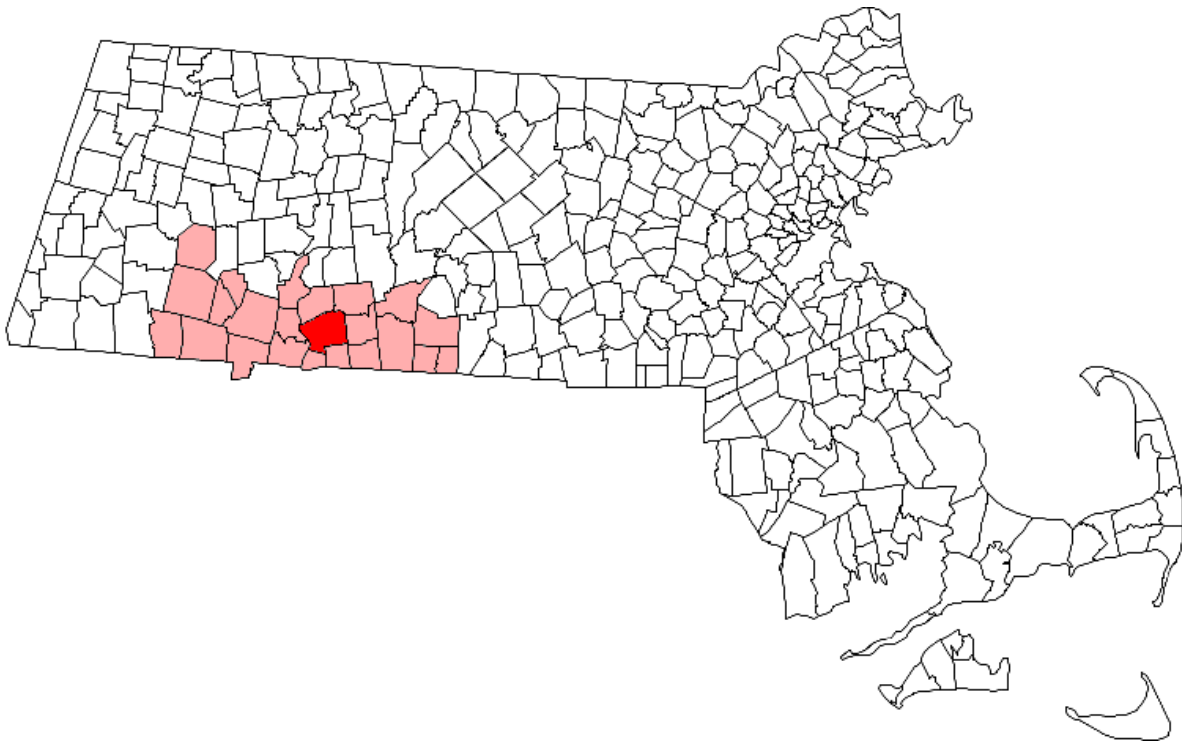


# SPRINGFIELD PREPARATORY CHARTER SCHOOL

A PROSPECTUS APPLICATION FOR A COMMONWEALTH CHARTER PUBLIC SCHOOL IN  
SPRINGFIELD, MASSACHUSETTS



Prospectus Application  
August 2, 2010

Submitted for consideration to  
Massachusetts State Board of Elementary and Secondary Education

---



---

**TABLE OF CONTENTS**


---

<b>Commonwealth Charter Applicant Information Sheet</b>	<b>i</b>
<b>Commonwealth Charter School Certification Statement</b>	<b>iii</b>
<b>Statement of Assurances</b>	<b>iv</b>
<b>Statement of Assurances For the Federal Charter School Program Grant</b>	<b>vii</b>
<b>Executive Summary</b>	<b>viii</b>
<b>Public Statement</b>	<b>x</b>
<b>I. Charter School Mission, Vision, and Statement of Need</b>	<b>1</b>
A. Mission Statement	1
B. Vision Statement	1
C. Description of Communities to be Served	4
<b>II. How will the school demonstrate academic success?</b>	<b>6</b>
A. Educational Philosophy	6
B. Curriculum and Instruction	7
C. Assessment System	15
D. School Characteristics	17
E. Special Student Populations and Student Services	19
<b>III. How will the school demonstrate organizational viability?</b>	<b>21</b>
A. Capacity	21
B. School Governance	23

<b>APPENDICES</b>	<b>Tab Number</b>
<b>Proven Provider Information Sheet</b>	<b>1</b>
<b>2009-10 Annual Report for SABIS International</b>	
<b>Charter renewal Letter</b>	
<b>Board Member Resumes and Statement of Commitment</b>	<b>2</b>
<b>Curriculum Sample</b>	<b>3</b>





**COMMONWEALTH CHARTER SCHOOL CERTIFICATION STATEMENT**

Proposed Charter School Name: Springfield Preparatory Charter School

Proposed School Location (City/Town): Springfield, MA

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of  
Authorized Person \_\_\_\_\_ Date \_\_\_\_\_  
(Please label the copy that has original signatures.)

Print/Type Name Brian Corridan

Address 198 Atwater Road, Springfield, MA 01107

Daytime Phone( 413 ) 315-8220 Fax \_\_\_\_\_

## STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for Springfield Preparatory Charter School (name of school) to be located at STCC TECHNOLOGY PARK, One Federal St., Bldg 104, Springfield, MA 01105, is true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(C)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.06).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964,

the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.05(1)(i)).
12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.05 (1)(j)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than January 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj)), or at such other time as designated in 603 CMR 1.09 (3)).
15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.09(4)).
16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.05 (c)).
17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).
21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.05(3)(d)).

22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).
24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.05(3)(a)).
25. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the charter school office (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
26. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
27. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.05(4)).
28. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
29. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.09(7)).
30. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.11.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Founding Board President  
Affiliation



## STATEMENT OF ASSURANCES FOR THE FEDERAL CHARTER SCHOOL PROGRAM GRANT

These additional assurances are required to ensure compliance with requirements for the federal Charter Schools Program grant:

1. Will annually provide the U.S. Secretary of Education and the Department of Elementary and Secondary Education such information as may be required to determine if the charter school is making satisfactory progress toward achieving objectives described in this application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).
2. Will cooperate with the U.S. Secretary of Education and the Department of Elementary and Secondary Education in evaluating the program described in the application (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).
3. Will provide other information and assurances as the U.S. Secretary of Education and the Department of Elementary and Secondary Education may require (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5203(b) (3)).

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Founding Board President  
Affiliation

## EXECUTIVE SUMMARY

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.

**General Overview:** The Springfield Preparatory Charter School will be a commonwealth charter public school serving students who reside in Springfield. The school will recruit and serve a diverse student population who choose to enroll in a school whose mission is to prepare students for college. As a college-preparatory 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 is three Commonwealth charter school located in Springfield serving approximately 3,500 students, and over 3,000 more on waiting lists. By law, Springfield can accommodate up to 1,416 more students before reaching the 12% cap. One of the essential purposes of Springfield Prep is to offer families an opportunity to choose the school their child attends. Springfield Prep will offer families free public 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, 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.

## PUBLIC STATEMENT

Springfield Preparatory will be a rigorous college-preparatory charter public school with plans to open fall 2011 serving 392 students in grades 5-7. The school will add a grade level each year until enrolling approximately 1,070 students in grades 5-12 when at full capacity. A partnership with Springfield Technical Community College will be established enabling Springfield Prep students to earn college credit for courses and to participate in various college programs and activities. The school's mission is to prepare graduates for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values. Minnesota-based SABIS® Educational Systems, a private international education company founded in 1886, will manage and operate the school. SABIS® currently manages two Massachusetts charter schools. The comprehensive SABIS® educational system has an outstanding record of success in preparing students for college, not only in Massachusetts, but also in other states and countries where it is being implemented. SABIS® currently operates 80 college preparatory schools (including nine charters in six states) in 15 countries enrolling 65,000 students.

## I. CHARTER SCHOOL MISSION, VISION, AND STATEMENT OF NEED

### *A. MISSION STATEMENT*

The mission of Springfield Preparatory 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, prepares them for success in college, equips them with the ability and desire for lifelong learning, and strengthens 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.

### *B. VISION STATEMENT*

The founding board seeks to replicate the successful educational model that has worked so well at SABIS International Charter School in Springfield. Springfield Preparatory will be affiliated with Springfield Technical Community College which provides the college with the ability to exercise leadership to promote pre- and post-secondary college access to student who might otherwise not have such opportunity. As described earlier in this application, there exists a significant need for proven educational alternatives in the City of Springfield. One of the unique features of the Massachusetts charter school law is that charter schools boards are permitted to enter into contracts with educational service providers for the operational and educational management of the school.

Our board has selected Minnesota-based SABIS® Educational Systems as the education management organization to operate the charter school primarily because SABIS® already operates two charter schools in Massachusetts, one of which, SABIS International, has had its charter renewed three times by the Board of Elementary and Secondary Education. The SABIS® curriculum is vertically aligned from the early grades to the end of high school, and is designed to prepare students for college. Springfield Preparatory will implement the SABIS® educational program, curriculum and assessment system. This international curriculum was selected because of its successful performance record achieved by the SABIS® system in Massachusetts charter schools.

The board is committed to establishing and sustaining a top-quality college-prep charter school in Springfield that succeeds in preparing students, regardless of ability, income or background, to reach their fullest potential as measured by the MCAS and, when at full capacity, measured by acceptance into college. The school will be recognized as a provider of top quality college preparatory education to a highly diverse urban and suburban student body and will maintain high standards of accountability throughout its operation.

The school will develop and strengthen students, and by extension, their community with ethical, moral, and civic values by molding young men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The board believes students with a SABIS® education, especially in a multicultural setting, will be able to provide leadership in our community and throughout the world. Emphasis on college admission will begin from day one and will permeate as a major emphasis throughout the school across all grade levels. In our highly competitive and interconnected global economy, a college education is vital for individual and community success. To achieve our vision, the school will implement these key programmatic features:

**World-class curriculum:** The SABIS® core curriculum is highly structured, scripted, and sequential and aligned to Massachusetts state standards. It is based on an international curriculum

implemented in 80 schools in 15 countries designed to prepare graduates to admission to some of the world's best colleges and universities.

**Focus on Math and English:** Math and English are the two most important subjects in the SABIS® system. Both subjects are offered seven periods weekly.

**Diagnostic Assessment:** A series of diagnostic tests administered prior to school opening provides vital academic data for all incoming students, enabling the school to plan their development, staffing and support systems accordingly.

**Direct Instruction:** This method is focused on systematic curriculum design and skillful implementation of prescribed (paced) educational methods and content. All students — including poor and otherwise disadvantaged students—deserve to learn. This direct method of instruction is results-based, enabling teachers to be evaluated based on measurable student learning.

**Pacing charts:** All teachers are provided pacing charts (i.e., lesson plans) which outline what content students must be taught weekly in every grade and subject. By pacing education along, students benefit from both depth and breadth of material covered.

**Weekly Testing:** Students are tested weekly using the SABIS Academic Monitoring System® (AMST™), providing real-time data on every student's performance for that particular week. AMST™ serves as an early warning system, enabling the school to address learning gaps some students may be forming before these become too detrimental for further learning progress.

**Student Uniforms:** Student uniforms will help to foster a sense of community, eliminate competition among students and offer families some economic relief.

**Strict Code of Conduct:** Creating high behavioral expectations not only leads to a safer school, but enables all students to feel welcome and safe to focus on learning. Students and parents will sign a contract detailing their respective responsibilities.

**Safe and clean school facility:** When students feel safe they can concentrate on learning. By maintaining a clean school, students see that the adults care and have high standards and expectations. This fosters school pride.

**Student Life Organization:** As a member of the SABIS® schools network, the students will manage and operate the highly structured SABIS Student Life Organization® (SLO™), which enables students to develop leadership skills, creates team-work, and helps develop a strong school community by reversing negative peer pressure.

**Spanish Instruction:** Spanish will be taught to all students for one period every day beginning in elementary school. This world language program will provide our students with an advantage they will need in our inter-connected world.

Our vision of creating a top-quality charter school will begin in fall 2011 with grade 5-7 and expanding to grades 5-12. The school will effectively compete with the region's top performing public school districts. Our city's children are no less able or capable of top performance than those who come from more affluent households or reside in wealthy neighboring communities. Our school will be located on the campus of Springfield Technical Community College and will be a safe, welcoming and rigorous place of learning. Education will be sequenced and mastery expected for grade level promotion. Social promotion is thoroughly rejected. Performance data is used throughout the year for ultimate accountability. Weekly assessments will provide faculty with real-time feedback on learning and instruction. Students will wear uniforms and will have a longer school day. They will work cooperatively with one another and will be taught by a caring and knowledgeable faculty who will hold each and every student to high academic and behavioral expectations. Parents will be actively involved and encouraged to play a role in fostering a love for learning. And lastly, when our first graduating class crosses the stage to accept their diplomas in summer 2017, we expect that 100% will not only have been accepted to college, but will be prepared to succeed there and beyond.

Like all charter schools, Springfield Preparatory will be required to show clear evidence of: high expectations and standards for all students and staff; collaboration and communication among

stakeholders; shared school-wide visions; assessment, monitoring and evaluation of the teaching and learning processes; alignment of curriculum and assessment to state standards; family and community involvement; staff development; administrative leadership; and safe learning environments.

For students, the school will be a safe, orderly, civil, healthy, and intellectually stimulating learning environment. Students are engaged in learning and feel respected and connected with the staff. Learning support is provided both within and beyond the classroom.

A SABIS® affiliated school demonstrates the SABIS® brand by having a positive culture, healthy climate, student-centered character, and high morale. It has a defining vision, goal-oriented mission, a comprehensive philosophy, ethical core values, and sensible basic beliefs. The school maintains a safe, nurturing environment, with high expectations. Teachers believe that all students can succeed at high levels. Teachers accept their role in student success or student failure. Regular school and parent communication occurs throughout the year. All students and school community stakeholders are committed to the shared vision. They know where they are going and why. The SABIS® brand has authentically existed from the time of its original educational roots in 1886 through an evolving refinement to its modern manifestation.

Staff and students believe that everyone can meet high standards that SABIS® requires in its teaching and learning. They have taken ownership of the ambitious, rigorous educational program. Staff have been strategically assigned and thoughtfully organized to work with students so that they are ultimately prepared to be accepted into college. The school delivers a focused, core academic program for all students.

Feedback from the teaching, learning, and assessment processes identify professional development needs that align with the school vision and goals. All stakeholders feel strongly that they have a responsibility to educate the students. Trusting relationships exist among school-community stakeholders. Families and communities work together to support student achievement. Ongoing, embedded, professional development is connected to student achievement. Administrative and instructional leaders are proactive, actively supporting the educational program, and SABIS® culture, climate, character, and morale.

The SABIS® curriculum is aligned with state, national, and international standards. The faculty understands the role of instructional delivery and student assessment toward successful goal attainment. Alignment of what is to be learned (the curriculum) to what is taught (instructional methodology), and how it is evaluated (assessment) to what criteria (standards) is apparent in high-performing SABIS® schools. Students have access to a rich, college-preparatory curriculum. Staff members have a perspective about the scope and sequence of the entire curriculum offered at the school, not simply the particular grades or content that they teach. Effective instruction is essential to reaching high standards. Instruction focuses on engaging students, mastery learning, filling knowledge gaps, and reducing barriers to learning. Teachers will be more concerned with what is learned than what is taught.

Accountability for results includes diagnosis, monitoring, assessment, evaluation, and continuous improvement. **Diagnosis** starts with evaluation of students upon admission for appropriate placement in grade levels. Diagnostics continue to discover knowledge gaps so that students can take intensives to fill the gaps to be able to return to regularly paced classroom learning. Consistent **monitoring** of student performance results in improved educational programs with support being provided either during the school day or outside normal school hours through an extended day program. Frequent **assessment**, using multiple measures, identifies student and staff needs. Student record systems provide timely and accurate information. **Evaluation** occurs at both the student and program levels. Student achievement is systematically evaluated and monitored to identify progress of individual students. Program evaluation measures **continuous improvement** by specifying trends in group progress over time, or comparing

groups to identify effectiveness of modifications from educational interventions. Faculty and staff care about all students and have good communication with families. Achievement is celebrated.

**C. DESCRIPTION OF COMMUNITIES TO BE SERVED**

A one-size-fits-all educational approach is no longer a viable solution for the 21st century. As our world becomes increasingly more interconnected and competitive, an educated citizenry becomes ever more vital. Springfield is the state’s third largest city with a population of 154,082 (2000 census). It is the fourth largest in New England (behind Boston, Worcester and Providence). It is the largest city in Western Massachusetts and the Pioneer Valley. As with so many other American cities today, including many Massachusetts cities, Springfield’s school district population is not reflective of the city’s racial and ethnic composition.

2009-10 School Year	District	State
First Language Not English	24.1%	15.6%
Limited English Proficient	13.1%	6.2%
Low Income	81.4%	32.9%
African American	22.3%	8.2%
Asian	2.2%	5.3%
Hispanic	56.7%	14.8%
White	14.7%	69.1%
Others	4.1%	2.5%

For example, while the city’s population consists of 58.7% white residents, white students account for a mere 14.7% of the district’s 25,141 students. Although the city is predominantly white, the Hispanic population (27% in 2000) is rapidly increasing as a share of the city’s population and is now the second largest minority group. African American residents represent 21% of the city’s population.

While Hispanics make-up only 27% of the city’s overall population, they represent the single largest segment of the school district’s student population with 56.7% of the students. This almost the exact reverse of the white population. African Americans make-up 21% of the city’s overall population, and represent a proportionate 22.3% of the school district’s students. Like in other cities in the Commonwealth and across the nation, this indicates that white and more affluent families are choosing to enroll their children in private or parochial schools in disproportionately higher levels than other residents.

During the 2009-10 school year, the school district enrolled 25,141 students and operated 45 schools consisting of the following grade configurations: 32 elementary schools; 7 middle schools; 6 secondary schools. As stated earlier, the district’s student population is racially, ethnically and linguistically diverse. The table on this page illustrates the diversity district schools compared to the state during the most recent 2009-10 school year.

There are currently three charter schools located in Springfield with a combined enrollment of approximately 3,400 students. These charter schools are: the MLK School of Excellence, enrolling 376 students in grades K-5; the New Leadership, enrolling 450 students in grades 6-12, and SABIS International, enrolling 1,574 in grade K-12. A fourth charter school, the Robert M. Hughes was closed down by BESE for academic performance reasons as of June 2010.

In making our argument for why the charter for the Springfield Preparatory Charter School should be approved, we do not intend to criticize the school district and its staff. Springfield, like other urban districts in Massachusetts, is faced with many challenges affecting school performance that oftentimes are beyond the control of educators.

It would be easy to present a long list of data and reports citing all sorts of educational problems in the district. The fact is the district has made some improvements in its overall academic performance, as



measured by the State MCAS exam. But despite these improvements it is nevertheless classified by the Department of Elementary and Secondary Education as performing in the lowest ten percent of the state's school districts. While MCAS performance is only one form of measurement, it is still a reliable way to evaluate a school or district's overall performance. For example, in the most recent 2009 MCAS math exams, 36% of the district's 10<sup>th</sup> grade students scored in the proficient or higher levels (compared to the State average of 75%). In English Language Arts, 50% were proficient or higher (compared to 81% State average).

The district had similar results on the 8<sup>th</sup> grade ELA exams, with 48% proficient compared to the State's 78% rate. In 8<sup>th</sup> grade math, only 11% were proficient versus 48% statewide.

Springfield Preparatory will provide the district's parents with a viable and proven college-preparatory alternative to the traditional public school system. School choice has always been an option for affluent families. We seek to provide the same choice to all families. Our school will provide students with a high quality SABIS® educational program that is currently serving tens of thousands of students in private schools in 15 countries. The same SABIS® educational program being implemented in the private school sector will be implemented at our school. Springfield is the third largest city in the Commonwealth, yet it has few educational choices outside of the district's schools. The three charter schools located in the city have huge waiting lists. The SABIS International Charter School, which will be the educational model replicated at Springfield Preparatory, has approximately 3,000 students on the waiting list.

Springfield Preparatory will be located on the Technology Park located in the city's center and next to the campus of Springfield Technical Community College (STCC). This new charter school will replicate the SABIS® educational model and will also partner with STCC to offer a unique blend of academic and nonacademic programs. Both the boards of the Technology Park (a quasi-public body) and STCC have endorsed the creation of this charter school. Several high level meetings with STCC officials have been held to discuss the establishment of formal programmatic partnerships with the college (as described in the Executive Summary). The founding group has obtained support from local and state elected officials, community organizations, church leaders, and parent groups. These letters of support will be filed with the final application.

The SABIS® program differs in many ways from what is provided by the local school district, and while this type of charter public school is already in existence in the city, it has a lengthy waiting list and is located on the opposite end of the city from where Springfield Preparatory intends to locate. There's much local support for the establishment of a second SABIS® school in Springfield, especially one with a close formal relationship with STCC. There is room under the state's charter enrollment cap for Springfield Preparatory and other charters to operate in the city.

This college preparatory charter is needed in our city so that many more families can exercise educational choice. Charter schools provide parents and students with alternatives to traditional public schools. A commonwealth charter will best enable our board to achieve the goal of creating a world-class college preparatory charter school serving a diverse student population. The Commonwealth model will permit us to create an organizational culture characterized by high expectations for students, accountability for results among staff, and freedom from excessive regulations that are strangling our schools and diverting staffing resources from the classroom. This model provides flexibility in establishing academic performance goals, teacher hiring, budgetary planning and decision-making, and establishing school operational policies. Selecting a highly qualified staff is a key ingredient for school success. Flexibility in setting the high qualifications for teachers, as well as flexibility in the hiring and termination process, are also necessary tools for realizing our mission and quickly responding changing circumstances. In essence, it is the *charter* itself that *is* the innovation.

## II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?

### A. EDUCATIONAL PHILOSOPHY

The board and SABIS® share a philosophy that revolves around the firm belief that a university education is academically accessible to most students, rather than a select few. We believe that the success of an educational institution should be measured by the value it adds to each student. Students will enjoy the opportunities provided by a solid education in college and beyond. They will develop into individuals who master the skills that enable them to achieve success in a changing world.

The mission and philosophy embraced by the school is based on our intent to increase student achievement through academic and organizational innovation. The SABIS® program is a proven and effective educational model based on high expectations for all students and is geared toward achieving outstanding results. Our board is committed to establishing and sustaining an outstanding college-prep charter school that succeeds in preparing students, regardless of ability, income or background, to reach their fullest potential as measured by the state exams and by eventual acceptance into college.

The school will develop and strengthen students, and by extension, their community, with ethical, moral, and civic values thus molding young men and women with the knowledge, skills, and social judgment they will need to face the challenges of the times. The board believes students who graduate through the SABIS® education program, especially in a multicultural setting, will be able to provide leadership in our community and throughout the world. Emphasis on college admission will begin from day one and will continue as a major emphasis throughout the school across all grade levels. In our highly competitive and interconnected global economy, a college education is vital for individual success, as well community and national prosperity.

#### **Core Values about Teaching and Learning**

The SABIS® instructional methodology is highly scripted and relies on careful lesson planning, pacing charts, the SABIS Point System®, collaborative class work and frequent tests for quality control and quick remedial action to close student learning gaps as they form. Passionate and highly qualified and certified teachers with solid subject knowledge, carefully trained in the SABIS® methods, and supported by school administrators will thrive on the meticulous planning/structure and rich feedback data provided by the SABIS® system.

Efficiency in instruction is defined as teaching a body of knowledge and skills in the shortest time possible with the least effort. Under the SABIS® philosophy, a teacher's primary objective is to maximize subject content coverage by pacing students through the designated SABIS® Curriculum as rapidly as possible without sacrificing mastery. Thus, *teaching efficiency* is identifying *what* to teach and determining *how* much to teach in the allotted time. Reducing "wasted time" and taking advantage of each teaching situation increases learning efficiency, enabling students to learn essential skills with the least effort and time.

Effectiveness in teaching is achieved by accomplishing the teaching objectives and learning outcomes by following the pacing of instruction; managing the classroom; developing appropriate support materials when necessary, planning the lesson; developing the points, explaining concepts, presenting materials, providing examples, questioning for understanding, monitoring written activities, receiving reports from student prefects, checking for mastery of concepts, re-teaching necessary points, marking off points as learned, and maintaining instructional delivery momentum. This is also referred to as the SABIS Point System® where the teacher lists the points to be covered during a lesson on the white-board at the beginning of the class and then goes through point/concept one by one as explained above. This list of points essentially serves as the agenda for that class.

Learning effectiveness includes mastering the curriculum; being task oriented; successfully performing on tests that measure targeted cognition, thereby demonstrating what has been learned.

Instructional excellence, strict enforcement of the Code of Conduct, and full implementation of the SABIS Student Life Organization® working in conjunction with one another are critical support for effective learning of the SABIS® curriculum. Careful coordination among those elements is characteristic of the SABIS® Educational System and critical to the school's success. Excellent results are also achieved through staff planning and preparation; teaching methodically and comprehensively using SABIS® teaching methods following pacing charts, implemented in stages, with each student demonstrating essential skills; continuous evaluation of student learning with appropriate follow-up; and active student participation in the teaching learning process.

Self discipline is considered the foundation of learning in all SABIS®-operated schools. As a college-preparatory school, our primary mission is to prepare students for admission to college. In order to achieve this mission, the school's culture and climate will reinforce the positive values of self-discipline, hard work, responsibility, respect, character, and the value of teamwork. Recognizing the importance of "school climate", SABIS® developed its own systematic and proactive system for student management to provide direction, set limits, create high expectations and promote self-discipline.

Establishment of clear core values contributes toward high efficiency of teaching and high standards of learning. These values reflect the ethical integrity of the school community. These are expressed in mottoes that the school develops for students, faculty, and administrators to remember, share and live by. The mottoes reflecting these values include:

- Honesty and integrity are paramount;
- Uphold our principles at all cost and at all times;
- Continually improving and never becoming complacent;
- Quality before profit;
- Making a difference; and
- Recognizing and rewarding efficiency, loyalty, and commitment.

The school's vision defines the future desired by the school and reflects the commitment by the school community to pursue it. By motivating students to do their best, fostering a desire to learn, and not permitting knowledge gaps to form during the learning process, we will help all students achieve their full potential, thereby adding value to each individual regardless of their ability. Our vision is to deliver a high quality, college preparatory core curriculum carefully aligned with the Massachusetts Curriculum Frameworks (MCF) with proper methodology and instructional delivery to all of its students. Doing so will prepare them intellectually, morally, and socially to lead successful lives with the ability, discipline, and desire to make meaningful contributions to their communities, to society, and to our increasingly complex, interdependent global world.

## ***B. CURRICULUM AND INSTRUCTION***

In order to achieve world-class standards, the proven SABIS® curriculum will be implemented by using SABIS® teaching and evaluation methods. This effective educational model and program, which has been successfully implemented in Massachusetts for the past 15 years, has achieved a demonstrable record of academic performance with a similar diverse student population as the one we anticipate serving. (Please see the Proven Provider Information Sheet in **Appendix 1.**)

Instructional time is extremely valuable. This curriculum and school model was chosen because it is a proven educational system, which is regularly assessed for effectiveness by SABIS® subject experts, and

modified and realigned as needed. The curriculum is implemented using the SABIS Point System™ of teaching which enables teachers to efficiently maximize the amount of concepts and material covered in a class period. Specific roles and responsibilities are specified for each cycle for the various staff members including the School Director, Academic Quality Controllers and Heads of Departments, Teachers, Student Life Organization™ Prefects, IT staff, Office Personnel, and Student Management Personnel. The SABIS® Academic Cycle, procedures, and activities emphasize teacher efficacy (teaching efficiency and effectiveness) and learner competency and confidence (learning efficiency and success).

As stated earlier, the SABIS® definition of efficiency in instruction is teaching a body of knowledge and skills in the shortest time possible with the least effort. A teacher's primary objective is to maximize subject content coverage by pacing students through the designated SABIS® curriculum as rapidly as possible without sacrificing mastery. Identifying what to teach, and determining how much to teach in the allotted time is vital to achieve efficiency. By reducing "wasted time" and taking advantage of each teaching situation, efficiency of learning is increased, enabling students to learn essential skills with the least effort and time. Teaching effectiveness is accomplished by pacing instruction; managing the classroom; developing appropriate support materials when necessary; planning the lesson; developing the points; and maintaining instructional delivery momentum. Learning effectiveness includes mastering the curriculum, being task oriented, and successfully performing on tests that measure targeted cognition, thereby demonstrating what has been learned.

The success of the school will in part be measured by the value it adds to each individual student. In summary, each teacher is provided with a pacing chart for the subject area taught. The pacing chart serves as a syllabus, detailing what should be taught, week-by-week, throughout each of the three terms of the school year. The pacing charts ensure that instructors teach the essential skills and knowledge required for advancement. Through carefully created planning and point-by-point teaching following a pacing chart, all students master the material and progress at the designated pace. Each separate point is taught to the class through presentation, explanation, examples and questions. Teachers lead the students in accomplishment of the first point before moving on to the next. The teacher re-teaches the point if necessary until all students demonstrate understanding through an exercise, and the point is checked off; the class then moves on to the next point.

Students who have difficulty achieving academic success are assigned to Intensive classes, resource rooms, and/or tutoring sessions to help them understand the skills and concepts that are being addressed in the pacing charts. The main objective of the Intensives is to get students caught up and returned to their classrooms as quickly as possible.

**Description of the curriculum that will be used by the school.** The SABIS® college preparatory curriculum is a rigorous and highly successful curricular model implemented at SABIS International (SICS) in Springfield, at Holyoke Community Charter School in Holyoke and in 7 other charter schools in the US. In all, the SABIS® system is being implemented in 80 schools in 15 countries serving over 65,000 students.

The SABIS® core curriculum has been aligned with the Massachusetts curriculum frameworks, and SABIS® staff will make any modifications to the SABIS® curriculum, as necessary. As an international operator of K-12 public and private schools, the SABIS® curriculum has been designed to prepare all graduates for the most competitive colleges and universities worldwide. It is based on rigorous standards that have been successful in preparing 100% of SICS students for acceptance to college for the past ten straight years. Similarly, the International Academy of Flint (Michigan) has had 100% of its graduates accepted to college for the last six years in a row. A brief outline following describing the SABIS® curriculum that will be used in is provided in **Appendix 3**. Additional curricular outlines are available for DOE review.

According to the October 2009 charter renewal inspection report of the Holyoke Community Charter School written by SchoolWorks, inspectors found that HCCS “faithfully adheres to the SABIS curriculum in all content areas.” The report also states that “the SABIS curriculum is integrated with the Massachusetts Curriculum Frameworks and is dependent on the SABIS assessment system. The SABIS curriculum is well-organized for all subjects (including Spanish) and grade levels.” Inspectors also found that “the curriculum includes a variety of textbooks, workbooks, multi-media, and supplementary learning material” and that “HCCS and SABIS also purposely select curriculum that is bilingual-designed.” (p. 16)

The renewal report further stated that “The curriculum is also sequential and designed to teach age-appropriate skills, knowledge, and values. All core subjects are broken down and taught as sub-subjects within a lesson. English, for example, is divided into lessons on comprehension, composition, grammar, vocabulary, and spelling. Similarly, mathematics is partitioned into lessons on computation, problem-solving, and mental mathematics.” (pp 16-17)

## **Outline of the Curriculum**

### **SABIS® English Language Arts Curricular Program**

English proficiency (reading, comprehension, verbal and written communication) is the foundation for progress in all academic subjects and will be reinforced for all students. Therefore, English courses are required of all students every year. The study of English Language Arts allows students to appreciate the various aspects of the language and recognize its importance for effective oral and written communication.

SABIS® believes that success in English, which is one of the core subjects, is fundamental to the success of students in all areas of their future lives. In the Lower School, therefore, we begin to formally build that necessary foundation to assure a love for and a mastery of the English language. These early years are critical ones in the academic process. English Language Arts instruction is a balanced approach to early literacy, engaging children in the study of worthwhile texts while using the literature as a powerful motivation for learning and connecting with phonics, vocabulary, grammar, spelling, writing, and reading for understanding. Classic and contemporary literature from worldwide cultures invites students to explore topics from a variety of perspectives.

### **SABIS® Mathematics Curricular Program**

The SABIS® approach in the teaching of mathematics goes far beyond application; students learn the theory and logic of each mathematical concept. The SABIS® mathematics program tackles three important issues: (1) Why each concept is true?; (2) How each concept works?; and, (3) For what each concept can be utilized? A key goal in the mathematics program is to place students in a course for which they have the requisite knowledge to succeed and in which they will be challenged to fully use their minds.

The SABIS® mathematics program is instrumental in preparing students for college, for application in other curriculum areas, and for success as members of society. The SABIS® mathematics philosophy is that all students can understand and use mathematics as long as the learning process prevents "gaps" from forming. Using the SABIS® Academic Monitoring System, the school can detect and fill the gaps as soon as they develop and before they can interfere with subsequent learning. As a result, students end up solving a variety of mathematical operations and applying mathematics in their everyday lives. Generally, mathematics at the Lower School level focuses on essential concepts of Arithmetic involving the four operations of addition, subtraction, multiplication, and division. Also, topics such as place value, fractions, decimals, metric and standard measurement, money, time, and geometry are taught in a sequential manner from one grade to the next, resulting in a solid mathematical foundation.

### **SABIS® Science Curricular Program**

Teaching students "how to do science" is the ultimate goal of the SABIS® science curriculum. Doing this properly requires that students begin with the simplest general science and build up to the more complex sciences. SABIS® science courses at different levels provide a variety of ways for students to learn the material taught, as well as the problem-solving skills and analytical thinking ability necessary to become scientifically literate individuals. Students start to apply science in everyday life through real life problems, whether in classroom exercises or on examinations, and through laboratory sessions where they relate course material to actual data. The Science Curriculum promotes scientific literacy in the classroom. The science curriculum offers an effective activity-based core science curriculum with two strands at each grade level: Life - Environmental Science, and Physical - Earth Science. Goals are reached through interpretation based on observation and evidence.

### **SABIS® Social Studies Curricular Program**

The SABIS® social studies program helps students develop a true understanding of the various societies of the world through an appreciation of differences as well as similarities. The SABIS® social studies curriculum includes diverse learning activities intended to teach students how to work effectively in groups and to think critically and creatively.

### **SABIS® World Language (Spanish) Curricular Program**

The world language program helps students attain proficiency in the language and gain an understanding of the history and culture of its people, starting in the elementary level. Faculty members will have native speaker fluency in the language they teach.

### **Other Program Areas**

SABIS® has a fully developed and operational K-12 curriculum and instructional system currently being implemented in private and public schools around the world, with each state or country imposing its own standards and expectations. To meet this challenge, SABIS® employs dozens of subject matter experts who constantly align the core SABIS® curriculum to the local, state or national standards. In addition to the program areas described above, SABIS® has curricular programs for fine arts, earth science, music, health education, and physical education. These will be provided upon request.

**Curriculum Alignment:** SABIS®' Academic Development Department, consisting of content specialists, has created curriculum alignment templates, unit plans and pacing charts in order to ensure that the two Massachusetts charter schools operated by SABIS® are in fact implementing an educational program that is aligned with Massachusetts standards and frameworks. Academic Quality Controllers at the schools work closely with SABIS® corporate staff to ensure that the SABIS® curriculum remains aligned to the State's Frameworks.

**Students who enter the school below grade level:** All new students will take a diagnostic test to measure actual grade level of performance. Students will be assigned to a level within their grade, although some may be assigned to a lower grade level if it is determined that the student is simply unable to perform at the grade level he or she is applying to enter into, with restriction of any applicable IEPs. We support a philosophy of inclusion. Teachers today face an increasingly broad range of learning needs in their classrooms: students who have differing abilities, unique learning styles, cultural or linguistic challenges, or disabilities. To allow for the effective education of all children, student assignment to the proper class level is essential. This is accomplished through careful diagnostic assessments and evaluations.

Massachusetts has established perhaps the nation's most rigorous and clear standards, as evidenced by state level performance on national and international assessments. With SABIS®-managed schools

outperforming the State in several upper grade levels, despite serving more low income students than the State, this is the clearest evidence the SABIS® curriculum has been aligned to State standards.

It's important to repeat that our vision is to deliver a high quality, college preparatory core curriculum carefully aligned with the State standards with effective methodology and instructional delivery to all of our students. Doing so will prepare them intellectually, morally, and socially to lead successful lives with the ability, discipline, and desire to make meaningful contributions to their communities, to society, and to our increasingly complex, interdependent global world.

Frequent testing is used to monitor progress in the attainment of objectives. The SABIS Academic Monitoring System® software has been specifically created to monitor attainment of objectives. Continuous feedback from this weekly testing is used by teachers and administrators to identify learning gaps as soon as they form, and to measure student, class and teacher performance. Having clear objectives, preventing the forming of gaps, coupled with filling pre-existing gaps, all help accelerate the learning process.

Through the carefully created planning and point-by-point teaching following a pacing chart, all students master the material and progress at the designated pace. Each separate point is taught to the class through presentation, explanation, examples and questions. Teachers lead the students in accomplishment of the first point before moving on to the next. The teacher re-teaches the point if necessary until all students demonstrate understanding through an exercise, and the point is checked off; the class then moves on to the next point.

#### **Instructional methods to be used in the school**

There are five categories of classroom strategies and teaching/learning interventions within the SABIS® System, which are designed to support the college preparatory educational philosophy: (1) General Instruction; (2) Cognitively Oriented Instruction; (3) Grouping Structures; (4) Tutoring/Peer Tutoring; and (5) Computer-Assisted Instruction. Due to page limits, each of these categories is only briefly described here.

**1. General Instruction Strategies:** SABIS® direct instruction incorporates theory into whole-class instruction and in multiple ways when supporting the educational philosophy for all students: (1) identifying and filling in gaps, (2) providing foundations, (3) helping students catch up to peers and (4) providing students with intensive learning and tutoring opportunities that lead to eventually being able to successfully deal with the appropriate grade-level work. A balanced approach between behaviorist and constructivist theories is used in SABIS® Pedagogy. The importance of the teach portion of the SABIS® *Teach-Practice-Check Cycle* concerns the quality of direct instruction as well as the emphasis on meaning and understanding in general instructional strategies. The Practice portion of the SABIS® *Teach-Practice-Check Cycle* considers implementation of the concepts that have been taught. The Check portion of the SABIS® *Teach-Practice-Check Cycle* brings assessment and evaluation to the demonstration of understanding by the students.

SABIS® teachers are required to incorporate direct strategy instruction but also honor student context by carefully considering *what* is to be explicitly taught. Teachers also consider *how* to capitalize on life experiences and discovery when presenting the information in the teach portion, as well as designing their questions for the practice portion of SABIS® *Teach-Practice-Check Cycle*.

The SABIS Point System® of Instruction incorporates theories about both behaviorism and constructivism into the SABIS® *Teach-Practice-Check Cycle*. Behaviorism addresses stimulus, response, and operant conditioning. Teaching uses these concepts to present information, engage students, and reward learning. Constructivism is based on the assumption that each student “constructs” knowledge

rather than receiving it from others. Constructivism encourages students to come to their own understanding of the concept or knowledge at hand. Constructivist approaches to instruction typically consist of: (1) teachers facilitating the discovery of information, (2) experiences where students are engaged in collaborative learning activities aimed at the co-construction of meaning, and (3) the teaching and learning processes are reciprocal and collaborative.

During the Teach portion of the SABIS® Teach-Practice-Check Cycle, a teacher records a concept to be taught on the board in a classroom. During the *Practice* portion of the cycle, each student constructs a written answer to demonstrate implementation of the concept that has been taught by the teacher. During the *Check* portion of the cycle, prefects and teachers measure the discrepancies between performance and mastery. If discrepancies are large, teachers repeat the teaching process. If mastery has been achieved, then teachers move to the next point in instruction. The evaluation of having reached mastery is a reward in the sense of operational conditioning in the theory of behaviorism.

**2. Cognitively Oriented Instruction:** Cognitively Oriented Instruction is instruction designed to help students improve the quality of their thinking, become independent lifelong learners, and develop proficiency at accomplishing complex, higher order, and academic tasks. Students become more developed and skillful as they advance in age and proficiency, but not all at the same rate. Effective SABIS® lesson planning also considers the stages of cognitive development related to maturation about how students receive instruction from teachers and demonstrate learning.

**3. Grouping Structure Strategies:** Grouping structure strategies advocate grouping students in a classroom to deliver instruction. Historically, the most common way of grouping students was by having levels of ability separated into classes with the goal of focusing instruction on the needs of a homogenous classroom. We will employ several techniques to take advantage of the effectiveness of applying group dynamics to the teaching/learning process. The school staff will carefully consider multiple factors when grouping students, including: (1) the quality of information used to select Prefects and group members; (2) clarity of instructions and directions given to students; (3) the level and quality of interaction that exists between and among the group members and Prefects; (4) the helping behaviors of the students; (5) the training of staff and students in working in groups and/or with their classmates, and (6) the length of time that students work with others. Tracking students means permanently assigning students to classes based on a single assessment of ability. SABIS® does not believe in tracking students.

**4. Tutoring/Peer Tutoring Instruction Strategies:** Tutoring is an important pedagogical activity of the SABIS Student Life Organization® (SLO™) within each school. The School Director, Academic Quality Controller (AQC), and SABIS Student Life Organization® Coordinator collaborate interdependently to assign teaching staff to tutoring activities. Attention is given to the diagnostic and prescriptive aspects of the tutoring activities. Tutors are given detailed, timely, written and verbal feedback from both instructional and SLO™ staff using performance data disaggregated for each student needing tutoring. The SLO™ Coordinator and AQC are closely involved in coordinating, scheduling, and monitoring peer tutoring activities in the school. This involves generating and reviewing the appropriate individual student performance reports; assigning students to peer tutoring activities; training the students on their role as both tutor and tutee; preparing instructional materials to be used; preparing assessment materials to be given to the students; and monitoring the tutoring sessions. This type of peer tutoring that is part of an overall school plan is successful when it is linked to classroom instruction.

**5. Computer-Assisted Instruction (CAI):** The question regarding Computer-Assisted Instruction (CAI) is no longer whether educators or schools should use computer-assisted instruction; it has become *how* students should spend their time with computers. In the SABIS® system, the SABIS Academic Monitoring System® (AMST™) testing program, particularly the automated exam correction and tutorial modules,



employs many Computer Assisted Instruction strategies. In addition, the SABIS® School Monitoring Systems (SSMS) incorporates multiple, specific CAI characteristics that contribute to learning.

As the school develops, a SABIS® Integrated Testing and Learning (ITL®) System allows learning to be combined with testing, thereby providing immediate feedback and learning opportunities through seamlessly integrating testing and learning activities. Using the review/retake utility of ITL® exams, students who have wrong answers can navigate through sections of the book that cover those topics of the questions that were incorrectly answered, go through a few examples, view solved examples of similar questions, and then try again. Students who scored 100% on an ITL® test, either their first or second time around, and have time remaining during their exam period may choose the third part of the ITL® exam, the challenging questions utility, where advanced skills in particular areas are presented. The challenging questions are typically difficult, brain stimulating, entertaining math riddles that relate to the material in the exam.

### **Evidence educational philosophy is effective**

Springfield's students are not unlike students in other struggling districts across the country where SABIS® has launched and operated successful charter schools. The SABIS® program's emphasis on structured learning, frequent diagnostic testing, and high academic and behavioral standards has proven successful in challenging districts like Flint, Michigan, Cincinnati, Ohio, Holyoke and Springfield, Massachusetts, and New Orleans, Louisiana. Struggling or underperforming districts are not in that condition because the students are unable to learn. Schools and districts are not failing because the students choose not to learn.

For example, in Springfield, Massachusetts, the SABIS International Charter School, which opened in 1995, has **graduated 100% of its seniors for ten consecutive years, with 100% accepted to college**. Diversity is an asset to the student body with over 60% being students of color. In 2008, this school had the 10<sup>th</sup> highest graduation rate in Massachusetts out of 284 public high schools. SABIS International was recognized as a top American High School by *U.S. News & World Report* in 2008 and 2009 and by *Newsweek Magazine* in 2007. More importantly, SABIS International has effectively **closed the achievement gap** between its black, Hispanic and white students, as well as between its low-income and non-low-income students. (Please refer to **Appendix 1** for SABIS International's 2009-10 Annual Report for the most recent performance data.)

Similarly, the International Academy of Flint, in Michigan, which opened in 1999, has **graduated 100% of its seniors for six consecutive years, and 100% of its graduates have been accepted into public and private colleges and universities**. This K-12 school, which serves 1,100 students, of whom over 80% low income and 86% are minority, has been recognized as a top American High School by *U.S. News & World Report* in 2007, 2008 and 2009.

In 2010, the graduates of the three SABIS® high schools in the US (two charters and one private) earned over \$1.4 million in academic scholarships. This record of accomplishment has been repeated in cities and countries around the world where SABIS® has established a stellar reputation of not only preparing its graduates for college, but also getting them accepted to some of the world's top post-secondary institutions.

The SABIS® educational system works exceptionally well with students very much similar to those in the Springfield precisely because it is a system built to succeed. The track-record of success at SABIS International in Springfield, and elsewhere, starts with the belief that all students can learn and achieve high academic standards, provided gaps in their knowledge are closed. The board of trustees and SABIS® believe that an international college preparatory core curriculum carefully aligned with state standards, combined with a coherent methodology and instructional delivery system, and integrated assessment system providing constant (weekly) feedback, will achieve great success.

**Staffing:** Assembling the right faculty and administrative team is vital for success. Therefore, the board of trustees will delegate all personnel functions to its education provider, SABIS®, and the school's Director. These include the selection, hiring, training, evaluation and supervision of staff. Job positions, roles and responsibilities will be determined by SABIS® and the school's administrative team. SABIS® will implement its well-established personnel policies and procedures, evaluation protocols, performance reviews, and policies for compensating and terminating staff. These policies, which are approved by the board before going into effect, are based on decades of experience in operating effective schools worldwide. High quality teaching within a healthy, collaborative environment is essential for high quality student learning. The administrative team – whether it is the Director, Academic Quality Controller(s) or Head of Departments – will play an important role in creating the kind of professional working environment and healthy interaction that support teacher growth and student learning. Collaboration among staff is essential for achieving high student and staff performance goals.

Effective teachers know how to teach their students at the instructional level appropriate for them. Effective SABIS® teachers consistently use the SABIS Point System® methodology, and scaffold their students' learning as they consistently monitor student performance throughout the Academic Cycle. Effective teachers also re-teach skills if their observations and assessments indicate that students had difficulty with particular concepts. Great teachers recognize that re-teaching the concept(s) may mean presenting the skill in a new manner with different cues.

Highly accomplished teachers have well-established classroom routines and procedures for handling behavior problems; quick yet clear, smooth transitions; high instructional density with all students engaged in the learning; show evidence of careful, thoughtful lesson planning and delivery; maintain a clear focus on the daily objectives and points, and make appropriate, frequent use of praise and feedback. Expert teachers understand that excellent classroom management and careful lesson planning are strongly linked to higher levels of student learning and academic learning time (time-on-task). They are consistently well prepared and follow predictable patterns of behavior and activities.

**Teacher Evaluation:** A teacher's knowledge of subject matter is critical if students are going to achieve high standards. Teachers who possess a deep knowledge of the subject matter are able to teach more effectively in the classroom. Teachers cannot teach what they do not know well. Therefore, an ideal teacher has sound subject knowledge combined with the ability to motivate students and instill them with a love for learning. They are: hard working; conscientious; flexible; cooperative; polite; tolerant of differences in beliefs and customs; positive in attitude and outlook; have an amiable disposition; and get outstanding student performance results. Teachers will be evaluated according to predetermined, measurable criteria focused on: 1) Practices effective classroom management; 2) uses the SABIS Point System® effectively and consistently; 3) teaches for learning; and 4), maintains high standards of professionalism.

**Administrative Staff Evaluation:** Annual administrator evaluations are performed by the Director, using an evaluation rubric provided by SABIS®. The Director is evaluated directly by SABIS® as well as the board of trustees.

**Professional development:** All staff will receive intensive pre-opening training on the SABIS® system. This training will occur over a two-week period immediately preceding school opening. Ongoing training will be repeated, although in a more focused and less extensive fashion, during the school year. Professional development opportunities are provided to teachers, administrators, and other personnel as an ongoing part of the SABIS® program. During training sessions, staff will become familiar with the SABIS® curriculum, pacing charts, teaching methods, the assessment program, classroom management,

reporting student performance, student behavior management and discipline, and general policies and procedures typical of a SABIS® school.

Opportunities for staff development and career advancement are important toward supporting professionalism and increasing the collective technical expertise at the charter school. Staff will have access to SABIS® Careers, a careers website facilitating worldwide staff recruiting. There will be opportunities through videoconference to observe classrooms with other SABIS® schools within the network and to videoconference with SABIS® program content area experts. Professional development activities will also offered in-school throughout the year; participate in targeted training on various topics provided at faculty meetings; attend workshops presented by SABIS® and non-SABIS® staff. Annual SABIS® conferences are organized nationally for the key school administrators, such as School Directors, Business Managers, Academic Quality Controllers, Student Life Coordinators, and IT specialists. These “train the trainer” sessions enable staff within those key leadership positions to interact with and learn from their peers in other SABIS® schools.

### ***C. ASSESSMENT SYSTEM***

Student assessment is a major component of the SABIS® education system. All SABIS®-managed schools employ data-driven decision-making, using a variety of internal and external assessments to measure student progress and to ensure the goals of a lesson, a unit, or a class are reached. Assessments are used not only for assessing students but also for assessing educators. The frequency of these evaluation tools will provide the students, parents, teachers, administrators, SABIS® staff, and the board with valuable *real-time* information that will be used to inform decision-making at all levels.

Continuous evaluation of student learning is an integral part of the SABIS® educational model and will be fully embraced by our charter school. Those concepts and skills that students should master are carefully selected for a SABIS®-managed school. Teachers teach these concepts according to a set time plan and sequence, as delineated by the SABIS® Pacing Charts. Frequent testing is used to monitor progress toward attainment of the objectives. The SABIS School Monitoring System™ is software specifically created to monitor student learning progress. Continuous feedback from this testing is used by teachers and administrators to detect learning gaps as soon as they form, and fill those gaps before new concepts are taught.

SABIS® has developed a patented testing program that assesses what students are learning. The program incorporates weekly testing in the form of SABIS Academic Monitoring System® (AMS™) test as well Periodic Exams for both the lower and upper school levels. Students receive final examinations at the end of each term for all grades. These assessments will enable the faculty to identify each student’s strength and weakness and design and implement intervention strategies for them. Test results also serve as opportunities for teachers and administrators to monitor the overall progress of the school and evaluate the effectiveness of the program, adapt instructional approaches, and establish new goals and expectations to better serve students. Students who demonstrate mastery of the particular skills and knowledge tested move along with the curriculum. Those who do not demonstrate mastery will receive additional assistance to address their particular learning gaps. Concepts that are not learned will be re-taught and re-tested, especially if they are “essential” concepts. Student progress is continuously followed, and extra support is provided when needed.

A number of strategies are used to help close gaps in student knowledge and achievement. They may receive extra attention or tutoring from their teachers, attend Saturday classes or after school programming, and lastly, they may be assigned on a short or long-term basis to Intensive classes where specific student needs are addressed in a smaller group setting. The following tests are used to monitor student progress: SABIS® Diagnostic Test Profile(s); Standardized Test for the Assessment (STAR) of

Reading & Math Batteries; Massachusetts Comprehensive Assessment System (MCAS) Tests; ITBS; SABIS® Periodic Tests , End-of-Term Tests and Final Exams; and, SABIS Academic Monitoring System® Assessments.

A testing calendar will be developed that covers each academic year, by month and day/date showing which type of test is administered and when. The exam schedule is set for each term based on criteria that determines the number of tests per subject and sub-subject. The pacing of exams is correlated to the pacing charts. SABIS® provides many opportunities that permit reliable and prompt assessment of student knowledge, which allow for timely and effective interventions to eliminate continued difficulties and maximize efficient teaching and effective learning. Administrators and teachers will receive highly sophisticated, computerized weekly reports of student AMS™ results, containing information that analyzes whether students are ready to advance to new material, whether teachers need to re-teach certain concepts, or whether some students need tutoring, or more comprehensive interventions. The SABIS® School Monitoring System (SSMS) also provides valuable data regarding the school’s overall quality of the teaching, learning, and assessment processes, pinpointing problem areas in a timely manner for the local school, regional and corporate staff to address.

SABIS® Program Coordinators carefully develop the kinds of questions and topics to be included in the various SABIS® Test Banks and work closely with the SABIS® Test Writers to align the SABIS® curriculum to State standards and benchmarks. This alignment enables the internal assessment program used at the school to serve as a barometer for future performance on state-mandated tests. The table that follows summarizes how the AMS™ feedback process works in SABIS®-managed schools.

<b>How AMS™ Testing Data is Used and Evaluated</b>
AQCs/HODs and teachers receive SSMS reports (ACAD and AMS™) showing student performance results. Directors often also receive the same or comparable information from the periodic and AMS™ assessments.
AQCs/HODs meet with the grade level teams of teachers, or the members of the appropriate department, and discuss the results.
Pacing and the delivery of the instruction are discussed including what were the objectives and points of those classes that were to be mastered by the students.
Determination is made whether mastery was achieved. Data is used to determine whether the whole class needs additional re-teaching or if specific students need special assistance/intervention.
Re-teach material to whole class, and/or Provide enrichment activities, and/or Provide remedial or tutorial activities during school, after school, or during “Saturday Academy” by teachers or peers in collaboration with Student Life Organization™
Teachers include periodic re-teaching and maintenance activities as indicated by the Pacing Chart to ensure that skills already taught are retained.
AQCs and Directors visit classrooms to monitor progress of individual students and classes.

Periodic Testing Program tests are comprehensive and designed to cover the material that has been taught over a longer period of time, usually 2 to 4 weeks. Periodic Tests are cumulative, assessing recent knowledge as well as long-term retention. The test format may include some objective (multiple-choice, true/false, matching) questions as well as fill-in-the-blank, short answer, open-response, and essay items. The number of Periodic Tests given during a term is generally determined by the number of periods that the subject is taught per week. The Periodic Tests assess depth of knowledge and critical thinking. They often require writing and synthesizing on the part of the students. These tests help train students to focus and concentrate for sustained, extended periods of time. They also require students to show their work by demonstrating their thinking, and their ability to organize their thoughts.

End-of-Term Exams at the end of terms one and two assess mastery of the material taught in that particular term. End-of-term Exams include matching, true/false, multiple choice, fill-in-the-blank, short answer, open response and essay questions. End-of-Year Final Exams, given at the end of Term 3 measure a student's achievement over the course of the entire academic year.

At the heart of monitoring, assessment and evaluation, one ideally finds accountability. Accountability means holding individuals and groups responsible for outcomes through systematic collection and evaluation, and reporting of reliable data (information). Student learning is assessed at various important stages of the learning process, beginning with pre-tests to establish baseline data and post- tests to measure growth or progress over time. Diagnostic tests are used to diagnose a new student's academic level. Standardized, norm-referenced achievement tests, are used to compare students to their peers in the local district or across the nation. SABIS® Periodic and Academic Monitoring System® (AMST™) tests are used by administrators and teachers to monitor, in *real-time*, weekly performance of individual students and entire classrooms. Computer based examinations (SABIS® Integrated Testing and Learning Exams), STAR math tests, STAR reading tests together in association with a vigorous Accelerated Reading Program, also provide school leaders with valuable data.

Teachers will meet weekly in grade level teams with the Academic Quality Controller to be sure their curricula are aligned with each other, to review student performance data, and to share information about lessons that are effective or that need improvement as the pacing charts are implemented.

SABIS® has well established performance, promotion, and graduation standards. The proficiency levels within the SABIS® model have been established with great care in order to ensure the proper placement of students and maximize efficiency in teaching and acceleration in learning. Promotion to the next level is not automatic but depends entirely on the mastery of essential concepts in the curriculum. Some courses are given more academic weight than others in grading the term and year-end average on student report cards. English, math, and world language are weighted most heavily, followed closely by science and history. Grading averages and reports are produced not by the teacher but by the administration via computer system. The predominant reliance on testing as an assessment of student learning, and the calculation of end-of-year grades, are unique to SABIS®. Grading is based entirely on knowledge acquired and demonstrated by weekly or end-of-term testing. The common practice of including classroom participation, attitude, diligence, and homework in calculating grades is not a practice used in SABIS®-managed schools. Thus, colleges and universities can be assured that upon graduation students' grades are not inflated. A student who does not truly know the subject does not receive a higher grade because of effort.

As the school expands into high school grade levels, the board will adopt the SABIS® graduation standards, which are based on the demonstration of complete mastery of essential concepts for required courses up to 12<sup>th</sup> grade. Earning a high school diploma involves hard work and commitment. A diploma should mean something. It should mean not just that students earned certain requirements, but also that they are better prepared to become responsible citizens, to contribute to their own economic well-being and to that of their families and community, and to enjoy productive and satisfying lives.

#### ***D. SCHOOL CHARACTERISTICS***

Springfield Preparatory will start with grades 5-7, with an enrollment of 392 students, and will add a grade each year until reaching grades 5-12. We anticipate enrolling a diverse student population that reflects the school district's make-up. The school will comply with state requirements for the minimum number of days and hours open and will operate minimally for 180 days a year. The first day of school has not been chosen, although the school's calendar will mirror the local district's calendar and schedule as much as possible. The school will ensure elementary students receive a minimum of 900 hours per

school year of structured learning time, as defined in 603 CMR 27.00. As the school expands to serve secondary students, it will ensure that every secondary school student receives a minimum of 990 hours per school year of structured learning time. Structured learning time will not include the time spent at school “breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs,” (603 CMR 27.02).

Teaching and non-teaching staff would receive training two weeks prior to the start of school to allow time for planning, training, preparation of the facilities and preparation of curriculum and materials. Diagnostic tests will be administered to all students during the first week of school, along with the STAR reading and math tests and any other standardized testing mutually agreed upon by SABIS® and school staff. Second term exams will take place approximately during the first week of March. The third term starts the second week of March and ends after the conclusion of the End-of-Year Exams which occur in June. Two weeks prior to the first day of class, parents will receive mailings containing information about the school policies and procedures. The week prior to the first day of class, the school will host a “Meet your Teacher” event.

The regular school day will start at 8:00 a.m. and end at 3:30 p.m. (although the final schedule will depend on the local district’s schedule). The school will offer fee-based before- and after-school programs, enabling working parents to drop students off prior to the start of the school day, and pick them up after the school has closed. A specific schedule for these extended day programs will be established prior to school opening. Following is a sample daily schedule:

8:00am – 8:10am	Homeroom	11:53am – 12:53pm	Lunch and SABIS®
8:12am – 9:02am	Period 1	Student Life®	
9:04am – 9:54am	Period 2	12:55pm – 1:45pm	Period 5
9:54am – 10:04am	Morning Break	1:47pm – 2:35pm	Period 6
10:04am – 10:54am	Period 3	2:37pm – 3:25pm	Period 7
10:56am – 11:51am	Period 4	3:25pm – 3:30pm	Homeroom/Dismissal

SABIS® will determine the subject distribution, but typically, a start-up school schedules mathematics and English 7 periods per week with 5 periods of world language instruction per week. This may vary depending upon the needs of the student population and the results of the diagnostic tests. At the elementary grade levels students may have class teachers who teach all the core subjects except for second languages, music, art, physical education, and computer skills. However, all other teachers are considered subject area specialists and expected to teach multiple levels within their range of competence.

**A day in the life of a typical student**

Student arrives at 7:50am. Students go to the school playground at 7:50am where they will gather, along with their classmates, to be picked up by their teacher to go to their homeroom. In inclement weather, they would instead have gone to the school’s cafeteria or gym. By 7:55am, they arrive in homeroom, along with their teacher and classmates. The students would start the homeroom time by reporting their attendance. Students get prepared for their first period. This includes: materials and books. They are checked for dress code compliance.

Period 1 begins, and the learning day takes off. Students have a maximum of 7 learning periods per day, and one student life period per day. They will have a ten-minute morning recess break to refresh and to snack. The daily student life period begins immediately after lunch. Each student is automatically a member of the student life organization, and is therefore either involved in student life as a participant or as a contributor during the dedicated student life period. As a contributor, a student may tutor a peer in Math. As a participant, a student may report to the chess club for practice.

The day concludes with a homeroom period where the students prepare to go home with all the necessary materials, such as: the completely-filled student diary, books, and materials. The students also make sure that they leave the classroom in neat and organized. Students that do not go home immediately after the school day is over, report to the extended day program.

The SABIS® Academic Operations Division has specific paths for classes in the Lower and Upper Schools. Students can be in a regular class, or in accelerated, intensives, or special education classes, depending on identified need. Students who are struggling academically will receive tutoring or remedial services. A peer tutor may be a student in the same grade or higher. Peer tutors will be assigned the material to work on with their assigned students.

### **Parent Involvement**

We value parental involvement as a key ingredient for success. Parents will be asked to sign a “Contract of Responsibilities” which outlines expectations for participation, as well as detailing ways in which parents can assist their children at home and ensure they arrive at school on time, in uniform, and prepared to learn. The school will have an active Parent Connection organization to provide parents with multiple formal opportunities to become involved in the school.

## ***E. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES***

As a public charter school, Springfield Prep will enroll students through a lottery process. We anticipate and will be prepared to enroll students with diverse learning needs including limited English proficient students and students with disabilities, all of whom will be provided with full and meaningful access to the general educational curriculum. Our school’s general education classroom will reflect the SABIS® model and will to be an environment that is responsive to the educational needs of all children, accommodating their needs to the maximum extent appropriate. A continuum of services will be available through the school so all students can participate fully in the school’s educational goals and mission as described in the charter. Our school’s programs and services, and how they will be implemented, will be based on best practices developed by SABIS®.

All students with Individualized Educational Plans (IEPs) will receive the service required by their existing IEP. Tutoring, Intensives Program, and specialized support services will be provided by school staff and/or consultants, as needed. With appropriate support and training from SABIS®, teachers will be expected to develop ways to meet the needs of all children in the regular classroom, to the maximum extent possible. Students with special needs will be educated with non-disabled students through a combination of a) direct service by full-time special education staff, b) use of available local school district services, if applicable, and, c) contracted services of outside private organizations.

The founding board holds the belief that all students, regardless of family background, income, race, religion, disability, gender, or health can and will learn. We will provide comprehensive special education services to all eligible students in accordance with state and federal regulations, including Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act (NCLB), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Family Education Rights and Privacy Act (FERPA). We are committed to making the rigorous college-preparatory curriculum accessible to all students in an inclusive environment so that all students will reach the goal of acceptance to college as stated in our mission.

In fulfilling its responsibility to implement an IEP, the school will provide instruction, equipment and other supplementary aides, as well as the services of outside specialists such as speech or physical therapists, as specified in the IEP. Students with disabilities will be integrated into the classroom as much

as is feasible, embracing the principles of “least restrictive environment” and “free appropriate public education.”

The school’s full-time Special Education Coordinator will oversee the implementation of special education services and supervise staff, and have responsibility for the administration of special education programs, including teacher training, and the management of independent contractors. Teachers and staff will receive training to identify students suspected of needing a referral for evaluation. The SABIS® AMS tests enables the school’s AQC to also monitor a student’s weekly progress, and if necessary, refer the student for evaluation. Clear policies and procedures will be implemented, as per state and federal laws and regulations, to guide school staff through the Pre-referral process, Assessment, Development of the IEP, and Re-Evaluation of IEP.

The SABIS® program offers various opportunities to students with special needs. Through testing, identifying, and filling learning gaps a student may overcome some of their learning gaps. At-risk students who have been left behind because certain learning gaps were not detected and corrected in time will benefit from the regular and frequent diagnostic tests. Their frustration will often turn into pride in accomplishment, confidence, well-deserved self-esteem, and satisfaction.

### **English Language Learners (ELL)**

We will offer a longer school day, which will greatly benefit English Language Learners (ELL). The school will be in session for approximately 75 minutes longer each day than most local schools. English and math will be taught for 7 periods weekly. The school’s curriculum provides all students with over two hours of instruction in reading, writing and speaking the English language on a daily basis. This additional time will be critical for those students learning the English language. To the extent feasible, we will implement a structured English immersion program for ELL students, in which all curriculum materials and instruction are in English.

Given the district’s cultural, racial and ethnic diversity, we anticipate Springfield Preparatory will enroll a significant number of English Language Learners. The school will of course comply with all applicable laws and regulations pertaining to the education of ELL students, specifically regulation 603 CMR 14.00. Students with limited English proficiency are placed in an Intensive English Immersion program. The school will comply with federal and state laws requiring that LEP students be assessed annually to measure their proficiency, as well as the progress they are making in learning English. This includes participating in the Massachusetts English Proficiency Assessment (MEPA), which consists of two assessments: Massachusetts English Proficiency Assessment-R/W (MEPA-R/W) assesses LEP students’ proficiency in reading and writing, and Massachusetts English Proficiency Assessment-Oral (MELA-O) assesses LEP students’ proficiency in listening (comprehension) and speaking (production).

**Nutrition Program:** The school will adhere to all federal regulations and guidelines regarding school lunch and nutrition programs. Breakfast will be provided to all students. The school will hire qualified food service staff to administer the food service program. All students will fill out a federal family income form during enrollment and the school will use the form to determine the number of students in the free and reduced lunch program. Prior to opening we will enter into a contract with a qualified local food service provider, and may seek to contract with the local school system for food service, which has been successfully done in other districts by SABIS®-managed schools.

**Student health needs, counseling/outreach services:** The school will comply with all state Department of Health requirements and laws to develop a School Health Plan and Medications Administration Plan. The school will hire a nurse to satisfy basic health needs such as administering approved medicine, provide basic medical care, health screenings (vision, hearing, postural), ensure all health/immunization records are up-to-date, and maintain records related to these responsibilities. The nurse will also care for



students injured at the school. The school will also provide health education using the state frameworks as a guide. School staff will conduct counseling and outreach programs to ensure students make full use of the services provided. A local physician will be engaged to supervise the administration of medicines.

### III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?

#### *A. CAPACITY*

The founding group came together under a common goal and vision to provide school-aged children in Springfield with a world-class educational program that promotes academic excellence, high expectations, and accessibility to college. Our founding board consists of members with long and deep roots in our community. Each holds the belief that improving public education is critical for our community's ability to remain competitive and to prosper. The founding members have strong professional skills and expertise in education (at all levels), managing and operating non-profit organizations, as well as business and finance expertise. Founders share a commitment to education reform and to the principle that competition within public education will lead to increased school and student performance. (See **Appendix 2** for resumes.)

The group came together after a series of meetings held at Springfield Technical Community College where college officials and participants discussed ways to create a greater role for the college in offering Springfield students an opportunity to take college level courses. The college's desire to serve the community led to the eventual formation of the board and discussions with representatives of SABIS®. Participants in these meetings resolved to replicate the successful SABIS® program after carefully reviewing the SABIS® approach to education and its commitment to preparing all students for admission to college and after review of its 10-year track record of 100% acceptance to college by SABIS® graduates. The group is united in the desire to apply for a charter to establish a rigorous college preparatory charter school serving a diverse student body. The group intends to locate the school in the city center, which has a significant percentage of disadvantaged and underserved students.

The founding group intends to replicate the successful college preparatory SABIS International Charter School in Springfield. Board members continue to meet, plan, coordinate and prepare in person and by e-mail for preparation of the prospectus, and will do the same with the final application, and ultimately the preparations for fall 2011 opening if awarded a charter. The founding group currently consists of seven members. The founding board does not include the proposed school leader or any other position at the school. The founders meet the Department's criteria for experience and qualifications, such as:

- have the experience and qualifications necessary to implement the proposal;
- demonstrate the capacity to found and sustain an excellent charter school;
- can manage public funds effectively and responsibly;
- include members who possess skills and experience in areas such as education, management, finance, development, and law; and
- have tangible ties to and broad and diverse representation from the community(ies) the school will serve.

#### **Founding board of trustees consists of the following community residents:**

**Brian Corridan**, Chairman of the Founding Board of Trustees

Mr. Corridan is the President and CEO of Corridan & Co., a privately owned full service investment firm focusing on all aspects of brokerage and financial services for individual clients, retirement funds and small institutions. He is publicly recognized for his expertise in the banking and financial services

industry. A graduate of Stonehill College and a former officer in the U.S. Navy, Mr. Corridan is a resident of Springfield and has a long record of service on numerous boards. He currently serves as a director of the WestMass Development Corporation as well as the Mass State College Building Authority and sits on the Baystate Health System Investment Committee.

Mr. Corridan previously served as a trustee of Springfield Technical Community College for 10 years and was Chairman of the Board for 7 of those years. He was one of the founders of the STCC Technology Park and served as its Chairman for 12 years. He is formerly a trustee of the College of Our Lady of the Elms and Baystate Medical Center and for 18 years was a director of the North End Community Center which sponsored after school and summer programs for minority youths. Active in the community, Brian Corridan is well known as the television co-host of the Holyoke St. Patrick's Parade.

**John Delaney, Founding Board Member**

Mr. Delaney is a Sergeant in the Springfield Police Department where he is the Executive Aide to the Springfield Police Commissioner and Public Information Officer for the department handling both the media and community relations. A lifelong resident of Springfield, he is a soccer coach for the Springfield Police Youth Athletic League and a certified high school soccer referee. Sgt. Delaney is a parent of a graduate of SABIS International Charter School and has two daughters attending Springfield Public Schools and a young son who is about to attend.

**Heidi M. Glickman, PhD Founding Board Member**

Dr. Glickman is Assistant Vice President for Human Resources & Executive Development for MassMutual Financial Group. She currently oversees talent management for MassMutual Financial Group. Prior to joining MassMutual in January 2007, she grew and led the executive development function at Wal-Mart Stores, Inc. since 2002. Prior experiences also include consulting, specializing in leadership development and various roles in higher education administration. Heidi is a contributor to the book, *Executive Coaching for Results*; and has served as a presenter and panelist at numerous professional conferences.

**Don Moorehouse, Founding Board Member**

Mr. Moorehouse is a native of Springfield and lifelong resident of Western Massachusetts, and currently serves as the Director of Strategic Sales and Marketing for Entercom New England, handling local branding and sponsorship for Red Sox radio broadcasts. He is a longtime member of the local media having hosted a daily radio program on WRNX, 100.9 FM for six years and is in his 18th year as a columnist and entertainment writer for the Springfield Republican. In that capacity, he worked closely with the city's Business Improvement District to develop entertainment programming to drive traffic to the downtown area. That effort led to the weekly CityBlock Summer Concert series which is now in its 10th year. After serving for 12 years as a youth hockey coach in Springfield, he launched The Hockey Project in 2008, a non-profit organization that takes at risk kids in the city of Springfield and brings them on the ice, teaching life skills and promoting academic achievement through the game of hockey. He currently resides in Westfield with my wife and 3 boys.

**Cheryl Stanley, Ed. D, Founding Board Member**

Dr. Stanley is the Dean of the School of Education at Westfield State College. She is a resident of Springfield and a graduate of Springfield Public Schools. She earned her BA from Spelman College, her MA from George Washington University and her Ed. D. from UMASS-Amherst. She has been worked at Westfield State since 1993 and has held numerous positions within the School of Education. Major responsibilities include teaching undergraduate, post baccalaureate and graduate courses in classroom management, curriculum development and planning and program modification. She also supervises student teaching practica. She coordinates pre-practicum placements for courses with a field experience requirement in public and private schools. She oversees the early childhood program at the

undergraduate, postbac, and graduate level, advises approximately 100 undergraduate and graduate Early Childhood and Elementary majors, prepares and currently evaluates Comprehensive Exams for Master candidates.

**Michael J. Suzor**, Founding Board Member

Mr. Suzor is the Assistant to the President, Springfield Technical Community College. He was born and raised in Springfield and currently resides in Longmeadow. He attended Springfield parochial grammar and high schools, Holy Cross College and Columbia University graduate school. He has worked in higher education at STCC for 13 years (5 years in the '70's and nearly 8 years since late 2002, currently serving as the Assistant to the President). He has successfully started and sold two businesses, one in the '80's and one in the 90's, both of which still exist. He serves or has served on the boards of the Springfield Chamber of Commerce, the Hartford/Springfield Economic Partnership, Springfield FutureWorks Career Center (about to be appointed), Springfield's Homes Within Reach for the Homeless, the Precision Manufacturing Regional Alliance Project (PMRAP), the Longmeadow Business Study Group, the A Better Chance (ABC) House of Longmeadow, Glenmeadow Retirement Community, Cathedral High School Advisory Board of Trustees, and the Longmeadow Educational Enrichment Foundation (LEEF), among others.

**Kimberly Williams**, Founding Board Member

Ms. Williams works as a Diversity Specialist in the Office of Diversity at Baystate Health. Ms. Williams is a corporate human resource professional with an MBA in Human Resource Management from Syracuse University and 14+ years of varied HR experience. The majority of her career has been focused on talent acquisition and development with a focus on diversity. Ms. Williams has participated in, planned and facilitated events serving hundreds of attendees for corporate and non-profit concerns. They include the following: National Black MBA Association; A Better Chance, Inc.; American Express Company; Dunbar Community Center; Goldman Sachs & Co.; INROADS; JP Morgan; Sponsors for Educational Opportunities; The Urban League of Springfield, Inc. Ms. Williams has done consultative work with Goldman, Sachs & Co., Praxair, The City of Springfield, Massachusetts, and The Martin Luther King, Jr. Community Center and is the recent past Director of Development and Organizational Positioning for the Urban League of Springfield, Inc. She has worked as an Adjunct Faculty at Holyoke Community College and has recently been engaged to teach Career Enhancement for the Baypath College One-Day program. She has been an invited speaker on the topics of personal and professional development and diversity. Williams is a member and executive officer of the Greater Springfield Chapter of the Links, Inc., the President of the MacDuffie School alumni association and a lifetime member of the National Black MBA Association. She's the founder of Next Level Development, an organization dedicated to promoting the career and personal development of women and people of color.

## ***B. SCHOOL GOVERNANCE***

The founding board members recognize that the charter is a public school, governed by applicable state and federal laws, and that the board of trustees is a “body politic” and governmental entity of the state. As such, we acknowledge that public charter schools must meet a number of legal requirements set forth by the Commonwealth of Massachusetts. The board will participate in formal trainings conducted by an attorney knowledgeable of public school laws and other laws related to public entities, as well as participate in training provided by an expert in effective board governance. The board intends to adhere to many of the requirements outlined in the *Charter School Administrative and Governance Guide: An Overview of the Laws and Regulations that Boards of Trustees and School Leaders Need to Know*.

Board members recognize that an effective board of trustees defines the mission of the school, develops school policies and changes them when appropriate. By contracting with SABIS® to manage the school's

day-to-day operations, the board will delegate to SABIS® the responsibility of hiring qualified personnel, and will in turn hold SABIS® accountable for meeting established goals. The board, together with SABIS®, will formulate a long-range plan and charter school accountability plan that will ensure the school's continued stability. In addition to its many other responsibilities, the board will ensure that the school is complying with all of the state and federal laws that apply to the school and will ensure the board itself is operating in accordance with the rules set out by all applicable Massachusetts laws and regulations. Finally, the board will be responsible for operating the school in accordance with its charter and with any approved amendments to its charter.

**Organizational Chart and Reporting Structure.** The school will be governed by its board of trustees, which will be responsible for setting all school policy; approving the annual school budget; engaging an independent auditor to perform the annual fiscal audit; approving the school's annual report and all related financial statements; approving all student expulsions; handling complaints; and overseeing the management and operation of the school by SABIS®. The board will delegate all day-to-day operational responsibilities to SABIS® and the School Director. The School Director will be responsible for setting the daily schedule, making personnel decisions, supervising staff, implementing the SABIS® curriculum and disciplining students. SABIS®, as the board's agent, is responsible for the daily management and operation of the school in accordance with the management contract between SABIS® and the board, and in accordance with the charter, as well as applicable state and federal laws. A protocol for evaluating SABIS®' performance will be developed jointly by the board and SABIS®.

**Roles and Responsibilities:** All board members will meet certain standards of conduct and attention in carrying out their statutory responsibilities to the school. The board will comply with Massachusetts laws and regulations governing charter school boards, including such duties and standards usually described as the *duty of care*, the *duty of loyalty* and the *duty of obedience*. Other essential board duties are: 1) Avoid actual (or appearance of) conflict of interest or ethical breach; 2) Comply with board by-laws at all time; 3) Follow Robert's Rules of Order in conducting board meetings; 4) Comply fully with the State's open meeting laws; and 5) Adhere to contractual obligations with SABIS® and the charter's authorizer (BESE).

**Role distinctions between the Board and the school administration.** The board understands and acknowledges the distinction between *governance* and *management*. The board views this separation of roles as critical to the success of the charter school and the ability of board members to sustain their long-term commitment to the school. The board has elected to hire a management team to oversee school staff and the day-to-day operations of the school, and will function much like a corporate board, focusing on the achievement of long-term goals and monitoring SABIS® against established benchmarks and goals. The board will resist the temptation to get overly involved in school operations. Instead, the board will maintain its focus on "the big picture." For example, the board will focus on "ends" or "results," while SABIS® should define the "means" or "methods" for achieving the outcomes.

**Job description for the Board of Trustees Chairperson, including a plan for succession when terms end.** The board chair has the authority to chair board meetings and chair the meetings of the board's Executive Committee consisting of the board officers (Chair, Vice-Chair, Treasurer, Secretary, and one additional Trustee). Annual elections will occur during the annual board meeting. Officers can seek re-election. If any office becomes vacant, the board of trustees may elect or appoint a successor, by vote of a majority of the Trustees present and voting. In addition to presiding over board meetings, the Chair will serve as the official spokesperson for the board, and will represent only the board official decisions and reflect the voice of the entire board when working with the School Director or representing the board in public.

**Process for Developing Policies and Making Decisions.** The board is responsible for ensuring that the school's philosophy and mission are followed and the terms of the management contract with SABIS® are met. The board will support the school's management team by adopting policies, as requested by SABIS® and school administrators, which will help the school achieve its college-prep mission and successful implementation of the educational program.

**Board Development and Orientation for New Board Members:** New board members will have an orientation with the School Director, board chair/president, and other board members, as appropriate. New board members will receive a Board Binder containing the charter application, management contract, by-laws, the current year budget, minutes from the most recent board meetings and a copy of the DOE's *Charter School Administrative and Governance Guide*. Once a year, the entire board will attend a retreat where it will assess its previous year, renew its goals for improving its governance performance, and discuss strategic planning with the school's staff for the upcoming year.

**Evaluation of the Board:** A Board Evaluation Committee will prepare a report for the board identifying the major actions taken by the board, results of those actions, trustee attendance, any fundraising efforts, and parental participation at board meetings. It will conduct its evaluation with seven principles of effective governance as the framework for its evaluation. The principles are: 1) Govern as Stewards Rather than as Stakeholders; 2) Establish Organizational Purpose; 3) Exercise Fiduciary Responsibility; 4) Delegate Authority and Ensure Accountability; 5) Speak and Act as One; 6) Spend the Board's Time Only on Things that Matter; and 7) Commit Resources and Time to Developing Good Governance?<sup>1</sup>

**Recruitment of Board Members:** When vacancies become available, the board will seek individuals who are committed to the college-preparatory mission, educational philosophy and learning goals of the school and can contribute diverse skills to the school, complementing the skills of existing board members.

**Why select an EMO?** The board's decision to select SABIS® followed an extensive review of the SABIS® track-record in Massachusetts and nationally. The board analyzed the effectiveness of educational management approach, analyzed student performance data, and considered such factors as philosophical alignment, shared vision and similarities of mission and educational objectives. The board believes that SABIS® is uniquely positioned to meet the school's mission of providing a top quality college preparatory education to a diverse student population in Springfield. The challenges facing our district's students include a high drop-out rate, low academic performance rates and a lack of emphasis on college. SABIS® has a proven track record in Massachusetts of reversing each of these negative trends. The board performed sufficient due diligence on SABIS® and has determined that SABIS® possesses the appropriate financial resources to open the school, has the educational expertise, a proven educational program, corporate services, and managerial experience to provide the contracted services required to efficiently operate. The board has retained independent legal counsel to provide consultation during the negotiation process and review of the educational management agreement. The board recognizes the advantages of hiring an experienced management company like SABIS® to operate the charter school. SABIS® has operated successful charter schools in Massachusetts since 1995.

**A summary of the EMO's history:** The first SABIS®-managed school opened in 1886. One hundred and twenty-five years later, there are now 80 schools in the SABIS® Schools Network, located in 15 countries, with over 65,000 students. In the US, SABIS® operates 9 charter schools in six states (MA, OH, MI, AZ, LA, GA), licenses its proprietary program to three schools in New York, and operates one private school in Minnesota. SABIS® has an excellent reputation among charter authorizers around the

---

<sup>1</sup> "The Seven Absolutely Universal, Non-Negotiable, Unchanging Principles of Good Charter School Governance," Brian L. Carpenter, National Charter Schools Institute ([www.NationalCharterSchools.org](http://www.NationalCharterSchools.org))

country, not only due to the academic performance of the schools it operates, but also due to its fiscal management and compliance with applicable statutes.