024-2025

Submitted July 30, 2025

SPRINGFIELD INTERNATIONAL CHARTER SCHOOL

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Introduction To The School

Springfield International Charter School			
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, 2025
Maximum Enrollment	1574	Chartered Grade Span	K-12
Mission Statement 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.			

Dear SICS Community,

For nearly 30 years, we strive to be a premier charter school, dedicated to fostering student achievement and preparing graduates for higher education and leadership roles. We are proud to announce the renewal of our charter without conditions for the first time in nearly 15 years.

In Fiscal Year 2025, we experienced significant progress across several areas:

- The Middle School implemented the English Language Arts Curriculum and a Social Emotional Learning Curriculum (CREW).
- Our graduating class secured over \$7.5 million in scholarships and awards.
- K-12 chronic absenteeism rates decreased from 29.3% to 22.1%.
- The K-5 Science of Reading program led to increased reading proficiency, with 80% of students averaging more than a full year's growth.
- We achieved a total staff retention rate of 86% and a total teacher retention rate of 90%.

Recognizing the importance of retaining quality educators, the Board of Trustees authorized a 4.5% pay increase for the upcoming school year.

We continue to invest in our facilities, having completed new tennis courts, digital signage displaying pertinent information, and a 4,000 sq. ft pavilion equipped with lighting, WiFi, and other amenities. This new pavilion serves as an excellent venue for outdoor learning, large gatherings, and graduation activities.

Furthermore, we are developing a new five-year strategic plan. Thank you for your feedback to our survey issued in the spring. Based on your responses, the Board decided to conduct a comprehensive organizational review and internal controls audit to enhance our systems.

Lastly, the Board of Trustees approved a 30,000 sq. ft building expansion to include a new science wing, fitness center, and administrative offices. We will seek your input this fall on additional innovative uses for the space.

As we embark on our 30th year of providing exceptional education, let us continue to strive for excellence.

Onward and Upward,

Dr. Atu White, Chair

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Key Design Elements Evidence:

Criterion 1- Mission and Key Design Elements

Springfield International Charter School (SICS) is dedicated to delivering a top-quality college preparatory education. We nurture academic excellence, ethical development, and leadership skills in students from diverse backgrounds, preparing them for success in college and beyond. Our mission is supported through a variety of initiatives and programs, including:

- **Dual Enrollment Opportunities:** In the 2024-2025, SICS has partnered with prestigious institutions including American International College, Westfield State University, Springfield Technical Community College, and Bay Path University to offer Dual Enrollment classes. These opportunities expose students to college-level coursework, facilitating a smoother transition to higher education and enabling them to earn college credits while still in high school.
- **College-Modeled Scheduling and Instruction:** SICS has implemented a college-modeled scheduling system for high school students. This includes varying schedules and longer academic periods, mirroring the structure of post-secondary education. Instructional methods focus on collaboration and discussion, with project-based assessments evaluated using rubrics, aligning with collegiate expectations.
- **High Graduation Standards:** SICS exceeds MassCore graduation requirements, ensuring thorough preparation for college-level academics. This rigorous standard has contributed to a 4-year Graduation Rate of 88.9% in 2024, surpassing state averages and the sending district, reflecting our commitment to student success. 100% of our 2025 Senior Class graduated this year.
- **Global Engagement, Language Learning and Cultural Diversity:** SICS promotes global awareness and language proficiency from an early age. Starting in kindergarten, students begin learning Spanish and can later choose from additional languages such as Greek, Latin, and Italian. Our cultural clubs and international issue-focused groups foster appreciation for multiculturalism and global perspectives.
- **Early College Preparation:** SICS prepares students for college beginning in elementary grades by teaching study habits and organizational skills. Programs like College for a Day, which in 24-25 had our 2nd grade students at Westfield State University for the day and our Elementary Scholars Program had our 4th grade students at University of Massachusetts and our 5th graders at American International College for a day. College and Career Readiness curricula for all students ensure that students are well-prepared for their academic futures. High school students benefit from school-organized college visits and interactions with college admissions counselors, facilitated through partnerships with organizations like Springfield Promise. SICS took 244 students to twelve distinct college/university visits. This early exposure to various institutes of higher learning gave our students a firsthand look at academic and social possibilities for their future.
- **Extracurricular Opportunities and Leadership Development:** SICS offers a wide range of extracurricular activities that foster leadership development and community engagement. Students participate in the National Honor Society, Student Council, and other leadership

projects beginning in Grade 5, reinforcing our emphasis on ethical values and civic responsibility. Notably, seventeen students attended the Bay Path Women's Leadership Conference in 2025.

- **Enrichment and Practical Skill Development:** Through Enrichment and Extended year programs, students acquire practical skills beneficial for college, careers, and life beyond SICS. All Middle school students engage in a Business Elective class and CREW sessions, which cultivate entrepreneurial spirit, resume writing and interpersonal skills.

The Key Design Elements, including the initiative priorities, reflect how we approach our mission and help to drive our approved Accountability Plan. Below are the Key Design Elements and evidence for each element:

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.

- The academic leadership team at SICS evaluates curriculum utilizing the Curriculum Ratings by Teachers Resources (CURATE) from DESE as well as Ed Reports to identify High Quality Curriculum Materials that align with the Massachusetts Curriculum Frameworks. Academic Leadership at SICS includes the Director, Principals, Assistant Principals, Heads of Departments, Content Leads, and the Academic Coordinator. We have redesigned the curriculum to reflect college expectations in terms of collaboration and project-based learning. We have expanded our course catalog at all grade levels and have incorporated more lab-based/hands on learning, written expression and public speaking and presentations.
- SICS offers twelve Advanced Placement courses to expose our students to college level academic work and expectations, and we rostered 146 seats out of 86 unique students in AP courses during the 2024-2025 school year. In the 2024-2025 we have expanded our Dual Enrollment offerings through American International College and Westfield State University including courses such as Sociology, Intro to Nursing, Feminism and Gender Studies, as well as others, to expand our curriculum opportunities for students, as well as offering the opportunity towards college credits. Students can begin taking the Dual Enrollment courses in the ninth grade, a significant expansion over the course of our current charter term. In the 2024-2025 school year, we had 345 rostered college credits through our Dual Enrollment efforts in 19 Dual Enrollment classes. Our students had a 91% passing rate in these advanced courses. In the 2024-2025 school year, we expanded our Dual Enrollment Program year-round, including summers. High School students at SICS were also afforded the opportunity to take an Early College Readers course on the American International College campus, as well as Psychology at Westfield State University.
- All students in high school are required to complete a College and Career Readiness curriculum as a graduation requirement. Students must complete a Senior Project as a graduation requirement, this project entails research on a topic and reporting their findings with the goal of passing down valuable information which will benefit and inspire the future students and staff at SICS.
- SICS has enhanced our curriculum by offering Enrichment and Extended Year programs. In the summer of 2025, we had 104 students participate in our High School Summer Enrichment Program, in 20 unique classes. We offer a wide variety of enrichment

courses, including Nutrition 101, Athletic Conditioning and Performance Training, Pathway to College Athletics, Advanced Chemistry Lab, Ap Psychology, Film Studies: African American Cinema, among many others.

Key Design Element #2: Continuous evaluation of student learning as an integral part of the instructional process.

- SICS has adopted various methods to evaluate student learning as well as how students learn at SICS. Evaluation of students' learning is 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 in the last four years has begun to utilize 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. 100% of our teaching staff are evaluated twice a year (mid-year and EOY) using this DESE model for evaluation.
- We have implemented a revised 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 from 27.2% in 2023-2024 (March Reporting) to 22.1% in the 2024-2025(March Reporting) 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 SEL data to help with progress monitoring and interventions.
- Internal professional development on best instructional practices has allowed for peer-led PD and enhanced collaboration in our K-12 program, as well as in our Mentoring Program.

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.

- SICS 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. Many of our existing clubs such as the Model Congress, Model U.N., Academic Decathlon, NHS/NJHS, Yearbook, Gay-Straight Alliance, have continued to grow and excel in leading our school and community during the course of the current charter term.
- Student leadership is essential to the success of SICS and over the last four years, students have developed and grown clubs such as the Afro-Culture Club, the Chess Club, Earth Team, Asian Alliance, Fishing Club, Student Newspaper, Women's Leadership, Women's Engineering, Student Athlete Council, Committee to Prevent Hate and Bias, Events Team, Unified Enrichment, and Girls on the Run. More than doubling the number of clubs we offer at SICS has geared many of our students to become leaders beyond the classroom.
- The wealth of clubs we offer at SICS allows our students to tap into their interests and share with our school community. These clubs are often present at community events we hold at

the school and in the City of Springfield, allowing our students to share the wonderful ideas and skills our students bring to our larger SICS community.

- We host many Family Engagement Nights at SICS, and these successful nights, often with attendance in hundreds of people, are often planned and hosted by student leaders. Some examples of Family Engagement Nights include the Black History Month Showcase, the Lunar New Year Celebration, the International Festival, Math Pi Night, and the Prince/Princesses Dances, as well as others.
- SICS holds at least one family/community engagement activity every two months to create a community, inclusive, and participatory environment. Our students volunteer and play an active role in these valuable events.
- Our Unified Enrichment Program empowers our students of all abilities through leadership and self-advocacy through skills-building activities. SICS initiated a comprehensive enrichment program for grades K-12. The Unified Enrichment program aims to foster collaboration and inclusivity by bringing together students with diverse abilities and interests to engage in various activities. In the summer of 2025, we rostered 30 students in a variety of enrichment courses. Examples of courses being offered include the Crochet Club, Flag Football, Arts and Crafts, Sewing Club, among many others.

Criterion 2: Access and Equity

Enrollment by Race/Ethnicity Report 2024-2025

Enrollment by Race/Ethnicity (2024-2025)

Student Data by Race/Ethnicity (2024-25)	
Race/Ethnicity	Percentage of Student Body
African American	26.2%
Asian	3.1%
Hispanic	52.3%
Native American	.1%
White	11.8%
Native Hawaiian, Pacific Islander	0.0%
Multi-Race, Non-Hispanic	6.5%

Selected Populations Report 2024-2025

Selected Populations (2024-2025)

Selected Student Populations (2024-25)	
Title	Percentage of Student Body
First Language not English	22.8%
English Language Learner	11.4%
Low-income	63.1%
Students with Disabilities	19.1%
High Needs	73.1%

2023-24 Student Discipline Data Report

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1559	92	1.0%	4.9%	0.0%
English Learner	171	12	2.3%	4.7%	0.0%
Economically Disadvantaged	1029	78	1.4%	6.3%	0.0%
Students with Disabilities	317	25	1.9%	6.3%	0.0%
High Needs	1174	83	1.2%	6%	0.0%
Female	771	46	.4%	5.6%	0.0%
Male	788	46	1.6%	4.3%	0.0%
American Indian or Alaska Native	1	-	-	-	0.0%
Asian	49	1	-	-	0.0%
African American/Black	431	34	.7%	7.2%	0.0%
Hispanic/Latino	793	48	1.1%	5%	0.0%
Multi-race, Non-Hispanic/Latino	88	5	-	-	0.0%
Native Hawaiian or Pacific Islander	0	-	-	-	0.0%
White	197	4	-	-	-

Criterion 4: Dissemination

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices. Be specific when referencing conferences or other events where dissemination took place.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual and name of the public school or district as applicable) <i>Please clearly identify dissemination efforts in the district where the school is located.</i>	Result of dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools/districts as a result of this dissemination activity.)
Creation of a local Dissemination of Best Practices Committee and description of our Mentoring Program at SICS	A ZOOM conference on January 27th, 2025. This was the initial Dissemination of Best Practices Forum meeting	Dissemination of Best Practices Committee, including: Julianne Donahue, Tina Le, Lauren Bennett, Darlene Kabede, and John Cusick; Brendan Dwyer, High School Principal, and Lead Mentors: Kary Garcia and Deana Mega.	The best practice was shared with the entire Massachusetts Dissemination of Best Practices Forum, created by SICS, which includes every charter school in the State. Schools either attended the meeting or were sent a summary of all the details with notes regarding our Mentoring Program. School/personnel who attended: Angie Peppin, South Shore Charter Public School , Becca Currie, Alma Del Mar Charter School, Catherine O'Leary Cape Cod Lighthouse Charter, Derrick Ciesla, Codman Academy	This initial meeting led to us sending 3 of our teachers (including our lead mentors) to a Dissemination Conference in March at Foxborough Regional Charter School. Our SICS team described our program to all participants as well as borrowed ideas from the conference to implement into our program in 2025-2026.

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			Public Charter School, Heidi Paulk, Abbey Kelley Foster Public Charter School, Heather Zowlnowski, Benjamin Franklin Classic Public Charter School, Nicole Jones, New Heights Charter School, Stephen Furtado, Global Learning Charter Public School, Stephen Greene Lowell Community Charter Public School, Heidi Burkowitz, Foxborough Charter School	
Policies for Improving Attendance and Reducing Chronic Absenteeism	Massachusetts Dissemination of Best Practices Forum, ZOOM Meeting on Monday, March 3rd	Dissemination of Best Practices Committee, including: Julianne Donahue, Tina Le, Lauren Bennett, Darlene Kabede,	The best practice was shared with the entire Massachusetts Dissemination of Best Practices Forum, created	One example of another school who aimed to implement an attendance policy of SICS as a result of this meeting was Lowell

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		and John Cusick; Brendan Dwyer, High School Principal.	Schools either attended the meeting or were sent a summary of all the details with notes regarding our attendance policies and initiatives. Hannah Herklotz, Hill View Montessori Charter School, Leigh Anne Decouteau, Baystate Academy, Nicole Gauthier, Veritas Prep, Nicole Jones, New Heights Charter School	Community Charter Public School, which will begin an Attendance Recovery Academy similar to our school.
Scheduling, Instructional, and Student Leadership Policies	Dissemination Visit to Duggan Academy on Monday, June 2nd, 2025	Christina Huff, Middle School Principal, Robert Cree, Middle School Assistant Principal, Brendan Dwyer, High School Principal, John Cusick, High School ELA HOD, Lindsay Watson, Middle School ELA Instructor, Katie Annis, Middle	At this Dissemination Visit on June 2, 2025 SICS brought a High School and Middle School team to Duggan Academy in Springfield to meet with administration and students from the neighboring school.	A highlight of the visit was that both schools shared in-depth resources regarding their Student Leadership program and will aim to emulate and borrow the best practices from these programs in making plans for

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		School Art, Jessica Alicea, Middle School Special Education, Michael Calvanese, Duggan Academy Principal, Timothy Hurley, Middle School Dean of Culture, Duggan Academy, 6th-grade Leadership Team, Duggan Academy	They shared many best practices, including scheduling, student leadership, and instruction.	the 2025-2026 School Year.
Crew Programs Enrichment Programs Special Education Programs Teacher Prep Time Curriculum and Reading Interventions	Dissemination Visit to Kennedy Middle School on Tuesday, May 27th, 2025	Christin Huff- Middle School Principal Robert Cree- Middle School Assistant Principal Jeffery Shen - Middle School Math Donnette Jones- Middle School Math Doug Wilson- Middle School Math Michelle Patterson- Middle School Math Evalie Carothers- Middle School Intervention	At a Dissemination Visit on May 27th, 2025, a Middle School Team from SICS traveled to Kennedy Middle School for classroom observations and to share many best practices, including: Crew Programs Enrichment Programs Special Education Programs Teacher Prep Time Curriculum	Both schools will aim to use the best practices in focus areas in planning for school improvement for the 2025-2026 Academic Year.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices. Be specific when referencing conferences or other events where dissemination took place.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual and name of the public school or district as applicable) <i>Please clearly identify dissemination efforts in the district where the school is located.</i>	Result of dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools/districts as a result of this dissemination activity.)
		Matthew Sullivan, Principal, Kennedy Middle School	Reading Interventions	
"Word Walls" Classroom Environment Bulletin Boards PBIS Programs Instructional Practices	Dissemination at Frederick Harris Elementary School on Friday, May 23rd, 2025	Theresa Franco (KG Teacher) Laken Gendron 1st- Grade Teacher Susan Lupien 2nd- Grade Teacher Jade Stripsky 3rd- Grade Teacher Darlene Kebede 4th-Grade Teacher Jillian Racicot 5th- Grade Teacher Shirley Vazquez- Deputy Director Kevin White- Primary Assistant Principal Kara Harris, Principal Frederick Harris Elementary School	At a Dissemination Visit to Frederick Harris Elementary School on May 23rd, 2025, the following best practices were shared between schools: "Word Walls" Classroom Environment Bulletin Boards PBIS Programs Instructional Practices and Consistency in Classrooms	Harris and SICS had a productive discussion on these practices and will work to implement the best of each other's work as the plan for the 2025- 2026 Academic Year.

Academic Program Success

Criterion 5: Student Performance

[2024 School Report Card](#)

Criterion 6: Program Delivery

Curriculum:

Springfield International Charter School (SICS) aligns its K-12 curriculum with Massachusetts Standards and Curriculum Frameworks, as well as College Board standards, to prepare students for college and career success. Please see the link to documented curriculum in the DESE Profiles , [Curriculum Data - Springfield International Charter \(District\) \(04410000\) \(mass.edu\)](#). After the first year of the current charter term, a comprehensive review of textbooks and curriculum resources was conducted to ensure alignment with state expectations and our mission. Emphasizing resources with extensive software and technological supplementation, SICS is committed to equipping students with skills for our rapidly evolving world.

Each year, the SICS academic team undertakes a rigorous curriculum revision process using MCAS results analysis, updates from DESE, and insights from professional development (PD) opportunities, including feedback from PD evaluations. This ensures our curriculum is responsive to various cultures and perspectives. Our curriculum ensures vertical alignment between grades and horizontal consistency across classrooms in the same grade, enabling students to build upon their knowledge year after year.

Lessons and materials reflect various cultures and perspectives, ensuring all students see themselves represented in their education. SICS utilizes CURATE and Ed Reports to select materials that promote inclusivity.

SICS recognizes diverse learning needs and has implemented evidence-based ELA and Math curricula to support vulnerable learners. Programs like Foundations, TouchMath, Systems 44, Read 180, and Math 180 provide targeted intervention, while supplementary resources like Lexia, IXL, No Red Ink, Explode the Code, and Orton Gillingham offer additional support and enrichment.

Continuous curriculum evaluation has provided valuable insights for adjustments. For the 2024-2025 school year, we added the Science of Reading for grades K-5, focusing on phonemic awareness, phonics, fluency, comprehension, and vocabulary. The first year of implementing the Science of Reading strategies and techniques in our K-5 classrooms have been a clear success, with measurable gains in student achievement and strong support from teachers. Across all grade levels, we saw consistent increases in reading proficiency, with 80% of students averaging more than a full year of growth, a powerful indicator of the impact of evidence-based instruction. Teachers embraced the new approach and reported noticeable improvements in student engagement, foundational literacy skills, and confidence. Given the significant progress made, we are committed to continuing and deepening our use of Science of Reading strategies next year, ensuring that all students receive the high-quality literacy instruction they need to thrive. Our academic teams are confident that these changes will strengthen curriculum outcomes.

Over the course of the 24-25 school year, the implementation of the EL Education ELA curriculum at SICS, in grades 6-8, made significant strides. What began as a challenging endeavor for teachers—many of whom initially struggled to navigate the new materials and integrate all components with fidelity—gradually transformed into a story of growth, resilience, and professional development. Early in the year, instructional practices were uneven, and confidence in using the curriculum varied. Yet with consistent, targeted support in the form of classroom walkthroughs, planning tools, and coaching cycles, teachers began to develop a deeper understanding of the curriculum. By mid-year, evidence of backwards planning and the consistent use of required materials had become common across most classrooms.

As teachers grew more confident and familiar with the curriculum, their ability to access and apply resources improved. Classroom routines became more established, and while there were still occasional inconsistencies—such as the regular posting and reference to learning targets—foundational practices were taking root. By year's end, there was a noticeable shift in focus toward enhancing student engagement through high-leverage strategies such as total participation techniques and frequent checks for understanding. These efforts laid the groundwork for deeper implementation and more meaningful student outcomes in the year ahead.

Parallel to this instructional journey, the school saw meaningful progress in the implementation of CREW, a cornerstone of the EL Education model that fosters a strong sense of community, connection, and character development. At the start of the year, much of the work focused on building the foundational structures of CREW—daily routines like greetings, readings, and reflective debriefs helped establish consistency and create space for relationship-building.

Over time, these routines began to yield powerful results. Students built trust not only with each other but with staff, cultivating a more supportive and inclusive school culture. The school community also rallied around the monthly Habits of Character and Scholarship (BARKS) which emphasized values such as responsibility, kindness, and perseverance. These values took on life beyond the classroom, guiding student behavior and decision-making throughout the day.

Some CREWs went even further, extending their impact into the community through service projects. A standout moment came when students donned "SICS Cares" shirts and helped clean up neighbors' yards—an experience that offered a tangible, empowering way to live out the values they discussed during CREW. These acts of service deepened students' sense of agency and pride, while also strengthening bonds among peers, between students and staff, and with the broader community. Students came to see school not just as a place of learning, but as a place where they felt seen, supported, and connected.

By the close of the school year, both the ELA curriculum and CREW had established stronger foundations at SICS. Teachers were better equipped to deliver high-quality instruction, and students were more engaged—academically, socially, and emotionally. Clear next steps have emerged for both areas, pointing the way toward more equitable, consistent, and sustained practices in the years to come.

For grades 9-12, in 2024-2025, we saw the following highlights for curriculum offerings:

Math: Our Math program continues to require students to take and pass a minimum of Integrated Math 3 for graduation. We have recently added a College Algebra class to prepare students for college placement exams as well as a Math-based Financial Literacy Course.

ELA: Once students have taken and passed the MCAS, they are able to take a variety of college-based ELA courses which focus on specific topics, such as Creative Writing and Feminism and Gender Studies:

Science: We have recently added more specific Science electives which focus on technical skills such as 3-D Printing, a Drone-Licensing Course, and Diseases & Healthy Living.

History: Our history courses have moved away from the traditional textbook method of instruction, and use mostly primary-source documents, document-based questions, and project-based learning.

World Language: We were able to offer classes in Spanish, Latin, and American Sign-Language in 2024-2025.

Instruction:

SICS staff share a common understanding of high-quality instruction, driven by the high expectations set by the SICS Academic Administrative Team. Evaluators use DESE classroom observation forms, as well as other DESE Evaluation documents to provide immediate feedback, supporting instructional alignment and fostering a culture of ongoing improvement. Peer observations with constructive feedback enable content teachers to engage in continuous improvement aligned with shared expectations. Utilizing DESE mid-year and end-of-year evaluation forms, teachers receive extensive feedback to enhance their instructional effectiveness. Extensive professional development opportunities, along with tuition reimbursement, underscore SICS's commitment to staff growth and maintaining high instructional standards. Overall, these initiatives contribute to creating classroom environments conducive to learning that promote student engagement.

Assessment and Program Evaluation:

Teachers and administrators, in grade-level teams and subject departments, use disaggregated qualitative and quantitative data to tailor student interventions, ensuring academic mastery for every student and subgroup. For the past three years, SICS has used Panorama, a program focusing on tracking and improving academic and social-emotional development, to analyze this data.

By utilizing benchmark data, SICS identifies areas of proficiency and those needing additional support. For students requiring further assessment, the Multi-Tiered System of Supports (MTSS) team uses their expertise to address individual needs. If initial interventions do not yield the desired progress, the MTSS team may initiate a Special Education Evaluation or 504 Plan.

SICS is committed to continuous improvement, with academic teams analyzing data, dissecting item analysis, and reviewing subgroup performance. This ensures that no student is overlooked. Leveraging data to inform instruction allows for academic growth and student empowerment.

Support for all Learners:

At SICS, we are committed to supporting the academic, behavioral, and social-emotional development of every learner through a robust Multi-Tiered System of Supports (MTSS). This comprehensive

framework is rooted in the use of data and ongoing progress monitoring to ensure equitable access to instruction, interventions, and resources for all students, regardless of ability, background, or need.

In academics, SICS utilizes STAR assessments in reading and mathematics as a key component of its universal screening and progress monitoring system. These assessments provide detailed insights into student growth, skill acquisition, and readiness, allowing instructional teams to tailor interventions and adjust instruction based on real-time data. STAR data plays a central role in MTSS decision-making and ensures that students receive timely and targeted support.

To proactively identify students requiring additional support, SICS administers the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) universally. This tool allows educators to pinpoint and respond to individual student needs early and effectively.

Behaviorally, SICS implements a school-wide Positive Behavioral Interventions and Supports (PBIS) framework to proactively foster a positive school climate. PBIS promotes clear behavioral expectations, consistent reinforcement systems, and data-driven interventions that support all students in developing self-regulation, responsibility, and resilience. As part of our MTSS approach, PBIS ensures that behavioral support is integrated into the overall success plan for each student.

Beyond the classroom, SICS expands its commitment to equitable access through strategic partnerships. In collaboration with the Massachusetts Rehabilitation Commission (MRC), we provide Pre-Employment Transition Services on campus to students with IEPs and 504 Plans. These services include job exploration, workplace readiness training, and guidance on post-secondary education and career pathways.

SICS also works closely with the YWCA and other local community-based organizations to ensure students and families have access to additional resources such as mentorship, crisis support, violence prevention education, empowerment programs, and wraparound services. These partnerships strengthen our ability to support the whole child and promote long-term wellness and success both in and out of school.

In addition to specialized services, all SICS students benefit from a range of layered supports designed to foster success. These include:

- Tiered academic interventions aligned with individual learning profiles
- STAR Reading and Math data are used to guide instructional decisions and measure academic growth
- School-wide PBIS implementation to promote a positive, predictable, and inclusive learning environment
- Access to mental health and behavioral support, including school counselors, adjustment counselors, and social work assistants
- Culturally and linguistically responsive teaching practices
- Ongoing collaboration between general and special education teams
- Digital tools like NWEA MAP, Panorama, and Navigate360 to monitor progress and guide interventions
- Family engagement opportunities to promote strong school-home partnerships
- Community partnerships that expand access to vital resources and enrichment opportunities

SICS continuously reviews the effectiveness of these supports through data-informed decision-making. This ongoing reflection ensures that every student—regardless of their starting point—is empowered to thrive academically, socially, and emotionally.

Organizational Viability

Criterion 10: Finance

2024-2025 Financial Statements

(Unaudited)

Statement of Revenues and Expenses

For the year ended June 30, 2025

OPERATING REVENUES

Student Tuition	\$ 28,435,024
Federal & State Grants	1,957,520
Educational Fees	57,687
On-Behalf Pension	2,238,484
In-Kind Meals	1,018,612
In-Kind Transportation	2,750,123
Other Income	53,694

TOTAL OPERATING REVENUES **\$ 36,511,144**

OPERATING EXPENSES

Salaries	\$ 14,941,953
Payroll Taxes	609,719
Fringe Benefits	2,664,899
Classroom and Other Supplies	1,719,582
Office Supplies, Postage and Expense	245,467
Advertising	56,328
Board of Trustees Expense	29,722
Professional Services	256,362
Travel	1,406
Depreciation and Amortization	1,365,000
Telephone	40,777
Repairs, Maintenance and Supplies	914,500
Occupancy Costs	445,798
Insurance	101,883
Grant Programs	2,014,841
Extra-Curricular Activities	438,085
After School Program	3,642
Computer Expense	292,769
Staff Development	61,293
Student Testing	6,926
Payroll Service Charges	93,475
On-Behalf Pension	2,238,484
In-Kind Expense	3,768,735

TOTAL OPERATING EXPENSES **\$ 32,311,646**

OPERATING INCOME **\$ 4,199,498**

NON-OPERATING REVENUE (EXPENSE)

Interest Income	\$1,002,830
Interest Expense	(1,581,108)

TOTAL NON-OPERATING EXPENSES **\$ (578,278)**

CHANGE IN NET POSITION	<u>\$ 3,621,220</u>
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Statement of Net Position

For the year ended June 30, 2025

ASSETS

Current Assets

Cash and Cash Equivalents	\$ 28,312,092
Grants Receivable	334,712
Prepaid Assets	0

Total Current Assets	<u>\$ 28,646,804</u>
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Noncurrent Assets

Capital Assets, Net	<u>\$ 26,918,799</u>
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Total Noncurrent Assets	<u>\$ 26,918,799</u>
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Deferred Outflows of Resources

Deferred Loss on Bond Refunding	<u>\$ 4,548,138</u>
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Total Deferred Outflows of Resources	<u>\$ 4,548,138</u>
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TOTAL ASSETS	<u>\$ 60,113,741</u>
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LIABILITIES AND NET POSITION

Current Liabilities

Accounts Payable	\$ 793,971
Accrued Expenses	591,756
Accrued Compensation	2,833,953
Bonds Payable, Current Portion	<u>1,280,864</u>

Total Current Liabilities	<u>\$ 5,500,544</u>
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Long-Term Liabilities

Bonds Payable, Net of Current Portion	<u>\$ 25,801,399</u>
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Total Long-Term Liabilities	<u>\$ 25,801,399</u>
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TOTAL LIABILITIES	<u>\$ 31,301,943</u>
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NET POSITION

Net Position, Beginning of Year	\$ 25,190,578
Change in Net Position	<u>3,621,220</u>

Total Net Position	<u>\$ 28,811,798</u>
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TOTAL LIABILITIES AND NET POSITION	<u>\$ 60,113,741</u>
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2025-2026 Financial Budgets

Capital Budget

CAPITAL OUTLAY

Furniture and Equipment	\$ 85,000
Computer Equipment and Software	335,870
Building Improvements	<u>996,632</u>
TOTAL CAPITAL OUTLAY	<u>\$ 1,417,502</u>

Operating Budget

OPERATING REVENUES

Student Tuition	\$ 31,009,184
Federal & State Grants	1,846,813
Educational Fees	77,000
On-Behalf Pension	2,238,484
In-Kind Meals	1,018,612
In-Kind Transportation	<u>2,750,123</u>
TOTAL OPERATING REVENUES	<u>\$ 38,940,216</u>

OPERATING EXPENSES

Salaries	\$ 17,747,136
Payroll Taxes	720,345
Fringe Benefits	2,679,825
Classroom and Other Supplies	1,481,978
Office Supplies, Postage and Expense	285,884
Advertising	67,750
Board of Trustees Expense	100,000
Professional Services	214,850
Travel	5,000
Depreciation and Amortization	1,588,167
Telephone	53,700
Repairs, Maintenance and Supplies	1,046,760
Occupancy Costs	582,136
Insurance	117,616
Grant Programs	1,846,813

Extra-Curricular Activities	569,946
After School Program	3,500
Computer Expense	418,781
Staff Development	316,500
Student Testing	23,260
Payroll Service Charges	93,000
On-Behalf Pension	2,238,484
In-Kind Expense	<u>3,768,735</u>
TOTAL OPERATING EXPENSES	<u>\$ 35,970,166</u>
OPERATING INCOME	\$ 2,970,050
NON-OPERATING REVENUE (EXPENSE)	
Interest Income	\$ 875,500
Interest Expense	<u>(1,524,108)</u>
TOTAL NON-OPERATING EXPENSES	<u>\$ (648,608)</u>
CHANGE IN NET POSITION	<u>\$ 2,321,442</u>

Date SICS Board of Trustees Approved FY26 Budget- June 26, 2025

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2025 submission	1574
Number of students upon which FY26 budget tuition line is based	1550
Number of expected students for FY26 first day of school	1550
We exhausted our waitlist (in certain grade levels) earlier than anticipated and need to implement a subsequent application cycle.	

Springfield International Charter School: FY26 Capital Plan Narrative

At Springfield International Charter School, our commitment to continuous improvement drives our annual capital planning efforts. For Fiscal Year 2026 (FY26), we are excited to undertake a series of impactful projects that enhance our learning environment, support our staff, and improve the functionality and safety of our facilities. Below is an overview of our key FY26 initiatives, including project descriptions, projected schedules, costs, and funding sources.

1. Painting of Primary School Hallways and Classrooms

Description: We will be painting all hallways and classrooms within the Primary School to refresh and modernize the learning environment. This update will enhance the aesthetic and provide a more engaging and welcoming space for our students and staff.

Estimated Schedule for Completion: Summer 2025

Estimated Cost: \$125,000

Funding Source: This project is internally financed using school reserves, in alignment with our focus on long-term facility upkeep.

2. Replacement and Upgrade of Gymnasium Bleachers

Description: We will replace and upgrade the existing gymnasium bleachers to improve safety, functionality, and spectator comfort. The new bleachers will support both school events and athletic programs.

Estimated Schedule for Completion: FY26

Estimated Cost: \$225,000

Funding Source: This project will be financed through internal reserves, demonstrating our commitment to facility enhancement.

3. Restriping and Refinishing of Gymnasium Floor

Description: As part of our efforts to maintain high-quality athletic facilities, the gymnasium floor will be restriped and refinished in the summer of 2025. This will ensure a safe and visually appealing surface for our physical education classes and athletic competitions.

Estimated Schedule for Completion: Summer 2025

Estimated Cost: \$45,000

Funding Source: Internally funded using school reserves as part of our scheduled maintenance strategy.

Conclusion

The FY26 capital plan reflects our strategic investment in critical areas that directly impact the quality of education and student experience at Springfield International Charter School. By prioritizing key facility upgrades and maintenance, we continue to provide a safe, supportive, and enriching environment for learning and community engagement.

Appendix A: Accountability Plan Evidence 2024-25

Faithfulness to Charter

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.	Met	100% of SICS students in Grades 9-12 successfully completed a College and Career Readiness Course with a grade of 80 or above.
Measure 2: By Grade 12, 100% of students will have developed an individualized post-secondary college (Capstone) and career plan.	Met	100% of the Class of 2024 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. • 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 • Year 5-70% of students participating in the dual enrollment program will earn 3 college credits¹ ¹ Until partnership is solidified, number of credits will be determined at that time.	Met	91% of students, in Year 5, participating in the Dual Enrollment Program earned college credits.
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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 92%.

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. ² All SICS evaluation tools aligns with current DESE Educator Performance Evaluation.	Met	The Administrative Team used DESE evaluation tools and rubrics to fidelity in evaluating and assessing teachers in 2024-2025 school year. Using the Massachusetts Model System for Educator Evaluation, 100% of teaching staff were evaluated.
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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, 93% of Lower School students participated in SLO events during the course of the 2024-2025 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	100% of High School students participated in at least one club or activity in the 2024-2025 school year. This is evidenced by their “Bulldog Block” assignment on every student’s schedule in Plus Portals and Rediker. All Middle School students participated in at least one club or activity.

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Dissemination Objective: SICS will form meaningful partnerships, share our skillsets, our campus, and our systematic approach to education.

Measure 1:

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.

Met

- SICS formed a Massachusetts Dissemination of Best Practices Forum that included all Charter Schools in the Commonwealth of Massachusetts. We held 4 official events via ZOOM to which all charter schools in the state were invited. The topics included: An introductory meeting on the purpose of the forum and sharing a few of the best practices at SICS (such as our Mentoring and Summer Enrichment programs), policies to combat Chronic Absenteeism and raise overall attendance, MCAS policies and ensuring universal MCAS participation in light of the November Ballot Initiative, and the creation of Affinity Groups on campuses, led by our Asian Student Alliance (ASA). The concluding communication of the year will be a Year-End Summary sent to all charter schools on June 30th, which will help them create their dissemination plan for next year. All Massachusetts charter schools either attended these meetings in person or had a meeting summary sent to their school leader including best practices after the events. Our internal Dissemination Committee is compiling a Dissemination Packet of our best practices and sending it to all public schools from our sending district this summer as they prepare for next year, as well as posting these best practices on our website.
- Our anecdotal evidence from feedback from other participating schools who attended our events indicates the collaboration has helped them form clear dissemination plans at their schools, formulate and strengthen MCAS policies after the November Ballot

		Initiative, modify their attendance policies to combat chronic absenteeism and raise overall attendance, and form cultural affinity groups on campus
Measure 2: 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.	Met	• In addition to our partnership with the other Massachusetts Charter Schools, we have formed the following partnerships with other Springfield Public Schools: Elementary- Frederick Harris School (Dissemination visit on May 23rd), Middle School- Kennedy Middle School (Dissemination visit- May 27th), Middle & High School Duggan Academy (Dissemination visit- June 2nd). Between all visits and schools, there were a total of 32 participants. (We also completed dissemination visits with 2 other charter schools- Phoenix Charter School on September 19th and Pioneer Valley Performing Arts on February 9th). • All participating schools in these partnerships reported positive perceptions of the relationships and commitment to continue them into the 2025-2026 school year, with our partners planning to visit SICS for a day. Through these partnerships, we have mutually shared best practices in the following areas: academics, social/emotional learning, technology in classrooms,

		discipline and behavior management, attendance and chronic absenteeism, student leadership, student and teacher scheduling, PBIS, MCAS, cell phone, and vaping policies, and community outreach.
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Recruitment Plan 2025-26

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2024- 25 Implementation Summary:

Successes:

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, and Instagram for additional recruiting featuring our commercial. These Commercials were aired on 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 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, preschools, 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 to all students, including those who have learning disabilities, and language barriers.

Challenges:

- 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.
- New schools are opening 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, Engineering, and Nursing for example, which are appealing to some students and families.

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

General Recruitment Activities for 2025-26:

- Continued presence and outreach to local daycare and pre-k schools for the 2025-26 school year
- Produce an additional tv/internet commercial, including drone footage of the school and campus 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 and dissemination efforts. Invites may include correspondence to the Mayor's Office, as well as other local politicians. This correspondence may include mailings or flyers, as well as phone calls and emails.
- Invite the Springfield community to our Homecoming weekend on the weekend of September 27th.

Recruitment Plan – 2024-25 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Students with disabilities/ Special education students	
(a) Charter School Dashboard data School percentage: 19.1% CI percentage: 22.5% The school is <u>below</u> CI percentages	(b) Continued 2024-25 Strategies ☐ Met CI: no enhanced/additional strategies needed • At all informational sessions/outreach, the Special Education Director, Special Education Staff and SEPAC 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. • 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 resources for families in our school, as well as those interested in sending their child to our school. • 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.

Recruitment Plan – 2024-25 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	(c) 2025-26 Additional Strategies X ☐ Did not meet CI: additional and/or enhanced strategies needed. ● By November 1, 2025, a Special Education Department representative and Marketing Coordinator will attend information sessions at local programs, including pre-schools, daycares and programs including HeadStart, Springfield Prep, and the Boys and Girls Club of Springfield. This will increase our recruiting presence in the Springfield area. ● By January 15, 2026, invite community leaders to SEPAC events, through mailings, emails and phone calls. The expected goal of these strategies is to increase recruitment for students with disabilities in 2026.
English learners ^{1/} Limited English-proficient students	

¹ According to 603 CMR 1.05, “A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district’s total enrollment.” *Please Note: As specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent¹ languages of the district. Please note that a country’s official language is not an acceptable substitute for the prevalent languages in the “List of charter schools that are located in districts that enroll 10% or more of limited English proficient students” document located on the*

Recruitment Plan – 2024-25 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
(a) Charter School Dashboard data School percentage: 11.4% CI percentage: 14.4% The school is <u>below</u> CI percentages	(b) Continued 2024-25 Strategies ☐ Met CI: no enhanced/additional strategies needed • 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, 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. • Developed a partnership with a local marketing agency, with a focus on the diverse cultures of the Springfield community.
	(c) 2025-26 Additional Strategies

[Department website](#). For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country's "official" language in Cape Verde.

Recruitment Plan – 2024-25 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	X ☐ Did not meet CI: additional and/or enhanced strategies needed. • Translation services will be available at recruiting events. Spanish-speaking receptionists continue to be 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. Many of these outreach activities will occur during our successful community events, including Lunar New Year, Black History Month Showcase, and our International Festival. Each of these events attracts hundreds of people from our Springfield community, as they highlight the diversity of our school. • The expected goal of this strategy is to increase recruitment of limited English-speaking families and students in 2026. • Bolster our “Tell a Friend” Campaign, which resulted in 90 applications from “friends” of our current students.

Low-income/ Students eligible for free or reduced lunch	
(a) Charter School Dashboard data School percentage: 63.1% CI percentage: 78.9% The school is <u>below</u> CI percentages	(b) Continued 2024-25 Strategies ☐ Met CI: no enhanced/additional strategies needed • 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 Clubs of Springfield, South End Community Center 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. • 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.

	(c) 2025-26 Additional Strategy(ies), if needed ☒ 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. Invite community to our Back-to-school event. • Our Home to School Liaison will attend Professional Development Conferences focused on Low Income Family Outreach. • 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. Offering incentives for attending these events. • The expected goal of this strategy is to increase recruitment of Low-Income students in 2026.
<u>Students who are sub-proficient</u>	(d) Continued 2024-25 Strategies • 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. • Including in our enrollment/recruitment materials the school will add flyers that highlight remedial strategies.

<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 Strategies • 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+) 2025-26 Additional Strategy(ies), if needed • 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 students of all levels. This relationship will focus on our offering of a full-time credit recovery program. • 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. 2025-26 Additional Strategy(ies), if needed

<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2024-25 Strategies • 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. • Home Liaison Position to help service our students and school community.

Retention Plan 2025-26

List the successes and challenges of implementing strategies from the 2025-26 Retention Plan.
2024-25 Implementation Summary: <u>Successes:</u> *The school was able to maintain a high percentage of students in the 2024-2025 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 teams 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 our students indicated they will return next year. *Our staff did an outstanding job supporting students during the 2023-2024 school year and students and parents alike were happy with the school’s response thus indicating they will stay with us next year.

List the successes and challenges of implementing strategies from the 2025-26 Retention Plan.

*Added a Pickleball program for the 2024-2025 school year, which has strengthened retention. These programs have most certainly allowed 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.

* Completion of five Tennis Courts and a 6000 square foot multi-use Pavilion.

Challenges:

*We have had an increasing transient population and have experienced several students moving out of district, so despite 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 and may offer a fully online model which some families are more comfortable with.

List the successes and challenges of implementing strategies from the 2025-26 Retention Plan.

*New school models are opening that focus on specific fields such as Performing Arts, Engineering, and Nursing for example, which are appealing to some students and families.

Overall Student Retention Goal

Annual goal for student retention (percentage):

93.1%

Retention Plan – 2024-25 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) Charter School Dashboard data

School percentage: 7.20%

1 Standard Deviation: 23.77%

The school's attrition is below 1 standard deviation.

(b) Continued 2024-25 Strategies

X ☐ At or below third quartile: no enhanced/additional strategies needed

- 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.

Overall Student Retention Goal	
	(c) 2025-26 Additional Strategy(ies), if needed N/A
English Learners	
(a) Charter School Dashboard data School percentage: 7.70% 1 Standard Deviation: 22.21% The school's attrition is <u>below</u> 1 standard deviation.	(b) Continued 2024-25 Strategies X ☐ At or below third quartile: no enhanced/additional strategies needed. • 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 information sessions, Parent Nights, and Open Houses. • Place informational posters of our school in local Latino businesses. • Build relationships with community leaders.

Overall Student Retention Goal	
	(c) 2025-26 Additional Strategies, if needed N/A

Students eligible for free or reduced lunch (low-income)	
(a) Charter School Dashboard data School percentage: 6.6% 1 Standard Deviation: 20.05% The school's attrition is <u>below</u> 1 standard deviation.	(b) Continued 2024-25 Strategies X ☐ At or below third quartile: no enhanced/additional strategies needed • 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 their 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 with free financial aid and FASFA counselling.
	(c) 2025-26 Additional Strategies), if needed N/A
<u>Students who are sub-proficient</u>	(d) Continued 2024-25 Strategies - 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 their 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 with free financial aid and FASFA counselling. 2025-26 Additional Strategies), if needed N/A
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-25 Strategies 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 with all relevant information to ensure they are enrolled in other educational institutions. 2025-26 Additional Strategies), if needed N/A
	(f) Continued 2024-25 Strategies N/A 2025-26 Additional Strategies), if needed N/A
OPTIONAL² <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2024-25 Strategies - 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. 2025-26 Additional Strategies), if needed N/A

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2024-25 School Year			
Name	Title	Start date in current role	End date

² Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

Administrative Roster During the 2024-25 School Year			
			(if no longer employed at the school)
Justin C. Baker	Director	7/31/17	N/A
Shirley Vazquez	Deputy Director, K-5 Principal	9/11/08	N/A
Steven Bissonnette	Director of Finance	4/21/06	N/A
Cynthia Miller	Director of Special Services	12/18/17	N/A
Derek Conway	Director of Operations	1/23/06	N/A
Emmanuel Class	IT Manager	8/13/21	N/A
Rochelle McCarthy	HR Director	1/4/24	N/A
Brendan Dwyer	9-12 Principal	8/18/08	N/A
Christina Huff	6-8 Principal	8/5/22	N/A

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	109	7	4	Discharged, Not Renewed, New Position
Other Staff	124	18	3	Deceased, Health, Retired, Not Renewed, New Position

Board Membership During the 2024-25 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	4	11/15-11/18 11/18-11/21 11/21-11/24 11/24-11/27
Chantal Ayotte	Trustee	Education	1	5/22-03/25
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	2	5/20-11/23 11/23-11/26
Daryl Johnson	Trustee	Education, Governance Committee	3	3/17-11/20 11/20-11/23 11/23-08/24
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
Freda Malone	Trustee	Community Engagement	1	06/24—11/27

Board Membership During the 2024-25 School Year				
Anne-Marie Nicolai	Secretary	Executive, Education, Governance, Special Events, Ad hoc Marketing Committee	3	11/18-11/21 11/21-11/24 11/24-11/27
Sonja Shaw	Trustee	Governance, Long Range/Strategic planning, Safety Risk Management Committee	4	11/15-11/18 11/18-11/21 11/21-11/24 11/24-11/27
Dr. Atu White	Chair	Executive Committee	3	5/17-11/20 11/20-11/23 11/23-11/26

Board of Trustee and Committee Meeting Notices

Appendix E: Conditions, Complaints, and Attachments

The Board of Trustees did not receive any written complaints during 2024-2025.

Board of Trustees Contact Information

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