



Martin Luther King, Jr.
Charter School of Excellence

2022-2023 Annual Report

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INTRODUCTION TO THE SCHOOL

<i>Martin Luther King, Jr. Charter School of Excellence</i>			
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 2022-23	360
Chartered Grade Span	K-5	Grade Span for 2022-23	K-5
Number of Instructional Days per School Year (as stated in the charter)	184	Students on Waitlist for 2022-23	163
Number of Instructional Days during the 2022-23 School Year	184		
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	M-Th: 8:30am-3:45pm Fri: 8:30am-2:00pm	Age of School in 2022-23	17 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 seventeenth 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 second 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, and which is rooted in academic excellence, character development, and aspiring to Dr. King's ideal of beloved community.

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

Civic Participation and Engaged Citizenship for Social Justice

On April 3, 1968, Dr. Martin Luther King Jr. referred to seeing the "promised land" in his "I've Been to the Mountaintop" speech. This "promised land" was referring to equal and equitable access to opportunity - regardless of skin color or zip code. At Martin Luther King, Jr. Charter School of Excellence, we believe that Dr. King's work and dedication remains a powerful example of how civic engagement can transform communities. This ideal is a deeply rooted part of our mission. In line with the ideals of Dr. Martin Luther King, Jr., we highly value and prioritize civic participation and social justice in addition to high expectations for academic excellence.

During this academic year, we made incremental improvements with this Key Design Element. Each year, our students at all grade levels learn about civic engagement, engaged citizenship, and community service. Each month, we held Town Hall Meetings with students. During these Town Hall Meetings, we define, launch exploration and teach students about our core values. We focus on a single core value each month and revisit each of our five core values two times each academic year. In addition, each month we highlight a Monthly Theme that either celebrates the culture and accomplishments of our school community's heritage or sheds 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. In addition to these focal themes, the structure of a Town Hall serves to model for our students how they can be an informed engaged citizen of a community and how they can be actively involved in issues that affect or concern them.

In the fall, we more intentionally framed what for staff and students what Community Service and why it is important not only within our school community, but in the world today. Student voice, particularly our upper elementary students and Young Scholars, shaped the selection of the project. Our Young Scholars in 4th and 5th grade led a Schoolwide Community Service project - a Coin Drive in October for Hurricane Ian relief. Students raised and donated \$1,397.75. Additionally, we collected food to donate 15 Thanksgiving meals and honor the legacy of Dr. King by hosting a community clean up of our nature trail "Perseverance Path" on Martin Luther King, Jr. National Day of Service in partnership with some of our families, students, and students attending Springfield College. Our Kindergarteners also planted and regularly tended to their Community Garden, pairing what they learned in Science with community service. Looking ahead, our goal is to be more strategic with opportunities for our students and broader community. We plan to do more

explicit instruction on our reflection component to better ensure that our students truly understand the importance of civic participation and engaged citizenship for social justice.

Positive Character Development

One of the two main pillars of our mission commits to positive character development. Our goal is to ensure that not only will our students transition to middle school and beyond empowered with both a strong academic and sound ethical foundation. This year, we implemented a daily Community Meeting. Each morning after breakfast, all our students engaged in Community Meeting which focused on creating a safe space for learning, interactive modeling prosocial skills, and cultivating communities that thrive. We worked with a consultant to support us in this work and utilized the Sanford Harmony curriculum which aligns to the CASEL framework.

While we successfully established the structure and several components of Community Meeting consistently, we are looking forward to building on that foundation in the upcoming school year. We plan to re-emphasize that the social curriculum is as important as the academic curriculum and that the greatest cognitive growth occurs through social interaction. A goal for the upcoming year is to more directly connect our Community Meeting activities to the Sanford Harmony resources for SEL and to more explicitly teach prosocial skills to our students. We want these skills to translate across the school day and to be utilized in core content blocks more. We believe that to be successful academically, socially, and emotionally, students need to learn about and practice competencies and skill sets such as self awareness, social awareness, self management, relationship management, and responsible decision making. We believe our students need school and classroom communities characterized by belonging, competence and autonomy, so they are motivated to learn, take risks and thrive.

Experiential Learning

We remain committed to hands-on experiential learning opportunities to deepen our students' understanding of the knowledge and skills demanded by the content standards. One monumental factor in inequitable education in our country is level access and opportunity. Over 93% of our students are identified as high needs, over 87% low income, and 98% are students of color. We are relentlessly committed to closing the opportunity gap and ensuring that our students have access and opportunity. We believe that experiential learning is an approach that will support that commitment.

This year we focused on developing our 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. Experiential learning gives all students a common baseline experience to work from and supports our diverse learners. While this work began to take root this school year, we have plans to make this focus both more comprehensive and thoughtful. We have dedicated professional development time to support teachers in identifying natural cross-curricular opportunities to design experiential learning opportunities around. We need to elevate how these experiences deepen students' construction of new learning. We plan to be more explicit in how we model the reflection component of experiential learning for students. We believe it will lead to stronger student outcomes. We have also more clearly defined our metrics and data collection systems around this goal.

Individualized Student Support

Our school continues to serve a wide range of diverse learners. We have an intervention block ("WIN Block" or "What I Need Block") that is intended to hold time sacred for meaningful Tier 2 or Tier 3 interventions. While we remain fully committed to providing students with individualized support, we simultaneously believe that strengthening our Tier 1 is primary. In the upcoming year, we are partnering with Relay Graduate School of Education to strengthen teacher practice at the Tier 1 level. We believe that with stronger Tier 1 instruction, we will be more effectively responsive to student needs.

The daily use of the WIN block allows students to have an individualized learning experience. Starting with diagnostic assessment data, teachers are able to accurately determine student needs and learning gaps. Students work on targeted skills - sometimes being pulled to a small group to work with the teacher and other times working on My Path, an adaptive intervention component of Ready Classroom (i-Ready) for Math and Reading. Additionally, our school invests in a literacy and a math specialist whose schedule is fully comprised of small group interventions. In the upcoming school year, we are committed to increasing the frequency of data-driven cycles within our instructional model and more instructional rounds focusing on improving the quality of our interventions.

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
5/25/2023	Revising our assessment for Student Survey from Kickboard survey to google form survey	Approved June 6, 2023
5/25/2023	Revising our assessment for student growth from STEP to i-Ready Reading diagnostic	Approved June 6, 2023

CRITERION 2: ACCESS AND EQUITY

2021-22 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	377	11	1.1	1.9	0.0
English Learner	97	0	-	-	-
Economically Disadvantaged	338	9	1.2	1.5	0.0

Students with Disabilities	64	6	1.6	7.8	0.0
High Needs	356	11	1.1	2.0	0.0
Female	171	5	-	-	-
Male	206	6	1.5	1.5	0.0
American Indian or Alaska Native	7	0	-	-	-
Asian	7	0	-	-	-
African American/Black	106	6	1.9	3.8	0.0
Hispanic/Latino	240	4	-	-	-
Multi-race, Non-Hispanic/Latino	8	0	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	9	1	-	-	-

MLKCSE continues to operate from a mindset that our responsibility is to protect our students and support their social and emotional health. We are continuously reflecting on our policies and practices and working to become an even more safe and supportive environment for the entire school community. This year, we still experienced some instability in some students' behavior. We believe that there is still more work to be done to support students, staff, and our families in stabilizing and healing from the impacts of the COVID pandemic. Some students still demonstrated some lagging skills with respect to self-awareness and social skills that resulted from time spent in isolation and outside of the school setting during COVID.

We held 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. Our counselors also worked alongside administrators to build student skills around conflict resolution, anger control strategies, social skills, and more effective communication skills. In other cases, our BCBA was able to support by developing thoughtfully structured, coordinated behavior support plans specific to the student and based on a hypothesis about the function of the target behavior to be reduced. The developed plans also focused on increasing utilization of desired replacement behaviors.

For the upcoming school year, we will remain committed to utilizing suspensions only as a last resort and will continue to develop our repertoire of effective alternative restorative practices.

We have hired an Assistant Principal for the upcoming year and have developed stronger systems for prevention, support, and data collection to support our continual improvement. We will continue to monitor and analyze discipline regularly. We utilize an online platform that allows us to track all student behavior - positive, corrective, referrals, and consequences. Our culture team, led by our Assistant Principal will analyze patterns - repeat students, repeat teachers, days of the week, times of the day, etc. and use this data to plan action steps for improvement. We work to keep our students in school and available for learning to the maximum extent safely possible. We work to process, teach replacement behaviors, and utilize restorative practices whenever possible with all involved parties including between the classroom teacher and student after returning to the learning environment.

CRITERION 4: DISSEMINATION

We are committed to being a learning organization that is open to sharing impactful practices as well as learning from the strong work of others. We focus on identifying impactful practices annually that we can share with other local schools and educational communities.

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? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
IEP Practices Handbook	Focus Group	Abigail Cole Director of Student Services	ACCEPT Educational Collaborative: Southeastern Regional Whittier Tech Essex Tech Mountain Village Charter School Barnstable Community Innovation School	IEP Practices Handbook was shared as a model for developing or improving current practices.

<p>504 Data Collection Input Form</p>	<p>Resource Share as part of a focus group</p>	<p>Lori Ford School Counselor</p>	<p>Collaborative for Education 504: Smith Tech Saugus Public School District Pathfinder Regional Tech Agawam North Middlesex Regional School District Lowell Community Charter Public School Mohawk Trail Regional School District</p>	<p>504 Data Collection input form was shared as a model for soliciting meaningful input from all teachers in the development of a students 504 Plan. The form is a basis for through conversation and vehicle for sharing with all stakeholders.</p>
<p>Values alignment & Informing Practice</p>	<p>Article Publication in the "Counselor's Notebook". The "Counselor's Notebook" is a publication of the Massachusetts School Counselor's Association whose mission is to promote excellence in the school counseling profession by advocating for, connecting, supporting, and empowering school counselors in the Commonwealth of Massachusetts through leadership, collaboration, and professional development.</p>	<p>Lori Ford, School Counselor</p>	<p>Reader of the "Counselor's Notebook"</p>	<p>Article was directly tied to the way in which values inform practice. The piece was a case study on the ways in which MLKCSE embodies its values.</p>

<p>MTSS Student Intervention Committee Best Practices</p>	<p>Presentation and Best Practices share on MLKCSE Student Intervention Committee Process, Policies, and Procedures</p>	<p>Kendra Salvador, Executive Director Abigail Cole, Director of Student Services Lori Ford. School Counselor</p>	<p>Alice B. Beal Elementary School, Springfield Public Schools</p>	<p>Best practices in child find. Documents for referral, agendas, review process.</p>
<p>Three practices our ESL teachers are using to shift the load of learning onto students in the elementary grades</p>	<p>Annual MATSOL Conference</p>	<p>Diana Yousfi, EL Director Emily Fleming, Naysha Sierra, Jack Styles, Karen Kemp, our ESL Teachers</p>	<p>Schools and school district participants from all across the Commonwealth of Massachusetts</p>	<p>Structured and Routine Goal Setting Speaking Checks Oral Discussions in the Classroom <u>Link to MATSOL presentation slide deck</u></p>

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

[Here](#) is the 2022 report card for Martin Luther King, Jr. Charter School of Excellence.

We are still working hard to address the adverse academic impacts that the COVID pandemic has had on our students and their learning. To assess where students are academically and help them grow, we utilize several non-statewide assessments.

The main assessment tool we use is i-Ready for both Math and Reading. i-Ready is a highly rated, nationally normed assessment that provides both normative- and criterion-referenced data. For Reading, in addition to i-Ready data, we also use CORE Literacy Library's *Assessing Reading: Multiple Measures*. It 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.

For English Learners, we use the WIDA Screener. It is an English language proficiency assessment that helps us identify whether a student is an English learner (ELs). We also use it on-demand with our ELs to assess proficiency level scores for each language domain and for three composite scores: Oral Language, Literacy and Overall. For Science and technology/engineering, we use the assessments provided with our curriculum, Amplify. Amplify Science is a phenomena-based science curriculum aligned to the Next Generation Science Standards.

While our students did grow incrementally this year, there is much room for continued growth and improvement. We believe that we have high quality curriculum, resources, and assessments. Looking ahead our focus will be on strengthening instructional delivery and continuously using data more effectively to adapt and drive instruction.

Looking forward to the upcoming school year, we have adopted EarlyBird as our early literacy universal screener as required by Massachusetts regulation. EarlyBird assessments meet all DESE's required criteria in the 2022 review. We believe the adoption of this screener as part of our screening process will aid in creating a strong start for students. Furthermore, it is part of our goal for achieving an equitable, culturally and linguistically sustaining literacy plan that matches evidence-based instruction and supports students' needs.

Based on i-Ready assessment data for reading, student growth is trending in a positive direction. From beginning to end of year, the number of students at mid/above grade level increased from 5% to 26%. The number of students early on grade level increased from 12% to 19%. The number of students one grade level below decreases from 55% to 30%. The number of students two grade levels below decreased from 18% to 17% and the number of students three or more grade levels below decreased from 10% to 8%.

Almost parallel to reading, i-Ready assessment data for math showed student growth trending in a positive direction. From beginning to end of year, the number of students at mid/above grade level increased from 2% to 22%. The number of students early on grade level increased from 4% to 17%. The number of students one grade level below decreases from 61% to 42%. The number of

students two grade levels below decreased from 22% to 12% and the number of students three or more grade levels below decreased from 11% to 4%.

For Science, we do not currently have a progressive or adaptive assessment system to allow us to measure growth in the same fashion as i-Ready allows for Math and Reading. Our Amplify curriculum includes Pre-Unit formative Assessments, On-the-Fly formative Assessments, End-of-chapter formative assessments, and Student Self-Assessments. The assessments focus on the content of the particular modules or three-dimensional tasks integrated throughout the lessons.

When disaggregating for special populations, English Learners beginning of year (BOY) in Reading grew from 4% BOY mid or above grade level to 18% End of Year (EOY) mid or above grade level. Furthermore, 4% early on grade level grew to 17% early on grade level at EOY. In math, BOY 1% of students were mid or above grade level and 0% of students were early on grade level, EOY math grew to 9% mid or above grade level and 18 % early on grade level. Students with disabilities BOY Math 0% mid or above grade level, 2% early one grade level, grew to 9% early on grade level. In Reading, Students with disabilities 0% mid or above grade level and 4% early on grade level, EOY students grew to 4% mid of above grade level and 9% early on grade level. Overall gains were seen in both ELA and Math for both special population subgroups, however we are striving to increase growth next school year and carefully monitor the data.

Currently on the i-Ready diagnostic data we do not have access to results from other schools for a comparison analysis. Overall, our achievement data in all subjects is lower than pre-pandemic thus we are making changes through program delivery and support to increase the level of academic gains. Exhibits of the referenced iReady data can be found in Exhibit E.

CRITERION 6: PROGRAM DELIVERY

We have high quality curriculum and assessments in place and did not have any significant modifications this academic year. For ELA, we implemented the Wit and Wisdom curriculum for the third year. We worked to add scaffolds and differentiation into the curriculum to meet the needs of all learners. Significant amounts of professional development were provided to teachers to improve the writing components and instruction associated with this curriculum. New this year, we hired a part-time consultant to help develop high-quality lesson plans and student-facing materials in an effort to support new teachers. We continued to utilize Wilson's Foundations curriculum in grades K-2 to teach foundational reading skills and phonics and this year scaled Foundations up to our third grade as well. We also paired Heggerty with Foundations this academic year in grades K-3. A couple years ago, we began shifting our approach in literacy to align with the Science of Reading. This has led to a stronger literacy foundation in our students in K-2. Grades K-2 focused on utilizing more decodable texts, including FlyLeaf decodable texts, in small reading groups to apply phonic skills to text, as well as incorporate comprehension questions, both factual and inferential.

For Math, we implemented the i-Ready Math curriculum for the third year. We utilized the i-Ready MyPath feature to provide additional individualized and adaptive supports for students. This year, we also implemented Zearn to provide an additional dose of grade level content instruction. In science, we implemented the Amplify Science curriculum in grades K-5 for the second year. It is a hands-on, research-based curriculum.

For assessments, we primarily focused on progress monitoring throughout the academic school year. We maintained i-Ready as our assessment for Math along with unit assessments and daily exit tickets. To monitor literacy progress, we shifted this year from using STEP as our progress monitoring assessment to using i-Ready for reading. We used internal benchmarks assessments and the assessments that accompanied our Amplify curriculum for Science. Our teachers continued to progress monitor students with special needs against their IEP goals. Finally, we used the WIDA rubric to monitor the progress of our English learners. We continued to primarily focus on speaking and writing. We assessed student progress using exit tickets, real time anecdotal data, and writing samples as well. In preparation for this year ahead, we used the Bracken 4 for screening and moved our incoming Kindergarten screening window earlier. We went back to our screening data from the current school year in order to identify cut scores for students that did struggle this school year. We then applied these cut scores to our current screening process to identify incoming Kindergarten to target to attend our Summer Program. This allowed us to intervene with incoming students that are behind before the school year even begins.

Our academic coaching team supported teachers through lesson plan review and feedback, content development, observation and feedback, and coaching cycles. We worked to support teachers in delivering strong grade-appropriate instruction with scaffolds and interventions when they are needed. Our literacy coaches and teachers also partnered with Karen Kurzman from the Vermont Writing Collaborative to focus on strengthening writing instruction through professional development, co-observations, and a Looking at Student Work protocol for writing. We also worked with teachers on how to incorporate Orton Gillingham strategies into whole group and small group instruction based on frequent student errors.

We did experience some unexpected setbacks this school year. While our curriculum and assessments are high quality, we were less effective due to teacher retention and the quality of instruction. While many of our students made progress this year, we need to strengthen our Tier 1 instruction and more strategically use of data to improve instruction and student outcomes. Based on some shifts that we have made in the last couple of year along with changes we've planned for the upcoming year, we expect to see higher performance levels as our acceleration efforts take hold over the next few school years.

In response to our students' performance this year we have planned and launched a shift in our strategy. Our revised strategic plan is more directed and built on stronger systems and supports for teachers. It is a more comprehensive foundational set of systems to ensure that our efforts have a stronger impact while we continue to build teacher capacity at the same time. One unanticipated challenge we faced this year was losing some teachers midyear. We were then unsuccessful in filling those roles midyear. This challenge played a more significant role in grades 3-5 where we lost 6 of our original 9 teachers. For the upcoming year, we prioritized recruiting more seasoned teachers. In addition, based on conversation with Banneker Charter School, we revised our approach to our teacher pipeline along with the goal and role description for our Teaching Associates. We are actively preparing so we have a solid internal pipeline of teaching candidates that will have experience along with the knowledge about our school, systems, and students.

Currently, our more experienced and tenured teachers are in K-2. In addition, with a deeper investment and stronger metrics related to early childhood education in the last two years, we are expecting to see the fruit of that in the coming years. This is creating a stronger academic foundation for our students. To sustain that foundational work and continue pushing our students,

we have developed systems and supports for our 3-5 teachers that will begin in the upcoming year. In preparation, this year our coaches and a hired part-time consultant worked to build out full sets of high-quality lesson plans for all subjects and all grade levels. This has been a multi-year endeavor as we shifted curriculum a few years ago. We believe that this work will have a significant positive impact on teacher retention and sustainability. Now, rather than needing to thoughtfully plan from scratch for each instructional day and working from our curriculum which is dense, teachers can focus their energy on meaningful intellectual preparation and lesson internalization. They can focus on adjusting scaffolds and accommodations to meet the needs of the students in front of them. Our academic coaches will support teachers with lesson internalization and how to be critical consumers of the curriculum.

We invested a lot of time at the end of this year reflecting on and revising our data practices. We have a comprehensive plan to improve to our data systems for academics, culture, and operations. We have refined our rhythms, protocols, and systems around when and how we will use data in the upcoming years to better ensure we are meeting our targets and yielding meaningful results.

We have been working hard to accelerate student learning during the 2022-23 school year. Some current practices are stronger or more consistent than others. Our teachers understand the importance of high-quality grade appropriate assignments. Our academic leadership team has also been developing our teachers' knowledge and skills with respect to the importance of schema building, how to intentionally plan and execute scaffolding strategies, and how to anticipate student misconceptions. One of our priorities this year was oral discourse and acquisition of academic language. We developed teachers' skills around how to meaningfully structure two-way conversations between students for authentic and meaningful academic language development and structures for preparing students to engage in effective classroom conversations.

Building on that foundation, we are looking forward to our partnership with Relay Graduate School of Education in SY23-24. Our teachers and academic leads will continue to develop their knowledge and skills that will help strengthen our Tier 1 instruction as well as strategies teachers can apply to Tier 2 and/or 3 interventions. These professional development sessions align with components of the State Acceleration Roadmap and will focus on relationship building, classroom management, and strong instruction. Sessions will include: Understanding Student Behavior, Building Affirming Partnerships with Students, Setting and Maintaining Expectations, and Establishing Classroom Routines during Summer Professional Development. Professional Development throughout the school year will focus on: Analyzing Student Work, Using Exemplars to Guide Rigorous Instruction, Leveraging Mini-Lessons to Adjust Instruction, Using Models and Think Alouds to Promote Rigor, Effectively Checking for Understanding, Addressing Gaps While Maintaining the Bar, Implementing Engagement Strategies, Facilitating Meaningful Class Discussions, and Monitoring Student Work to Improve Outcomes.

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE

Martin Luther King Jr. Charter School Of Excellence *MLK Jr. Charter*
Unaudited Statement of Net Position *School of Excellence*
6/30/2023

Assets	
<i>Current Assets</i>	
Cash	\$ 4,011,275
Class and student funds held	
Accounts Receivable	355,816
Due From related parties	(108,149)
Prepaid expenses	64,583
Total current assets	<u>4,323,526</u>
<i>Noncurrent Assets</i>	
Related Party Receivables	250,000
Due (to)/from related party	
Capital assets, net	792,072
Total noncurrent assets	<u>1,042,072</u>
Total assets	<u>\$ 5,365,598</u>
Liabilities and Net Position	
<i>Current Liabilities</i>	
Accounts Payable	\$ 119,516
Accrued expenses	572,979
Due to Related Parties	-
Note payable - current	
Deferred Revenue	10,000
Class and student funds held	
Total current liabilities	<u>702,495</u>
<i>Noncurrent Liabilities</i>	
Note payable	
Total noncurrent liabilities	<u>-</u>
Total liabilities	<u>702,495</u>
<i>Net Position</i>	
Net investment in capital assets	792,072
Temporarily restricted	
Unrestricted	3,871,031
Total net position	<u>4,663,103</u>
Total liabilities and net position	<u>\$ 5,365,598</u>

Martin Luther King Jr. Charter School Of Excellence*MLK Jr. Charter
School of
Excellence*

Unaudited Statement of Activity 06/30/23

Operating revenues

Tuition	6,254,539
Federal grants	1,988,000
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>9,572,955</u>

Operating expenses

Salaries	4,581,743
Payroll taxes	200,001
Fringe benefits	443,591
Related party rent expense/(income)	367,000
Workers compensation	48,707
Utilities	149,148
Contracted services	139,609
Insurance	33,980
Instructional supplies and materials	328,383
Dues and Subscriptions	30,280
Supplies and materials	13,822
Professional Development	84,223
Repairs and maintenance	142,658
Travel & Other	
Professional Services	149,695
In-Kind expense	645,561
On-behalf payments - fringe benefits	684,855
Equipment	26,702
Facilities	-
Depreciation	61,177
Miscellaneous	117,208
Total operating expenses	<u>8,248,342</u>
Operating (loss)/revenue	<u>1,324,614</u>

Nonoperating revenues/(expenses):

Private contributions -Unrestricted	
Private contributions - Restricted	
Interest income	2,235
Other Revenue	<u>33,014</u>
Total nonoperating revenue	<u>35,249</u>

Change in net position 1,359,863

The Board of Trustees **voted to approve** the FY24 budget on May 16, 2023.

MLKCSE Budget 2023-2024

MLKCSE Budget & Spending Plan SY23-24			\$9,813,039
Line Item Code	Line Item Description		
111	Board of Trustees - Contracted Services	Contracted professional services, including all related expenses covered by the contract	13,000
112	Board of Trustees - Travel and other expenses	Travel and other expenses for board members such as dues, subscriptions and memberships	\$3,500
121a	Salaries - Professional and Support Staff	Salaries for non-instructional school-wide administrative personnel, excluding development staff	581,000.00
122a	Contracted Services - Professional and Support Staff	Contracted professional services, including all related expenses covered by the contract, excluding development contracts	172, 270
123	Recruitment/Advertising	Recruiting/advertising for students, staff, and board members	41,333
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.	25,200
125	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000	93,260
126	Depreciation - non instructional	Annual depreciation expense for capitalized costs	100,000
170c	Fundraising - Private	Expenses related to private fundraising	10,000
210	Instructional Subtotal - Instructional Leadership	Salaries for instructional personnel in leadership roles	638,150
212	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions	162,500
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	10,320
	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.	1,650,000
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	\$720,000
230	Instructional Subtotal - Other Teaching Services	Salaries for Medical/Therapeutic service and other professionals	678,000.00
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	347,000
233	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions	155,000
234	Contracted Services	Related Services	22,000
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.	118,800
242	Contracted Services	Contracted professional services, including all related expenses covered by the contract, for professional development	171,350
243	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000	60,500
244	Travel and other expenses	Travel and other expenses for staff such as dues, subscriptions and memberships	20,000
251	Salaries - Professional	Salaries for Guidance, Psychological & Testing Professionals	283,000
		Contracted professional services, including all related expenses covered by the contract, for guidance, psychological, and testing	75,000
254	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than \$5000	3,000
260	Instructional Subtotal - Materials, Equipment & Technology	Expenditures for all textbooks and related media/materials	88,530
262	Other Instructional Materials	Books, furniture and other materials, excluding textbooks but including online materials, for use in school libraries or classroom libraries	36,200
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.	37,000
264	General Supplies	General Supplies	\$52,500
265	Other Instructional Services	Cost for field trips, including admissions and transportation costs. Also, distance learning services	20,000.00
266	Classroom Instructional Technology Hardware	Computers, servers, networks, scanners, digital cameras, etc. used in the classroom or in computer laboratories.	128,020
268a	Classroom Instructional Software	Software licenses used in the classroom or in computer laboratories	10,171
268b	Other Instructional Software	Other Instructional Software	11,250.00
300	Pupil Services	Nurse and School Medical Supplies	67,390
315	Health Services - Contracted	Contracted services for school physicians, school nurses, clerical support staff and associated contracted expenses.	4,300
335	Food Services - Contracted	Contracted services for cafeteria workers, food directors, and other food-related services for personnel 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	50,000
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	353,300
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.	6,000
410	Operation & Maintenance of Buildings and Grounds	Salaries and contracted services for plant managers, custodians, maintenance, etc. Expenses for supplies, travel expenses and professional development.	305,100
420	Utilities	Cost of fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.	92,000
440	Networking and Telecommunications	Costs for installing and maintaining school technology infrastructure, including wiring, file servers, etc.	28,040
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.	225,000
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.	450,000
530	Insurance (non-employee)	Insurance premiums for property, fire, liability, fidelity bonds; self-insurance costs.	83,000
550	Rental/Lease of Equipment	Annual operating lease/rental costs of equipment	397,000

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	365
Number of students upon which FY24 budget tuition line is based	360
Number of expected students for FY24 first day of school	360
<p><i>For our March 15, 2023 pre-enrollment submission, our enrollment number was over our maximum enrollment due to duplicates. We received our District Duplicate Students Resolution report on March 28, 2023 confirming the 11 duplicates we had were resolved. The errors were due to an incorrect code for students that transferred.</i></p>	

Martin Luther King, Jr. Charter School of Excellence (the School)
Fiscal Year 2023 Capital Plan

As of June 30, 2023 the School expects to complete the following Capital projects over the next 7 years:

Description of Project	Current Status	Estimated Completion Date	Current Estimated Cost	Finance Plans	Approved
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	
Redoing the All Purpose Room floor	Not started	2026	115,000	Fundraising	
Bathroom upgrades	Not started	2024	200,000	Reserved funds	
Parking Lot Repaving, Repairs, and Expansion	Not started	2024	90,000	Reserved funds	
Remaining asbestos abatement	Not started	2024	25,000	Reserved funds	
Teacher Kitchenette space	Not started	2025	30,000	Reserved funds	
Tree removal for recess Space/Basketball Court Expansion	Not started	2024	10,000	Reserved funds	
Fencing project	Not started	2025	50,000	Reserved funds	
Total Projected Cost			\$5,520,000		

This plan was approved by the Executive Committee on behalf of the Board of Trustees of the School on June 20, 2023.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2022-23

Faithfulness to Charter

	2022-23 Performance	Evidence (Include detailed evidence with supporting data or examples.)
<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>8/15/22 - Classroom Management 8/16/22 - SEL Introduction; Sanford Harmony 8/16/22 - Model Classroom 8/18/22 - Relationship Building 8/18/22 - Our Culture Approach 8/25/22 - Community Meeting, Part 1 8/26/22 - Community Meeting, Part 2 9/2/22 - Culture Monitoring Meeting 10/21/22 - MTSS System</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>SEL Action Planning Rubric Teacher Average Score: Section 3: SEL, Diversity, Equity and Inclusion 3.0 points</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: Coin Drive for Hurricane Ian</p> <p>Completed: October 2022</p> <p>Total student responses using CSL Rubric: 194 Average student response: 2.4/4 pts.</p>
<p>Key Design Element Connection: Positive character development</p> <p>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>	NM	<p>Pre-Assessment Data: November 2022 Student Response Average: 73.44 points</p> <p>Mid-Assessment Data: February 2023</p>

	2022-23 Performance	Evidence (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
		<p>Student Response Average: 71.06 points</p> <p>Post-Assessment Data: June 2023 Student Response Average: 73.86 points</p> <p>Overall growth in Social-Emotional Learning Measured across 2022-2023 SY: 0.42 pts.</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>	M	<p>SEL Action Planning Rubric Teacher Average Scores:</p> <p>Section 1: Lesson Planning 2.89 points</p> <p>Section 2: Classroom Environment 3.08 points</p>
<p>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>	NM	<p>This year, 72% teachers met the goal of delivering at least four experiential learning opportunities to their students.</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>	M	<p>Although we did not meet our target on the number of teachers delivering at least four experiential learning opportunities throughout the year, of the teachers who deliver experiential learning opportunities to their students, all students present responded to the survey. Of the students surveyed, all students stated that they felt more interested or excited about learning as a result of experiential learning.</p>
<p>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>	NM	<p>By June 2023, 53% of students demonstrated a minimum of their</p>

	2022-23 Performance	Evidence (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
		typical growth goal in Reading as measured by the iReady Reading diagnostic assessment.
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.	NM	By June 2023, 53% of students demonstrated at least the average scale point growth (typical growth goal) for their grade level in Mathematics as measured by the iReady Math diagnostic assessment.

Dissemination

	2022-23 Performance	Evidence (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
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	We disseminated and exchanged best MTSS structures and practices with Alice B. Beal Elementary School.
Measure: Each school year, MLKCSE will identify and disseminate an impactful practice at a workshop, conference, or to an educational organization.	M	Our ESL Program Director and ESL teachers presented strong practices at the Annual MATSOL Conference.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-24

2022-23 Implementation Summary

- **Activity 1: Family-to-Family Outreach.** Our Family and Community Engagement (FACE) liaison reached out individually to high profile families and asked them to recruit future families. Additionally, she also sent a mass communication to all families soliciting them to recruit new families. Finally, a contest with a prize was offered to the parent who recruited the highest number of new families to the school. Several students have applied directly because of these efforts.
- **Activity 2: Open Houses/Family Information 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. A total of 15 prospective families participated.
- **Activity 3: Activity 3: Preschool Outreach.** Family and Community Engagement staff identified over 50 daycares and preschools in Springfield. Outreach was done to all via phone. The largest centers were tabled at while smaller ones received emails with the application attached.
- **Activity 4: Mailings.** After receiving a list of all school aged children in Springfield from SPS, we sent a recruitment mailing to approximately 1,600 homes. We specifically prioritized Pre-K through Grade 4 families who lived in the school's zip code and also targeted Somali families.
- **Activity 5: Advertisement.** We ran an ad (over 200 times) on several local TV stations, advertising our school and encouraging applications for both students and later staff recruitment. Additionally, openings were posted on the school's website, school affiliated social media, and also in local newspapers. Family and Community Engagement staff tabled at multiple community events like the MLK event at the MassMutual Center, Puerto Rican Parade, Big Balloon Parade, Springfield's Annual Pancake Breakfast, Stone Soul Festival, Juneteenth event in Greenfield, and flyers were distributed at the Springfield Magazine Park Easter Egg hunt as well.

General Recruitment Activities for 2022-23

- **Activity 1: Family-to-Family Outreach.** MLKCSE will enlist our current families as advocates. We are seeing an increased power in word of mouth and the ability of our current families to share their personal experience in helping to recruit new families and students. This is a very effective way to build awareness of and interest in our school. We will ask current families to distribute applications to friends and colleagues.
- **Activity 2: Open Houses/Family Information Sessions:** MLKCSE will host at least 2 family

information sessions at the school prior to the application deadline. In advance, we will invite prospective families referred by our current families, local preschool providers, and any other prospective families and students. During the Open House Informational Session, we will provide families with the opportunity to tour the building, learn about our particular educational program, and ask questions. To ensure greater access and equity, we will have staff available to interpret, representation from our Special Education program, and representation from our English Learner program. Our student outreach materials explicitly state that the school serves all students, including those with IEPs and 504s, and all materials were printed in English and Spanish and other relevant languages based on local demographics (e.g. Portuguese, Nepali, Vietnamese, Hindi, Swahili, Somali). At the end of the session, we will have applications for families available to complete.

- **Activity 3: Preschool Outreach.** Before the annual application deadline, we will do bilingual outreach at the local pre-school providers including but not limited to: Head Start, YMCA, Square One programs, and Playful Minds. We will meet with their management to schedule dates for informational sessions to families and deliver applications. During the informational sessions, we will share about our programming and the application process. Families will be invited to come visit the school. Historically, we have found that establishing relationships with preschool providers is a powerful way to conduct outreach to families. A school visit for local preschool providers will help to provide a clear picture of the program offered at our school and help support their recommendation of MLKCSE to the families currently enrolled in their preschool program.
- **Activity 4: Mailings.** Annually, before the lottery, we will send out mailings in English, Spanish and other languages in the district (e.g. Portuguese, Nepali, Vietnamese, Hindi, Swahili, Somali) to all families of district public school students who are involved in SPS pre-kindergarten programs. Depending on the number of openings we anticipate in grades 1-3, we will also send out mailings to the families of students entering those grades. These mailings will be clear and easy to understand. They will explicitly indicate that the school is welcoming of all students.
- **Activity 5: Advertisement.** We will leverage both digital and printed advertisements. MLKCSE will advertise in local media, such as *Western Mass News*, *MassLive*, *El Pueblo Latino*, *The Republican*, and *The African American Point of View*. We will target both English and non-English media outlets in print, television, and potentially radio. For print specifically, we will distribute flyers and postcards to key local locations such as libraries, community retail spaces, festivals and tabling event opportunities, local community groups and nonprofits, places of worship, and other spaces where our desired populations congregate. For electronic advertising specifically, we will leverage our website and social media platforms such as Facebook, Instagram, and ClassDojo. We will utilize emails and work to build up our mailing list. We have found that Facebook advertisements have led to increased attendance at Parent Information Sessions and new student applications. Because of programs within Google and Facebook, this outreach is available in almost any language once posted and therefore, is an effective method for reaching non-English speaking families. We will work on increasing our presence in the community.

Recruitment Plan – 2023-24 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 13.9%</p> <p>GNT percentage: 17.5%</p> <p>CI percentage: 17.5%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: We will continue to include information regarding our special education services on our recruitment materials. We will have a representative from our Special Education team available for outreach visits and open house/informational sessions. (Time allotted data change = 1 year)</p> <p>We will send a special-education staff member to some pre-school information sessions. We will focus our recruitment at preschools at Head Start as their centers serve students with special needs. (Time allotted data change = 1 year)</p> <p>In all recruitment and promotional materials, we will more 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. We will more intentionally highlight our special education services in advertising and share test scores and other success stories. (Time allotted data change = 1 year)</p> <p>Promotional materials direct prospective families to the school website and SEPAC page for contact information and details about programs, events and special education services. (Time allotted data change = 1 year)</p> <p>We will have a representative from our Special Education team available for outreach visits and open house/informational sessions to answer technical questions and provide support. (Time allotted data change = 1 year)</p> <p>The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. (Time allotted data change = 1 year)</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 20.7%</p> <p>GNT percentage: 14.6%</p> <p>CI percentage: 14.6%</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Recruitment materials will be provided in a number of local non-English languages (Spanish, Portuguese, Nepali, Vietnamese, Hindi, Swahili, Somali, and Bantu).</p> <p>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</p>
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Recruitment Plan – 2023-24 Strategies
List strategies for recruitment activities for each demographic group.

<p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages.</p>	<p>at organizations throughout the city that serve non-English speaking families (e.g., churches, community events etc.).</p> <p>We will focus our recruitment on local preschools as their program serves many English Language Learners. We will continue to send a bilingual staff member for local outreach efforts.</p> <p>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."</p> <p>We will send an annual notice to parents informing them of the opportunity to join our English Learner Parent Advisory Council.</p>
<p align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: N/A</p>	

Students eligible for free or reduced lunch (Low-income)

<p>(a) CHART data</p> <p>School percentage: 87.5%</p> <p>GNT percentage: 76.5%</p> <p>CI percentage: 80.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/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 align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: N/A</p>	

Recruitment Plan – 2023-24 Strategies
List strategies for recruitment activities for each demographic group.

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2022-23 Strategies</p> <p>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 preschools where students may have learning challenges or differences (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> <p>We will more intentionally highlight our special education services in advertising and share test scores and other success stories.</p> <p>We will have a representative from our Special Education team available for outreach visits and open house/informational sessions to answer technical questions and provide support.</p> <p align="center">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed. N/A
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2022-23 Strategies</p> <p>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> <p>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.</p> <p align="center">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed. N/A

Overall Student Retention Goal	
<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>	
Annual goal for student retention (percentage):	90%

Retention Plan – 2023-24 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 6.1% Third Quartile: 17.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <p>We provide academic, social, and emotional support for all diverse learners.</p> <p>Special-Education Staff: We have full-time special education teachers, and a Director of Special Education and Student Services.</p> <p>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.</p> <p>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.</p> <p>We have two full-time counselors who provide one-on-one counseling for select students, plus small-group sessions for students on social skills, self-management skills, anti-bullying support. We are adding a Social Worker for the upcoming school year.</p> <p>Student Support Team: Our Student Support Team for the upcoming year will shift in response to need. It will be composed of the following members: Assistant Principal, two counselors, a BCBA, a social worker, a nurse, a student support coordinator, and two behavior interventionists. 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.</p> <hr/> <p style="text-align: center;">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile:</p> <p>N/A</p>
Limited English-proficient students/English learners	

Retention Plan – 2023-24 Strategies
List strategies for retention activities for each demographic group.

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 3.3% Third Quartile: 16.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed.</p> <p>We will maintain our current recruitment strategies. We have a strong number of Limited English-proficient students/English learners.</p> <p>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.</p> <p>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.</p> <p>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>
	<p align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: N/A</p>

Students eligible for free or reduced lunch (low-income)

<p><u>(a) CHART data</u></p> <p>School percentage: 4.1% Third Quartile: 14.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <p>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.</p> <p>Breakfast and lunch: We provide daily free breakfast and lunch.</p> <p>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.</p>
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	<p>Field trips: Field trips are intended for all students and are not cost prohibitive.</p>
	<p style="text-align: center;">(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile:</p> <p>N/A</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2022-23 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. 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 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. • 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

	<p>progress reports. Open House, Academic Showcase, Parent teacher conferences, and Town Hall Meetings are popular ways to engage families in their students' education.</p> <p style="text-align: center;">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed. <p>N/A</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • N/A <p style="text-align: center;">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed. • N/A
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;">(f) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • N/A <p style="text-align: center;">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed. • N/A

2022-23 Implementation Summary
<p>MLKCSE implemented all aspects outlined in our 2022 -2023 Recruitment and Retention Plan.</p> <p>Retention Rate: We exceeded our goal. Our retention goal (stability rate) was 86%, and our actual retention was 95.4%. This is above the statewide average of 91.7%.</p> <p>Attrition Rate: Our attrition rate was 4.6% which was an improvement comparatively and also lower than the median of 13.3%.</p> <p>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. Next school year we will continue to implement our successful retention strategies from the current year.</p> <p>Attendance Rate: Our attendance rate was 91.7% which is marginally higher than the MA State average of 91.5%. Our attendance rate was higher than our local public school district who had a rate of 88.3%. We did have some student absences related to COVID/flu/cold/stomach virus. We have revised our attendance interventions to increase our student attendance in the upcoming year.</p> <p>Our school continues to have a strong history of keeping our students enrolled.</p>

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

STUDENT DEMOGRAPHIC INFORMATION

[Here](#) is the link to the page with enrollment data by race/ethnicity for Martin Luther King, Jr. Charter School of Excellence.

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	30.4
Asian	1.7
Hispanic	61.9
Native American	1.4
White	2.0
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.6

[Here](#) is the link to the page with enrollment data for selected populations for Martin Luther King, Jr. Charter School of Excellence.

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	31.5
English Language Learner	20.7
Low-income	87.5
Students with Disabilities	13.9
High Needs	93.5

Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
Kendra Salvador	Executive Director & Principal	7-1-18	N/A
Abigail Cole	Director of Special Education and Student Services	8-19-19	N/A
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 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	38	8	3	Resignations, Terminations
Other Staff	42	1	11	Resignations, Terminations, Position elimination

Information About The Board of Trustees

Board Membership During the 2022-23 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)
Jessica Putnam	Chair (As of 1/1/23)	Executive/ED Support & Evaluation Finance	Currently serving 2nd Term	5/4/18 – 3/31/21 4/1/21 – 3/31/24
Jennifer Wallace Johnson	Vice Chair (As of 1/1/22)	Academic Excellence Executive/ED Support & Evaluation	Currently serving 1st term	11/30/20 – 9/30/23
Teremar Rodriguez-Vazquez	Secretary (as of 1-1/23)	Governance Human Resources	Currently serving 1st term	11/22/21 – 12/31/24
James H. Lightfoot III	Trustee	Academic Excellence Strategic Planning/Goal Setting	Currently serving 2nd term	10/1/19 - 8/31/22 9/1/22-8/31/25
Kiyota Garcia	Trustee	Academic Excellence	Currently serving 2nd term	5/28/20 – 5/31/26
Patricia Rapinchuk	Trustee	Human Resources	Currently serving 2nd term	5/28/20 – 4/30/23 5/1/2023-4/30/2026
Denise Pagan-Vega	Trustee	Strategic Planning/Goal Setting	Currently serving 1st term	4/6/21 – 4/30/24
Kailey Boyd	Trustee	Academic Excellence Human Resources	Currently serving 1st term	11/22/21 – 12/31/24

Board Membership During the 2022-23 School Year				
		Strategic Planning		
Dean Morneau	Trustee	Finance	Currently serving 1st term	11/22/21 – 12/31/24
Darren James	Trustee	Finance	Currently serving 1st term	2/7/23 -10/31/25
Alton Jones	Trustee	Strategic Planning	Currently serving 1st term	4/62/23 – 3/22/26
Resigned/Term End				
Wilma Tynes	Chair (as of 1/1/21)	Executive/ED Support & Evaluation Finance	Served 2 Terms	1/20/17 – 12/31/19 1/1/20 – 12/31/22
Emma Ford	Clerk (as of 1/1/21)	Executive/ED Support & Evaluation Human Resources	Served 2 Terms	2/1/17 – 12/31/19 1/1/20 – 12/31/22
Grant Herman	Trustee		Served 1 term	11/10/22 -2/7/23
Armando Feliciano	Trustee	Strategic Planning/Goal Setting Governance	Served 1 term	8/5/20 – 4/15/23

[Board of Trustee and Committee Meeting Notices](#)

APPENDIX D: ADDITIONAL INFORMATION REQUIRED

FACILITIES

Address	Dates of Occupancy
285 Dorset Street, Springfield, MA 01108	2010 - present

ENROLLMENT

Action	2023-24 School Year Date(s)
Student Application Deadline	February 7, 2024
Lottery	February 12, 2024

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions

MLKCSE has no conditions at this time.

Complaints

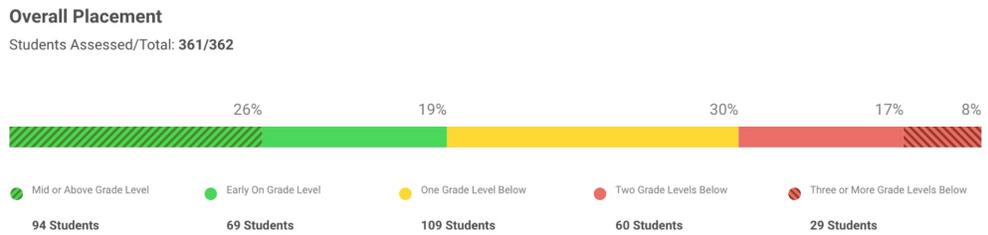
This year, the Board received one email from a parent. The Board Chairperson followed up with the Executive Director on this parent’s concerns. At that time, the Executive Director was already in conversation with the same parent and in the process of gathering information from staff in order to remedy the situation. The Executive Director then followed up with the parent directly and it was determined that no further action was required by the Board of Trustees. The Executive Director and the School staff has been working with the parent on the issues and no further communications to the Board have occurred.

Attachments:

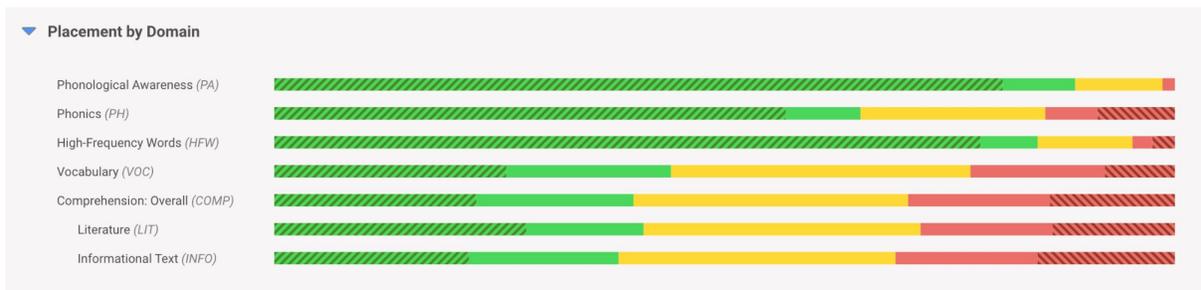
Student Performance Data

i-Ready Data for Reading

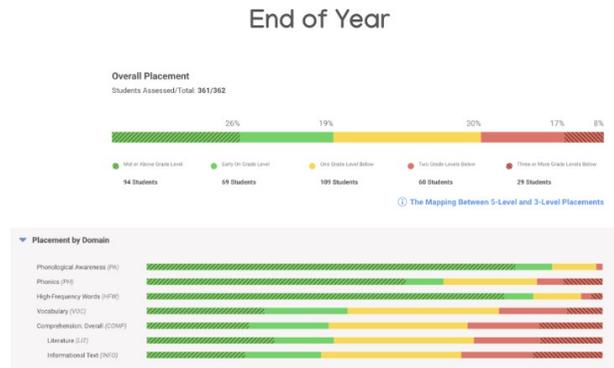
End of Year SY22-23



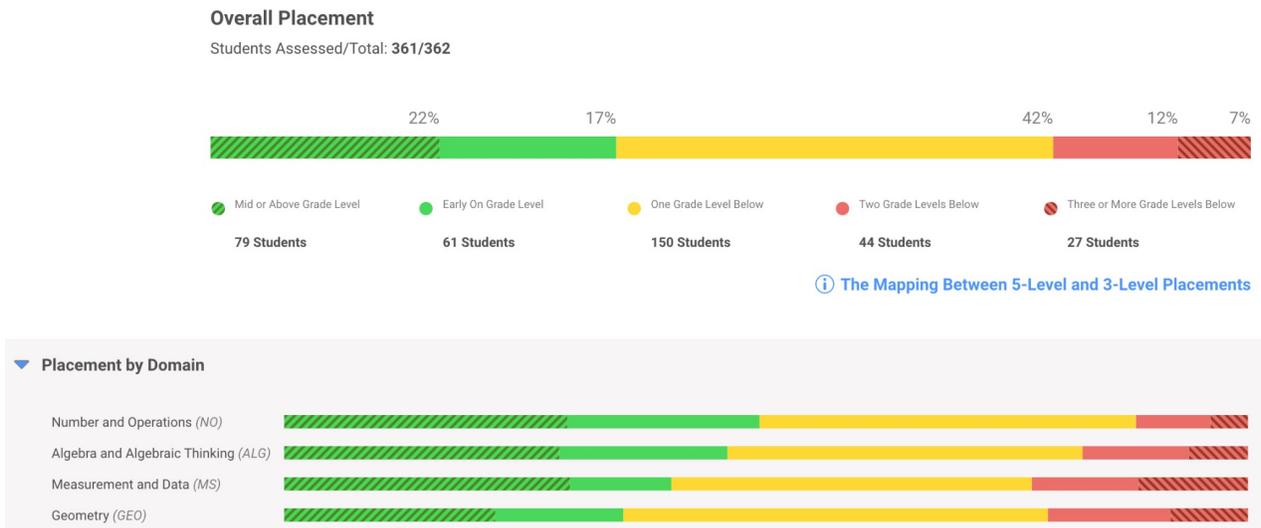
[The Mapping Between 5-Level and 3-Level Placements](#)



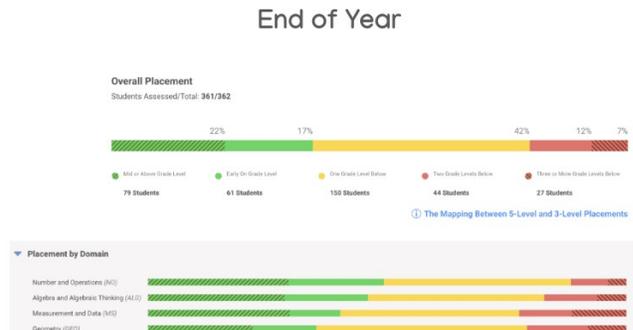
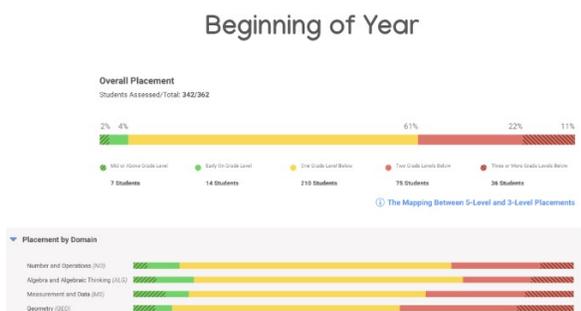
Reading: Student Growth from Beginning of Year to End of Year



i-Ready Data for Math End of Year SY22-23

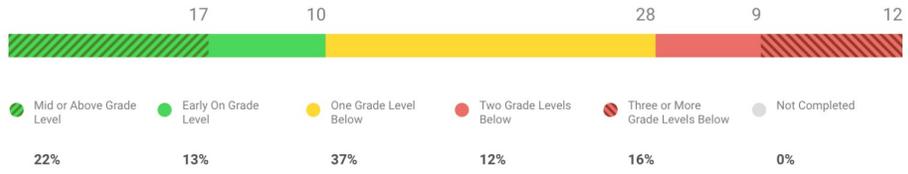


Math: Student Growth from Beginning of Year to End of Year

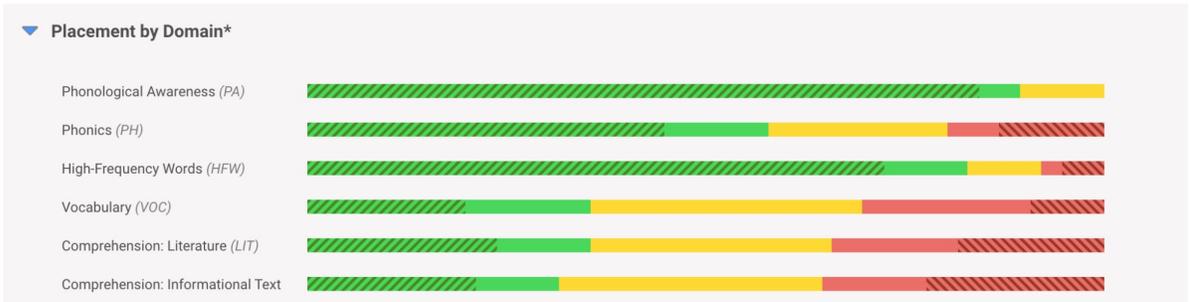


i-Ready Reading Data for End of Year for our English Learners

Overall Placement

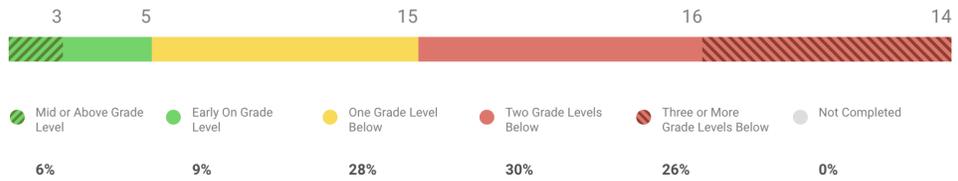


[The Mapping Between 5-Level and 3-Level Placements](#)

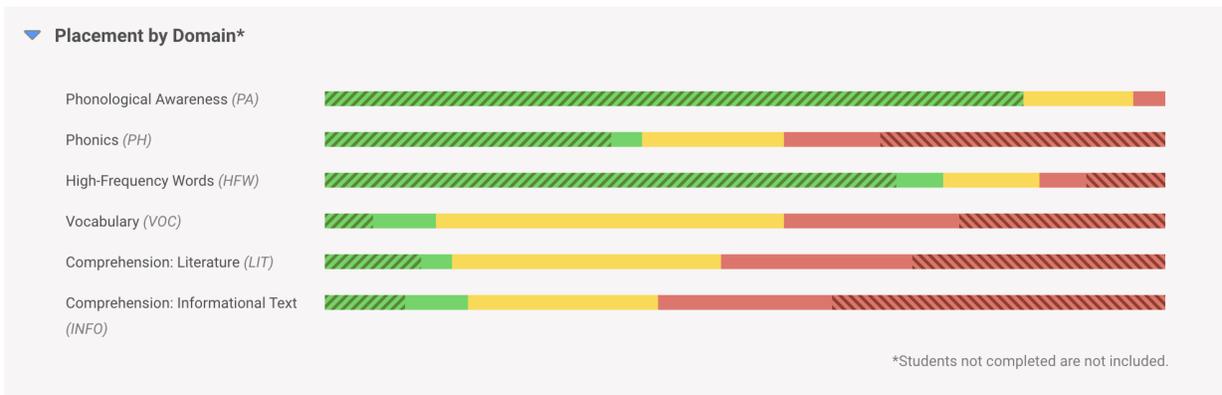


i-Ready Reading Data for End of Year for our Students with Disabilities

Overall Placement

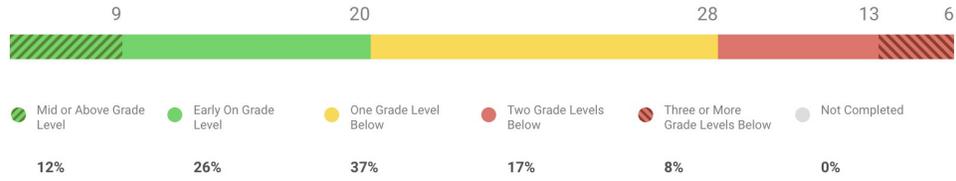


[The Mapping Between 5-Level and 3-Level Placements](#)

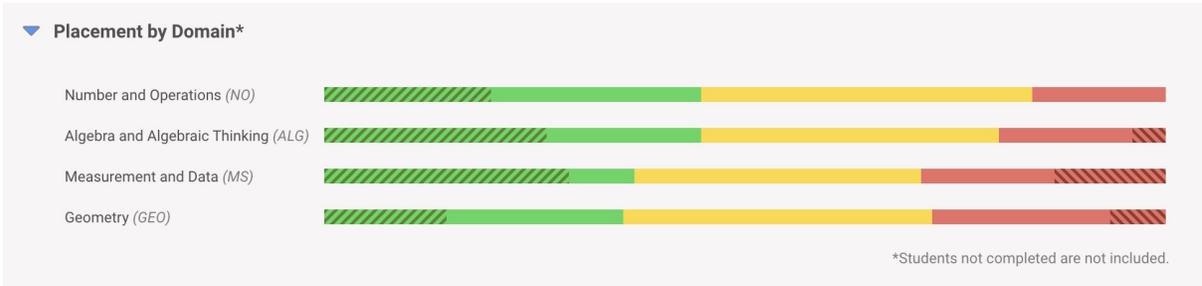


i-Ready Math Data for End of Year for our English Learners

Overall Placement

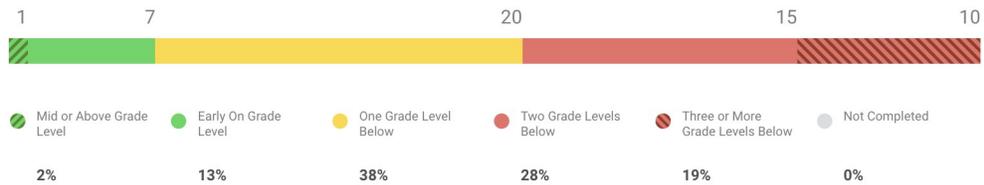


[The Mapping Between 5-Level and 3-Level Placements](#)

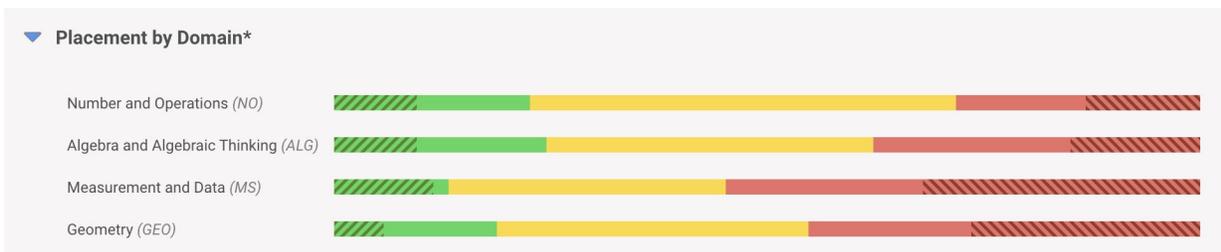


i-Ready Math Data for End of Year for our Students with Disabilities

Overall Placement



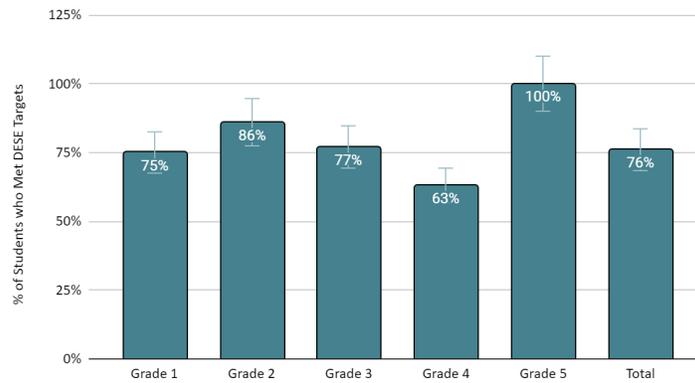
[The Mapping Between 5-Level and 3-Level Placements](#)



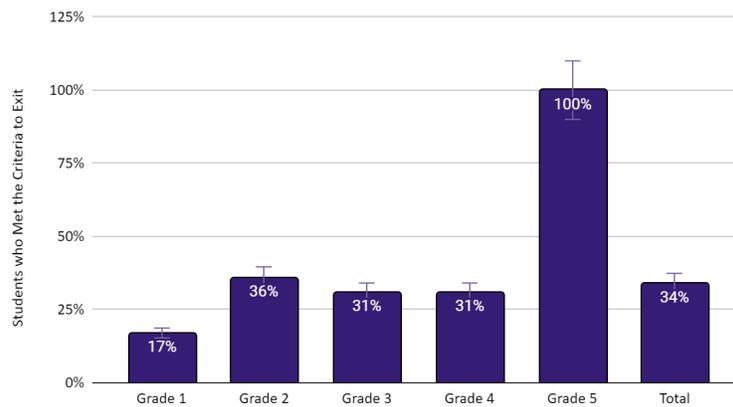
English Learner Data

- ACCESS Results: 76% of students met their DESE target and 34% of students met the ACCESS criteria to exit

Students Meeting DESE Targets



Students Meeting Exit Criteria



# of Students who Met the Criteria to Exit by Grade	
Grade 1	2
Grade 2	5
Grade 3	4
Grade 4	5
Grade 5	4
Total	20

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 4-5 goals. Goals are created using beginning of year ESL benchmarks and progress-monitored throughout the year. The following reflects the mid-year progress data:

ELs Mid-Year Linguistic Goal Progress

