Martin Luther King, Jr.
Charter School of Excellence

2021-2022 Annual Report

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Table of Contents

INTRODUCTION TO THE SCHOOL

Martin Luther King, Jr. Charter School of Excellence			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield
Regional or Non-Regional	Non-regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2006	Year(s) the Charter was Renewed (if applicable)	2011, 2016, 2021
Maximum Enrollment	360	Enrollment as of (7/30/22)	360
Chartered Grade Span	K-5	Current Grade Span	K-5
Number of Instructional Days per School Year (as stated in the charter)	184	Students on Waitlist as of (7/30/22)	90
Number of Instructional Days during the 2021-2022 School Year[1]	180*		
School Hours (ex: 8:30-3pm M-F)	Mon/Weds/Thurs/Fri: 8:30-3:45 Tues: 8:30-2:00	Age of School as of 2021-2022 School Year	16 years
Mission Statement: "Intelligence plus character – that is the goal of true education." -Dr. Martin Luther King, Jr. 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			

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[1] In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

MLKCSE Annual Report 2021-2022

Faithfulness to Charter

Mission and Key Design Elements

In the 2021-2022 school year, Martin Luther King, Jr. Charter School of Excellence (MLKCSE) continued to implement our school model as outlined in our charter application. This was the first academic year implementing our most current Accountability Plan (2021-2026) which reflects minor revision from our original Mission Statement and renewed Key Design Elements. This academic year, we remained committed to our mission and were focused on delivering high quality teaching, learning, and interventions to our students, as we re-acclimate to our first school year fully in-person since the start of the COVID-19 pandemic.

As outlined below, our school's key design elements reflect our mission which is rooted in academic excellence, character development, and aspiring to Dr. King's ideal of beloved community and reflect our school's programmatic priorities. The Key Design Elements refined in our 2021-2026 Accountability Plan are:

Civic Participation and Engaged Citizenship for Social Justice

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. Historically, students have participated in the annual community service project and then completed a reflection about their experience. In our renewed iteration, our students will be able to engage in civic participation and social justice annually not only through participation and reflection, but more meaningfully by also identifying a need in our community and collaborating with staff on the preparation.

This year, our students engaged in two community service projects. In November, our Young Scholars cohort helped organize our Annual Community Food Drive. All students participated and donations were delivered to our local Loaves and Fishes Kitchen and Open Pantry. In late March, we held another community service project to raise funds to aid with the destruction caused by the invasion of Ukraine. The students helped organize a penny drive and all proceeds were donated to Americares.

Looking ahead, our goal is to be comprehensive in our reflection element and ensure that students understand the importance of civic participation and engaged citizenship for social justice. We want our students to understand that they can make positive contributions to their community by addressing genuine community needs.

Positive Character Development

As Dr. King stated, "Intelligence plus character – that is the goal of true education." Our goal is to ensure that not only will our students leave us with a strong academic foundation, but that they are also equipped and empowered with a sound ethical foundation. We work to create and maintain an academic environment where all students feel safe – physically, emotionally, socially, and intellectually. Within the broad umbrella of positive character development, we are

focused on developing our students' growth in their emotional recognition, perspective-taking, problem-solving, and self-control. We believe these areas will be pillars in their academic growth.

To drive this work forward, we have built explicit components into our academic program. We highly value Community Meeting time which happens every morning in advisories to open the day. During Community Meeting, teachers are able to establish and promote a classroom community of belonging and relationships through activities that support positive social interactions between peers, as well as teach social emotional skills that students can utilize throughout their day of learning. Social emotional learning has been crucial for students. In our experience, the adverse impacts from the COVID-19 pandemic have amplified the need and elevated the importance. We believe all students can learn and achieve at high levels. We see our SEL work as a means to maximize students' academic growth by helping them to be fully available to learn.

In addition, we infuse our Core Values both explicitly and implicitly throughout our academic program. Our MLKCSE "PRIDE" core values encourage our students and staff to: **P**romote Social Justice, have and show **R**espect for your, others, and belongings, operate with **I**ntegrity, be **D**etermined, and always strive for **E**xcellence. Each month of our Annual Calendar aligns to a Core Value and we focus on defining, developing, and celebrating our progress during Assembly at the end of each month.

EXPERIENTIAL LEARNING

Our students engage in experiential learning opportunities to deepen their understanding of the knowledge and skills demanded by the content standards. Our focus on experiential learning is an area more recently targeted by our academic program and Key Design Elements. Research shows that by engaging students in hands-on experiences and reflection, they are better able to connect knowledge learned in the classroom to real-world situations. Though this concept is not new to us, the need has been heightened by the pandemic. Student learning was impacted by remote learning and students returned to in-person learning with significant learning gaps. While our remote instruction was comprehensive and consistent, we believe that teaching and learning and the interactions and collaboration possible in-person were unmatched in the remote setting. Additionally, some students' social, executive functioning, and fine motor skills are lagging.

We believe that all students deserve a high quality educational experience and we are committed to closing the opportunity gap and ensuring that our students have access. Experiential learning makes learning for all more accessible. The hands-on nature supports our diverse learners. It provides all students with a common experience from which to build. Our goal in the upcoming school year is to build in more opportunities for thoughtful, sequential, and high-impact experiential learning aligned to our content units.

INDIVIDUALIZED STUDENT SUPPORT

We believe that great teachers are the most important levers for our academic success as a school. As such, we allocate a significant amount of time and resources to our hiring process and our program for teacher development and retention. This year was an atypical challenge with many educators leaving the field during the pandemic. We had many newer educators this academic year. We also codified our commitment to diversity, equity, inclusion, and belonging as

it relates to building and retaining talent on our team.

Our school has a wide range of diverse learners. High quality teaching and learning begins with a strong "first teach" in Tier 1 instruction. This is still an area we are strengthening and refining. In addition to providing all students with access to grade level content, we simultaneously need to meet our students where they are. We implement a responsive academic program and use data to drive our instruction. Our students benefit from small group academic support based on student needs in ELA and Math. In the upcoming school year, we are committed to increasing the frequency of data-driven cycles within our instructional model.

We provide intensive, targeted reading and math instruction in small groups during our "WIN" (What I Need) block daily. These small, flexible ability groups allow us to accommodate the diverse needs of students; expectations for each group are consistent, but teachers can better target skill development. We maintain an inclusion model which also provides high quality special education and language acquisition and development services to our diverse learners.

DISSEMINATION

We are committed to being a learning organization that is open to sharing impactful practices. We also remain committed to learning from others. We focus on identifying impactful practices annually that we can share with other schools and educational communities. This year, we did not do as much dissemination as we prioritized our students' academic growth and developing our teachers. This year we did share impactful practices in the Department's IEP Improvement Focus Group and we presented at the Annual MATSOL Conference.

AMENDMENTS TO THE CHARTER 2021-2022

Date Submitted	Amendment Requested	Pending or Approved?
05/18/2022	Shortened school year (due to COVID)	Approved
08/17/2021	Revisions to mission statement	Approved

ACCESS AND EQUITY: DISCIPLINE DATA

2020-21 Student Discipline[2]					
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	370	2	50%	50%	0%

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[2] Provide the most recent (2020-21), publicly available student discipline data by providing a link to your school's student discipline data.

English Learner	102	1	100%	0%	0%
Economically Disadvantaged	301	2	50%	50%	0%
Students with Disabilities	61	0			
High Needs	331	2	50%	50%	0%
Female	179	1	100%	0%	0%
Male	191	1	0%	100%	0%
American Indian or Alaska Native	1	0			
Asian	4	0			
African American/Black	111	0			
Hispanic/Latino	239	2	50%	50%	0%
Multi-race, Non-Hispanic/Latino	2	0			
Native Hawaiian or Pacific Islander	0	0			
White	13	0			

At Martin Luther King, Jr. Charter School of Excellence (MLKCSE), we remain committed to utilizing suspensions only as a last resort. We continue to operate from a mindset that our responsibility is to protect our students and support their social and emotional health. We see suspension as punitive disciplinary action that most often does not modify unwanted behaviors. At the same time, there are instances where suspension is warranted. In those instances, our school also does reflective and restorative work in addition to the discipline piece. This additional work is a key factor in ensuring that the incidents do not repeat, and that students are taught social emotional regulation and self-management skills as a replacement for unwanted behaviors.

School year 2020-2021 was an atypical academic year with the COVID pandemic heightened. Much of the school year was spent with the majority of our staff and students teaching and learning remotely. As such, discipline overall was required much less than in-person. Being at home rather than in classrooms full of peers, the elimination of transitions, and not having in-person lunch or recess were significant factors that mitigated many of the incidents that we see arise when we are all off campus.

That being said, the transition back to in-person full-time learning brought an acclimation period that was not without challenges. There were many students that were able to adjust quickly. There were a number of students who really struggled to reacclimate to the highly structured school environment. We also had students who had never set foot inside a school building before due to COVID, so we did experience an increase in instances in the 2021 - 2022 school year. We feel confident that this increase was temporary and we have plans to continue to support students to be successful now that we have settled back into the rhythm of in-person

learning. Our plans for this upcoming school year include restructuring both the in classroom and out of classroom accountability procedures within our school culture, in order to support students in developing skills to self manage and regulate their emotions. We have also committed to increasing our trauma-informed practices and continuing to develop our social emotional learning program to support the emotional well being of our students.

Our school monitors and analyzes discipline regularly. We work to promote a positive school climate and equitable discipline practices. We utilize an online platform that allows us to track all student behavior - positive, corrective, referrals, and consequences. Our culture team, led by our Dean of Students monitors the inputs daily. Additionally, our culture team reviews this data at the end of each week. They analyze patterns - repeat students, repeat teachers, days of the week, times of the day, etc. They 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.

Additionally, when a more extreme incident may occur, our Dean of Students works in collaboration with our Executive Director before determining the consequence. As we review each incident and the specific context, we also consider recommendations to decrease racial discrimination in discipline policies. We know some learning environments have cultural practices that primarily use negative consequences to influence student behavior and also disproportionately discipline male students of color. We remain hyperaware and do our best to avoid perpetuating this while simultaneously upholding the safety of all students and staff.

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)	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	Focus Group	Abigail Cole, Director of Special Education	DESE IEP Improvement Focus Group	Focus participant, shared our district practices and gave feedback on new proposed IEP forms
Oral language and discourse protocols	Virtual Conference	Diana Yousfi, English Learner Program Director	MATSOL Annual Conference	Shared best practices of ESL instruction at MLKCSE, resources around developing oral language through discourse protocols, connected with 92 participants from districts across the Commonwealth of Massachusetts.

Massachusetts Department of Elementary and Secondary Education
Office of Charter Schools and School Redesign – Annual Report Guidelines 2021-22

Page 8

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

Martin Luther King, Jr. Charter School of Excellence's school report card (overview) linked here.

Just as the COVID-19 pandemic had a profound impact on the 2020-21 school year, the adverse impacts continued into the 2021-2022 school year. The pandemic exacerbated many existing inequities and opportunity gaps. Our students experienced lower rates of growth than pre-pandemic academic years. 55% of our students met or exceeded their growth targets in reading. 55% also met or exceeded growth targets in math. We worked hard this academic year and our students made growth, however, we know there is still significant room for improvement. Looking ahead to the 2022-2023, we are even more deeply committed to better accelerating student growth and student achievement.

ACADEMIC PROGRAM

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 second school year in a row. 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. We utilized Wilson's Fundations curriculum in grades K-2 to teach foundational reading skills and phonics. For Math, we implemented the i-Ready Math curriculum for the second year. We utilized the i-Ready MyPath feature to provide additional individualized and adaptive supports for students. In science, we implemented the Amplify Science curriculum in grades K-5 for the first time. It is a hands-on, research-based curriculum. In addition to high quality Tier I programs, a large percentage of our students received small group or individualized intervention in reading or math on a daily basis. Relative to prior academic years, we did have many more students receiving daily Tier II academic interventions. This was a greater number of students with a greater dosage, focus and frequency than prior school years.

For assessments, we primarily focused on progress monitoring throughout the academic school year. To monitor literacy progress, we used the STEP assessment from the University of Chicago. To progress monitor and math, we used iReady which compliments the iReady Math curriculum. We used internal interim benchmarks assessments 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 focused most specifically on speaking and writing.

We implemented a co-teaching model in Grades K-3. Our academic coaches worked extensively with teachers to co-plan lessons that met the needs of diverse learners. These coaching sessions were coupled with modeling and follow up observations to increase fidelity and effectiveness. Additionally, we collected baseline data early in the school year to analyze exactly where every single one of our students was academically. We adjusted our Master Schedule prior to the start of the school year to ensure that our core content areas had adequate time for thoughtful work. In addition to high quality Tier I programs, a large percentage of our students

received small group or individualized intervention in reading or math on a daily basis. Teachers and staff worked incredibly hard this year to address gaps in student learning.

We focused on building community and supporting students and families socially and emotionally. We also focused on our progress monitoring assessments for literacy and math. For literacy, we utilized the STEP assessment and for math we utilized iReady Math. We administered these assessments at the beginning, middle, and end of year. In addition, we assessed student progress using exit tickets, real time anecdotal data, middle and end of unit/module assessments and writing samples. Our academic leadership team heavily 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. We allocated time, staff, and resources to small group interventions. These groupings were flexible over the course of the year and small group instructors had a clear sequence of learning targets based on the students in their groups. We monitored frequently using pre- and post-assessments. Students flexed groups as needed cyclically and based on their performance data and progress. 55% of our students met or exceeded their growth targets in reading. 55% also met or exceeded growth targets in math. While progress was achieved, we have much more work to do in the upcoming academic year.

Organizational Viability

Organizational Structure of the School

There were no changes to the organizational structure in the 2021-22 school year.
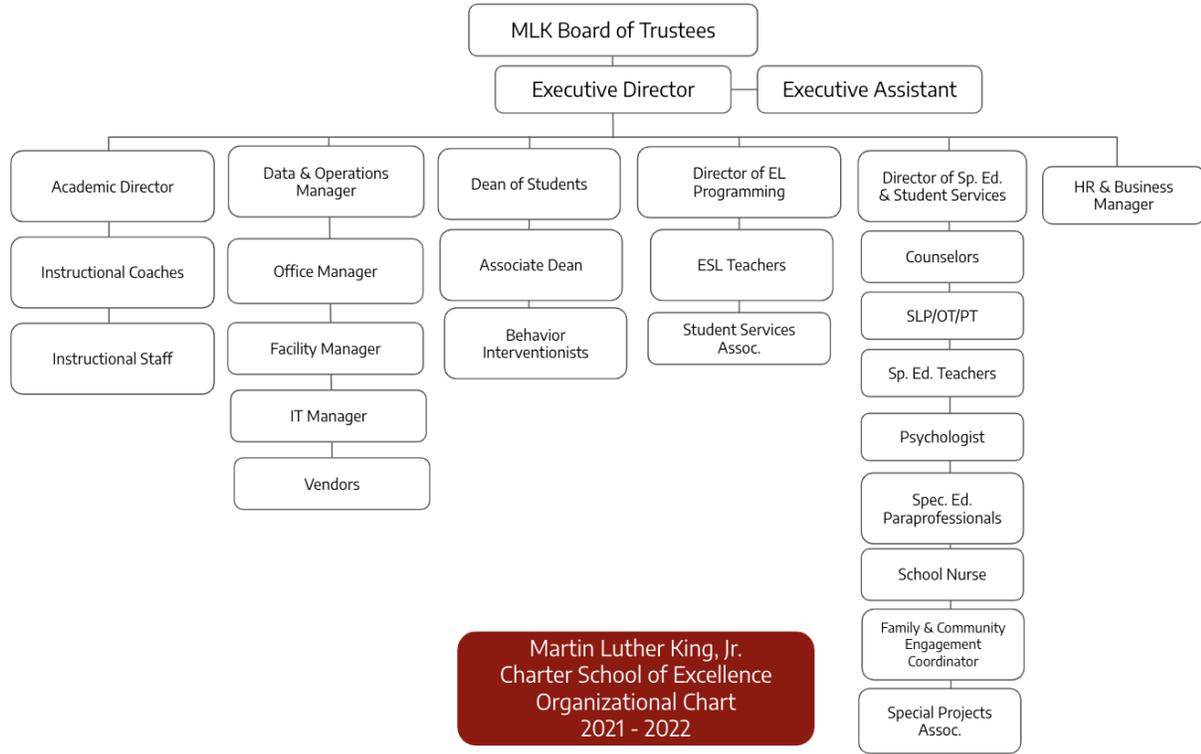
SY22-23 projected organizational chart

Based on the needs of the school, we will be making adjustments to the organizational structure for the upcoming year.

For our academic team, we will continue with our instructional coaches, but they will report to the Principal/Executive Director. We are working to hire a principal when we find a strong fit. Until then, the leadership structure will remain as is. We plan to add academic specialists for math and literacy. Their primary responsibilities will be to work with students at the Tier II and III intervention level.

We are looking forward to our Academic Director shifting into our Director of Operations role to support key systems of the school and continue to strengthen our operations. Also on the operations team, we are adding an Attendance Manager and Registrar. Attendance management and responsibilities of the Registrar were previously handled by Operations Associates. We are prioritizing this area and will have someone dedicated solely to attendance and enrollment. We will be shifting the operational responsibilities of the Data and Operations Manager to the Office Manager and Director of Operations. The data management and compliance responsibilities will remain with the Data Manager.

Finally, for our culture team, we are shifting the structure to a Dean of Students, a full-time Board Certified Behavior Analyst (BCBA), and three behavior interventionists. We are continuing to push forward our focus on developing staff's emotional intelligence, students' and staff' social emotional learning, and behavior interventions that are proactive and support students' academic growth and development.

The projected organizational chart can be found below:
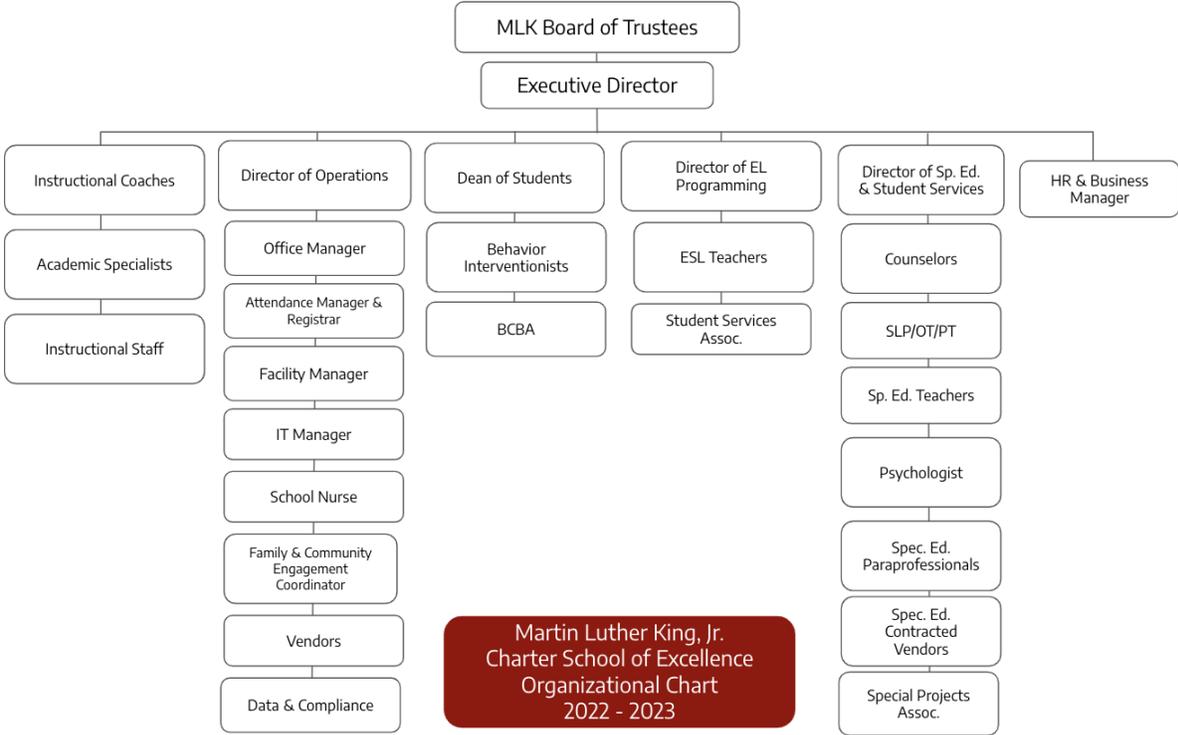
Budget and Finance

Unaudited FY22 statement of revenues, expenses, and changes in net assets

Martin Luther King Jr. Charter School Of Excellence Unaudited Statement of Activity 06/30/22	*MLK Jr. Charter School of Excellence*
Operating revenues	
Tuition	5,727,426
Federal grants	1,424,428
State grants	
In-kind meals	218,553
In-kind Transportation	350,208
On-behalf payments - fringe benefits	1,354,941
Program fees	
Total operating revenues	9,075,556
Operating expenses	
Salaries	3,983,330
Payroll taxes	170,060
Fringe benefits	481,933
Related party rent expense/(income)	361,000
Workers compensation	32,862
Utilities	80,429
Contracted services	131,469
Insurance	34,520
Instructional supplies and materials	337,184
Dues and Subscriptions	21,849
Supplies and materials	3,714
Professional Development	134,198
Repairs and maintenance	286,586
Travel & Other	
Professional Services	121,106
In-Kind expense	568,761
On-behalf payments - fringe benefits	1,354,941
Equipment	28,892
Facilities	-
Depreciation	58,798
Miscellaneous	153,960
Total operating expenses	8,345,592
Operating (loss)/revenue	729,964
Nonoperating revenues/(expenses):	
Private contributions -Unrestricted	
Private contributions - Restricted	
Interest income	1,075
Other Revenue	106,644
Total nonoperating revenue	107,719
Change in net position	837,683

Statement of net assets for FY22 (balance sheet)

Martin Luther King Jr. Charter School Of Excellence **Unaudited Statement of Net Position** **6/30/2022**	*MLK Jr. Charter* *School of Excellence*	
Assets		
Current Assets		
Cash	$	2,982,758
Class and student funds held		
Accounts Receivable		254,615
Due From related parties		(109,124)
Prepaid expenses		69,839
Total current assets		3,198,088
Noncurrent Assets		
Related Party Receivables		275,000
Due (to)/from related party		
Capital assets, net		606,227
Total noncurrent assets		881,227
Total assets	$	4,079,315
Liabilities and Net Position		
Current Liabilities		
Accounts Payable	$	20,480
Accrued expenses		782,932
Due to Related Parties		-
Note payable - current		
Deferred Revenue		
Class and student funds held		
Total current liabilities		803,411
Noncurrent Liabilites		
Note payable		
Total noncurrent liabilities		-
Total liabilities		803,411
Net Position		
Net investment in capital assets		606,227
Temporarily restricted		
Unrestricted		2,669,677
Total net position		3,275,904
Total liabilities and net position	$	4,079,315

Approved school budget for FY23
The board of trustees voted to approve the FY23 budget: May 17, 2022

Line Item Code	Line Item Description	Revenue	FY23
		MLKCSE Budget & Spending Plan SY22-23	
N/A	N/A	Per Pupil Tuition	5,968,392.00
N/A	N/A	Facility Per Pupil	337,680
N/A	N/A	Fund Code 309 - Federal - Title IV, Part A: Student Support and Academic Enrichment	$23,785
N/A	N/A	Fund Code 305 - Federal - Title I, Part A: Improving Basic Programs	$382,782
N/A	N/A	Fund Code 140 - Federal - Title IIA	$34,779
N/A	N/A	Fund Code 240 - Special Education - Individuals with Disabilities Education Act (IDEA)	$94,500
N/A	N/A	Fund Code 262 - Federal - Early Childhood Special Education	$1,970
N/A	N/A	Fund Code 274 - federal IDEA-Part B funds	1,000
N/A	N/A	Fund Code 180 - Title III: English Language Acquisition and Academic Achievement Program for English Learners	16,000
N/A	N/A	Fund Code 252 - American Rescue Plan (ARP) — Individuals with Disabilities Education Act (IDEA)	25,000
N/A	N/A	Fund Code 298 - Early Childhood Targeted Special Education Program Improvement and Safety Grant	6,000
N/A	N/A	ESSER II Carryover from FY22	351,309
N/A	N/A	ESSER III Carryover from FY22	1,359,091.50
N/A	N/A	FY22 - Grant Carryover	50,000.00
N/A	N/A	Contributions — In-Kind Transportation	$396,734
N/A	N/A	Contributions — In-Kind Other/Meals	$300,535
N/A	N/A	Contributions	15,000
N/A	N/A	Medicaid Reimbursement	20,000
N/A	N/A	Investment Income	0
Total Revenue			**$9,384,558**

Line Item Code	Line Item Description	Description	FY23
110	***Subtotal - Board of Trustees***	Description	
111	Contracted Services		13,000
112	Travel and other expenses		2,000
120a	***Subtotal - Non-Instructional Administration and Support Staff***		
121a	Salaries - Professional and Support Staff	Salaries for non-instructional school-wide administrative personnel, excluding development staff. (Ex: executive director, Business and Finance, Human Resources, Legal Services, Information Technology, Student Recruitment and Enrollment/Registrar, Enrollment Director, SIMS administrator, and respective Support Staff). Principals and Instructional Leaders should be noted in Instructional Services. If role is instructional and administrative, split accordingly.	
121a	Salaries - Professional and Support Staff		460,198
122a	Contracted Services - Professional and Support Staff	Contracted professional services, including all related expenses covered by the contract, excluding development contracts. (Ex: interim school leader, **auditor, attorney, licensing for district wide software - Microsoft, Anti virus**).	
122a	Contracted Services - Professional and Support Staff		164,436
123	Recruitment/Advertising	Recruiting/advertising for students, staff, and board members. (Ex: brochures, newspaper advertising, web based staff recruitment such as School Spring, radio, advertising for bids).	
123	Recruitment/Advertising		40,551
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.	
124	Travel, Dues, and other expenses		15,200
125	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than $5000. (Ex: office furniture, office supplies, non-instructional computers and software).	
125	Supplies and Materials		95,002
126	Depreciation - non instructional	Annual depreciation expense for capitalized costs (ex: district wide information management, computers, furniture).	100,000
126	Depreciation - non instructional		100,000
170	***Subtotal - Development (Private)***	Salaries apportioned to private development personnel (this could be % of a salary). (Ex: grant writer and fundraiser).	0
170	*Subtotal - Development (Private)*		0
170b	Contracted Services - Private	Contracts apportioned to professional services for private development (including all related expenses covered by the contract). (Ex: contracted fundraiser, contracted grant writer).	0
170b	Contracted Services - Private		0
170c	Fundraising - Private	Expenses related to private fundraising. (Ex: invitations to fundraiser, fundraising software, space rental for fundraising event).	
170c	Fundraising - Private		10,000

200	**Instructional Service**		
210	***Instructional*** ***Subtotal - Instructional Leadership***	Salaries for instructional personnel in leadership roles. (Ex: principal/asst. principals (undistributed), curriculum directors (including SPED), department heads, technology/instructional coordinators, team leaders, network school administrators).	
210	*Instructional* *Subtotal - Instructional Leadership*		238,250
212	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: instructional school secretary and respective clerical support staff to the various instructional personnel in leadership roles).	
212	Salaries - Clerical		40,000
213	Contracted Services	Contracted professional services, including all related expenses covered by the contract. (Ex: contracted instructional consultant such as a reading specialist).	0
213	Contracted Services		0
214	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than $5000. (Ex: white boards and computers for instructional leaders).	0
214	Supplies and Materials		0
215	Travel and other expenses	Travel and other expenses for all instructional leadership and their support staff, professional dues, subscriptions, memberships, teaching seminars and conferences	
215	Travel and other expenses		16,095
220	***Instructional*** ***Subtotal - Classroom and Specialist Teachers***		
221	Salaries - Teachers, Classroom	Salaries for teachers with primary responsibility for teaching designated curriculum to established "classes" of students in a group instruction setting. Also includes itinerant music, art, health, physical education teachers who travel from classroom-to-classroom. Teacher EPIMS codes: 2305 - Teacher, 2306 - Co Teacher, 2307 - Virtual Teacher, 2308 - Virtual Teacher – Co Teacher	
221	Salaries - Teachers, Classroom	Classroom teachers	995,215
222	Salaries - Teachers, Specialists	Salaries for teachers/specialists who provide individualized instruction to students (1-on-1 or small groups) to supplement the services delivered by the students' classroom teachers, e.g. reading recovery, Title I reading specialists, special education, academic support, and language acquisitions services. NOT paraprofessionals. Teacher EPIMS codes: 2310 - Teacher - specialized content instruction	
222	Salaries - Teachers, Specialists		200,000
230	***Instructional*** ***Subtotal - Other Teaching Services***	Salaries for **Medical/Therapeutic** service and other professionals. (Ex: OT, PT, **Speech, Vision** and other therapeutic services that are provided by **licensed practitioners, librarians, media center directors**, substitute teachers on payroll, extended-day teachers, MCAS administrator).	
230	*Instructional* *Subtotal - Other Teaching Services*		$765,053.60
232	Salaries - Non-clerical Paraprofessionals	Salaries for paraprofessionals hired to assist teachers/specialists with classroom instruction in the preparation or reproduction of instructional materials or classroom instruction. (Ex: American Sign Language Specialists, general teacher's assistant, after-school employees).	
232	Salaries - Non-clerical Paraprofessionals		371,250
233	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: secretary, after-school employees).	
233	Salaries - Clerical		301,720
234	Contracted Services		89,500
240	***Instructional*** ***Subtotal - Professional Development***		
241	Salaries - Professional Development	Salaries for full-time or prorated salary of director/staff for professional development, including training for new teachers, new curriculum or instructional practices, master and mentor teachers, and coaches.	
241	Salaries - Professional Development		104,500
242	Contracted Services	Contracted professional services, including all related expenses covered by the contract, for professional development (Ex: non-payroll substitute teachers, speakers and trainers).	
242	Contracted Services		196,379
243	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than $5000. (Ex: professional development handouts).	
243	Supplies and Materials		55,000

244	Travel and other expenses	Travel and other expenses for staff such as dues, subscriptions and memberships. (Ex: professional development seminar, tuition reimbursements for employee higher education coursework).	0
244	Tuiton Reimbursement Program for Staff		15,000
250	**Instructional** **Subtotal - Guidance, Psychological & Testing**		
251	Salaries - Professional	Salaries for Guidance, Pyschological & Testing Professionals (Ex: director of guidance, **school social workers**, and counselors for guidance, school adjustment, higher education, career planning, and workplace learning placement; **psychological evaluators and other licensed mental health professionals**).	
251	Salaries - Professional		126,000
252	Salaries - Clerical	Salaries for administrative support personnel who prepare, transcribe, systematize or preserve communications, records and transactions. (Ex: secretary).	0
252	Salaries - Clerical		0
253	Contracted Services	Contracted professional services, including all related expenses covered by the contract, for guidance, psychological, and testing. (Ex: contracted guidance counselor).	
253	Contracted Services		77,000
254	Supplies and Materials	Materials and items of an expendable nature. Unit price of less than $5000. (Ex: pyschological (not academic related) testing materials).	
254	Supplies and Materials		2,500
260	**Instructional** **Subtotal - Materials, Equipment & Technology**		
261	Textbooks & Related Media/Materials		89,395
262	Other Instructional Materials	Books, furniture and other materials, excluding textbooks but including online materials, for use in school libraries or classroom libraries (Ex: trade books, subscription to online magazine, periodicals, reference materials, student desks etc.).	
262	Other Instructional Materials		26,500
263	Instructional Equipment	Non-capitalized expenditures for purchase of science laboratory, physical education, equipment, irrespective of unit cost. Also includes lease/purchase of copy equipment primarily used to produce instructional materials. Does not include classroom technology equipment.	
263	Instructional Equipment		38,000
264	General Supplies		97,500
265	Other Instructional Services	Cost for field trips, including admissions and transportation costs. Also, distance learning services.	
265	Other Instructional Services		40,000.00
266	Classroom Instructional Technology Hardware	Computers, servers, networks, scanners, digital cameras, etc. used in the classroom or in computer laboratories.	
266	Classroom Instructional Technology Hardware		73,205
268a	Classroom Instructional Software	Software licenses used in the classroom or in computer laboratories. (Ex: Online textbook guide, student data communication software such as Edline, Powerschool, School Brains).	
268a	Classroom Instructional Software		4,015
268b	Other Instructional Software		44,290
269	Depreciation for Furniture, Equipment & Technology		16,000
300	**Pupil Services**		
310	Health Services		72,500
315	Health Services - Contracted	Contracted services for school physicians, school nurses, clerical support staff and associated contracted expenses.	
315	Health Services - Contracted		2,300
330	Food Services	Salaries for cafeteria workers, food directors, and other food-related services for personell on payroll. Expenses for food, supplies, dues and subscriptions, and travel.	0
330	Food Services		0
335	Food Services - Contracted	Contracted services for cafeteria workers, food directors, and other food-related services for personell on payroll. Expenses for food, supplies, dues and subscriptions, and travel.	
335	Food Services - Contracted		301,435

345	Student Transportation (to and from school) - Contracted	Contracted professional services and related costs incurred by the school; Or, monetary fair market value of services provided by sending district. (Please note: More detail is required in the Schedule 7C worksheet for those seeking reimbursement).	
345	Student Transportation (to and from school) - Contracted		411,734
350	Depreciation of Transportation Vehicles	Annual depreciation expense for capitalized transportation vehicles. (Please note: More detail is required in the Schedule 7C worksheet for those seeking state or district reimbursement for transportation costs).	10,000
350	Depreciation of Transportation Vehicles		10,000
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.	
360	Other Student Activities		3,065
400	**Operation & Maintenance of Plant**		
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.	
410	Operation & Maintenance of Buildings and Grounds		305,540
420	Utilities	Cost of fuel, oil, electricity, gas, water, trash, waste disposal, telephone services, etc.	
420	Utilities		121,000
440	Networking and Telecommunications	Costs for installing and maintaining school technology infrastructure, including wiring, file servers, etc.	
440	Networking and Telecommunications		7,880
500	**Fixed Charges**	**Calculates automatically**	
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.	210,000
510	Employee Retirement		210,000
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.	590,000
520	Fringe Benefits		590,000
530	Insurance (non-employee)	Insurance premiums for property, fire, liability, fidelity bonds; self-insurance costs.	
530	Insurance (non-employee)		43,000
550	Rental/Lease of Equipment	Annual operating lease/rental costs of equipment	0
550	Rental/Lease of Equipment		350,000

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	360
Number of students upon which FY23 budget tuition line is based	360
Number of expected students for FY23 first day of school	360
Please explain any variances: *N/A*	

The school does not have a Capital Plan for FY23 but is in the planning stages of a capital project and will develop a Capital Plan during the course of the upcoming 2022-2023 school year.

APPENDIX A: Accountability Plan Evidence 2021-22

Faithfulness to Charter

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Key Design Element Connection: Civic participation and engaged citizenship for social justice **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.		
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.	Met	Dates of EI, SEL and Anti-Racist Professional Development: August 20th, 2021 8:30-11:30 August 26th, 2021 8:30-11:30 September 17th, 2021 2:15-3:55 October 8th, 2021 2:30-3:55 October 29th, 2021 2:30-3:55 December 10th, 2021 2:25-3:55 90%+ attendance at each session. Teachers and staff members learned that social emotional learning begins with adults, and staff were able to explore their own emotional intelligence. Teachers also reflected on and became more self-aware of how their positions, identities, unconscious biases and lived experiences affect their day to day practices such as within the development of strong classroom communities. Although these are all part of our work each year, we are strategically focusing deeply on a key area annually as part of a thoughtful, progressive sequence of staff and student development. EI - Launch 2021-2022 SEL - Launch 2022-2023 Anti-racist focus - 2023-2024.
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.	Met	The average score earned on section one of the SEL Action Planning Rubric was 2.83.
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	Partially Met	All of our students participated in two community service projects this academic year.

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
students will score at least a 3 (on a scale of 1 to 4) overall.		We did not meet having all students complete their reflection and grade them against our rubric. We have a thoughtful plan to fully meet this in the upcoming academic year. Overall, the average was 2.3 out of 4 based on the student reflections that were completed.
Key Design Element Connection: Positive character development **Objective:** MLKCSE students will demonstrate growth in their emotional recognition, perspective-taking, problem-solving, and self-control.		
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 external SEL assessment.	Partial Met	Students demonstrated growth. The overall average in student responses rose by 0.38 from: Pre- student assessment data: 3.45 Post- student assessment data: 3.83 We did not end up administering the SEL Student Survey through Kickboard. The logistics required from students to access the survey, particularly at the elementary level, were overly complicated. We instead took SEL competency questions from CASEL and Panorama surveys and created a simple google survey format for students. It was a format our students have become familiar with. As such, the overall growth metric needed to be adjusted as 3% increase overall no longer applied to the 5-point Linkert scale used in the google survey.
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.	Not Met	The average score on sections one and two of the SEL Action Planning Rubric was 2.7.
Key Design Element Connection: Experiential learning **Objective:** MLKCSE students will engage in experiential learning opportunities to deepen their understanding of the knowledge and skills demanded by the content standards.		
Measure: Each year, at least 85% of classroom teachers will deliver at least four experiential learning opportunities to their students.	Partially Met	Each grade level completed at least one experiential learning opportunity. All diverse learners completed at least two

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		experiential learning opportunities this academic year. We provided all teaching staff with professional development at the beginning of the school year focused on Experiential Learning. It was also one of our annual priorities this year. We believe providing students with hands-on experiences supports them in developing their understanding of the content and their ability to "show what they know". Additionally, the goal was that deeping students' learning through experiential learning would promote accelerated student growth. Due to some limitations as a result of COVID, we did not execute as many experiential learning opportunities as planned.
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.	Not Met	We were unable to meet this measure this academic year. With students returning fully and in-person, the learning gaps were significant and reacclimating students to the structure of the school environment forced us to focus on other areas. All students did not complete an experiential learning activity at the end of each of their units and as such, student reflections on the experiential learning opportunities were not comprehensive as we initially planned. For the upcoming academic year, we anticipate being able to meet this metric and will have our students maintain a portfolio including checklists for each experimental learning opportunity along with a reflection journal.

Key Design Element Connection: Individualized student support

Objective: MLKCSE students will benefit from individualized student support based on student needs in ELA and Math.

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: By the end of each year, 85% of students will demonstrate at least one STEP level of growth in literacy.	Not Met	While some progress was demonstrated, we had 296/360 students = 82.2% of students demonstrated at least one STEP level of growth in literacy. The maximum level of growth this academic year was 7 STEP levels.
Measure: By the end of each year, 75% of students will demonstrate at least the average scale score point growth for their grade level in mathematics as measured by the iReady Math diagnostic assessments	Not Met	While some progress was demonstrated, we had 59% of students demonstrate at least the average scale score point growth for their grade level in mathematics as measured by iReady math diagnostic assessments.

Dissemination
Objective: MLKCSE will disseminate an impactful practice to either a fellow charter school, public school, or educational organization.

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: Each school year, MLKCSE will identify and disseminate an impactful practice to at least one other school.	Met	We participated in the DESE facilitated IEP Improvement Focus Group on June 23rd. Our Director of Special Education and Student Services disseminated some of our strong IEP practices, in particular for team meeting facilitation. Additionally, we provided feedback on new proposed IEP forms. There were 37 people representing schools from across the Commonwealth in this group where our team meeting facilitation practices and form feedback were disseminated.
Measure: Each school year, MLKCSE will identify and disseminate an impactful practice at a workshop, conference, or to an educational organization.	Met	We disseminated on oral language and student discourse protocols at the Annual MATSOL Conference. This year, the conference was virtual. We were able to share some strong practices of ESL instruction at

		MLKCSE, resources around developing oral language through discourse protocols with 92 participants from districts across the state of Massachusetts.

APPENDIX B: RECRUITMENT AND RETENTION PLAN

RECRUITMENT PLAN 2021-22
2021-22 Implementation Summary: We implemented all aspects of the 2021-2022 Recruitment Plan and achieved positive results despite challenges as a result of the COVID-19 Pandemic. Being able to recruit students and collect applications was adversely impacted by COVID. We conducted virtual information sessions and provided information and applications to many of the city's pre-school programs (Head Start, Square One, YMCA). Our student outreach materials explicitly stated that our school serves all students including students with IEPs, students with 504 plans, and emerging bi/multilingual students. All materials were printed in English and Spanish. Our special education percentage did rise. It was 14.0 %, but is still slightly lower than our comparison index of 17.2%. Our ELL population was 25%, which is higher than the comparison index of 14.4%. The number of English Learners enrolling in our school is growing exponentially. Our economically disadvantaged population was 88%, which is higher than the comparison index of 81.9%. We continued to diversify our student population to the extent possible. MLKCSE 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. MLKCSE has maintained full enrollment and a waiting list for all grade levels. The School continues to enroll a diverse student body, being comparable with our comparison index, and while also seeking to expand diversity efforts to include Asian and Somali students, a growing population in the greater Springfield area. This also speaks to the challenges of recruitment to these populations. The school expects to continue to exceed the comparison index for English Language Learners, Limited English Proficient students, and economically disadvantaged students. We are basing this on initial enrollment information.

Describe the school's general recruitment activities, i.e. those intended to reach all students.
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 – 2022-23 Strategies List strategies for recruitment activities for <u>each</u> demographic group.

Special education students/students with disabilities

(a) CHART data	**(b) Continued 2021-22 Strategies** ☐ Met GNT/CI: no enhanced/additional strategies needed 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. We will send a special-education staff member to some pre-school information sessions. We will send an annual notice to parents about our Special Education Parent Advisory Council. We will focus our recruitment at preschools at Head Start as their centers serve students with special needs.
School percentage: 14% **GNT percentage**: 16.6% **CI percentage**: 17.2% The school is below GNT percentages and below CI percentages.	**(c) 2022-23 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. In all recruitment and promotional materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments. (Time allotted data change = 1 year) 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) 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) 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) The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. (Time allotted data change = 1 year)

Limited English-proficient students/English learners

Recruitment Plan – 2022-23 Strategies List strategies for recruitment activities for **each** demographic group.	
(a) CHART data **School percentage**: 25.1% **GNT percentage**: 13.8% **CI percentage**: 14.4% The school is above GNT percentages and above CI percentages.	**(b) Continued 2021-22 Strategies** ☒ Met GNT/CI: no enhanced/additional strategies needed Recruitment materials will be provided in a number of local non-English languages (Spanish, Portuguese, Nepali, Vietnamese, Hindi, Swahili, Somali, and Bantu). Given the large Bantu-speaking population in Springfield, we have placed advertisements translated into Somali in local newspapers such as The Republican and The African American Point of View. We also attend and distribute materials at organizations throughout the city that serve non-English speaking families (e.g., churches, community events etc.). We will focus our recruitment on local preschools as their program serves many English Language Learners. We will continue to send a bilingual staff member for local outreach efforts. We will continue to distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield and recruit at their after school program. "The mission of the New North Citizens' Council, Inc. is to provide advocacy, public and human services to Hampden County residents with an emphasis on Hispanic/Latino community for the purpose of enhancing the preservation and support of the family resulting in the improvement of quality of life." We will send an annual notice to parents informing them of the opportunity to join our English Learner Parent Advisory Council.
	(c) 2022-23 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. N/A.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data **School percentage**: 88% **GNT percentage**: 76.3% **CI percentage**: 81.9%	**(b) Continued 2021-22 Strategies** ☒ Met GNT/CI: no enhanced/additional strategies needed We will distribute recruitment material available in applicable languages at the following locations - which often serve low-income families: ● All local Head Start locations ● All local Square One locations ● Martin Luther King, Jr. Family Services, Inc. ● Dunbar Community Center ● KinderCare

Recruitment Plan – 2022-23 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
The school is above GNT percentages and above CI percentages.	● Boys & Girls Club 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.
	(c) 2022-23 Additional Strategy(ies), if needed ☐ Did not meet 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. N/A.
<u>Students who are sub-proficient</u>	**(d) Continued 2021-22 Strategies** 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. **2022-23 Additional Strategy(ies), if needed** We will more intentionally highlight our special education services in advertising and share test scores and other success stories. 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.
<u>Students at risk of dropping out of school</u>	**(e) Continued 2021-22 Strategies** On recruitment material, we will include the short-hand of our mission and values, focusing on our commitment to social emotional learning and resilience. **2022-23 Additional Strategy(ies), if needed** 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.

RETENTION PLAN 2022-23

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Retention Plan.
2021-22 Implementation Summary: MLKCSE implemented all aspects outlined in our 2021 -2022 Recruitment and Retention Plan. **Retention Rate**: We exceeded our goal. Our retention goal (stability rate) was 86%, and our actual retention was 96.7%. This is above the statewide average of 95.3%. **Attrition Rate**: Our attrition rate was 8.3%, lower than the median of 18.5%. 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. **Attendance Rate**: Our attendance rate was 92.4% which is lower than the MA State average of 93.7% and the median of 93.1%. Our attendance rate was in line with our local public school district which was also 92.4%. We believe the cause of our attendance percentage dropping this school year was due to the ongoing pandemic, student illness, and in some cases, parents/guardians' hesitation to send their students back into the building. Our school continues to have a strong history of keeping our students enrolled.

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

Retention Plan – 2022-23 Strategies **List strategies for retention activities for <u>each</u> demographic group.**	
Special education students/students with disabilities	
(a) CHART data **School percentage**: 4.4% **Third Quartile**: 22.8% The school's attrition rate is below third quartile percentages.	**(b) Continued 2021-22 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed We provide academic, social, and emotional support for all diverse learners. Special-Education Staff: We have full-time special education teachers, and a Director of Special Education and Student Services.

Retention Plan – 2022-23 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	The school has an inclusion model. This department provides push-in and pull-out services that include all IEP services to which each child is entitled. Continue to provide parents/guardians of special education students avenues to provide feedback and express any concerns they have through conferences, and monthly Special Education Parent Advisory Council meetings. Social Work Team: We have two full-time adjustment counselors, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, self-management skills, anti-bullying support, and, in general, how to be kind, ensure safety, and improve community. Student Support Team: Our Student Support Team is composed of the following members: Dean of Students, two adjustment counselors, a nurse, and two assistant deans. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate student reflection and verbal de-escalation. For the upcoming school year, we will have a full-time BCBA, a Dean and four behavior interventionists in addition to a nurse and two counselors. We slightly shifted our staffing structure.
	(c) 2022-23 Additional Strategy(ies), if needed ☐ Above third quartile: 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. N/A.
English-proficient students/English learners Limited English-proficient students	
(a) CHART data **School percentage**: 8.7% **Third Quartile**: 26.5% The school's attrition rate is below third quartile percentages.	**(b) Continued 2021-22 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 in the context of our inclusion model based on students' levels and needs. As the number of English Language Learners (ELLs) enrolled at MLKCSE continues to significantly grow, our school employs four full-time ESL teachers, and one department director. We will continue to provide parents/guardians of ELL students avenues to provide feedback and express any concerns they have

| Retention Plan – 2022-23 Strategies |
| List strategies for retention activities for <u>each</u> demographic group. |

	through conferences, and monthly Special Education Parent Advisory Council meetings, and just calling or reaching out to the school at any time.
	(c) 2022-23 Additional Strategy(ies), if needed ☐ Above third quartile: 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. N/A.

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
(a) CHART data **School percentage**: 6.4% **Third Quartile**: 22.0% The school's attrition rate is below third quartile percentages.	**(b) Continued 2021-22 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed We have a non-discriminatory school community in which all students regardless of income or socio-economic status are able to participate in all school activities. Breakfast and lunch: We provide daily free breakfast and lunch. Uniform: MLKCSE values each student for who they are, not for how they look or what they wear. The school has a uniform policy that requires students to come to school in uniform at all times, except on scheduled non-uniform days or when special permission is granted by the administration. Uniforms instill pride in the school and give each child a feeling of being part of the school community. They also help eliminate peer pressure. Furthermore, uniforms are more cost efficient in the long run. All students are expected to wear uniforms all year long including the first day of school. Field trips: Field trips are intended for all students and are not cost prohibitive.
	(c) 2022-23 Additional Strategy(ies), if needed ☐ Above third quartile: 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. N/A.
Students who are sub-proficient	**(d) Continued 2021-22 Strategies** We believe every child can succeed. MLKCSE provides a positive, structured, and engaging learning environment that encourages students to learn and grow which helps sub-proficient students become proficient, and helps all students succeed in school despite the global health crisis. Provide small group and individual support, through targeted WIN (What I Need) intervention groups Weekly Student Intervention Committee meetings, where a team reviews academic and social emotional data to problem solve for students of concern in order to determine who would benefit from interventions and additional support. School Culture: We have established and regularly communicate our mission, vision, core values, and goals. We proactively teach our core values through monthly assemblies, daily Community

| | Meetings, and social emotional learning opportunities. Each month of the academic year, we focus on a different core value. We delineate expectations for our Key Systems and school-wide student expectations. Additionally, we focus staff training on being proactive and preventative. This includes training and developing teachers on thoughtfully selected, proactive teacher leadership strategies from Lemov's <u>Teach Like a Champion</u>. These moves focus on setting high academic expectations, planning that ensures academic achievement, creating a strong classroom culture, setting and maintaining high behavioral expectations, and building character 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 progress reports. Open House, Academic Showcase, Parent teacher conferences, and assemblies are popular ways to engage families in their students' education.

2022-23 Additional Strategy(ies), if needed
- Provide additional and/or enhanced strategies needed.

N/A. |
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APPENDIX C: SCHOOL AND STUDENT DATA TABLES

Martin Luther King, Jr. Charter School's student demographic enrollment data linked here:

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	**% of School**
African American	28.3%
Asian	2%
Hispanic	64%
Native American	1.1%
White	2.3%
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	2.3%

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Selected Populations	**% of School**
First Language not English	32%
English Learner	25.1%
Low-income	88%
Students With Disabilities	14%
High Needs	93.1%

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
Name, Title	**Brief Job Description**	**Start date**	**End date** (if no longer employed at the school)
Kendra Salvador, Executive Director and Principal	With the board of Trustees, the Executive Director works to build on and execute a strategic and operational vision of the school that is in alignment with its mission.	7-1-18	N/A
Abigail Cole, Director of Special Education and Student Services	Responsible for Special Education programs and services in conformance to State and Federal objectives; providing written support and/or conveying information; serving as a resource to school personnel; and maintaining adequate staffing to ensure objectives of programs and services are achieved	8-19-19	N/A
Diana Yousfi, ESL Coordinator	Collaboratively design and also coordinate services for EL students which comply with DESE requirements; determine appropriate ELL services based on English proficiency level of students	11-13-18	N/A
John Breish, Academic Director	Provide comprehensive instructional support and coaching to teachers as they work	7-15-19	N/A

ADMINISTRATIVE ROSTER DURING THE 2021-22 SCHOOL YEAR			
	to enable all students to meet rigorous standards for content and practice		
Tina Williams, Dean of Students	Lead and oversees culture, key systems, and student accountability system	08-18-2008	06-30-2022

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR				
	Number as of the last day of the 2021-22 school year	Departures during the 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	52	7	12	5 - term or non-renewal 14 - chose to end employment
Other Staff	24	4	5	1 - term or non-renewal 8 - chose to end emp.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System **as of August 1, 2022**	12
Minimum number of board members in approved bylaws	11
Maximum number of board members in approved bylaws	21

Members of the Board of Trustees for the 2021-22 School Year

BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR				
Name	**Position on the Board**	**Committee affiliation(s)**	**Number of terms served**	**Length of each term** (start and end date)
Wilma Tynes	Board Chair	Executive/ ED Support & Evaluation Finance	Term 2	1/1/20-12/31/22
Dominic Basile-Vaughn	Board Vice Chair	Executive/ ED Support & Evaluation Human Resources	Term 2	1/20/16-12/31/21

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR	
Date/Time	**Location**
July 8 & 9, 2022 - Annual Retreat	285 Dorset Street
August 16, 2022	285 Dorset Street *(or Zoom remote)*
September 20, 2022	See above
October 18, 2022	See above
November 15, 2022	See above
December 20, 2022	See above
January 17, 2023	See above
February 21, 2023	See above
March 21, 2023	285 Dorset Street *(or Zoom remote if virtual meetings are extended)*
April 18, 2023	See above
May 16, 2023	See above
June 20, 2023	See above

COMMITTEE MEETING SCHEDULES FOR THE 2022-23 SCHOOL YEAR		
Name of Committee	**Date/Time**	**Location**
ED Support & Evaluation	First Thursdayof each month at 5pm	285 Dorset Street/Zoom (remote, virtual)
Academic Committee	3rd Monday of each month	285 Dorset Street/Zoom (remote, virtual)
Finance	Quarterly	285 Dorset Street/Zoom (remote, virtual)
Governance	Quarterly	285 Dorset Street/Zoom (remote, virtual)
Strategic Planning	Quarterly	285 Dorset Street/Zoom (remote, virtual)
Human Resources	Quarterly	285 Dorset Street/Zoom (remote, virtual)
Finance	Monthly	285 Dorset Street/Zoom (remote, virtual)

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes for School Year 2022-23

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson	Wilma E. Tynes	wetynes@gmail.com	No Change
Charter School Leader	Kendra Salvador	ksalvador@mlkcs.org	No Change
Special Education Director	Abigail Cole	ahertz@mlkcs.org	No Change
MCAS Test Coordinator	John Breish	jbreish@mlkcs.org	No Change
SIMS Coordinator	Rosa Davila	rdavila@mlkcs.org	New
English Learner Program Director	Diana Yousfi	dyousfi@mlkcs.org	No Change
School Business Official	Rosa Davila	rdavila@mlkcs.org	No Change
SIMS Contact	Rosa Davila	rdavila@mlkcs.org	New
Admissions and Enrollment Coordinator	John Breish	jbreish@mlkcs.org	New

Facilities

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

Enrollment
Martin Luther King, Jr. Charter School of Excellence's upcoming application deadline is February 3, 2023 and the lottery date is February 6, 2023.

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

A. **Conditions**
   The school has no conditions at this time.

B. **Complaints**
   The Board of Trustees received 1 written complaint from an employee about concerns. The matter was able to be resolved between the employee and the School Administration.

   We received three complaints through the Problem Resolution System:

   1) PRS 7353 - resolved; school was fully compliant with regulations
   2) PRS 7367 - response submitted, matter being reviewed
   3) PRS 7506 - withdrawn

In each case, it was deemed that the school complied with regulations. In the case of 7367, the LEA submitted a response and the matter is still under review. We believe we are fully in compliance with the law and regulations.

C. **Attachments**
   N/A