



Martin Luther King, Jr.
Charter School of Excellence

2023-2024 Annual Report

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INTRODUCTION TO THE SCHOOL

Martin Luther King, Jr. Charter School of Excellence			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Springfield
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2006	Year(s) Renewed (if applicable)	2011, 2016, 2021
Maximum Enrollment	360	Enrollment for 2023-24	356
Chartered Grade Span	K-5	Grade Span for 2023-24	K-5
Number of Instructional Days per School Year (as stated in the charter)	184	Students on Waitlist for 2024-25	73
Number of Instructional Days during the 2023-24 School Year	184		
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	M-Th: 8:25am-3:45pm Fri: 8:25am-1:35pm	Age of School in 2023-24	18 years
<p>Mission Statement:</p> <p style="text-align: center;">“Intelligence plus character – that is the goal of true education.” -Dr. Martin Luther King, Jr.</p> <p>Through high expectations, a structured academic environment, and positive character development, Martin Luther King, Jr. Charter School of Excellence ensures that every student in kindergarten through grade 5 is equipped to think critically, communicate clearly, and are empowered with a strong ethical foundation to be set on the path for success in college, career, and life. The school incorporates Dr. King’s commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community.</p>			

FAITHFULNESS TO CHARTER

In our eighteenth year of operation, Martin Luther King, Jr. Charter School of Excellence (MLKCSE) continued to implement our school model as outlined in our charter application with no changes to our Mission or Key Design Elements. This was the third academic year implementing our most current Accountability Plan (2021-2026). As outlined below, our school's key design elements reflect our programmatic priorities and drive us towards our mission. They are rooted in academic excellence, character development, and aspiring to Dr. King's ideal of beloved community.

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

We continue to fulfill our mission in a variety of ways. We strive to provide our students with a structured academic environment and high expectations. We utilize internal benchmark assessments to monitor students' academic growth over the academic year and utilize that data to inform instructional adjustments. We are committed to ensuring our students thrive academically in a structured setting. We have made significant gains with regards to our chronic absenteeism. Additionally, we focus on positive character development and design aspects of the school's program to intentionally help students embody Dr. King's values and commitment to a beloved community. This includes students embodying our core values, adults collaborating with each other, students supporting other students both inside and outside of the classroom. Two avenues that we use to explicitly do this is our daily Community Meetings and weekly Advisory Time. We also recognize students monthly during our Town Hall Meetings with awards that celebrate students who demonstrate good character, model our core values, and achieve academic excellence or significant gains. We are committed to developing our teachers to provide rigorous grade level academic expectations and instruction. We provide this programming in preparation for our students' future success. Systematically, we also launched an initiative to interrogate our policies and practices to inform revisions as needed to ensure we are promoting social justice and equity in all that we do from grading and assessing to student accountability and routines.

Civic Participation and Engaged Citizenship for Social Justice

Martin Luther King Jr. strongly advocated for civic participation and engaged citizenship as essential tools for achieving social justice. He believed that active involvement in democratic processes was crucial for challenging systemic inequalities and promoting civil rights. King emphasized the importance of nonviolent resistance and collective action to address social injustices, encouraging individuals to exercise their civic responsibilities to create a more just and equitable society. His work underscored the power of engaged citizens in driving social change and fostering a fairer world for all. Teaching these concepts in elementary school lays the foundation for students to become active and informed citizens who advocate for social justice. Integrating these principles into our programming helps our students understand their roles and responsibilities in their communities and the broader society.

During this academic year, we continued to make incremental improvements with regard to this Key Design Element (KDE). Each year, our students in all grade levels learn about civic participation and promoting social justice in a variety of ways. Within each month, students focus on a different core value that is integrated into their community meeting activities, curriculum lessons and daily incentives. One specific example of how these values were promoted each month

is during January's monthly theme of "promoting social justice". Students were encouraged to participate in a contest where they were asked to submit a poem, song, speech or comic book on what social justice means to them and how they hope to promote social justice in their own communities.

Our monthly Town Hall Meetings are another way we engage students on how they can be citizens of their communities. This platform serves to model for our students how they can be actively involved in issues that affect or concern them. Each month during Town Hall Meetings we focus on a theme that students have been additionally learning about in their classrooms. These themes celebrate the various cultures and heritages within our school community and shed light and knowledge on recognizing and appreciating typically marginalized populations. Examples of these themes include: Hispanic Heritage, Bullying Prevention, Human Rights, Poverty in America Awareness, Black History, Women's History, Autism Awareness, and Asian Pacific American Heritage. Within their classrooms students complete projects, watch videos, write about and create art to honor each monthly theme.

Throughout the school year we also intentionally planned a few community services projects that engage our students in actively learning about the importance of civic participation. This year we completed three different community service projects that students participated in, both raising awareness for students around the various ways that they can contribute as citizens to their communities. All projects had a vastly different purpose, which was beneficial to developing student knowledge around the idea that there is more than one way to support your community - through hands-on work, money, donations, time etc. This school year we incorporated more student voice through having students vote on the community service project that they were most invested in. After the voting was completed, the first project occurred during the winter and the focus was around raising money for books and supplies to donate to the local Ronald McDonald House in Springfield, MA. The second service project that students participated in was donating non-perishable food items that we were able to pair with turkeys that our Family Engagement Coordinator gets donated to us to make Thanksgiving meal kits for our families with the most need. These boxes are passed out to selected families the day before Thanksgiving break. Our last project this year was our community-wide clean up and recycling activity. Students learned the importance of taking care of our environment and the lasting impacts that garbage and pollution can have on our air, land and water. After both service projects, students engaged in a reflection process that asked them to synthesize what they took away from the activity.

Positive Character Development

At Martin Luther King Jr. Charter School, we prioritize developing not only academic growth but positive character as well. "Intelligence plus character – that is the goal of true education." We work to ensure that developing positive strength of character with our students is incorporated thoughtfully in both explicit and implicit ways.

Some of the explicit ways that we develop positive character is through our Community Meeting structure. Every morning following breakfast in the classroom, our advisories circle up for a Community Meeting. Our Community Meeting structure is composed of: a Call to Meeting, a daily Greeting, a Share or daily check-in, reciting our School Pledge, a Group Activity, and closes with a Morning Message. The Greeting and Share are both opportunities for students to social interact, relationship build, and build advisory pride and community. The Group Activity is the section where advisors are either facilitating Sanford Harmony lessons or another activity that students will enjoy while also building their SEL knowledge and skills. In particular, from our data, we see

our students struggling with relationship skills, self-awareness, and responsible decision-making. We use a dedicated program called Sanford Harmony and also incorporate lessons on our core values. This school year we refined strategic scope and sequence community meetings to align with the monthly core value and integrated Sanford Harmony lessons into Community Meetings more effectively than years past. In addition to Community Meeting, our Culture Team also found more opportunities to explicitly teach pro-social skills to students. This looked like members of our Culture Team reflecting back incidents and working with the student to make a plan for moving forward or role-playing scenarios to practice handling situations more effectively that require good character. While this year we did make some growth in that area, this is an area we are focused on strengthening in the year ahead.

Another explicit way we develop positive character is through our monthly Town Hall meetings. These take place on the first Friday of each month. Each month focuses on one of our core values. We take time to define it, share examples, and preview some learning activities that could happen in the month ahead. At the following Town Hall meetings, we make time to reflect back and share out activities or projects that were done across all our classrooms over the previous month and then look ahead to the core value in focus for the current month. Some months may include a competition tied to a core value (i.e. which advisory will show the most determination this month by completing their personalized instruction lessons). In addition to academic progress recognitions, we also celebrate students demonstrating strength of character and embodiment of our core values with our monthly Dr. King Award.

Some other less explicit ways that we develop positive character with our students is through participation in community service projects. This year, we conducted three community service projects. Our Young Scholars generated some possible options and then created a survey for all students to take. Our students determined that they wanted to raise money (\$1,500) to buy books for children at the Ronald McDonald House. Our students raised so much money collectively that we bought all the books on the Ronald McDonald House's wishlist, some our students selected, and then a bunch of other supplies from Ronald McDonald House's wishlist. We then took our Young Scholars to deliver all the items in person to our local Ronald McDonald House. This year, we also did our annual Thanksgiving dinner project, and a community-wide clean up and recycling project. Each time, students were tasked with reflecting on their individual and collective actions and impact.

This year, we created more opportunities for students to help within the school, such as having classroom or school-wide jobs or organizing school events (i.e. Town Halls and Community Service projects). We incorporated mindfulness activities and reflection opportunities to help students develop self-awareness and emotional regulation. Lastly, we identified more opportunities to acknowledge and reward positive behavior of our students through praise and core value contests where based on which core value was in focus that month, students could earn raffle tickets from any staff member for "Getting caught being _____ (respectful, determined, showing integrity, promoting social justice, or demonstrating excellence)".

Experiential Learning

Last year we focused on developing teachers' understanding of experiential learning and the benefits of this approach to learning. The goal was for teachers to identify at least one opportunity to plan and implement experiential learning. This past year, we were able to build from that foundation and make significant progress with respect to our Experiential Learning Key Design Element. Our instructional coaches collaborated with teachers across all grade levels and content areas to identify meaningful experiential learning opportunities that directly aligned with the

students' content unit. Additionally, wherever organically possible, we refined our horizontal alignment at each grade level to make explicit cross curricular connections. In collaboration, coaches and teachers planned experiential learning opportunities that enhanced students' learning experience and understanding of key concepts. These experiences ranged from in the classroom, to outside, to field trips. They also ranged from the beginning of the unit to launch, mid-unit to enhance, or end of unit to culminate. Teachers' excitement grew this year and we look forward to continuing to build and enhance experiential learning at our school in the upcoming years.

Individualized Student Support

We currently have too many students at the Tier 2 and 3 levels as a result of needing to strengthen our Tier 1 instruction. We are currently addressing academic intervention needs through Centers in grades K-2 and What I Need (WIN) block interventions in grades 3-5. The expectation across all grades in that teachers are pulling small groups for intervention while other students are working independently. Working independently looks like students in small groups rotating through their literacy and math Centers in grades K-2 and students working on MyPath which is adaptive and through which students are assigned to a personalized path of interventions based on their i-Ready diagnostic results. Students do this in both reading and math. Additionally, we have some students in Tier 2 groups working with our Literacy or Math Specialists. While this has been an effective intervention because of their skill level and consistency, their capacity to take groups of students is limited. Our data shows that while students are making some progress and trending in a positive direction, too many students are not on grade level. Our high-needs student population is not progressing at the same rate as their counterparts, signaling the need for a more expansive continuum of support.

As part of this work, we need to further develop our teachers. They need professional development and coaching on lesson alignment, effective scaffolding, classroom management, and effective data cycles. This is critical as many teachers at MLKCSE are generally early in their career and/or are still developing effective teaching practices. We need to develop teachers' knowledge and skills to strengthen our Tier 1 instruction, while simultaneously addressing students requiring Tier 2 or 3 support.

We will implement academic intervention and acceleration opportunities targeting student groups demonstrating the largest gaps in achievement (e.g., high dosage tutoring, Make Up Academy, and summer learning) Using mCLASS DIBELS, K-3 students will be assessed so that appropriate intervention can be provided with urgency. These interventions will be targeted; if a student shows a phonological awareness or phonics gap per the DIBELS assessment, they will then be assessed using a CORE Phonics. UFLI will be used, based upon the CORE data, to provide appropriate intervention; we also arranged for classroom teachers, Special Education teachers, ELL Teachers, and Teacher Associates to receive Orton-Gillingham training over the summer so they can also provide this in intervention to students that would benefit. We will also use our mCLASS DIBELS data to engage families and build literacy partnerships between home and school.

In math, we will focus targeted academic support and high dosage tutoring through the lens of coherence. Utilizing the Coherence Map, we will focus on balancing providing all students with access to grade level curriculum while providing support by developing students' foundational conceptual understandings and building their procedural fluency during intervention blocks and Math Centers. Focusing our targeted academic support and acceleration through the lens of coherence will be a shift in our strategy.

A significant piece of our targeted academic support and acceleration will be on developing our teachers' skills and recommitting to consistent and frequent data cycles. In order to strengthen our Tier 1 instruction and student outcomes, we will be providing professional development and coaching on lesson alignment, effectively scaffolding, classroom management, and effective data cycles is needed for all teachers, but particularly for newer/less experienced teachers which currently comprise approximately half of our teaching staff. Teachers will receive not only curriculum based professional development, but professional development based on instructional best practices and management techniques. This learning will be reinforced through frequent observation and feedback cycles, as well as through biweekly planning meetings led by instructional leadership to ensure all lesson components are aligned to a standard, evidence high leverage instructional moves, promote student-to-student discourse, and allow for students to productively struggle through independent practice. On alternating weeks, teachers and instructional leadership will engage in data meetings in which student work will be analyzed, common misconceptions will be identified, and appropriate remediation planned based upon student learning data. In addition to ongoing data analysis of Tier I student work, teachers will also collect data through progress monitoring their intervention groups approximately every 6 weeks and using that data to guide intervention instruction.

Amendments to the Charter between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
N/A	N/A	N/A

CRITERION 2: ACCESS AND EQUITY

Student Demographic Information

[Enrollment by Race/Ethnicity \(2023-24\)](#)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	28.4
Asian	1.7
Hispanic	65.7
Native American	1.1
White	1.1
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.0

[Selected Populations \(2023-24\)](#)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	30.3
English Language Learner	20.2
Low-income	86.2
Students with Disabilities	14.9
High Needs	91.6

[2022-23 Student Discipline Data Report](#)

School's student discipline data is [linked here](#).

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	372	9	0.8	2.2	0.3
English Learner	78	0	-	-	-
Low Income	330	8	0.9	2.1	0.3
Students with Disabilities	68	4	-	-	-
High Needs	350	8	0.9	2.0	0.3
Female	181	3	-	-	-
Male	191	6	1.6	2.6	0.5
American Indian or Alaska Native	5	-	-	-	-
Asian	6	0	-	-	-
African American/Black	112	7	2.7	5.4	0.9
Hispanic/Latino	232	1	-	-	-
Multi-race, Non-Hispanic/Latino	9	1	-	-	-

Native Hawaiian or Pacific Islander	0	-	-	-	-
White	8	0	-	-	-

MLKCSE holds the belief that we must instill our core values into our students: teaching them social emotional skills in order to embody the best version of themselves becoming empathetic, empowered individuals who can advocate for their needs and the needs of others. Each year, we reflect on our policies and practices and working to become an even more safe and supportive environment for the entire school community. Looking ahead, we will be auditing our policies and practices through an anti-racist lens and working to become an even more safe and inclusive environment for the entire school community. This year, we still experienced some instability in some students' behavior, particularly a small group of Tier 3 students. While staff worked hard to intervene and support struggling students, we are committed to having a more consistent and thoughtful system in the upcoming school year.

We continued to hold monthly suspension review meetings where we analyzed discipline data for patterns and planned responsive action steps to intentionally mitigate suspension and address disproportionate rates of suspension and for students with disabilities and students of color. Whenever possible, we utilized restorative practices like in-kind restitution and behavioral interventions that would more effectively address the root causes of misbehavior. This year, we also created more opportunities for incentives, celebrating students who were meeting or exceeding expectations with Dress Down Fridays, Spirit Weeks, Helping Hand, after school clubs, and raffles around our core values. Although we did not meet our 2022-2023 Annual Report goal of keeping suspensions low, ending the school year with 26 more suspensions than the year prior, the addition of the after school detentions and the incentives for students gave the school community more ways to hold students accountable and it gave students and families more opportunities to reflect on their behavior and make positive changes in alignment with our core values.

For the upcoming school year, we plan to make a number of changes to more consistently implement and better monitor our student discipline systems and processes. In terms of our approach, we remain deeply committed to our mission, values, and Dr. King's ideals. We are going to place heavier emphasis on behavior management and intervention as a means to and in service of academic achievement. Teams will be more collaborative and less siloed in their work to support students. We have adopted a new streamlined PBIS software that we are looking forward to using in the upcoming year. This will allow for more frequent and meaningful interventions to happen leading to more urgency of responses to areas of improvement. We will also be tightening up our Student Accountability progression and expanding our "menu" of options for restorative justice practices, natural consequences, and disciplinary consequences. We will continue to improve on consistent implementation school-wide.

One of the most important initiatives that will help improve school culture is developing the knowledge and skills of our teachers and staff. Many teachers at MLKCSE are generally early in their career and/or are still developing effective teaching practices. Next year, we will prioritize more intense training on Tier 1 classroom management, trauma informed practice, culturally responsive teaching, and use of effective de-escalation strategies. As referenced earlier, meeting

structures will be adjusted to create more opportunities for collaboration between teachers, the culture team, and school leaders. We will implement more frequent data cycles focus on SEL and school climate metrics to course correct more effectively. We will continue to utilize our Student Intervention Committee (SIC) as a means of collaborating to better support struggling students. We are committed to identifying more ways of partnering authentically with families and bringing more of their voices to decision-making in service of better supporting our students to be more academically successful.

For students, we look forward to collaborating with them to create more opportunities for student leadership and student voice. We plan to also expand opportunities for teaching pro-social skills and positive character development (embedded in content and explicit), create more frequent positive reinforcement (i.e. shout outs, school store, incentives like dress down day, etc.), and more regularly celebrate our consistently high performers. This was feedback from students and families that we are excited to integrate in the upcoming school year.

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual and/or name of the school or district as applicable)	Result of dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other schools/districts as a result of this dissemination activity.)
Innovative collaboration between Counselor and Administration	Podcast	Abigail Cole, Principal Lori Ford, School Counselor	MASCA - Elementary Podcast Primary Audience: MA Educators and Counselors	Shared best practices used at MLKCSE for supportive and innovative collaboration between Counselor and Administration
Grade level structure and literacy practices	In-person meeting	Kendra Salvador, Executive Director	Robyn Sanchez, Principal, Springfield Public Schools (Warner Elementary)	We exchanged effective practices implemented and also collaboratively problem solved mutual challenges. We discussed drawbacks and benefits to self-contained vs. departmentalized grades at the elementary level. We discussed strategies for how we've attempted to response to teacher retention and turnover post-COVID. We shared our rationale for shifting from Wit & Wisdom to CKLA and the characteristics that we believe make CKLA compelling. We shared about early literacy screeners and their efficacy. Finally, we shared about effective strategies for improving student writing. Specifically, we shared about student writing portfolios and how they could be shared with families at an academic showcase night event. We talked about using student writing samples to inform adaptation to instruction and to progress monitor. We committed to continue partnering on a quarterly basis on these topics to share effective practices and problem solving together.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

Here is the [2023](#) School Report Card for Martin Luther King Jr. Charter School of Excellence.

In Literacy and Math K-5, the main assessment tool we use is i-Ready. i-Ready is a highly rated, nationally normed assessment that provides both normative- and criterion-referenced data. Our school used the iReady assessment 3 times to measure student growth and achievement, as well as identify areas that require intervention.

For Reading, in addition to i-Ready, we also use CORE Literacy Library's Assessing Reading. The CORE Assessment provides a collection of tests for the comprehensive assessment of skills related to reading. These assessments can help identify why a student is having reading difficulty, determine what the next step in instruction should be to remediate that difficulty, and monitor progress throughout the course of instruction.

In K-1 we administered the EarlyBird assessment and in grades 2-3 we used the DIBELS assessment as a dyslexia screener in accordance with DESE guidance. Based upon student data and our experience administering the EarlyBird assessment, it was determined additional screening was necessary. We found DIBELS to best suit the needs of all of our students and therefore administered DIBELS to K and 1 as well. This data was used to determine next steps and appropriate interventions when necessary in order to support student growth.

Per our Round 1 iReady data, 5% of our students were performing at mid grade level or above, 12% of our students were performing early on grade level, 57% of our students were performing one grade level below, 17% were performing 2 years below, and 8% were performing three or more years below.

Based upon our Round 3 iReady data, students have grown from 5% to 23% mid or above grade level and from 12% to 21% early on grade level. Per this growth, our one grade level behind dropped from 57% of students to 36% of students, two grade levels behind has dropped from 17% to 12%, and three or more grade levels behind has dropped from 8% to 6% of students.

At the beginning of the year, 0% of our special education students were mid-or-above grade level, 6% were early on grade level, 49% were one year behind, 18% were two years behind, and 27% were three or more years behind. Per our most recent assessment data, 8% of students are mid grade level or above grade level, 14% of students are early on grade level, 40% of students are one year behind, 18% of students are two years behind, and 20% of students are three or more years behind.

At the beginning of the year, 1% of our multilingual students were mid-or-above grade level, 4% were early on grade level, 60% were one year behind, 21% were two years behind, and 13% were three or more years behind. Per our most recent assessment, 9% of our students are mid or above grade level, 27% are early on grade level, 39% are one year behind, 17% are two years behind, and 9% are three years or more behind.

Math- i-Ready assessment data for math shows student growth trending in a positive direction based upon round 3 assessment. Over the year, students at mid-or-above grade level increased from 1% to 12%. The number of students early on grade level increased from 3% to 16%. The number of students one grade level below decreased from 60% to 52%. The number of students

two grade levels below, decreased from 24% to 14% and the number of students three or more grade levels below decreased from 11% to 6%.

Overall, although there is still work to be done, our reading and math growth is trending in a positive direction. The number of students working on grade level has more than doubled from Round 1 to Round 3- growing from 17% of students to 44% of students. Our smallest growth area remained in vocabulary and comprehension. We plan on remediating our vocabulary gap through schoolwide implementation of the 5 Step Vocabulary routine with fidelity as a Tier I instructional tool in the upcoming school year. Our academic gap in the area of comprehension will be addressed through our new knowledge building curriculum-CKLA which also includes a larger focus on grammar, syntax, and verbal reasoning. This new curriculum, paired with our development of schoolwide close reading practices, will support our students in furthering comprehension.

With regards to math, our strongest domain is Number and Operations followed by Algebra and Algebraic Thinking. Our two lower performing domains are Measurement and Data and Geometry. This overall pattern holds for nearly all grade levels. We will continue to implement i-Ready Mathematics. In addition to MyPath for individualized instruction for intervention, we have revised our master schedule for the upcoming year to allow for more teacher led small group instruction.

Based on our internal benchmark assessment in science, our students demonstrated growth. For students in Grade 3, students at the Advanced level increased from 0% to 3%. Students at the Proficient level increased from 0% to 3%. While students at the Needs Improvement level increased from 59% to 66%, the number of students at the Failing level decreased from 33% to 24%. At the Grade 4 level, there was no change at the Advanced or Proficient levels as measured by our internal benchmark. While students at the Needs Improvement level increased from 71% to 75%, the number of students at the Failing level decreased from 23% to 9%. At the Grade 5 level, there was no change at the Advanced or Proficient levels as measured by our internal benchmark. While students at the Needs Improvement level increased from 71% to 75% and the number of students at the Failing level increased from 36% to 39%. While our student performance data is trending in a positive direction overall, we have so much more urgent and thoughtful work to do with our students.

For English Learners (ELs), we use the WIDA Screener. It is a state-approved English language proficiency assessment that helps us identify whether a student is an English learner (ELs). Students take the ACCESS for ELLs assessment each January, which measure English language proficiency in the domains of listening, speaking, reading, and writing. ESL teachers also give writing benchmarks three times per year and use the results to set 1-3 individual linguistic goals for each student at the beginning of the year. These benchmarks are scored using WIDA's Interpretive Writing Rubric, which is aligned to the ACCESS assessment and provides proficiency data broken up by discourse, sentence, and word/phrase levels. Teachers analyze formative assessments within the ESL units throughout the year to monitor progress toward linguistic goals. This year, the ESL department goal was that at least 80% of students would meet their end of year linguistic goal and 82% of students met that goal at the end-of-year benchmark.

ACCESS scores did dip as compared with SY22-23 with 60% of students meeting DESE's progress target this year and 75% meeting last year. First and second grade had a strong performance with 75% and 82% meeting their state targets. Third grade performed well, but still under what we anticipated. The ESL teacher and EL Director believe they could have done better. After analyzing

and critiquing instructional practices, we determined there was one unit taught prior to ACCESS that could be more aligned to the ACCESS test, which changed last year. Students needed to have more practice interpreting information from line graphs. Some units are still a work in progress and, as we continue to revise and vet our units, utilizing consultants from MATSOL whenever possible, we find adjustments that need to be made. After careful consideration, we have replaced the unit in question next year with one we have used in the past that can better set students up for success on the ACCESS test.

Fourth and fifth grade is where we saw a clear decline in EL performance this year. This is due to a new teacher working with those grades this year. The teacher has made tremendous progress, but this was his first year having a class of his own and using our ESL curriculum. In addition, behavior management challenges impeded student's academic progress. The teacher was coached heavily on classroom management, routines and structures in addition to instruction of the linguistic content. He made great strides and we saw much more student growth and progress after the ACCESS test in January.

CRITERION 6: PROGRAM DELIVERY

The Wit and Wisdom curriculum was used for all learners in Grades K-5 for Tier I instruction. Students in Grades K-2 used the Heggerty curriculum for phonological awareness and students in K-3 received daily instruction through the Foundations curriculum for explicit phonics instruction. Students identified as requiring interventions were instructed through various curriculums based upon their needs and were grouped according to CORE and iReady data. In these interventions, students received instruction through either the FlyLeaf curriculum, UFLI curriculum, Orton-Gillingham strategies, or various multisensory interventions for students struggling with phonological awareness versus phonics.

If a student showed no intervention need in phonics based upon iReady data, but did show an academic gap in either vocabulary or comprehension, he or she was placed in an intervention group that explicitly taught those skills through the 5 Step Vocabulary routine and close reading.

Looking ahead, in order to further our schoolwide Reading growth and best support our students, we will be switching from Foundations and Wit and Wisdom, to full implementation of the Core Knowledge Language Arts Curriculum. CKLA fully aligns with the Science of Reading, addressing all components of The Reading Rope. Its knowledge-building aspect builds every year, beginning in Kindergarten. We also will continue to refine our intervention and remediation practices; we found the UFLI curriculum and Orton Gillingham to be most impactful to student learning growth when used in intervention groups and therefore will be using it in all intervention groups that would benefit from it next year.

The i-Ready Math curriculum was used for all K-5 students as Tier 1 instruction. Students were flagged as needing intervention if they were at least a grade level below. Students were pulled during the WIN block in classrooms as well as pulled out for intervention. A total of 24 students attended Imagine Learning Math tutorial as a virtual intervention.

i-Ready Mathematics provides just-in-time instruction that is responsive to individual students' needs. Students engage in the diagnostic three times a year then are placed on MyPath for individualized instruction. i-Ready engages students with relevant challenges and provides pathways to deeper understanding. Enables students to advance quickly once they master a skill, building their confidence and maximizing student engagement.

During the school year a new math tutoring opportunity opened up for us called Imagine Learning. MLKCSE was able to target a group of 4th graders, receiving virtual Math tutoring through this program during their intervention block. Students worked in tutoring groups with a 4:1 student teacher ratio during this time for targeted instruction.

With regards to Science, we will continue to implement Amplify Science. Our students are invested in the module framings. As we transition to CKLA, we are excited to adjust our scope and sequence to align with one another. We hope this alignment will enhance our students' experience. We introduced a number of experiential learning opportunities in Science this year. We look forward to expanding on this year's work.

Over the course of the school year, one special education teacher was trained in Orton Gillingham. The special education team has been using Flyleaf resources and Moondog decodable books. As a result of initial IEP meetings for students flagged from the early literacy screener, a need was identified for a programmatic approach to structured literacy instruction. After discussion and review, the team identified that training the special education team in Orton Gillingham would be effective in meeting the gaps of students that were not demonstrating progress. The data from the special education teachers trained in structured literacy programs showed that students grew significantly using this approach.

The following identified next steps for the 2024-2025 School year. Train all special education teachers in Orton Gillingham. Monitor the growth of students in pull-out settings that are receiving reading programming from the structured literacy programming including formative assessments administered weekly and benchmarks administered at least three times per school year.

ESL instruction is delivered in a self-contained setting and utilizes a dedicated ESL curriculum as it is Tier 1 instruction for those students who qualify. Instruction is provided in accordance with DESE's recommendations for service hours corresponding to proficiency level. Intermediate students are given 45-50 minute ESL classes where they receive ESL curriculum units that target all domains of language (listening, speaking, reading, and writing). Intermediate students receive ESL during the What I Need (WIN) block, so that they are not missing any other content instruction. Beginner students receive no less than 90 minutes of ESL instruction per day. They do receive the ESL units during their core ELA block because they are still at the beginning levels of learning English. The goal is to give them 1-2 years of rigorous, explicit English as a Second language instruction so that they can re-enter their ELA block with the tools to be successful. In past years, our beginner ELs have repeatedly fallen behind their English-proficient peers in their homerooms during the Heggerty/Fundations block. This creates a foundational reading gap in the lower grades that then widens as students reach third grade and up. Last year, we began having ESL teachers teach that block for one of the 45 minute periods of ESL for the beginner students. This has worked out extremely well. ESL teachers are able to go at a pace more suitable for ELs and they are equipped to address any linguistic needs that come up. Our students are no longer falling behind and any gaps that emerged are being caught and being addressed immediately.

If an EL is not making progress, that student is recommended to our Student Intervention Committee (SIC) and they have equitable access to any necessary resources and interventions.

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE

Martin Luther King Jr. Charter School Of Excellence	<i>MLK Jr. Charter School of Excellence</i>
Unaudited Statement of Activity 06/30/24	
<i>Operating revenues</i>	
Tuition	6,885,513
Federal grants	1,984,117
State grants	
In-kind meals	347,901
In-kind Transportation	297,660
On-behalf payments - fringe benefits	684,855
Program fees	
Total operating revenues	<u>10,200,046</u>
<i>Operating expenses</i>	
Salaries	5,108,153
Payroll taxes	256,421
Fringe benefits	450,246
Related party rent expense/(income)	397,000
Workers compensation	42,015
Utilities	130,533
Contracted services	177,412
Insurance	46,461
Instructional supplies and materials	329,092
Dues and Subscriptions	28,630
Supplies and materials	16,185
Professional Development	122,875
Repairs and maintenance	121,424
Travel & Other	
Professional Services	139,075
In-Kind expense	645,561
On-behalf payments - fringe benefits	684,855
Equipment	33,105
Facilities	-
Depreciation	88,681
Miscellaneous	181,090
Total operating expenses	<u>8,998,812</u>
Operating (loss)/revenue	<u>1,201,235</u>
<i>Nonoperating revenues/(expenses):</i>	
Private contributions -Unrestricted	
Private contributions - Restricted	
Interest income	32,360
Other Revenue	36,035
Total nonoperating revenue	<u>68,396</u>
Change in net position	1,269,630

Martin Luther King Jr. Charter School Of Excellence *MLK Jr. Charter*
Unaudited Statement of Net Position *School of Excellence*
6/30/2024

Assets	
<i>Current Assets</i>	
Cash	\$ 3,787,971
Class and student funds held	
Accounts Receivable	154,069
Due From related parties	(99,911)
CD/Short Term Investments	1,028,551
Prepaid expenses	154,138
Total current assets	<u>5,024,818</u>
<i>Noncurrent Assets</i>	
Related Party Receivables	225,000
Due (to)/from related party	
Capital assets, net	1,300,659
Total noncurrent assets	<u>1,525,659</u>
Total assets	<u>\$ 6,550,477</u>
Liabilities and Net Position	
<i>Current Liabilities</i>	
Accounts Payable	\$ 88,590
Accrued expenses	507,977
Due to Related Parties	-
Note payable - current	-
Deferred Revenue	-
Class and student funds held	
Total current liabilities	<u>596,567</u>
<i>Noncurrent Liabilites</i>	
Note payable	
Total noncurrent liabilities	<u>-</u>
Total liabilities	<u>596,567</u>
<i>Net Position</i>	
Net investment in capital assets	1,300,659
Temporarily restricted	
Unrestricted	4,653,251
Total net position	<u>5,953,910</u>
Total liabilities and net position	<u>\$ 6,550,477</u>

Approved school budget for FY25

FY25 Draft Budget - MLKCE			
Line Item Code	Line Item Description	Revenue	FY25
N/A	N/A	Per Pupil Tuition (projected at 2.5% increase) (SY23-24: 6,490,474) (Gov projected at 6.5% - \$7,372,662/ SWM projected at 3.3 percent - \$X)	6,652,735.85
N/A	N/A	Facility Per Pupil (projected at \$427,680)	427,680
N/A	N/A	Fund Code 309 - Federal - Title IV, Part A: Student Support and Academic Enrichment (from \$25,422)	\$25,422
N/A	N/A	Fund Code 305 - Federal - Title I, Part A: Improving Basic Programs (from \$338,945)	\$338,945
N/A	N/A	Fund Code 140 - Federal - Title II A: Supporting Effective Instruction (from \$24,509)	\$24,509
N/A	N/A	Fund Code 240 - Special Education - Individuals with Disabilities Education Act (IDEA) (from \$97,453)	\$97,453
N/A	N/A	Fund Code 262 - Federal - Early Childhood Special Education (from \$2,141)	\$2,141
N/A	N/A	Fund Code 180 - Title III: English Language Acquisition and Academic Achievement Program for English Learners (from \$15,297)	15,297
N/A	N/A	Fund Code 209 - IVAQ Grant	70,000
N/A	N/A	e-Rate (HIQ - \$2,947.95 is the 15% (85% is reimbursed); Comcast - \$1,280/month; Verizon - \$684 (\$800+taxes) Comcast & Verizon reimbursement at 90%	39,169
N/A	N/A	ESSER III Carryover from FY24 (\$250K)	250,000
N/A	N/A	FY24 - Grant Carryover	25,000
N/A	N/A	Contributions - In-Kind Transportation	350,000
N/A	N/A	Contributions - In-Kind Other/Meals	325,000
N/A	N/A	Contributions	0.00
N/A	N/A	Medicaid Reimbursement	\$25,000
N/A	N/A	Investment Income	\$0
Total Revenue			\$8,668,352
Projected Amount Spent			\$7,250,551
Projected Budget Balance			\$1,417,801
110	Subtotal - Board of Trustees	Description	
111	Contracted Services	Contracted professional services, including all related expenses covered by the contract. (Ex: board training consultant, facilitator for board retreat, board attorney) Do not include auditor see Non-Instructional Administration-Contracted Services.	13,495
112	Travel and other expenses	Travel and other expenses for board members such as dues, subscriptions and memberships. (Ex: board member travels to charter school conference, dues for board-specific professional association).	1,500
121a	Subtotal - Non-Instructional Administration and Support Staff	Salaries for non-instructional school-wide administrative personnel, excluding development staff. (Ex: executive director, Business and Finance, Human Resources, Legal Services, Information Technology, Student Recruitment and Enrollment/Registrar, Enrollment Director, SIMS administrator, and respective Support Staff). Principals and Instructional Leaders should be noted in Instructional Services. If role is instructional and administrative, split accordingly.	
121a	Salaries - Professional and Support Staff	Salaries	807,169.00
122a	Contracted Services - Professional and Support Staff	Contracted professional services, including all related expenses covered by the contract, excluding development contracts. (Ex: interim school leader, auditor, attorney, licensing for district wide software - Microsoft, Anti virus).	143,000
123	Recruitment/Advertising	Recruiting/advertising for students, staff, and board members. (Ex: brochures, newspaper advertising, web based staff recruitment such as School Spring, radio, advertising for bids).	21,538
124	Travel, Dues, and other expenses	Travel and other expenses for all non-instructional administrative and support staff, dues such as charter school association dues, professional dues, subscriptions, memberships, professional development and conferences.	23,300
125	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: office furniture, office supplies, non-instructional computers and software).	33,350
126	Depreciation - non instructional	Annual depreciation expense for capitalized costs (ex: district wide information management, computers, furniture).	110,000
170	Subtotal - Development (Private)	Salaries apportioned to private development personnel (this could be % of a salary). (Ex: grant writer and fundraiser).	0

The FY25 Budget was approved by the Board of Trustees on April 16, 2024.

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220	Instructional Subtotal - Classroom and Specialist Teachers		
221	Salaries - Teachers, Classroom	Salaries for teachers with primary responsibility for teaching designated curriculum to established "classes" of students in a group instruction setting. Also includes itinerant music, art, health, physical education teachers who travel from classroom-to-classroom. Teacher EPIMS codes: 2305 - Teacher, 2306 - Co Teacher, 2307 - Virtual Teacher, 2308 - Virtual Teacher - Co Teacher	
221	Salaries - Teachers, Classroom	General education and Specials Teachers' salaries	1,621,632
222	Salaries - Teachers, Specialists	Salaries for teachers/specialists who provide individualized instruction to students (1-on-1 or small groups) to supplement the services delivered by the students' classroom teachers, e.g. reading recovery, Title I reading specialists, special education, academic support, and language acquisitions services. NOT paraprofessionals. Teacher EPIMS codes: 2310 - Teacher - specialized content instruction	
222	Salaries - Teachers, Specialists	Salaries	\$651,390
230	Instructional Subtotal - Other Teaching Services	Salaries for Medical/Therapeutic service and other professionals. (Ex: OT, PT, Speech, Vision and other therapeutic services that are provided by licensed practitioners, librarians, media center directors , substitute teachers on payroll, extended-day teachers, MCAS administrator).	
231	Salaries - Professional	Salaries	255,997.00
232	Salaries - Non-clerical Paraprofessionals	Salaries for paraprofessionals hired to assist teachers/specialists with classroom instruction in the preparation or reproduction of instructional materials or classroom instruction. (Ex: American Sign Language Specialists, general teacher's assistant, after-school employees).	
232	Salaries - Non-clerical Paraprofessionals	Salaries	
233	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: secretary, after-school employees).	0
234	Contracted Services	Physical Therapist & Audiologist, TVI, AAC	14,000
170b	Contracted Services - Private	Contracts apportioned to professional services for private development (including all related expenses covered by the contract). (Ex: contracted fundraiser, contracted grant writer).	0
170c	Fundraising - Private	Expenses related to private fundraising. (Ex: invitations to fundraiser, fundraising software, space rental for fundraising event).	10,000
171	Subtotal - Development (Public)	Salaries apportioned to public development personnel (this could be a % of a salary). (Ex: grant writer and fundraiser).	0
171b	Contracted Services - Public	Contracts apportioned to professional services for public development (including all related expenses covered by the contract). (Ex: contracted grant writer).	0
200	Instructional Service		
210	Instructional Subtotal - Instructional Leadership	Salaries for instructional personnel in leadership roles. (Ex: principal/asst. principals (undistributed), curriculum directors (including SPED), department heads, technology/instructional coordinators, team leaders, network school administrators).	
211	Salaries - Professional	Salaries	557,800
212	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: instructional school secretary and respective clerical support staff to the various instructional personnel in leadership roles).	
212	Salaries - Clerical	Salaries	0
213	Contracted Services	Contracted professional services, including all related expenses covered by the contract. (Ex: contracted instructional consultant such as a reading specialist).	0
214	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: white boards and computers for instructional leaders).	0
215	Travel and other expenses	Travel and other expenses for all instructional leadership and their support staff, professional dues, subscriptions, memberships, teaching seminars and conferences	7,020
220	Instructional Subtotal - Classroom and Specialist Teachers		
221	Salaries - Teachers, Classroom	Salaries for teachers with primary responsibility for teaching designated curriculum to established "classes" of students in a group instruction setting. Also includes itinerant music, art, health, physical education teachers who travel from classroom-to-classroom. Teacher EPIMS codes: 2305 - Teacher, 2306 - Co Teacher, 2307 - Virtual Teacher, 2308 - Virtual Teacher - Co Teacher	
221	Salaries - Teachers, Classroom	General education and Specials Teachers' salaries	1,621,632
222	Salaries - Teachers, Specialists	Salaries for teachers/specialists who provide individualized instruction to students (1-on-1 or small groups) to supplement the services delivered by the students' classroom teachers, e.g. reading recovery, Title I reading specialists, special education, academic support, and language acquisitions services. NOT paraprofessionals. Teacher EPIMS codes: 2310 - Teacher - specialized content instruction	
222	Salaries - Teachers, Specialists	Salaries	\$651,390
230	Instructional Subtotal - Other Teaching Services	Salaries for Medical/Therapeutic service and other professionals. (Ex: OT, PT, Speech, Vision and other therapeutic services that are provided by licensed practitioners, librarians, media center directors , substitute teachers on payroll, extended-day teachers, MCAS administrator).	
231	Salaries - Professional	Salaries	255,997.00
232	Salaries - Non-clerical Paraprofessionals	Salaries for paraprofessionals hired to assist teachers/specialists with classroom instruction in the preparation or reproduction of instructional materials or classroom instruction. (Ex: American Sign Language Specialists, general teacher's assistant, after-school employees).	
232	Salaries - Non-clerical Paraprofessionals	Salaries	
233	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: secretary, after-school employees).	0
234	Contracted Services	Physical Therapist & Audiologist, TVI, AAC	14,000

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240	Instructional Subtotal - Professional Development		
241	Salaries - Professional Development	Salaries for full-time or prorated salary of director/staff for professional development, including training for new teachers, new curriculum or instructional practices, master and mentor teachers, and coaches.	68,000
242	Contracted Services	Contracted professional services, including all related expenses covered by the contract, for professional development (Ex: non-payroll substitute teachers, speakers and trainers).	131,800
243	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: professional development handouts).	46,700
244	Travel and other expenses	Travel and other expenses for staff such as dues, subscriptions and memberships. (Ex: professional development seminar, tuition reimbursements for employee higher education coursework).	15,000
250	Instructional Subtotal - Guidance, Psychological & Testing		
251	Salaries - Professional	Salaries for Guidance, Psychological & Testing Professionals (Ex: director of guidance, school social workers, and counselors for guidance, school adjustment, higher education, career planning, and workplace learning placement; psychological evaluators and other licensed mental health professionals).	
251	Salaries - Professional	Salaries	273,600
252	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: secretary).	0
		Contracted professional services, including all related expenses covered by the contract, for guidance, psychological, and testing. (Ex: contracted guidance counselor).	80,000
254	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000. (Ex: psychological (not academic related) testing materials).	3,000
260	Instructional Subtotal - Materials, Equipment & Technology		
		Expenditures for all textbooks and related media/materials (Ex: hard copy and online text books)	39,700
262	Other Instructional Materials	Books, furniture and other materials, excluding textbooks but including online materials, for use in school libraries or classroom libraries (Ex: trade books, subscription to online magazine, periodicals, reference materials, student desks etc.).	11,500
263	Instructional Equipment	Non-capitalized expenditures for purchase of science laboratory, physical education, equipment, irrespective of unit cost. Also includes lease/purchase of copy equipment primarily used to produce instructional materials. Does not include classroom technology equipment.	25,000
265	Other Instructional Services	Cost for field trips, including admissions and transportation costs. Also, distance learning services.	10,000.00
266	Classroom Instructional Technology Hardware	Computers, servers, networks, scanners, digital cameras, etc. used in the classroom or in computer laboratories.	25,000
267	Other Instructional Technology Hardware	Computers, servers, networks, scanners, digital cameras, etc. for school libraries and media centers.	0
268a	Classroom Instructional Software	Software licenses used in the classroom or in computer laboratories. (Ex: Online textbook guide, student data communication software such as Edline, Powerschool, School Brains).	9,500
268b	Other Instructional Software	Other Instructional Software	\$10,750.00
269	Depreciation for Furniture, Equipment & Technology	Annual depreciation expense for capitalized Instructional Materials, Equipment, & Technology.	0
300	Pupil Services		
310	Health Services	Salaries for school physicians, school nurses, and clerical support staff. Expenses for school medical supplies, dues and subscriptions, and travel.	2,200
315	Health Services - Contracted	Contracted services for school physicians, school nurses, clerical support staff and associated contracted expenses.	6,800
320	Athletic Services (including Transportation)	Salaries for coaches, trainers and assistants. Expenses for athletic supplies, uniforms, travel expenses and transportation to and from athletic events.	0
325	Athletic Services (including Transportation) - Contracted	Contracted services for coaches, trainers and assistants. Expenses for vendors providing athletic supplies, uniforms, and transportation to and from athletic events.	0
330	Food Services	Salaries for cafeteria workers, food directors, and other food-related services for personell on payroll. Expenses for food, supplies, dues and subscriptions, and travel.	0
335	Food Services - Contracted	Contracted services for cafeteria workers, food directors, and other food-related services for personell on payroll. Expenses for food, supplies, dues and subscriptions, and travel.	326,000
340	Student Transportation (to and from school)	Salaries and related costs incurred by the school; Or, monetary fair market value of services provided by sending district. (Please note: More detail is required in the Schedule 7C worksheet for those seeking reimbursement).	30,000
345	Student Transportation (to and from school) - Contracted	Contracted professional services and related costs incurred by the school; Or, monetary fair market value of services provided by sending district. (Please note: More detail is required in the Schedule 7C worksheet for those seeking reimbursement).	\$350,000
350	Depreciation of Transportation Vehicles	Annual depreciation expense for capitalized transportation vehicles. (Please note: More detail is required in the Schedule 7C worksheet for those seeking state or district reimbursement for transportation costs).	0
360	Other Student Activities	Salaries and contracted services for other student activities such as musical directors, drama coaches and other extra-curricular personnel. Expenses for supplies and materials, travel expenses and transportation to and from related events. Includes expenses related to extended-day programs.	3,000

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400	Operation & Maintenance of Plant	Salaries and contracted services for plant managers, custodians, maintenance, etc. Expenses for supplies, travel expenses and professional development.	137,100
420	Utilities	Cost of fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.	98,000
430	Maintenance of Equipment	Equipment parts and repair, materials, and tools, contracted services, including vehicles.	0
440	Networking and Telecommunications	Costs for installing and maintaining school technology infrastructure, including wiring, file servers, etc.	29,710
510	Employee Retirement	"Payroll taxes", including contributions to Medicaid, social security, pension plans, and other employee retirement systems, school's portion, for non-MTRS employees; and Federal grant MTRS "surcharge". Include MTRS on-behalf pension recorded expense according to GASB 68.	275,000
520	Fringe Benefits	Employee unemployment, health, and life insurance premiums or payments, and worker's compensation or other benefits, paid by the school for the benefit of the employee.	520,000
530	Insurance (non-employee)	Insurance premiums for property, fire, liability, fidelity bonds; self-insurance costs.	55,000
550	Rental/Lease of Equipment	Annual operating lease/rental costs of equipment	397,000
560	Short-Term Interest	Interest costs for short-term (less than one year) lines of credit that are needed to sustain cash flow for ongoing operations.	0

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	354
Number of students upon which FY25 budget tuition line is based	354
Number of expected students for FY25 first day of school	360
There was an error made on our March 15th pre-enrollment entry. It was entered at 354 instead of 360. We have always maintained full enrollment despite some fluctuations with withdrawals and enrollments throughout the school year.	

MLKCSE Capital Plan for FY25

Martin Luther King, Jr. Charter School of Excellence (the School) Fiscal Year 2025 Capital Plan As of July 13, 2024 the School expects to complete the following Capital projects over the next 6 years:					
Description of Project	Current Status	Estimated Completion Date	Current Estimated Cost	Finance Plans	Approved
Remaining asbestos abatement	Not started	2024	46,995	ESSER III Grant	X
Window replacement	Not started	2024	\$30,115	ESSER III Grant	X
Parking Lot Repaving, Repairs, and Expansion	Not started	2024	400,000	Reserved funds	X
Repave and paint line basketball court (post-parking lot expansion)	Not started	2024	\$35,000	Reserved funds	X
Redoing the All Purpose Room floor	Not started	2026	115,000	Reserved funds	X
Building out additional 21,000 sq. ft. of currently unused space in the school building (includes door and window replacements)	Not started	2030	\$5,000,000	Fundraising and Bank/bond financing	X
Total Projected Cost			5,627,110		

This plan was approved by the Board of Trustees of the School on July 13, 2024.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

FAITHFULNESS TO CHARTER

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<p>Objective:</p> <p>Key Design Element Connection: Civic participation and engaged citizenship for social justice</p> <p>Objective: MLKCSE students will be able to engage in civic participation and social justice annually through preparation, action, and reflection, as measured by Community Service Learning Rubric and culminating in a project based on a genuine identified need in the community.</p>		
<p>Measure: In order to become an actively anti-racist organization, MLKCSE staff will participate in a multi-year professional development trajectory focused on Emotional Intelligence and Social-Emotional Learning launching in August 2021.</p>	M	<p>MLKCSE launched a multi-year professional development trajectory starting in 2021.</p> <p>In the spring of 2024 MLKCSE contracted with an outside consulting company, Painted Horse for an initial assessment prior to PD kicking off in August 2024 to continue the work focused on Antiracism and adult SEL learning journey.</p> <p>Assessment included visit to classrooms, 1:1 interviews, and facilitated focus groups.</p>
<p>Measure: Each year, MLKCSE teachers overall will score an average of 2.75 or higher on section three (SEL, Diversity, Equity, and Inclusion) of the SEL Action Planning Rubric.</p>	M	<p>This school year we completed two rounds of data collection in classrooms using the SEL rubric and observation tool.</p> <p>MLKCSE teachers scored an average of 3.0 on the higher on section three (SEL, Diversity, Equity, and Inclusion) across the two rounds of data collection.</p>
<p>Measure: Classroom teachers will assess the students' understanding of their impact on their community by using the MLKCSE Community Service-Learning Rubric. At least 95% of all students will score at least a 3 (on a scale of 1 to 4) overall.</p>	NM	<p>Community service project #1:</p> <p>Total number of students surveyed: 309</p> <p>Total number of students that scored a 3 or higher overall: 191</p> <p>62% of students scored a 3 or higher overall</p>

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		<p>Community Service Project #2:</p> <p>Total number of students surveyed: 274</p> <p>Total number of students that scored a 3 or higher overall: 229</p> <p>83% of students scored a 3 or higher overall</p> <p>*Despite multiple follow up attempts to collect the missing student reflection sheets, only 274 reflections were completed</p> <p>Overall average: 72.5%</p>
<p>Objective:</p> <p style="text-align: center;">Key Design Element Connection: Positive character development</p> <p style="text-align: center;">Objective: MLKCSE students will demonstrate growth in their emotional recognition, perspective-taking, problem-solving, and self-control.</p>		
<p>Measure: By the end of each school year, MLKCSE students will demonstrate growth of at least 3% overall in social-emotional learning competence as measured by an SEL assessment administered via google form.</p>	<p>NM</p>	<p>BOY SEL Assessment Average: 71.8 points</p> <p>EOY SEL Assessment Average: 72.8 points</p>
<p>Measure: Each year, MLKCSE teachers overall will score an average of 2.75 or higher on sections one and two (Lesson Planning and Classroom Environment) of the SEL Action Planning Rubric.</p>	<p>M</p>	<p>This school year we completed two rounds of data collection in classrooms using the SEL rubric and observation tool.</p> <p>MLKCSE teachers scored an average of 3.0 on the higher on sections one and two (Lesson Planning and Classroom Environment) of the SEL Action Planning Rubric across the two rounds of data collection.</p>

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<p>Objective:</p> <p style="text-align: center;">Key Design Element Connection: Experiential learning</p> <p>Objective: MLKCSE students will engage in experiential learning opportunities to deepen their understanding of the knowledge and skills demanded by the content standards.</p>		
<p>Measure: Each year, at least 85% of classroom teachers will deliver at least four experiential learning opportunities to their students.</p>	<p>M</p>	<p>18 out of 18 classrooms had four experiential learning opportunities to their students as evidenced by the collection of student surveys.</p>
<p>Measure: Of the teachers who deliver experiential learning opportunities to their students, 80% of their students surveyed will state that they felt more interested or excited about learning as a result of experiential learning. At least 90% of students will respond to the survey.</p>	<p>NM</p>	<p>% of students who responded to the the survey post-experiential learning opportunities: 73%</p> <p>% of students surveyed who stated that they felt more interested or excited about learning as a result of experiential learning: 70%</p>
<p>Objective:</p> <p style="text-align: center;">Key Design Element Connection: Individualized student support</p> <p>Objective: MLKCSE students will benefit from individualized student support based on student needs in ELA and Math.</p>		
<p>Measure: By the end of each year, at least 85% of students will demonstrate at a minimum of their typical growth goal on i-Ready Reading Diagnostic.</p>	<p>NM</p>	<p>43% of students achieved their typical growth goal per the last round of i-Ready Reading Diagnostic</p>
<p>Measure: By the end of each year, 75% of students will demonstrate at least the average scale score point growth (typical growth goal) for their grade level in mathematics as measured by the iReady Math diagnostic assessments.</p>	<p>NM</p>	<p>32% of students achieved their typical growth goal as of the last round of i-Ready Math Diagnostic *This growth is based on MOY diagnostic.</p>

DISSEMINATION

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: MLKCSE will disseminate an impactful practice to either a fellow charter school, public school, or educational organization.		
Measure: Each school year, MLKCSE will identify and disseminate an impactful practice to at least one other school.	M	Shared effective practices for grade level structures and what’s been more and less effective with regards to literacy strategies and curriculum. Exchanging of impactful practices was in person with Principal from Springfield Public Schools.
Measure: Each school year, MLKCSE will identify and disseminate an impactful practice at a workshop, conference, or to an educational organization.	M	Shared best practices used at MLKCSE for supportive and innovative collaboration between Counselor and Administration on MASCA - Elementary Podcast.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

RECRUITMENT PLAN 2024-25

2023 - 2024 Implementation Summary
<ul style="list-style-type: none"> ● Activity 1 - Family-to-Family Outreach: Our Family and Community Engagement Coordinator reached out individually to families and asked them to recruit future families. Additionally, she also sent a mass communication to all families soliciting them to recruit new families. ● Activity 2 - Open House Sessions: Two separate open house events were held for prospective families. Parents were able to come in during the day and get a customized tour of the school from a staff member and also receive help if needed with the application process. Translation was provided to non-English speaking family members. ● Activity 3 - Preschool Outreach: We identified over 50 daycares and preschools in Springfield. Outreach was done to all via phone. We tabled at a number of early childhood centers including Head Start, Make Room for Ducklings, Square One, KinderCare. Additionally we connected with numerous day care providers (STCC, Springfield College Daycare, New Creations Daycare, Emma’s Place) and they distributed our flyers and applications to their eligible families. ● Activity 4 - Community Outreach: With our full time Family and Community Engagement Coordinator, MLKCSE continued recruitment at numerous community events this year. These included the Stone Soul Festival, the Puerto Rican Parade, Annual Pancake Breakfast, Martin Luther King Day Event at the MassMutual Center, Community Easter Egg Hunt, and at the Holyoke Mall. ● Activity 5 - Mailings: After receiving a list of all school aged children in Springfield from SPS, we sent a bilingual (English and Spanish) recruitment mailing to over 2,000 Springfield families. We specifically prioritized Pre-K through Grade 4 families who lived in the school’s zip code. <p>Some successes include receiving over 100 applications were received for our 60 Kindergarten slots. Our most important recruitment strategy is creating a place that the community wants to send their children to. MLKCSE strives to sustain and deepen our commitment to providing a learning environment that meets the needs of all children and families it serves. Small class sizes and daily intervention blocks allow all students to access the curriculum and fill in gaps where they exist. A robust special education team allows students with special needs to receive ample support. The team includes 6 special education teachers, a dedicated ETL, an SLP, OT, BCBA, several paraprofessionals, and a robust behavior support team of four interventionists. An extended school day and year that includes clubs, attendance interventions, and lots of hands-on learning also contributes to making MLKCSE a school which is easier to recruit for.</p> <p>One challenge we have experienced is increased competition (with regards to recruitment) from Springfield Public Schools (SPS) and local charters. With SPS starting to enrolling Pre-K students last year we have seen a substantial impact. It has become much more challenging to recruit for Kindergarten because they are more difficult to recruit once they have already started in a school. Additionally, a couple of local charter schools have started offering slots in grades that compete with our grade span and extend further up (ex. a school might start enrolling in 5th but go through 8th or 12th grade and so families make the switch because it will secure their child’s seat through middle or high school). Finally, numerous families of accepted students have been indecisive or hard to contact, probably due to increased competition/more options.</p>

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

General Recruitment Activities for 2024-25:

- **Activity 1 - Preschool Outreach:** We identified over 50 daycares and preschools in Springfield. Outreach was done to all via phone. We tabled at a number of early childhood centers including Head Start, Make Room for Ducklings, Square One, KinderCare. Additionally we connected with numerous day care providers (STCC, Springfield College Daycare, New Creations Daycare, Emma's Place) and they distributed our flyers and applications to their eligible families.
- **Activity 2 - Mailings:** After receiving a list of all school aged children in Springfield from SPS, we sent a bilingual (English and Spanish) recruitment mailing to over 2,000 Springfield families. We specifically prioritized Pre-K through Grade 4 families who lived in the school's zip code.
- **Activity 3 - Community Outreach:** With our full time Family and Community Engagement Coordinator, MLKCSE continued recruitment at numerous community events this year. These included the Stone Soul Festival, the Puerto Rican Parade, Annual Pancake Breakfast, Martin Luther King Day Event at the MassMutual Center, Community Easter Egg Hunt, and at the Holyoke Mall.
- **Activity 4 - Family-to-Family Outreach:** Our Family and Community Engagement Coordinator reached out individually to families and asked them to recruit future families. Additionally, she also sent a mass communication to all families soliciting them to recruit new families.
- **Activity 5 - Open House Sessions:** Two separate open house events were held for prospective families. Parents were able to come in during the day and get a customized tour of the school from a staff member and also receive help if needed with the application process. Translation was provided to non-English speaking family members.
- **Additional foci for this upcoming year:**
 - Translation of all recruitment materials into Somali and Af Maay
 - Recruitment of Somali speaking students
 - Targeted outreach to community centers like:
 - Somali Bantu Community of Springfield, Inc.
 - Somali Bantu Community of Western Massachusetts
 - East Africa Cultural Center of Springfield
 - Immigrant Community Development Center
 - Jewish Family Services of Western Massachusetts
 - Islamic Society of Western Massachusetts
 - Diyanet Mosque of Massachusetts
 - Masjid Alnoor مسجد النور
 - Recruitment of students with disabilities
 - We will continue to highlight on all advertisements that we offer services for diverse learners and have an entire team of staff who support students with special needs.
 - We will send a special education professional to recruitment events to inform prospective parents of the services that are offered at MLKCSE for diverse learners.

Recruitment Plan – 2024-25 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Students with disabilities/ Special education students	
<p>(a) CHART data</p> <p>School percentage: 14.9%</p> <p>CI percentage: 19.1%</p> <p>The school below CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. ● The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. ● The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: A representative from the Special Education Department will attend recruitment events to speak with prospective parents at recruitment events. (Time allotted data change = 1 year)</p>
English learners/ Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 20.2%</p> <p>CI percentage: 15.4%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Recruitment materials have been and will continue to be provided in Spanish, Bantu, and Vietnamese. ● Given the large Bantu-speaking population in Springfield, we have placed advertisements translated into Somali in local newspapers such as The Republican and The African American Point of View. We also attend and distribute materials at organizations throughout the city that serve non-English speaking families (e.g., churches, community events etc.). ● We will focus our recruitment on preschools at Head Start as their program serves many English Language Learners and students with special needs. We will continue to send a bilingual staff member to local pre-school information sessions. ● We will continue to distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield and recruit at their after school program. “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.” ● We will send an annual notice to parents informing them of the opportunity to join our English Learner Parent Advisory Council.

Recruitment Plan – 2024-25 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> We've established a relationship with the Somali Bantu Community Center of Springfield, Inc. and will attend their upcoming community events.
	(c) 2024-25 Additional Strategy(ies), if needed
	No enhanced strategies needed.

Low-income/ Students eligible for free or reduced lunch	
<p>(a) CHART data</p> <p>School percentage: 86.2%</p> <p>CI percentage: 80.1%</p> <p>The school is above CI percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <p>We will distribute recruitment material available in applicable languages at the following locations - which often serve low-income families:</p> <ul style="list-style-type: none"> All local Head Start locations All local Square One locations Martin Luther King, Jr. Family Services, Inc. Dunbar Community Center KinderCare Boys & Girls Club <p>School staff members will meet one-on-one with leaders at HeadStart, Square One, Martin Luther King Jr. Family Services Inc., Department of Children and Families, & etc. to ensure that they are fully aware of our school's programs, and could share information with their clients and/or members in an informed manner.</p> <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p>No enhanced strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> In all recruitment materials, we will explicitly state that our school is open to all students regardless of prior academic performance. We will distribute recruitment material at pre-schools where students may have learning difficulties (see box for "Students eligible for free or reduced lunch"). On recruitment material, we will include that we provide general education tiered academic support. <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> No enhanced strategies needed.

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <ul style="list-style-type: none">● We also provide academic interventions to support students in literacy development and other early key warning indicators to prevent future risk of dropping out of school.● On recruitment material, we will include the short-hand of our mission and values, focusing on our commitment to social emotional learning and resilience. <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none">● No enhanced strategies needed.
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RETENTION PLAN 2024-25

List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.
<p>2023-24 Implementation Summary</p> <ul style="list-style-type: none"> • MLKCSE implemented all aspects outlined in our 2023 -2024 Retention Plan. • Retention Rate: We exceeded our goal. Our retention goal (stability rate) was 85%, and our actual retention was 93.1% • Attrition Rate: Our attrition rate was 6.9%, lower than the median of 12.7%. • We successfully keep our students enrolled, generally losing only a few students mostly when they move out of state, to a different part of the state, or to surrounding charter schools that offer through grade 8 and/or high school. • Our school continues to have a strong history of keeping our students enrolled.

Overall Student Retention Goal	
<p><i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i></p>	
<p>Annual goal for student retention (percentage):</p>	<p>95%</p>

Retention Plan – 2024-25 Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 8.5%</p> <p>Third Quartile: 14.7%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We provide academic, social, and emotional support for all diverse learners. • Special-Education Staff: We have full-time special education teachers, and a Director of Special Education and Student Services. • The school has an inclusion model. This department provides push-in and pull-out services that include all IEP services to which each child is entitled. • Continue to provide parents/guardians of special education students avenues to provide feedback and express any concerns they have through conferences, and monthly Special Education Parent Advisory Council meetings. • Social Work Team: We have two full-time adjustment counselors, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, self-management skills, anti-bullying support, and, in general, how to be kind, ensure safety, and improve community.

Retention Plan – 2024-25 Strategies List strategies for retention activities for each demographic group.	
	<ul style="list-style-type: none"> • Student Support Team: Our Student Support Team is composed of the following members: Dean of Students, two adjustment counselors, a nurse, and two assistant deans. 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 student reflection and verbal de-escalation. For the upcoming school year, we will have a full-time BCBA, a Dean and four behavior interventionists in addition to a nurse and two counselors. We slightly shifted our staffing structure. <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <p>No additional strategies needed</p>
Limited English-proficient students/English learners Limited English-proficient students	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 3.6%</p> <p>Third Quartile: 15.3%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • The ELL department provides a combination of pull-out and push-in ESL instruction and support in the context of our inclusion model based on students' levels and needs. • As the number of English Language Learners (ELLs) enrolled at MLKCSE continues to significantly grow, our school employs four full-time ESL teachers, and one department director. • We will continue to provide parents/guardians of ELL students avenues to provide feedback and express any concerns they have through conferences, and monthly Special Education Parent Advisory Council meetings, and just calling or reaching out to the school at any time. <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. No additional strategies needed.</p>
Students eligible for free or reduced lunch (low-income)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 7.2%</p> <p>Third Quartile: 16.4%</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p>

<p>The school's attrition rate is below third quartile percentages.</p>	<ul style="list-style-type: none"> ● We have a non-discriminatory school community in which all students regardless of income or socio-economic status are able to participate in all school activities. ● Breakfast and lunch: We provide daily free breakfast and lunch. ● Uniform: MLKCSE 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. ● Field trips: Field trips are intended for all students and are not cost prohibitive. <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p> <p>No additional strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● We believe every child can succeed. MLKCSE provides a positive, structured, and engaging learning environment that encourages students to learn and grow which helps sub-proficient students become proficient, and helps all students succeed in school despite the global health crisis. ● Provide small group and individual support, through targeted WIN (What I Need) intervention groups ● Weekly Student Intervention Committee meetings, where a team reviews academic and social emotional data to problem solve for students of concern in order to determine who would benefit from interventions and additional support. ● School Culture: We have established and regularly communicate our mission, vision, core values, and goals. We proactively teach our core values through monthly assemblies, daily Community Meetings, and social emotional learning opportunities. Each month of the academic year, we focus on a different core value. We delineate expectations for our Key Systems and school-wide student expectations. Additionally, we focus staff training on being proactive and preventative. This includes training and developing teachers on thoughtfully selected, proactive teacher leadership strategies from Lemov's <u>Teach Like a Champion</u>. These moves focus on setting high academic expectations, planning that ensures academic achievement, creating a strong classroom culture, setting and maintaining high behavioral expectations, and building character

	<p>and trust. Another way we work to be proactive is by working with teachers and staff to develop clear routines and procedures. We do this at the schoolwide, grade-level-wide, and classroom levels. In execution, we use a systematic approach which positively reinforces habits of success and also offer predictable corrective responses as needed. Similar to academics, we have a clear multi-tiered system of support for social emotional needs as well.</p> <ul style="list-style-type: none"> ● Values education: One of the pillars of an MLKCSE education is character development. Our students learn the Dr. King Values, which helps them be part of a united and supportive learning community and be prepared to succeed in life. This happens during academics, through assemblies, and through daily Community Meetings. ● Family engagement: The school is open to visits from families. Teachers maintain contact with parents, including providing student progress reports. Open House, Academic Showcase, Parent teacher conferences, and assemblies are popular ways to engage families in their students' education. <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● No additional strategies needed.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● N/A <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● N/A

APPENDIX C: SCHOOL DATA TABLES

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	End date (if no longer employed at the school)
Kendra Salvador	Executive Director	7/1/18	N/A
Abigail Cole	Principal	7/1/23	7/1/24
Lucille Germain	Assistant Principal	7/1/23	7/1/24
Julia Harte	Special Education and Student Services Coordinator	7/1/23	7/1/24
John Breish	Director of Operations	7/15/19	N/A
Diana Yousfi	Director of EL Program	11/13/18	N/A

Teacher and Staff Attrition for the 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	33	11	5	resignation & termination
Other Staff	49	11	13	resignation, termination & non-renewals

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2023-24 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Teremar Vazquez-Rodriguez	Chair	-ED Support & Evaluation Committee -Governance -Human Resources	Currently serving 1st term	11/22/21 – 12/31/24	2027
Jennifer Wallace Johnson	Vice Chair	-Academic Excellence -Strategic Planning	Currently serving 2 nd term	11/30/20 – 9/30/23 10/1/23-9/30/2026	2026
Diana Day Foscett	Treasurer	-Human Resources -Governance -Finance	Currently serving 1st term	2/5/2024 - 12/31/2026	2029
Dean Morneau	Clerk	-ED Support & Evaluation Committee -Finance	Currently serving 1 st term	11/22/21 – 12/31/24	2027
James H. Lightfoot III	Trustee	-Academic Excellence -Strategic Planning	Currently serving 2 nd term	10/1/19 - 8/31/22 9/1/22-8/31/25	2025
Kiyota Garcia	Trustee	-Academic Excellence	Currently serving 2 nd term	5/28/20 – 5/31/26	2026
Denise Pagan-Vega	Trustee	-Strategic Planning	Currently serving 2 nd term	4/6/21 – 4/30/24 5/1/24-04/30/27	2027
Kailey Boyd	Trustee	-Academic Excellence -Human Resources -Strategic Planning	Currently serving 1st term	11/22/21 – 12/31/24	2027
Darren James	Trustee	-Finance	Currently serving 1 st term	2/7/23 -10/31/25	2028

Board Membership During the 2023-24 School Year					
Alton Jones	Trustee	-ED Support & Evaluation Committee -Strategic Planning	currently serving 1st term	4/22/23-3/22/26	2029
Resigned/Term End					
Jessica Putnam	Chair (As of 1/1/23)	Executive/ED Support & Evaluation Finance	Served 2 terms	5/4/18 – 3/31/21 4/1/21 – 3/31/24	2024
Patricia Rapinchuk	Trustee	Human Resources	Resigned during 2nd term	5/28/20 – 4/30/23 5/1/2023-4/30/2026	2026

Board of Trustee and Committee Meeting Notices

MLKCSE posts meeting notices on the school's website is required by the Open Meeting Law [here](#).

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

Address	Dates of Occupancy
285 Dorset Street, Springfield, MA	2009 - Present

ENROLLMENT

Action	2024-25 School Year Date(s)
Student Application Deadline	February 24, 2025
Lottery	February 28, 2025

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Efforts to Address Concerns Resulting in Conditions	
Condition	N/A
Actions taken by the school in 2023-24 to address the concern that resulted in the condition	N/A

[Board of Trustees Contact Information](#)

Date	Summary of Complaint	Summary of Complaint Resolution
N/A	The Board of Trustees did not receive any written complaints during 2023-24.	

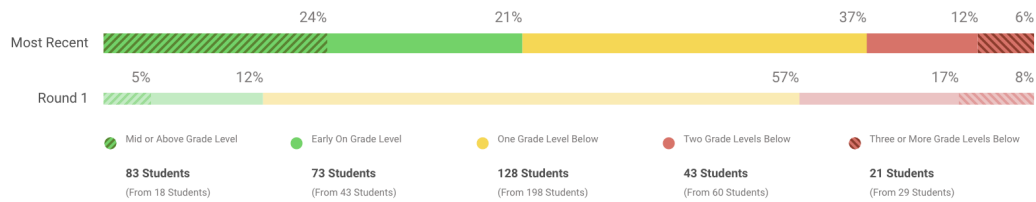
Attachments

2023-2024 Student Performance Data: i-Ready Late September to Late March Comparison for Reading

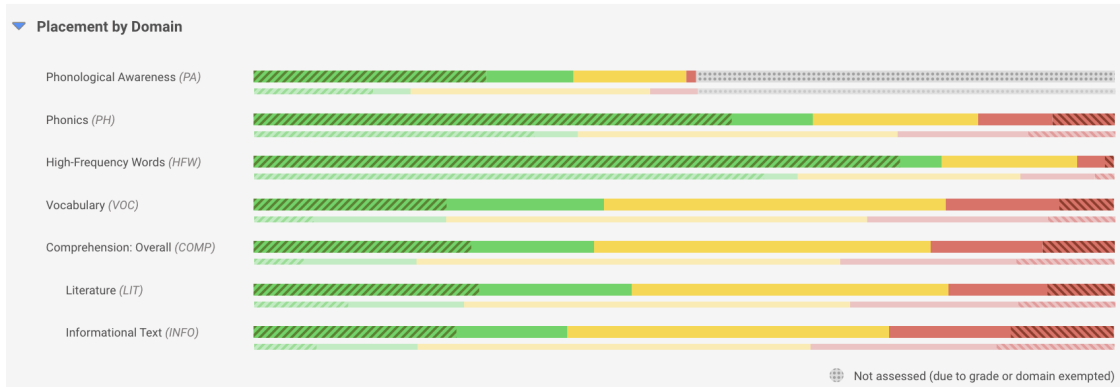
Criterion Referenced

Overall Placement

Students Assessed/Total: 348/367



[The Mapping Between 5-Level and 3-Level Placements](#)



Grade Level Breakdown - Reading

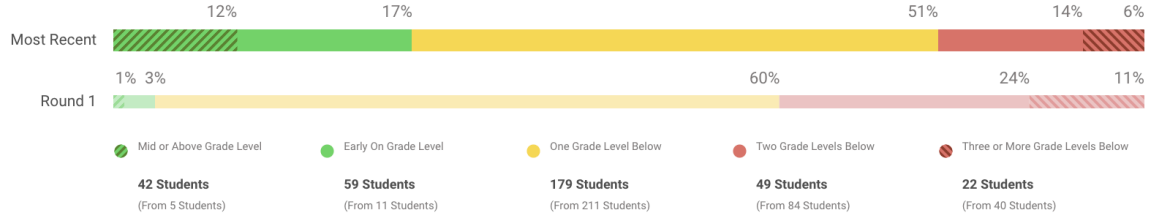
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Most Recent		33%	41%	26%	0%	0%	66/66
	Round 1		6%	11%	83%	0%	0%	
Grade 1	Most Recent		39%	16%	46%	0%	0%	57/61
	Round 1		11%	7%	77%	5%	0%	
Grade 2	Most Recent		32%	11%	50%	7%	0%	56/62
	Round 1		7%	18%	46%	29%	0%	
Grade 3	Most Recent		15%	31%	25%	25%	3%	59/63
	Round 1		5%	22%	32%	31%	10%	
Grade 4	Most Recent		12%	14%	47%	11%	16%	57/60
	Round 1		2%	5%	68%	7%	18%	
Grade 5	Most Recent		9%	9%	28%	34%	19%	53/55
	Round 1		0%	11%	28%	36%	25%	

Late September to Late March Comparison for Math

Criterion Referenced

Overall Placement

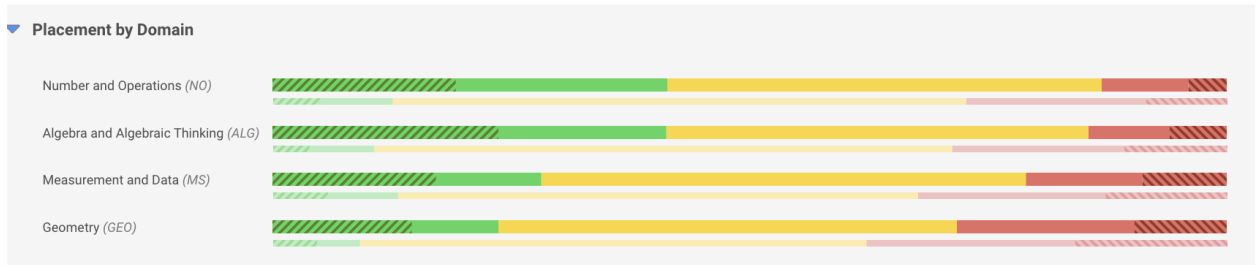
Students Assessed/Total: 351/367



● Mid or Above Grade Level
 ● Early On Grade Level
 ● One Grade Level Below
 ● Two Grade Levels Below
 ● Three or More Grade Levels Below

42 Students (From 5 Students)
 59 Students (From 11 Students)
 179 Students (From 211 Students)
 49 Students (From 84 Students)
 22 Students (From 40 Students)

[The Mapping Between 5-Level and 3-Level Placements](#)

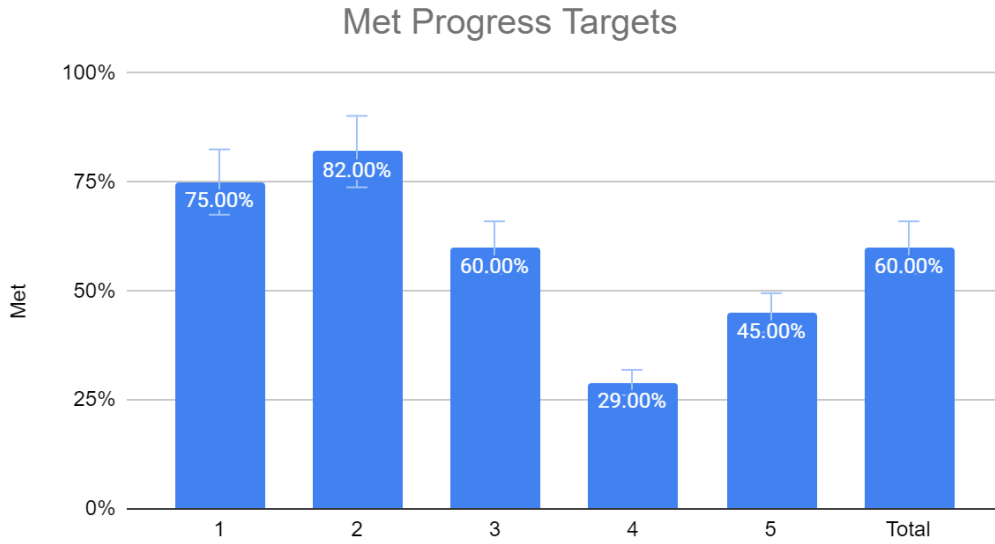


Grade Level Breakdown - Math

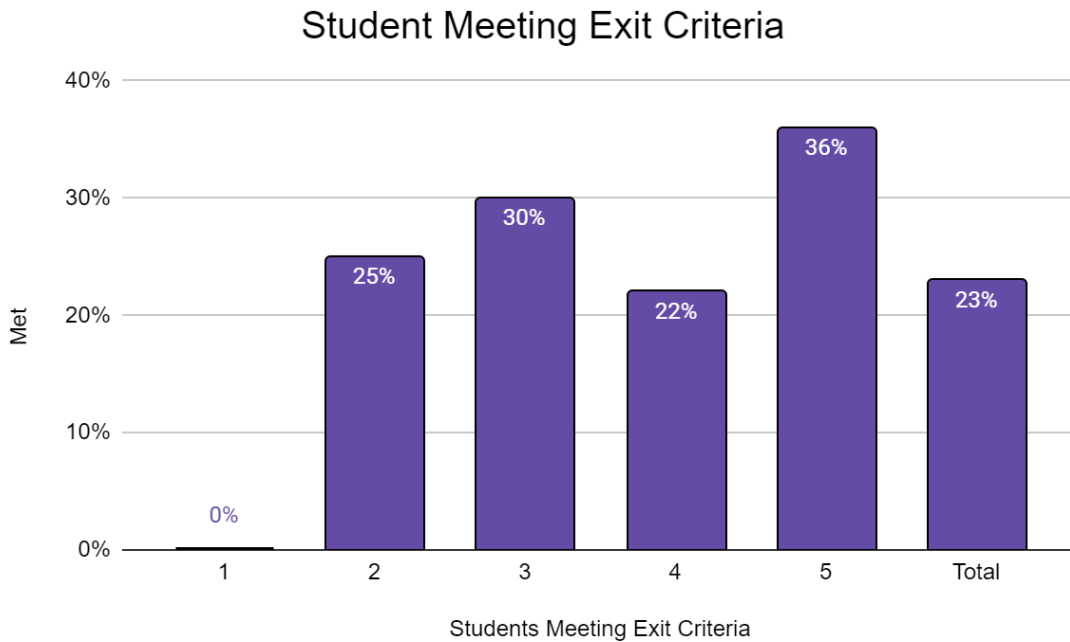
Grade		Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	Most Recent		29%	24%	47%	0%	0%	66/66
	Round 1		3%	2%	95%	0%	0%	
Grade 1	Most Recent		25%	19%	56%	0%	0%	57/61
	Round 1		2%	5%	88%	5%	0%	
Grade 2	Most Recent		4%	18%	64%	14%	0%	56/62
	Round 1		0%	0%	54%	46%	0%	
Grade 3	Most Recent		3%	12%	50%	30%	5%	60/63
	Round 1		2%	3%	40%	38%	17%	
Grade 4	Most Recent		3%	14%	50%	22%	10%	58/60
	Round 1		0%	5%	43%	33%	19%	
Grade 5	Most Recent		6%	13%	39%	19%	24%	54/55
	Round 1		2%	4%	35%	24%	35%	

English Learner Data

- ACCESS Results: 60% of students met their DESE target and 23% of students met the ACCESS criteria to exit

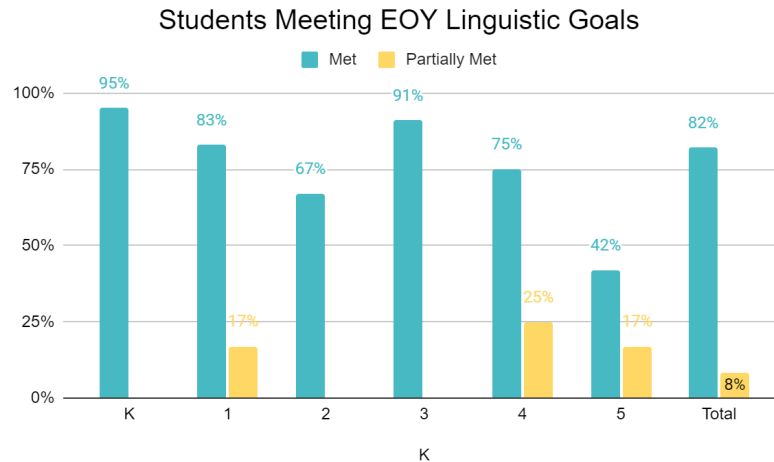


*58% with two repeating kindergarten students



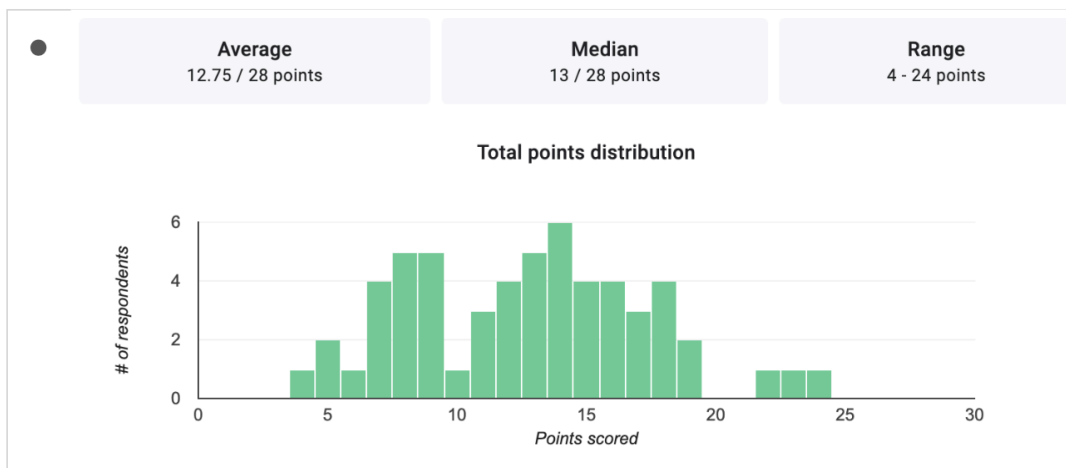
# of Students who Met the Criteria to Exit by Grade	
Grade 1	0
Grade 2	3
Grade 3	3
Grade 4	2
Grade 5	4
Total	12

ESL teachers have analyzed progress-monitoring data toward end of year linguistic goals. Each student in the English Learner program has been given individual linguistic goals for the year by their ESL teacher(s). Students in grades 1-5 have 1-2 goals, while students in Kindergarten have on average 3-5 goals. Goals are created using beginning of year ESL benchmarks and progress-monitored throughout the year. The following reflects the mid-year progress data:



Science - Internal Benchmark Data

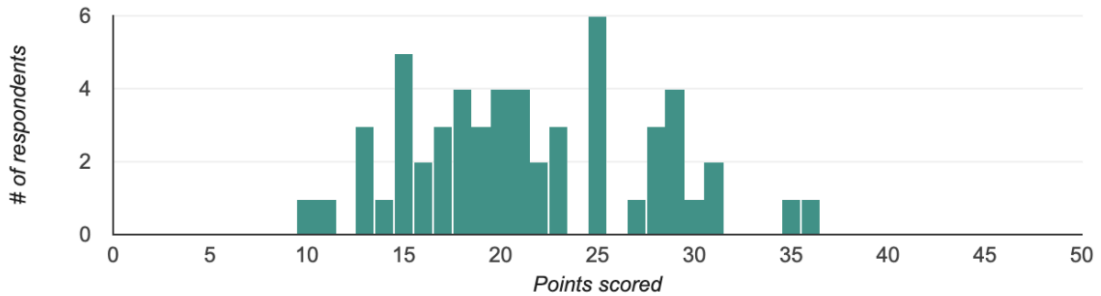
Science EOY Benchmark Data: Grade 3



Science EOY Benchmark Data: Grade 4

<p>Average 21.42 / 49 points</p>	<p>Median 21 / 49 points</p>	<p>Range 10 - 36 points</p>
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Total points distribution



Science EOY Benchmark Data: Grade 5

<p>Average 34.04 / 84 points</p>	<p>Median 32 / 84 points</p>	<p>Range 15 - 73 points</p>
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Total points distribution

