

Martin Luther King, Jr.
Charter School of Excellence



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Annual Report 2013-2014

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INTRODUCTION TO THE SCHOOL

Name of School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	285 Dorset St. Springfield, MA 01108
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2006	Year(s) Renewed (if applicable)	2011
Maximum Enrollment	360	Current Enrollment	362 as of 6/19/14
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days during the 2013-2014 school year	180	Students on Waitlist	247 as of 6/19/14
School Hours	Kindergarten – 8:00 a.m. to 3:00 p.m Grades 1 to 5 – 8:00 a.m. to 3:30 p.m	Age of School	8 Years
Mission Statement MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE <i>"Intelligence plus character – that is the goal of true education."</i> Dr. Martin Luther King, Jr. <p>Martin Luther King, Jr. Charter School of Excellence prepares kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King's</p>			

commitment to the highest standards in scholarship, civic participation and the ideal of the beloved community.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

June 25, 2014

Commissioner Mitchell D. Chester
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-5023

Dear Commissioner Chester:

This letter informs the Department Elementary and Secondary Education and the public of the significant changes that have taken place over the past year at the Martin Luther King, Jr. Charter School of Excellence in Springfield, Massachusetts. MLKCSE has undergone a number of transformations over this last year that include: key board and staff turnovers along with alteration in the organizational model and changes in the curriculum.

Additionally, the chairperson of the board resigned effective August 31, 2013 to become executive director of another charter school. Having been one of the original founders of the school and vice president for several years, I returned to the board after a three year absence to become the new chair of the board of trustees. One of my first tasks was to recruit and build a sustaining board for the future. The board of trustees of MLKCSE underwent a significant transition in membership at the end of 2013. The terms of the last three founding members of the board expired. With the help of existing board members, we completed the transition from founding to sustaining board, gaining a new treasurer, a local neighborhood resident, and several professionals with education, legal and other expertise who are representative of the Springfield community.

We have also had key administrative staff changes. A new operations supervisor joined us prior to the 2013-2014 school year. The principal and academic coordinator will not return for another school year. These resignations came at a time when the school was on the verge of making some major changes in the curriculum and the pedagogical approach to our English language arts program and classroom instruction. The executive director, Alan Katz, took the leadership of instituting a major change in the school concurrent with our targeted site visit from the DESE Charter School Office. The school looked carefully at our organizational structure and how our curriculum is delivered by teachers to their students. He hired a consulting firm to help us improve our student learning and MCAS scores, particularly in ELA. This change is fully supported by the board who designated financial resources to bring about improvement in our academic achievement. The board has supported executive director Katz in his efforts to recruit and train effective teachers in our new instructional model along with the staff development and training needed for the existing teaching and support staff for the coming year. It is the board's responsibility to monitor the school's progress in the achievement area. As a board, we are insisting on extensive information, including student achievement data, and timely monitoring of the school's academic progress in the coming year.

The board of trustees has put a great deal of faith in our Executive Director, who will be also acting as the education director in the coming year until we hire the right person to fill that role. At the same time, we initiated the process to recruit and hire a principal who has the passion, training, and experience to complete our transition into a high-performing urban school. The board feels that the school has made significant progress in creating a peaceful, focused culture and increasing math learning and scores. Our children develop their character and learn to aspire to Dr. King's ideal of beloved community. However,

we continue to have a challenge in front of us to meet the educational needs of the children of Springfield and to achieve our academic excellence mission.

Sincerely,

Joseph Gianesin, Ph.D.
Chair of the Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Information on how the school has met or has not met each measure in the school's current Accountability Plan relating to faithfulness to charter during the 2013-2014 school year is shown in Appendix A.

CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

We met all of our Mission, Vision, and Educational Philosophy goals on our Accountability Plan in the category of Faithfulness to Charter. MLKCSE is committed to the three pillars of our mission: academic excellence, character development, and aspiring to Dr. King's ideal of the beloved community. We are on the path to achieving academic excellence through a number of changes planned for the 2014 - 2015 school year. For more information, please see the section below on Academic Program Success. In addition, we have established a structure to achieve academic excellence through a schedule that includes lengthy daily periods of both English language arts (reading, writing, and oral) and mathematics. The curriculum also includes social studies and a hands-on science program. Music, art, technology, and physical education flow from our desire to motivate all students and provide a well-rounded education.

At MLKCSE, we have created a culture of data-driven decision making, based on a thorough analysis of student assessment results, including external and internal assessments administered across content areas and grade levels. A more detailed explanation is included with the Academic Program Success section of this report. Through professional development, teacher observation and feedback, as well as individual learning goals for every student, we continue to increase the amount of differentiated instruction at our school.

Key design elements include the well-rounded curriculum with focus on literacy and mathematics. Class size is another key design element. Our average class size of 20 allows all children to feel a sense of belonging and to support and encourage each other in their individual goals toward a personal best. Our school-wide MLK Way achieves another key design element, character development. The charter calls for, and the school achieves, citizenship education by minimizing disruptive behavior and having good attendance. The extensive social work, student support, and special education services at MLK Charter School provide individual support for students, another key design element in the charter.

The charter's design includes creating a community that aspires to Dr. King's ideal of beloved community. The Dr. King Values and community service learning, discussed below, are a visible manifestations of this key element. Our diverse faculty and staff represents Dr. King's beloved community and aspires for that ideal. Our parents and guardians are welcomed and feel welcome with the school's open door policy.

Parents are a significant presence at the school. They express their satisfaction through the school's full enrollment, low attrition rate, and annual parent/guardian survey. Community partnerships include the Dr. King Scholars Program, the Mt. Holyoke College Philosophy for Children Program, and the Student Conservation Association. These partnerships enrich our school and reflect our design to aspire to beloved community. MLK Charter School's longest partnership and a key design element is with Martin Luther King, Jr. Family Services (formerly Martin Luther King, Jr. Community Center). MLKFS continues to operate the after-school program at MLK Charter School and the CEO of MLKFS continues to serve on the school's board of trustees.

MLKCSE, its students, and their parents and guardians support a culture of high expectations and a commitment that all of the children will successfully learn and develop their character. We believe that character development is an integral part of achieving academic excellence. Supplementing and enriching our academic curriculum, and as envisioned by our charter, students develop their characters by aspiring to the life and values of Dr. Martin Luther King, Jr. Each month the school focuses on one of the Dr. King Values:

September – Respect	December – Learning	March – Perseverance
October – Cooperation	January – Social Justice	April – Honesty
November – Responsibility	February – Service	May/June – Beloved Community

One benefit of a values education is that it may provide an antidote and alternative to internalized negative racial schemas. By examining values like social justice and beloved community, and by making character development a goal of education, students are able to see beyond racial stereotypes. Such an education helps them not only live up to their own potential, but also spread Dr. King's ideal of the beloved community.

All teachers and students are required to participate in a robust Community Service Learning program. Teachers and students are a witness to the values education received at MLKCSE by engaging in and reflecting upon community-based service projects with links to current academic standards. Some examples of these activities include planning and planting community gardens, collecting funds for animal rescue organizations, and supporting education outreach efforts in Uganda.

AMENDMENTS TO THE CHARTER

In the 2013-2014 school year, MLKCSE did not have any amendments to the charter.

ACCESS AND EQUITY: RECRUITMENT AND RETENTION PLAN

Information on the school's 2013-2014 recruitment and retention plan and the recruitment and retention plan for the 2014-2015 school year are shown in Appendix B.

DISSEMINATION EFFORTS

We will consider dissemination of some of our most innovative practices, including:

- acquiring and renovating a facility in only our fourth year;
- our Dr. King Values and the supporting curriculum;
- pursuing Dr. King's ideal of the beloved community;
- employing a Character Development Specialist;
- creating the MLK Way, a school-wide cultural system designed to help students improve their focus while teachers enhance the effectiveness of their classroom management and instruction;
- implementing a high-growth fifth grade math program; and
- providing college scholarships for some of our young scholars through the Dr. King Scholars Program.

ACADEMIC PROGRAM SUCCESS

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Information on how the school has met or has not met each measure in the school's current Accountability Plan relating to academic success during the 2013-2014 school year is shown in Appendix A.

CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

MCAS

MLKCSE school report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04920005&fycode=2012&orgtypecode=68>

Spring 2013 PPI, MCAS Median SGP and Achievement Level Comparison Tables: MLK, Springfield Public Schools, State

PPI	MLK	SPS	State
	76	45	56

Grade 4	ELA	MLK	SPS	State	Grade 4	Math	MLK	SPS	State
%Prof or Higher		8	31	53	%Prof or Higher		23	34	52
Median SGP		28	39	49	Median SGP		37	49	54

Grade 5	ELA	MLK	SPS	State	Grade 5	Math	MLK	SPS	State
%Prof or Higher		37	43	65	%Prof or Higher		52	42	61
Median SGP		56.5	50	52	Median SGP		78.5	53	54

	ELA	%MLK	%SPS	%State		Math	%MLK	%SPS	%State
Grade 3	Adv	0	4	12	Grade 3	Adv	10	19	31
	Prof	20	31	45		Prof	38	33	36
	NI	60	50	36		NI	38	29	22
	Warn	20	15	8		Warn	15	19	11
Grade 4	Adv	0	2	10	Grade 4	Adv	2	8	18
	Prof	8	29	43		Prof	21	26	34
	NI	63	43	33		NI	64	49	38
	Warn	29	26	13		Warn	13	18	10
Grade 5	Adv	3	7	18	Grade 5	Adv	21	15	28
	Prof	34	36	47		Prof	31	27	33
	NI	48	37	24		NI	31	31	25
	Warn	15	21	10		Warn	16	28	14

	Science	%MLK	%SPS	%State
Grade 5	Adv	11	8	20
	Prof	30	25	31
	NI	43	44	36
	Warn	16	23	12

Key:

- %MLK Percentage of students at MLKCSE scoring in this category
- %SPS Percentage of students within Springfield Public Schools scoring in this category
- %State Percentage of students statewide scoring in this category
- Adv Advanced
- Prof Proficient
- NI Needs Improvement
- Warn Warning
- PPI Progress and Performance Index

As these charts indicate, our students experienced lower than expected growth in grade 4 English language arts and mathematics, but higher than expected growth in grade 5 English language arts and mathematics. And, while the grade 5 science and tech/eng scores still fall below the state average, the spring 2013 scores represent a significant increase from the scores reported in 2012. Also of note is that the school did meet the first Progress and Performance (PPI) target in both the aggregate and for the African American/Black subgroup. In fact, in all subgroups the PPI score fell only 1 to 2 points below the target.

MLKCSE has once again contracted with Achievement Network (ANet). ANet works in cooperation with our school administration and teacher leaders to establish an instructional culture based on data-driven decisions, in-depth analysis of student performance, and targeted review, re-teaching and re-assessment of standards. During the 2013 - 2014 academic year, our fourth and fifth grade students participated in four interim formative assessments in math, and three in English language arts (fewer due to the earlier statewide ELA MCAS schedule). Grade three participated in the same number of ELA assessments, but one fewer in math due to its selection as a PARCC pilot test grade.

The ANet electronic, web-based data dashboard allows us to disaggregate data by specific state math and ELA standards. We are able to view the percentage of students scoring correctly by each standard. We are able to further disaggregate by teacher and student, for more targeted coaching and intervention.

The school schedules data analysis workshops around each testing cycle. These workshops result in detailed re-teaching and re-assessment of identified priority standards. Here is a concise snapshot, in the aggregate, of our performance this year, including average percent correct.

	Average		Interim 1		Interim 2		Interim 3		Interim 4	
Grade	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	
Grade 3	51%	45%	52%	46%	49%	41%	50%	49%		
Grade 4	54%	43%	59%	40%	48%	41%	56%	48%	55%	
Grade 5	54%	50%	55%	51%	54%	48%	47%	52%	59%	

The school has participated in the Fountas and Pinnell Benchmark Assessment System for the third consecutive year. This chart represents the expected reading level growth by grade, the actual growth of students in our school, and the percent of each grade level scoring above, on, or below grade level.

2013 - 2014 Martin Luther King, Jr. Benchmark Assessment Score Report						
Grade Level	BAS Level Expected Growth	Actual Level (Mean)	BAS Growth	Percent Above Grade Level	Percent On Grade Level	Percent Below Grade Level
Kindergarten	3 levels	1 level		22%	27%	51%
Grade One	5 levels	5 levels		25%	23%	51%
Grade Two	2 levels	3 levels		43%	22%	33%
Grade Three	2 levels	3 levels		42%	28%	30%
Grade Four	2 levels	3 levels		25%	20%	55%
Grade Five	2 levels	2.88 levels		1.8%	7.1%	91.1%

Because the school only participates in ANet testing at MCAS grade levels, the Math Specialist Team worked cooperatively with the grade level teams at kindergarten, grade 1 and grade 2 to develop a comprehensive end of year assessment based on the Massachusetts Mathematics Curriculum Frameworks. Using the Math Expressions program, the teachers created math problems to target grade level standards. At the grade 1 and 2 levels, a start of year benchmark was also administered, and the change in performance between the start and end of year has been recorded.

The following chart includes the grade 2 student performance information, disaggregated by standard. This chart (see Attachments), while highlighting actual grade 2 data only represents the type of information collected across grades 1 and 2. The chart includes test items, aligned to current standards and skills, and highlights student performance by indicating items incorrect using yellow fill. The chart also includes Beginning of Year total score and End of Year total score, and the delta.

A comprehensive analysis of the kindergarten end of year assessment shows that 100% of the kindergarten students reached proficiency on 75% or more of the test items. We have identified the standard, K.G.4B, (Geometry), as an area of weakness. 36% of the students reached proficiency on this standard. We have identified the standard, K.NBT.1, (Operations and Algebraic Thinking) as an area of great strength. 100% of the students reached proficiency on these test items.

A comprehensive analysis of the grade one student performance on the beginning of year test indicated that 75% of the students reached proficiency on 68% of the kindergarten test items. We had identified the standard, CC.K.MD.2, (Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference) as an area of strength. 97% of the students reached proficiency on this standard. We had identified the standard, CC.K.G.3, (Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")) as an area of weakness to be retaught in grade 1. On the End of the Year assessment, 76% of the students reached proficiency on 82% of the grade 1 test items. We have identified the standard, CC.1.MD.1, (Order three objects by length; compare the lengths of two objects indirectly by using a third object) as an area of great strength. 100% of the students reached proficiency on this standard. We have identified the standard, CC.1.OA.4, (Understand subtraction as an unknown-addend problem). *For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8*) as an area of weakness to be retaught in grade 2. 66% of students reached proficiency of this standard.

A comprehensive analysis of the grade two student performance on the beginning of year test indicated that 70% of the students reached proficiency or above. On the beginning of year assessment the average was 71%. The end of year average was 80% showing 9% growth. We have identified the standard 2.MD.9, (Measurement and Data) as an area of weakness. 47% of the students reached proficiency of this standard. We have identified the standard, 2.NBT.2, (Numbers and Operations in Base Ten) as an area of great strength. 93% of the students reached proficiency on these test items.

Standard-specific performance data has been shared with all receiving teachers prior to the start of the next academic year.

The student performance data documented here is part of a living student working file that passes from the sending to the receiving teacher at the end of each year during annual Bridge Meetings. This data assists teachers as they prepare and plan for instruction at the end of the summer break.

MLKCSE continuously strives to evaluate the effectiveness of the academic program by focusing on the progress of each individual student's academics and character development, a practice we will continue to enhance during 2014 - 2015.

PROGRAM DELIVERY

MLKCSE made several curricular and instructional program enhancements to address these data points. In accordance with the DESE-approved English Language Arts Action Plan, we adopted and implemented a new English language arts curricula to provide our teachers with a standards-based, Common Core-aligned program, similar to what Math Expressions had done for the math content area. We reviewed programs that included embedded, aligned assessments; English language learner, Tier 2 and Tier 3 supports; instruction on writing in the content areas; and complements to the existing Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Instruction readers. We purchased the Houghton-Mifflin Harcourt Journeys-Common Core program. We also contracted to replicate the kind of intense training, professional development and embedded coaching we received throughout the adoption and implementation of Math Expressions.

The Science Fusion program was implemented this academic year at the grade 5 level, to ensure that students continue to receive adequate, aligned instruction in this content area. At the end of this academic year, we reviewed our instructional support and intervention programs for effectiveness. Next year, we will continue to utilize coaching services to target pedagogical deficiencies across grade levels and content areas. We will continue to contract with an existing instructional coach, and add at least one more contracted coach. We will add an external consultant to serve as a data coach,

and create a full time data analyst position, to be filled by a current literacy specialist who has served on our Achievement Network (ANet) leadership team.

The school has actively participated in the new Sheltered English Immersion RETELL training, occupying the maximum number of teacher spaces allocated in the first two years of the program. In addition, the school principal received SEI endorsement this year. This intensive training will allow us to better meet the needs of our growing English language learner population, as we target that achievement gap.

ORGANIZATIONAL VIABILITY

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Information on how the school has met or has not met each measure in the school's current Accountability Plan relating to organizational viability during the 2013-2014 school year is shown in Appendix A.

CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO ORGANIZATIONAL VIABILITY

COMPLAINTS

In the 2013-14 school year, MLKCSE did not receive any complaints.

BUDGET AND FINANCE REPORTS

UNAUDITED FY14 STATEMENT

Revenue	State Sources	Per-Pupil Revenue	\$4,404,929
	FEDERAL ENTITLEMENTS & GRANTS	DESE	500,718
		OTHER	47,000
		INKIND	523,595
	OTHER REVENUE	OTHER	22,076
Total Revenues	\$5,498,318		
Expenses	Salaries & Wages		\$2,980,204
	Fringe Benefits		553,126
	Contractual Consultants/Services		198,010
	Professional Development		92,524
	Instructional Supplies/Materials		229,720
	Student-Related Activities		1,892
	Transportation		826
	Maintenance & Grounds		672,264
	Insurance		23,336
	Depreciation		142,454

	Recruitment/Advertising	130
	Admin Expense & Supplies	52,886
	Inkind	523,595
	Other	19,960
Total Expenses		\$5,490,907
Net		\$7,411

FY14 STATEMENT OF NET ASSETS (BALANCE SHEET)

Assets	Cash-Operating Funds	\$1,502,394
	Revenue Receivable	1,139,029
	Pre-paid Expenses	48,966
	Other Current Assets	4,216
	Net Fixed Assets	561,683
Total Assets		\$3,256,288
Liabilities	Accounts Payable	\$87,931
	Accrued Expenses	448,428
	Other Current Liabilities	136,480
Total Liabilities		\$672,839
Fund Balance		\$2,583,449
Total Liabilities and Fund Balance		\$3,256,288

FY15 APPROVED SCHOOL BUDGET

The board of trustees approved the budget on June 25, 2014.

Revenues	State Sources	Per-Pupil Revenue	\$4,309,229
	Federal entitlement & Grants	DESE	524,070
		OTHER	85,000
	Other Revenue	INKIND	523,595
		OTHER	26,500
Total Revenues			\$5,468,394
Expenses	Salaries & Wages		\$3,110,060
	Fringe Benefits		540,171
	Contractual Consultant/Services		207,000
	Professional Development		115,000
	Instructional Supplies/Materials		184,500
	Student-Related Activities		4,500
	Transportation		1,500
	Maintenance & Grounds		682,500
	Insurance		25,000
	Depreciation		138,000

	Recruitment/Advertising	1,000
	Admin Expense & Supplies	56,500
	Inkind	523,595
	Other	17,068
Total Expenses		\$5,606,394
Net		-\$138,000

FY15 CAPITAL PLAN

Capital Project Description	Current Status	Estimated Completion Date	Estimated Cost	Finance Plans	Reserved Funds	Approved
New membrane roof on the school (includes removal of old roof)	Not started	Within 5 years	\$1,020,000	Undecided at this time	No	Yes
Architectural study on raising the roof of the school building to accommodate a gym or adding a gymnasium on to the building	Not started	Within 5 years	\$40,000	Cash from Operations	No	Yes
Furnishings, equipment and collection for the school library	In process	2015	\$25,000	Cash from Operations	No	Yes
Building out additional 21,000 sq. ft. of currently unused space in the school building	Not Started	Within 5 years	\$4,200,000	Bank/bond financing	No	No
Build out existing space from music	Not Started	Within 2 years	\$8,000	Cash from operations	No	Yes

room closet – 300 (estimated) square ft.						
Total Projected Cost			\$5,293,000			

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

MLKCSE is in the process of changing academic leadership. The expected endpoint of the transition is the hiring of a principal who will lead the school through the final steps to academic excellence. The search for a new principal began in spring, 2014. MLKCSE needs a principal with demonstrated academic success to a level of excellence with high needs students. The search to hire such a candidate for our Springfield school will take time, perhaps not finding the new principal for the 2014-2015 school year.

For the 2014-2015 school year, MLKCSE has contracted with our partners SchoolWorks and Achievement Network for Laura Fleming and Ben Klompus to provide academic coaching and leadership. They will develop a strong instructional leadership team of MLKCSE faculty by coaching our teachers and creating the internal capacity to move the school to rigorous instruction. MLKCSE's internal organization for 2014-2015 will lead to substantial improvement in the academic program and English language arts learning and position the school for continued growth under the leadership of a new principal.

An updated chart of the organizational structure is attached at the end of this document.

ADDITIONAL INFORMATION

SCHOOL AND STUDENT DATA

Information on school and student data for the 2013-2014 school year is shown in Appendix C.

ADDITIONAL REQUIRED INFORMATION

PLEASE SEE GUIDELINES AND COMPLETE APPENDIX D.

ATTACHMENTS

- CHART HIGHLIGHTING SECOND GRADE MATH DATA
- ORGANIZATIONAL CHART

CONDITIONS

At its January 29, 2013 meeting, the Board of Elementary and Secondary Education voted to establish a set of three conditions on the charter of the school: (1) the school must submit a comprehensive evaluation of the school's English language arts program conducted by an external consultant, (2) the school must submit to, and receive approval from, the Charter School Office for an action plan that specifies the strategies to improve performance in English language arts, and (3) the school must demonstrate that it is an academic success by December of 2014 by providing evidence that the school has met or is making substantial progress toward meeting benchmarks in its approved Accountability Plan and, in particular, has demonstrated significant and sustained academic improvement in English language arts.

The school has met the first and second conditions.

The remaining condition, to make substantial progress toward meeting benchmarks in its approved Accountability Plan, and to demonstrate significant and sustained academic improvement in English language arts, must be met by December 2014. MLKCSE is making substantial changes in its instruction and literacy program in 2014-2015 to satisfy and exceed this condition.

Appendix A

Faithfulness to Charter

	2013-2014 Performance (Met/Partially Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: All students participate in at least one community service learning activity each year, as documented by project write-up forms.	Met	Community service learning project write-up forms.
Measure: Annually, all students reflect on community service learning in an age-appropriate manner, are assessed by their teachers, and adequately meet grade-level expectations as outlined below: <ul style="list-style-type: none"> As our charter says that “students contribute...to their community through the community service learning,” students from kindergarten and grade 1 will discuss class-by-class and then create a display for the school about how their community service learning contributes to the community. As our charter says that community service learning will be coordinated with our Dr. King Values, students from grades 2 and 3 will write about how their community service learning helps them practice at least one of the Dr. King Values. As our charter says that community service learning supports academics, students from grades 4 and 5 will explain in writing how their community service learning supports their academics. 	Met	Community service learning grade-specific classroom assessment forms.
Measure: Annually, all teachers report in their post-community-service teacher-reflection forms that community service learning supports academic achievement.	Met	Community service learning teacher reflection forms.

Academic Program Success (if applicable)

	2013 - 2014 Performance	Evidence
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	(Met/Partially Met/Not Met)	
Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.		
Measure: The school will achieve and maintain SGP of 40 or higher in ELA in the aggregate.	Met	42 (Source: profile on doe.mass.edu)
Measure: The school will achieve and maintain SGP of 40 or higher in math in the aggregate.	Met	59 (Source: profile on doe.mass.edu)
Measure: Each year, the school will achieve a higher CPI score than Springfield Public Schools, the district that our students would otherwise attend, in the following: <ul style="list-style-type: none"> Grade 3 ELA Grade 3 Math Grade 4 ELA Grade 4 Math Grade 5 ELA Grade 5 Math 	Partially Met <ul style="list-style-type: none"> Not met Not met Not met Not met Not met Met 	(Source: profiles on doe.mass.edu) <ul style="list-style-type: none"> MLK = 64.2; SPS = 72.7 MLK = 74.2; SPS = 76.1 MLK = 53.8; SPS = 66.2 MLK = 66.4; SPS = 70.0 MLK = 72.1; SPS = 72.2 MLK = 75.4; SPS = 67.8
Objective: The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.		
Measure: By December 2012, the school will demonstrate academic success by meeting academic growth standards as established by the Department [see above: "The school will achieve and maintain SGP of 40 or higher in ELA and math in the aggregate"], or by making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups in English language arts and mathematics.	Met	Demonstrated academic success by meeting academic growth standards as established by the Department ("The school will achieve and maintain SGP of 40 or higher in ELA and math in the aggregate").
Objective: The school's curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.		
Measure: By December 2011, school will provide evidence of a fully documented curriculum aligned to the Common Core.	Met	Curriculum aligned to Common Core State Standards.

Organizational Viability (if applicable)

	2013 - 2014 Performance (Met/Not Met)	Evidence
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure: The school's annual budget is sustained by its enrollment.	Met	Annual budget and enrollment
Objective: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.		
Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the	Met	Budget and financial reports

academic program, and consistently operates within budget.		
Objective: The school's annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	Annual audit
Objective: The school involves parents/guardians as partners in the education of their children. Families are satisfied with the school's program.		
Measure: Incoming parents of enrolled students sign a School-Student-Parent/Guardian Partnership Agreement that explains the roles of school staff, parents/guardians, and students in students' education.	Met	School-Student-Parent/Guardian Partnership Agreement
Measure: 50% of parents will respond to an annual survey.	Met	Annual survey
Measure: 90% of parents/guardians responding to an annual survey will express overall satisfaction with the school. (Specifically, in response to the question "What is your overall satisfaction with MLK Charter School," 90% of parents will select either "Satisfied" or "Very Satisfied.")	Met	Annual survey

Appendix B

Recruitment and Retention

Recruitment

2014 – 2015

School Name: Martin Luther King, Jr. Charter School of Excellence

Date: July 2014

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

We implemented all aspects of the 2013-2014 Recruitment Plan and achieved positive results. Based on data from CHART (the Charter Analysis and Review Tool created by the Department of Elementary and Secondary Education), in 2013-2014:

- our Special Education population was 11.8%, which is higher than our comparison index of 10.6%;
- our ELL population was 10.7%, which, although lower than the comparison index of 13.5% is 1) above the first quartile of 9.0%, and, 2) we have steadily increased our ELL population, from 5.3% in 2010, to 7.1% in 2011, 7.5% in 2012, 7.9% in 2013, up to 10.7% in 2014;
- our low-income population was 89.5%, which is higher than the comparison index of 83.6%.

In 2014-2015 we will continue the successful recruitment strategies that we implemented in 2013-2014.

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

General Recruitment Activities:

We announce to parents via ConnectEd calls and flyers sent home with students that we are accepting applications, when the application deadline is, and when the lottery date is. This information is also shared on the school website. Furthermore, we schedule information sessions at local pre-schools, we advertise, and we leaflet.

Recruitment Plan –Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • <i>On recruitment material, we will include that we provide special-education services.</i> • <i>We will send a special-education staff member to some pre-school information sessions.</i> • <i>We will send an annual notice to parents about a Parent Advisory Council.</i>
Limited English-proficient students	<ul style="list-style-type: none"> • <i>We will provide recruitment material in Spanish.</i> • <i>We will send a bilingual staff member to some pre-school information sessions.</i> • <i>We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield. "The mission of the New North Citizens' Council, Inc. is to provide advocacy, public and human services to Hampden County residents with an emphasis on Hispanic/Latino community for the purpose of enhancing the preservation and support of the family resulting in the improvement of quality of life."</i> • <i>We will leaflet at the Vietnamese American Civic Association, the Puerto Rican Cultural Center, and the Italian Cultural Center.</i>
Students eligible for free or reduced lunch	<p><i>We will distribute recruitment material at the following locations, which often serve low-income families:</i></p> <ul style="list-style-type: none"> • <i>Head Starts</i> • <i>Square Ones</i> • <i>Early Childhood Centers</i> • <i>Martin Luther King, Jr. Family Services, Inc.</i> • <i>Dunbar Community Center</i> • <i>Make Way for Ducklings</i> • <i>KinderCare</i> • <i>Reed Village Boys & Girls Club</i>

Students who are sub-proficient	<ul style="list-style-type: none"> • <i>We will distribute recruitment material at pre-schools where students may have learning difficulties (see box for "Students eligible for free or reduced lunch").</i> • <i>On recruitment material, we will include that we provide regular-education academic support.</i>
Students at risk of dropping out of school	<ul style="list-style-type: none"> • <i>On recruitment material, we will include the short-hand of our mission— academic excellence, character development, and aspiring to Dr. King's ideal of a beloved community—which creates a positive, engaging learning community for students.</i>
Students who have dropped out of school	<i>Not applicable.</i>
Other subgroups of students who should be targeted to eliminate the achievement gap	<p><i>Given contemporary socio-economic and educational conditions in Massachusetts and the U.S. in general, African Americans and Hispanics may need to be targeted to eliminate the achievement gap.</i></p> <p><i>For 2013-2014 at MLKCSE, our combined percentage of African American and Hispanic students was 93%, which was much higher than Springfield's 82% (retrieved data from http://profiles.doe.mass.edu/profiles/ on 7/23/14). Specifically, our percentage of African American students was 50%, which was much higher than Springfield's 20%. Our percentage of Hispanic students was 42%, which was lower than Springfield's 62%, and therefore, in 2014-2015, we will engage in the recruitment strategies mentioned above for Limited English Proficient students, which may increase the number of Hispanic applicants. In addition, we will practice the following strategies:</i></p> <ul style="list-style-type: none"> • <i>We will distribute recruitment materials at cultural centers and churches in Springfield.</i>

Retention Plan 2014 – 2015

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

Implementation Summary:

Our retention goal (stability rate) was 85%, and our actual retention was 93.4%, better than our goal. Our attrition rate was 6.6, much lower than the statewide median of 16. We successfully keep our students enrolled, generally losing only a few students when they move out of the area. In 2014-2015, we will continue to implement our successful retention strategies from 2013-2014.

The Charter Analysis and Review Tool (CHART) created by the Department of Elementary and Secondary Education provides student indicators to help schools assess their retention and attrition, but the student indicators currently available are only up-to-date as of 2012. Based on those comparisons:

- Our attendance matches the statewide average of 94.9% and is better than the median of 94%.
- Our in-school suspensions (1.5) are lower than the statewide average (3.4).
- Our out-of-school suspensions are higher, and we will adjust this by transitioning to more of an in-school suspension system, which should be better at keeping kids in school and on track.
- Our retentions (0.3) are better than the statewide median of 3.4.
- The number of students who have more than 9 unexcused absences was 0, much lower than the statewide median of 8.9.

Although the above student indicators are from 2012, as reported in the most up-to-date information from CHART, they represent that our school has a good history of keeping our students enrolled. We accomplish that by following the strategies outlined below.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	85% (stability rate)

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<p><i>We provide academic, social, and emotional support for special-ed students.</i></p> <ul style="list-style-type: none"> • <i>Special-Education Staff: We have full-time special-education teachers (approximately one per grade), plus a part-time Special Education Administrator. This department provides push-in and pull-out services that include all IEP services to which each child is entitled.</i> • <i>Social Work Team: We have a full-time social worker, in addition to social work interns, who provide one-on-one counseling for select students, plus small-group and large-group work for all students on social skills, violence prevention, anti-bullying, our own Creating a Just and Peaceful Beloved Community curriculum, and, in general, how to be kind, ensure safety, and improve community.</i> • <i>Student Support Team: Our Student Support Team is composed of four full-time members: the School Social Worker, the School Psychologist, the Character Development Specialist, and the Student Support Advocate. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate community service learning activities and character development groups.</i>

Limited English-proficient students	<p><i>We provide academic services for LEP students, in addition to an LEP-friendly community.</i></p> <ul style="list-style-type: none"> <i>ELL staff: We have two ELL instructors, one full-time and one part-time. They provide English-language lessons to students as determined by students' English proficiency.</i> <i>Bilingual staff: We have bilingual teachers, office staff, and support staff. The office is able to answer calls in Spanish, and parents and students are provided with a community that is able to communicate with them in Spanish while enabling students to become English-proficient.</i>
Students eligible for free or reduced lunch	<p><i>We have a non-discriminatory and non-exclusive school community in which all students regardless of income are able to participate in all school activities.</i></p> <ul style="list-style-type: none"> <i>Breakfast and lunch: We provide daily breakfast and lunch.</i> <i>Uniform: The Martin Luther King, Jr. Charter School of Excellence values each student for who they are, not for how they look or what they wear. The school has a uniform policy that requires students to come to school in uniform at all times, except on scheduled non-uniform days or when special permission is granted by the administration. Uniforms instill pride in the school and give each child a feeling of being part of the school community. They also help eliminate peer pressure. Furthermore, uniforms are more cost efficient in the long run. All students are expected to wear uniforms all year long including the first day of school. The school is adjusting the uniform for 2014-2015, and the uniforms are available through the front office.</i> <i>Field trips: Field trips are intended for all students and are not cost prohibitive.</i>
Students who are sub-proficient and Students at risk of dropping out of school	<p><i>MLKCSE provides a positive, engaging learning environment that encourages students to learn and be engaged, which helps sub-proficient students become proficient, and helps all students remain in school.</i></p> <ul style="list-style-type: none"> <i>School Culture: We believe every child can succeed. Our School Culture is how we work peacefully together to create our beloved community. Students are empowered as active participants and rewarded with "Role Model" status. MLK Role Models live by our school culture throughout every day.</i> <i>Values education: One of the three pillars of an MLKCSE education is learning the Dr. King Values, which help students be part of a united and supportive learning community.</i> <i>Family engagement: The school is open to visits from families. Teachers maintain contact with parents, including providing weekly student progress reports. Family Nights (an annual Literacy Night and an annual Math and Science Night, plus a Talent Show) and Role Model events are popular ways to engage families in their students' education.</i> <i>Community service learning activities help make school both fun and enriching.</i>

Other subgroups of students who should be targeted to eliminate the achievement gap	<i>We will continue to provide the education promised in our mission: preparing "kindergarten-through-5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King's commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community."</i>
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Appendix C

Student demographic information can be found on the Department's website using our school's profile. The following is a link to this data:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04920005&orgtypecode=6&leftNavId=305&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of June, 2014 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	183	50
Asian	1	.3
Hispanic	148	42
Native American	0	0
White	4	1
Native Hawaiian, Pacific Islander	1	.3
Multi-race, non-Hispanic	23	6
Special education	53	15
Limited English proficient	39	11
Low income	331	91

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	Administrative oversight of all aspects of the school	September 2005	
Principal	Instructional oversight of all academic programs	July 2011	June 2014

Administrative Director	Ensure safe and orderly daily operations of the school	May 2006	September 2013
Operations Supervisor	Oversee operations of school including facilities and IT	July 2013	
Contracted NonProfit Data Management	Accounting, bookkeeping and producing financial reports	October 2005	
Business Manager	Implement fiscal policies and procedures and oversee procurement, payroll, and benefits	July 2011	
SpEd Administrator Contracted	Manages special education program	August 2006	

TEACHERS AND STAFF ATTRITION FOR THE 2013/2014 SCHOOL YEAR			
	Number as of the last day of the 2013/2014 school year	Departures during the 2013/2014 school year	Departures at the end of the 2013/2014 school year
Classroom Teachers	17	4	1
Co-Teachers	2	0	0
Teaching Partners	7	0	0
Literacy Teachers	6	1	0
Math Teachers	3	1	1
SpEd Teachers	6	1	1
ELL Teachers	2	0	0
Specials Teachers	5	0	0
Other Full Time Staff	11	3	0

Summary of Teacher/Staff Reasons for Departure:

2 Termination (unable to meet performance standard requirements)
11 Resignation
0 Retirement
0 Lay-off

BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Joseph Giancesin	Chair	Executive, Governance Strategic Goal Setting	3 rd Term*	8/23/13 – 12/31/16 1/1/08 – 12/31/10 3/1/05 – 12/31/07
Bridgette Baldwin	Trustee	None	1 st Term	1/1/11- 12/31/13
Ernesto Castillo	Vice Chair	Executive, Strategic Goal Setting	1 st Term	8/28/13 – 12/31/16
Margaret Daoust	Trustee	Human Resources	1 st Term	1/22/14 – 12/31/16
Beth deSousa	Treasurer	Executive, Finance	3 rd Term*	1/1/11 – 12/31/13 1/1/08 – 12/31/10 3/1/05 – 12/31/07
Glenn Gemma	Trustee	Strategic Goal Setting	1 st Term	1/1/12 – 12/31/14
Ronn Johnson	Trustee	Strategic Goal Setting	1 st Term	10/25/12 – 12/31/15
Willette Johnson	Trustee	Academic Excellence, Human Resources, Governance	1 st Term	1/1/12 – 12/31/14
Janine Kent	Treasurer	Executive, Finance, Strategic Goal Setting	1 st Term	7/8/13 – 12/31/15
Leslie Lawrence	Trustee	Finance	1 st Term	1/25/12 – 12/31/14
Gus Pesce	Trustee	Building	3 rd Term*	1/1/11 – 12/31/13 1/1/08 – 12/31/10 3/1/05 – 12/31/07
Lorraine Plasse	Trustee	Academic Excellence, Human Resources, Governance, Strategic Goal Setting	2 nd Term	1/1/14 – 12/31/16 3/1/11 – 12/31/13
Doririne Sneed	Trustee	Strategic Goal Setting	1 st Term	8/28/13 – 12/31/16
Marie Stebbins	Trustee	Funds Development	3 rd Term*	1/1/11 – 12/31/13 1/1/08 – 12/31/10 3/1/05 – 12/31/07
Jacob Waah	Trustee	None	1 st Term	1/22/12 – 12/31/14
Charmaine White	Trustee	Finance	1 st Term	1/1/14 – 12/31/16

Sally Wittenberg	Clerk	Executive, Governance, Academic Excellence	2 nd Term	1/1/14 – 12/31/16 1/1/11 – 12/31/13
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*Founding Member



Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Joseph Giancesin
Charter School Leader	N/A
Assistant Charter School Leader	Sharon Sarrasin
Special Education Director	N/A
MCAS Test Coordinator	Maria Kerr
SIMS Coordinator	Legrand Hines, Jr.
English Language Learner Coordinator	Laura Gaston

Facilities

In the 2013-2014 school year, MLKCSE did not acquire any new facilities.

Enrollment

Action	Estimated Date(s) for 2015-2016 School Year
Student Application Deadline	January 30, 2015
Lottery	February 3, 2015



1. CHART HIGHLIGHTING SECOND GRADE MATH DATA
2. 2014-2015 ORGANIZATIONAL CHART

MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE 2014-2015 ORGANIZATIONAL CHART

