

**Martin Luther King, Jr. Charter School of Excellence**

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Executive Director: Alan M. Katz

**Annual Report 2016/2017**

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# Introduction to the School

|  |  |  |  |
| --- | --- | --- | --- |
| ***Martin Luther King, Jr. Charter School of Excellence*** | | | |
| Type of Charter | Commonwealth | Location of School (Municipality) | Springfield |
| Regional or Non-Regional | Non-Regional | Chartered Districts in Region | N/A |
| Year Opened | 2006 | Year(s) the Charter was Renewed | 2011, 2016 |
| Maximum Enrollment | 360 | Enrollment as of 6/22/17 | 360 |
| Chartered Grade Span | K-5 | Current Grade Span | K-5 |
| Number of Instructional Days per School Year | 184 | Students on Waitlist as of  7/26/17 | 186 |
| School Hours | Mon/Weds/Thurs/Fri: 8:30-3:45  Tues: 8:30-2:00 | Age of School as of 2016-2017 School Year | 11 years |
| **Mission Statement**  *“Intelligence plus character – that is the goal of true education.”* Dr. Martin Luther King, Jr.  Martin Luther King, Jr. Charter School of Excellence prepares kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King’s commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community. | | | |

# Letter from the Chair of the Board of Trustees

Acting Commissioner Jeff Wulfson

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street

Malden, MA 02148-5023

Dear Commissioner Wulfson:

The highlight of the 2016-2017 year at Martin Luther King, Jr. Charter School of Excellence was becoming a Level 1 school.  The Level 1 status is an accomplishment for the entire MLK Charter School community and the result of consistent, significant academic growth over the first two years of our academic improvement initiative.  We are particularly proud to be the number one elementary school in Massachusetts for math growth for black/African American students.

2016-2017 was the first school year of our third charter.  We continued to strengthen implementation of the many changes to our school’s academic program adopted in 2014-2015 in order to improve our academic outcomes.  At the same time, our school aspires to Dr. King’s ideal of beloved community.

I became chair of our board of trustees in February 2016.  Our board collaborates with and supervises our founding executive director Alan Katz.  The trustees, Mr. Katz, and I are committed to building a strong foundation for the future success of MLK Charter School.

MLK Charter School scholars thrive in our culture of high character expectations. Families of current students are highly satisfied with our school and hundreds of other Springfield parents want their children to attend MLK Charter School.  As we enter the 2017-2018 school year, MLK Charter School has waiting lists for all grades including the incoming kindergarten.

We are proud of what we have accomplished, focused on the work that remains in order to achieve our mission including academic excellence, and privileged to have the opportunity to continue to prepare Springfield children for academic success and engaged citizenship.

Sincerely,

Beth deSousa, Chair of the Board of Trustees

# School Performance and Program Implementation

**Faithfulness to Charter**

## Mission and Key Design Elements

MLK Charter School’s mission is academic excellence, character development, and aspiring to Dr. King’s ideal of beloved community.  Data confirms some success in accomplishing this mission.

**Academic Excellence**

* MLK Charter School is a Level 1 school.
* MLK Charter School scholars are the number one elementary school in Massachusetts for math growth for black/African American students.
* MLK Charter School scholars are in the 90th percentile statewide for elementary school math performance for Latino/Hispanic students.
* MLK scholars are in the 93rd percentile for science for black/African American students.
* MLK scholars are in the 95th percentile for math for black/African American students.

**Character Development**

* MLK Charter School expelled no scholars.
* MLK Charter School imposed no long suspensions on scholars.
* The number of short suspensions was modest:  22 out-of-school suspensions and 9 in-school suspensions.

**Aspiring to the Ideal of Beloved Community**

* MLK Charter School has a diverse faculty and board of trustees.
* MLK Charter School is proud of the diversity of its faculty and staff.
* MLK Charter School has a low student attrition rate overall and for high-needs students.
* MLK Charter School has a high stability rate overall and for high-needs students.
* Data confirms the strong parent support for MLK Charter School:  parent-guardian satisfaction survey results, attendance at evening family events at the school, full enrollment, and waiting lists.

## Amendments to the Charter

|  |  |  |
| --- | --- | --- |
| **Date** | **Amendment Requested** | **Pending or Approved?** |
| n/a | Enrollment policy | Pending |
| 1/5/2017 | Accountability plan | Approved |

## Dissemination Efforts

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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)** | **Criteria** that best aligns to the shared best practice (choose from the drop down menu) | **With whom** did the school disseminate its best practices? (Partners and Locations) | **Result of dissemination** (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.) |
| Math program structure | Achievement Network showcase | Director of Math Curriculum, Principal, and Executive Director | Curriculum | 1. Arthur T. Talmadge (Springfield) 2. Daniel B. Brunton (Springfield) 3. Dryden Elementary (Springfield) 4. Frank H. Friedman (Springfield) 5. Glenwood School (Springfield) 6. Liberty School (Springfield) 7. Mary M. Walsh (Springfield) 8. Morgan Elementary School (Holyoke) 9. Fred D. Wish Museum School (Hartford) 10. Springfield Prep Charter School 11. Springfield Public Day Middle School (Springfield) 12. Thomas M. Balliet (Springfield) 13. William R. Peck Middle School (Holyoke)   The dissemination occurred at a showcase at the Springfield Sheraton Hotel hosted by Achievement Network. MLK presented the math workshop three times. The schools attending the showcase are listed above. | MLK did not receive a grant. Following the three workshops, Achievement Network asked whether MLK is willing to host a learning walk. That has not yet happened. |
| Retaining high needs students | DESE webinars | Executive director | Access and Equity | The dissemination occurred in two webinars hosted by DESE. Many charter schools participated in the webinars. | MLK did not receive a grant. |

**Academic Program Success**

## Student Performance

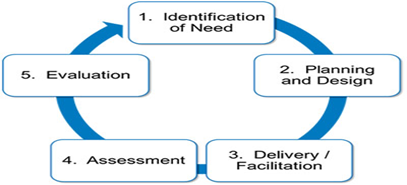
Link to Martin Luther King, Jr. Charter School of Excellence’s 2016 Report Card: <http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04920005&fycode=2016&orgtypecode=6&>

## Program Delivery

In 2016-2017 MLKCS continued phase two of its implementation of the 2015-16 revised K-5 math curricular materials. The K-5 curriculum and scope and sequence was primarily developed with the use of Pearson Education Envision 2.0 and incorporates both the standards of mathematical practices and the standards for mathematical content. The curriculum refers to supplemental lesson materials from various sources such as Math Expressions, Engage New York, Go Math, Jump Math, Turbo Math, Learn Zillion and Better Lessons and Envision Math Diagnosis and Intervention system 2.0 to provide a full range of rigor and address the variety of abilities, needs and learning rates of students in our school. The re-alignment provides a description of required prior learning, related concepts and new concepts necessary to support the learning of additional mathematics. The revised scope and sequence is vertically and horizontally aligned across the grade levels and includes 90 minutes of core concepts, skills and math practices. The daily math instructional model is structured to include a mini lesson, independent practice and formative check. Lessons are intended to achieve a balance of conceptual understanding, procedural fluency and application.

In 2016-17 the MLKCS instructional faculty continued implementing the scope and sequence and use of math materials. Teachers internalized the scope and sequence and created unit/topic binders. Math teachers practiced applying “understanding by design” and incorporated the teaching and learning cycle in their instructional practice. Teachers planned from the standard and adjusted lesson plans to support or enrich their particular group of students. They reviewed assessment results and planned re teach lessons for extra practice during skills and MCAS academy.

Teaching and Learning Cycle

 In 2016-17 the 4th grade skills model included the use of chrome books to further develop and acquaint students with the use of mathematical technology. The chrome books provided students with various assistive devices, math tools and differentiated lessons which were scored immediately. Students and families were also introduced to Envisionmath2.0 Adaptive Homework & Practice. This is an online digital component made available to grades 3-5 which responds to fit the individual student’s learning needs as s/he works through homework assignments.

In 2016-17 MLKCS instructional faculty investigated “The Power of Math Interactive Notebooks”. Faculty explored their value to tier 2 and tier 3 students. Special educators, ELL teachers and specialist collaborated to develop math interactive notebooks for tier 2 and tier 3 students in grades 2-5 focusing on the progressions of major content standards, counting and cardinality, place value, properties of operations, addition, subtraction, multiplication and division and fractions.

The MLKCS mathematics program reemphasized the need to focus on improving students’ mathematical knowledge and literacy skills. Reading, writing, speaking and listening were identified as necessary components for student success in constructive response and performance assessment math work. During 2016-17 the K-5 faculty collaborated in teams to begin developing classroom practices which would:

* + Encourage extended thinking
  + Require strategic thinking and reasoning
  + Allow response flexibility
  + Align with core content of grade level
  + Include basic skills and concepts
  + Provide age-appropriate language and graphics
  + Use student friendly rubrics
  + Incorporate achievable and scoreable performance assessments
  + Encourage collaborative learning among students

Finally, teachers consistently supported students’ ability to understand high frequency verbs that lead to the 4C’s: critical thinking, creative problem solving, collaboration and communication. Classrooms practiced SEI 7-steps of vocabulary implementation.

**English as a Second Language**

The number of Limited English Proficient students (LEPs) enrolled at MLK continues to increase. The total number of LEPs in 2016-2017 is 58. LEPs are represented in every grade level with the highest population residing in kindergarten.

The ESL department is comprised of an ESL coordinator and two full-time licensed ESL teachers. In addition to administrative duties, the ELL coordinator designs and implements ESL curriculum. The coordinator trains and supervises ESL teachers and also provides sheltered English immersion (SEI) coaching and professional development to classroom teachers.

The delivery of services to LEP is a combination of push-in, pull out, and self-contained, depending upon the student’s proficiency level and grade level.

A total of 32 teachers at MLKCSE have obtained the Massachusetts SEI teacher endorsement, and an additional 3 are in the process of completing the training. This training provides our teachers with background about the principles of language acquisition as well as the appropriate techniques to effectively instruct second language learners.

**English Language Arts**

In 2016-2017, MLK continued to implement read aloud units in grades K-5, which were created from MA Model Curriculum Units, Engage NY units, and the Comprehension Toolkit. The writing program used Lucy Calkins’ Writing Workshop. In kindergarten through grade 1, teachers implemented the Daily Five framework for structure and stamina during literacy block. Daily Five mini-lessons were drawn from CAFÉ (Comprehension/Accuracy/Fluency/Expanded Vocabulary), Heggerty Phonemic Awareness, Wilson Fundations, and Jennifer Serravallo’s *Reading Strategies Book*. In the summer of 2016, a team of teachers revised the ELA curriculum to include cold-read summative assessments for each unit that matched the unit plans. They also created formative assessments to track students’ growth on particular standards throughout the year in the form of week-in-review assessments and homework packets.

Throughout the 16-17 school year, the ELA instructional priority was prose constructed response, or text-based essay writing. We closely tracked and analyzed students’ written work in order to support their text-based writing growth. We provided students with authentic writing tasks connected to their units of study.

In an effort to further develop students’ text-based writing and adopt the revisions to language arts and literacy standards, Martin Luther King Jr. Charter School will have a team of teachers revise our curriculum in the summer of 2017. Our main goal throughout the summer is to align and build on topic text sets within our curriculum to help scholars build background knowledge and vocabulary. We are fortunate from the past three years of curriculum revision work to have plenty of quality complex texts and assessments in ELA. We will improve instruction by supporting students to analyze complex texts more deeply to promote depth over breadth. Instead of using mentor texts from Lucy Calkins’ Writing Workshop, for example, we will embed the strategies for teaching these modes of writing into the read aloud curriculum so that students can do more text-based writing.

Curriculum writers will ensure that unit plans are updated to reflect the changes to the standards, as well as ensure that the lesson plan objectives align to these revisions. We plan to improve instruction of standards for which there was inadequate instruction throughout the school year (as measured by our interim assessment results). They will also incorporate culminating performance assessments in the units that give students more opportunities to do high quality text-based writing. In an effort to make our assessments more meaningful, we will scale back on the number of assessments and improve the ones we have to match the content of the unit plans. This way, we can use assessments more effectively in our teaching/learning cycle.

**Special Education**

During the 2016 -2017 school year, special education services at MLKCSE were an essential part of the academic success of all the diverse learners in our community. Our priority was aligning the specialized instruction with the Common Core standards while using the students’ current levels of performance as a baseline. Through co-teaching, small group instruction, and push-in and pullout interventions, the special education team provided differentiated instructions to Tier 2 and Tier 3 students. The number of the special education students enrolled at MLK continues to increase. At the end of the academic year, the total special education register for 2016-2017 was 75 active students and 13 referrals. In addition, the number of 504 Plans increased to 29 active and 5 referrals.

MLK Charter School determines eligibility for special education services by assessing the student performance using formal and informal observations, progress reports, academic assessment scores, and a full core evaluation. Generally the full core evaluation includes (but is not limited to) psychological and educational assessments, speech and language evaluation, and occupational therapy evaluation. In some cases, the evaluation team requests a functional behavioral assessment.

MLKCSE employed six full time special education staff members, a part-time special education teacher, a part-time special education administrator, and a director of student services (who served as the special education and 504 coordinator). Kindergarten and first grade shared a special education teacher while the other grade levels each had its own special education teacher. Our school psychologist, adjustment counselor, speech and language therapist, and related providers including an SLT assistant, occupational therapist, physical therapist, autism consultant, and graduate social work intern all served our students. In addition, the director of student services, dean of students, and adjustment counselor collaborated in order to maximize the learning of students who were suspended from class as a consequence for their behavior or were absent due to mental or emotional crisis.

MLK’s Incremental Success Program (ISP) is a small group classroom serving students whose behavior prevents them from successfully accessing the curriculum in a regular education classroom. The ISP is designed so students learn to work together in a small group and develop solid social, emotional, behavioral, and executive functioning skills. The 2016 - 2017 ISP classroom included up to eight students in grades kindergarten through 3rd with two adults in the classroom. This allowed students to get personalized attention tailored to their individual needs. The ISP resets the student culture and gradually returns the students to their classrooms.

This year we had fully inclusive first, second, and third grade classrooms where the regular education and the special education teachers were both accountable for all the diverse learners.

The 2016 - 2017 special education cohort outperformed the Achievement Network network special education students in ELA for second, third and fifth grades. Fourth grade showed a decline in performance. In math, our special education cohort performed a bit better than the overall network – MLK special education students = 52% vs. Network all students = 51%.

**Parent Advisory Council**

We are founders of a regional charter school special education PAC that includes Bay State Academy, Veritas Academy, Springfield Prep, Hampden Charter School of Science, and MLK. The PAC usually meets at MLK. On March 10, 2017, we had our annual *SPED Parent Advisory Council Rights Workshop.* The activity was a success. Parents, administrators, and teachers discussed regulations, experiences, and advice. We clarified many doubts and shared ideas for upcoming meetings. We plan to continue supporting and hosting the regional PAC during the 2017-2018 school year.

**Mid Cycle Review**

On March 23, 2017, the DESE Office of Public School Monitoring completed the Mid-cycle Review of our special education program. In June, we received the results. The June 6 letter from DESE states:

“We are pleased to tell you that the Department has found your charter school to be in compliance with all of the criteria monitored in your school during the Mid-cycle Review. . . .You and your entire staff are to be congratulated for your success in implementing the requirements included in these criteria.”

Summer curriculum developers unpacked the revised standard and revised the curriculum to match these changes in both Math and Literacy. A curriculum map ensures that all revised standards are taught and assessed throughout the year.

**2016 STE Standards**

MLKCS K-5 Educators completed an introductory overview of the 2016 STE standards that included the following sections:

* Understanding the Vision and Goals of the Massachusetts STE Standards
* Framework Components
* Overview of the Standards
* Resources

MLKCS K-5 Educators analyzed the ESE developed crosswalk, identified overlapping standards from 2001/06 to 2016 and reviewed the curriculum and science resources and Strand maps of the PreK-12 progression of learning. Teachers began to utilize these documents for curriculum planning purposes.

ESE has identified five components districts should attend to when designing a rigorous, coherent and relevant pre-K-12 STE education program. MLKCSE administrators, instructional leadership team, Science and Technology Educators will continue to refer to the guide and resources to insure the development of an effective Science and Technology/Engineering (STE) Program.

## Social, Emotional, and Health Needs

**Student Support Team**

The student support team (SST) includes the school nurse, dean of students, school adjustment counselor, character development associate, and mentor. The school psychologist, speech/language therapist, student support associate, and director of student services are available to work with the SST. The dean of students was trained by Quality Behavioral Solutions Inc. (QBS) to provide safety care training. He trains staff in de-escalation and management of challenging behaviors. The SST supports struggling students when support is needed in and out of the classroom. SST members de-escalate disruptive students and help them manage their emotions. Once deescalated, students return to class safely. Outside clinicians counsel our students at our school at least four days a week. Our school adjustment counselor also reaches out to mental health service providers, crisis services, and the Department of Children and Families. Our full-time school nurse provides care to children in communication with their families. The nurse provides the nursing care portion of our student support services. She also supports families with the resources to enable their child to receive needed medications at school. These resources enhance our ability to effectively implement services and care to students at all levels of need. Each member of the SST regularly contacts individual families to help provide support and communicate updates in order to include the family’s voice when intervention is needed. The SST formally meets once a week to discuss how to best utilize our services to benefit students in need. The team members collaborate daily to support each other and meet the needs of the school.

**Organizational Viability**

## Organizational Structure of the School

Organizational chart for 2017/2018 attached.

## Teacher Evaluation

MLKCSE had no changes to our teacher evaluation process from the previous year.

## Budget and Finance

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A. Unaudited FY17 statement of revenues, expenses, and changes in net assets**  **(income statement)** | | | | |  | **B. Statement of net assets for FY17 (balance sheet)**  *The balance sheet should set forth the charter school’s assets, liabilities, and fund balances or equities in the same format and using the same line items that will be included in the audited statement.* | | |
| **Revenue** | | |  |  | **ASSETS** |  |  |
|  | State Sources | |  |  | Cash-Operating funds |  | $1,307,406.17 |
|  |  | Per Pupil Tuition |  | $4,532,809.00 | Revenue Receivable |  | $ 6,921.16 |
|  | Federal Entitlements & Grants | |  |  | Prepaid Expense |  | $32,151.38 |
|  |  | DESE |  | $432,551.00 | Other Current Assets |  | $450,000.00 |
|  |  | Other |  | $16,885.00 | Net Fixed Assets |  | $429,448.00 |
|  | Other Revenue | |  |  | TOTAL Net Assets |  | $2,225,926.71 |
|  |  | In-kind |  | $630,646.00 |  |  |  |
|  |  | Other |  | $89,893.20 | **LIABILITEIES** |  |  |
| **Total Revenue** | | |  | $5,702,784.20 | Accounts Payable |  | $ 51,578.39 |
|  |  |  |  |  | Accrued Expense |  | $ 357,656.37 |
| **Expenses** | | |  |  | Other Current Liabilities |  | $112,552.33 |
|  | Salary & Wage | |  | $3,612,068.83 | TOTAL Liabilities |  | $521,787.09 |
|  | Fringe Benefits | |  | $557,598.41 |  |  |  |
|  | Contractual Consultants/Services | |  | $284,005.11 | **FUND BALANCE** |  | $1,704,139.62 |
|  | Professional Development | |  | $18,770.70 |  |  |  |
|  | Instructional Supplies/Materials | |  | $169,445.62 | **TOTAL LIABILITIES & FUND BALANCE** |  | $2,225,926.71 |
|  | Student Related Activity | |  | $- |  | | |
|  | Transportation | |  | $2,483.87 |
|  | Maintenance & Grounds | |  | $608,742.18 |
|  | Insurance | |  | $40,151.11 |
|  | Depreciation | |  | $54,776.12 |
|  | Recruitment/Advertising | |  | $50.00 |
|  | Admin Expense & Supplies | |  | $42,213.95 |
|  | InKind |  |  | $630,646.00 |
|  | Other |  |  | $10,654.04 |
| **Total Expenses** | | |  | $6,031,605.94 |
|  |  |  |  |  |
| **NET** | | |  | $(328,821.74) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **C. Approved School Budget for FY18**  *Provide a detailed copy of the school’s budget for FY18 including similar detail that is included in the school’s audited financial statements. Provide the date the board of trustees approved the budget.* | | | | |  | **D. FY 18 Capital Plan** | | | | | | |
| **Revenue** | | |  |  | Capital Plan Description | Current Status | Estimated Completion Date | Estimated Cost | Finance Plans | Reserved Funds | Approved |
|  | State Sources | |  |  |
|  |  | Per Pupil Tuition |  | $4,683,642.00 |
|  | Federal Entitlements & Grants | |  |  | New Membrane roof on the school (includes removal of old roof) | Not Started | Within 5 years | $1,020,000 | Undecided at this time | No | Yes |
|  |  | DESE |  | $431,888.00 |
|  |  | Other |  | $76,885.00 |
|  | Other Revenue | |  |  |
|  |  | In-kind |  | $630,646.00 |
|  |  | Other |  | $36,316.00 |  | | | | | | |
| **Total Revenue** | | |  | $5,859,377.00 | Building out additional 21,000 sq. ft. of currently unused space in the school building | Not Started | Within 5 years | $4,200,000 | Bank/bond financing | No | No |
|  |  |  |  |  |
| **Expenses** | | |  |  |
|  | Salary & Wage | |  | $3,417,135.00 |
|  | Fringe Benefits | |  | $607,216.79 |  | | | | | | |
|  | Contractual Consultants/Services | |  | $269,134.00 | **Total Projected Cost** |  |  | **$5,220,000** |  |  |  |
|  | Professional Development | |  | $35,000.00 |
|  | Instructional Supplies/Materials | |  | $158,801.46 |  |  |  |  |  |  |  |
|  | Student Related Activity | |  | $ - |  |  |  |  |  |  |  |
|  | Transportation | |  | $1,212.84 |  |  |  |  |  |  |  |
|  | Maintenance & Grounds | |  | $604,544.92 |  |  |  |  |  |  |  |
|  | Insurance | |  | $30,077.96 |  |  |  |  |  |  |  |
|  | Depreciation | |  | $49,720.32 |  |  |  |  |  |  |  |
|  | Recruitment/Advertising | |  | $1,000.00 |  |  |  |  |  |  |  |
|  | Admin Expense & Supplies | |  | $41,386.94 |  |  |  |  |  |  |  |
|  | InKind |  |  | $630,646.00 |  |  |  |  |  |  |  |
|  | Other |  |  | $13,500.00 |  |  |  |  |  |  |  |
| **Total Expenses** | | |  | $5,859,376.23 |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **NET** | | |  | $0.77 |  |  |  |  |  |  |  |

# Accountability Plan performance for 2016-2017 (Appendix A)

**Faithfulness to Charter**

|  |  |  |
| --- | --- | --- |
|  | **2016-2017 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective:** Students will learn the importance of community service. | | |
| **Measure:** Annually, all students will learn to recognize how they can make a positive contribution to their community through service. At least 75% of all students will score at least a 3 (on a scale of 1 to 4) in all categories on the community service project rubric. | Met | All students participated in a school-wide community service project of collecting money to help people of Haiti after hurricane Mathew.  96% of all students scored at least a 3 (on a scale of 1 to 4) in all categories on the community service project rubric. |
| **Objective:** TO SUPPORT THE CHARACTER DEVELOPMENT OF OUR SCHOLARS, THE DR. KING VALUES WILL BE CONSISTENTLY PRESENT AT MLKCSE. | | |
| **Measure:** At least 50% of MLK parents will complete an annual parent-satisfaction survey, in which 85% of parents will answer that they are either satisfied or very satisfied with the way MLK teaches students about Dr. King values. (85% satisfaction rate) | Met | 52% of families completed the parent satisfaction survey.  98% of parents answered that they are either satisfied or very satisfied with the way MLK teaches students about Dr. King values. |
| **Objective:** STUDENTS WILL HAVE EXTENDED INSTRUCTIONAL TIME AND WILL SPEND MORE TIME LEARNING THAN ALLOTTED IN A TRADITIONAL ELEMENTARY SCHOOL DAY. | | |
| **Measure:**  All students at MLK will receive 1030 hours of structured learning time per school year, which exceeds the required amount of 900 hours, as defined in 603 CMR 27.02. | Met | MLK’s school year was 184 days.  Students received an average of 5.6 hours of structured learning time each day. |
| **Objective:**  MLKCSE will maintain a class size of approximately 20 students. | | |
| **Measure:** Average class size will not exceed 22 students. | Met | All classrooms had either 22 students or fewer. |

**Academic Program Success *(if applicable)***

|  |  |  |
| --- | --- | --- |
|  | **2016-2017 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective:** EXTERNAL ASSESSMENTS WILL SHOW GROWTH IN STUDENT LEARNING. | | |
| **Measure:** From the beginning of the year to the end of each school year, median student growth on Fountas & Pinnell Benchmark Assessment System (BAS) will exceed one grade level for the school year for each grade. | Partially Met | Typical growth in Grade K is 4 levels. Median student growth was 4.8.  Typical growth in Grade 1 is 6 levels. Median student growth was 5.5.  Typical growth in Grade 2 is 3 levels. Median student growth was 3 levels.  Typical growth in Grade 3 is 3 levels. Median student growth was 2.4 levels.  Typical growth in Grade 4 is 3 levels. Median student growth was 2 levels.  Typical growth in Grade 5 is 3 levels. Median student growth was 2 levels. |
| **Measure:** Each year, ANet will show growth relative to the network or growth for the cohort when compared to the past year for each grade (3-5) in English language arts and math. | Met | **ELA**  Grade 2 ELA ANet exceeded the network by 7%.  Grade 3 ELA ANet exceeded the network by 4%.  Grade 4 ELA ANet exceeded the network by 6%.  Grade 5 ELA ANet exceeded the network by 6%.  Grade 3 (last year’s Grade 2) earned 4% less than their performance last year. (15-16 Average – 47% vs. 16-17 Average – 51%)  Grade 4 (last year’s Grade 3) earned 2% more than their performance last year. (15-16 Average – 50% vs. 16-17 Average – 52%)  Grade 5 (last year’s Grade 4) earned the same percentage as their performance last year. (15-16 Average – 46% vs. 16-17 Average – 46%)  **Math**  Math 2016-17 ANet showed 12% growth above the network of 229 schools reaching 61% vs a network of 49%. Additionally each Grade level 2-5 exceeded the Network with a range of 5-21%.  Grade 2 - School: 61%, Network: 56% 🡪 5%  Grade 3 - School: 57%, Network: 51% 🡪 6%  Grade 4 - School: 58 %, Network: 43% 🡪 15%  Grade 5 - School: 65%, Network: 44% 🡪 21% |

**Organizational Viability *(if applicable)***

**Dissemination (*if applicable)***

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|  | **2016-2017 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective:** MLKCSE will disseminate a successful practice to a Springfield Public School. | | |
| **Measure:** By the start of the 12th year, the school will identify best practices to disseminate. By the start of the 13th year, the school will identify partners for the dissemination and will create a plan. In the school’s 13th, 14th, and 15th years, MLK will disseminate its best practices at least once each school year. | **Met** | During the 11th year, the school disseminated our system of math instruction, curriculum and intervention to Springfield Public Schools. |

# Recruitment and Retention Plan (Appendix B)

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| **Recruitment Plan**  2017-2018 |

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

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| **2016-2017 Implementation Summary:** We implemented all aspects of the 2016/2017 Recruitment Plan and achieved positive results. Based on data from CHART (the Charter Analysis and Review Tool created by the Department of Elementary and Secondary Education), during the current school year:  **Special Education**  Our special education population was 18.3% - **higher** than our comparison index of 12.6%.  **ENGLISH LANGUAGE LEARNERS**  Our ELL population was 15.8% - **higher** than the comparison index of 12.4%.  **ECONOMICALLY DISADVANTAGED**  Our economically disadvantaged population was 73.8% - **higher** than the comparison index of 70.0%.   1. *In a brief narrative, what were report the successes and challenges of implementing the school’s recruitment strategies from the 2016-2017 Recruitment Plan?*   **MLK continues to serve a high needs population. The school’s recruitment practices and implementation of the recruitment plan achieve the Commonwealth’s goal of serving all students.**   1. *Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?*  **N/A** 2. *Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2017 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1st SIMS demographic information.*   **MLK’s incoming kindergarten class includes many English language learners and economically disadvantaged students. The school does not yet have enough information to estimate these students’ special education needs.** |

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| **Describe the school’s general recruitment activities, i.e. those intended to reach all students.** |
| **General Recruitment Activities for 2017-2018:** General Recruitment Activities: We announce to parents via ConnectEd calls and flyers sent home with students that we are accepting applications, when the application deadline is, and when the lottery date is. This information is also shared on the school website. Furthermore, we schedule information sessions at local pre-schools, we advertise, and we leaflet.  We distributed Spanish enrollment applications to:   * Head Start at Riverview * Head Start on Carew Street * Head Start on Eastern Avenue * Head Start on Mason Square * Head Start on Madison Street * Square One on King Street * Square One on Main Street   Additional places we distributed recruitment materials to this year:   * Vietnamese American Civic Association * Puerto Rican Cultural Center * New North Citizens Council After School Program * YMCA after school program   We also worked with the Jewish Family Services refugee resettlement program. |

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| **Recruitment Plan –Strategies**  **List strategies for recruitment activities for each demographic group.** | |
| **Special education students/students with disabilities** | |
| **(a) CHART data**  **School percentage**: 18.3%  **GNT percentage**: 11.2%  **CI percentage**: 12.6%  The school is above GNT percentages and above CI percentages | **(b) 2016-2017 Strategies**  Met GNT/CI: no enhanced/additional strategies needed   * We will include information regarding our special education services on our recruitment material. * We will send a special-education staff member to some pre-school information sessions. * We will send an annual notice to parents about a Parent Advisory Council. * We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| **Limited English-proficient students/English learners** | |
| **(a) CHART data**  **School percentage**: 15.8%  **GNT percentage**: 9.7%  **CI percentage**: 12.4%  The school is above GNT percentages and above CI percentages | **(b) 2016-2017 Strategies**  Met GNT/CI: no enhanced/additional strategies needed   * We will provide recruitment material in Spanish. * We will send a bilingual staff member to some pre-school information sessions. * We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students. * We will 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 request that Jewish Family Service in Springfield, MA work with us on outreach to Somalian families. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  Did not meet GNT/CI: additional and/or enhanced strategies below:  Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| **Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)** | |
| **(a) CHART data**  **School percentage**: 73.8%  **GNT percentage**: 68.5%  **CI percentage**: 70.0%  The school is above GNT percentages and above CI percentages | **(b) 2016-2017 Strategies**  Met GNT/CI: no enhanced/additional strategies needed  We will distribute recruitment material at the following locations - which often serve low-income families:  • Head Starts  • Square Ones  • Martin Luther King, Jr. Family Services, Inc.  • Dunbar Community Center  • Make Way for Ducklings  • KinderCare  • Reed Village Boys & Girls Club |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| Students who are sub-proficient | **(d) 2016-2017 Strategies**  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 regular-education academic support. |
| Students at risk of dropping out of school | **(d) 2016-2017 Strategies**  On recruitment material, we will include the short-hand of our mission— academic excellence, character development, and aspiring to Dr. King’s ideal of a beloved community—which creates a positive, engaging learning community for students. |
| Students who have dropped out of school | **(d) 2016-2017 Strategies**  Not applicable. |
| **OPTIONAL**  Other subgroups of students who should be targeted to eliminate the achievement gap | **(d) 2016-2017 Strategies**  Given contemporary socio-economic and educational conditions in Massachusetts and the U.S. in general, African Americans and Hispanics may need to be targeted to eliminate the achievement gap.  For the current year at MLKCSE, our combined percentage of African American and Hispanic students was **90.7%**, which was higher than Springfield’s **84.3**%.  Specifically, our percentage of African American students was **41.8%**, which was much higher than Springfield’s **19.5%**.  Our percentage of Hispanic students was **48.9%**, which was lower than Springfield’s **64.8%**; therefore, next school year, we will engage in the recruitment strategies mentioned above for Limited English Proficient students, which may increase the number of Hispanic applicants. We will distribute recruitment materials at cultural centers and churches in Springfield to recruit a diverse student body. |

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| **Retention Plan**  2017-2018 |

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| **Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2016-2017 Retention Plan.** |
| **2016-2017 Implementation Summary:**  **RETENTION RATE**  Our retention goal (stability rate) was 85%, and our actual retention was 89.3%, **better** than our goal.  **ATTRITION RATE**  Our attrition rate was 10.7%, **lower** than the statewide median of 15.7%.  We successfully keep our students enrolled, generally losing only a few students mostly when they move out of the area. Next school year we will continue to implement our successful retention strategies from the current year.  **ATTENDANCE RATE**  Our attendance rate was 95.1% which is **higher** than the statewide median of 94.6%. Our school has a good history of keeping our students enrolled. We accomplish that by following the strategies outlined below. |

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| Overall Student Retention Goal | |
| **Annual goal for student retention (percentage):** | 85% |

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| **Retention Plan –Strategies**  **List strategies for retention activities for each demographic group.** | |
| **Special education students/students with disabilities** | |
| (a) CHART data  **School percentage**: 8.8%  **Third Quartile**: 23.3%  The school is below third quartile percentages. | **(b) 2016-2017 Strategies**  Below third quartile: no enhanced/additional strategies needed  We provide academic, social, and emotional support for special-education students.  Special-Education Staff: We have full-time special education teachers (approximately one per grade), an incremental success classroom, a special education coordinator, and a part-time special education administrator. This department provides push-in and pull-out services that include all IEP services to which each child is entitled.  Social Work Team: We have a full-time adjustment counselor in addition to graduate social work and adjustment counseling interns, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, violence prevention, anti-bullying, and, in general, how to be kind, ensure safety, and improve community.  Student Support Team: Our Student Support Team is composed of four full-time members: the school adjustment counselor, the school psychologist, the dean of students, and the student support advocate. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate community service learning activities and character development groups. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| **Limited English-proficient students/English learners**  Limited English-proficient students | |
| **(a) CHART data**  **School percentage**: 6.5%  **Third Quartile**: 19.6%  The school is below third quartile percentages. | **(b) 2016-2017 Strategies**  Below third quartile: no enhanced/additional strategies needed   * The ELL department provides a combination of pull-out and push-in ESL instruction and support. * As the number of English Language Learners (ELLs) enrolled at MLK continues to grow, our staff now consists of three full-time ESL teachers, one of whom also coordinates the department. * A total of 35 faculty members have completed the SEI Teacher Endorsement training to date. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.  No ELs were enrolled during the 2016-2017 school year. No retention strategies needed. |
| **Students eligible for free or reduced lunch (low income/economically disadvantaged)** | |
| **(a) CHART data**  **School percentage**: 8.7%  **Third Quartile**: 20.9%  The school is below third quartile percentages. | **(b) 2016-2017 Strategies**  Below median and third quartile: no enhanced/additional strategies needed  We have a non-discriminatory school community in which all students regardless of income are able to participate in all school activities.  **Breakfast and lunch:** We provide daily free breakfast and lunch.  **Uniform:** MLKSCE 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. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. |
| Students who are sub-proficient | **(d) 2016-2017 Strategies**  MLKCSE provides a positive, engaging learning environment that encourages students to learn and be engaged, which helps sub-proficient students become proficient, and helps all students succeed in school.  School Culture: We believe every child can succeed. Our Dr. King Values and MLK Way are how we work peacefully together to create our beloved community. Students are empowered as active participants and rewarded with “Role Model” status. MLK Role Models live by our school culture throughout every day.  Values education: One of the three 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.  Family engagement: The school is open to visits from families. Teachers maintain contact with parents, including providing weekly student progress reports. Family nights (including annual literacy nights and math/science nights) are popular ways to engage families in their students’ education.  Community service learning activities help make school both fun and enriching. |
| Students at risk of dropping out of school | **(d) 2016-2017 Strategies**  n/a |
| Students who have dropped out of school | **(d) 2016-2017 Strategies**  n/a |
| **OPTIONAL**  Other subgroups of students who should be targeted to eliminate the achievement gap | **(d) 2016-2017 Strategies**  We will continue to provide the education promised in our mission: preparing “kindergarten-through-5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King’s commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community.” |

# School and Student Data (Appendix C)

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Student demographic and subgroup information retrieved from:

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

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

Date info retrieved: 5/23/17

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| **STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION** | | |
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 152 | 41.8 % |
| Asian | 7 | 1.9 % |
| Hispanic | 179 | 48.9 % |
| Native American | 0 | 0 % |
| White | 7 | 1.9 % |
| Native Hawaiian, Pacific Islander | 0 | 0 % |
| Multi-race, non-Hispanic | 21 | 5.5 % |
| Special education | 67 | 18.3% |
| Limited English proficient | 58 | 15.8% |
| Economically Disadvantaged | 270 | 73.8% |

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| **ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR** | | | |
| **Name, Title** | **Brief Job Description** | **Start date** | **End date**  (if no longer employed at the school) |
| Alan Katz  Executive Director | Administrative oversight of all aspects of the school | September 2005 | n/a |
| Juraye Pierson  Principal | Instructional oversight of all academic programs | June 2015 | June 2017 |
| Brenda Flores  Director Student Services & Special Education Coordinator | Oversight of ELL, SPED and student support services | September 2006 | n/a |
| Jack Kelley  Special Education Administrator, Contracted | Manages special education program | August 2006 | n/a |

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| **TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR** | | | | |
|  | **Number as of the last day of the 2016-2017 school year** | **Departures during the 2016-2017 school year** | **Departures at the end of the school year** | **Reason(s) for Departure** |
| Teachers | 43 | 7 | 7 | The school eliminated positions for financial reasons. Other teachers left for positions in CT. |
| Other Staff | 37 | 8 | 4 | The school eliminated positions for financial reasons. |

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| **BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR** | | | | |
| **Name** | **Position on the Board** | **Committee affiliation(s)** | **Number of terms served** | **Length of each term** (including date of election and expiration) |
| Beth deSousa\* | Chair | Executive, Finance  Governance  Strategic Goal Setting | 1st term  (3 prior) | 12/16/15 – 12/31/2018 |
| Dominic Basile-Vaughn | Vice chair | Executive  Human Resources Academic Excellence Executive Director Search | 1st term | 1/20/16 – 12/31/18 |
| Janine Kent, | Treasurer | Executive, Finance  Strategic Goal Setting | 2nd term | 1/1/16 – 12/31/2018 |
| Willette Johnson | Clerk | Executive  Human Resources  Academic Excellence Executive Director Search | 2nd term | 1/1/2015 – 12/31/2017 |
| Emma Ford | Trustee |  | 1st term | 1-1-17 – 12-31-19 |
| Mia Chandler | Trustee | Human Resources | 1st term | 9/23/15 – 12/31/2018 |
| Margaret Daoust | Trustee | Human Resources | 2nd term | 1/1/2017 – 12/31/2019 |
| Darryl Moss | Trustee | Human Resources | 1st term | 1/1/17 – 12/31/19 |
| Lisa Watson | Trustee | Academic Excellence  Strategic Goal Setting | 1st term | 12/16/15 – 12/31/2018 |
| Andrea Sh’ree Baker | Trustee | Human Resources  Executive Director Search | 1st term | 1/1/17 – 12/31/19 |
| Ronn Johnson | Trustee | Governance  Strategic Goal Setting | 2nd term | 10/25/12 – 12/31/18 |
| Wilma Tynes | Trustee | Academic Excellence  Strategic Goal Setting | 1st term | 1/1/17 – 12/31/19 |
| Dorrine Sneed | Trustee | Governance  Strategic Goal Setting  Executive Director Search | 2nd term | 1/1/17 – 12/31/19 |
| Sally Wittenberg | Trustee | Academic Excellence | 2nd term | Resigned (term limit):  12/31/2016 |
| Tina Quagliato | Trustee |  | 1st term | Resigned:  12/31/2016 |
| Lorraine Plasse | Trustee | Academic Excellence | 2nd term | Resigned (term limit):  12/31/2016 |

# Additional Required Information (Appendix D)

## Key Leadership Changes

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| --- | --- | --- |
| **Position** | **Name** | **No Change/ New/Open Position** |
| Board of Trustees Chairperson | Beth deSousa | No change |
| Charter School Leader | Alan M. Katz | No change |
| Assistant Charter School Leader |  |  |
| Special Education Director | Brenda Flores | No change |
| MCAS Test Coordinator | Alena Mudry | No change |
| SIMS Coordinator | Amanda Rodriguez | No change |
| English Language Learner Director | Lynn Nielsen | No change |
| School Business Official | Rosa Davila | No change |
| SIMS Contact | Amanda Rodriguez | No change |

## Facilities

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| --- | --- |
| **Location** | **Dates of Occupancy** |
| 285 Dorset Street, Springfield, MA 01108 | Summer 2010-present |

## Enrollment

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| --- | --- |
| **Action** | **2018-2019 School Year Date(s)** |
| Student Application Deadline | February 4, 2018 |
| Lottery | February 6, 2018 |

# Conditions (*if applicable*)

**CONDITION 1: Meeting Condition**

*Until further notice, Martin Luther King, Jr. Charter School of Excellence must submit to the Department, at* [*charterschools@doe.mass.edu*](mailto:charterschools@doe.mass.edu)*, board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must also submit monthly financial statements.*

**CONDITION 2: Meeting Condition**

*The school must maintain the established escrow account to pay for any potential closing, legal, and audit expenses associated with closure, should that occur.*

**CONDITION 3: Met Condition**

*By December 31, 2016, the school must demonstrate significant and sustained academic improvement in mathematics, English language arts, and science. Should the school fail to do so, the Commissioner and the Board of Elementary and Secondary Education will consider revoking the school’s charter based on failure to meet this condition, rather than wait to see improvement by December 31, 2017.*

**CONDITION 3: It is too early to determine whether the school will meet this condition.**

*By December 31, 2017, the school must demonstrate continued significant and sustained academic improvement in mathematics, English language arts, and science. Should the school fail to do so, the Commissioner and the Board of Elementary and Secondary Education will consider revoking the school’s charter based on failure to meet this condition.*

**MLK Charter School is now a level 1 school. The school is essentially on target closing the achievement gap in math and science. Despite progress in ELA, MLK is not yet meeting its ELA gap-closing target.**

# Attachment – Organizational chart 2017/2018

Board of Trustees

Lan Katz

Executive Director &

Acting Education Director

Rosa Davila Business Associate

Alena Mudry Executive Assistant

Director of Teaching

Jaclyn O’Neill

ELA Coordinator

Darryl Thomas

Dean of Students

Lynn Nielsen

ELL Coordinator

Jack Kelley

Sped. Admin.

Classroom Teachers

Math Teachers

Literacy Teachers

Teaching Partners

ELL Teachers

Sped Teachers

Subs

Specials Teachers

Student Services

Office Staff

IT

Facilities

Monitors

Brenda Flores

Dir. Student Services

Natalie Bys

Director of Operations

Barbara Beaudoin

Dir. Curriculum & Assessment

Health Office