

Martin Luther King, Jr.
Charter School of Excellence



Annual Report 2011-2012

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INTRODUCTORY DESCRIPTION OF THE SCHOOL

Martin Luther King, Jr. Charter School of Excellence opened in Springfield in September, 2006. During the first year, MLK Charter School had 180 students in kindergarten through 2nd grades. The school's enrollment cap increased from 180 students at the rate of 60 students per year, reaching full enrollment as a 360-student, K-5 school for the 2009-2010 school year. The school has an enrollment bubble of 380 students for the 2011-2012 school year. MLK Charter School moved into its permanent facility located at 285 Dorset Street during the summer of 2010.

LETTER FROM CHAIR OF THE BOARD OF TRUSTEES

July 9, 2012

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

Dear Commissioner Chester:

2011-2012 was a wonderful year for Martin Luther King, Jr. Charter School of Excellence. The school's accomplishments include:

1. The board of trustees completed its transition from a founding board to a sustaining board. Seven new trustees joined the board. The trustees elected a new chair, vice chair, and clerk, none of whom were founders of the school.
2. Melissa Earls, during her first year as our instructional leader, brought a thorough understanding of how to achieve academic excellence, focused and energetic leadership to the faculty, and diligent implementation of our "road to academic excellence."
3. MLK Charter School continued to revamp its education program during 2011-2012, putting into place the elements of an academically high-performing school. Changes include:
 - Enhanced standards-based, data-driven instruction in partnership with Achievement Network
 - Expanded and reorganized special education and English-as-a-second-language support services
 - Revised schedule including grade-level meeting time daily
 - A new math curricular program at grades 3-5
 - School-wide implementation of the Benchmark Assessment System for reading
 - Introduction of a school-wide writing program
 - Response to intervention for reading
 - Enlarged literacy department equipped with leveled literacy intervention
 - Increased math department faculty
 - Individual student learning goals for every student
 - Instruction based on newly created, standards-based curriculum maps
 - Sustained professional development to help the faculty successfully teach using the new math, reading, and writing programs
 - New teacher evaluation system
4. A high level of parent satisfaction and stable enrollment

As president of the board of trustees, I take great pleasure and pride in seeing the children love their school experience and grow in so many ways. MLK Charter School will accomplish its mission of academic excellence, character development, and aspiring to Dr. King's ideal of beloved community.

Serving for seven-plus years as MLK Charter School's founding board chair has been a privilege for me. The school, the children, their families, the staff, and my board colleagues are a source of great satisfaction. My service as board chair ended on June 30. However, board chair Timothy Sneed and his board colleagues are prepared to ensure that MLK Charter School accomplishes its mission and that the children thrive.

Sincerely,

Lisa Beth Wilkins Baker

SCHOOL MISSION STATEMENT

MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE

"Intelligence plus character – that is the goal of true education."
Dr. Martin Luther King, Jr.

Martin Luther King, Jr. Charter School of Excellence prepares kindergarten through 5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King's commitment to the highest standards in scholarship, civic participation and the ideal of the beloved community.

PERFORMANCE AND PLANS

FAITHFULNESS TO CHARTER

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Criterion: Mission, Vision and Educational Philosophy

Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).

Measure A: All students participate in at least one community service learning activity each year, as documented by project write-up forms.

A Results: We met this measure.

Measure B: Annually, all students reflect on community service learning in an age-appropriate manner, are assessed by their teachers, and adequately meet grade-level expectations.

B Results: We met this measure.

Measure C: Annually, all teachers report in their post-community service teacher-reflection forms that community service learning supports academic achievement.

C Results: We met this measure.

COMMON SCHOOL PERFORMANCE CRITERIA

IMPLEMENTATION OF MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

We met all of our Mission, Vision, and Educational Philosophy goals on our Accountability Plan in the category of Faithfulness to Charter. MLKCSE is committed to the three pillars of our mission: academic excellence, character development, and aspiring to Dr. King's ideal of the beloved community. We are on the path to achieving academic excellence through a number of changes made in the 2011-2012 school year. For more information, please see the section below on Academic Program Success. In addition, we have established a structure to achieve academic excellence through a schedule that includes lengthy daily periods of both English language arts (reading, writing, and oral) and mathematics. The curriculum also includes social studies and a hands-on science program. Music, art, computer skills, and fitness instruction flow from our desire to motivate all students and provide a well-rounded education.

We recently amended our charter to expand the educational philosophy so that it includes not only constructivist pedagogy, but whatever instructional method is best for individual learners. While we continue to incorporate tenets of a constructivist pedagogy, we do not utilize constructivism to the exclusion of all other instructional theories. Many of our students come to us without sufficient background knowledge or world experience to construct meaningful knowledge without the benefit of strong, direct instructional guidance. In these classrooms, a blend of constructivism and other pedagogical approaches is warranted and helpful to produce higher levels of academic achievement for

all students. Through professional development, teacher observation and feedback, as well as individual learning goals for every student, we continue to increase the amount of differentiated instruction at our school. Our average class size of 20 allows all children to feel a sense of belonging and to support and encourage each other in their individual goals toward a personal best. In addition, we are creating a culture of data-driven instruction, as evidenced by our second-year partnership with Achievement Network (ANet) in 2011-2012.

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

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

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

IMPLEMENTATION OF THE GOVERNANCE/LEADERSHIP STRUCTURE

MLKCSE has established itself as an operationally effective and financially sound organization. Purchase of a building in the school’s third year, conversion of the building into a school during year four, and operation in the new building in years five and six are significant accomplishments. Leadership by the board of trustees and executive director contributes to these successes.

In the summer of 2011, we hired a new Instructional Leader, and with the support of the board of trustees and the executive director, she has been a driving force for many positive changes at the school in 2011-2012, from the creation and adoption and implementation of the new teacher evaluation system, to the adoption and implementation of new curricula with sustained professional development training, to our successful accomplishment of fully aligning our curriculum map to the Common Core standards.

At the same time, our board has transitioned from a founding board to a sustaining board. Throughout this process, they have continued to govern the school by, among other things, evaluating the executive director annually, approving the budget annually, and reviewing financial reports monthly.

ACADEMIC PROGRAM SUCCESS

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Criterion: MCAS – growth

Objective: The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.

Measure A: The school will achieve and maintain SGP of 40 or higher in ELA in the aggregate.

A Results: We did not meet this measure. In Spring 2011 MCAS, we achieved an SGP of 32.0 in ELA in the aggregate.

Measure B: The school will achieve and maintain SGP of 40 or higher in math in the aggregate.

B Results: We met this measure. In Spring 2011 MCAS, we achieved an SGP of 55.0 in Math in the aggregate.

Measure C: Each year, the school will achieve a higher CPI score than Springfield Public Schools, the district that our students would otherwise attend, in the following:

- Grade 3 ELA
- Grade 3 Math
- Grade 4 ELA
- Grade 4 Math
- Grade 5 ELA
- Grade 5 Math

C Results: We partially met this measure. In Grade 5 ELA we achieved a CPI score of 78.5 compared to Springfield's 73.1. In other categories we scored a lower CPI than Springfield.

Criterion: AYP

Objective: The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups in English language arts and mathematics.

Measure: By December 2012, the school will demonstrate academic success by meeting academic growth standards as established by the Department [see above: "The school will achieve and maintain SGP of 40 or higher in ELA and math in the aggregate"], or by making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups in English language arts and mathematics.

Results: We partially met this measure. We are waiting on the Spring 2012 MCAS scores before we can report on the goal to be achieved by December 2012. Regarding Spring 2011 MCAS scores, we did not meet AYP in ELA. In Math, we achieved an SGP of 55.0, well above the goal of 40. We met AYP in Math in the aggregate, and also for all relevant subgroups except for Hispanics.

Criterion: Curriculum

Objective: The school’s curriculum is documented, articulates the skills and concepts that all students must know and be able to do to meet state standards, is aligned horizontally and vertically, and supports opportunities for all students to master these skills and concepts.

Measure: By December 2011, school will provide evidence of a fully documented curriculum aligned to the Common Core.

Results: MLKCSE has created an aligned curriculum map, including a scope and sequence aligned to the 2011 Massachusetts Curriculum Frameworks/Common Core State Standards. Documentation of implementation has been added in the form of completed, aligned Unit Lesson Plans submitted by teachers across grade levels. As we update and revise our curricular programs and instructional expectations, the curriculum document, which is a living document, will also be updated and revised.

COMMON SCHOOL PERFORMANCE CRITERIA

MCAS

MLKCSE continues to make academic progress in specified areas, while demonstrating the need for higher levels of achievement in other areas. This will be the final year districts and schools are held to the Adequate Yearly Progress accountability benchmarks originally established through NCLB. Going forward, schools will be monitored according to demonstrated growth within cohorts, as we all work to close the achievement gap.

Table 1: Growth within Cohorts, from 2010 to 2011		
Percent of Students Scoring Advanced or Proficient on MCAS:		
2010	2011	% change
Grade 3 ELA 2010: 40	Grade 4 ELA 2011: 15	-30%
Grade 3 Math 2010: 27	Grade 4 Math 2011: 14	-13%
Grade 4 ELA 2010: 34	Grade 5 ELA 2011: 45	+11%
Grade 4 Math 2010: 7	Grade 5 Math 2011: 41	+34%

Table 2: Growth within Grade 3, from 2010 to 2011		
Percent of Students Scoring Advanced or Proficient on MCAS:		
2010	2011	% change
Grade 3 ELA 2010: 40	Grade 3 ELA 2011: 31	-9%
Grade 3 Math 2010: 27	Grade 3 Math 2011: 30	+3%

Table 3: Growth within Grade 4, from 2010 to 2011		
Percent of Students Scoring Advanced or Proficient on MCAS:		
2010	2011	% change
Grade 4 ELA 2010: 34	Grade 4 ELA 2011: 15	-19%
Grade 4 Math 2010: 7	Grade 4 Math 2011: 14	+7%

Table 4: Growth within Grade 5, from 2010 to 2011		
Percent of Students Scoring Advanced or Proficient on MCAS:		
2010	2011	% change
Grade 5 ELA 2010: 46	Grade 5 ELA 2011: 45	-1%
Grade 5 Math 2010: 22	Grade 5 Math 2011: 41	+19%
Grade 5 Science 2010: 14	Grade 5 Science 2011: 20	+7%

Table 5: 2011 MCAS Results, Percent of Students at Each Performance Level								
	Advanced	Proficient	Needs Improvement	Warning/Failing	Students Included	CPI	SGP	Included in SGP
GRADE 3 - READING	2	29	51	18	65	68.5	N/A	N/A
GRADE 3 - MATH	0	30	40	30	60	62.1	N/A	N/A
GRADE 4 - ELA	3	12	59	26	74	56.1	27.5	70
GRADE 4 - MATH	3	11	57	30	74	57.1	39.0	70
GRADE 5 - ELA	3	42	49	6	65	78.5	37.0	63
GRADE 5 - MATH	15	26	42	17	66	70.1	83.5	64
GRADE 5 - SCIENCE/TECH ED	0	20	52	28	64	59.0	N/A	N/A
ALL GRADES - ELA	2	27	53	17	204	67.2	32.0	133
ALL GRADES - MATH	6	22	47	26	200	62.9	55.0	134

See Tables 5 & 6 for SGP data. Of note, our aggregate Math SGP raised 23 points between 2010 (32) and 2011 (55).

Table 6: 2011 MCAS Results by Subgroup and Subject																			
Student Group	ALL GRADES – MATHEMATICS										ALL GRADES – ENGLISH LANGUAGE ARTS								
	School										School								
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	SGP	Inc in SGP	
#	%	A	P	NI	W				#	%	A	P	NI	W					
Stud. w/ Disab	25	93	4	0	36	60	37.0	34.0	20	26	100	0	4	62	35	45.2	59.0	20	
LEP/FLEP	13	81	0	31	23	46	53.8	N/A	6	13	100	0	23	38	38	51.9	N/A	6	
Low-Income	171	97	5	20	50	25	62.4	57.0	117	173	99	1	27	54	18	66	33.0	116	
African American/Black	117	98	5	19	51	25	61.1	58	75	119	100	2	25	53	20	64.7	25.0	75	
Asian		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Hispanic/Latino	69	93	6	22	41	32	61.6	44.0	51	70	99	3	24	57	16	67.5	37.0	50	
Native American	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	
White	6	-	-	-	-	-	-	-	-	7	-	-	-	-	-	-	-	-	
Male	107	96	7	24	37	31	61.7	51.0	69	110	99	2	25	49	25	62.7	28.0	68	
Female	93	98	4	18	58	19	64.2	57.0	65	94	100	3	30	59	9	72.3	33.0	65	
Title I	200	97	6	22	47	26	62.9	55.0	134	204	100	2	27	53	17	67.2	32.0	133	
Non-Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Low Income	29	94	10	28	31	31	65.5	N/A	17	31	100	10	29	48	13	73.4	N/A	17	
LEP	12	80	0	33	17	50	52.1	N/A	6	12	100	0	25	42	33	54.2	N/A	6	
FLEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1st Yr LEP*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Native Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Multi-race - Non-Hispanic/Latino	6	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	
2011	200	97	6	22	47	26	62.9	55.0	134	204	100	2	27	53	17	67.2	32.0	133	
2010	168	99	4	15	45	36	54.3	32.0	92	169	100	4	36	49	12	72.6	44	89	

See Table 7 for AYP information.

Table 7: Adequate Yearly Progress History							
		2007	2008	2009	2010	2011	NCLB Accountability Status
ELA	Aggregate	-	No	No	Yes	No	Corrective Action - Subgroups
	All Subgroups	-	-	No	No	No	
MATH	Aggregate	-	No	Yes	No	Yes	Improvement Year 1 - Subgroups
	All Subgroups	-	-	Yes	No	No	

OTHER ACHIEVEMENT, IMPROVEMENT, OR ASSESSMENT MEASURES

During 2011 - 2012, we continued our partnership with the Achievement Network (ANet), an organization that specializes in helping schools develop better data-driven instructional practices, and we benefited from the relationship in several key ways. Our instructional and administrative staff members learned how to analyze assessment results, identify gaps in student learning, and create and assess the effectiveness of action plans to address gaps. Our students became familiar with the test taking process and had the opportunity to practice test-taking skills in advance of the MCAS tests. ANet also provided us with useful, real-time data and resources that helped teachers plan lessons and remediation activities. This year our 3rd-5th grade students took four ELA interim assessments and five math interim assessments. The results and explanations are below.

Table 8: MLK ANet Averages (Grade Level)												
Grade	Average		Interim 1		Interim 2		Interim 3		Interim 4		Interim 5	
	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA
Grade 3	61%	53%	55%	63%	62%	50%	65%	47%	66%	54%	56%	
Grade 4	59%	52%	64%	50%	57%	47%	65%	52%	56%	57%	55%	
Grade 5	64%	68%	63%	60%	68%	71%	57%	72%	66%	72%	64%	

ELA—Grade 5 showed progression from Interim 1 through 4, making significant gains from Interim 1 to 2, and maintaining high scores through Interim 4. After declining from Interim 1 to 2, Grade 4 regained points, and then showed a positive increase for Interim 4. The overall performance in Grade 3 was disappointing, as students declined from Interim 1 to 2, and never fully regained points.

Math—Grades 4 and 5 demonstrated mixed performance, alternating between gains and declines through Interim 5. Grade 3 showed a gain from Interim 1 to 2, and maintained a higher score until Interim 5, when performance declined.

CURRICULUM

English Language Arts, Mathematics, Science and Social Studies instruction are based on local curriculum guides, aligned with the most recent state and national curriculum frameworks. All subjects are taught with the assistance of nationally aligned curricula programs, to facilitate an organized scope and sequence, reflective of local and state expectations. This year, we implemented the Houghton-Mifflin Harcourt Math Expressions program at grades 3, 4, and 5. Instructional staff, including teachers, specialists, and teaching partners received training and professional development prior to and throughout the school year. Next year, we will expand the use of Math Expressions to K, 1, and 2. Teachers were encouraged to plan instruction and assessment based primarily upon curriculum standards reflected in the local guide, using both the new math program, and the components of the formerly used TERC Investigations, based upon student need. This year, teachers based reading instruction on individual Fountas and Pinnell Benchmark Assessment scores, creating fluid reading instruction for whole class and group instruction with the assistance of a leveled literacy library. Teachers also incorporated the Lucy Calkins Writing Program at all levels. Teachers received training and professional development in both the Fountas and Pinnell and Calkins programs prior to and during the school year. Teachers continued to use the Science and Technology for Children and Social Studies Alive! programs. Grade 3 continues to supplement the social studies program with the Massachusetts, Our Home text, to fully align the local curriculum with the state standards. Next year, we plan to order additional science kits from Lake Shore Learning and Carolina, to align the science curriculum topics with current state standards by grade span.

Teachers also used the Handwriting Without Tears series in K, 1, 2, and 3. Next year, new curricular Program enhancements will include the National Geographic Learning/CENGAGE Learning program for English Language Learners, as well as StudyIsland and Starfall instructional technology programs for remediation and special education.

INSTRUCTION

MLKCSE has completed its sixth year in operation. This year, we began with two intense weeks of training and professional development in August, designed to facilitate the successful implementation of the new curricular programs, and to introduce new instructional accountability measures. We introduced a Unit Lesson Plan template, requiring teachers to align lessons and assessments with national and state standards, as well as the local curriculum. We required that each classroom establish two individual student learning goals for each student in the class. Specials teachers established class-wide learning goals. Teachers developed student working files that were updated throughout the year with items such as assessment results, student work samples, and progress towards the attainment of goals. Specialists from both the Literacy and Math departments provided remedial instruction to students and small groups based on assessment results. In some cases, specialists also enhanced whole class instruction by teaching particular standards-based topics. The special education department benefitted from the assistance and direction of a contract-based consultant, and the hiring of two additional licensed teachers. A mentor program was created and implemented to match new or new-to-MLK teachers with experienced, licensed colleagues, providing the benefit of additional observations. The educator evaluation protocol and procedures were revised, based in large part upon the new state regulations and recommendations. A walk-through protocol was created and implemented, providing administrators with a template during daily class visits. The protocol measures the incorporation of techniques and skills, such as differentiation and higher order thinking skills, into classes. The evaluation procedure now includes pre- and post-observation conferences, a discussion of student and teacher goals, and a teacher's own self-assessment. Changes were made to the instructional schedule by day and grade level to accommodate a daily, grade-wide team meeting. Teachers and grade level teams benefit from routine meetings with administrators, special educators and specialists, and other staff for the benefit of students. They also have an opportunity to look at student work and discuss progress as a team. Teachers continue to analyze Achievement Network assessment results, and other data, to make instructional changes.

CLASSROOM AND SCHOOL ENVIRONMENT

We believe that in order for learning to take place students need to be in environments where they feel safe and that enable them to focus. During the 2011 - 2012 school year, we continued to utilize our new school culture initiative, the MLK Way, which consists of three components: behavior management, routines/procedures and teaching techniques. The MLK Way has had a positive impact on our school climate, particularly in the classroom. All classrooms contain behavior management charts and role model criteria posters. All staff members hold students to the same high behavioral and academic expectations and use common language when communicating with students. Student behavior is tracked throughout the day using the green-yellow-red card system and the "MLK Way Behavior Management Daily or Weekly Tracking System." "Role Model" students are those who fulfill the following five criteria: 1. arrive on time in school uniform, 2. complete reading logs, class work and homework, 3. walk in an MLK line/respect personal space, 4. participate/cooperate respectfully all day, everywhere, and 5. dismiss safely. Students who consistently display role model behavior receive stars, certificates and invitations to quarterly role model parties. They are also acknowledged at assemblies and in their classroom award ceremonies. All stakeholders—students, staff, and families—are held to upholding the MLK Way and have signed the School-Family-Student Partnership Agreement.

Additionally, we have a Student Support Team comprised of a character development specialist, a student support associate, the school social worker, and four social work interns, all of whom work to help students effectively handle emotional and social skills issues. Next year, we will add the services of a full-time, on site school psychologist. We incorporate the Second Step violence prevention program in our social studies learning in every classroom. The school social worker adapted an anti-bullying program for use in all classrooms, as well. When a student is unfocused or disruptive, we first rely on the adults in the class to redirect and deescalate. Certain staff members benefit from de-escalation training throughout the year. The Student Support Team provides the next level of support. When more interventions are required, we utilize in-school and out-of school suspensions, depending on the individual circumstances. At parent conferences to address ongoing behavior issues, the school and parent agree upon goals for the school, parent, and child. Our Child Study Team and Student Support Team design additional interventions.

Students benefit from incentives to reward appropriate behavior. Role model parties and Principal Lunches serve to create an environment of positive praise. A small group of students has received the designation of "MLK Scholar." The students in this group will receive college scholarships through the courtesy of independent sponsors, if they continue to meet defined criteria and expectations.

Students also participate in Community Service Learning projects, offering them an opportunity to experience service to the community, while enhancing the curriculum at every grade level. Some students participate in routine community service activities during the school day, such as raising the flag, monitoring the hallways at the start of the day, or reading weekly announcements.

Next year, we plan to formalize and implement our Dr. King Curriculum in a coordinated manner. Each grade level will be responsible for creating and teaching a unit lesson plan during the month to which their grade level value is assigned. All grade levels will teach a unit that has as its focus "beloved community." These units are standards-based, and may also incorporate elements of the existing social-emotional curriculum.

DIVERSE LEARNERS

All students at our school receive an education appropriate to their learning needs and styles. If a student is struggling, the teachers first attempt a variety of instructional interventions, including those prescribed as components of the mathematics and English language curriculum programs. This year, the Fountas and Pinnell Benchmark Assessment system allowed teachers and specialists to make objective decision regarding instructional grouping and intervention. Before referral to the Child Study Team, which might lead to potential testing for additional services, the teachers and specialists were able to collaborate for inclusive instruction. In many cases, targeted intervention led to eventual academic growth, and further referrals were unnecessary. If these interventions are less successful, the next step becomes the referral of students to the Child Study Team, who makes recommendations for additional interventions which may include small group support by the literacy and/or math teams, or screening by a special educator. If that proves insufficient, the relevant staff or the family may request an evaluation for determination of special needs. If that goes forward, a core evaluation is completed, and a team meeting is held. If it is agreed that a 504 Plan or Individual Education Plan is appropriate, it is created, and after parental consent, the IEP is implemented by the special education team. Interventions occur in small group push-in, pull-out, or individually. Services are offered on site for speech, counseling, and occupational therapy. We provide sheltered English immersion and English language instruction for children who are learning English.

Professional development in differentiated instruction occurred as part of the Math Expressions and the Fountas and Pinnell program training. In addition, instructional teams in K, 1, and 2 received professional development in differentiation as part of a half professional development day agenda. Next

year, differentiation is an instructional focus at MLKCSE. It will be featured during the August professional development sessions, and throughout the year.

PROFESSIONAL CLIMATE

- (i) The objective of supervision and evaluation at MLKCSE is to ensure high-quality instruction and to maximize successful student outcomes. We believe in utilizing the expertise of our staff and employing best practices for instruction and assessment. We value collaboration and teamwork among educators, and are committed to an ongoing cycle of reflection and refinement of the teaching and learning process. Supervision and evaluation take place via walk-throughs, formal and informal observations, conferences, examination of student work, summative evaluations, and guided self-assessments. The results of these practices inform how professional development is tailored for teachers, or how an improvement plan is developed. This year, the walk-through and educator evaluation protocol were updated to reflect the new state regulations. All instructional staff received the benefit of the revised formal evaluation procedure.

With our new school culture initiative in place, we wanted to ensure that the MLK Way classroom management techniques were implemented successfully in all classrooms. Teachers are regularly observed and provided with written and verbal feedback regarding their use of the techniques. Teachers who required additional support implementing the MLK Way received support through further observation, co-teaching and modeling.

- (ii) Our professional development activities focused on school culture and classroom management techniques, data analysis and data-driven instruction, instructional best practices and techniques, lesson planning, curriculum program implementation, anti-bullying, and the common core transition. These areas were chosen because of our desire to give teachers the tools and programs necessary to increase student learning and achievement. We include the introduction or review of the MLK Way techniques in our professional development plans. Our partnership with ANet continues to include routinely scheduled ½-day PD sessions to allow teachers to analyze student assessment data and to create plans for re-teaching standards. We introduced new accountability measures to direct and enhance teacher lesson and assessment planning during our August professional development, and continued to monitor the use of these tools throughout the year. Teachers received initial training and continued, sustained professional development in new curriculum programs during the year. In the case of Math Expressions, the professional development model included an in-class coaching component. The standards and intent of the Massachusetts anti-bully training were met through the training schedule in August. And the local policy was enforced throughout the year via the Student Support Team. The local curriculum guide was aligned with the common core, and the guide's implementation was charted through submitted, completed unit lesson plans.
- (iii) We encourage collaboration and provide teachers with many formal opportunities to work with one another on professional projects and instructional planning. The new instructional schedule allows grade level teams to meet daily on a four-day rotating schedule to respond to administrative requests, look at student work, meet with content specialists from the math and literacy teams, and discuss interventions and formal plans with special educators and teachers from the ELL department. During routine half-day data meetings, teachers review student assessment data with their colleagues and develop action plans to bring their students to proficiency or mastery. Teachers also participate in grade level, cross grade-level and subject level workshops.
- (iv) MLKCSE recruits and retains teachers and staff members who are dedicated to educating and motivating our students, to assist them in reaching high levels of academic achievement. We have created a community of dedicated, committed teachers and staff members. We pay

competitive wages and benefits, provide annual raises, develop teachers' professional skills, maintain a supportive work environment, and align our school culture with our mission. Building our community around Dr. Martin Luther King, Jr.'s ideal of beloved community encourages administrators, teachers, and staff, and strengthens their loyalty to the school and to one another.

ASSESSMENT AND INSTRUCTIONAL DECISION-MAKING

Student performance data is analyzed and used for school and class level instructional planning, (re)teaching and (re)grouping students. We transitioned all grades to the Fountas and Pinnell Benchmark Assessment System for reading fluency and comprehension during the 2011 – 2012 school year. Student results were used to plan intervention and organize fluid instructional guided reading groups. K-2 continued to use The Early Numeracy Assessment and Investigations End-of-Unit Assessments to determine our students' existing knowledge gaps, as well as persistent academic strengths and weaknesses. In grades 3-5, we continued to use the ANet interim assessments as a primary tool for math interim assessment, as well as to supplement other ELA assessments. We added the Math Expressions end of unit assessments to our toolbox for math at these upper grade levels. In addition to facilitating whole class and small group re-teaching, all assessments were used by the specialist teams to designate criteria for push-in and pull-out intervention for remediation.

PROGRAM EVALUATION

MLKCSE made several changes and implemented many enhancements to strengthen the academic program this year. In addition, we spent the year evaluating existing programs, as well as the additions and revisions, to determine our areas of focus for the upcoming year. Our curricular program changes included the transition to Houghton-Mifflin Harcourt Math Expressions in grades 3, 4 and 5; the adoption and implementation of the Lucy Calkins Writing Program in grades 1 – 5; the inclusion of the Fountas and Pinnell Guided Reading Program, supplemented by additions to the leveled literacy libraries school-wide. The revisions to the instructional program included a new unit lesson plan template, new student learning goal requirements, new student working file requirements, and a new educator evaluation system. The school also updated its curriculum map, including a scope and sequence that aligns with the state and national standards. All of these changes enhanced the academic program, and were met with favorable responses at an annual Massachusetts Department of Elementary and Secondary Education site visit. Additional evaluation has led us to determine that we will adopt the HMH Math Expressions program for K, 1 and 2, creating a comprehensive, aligned math program school-wide. We also determined that although the Calkins program offers excellent writing instruction, our students ELA needs are at a more basic level. After analyzing several programs, we have decided to adopt a school-wide spelling and vocabulary, as well as grammar and usage program from Houghton-Mifflin Harcourt to supplement and aligned wrap-around ELA curricular program. We will also purchase additional titles for the leveled literacy library, to continue to facilitate the successful adoption of the Fountas and Pinnell program. We will also purchase licenses to StudyIsland, to support additional opportunities for integrated remediation and test preparation. We have enhanced the staffing and materials used as resources for a school-wide RTI model for both math and literacy intervention.

We have studied the special education department over the past two years. This year, we began with staff re-structuring and recruitment. We also contracted with an experienced external consultant, to further analyze our program and mentor our teachers. Next year, we will implement more changes to improve the delivery of services. We will employ a 75% special education team chair. We will continue our relationship with external consultants and contractors. We will make a change from an external, contract-based school psychologist to an on-site school psychologist. We have begun plans to expand the academic RTI model to apply it to behavioral support and classroom management, as well.

At the conclusion of each year we evaluate the effectiveness of some of our programming through what we call June working sessions. During these sessions, teachers reflect on successes and challenges throughout the year in content delivery, pedagogy, management, and school culture and climate. The teachers make recommendations to administration; administration then reviews and adopts those recommendations that are aligned with the school mission and philosophy, and which are feasible given the school's resources. The plans for 2011 - 2012 include the following: focus on differentiated instruction via professional development and teacher evaluation; differentiate professional development; create and implement a more robust Dr. King Curriculum to teach the MLK values through standards-based lessons; revise the student report card and curriculum map to ensure full alignment with all content area state standards; develop a better plan for student recess; continue the newly-developed mentor program to benefit new and recent hires; implement changes to the current ELL program to reflect new state mandates.

The results of the current Parent Satisfaction Survey indicate a tremendous level of satisfaction with the academic program. Similarly, 87% of teachers reported on the TELLMass Survey that MLKCSE is a good place to work and learn.

MLKCSE continuously strives to evaluate the effectiveness of the academic program by focusing on the progress of each individual student's academics and character development, a practice we will continue to enhance during 2012 - 2013.

ORGANIZATIONAL VIABILITY

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Criterion: Solvency and stability

Objective A: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.

Measure A: The school's annual budget is sustained by its enrollment.

Results A: We met this measure.

Objective B: The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

Measure B: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

Results B: We met this measure.

Objective C: The school's annual independent audit is free of material or repeated findings.

Measure C: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.

Results C: We met this measure.

Criterion: Family engagement

Objective A: The school involves parents/guardians as partners in the education of their children.

Measure A1: Incoming parents of enrolled students sign a School-Student-Parent/Guardian Partnership Agreement that explains the roles of school staff, parents/guardians, and students in students' education.

Results A1: We met this measure.

Measure A2: 50% of parents will respond to an annual survey.

Results A2: We did not meet this measure. 39% of surveys were returned.

Objective B: Families are satisfied with the school's program.

Measure B: 90% of parents/guardians responding to an annual survey will express overall satisfaction with the school. (Specifically, in response to the question, "What is your overall satisfaction MLK Charter School?" 90% of parents will select either "Satisfied" or "Very Satisfied.")

Results B: We met this measure. 98% of responding parents were either Satisfied (40%) or Very Satisfied (58%).

COMMON SCHOOL PERFORMANCE CRITERIA

POLICY DECISIONS:

Following its annual calendar, the board of trustees ensures the viability of Martin Luther King, Jr. Charter School of Excellence. At every monthly meeting, the trustees review the school's finances and the progress of the academic program. Annually the trustees evaluate the executive director, evaluate their performance as a board, oversee the school's finances and audit, and otherwise ensure that viability of MLKCSE.

The trustees' priorities during 2011-2012 included:

- Monitoring implementation of the school's road to academic excellence
- Strengthening student learning so that the children succeed in school and on MCAS
- Evaluating the executive director including his "road to academic excellence"
- Transforming into a sustaining board of trustees

The board of trustees' specific accomplishments during 2011-2012 include:

- Created the accountability plan for the second five-year charter
- Maintained focus on improving the academic program and performance on MCAS
- Amended the charter to change the school's educational philosophy to help the school meet the academic needs of all children
- Created the school's capital plan
- Elected new board chair, vice chair and clerk, and created a process that will lead to the election within six months of a new treasurer
- Elected seven new trustees who bring a wealth of knowledge and experience to the board

- Amended the bond to refinance the school building at a lower interest rate
- Contracted for purchase and installation of a playground at MLKCSE
- Updated policies such as expanding the harassment and discrimination prohibition in the employee handbook and modifying the enrollment policy and procedure to conform to new state requirements
- Oversaw a successful FY 2011 audit, monitored the sound FY 2012 financial operations, and approved the FY 2013 budget.

The board of trustees ensured that during 2011-2012, MLK Charter School rapidly strengthened the academic program as part of a plan to become a clearly academically excellent school.

AMENDMENTS TO THE CHARTER:

During the 2011-2012 school year, we requested and were granted an amendment to our charter to “Allow a blend of constructivism and other pedagogical approaches to produce higher levels of academic achievement for all students. The original charter states that the instructional method will be constructivist pedagogy. While we continue to incorporate tenets of constructivist pedagogical theories into specific subjects, such as mathematics, and increase the use of constructivism for the more advanced or older students, we do not utilize constructivism to the exclusion of all other instructional theories. Many of our students come to us without sufficient background knowledge or world experience to construct meaningful knowledge without the benefit of strong, direct instructional guidance. In these classrooms, a blend of constructivism and other pedagogical approaches is warranted. Research supports this best practice. We have discovered through many of our experiences with students, that direct, strong instructional guidance rather than constructivist-based minimal guidance during the instruction is often more effective.”

COMPLAINTS:

One former employee complained about his termination. The Board reviewed the complaint and concluded that the school followed all applicable laws in terminating the employee.

OVERSIGHT:

The board of trustees’ annual calendar is included below. During 2011-2012, the board reviewed the performance of the school and the executive director according to this calendar. The board also carefully reviews each annual DESE site visit report. Board members rely on information distributed and discussed at board and committee meetings, weekly written updates from the executive director, personal involvement and observation by individual trustees of the school and school-related activities, and informal conversation with constituents including staff, students, parents, and community members.

January	New Board members and officers begin service
February	Mid-year Executive Director self-evaluation
March	Preliminary budget review; Personnel policy review
April	Review parent survey results
May	Adopt Budget; Board of Trustees self-evaluation; Executive director annual evaluation
June	Annual Meeting
August	Prior year financial review; Trustee disclosure of financial interest
September	Risk management/insurance policies
October	MCAS review; Audit review; Accountability plan review
November	Annual appeal
December	Election of new board members and officers; Legal review

BOARD PLANNING:

The board of trustees chose to continue the long-term Chair and Treasurer on an interim basis following completion of their terms as officers during the 2011-2012 school year. The Board has chosen a new Chair and will choose a new Treasurer to serve full terms. The officers are also considering whether to change Board procedures.

The board of trustees continuously plans MLKCSE's future. One tool is inclusion of goals in the executive director's annual evaluation. Trustees specifically review progress on those goals during the mid-year and annual evaluations of the executive director. Those goals for the 2011-2012 school year were:

Financial Management Goals for 2011-2012:

- Continue to operate at surplus
- Continue effective financial management
- Successful FY 2011 audit

Student Achievement Goals 2011-2012:

- Focus on satisfying the probationary conditions imposed as part of the charter renewal:
 - *By December 2012, Martin Luther King Jr. Charter School of Excellence shall demonstrate that it is an academic success by:*
 - *meeting academic growth standards as established by the Department, or by making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups in English language arts and mathematics by 2012; and*
 - *providing evidence to the Department that the school has met or is making substantial progress towards meeting all benchmarks in its 2011-2016 accountability plan.*
 - *No later than December 2011, Martin Luther King Jr. Charter School of Excellence shall provide evidence of a fully documented curriculum that is aligned to the Massachusetts curriculum frameworks.*
 - *No later than June 30, 2011, Martin Luther King Jr. Charter School of Excellence shall provide to the Charter School Office an evaluation of its leadership structure, an organizational chart with accompanying job descriptions, and a plan to fully staff the administrative structure.*
- Strengthen the adult culture throughout MLKCSE of high expectations and accountability.
- In partnership with Achievement Network, improve instruction by expanding our ability to implement standards-based, data-driven instruction.
- Strengthen the quality of the teaching.
- Maintain and strengthen the MLKCSE culture in which the norm throughout the school is students focused on learning.
- Continue to enhance special education and English language education staffing with the result that MLKCSE better meets the needs of disabled students and English language learners.
- Ensure that Melissa Earls effectively manages and leads the education program in 2011-2012.
- Ensure thoughtful and determined implementation of the elements of MLKCSE's road to academic excellence including, as mentioned throughout this report: MLK Way, ANet partnership, school-wide writing program, enhanced special education and ELL services, commitment to successful reading instruction including new intervention programs, new 3rd-5th grade math program, new systems of assessment, new curriculum maps, new unit and lesson planning formats, individual student learning goals, and modified daily schedule.

- Ensure that the academic program incorporates the vision of Dr. King and the charter.
- Address areas identified for improvement in Year 5 Site Visit Report.
- Year 6 Site Visit Report confirms the progress in the academic program identified in the Charter Renewal Site Visit Report and notes further progress.

Personnel Goals for 2011-2012:

- Maintain our successful personnel practices including hiring, promotion, and fostering staff morale
- Successful transition to and implementation of the new organization chart and administrative structure
- Continue to convene volunteer staff committees to develop school practices
- Continue to strengthen work with parents of struggling students
- Continue to expand special education, ELL, literacy, and math staff within the constraints of the budget
- Ensure that all staff members who are responsible for managing student behavior do so effectively consistent with the MLKCSE culture
- Establish mentoring program for teachers

Operations Goals for 2011-2012:

- Continue smooth, efficient, friendly operations
- Continue enrollment near capacity and strong parent/guardian satisfaction
- Maintain program that is faithful to the mission and charter
- Hire new staff to maintain successful operations and develop the educational program within limits of funding constraints of recession
- Recruit new trustees, successfully transition to new officers, and work with board of trustees to achieve strong vision and governance
- Oversee the programs and operations that will assure the satisfactory completion of the probationary period of our charter and removal of that status

The executive director's mid-year and annual report about his performance specifically discuss progress toward each of these goals. The board's annual evaluation of the executive director explains the board's goals for the executive director for the upcoming year.

FAMILY ENGAGEMENT:

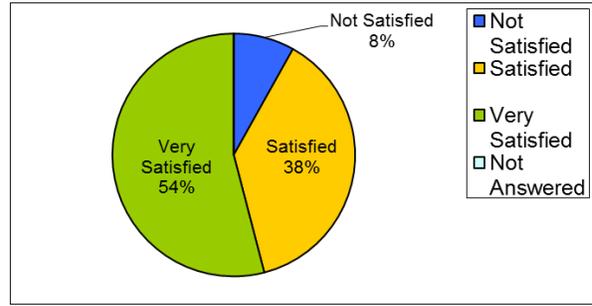
At MLKCSE, we have a parent-run Family School Cooperative. Parents sign a School-Student-Parent/Guardian Partnership Agreement that outlines expectations for all constituents involved in our students' education, including parents/guardians. We have an open-door policy for parents/guardians, and teachers also communicate with parents/guardians via phone calls, weekly or daily progress reports, and backpack memos. We have parent-teacher conferences at the end of trimesters 1 and 2. In addition, families are invited to school events, including Family Nights, Role Model Parties, assemblies, and in 2011-2012 we had our first annual Talent Show.

MLKCSE consistently achieves high ratings of family satisfaction, one piece of evidence for which is that we have a waiting list for each grade level. The school sends home a parent/guardian survey each year to assess family satisfaction. The results of the 2011-2012 annual parent/guardian survey are below. Surveys were sent home with students in March 2012. Thirty-nine percent (39%) of families (111 / 287 families) returned the surveys. Ninety-eight percent (98%) of families who returned the survey (109 / 111) were either satisfied or very satisfied overall with the school (see question #4). Finally, the faculty, office staff, and administration speak informally with parents, guardians, and students to assess the level of dissatisfaction and any concerns.

Question # 1

Not Satisfied: 9
Satisfied: 42
Very Satisfied: 60
Not Answered: 0

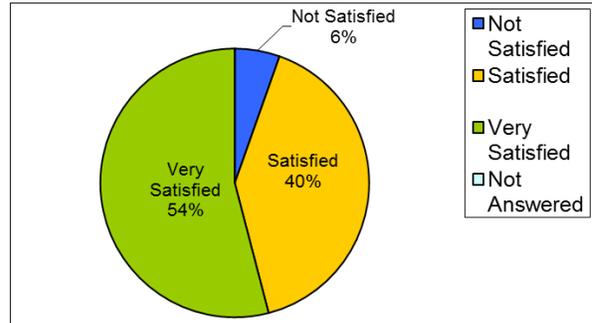
"How satisfied are you with the school's communication with you and effort to keep you informed about your child's progress and what is going on at the school?"



Question # 2

Not Satisfied: 6
Satisfied: 45
Very Satisfied: 60
Not Answered: 0

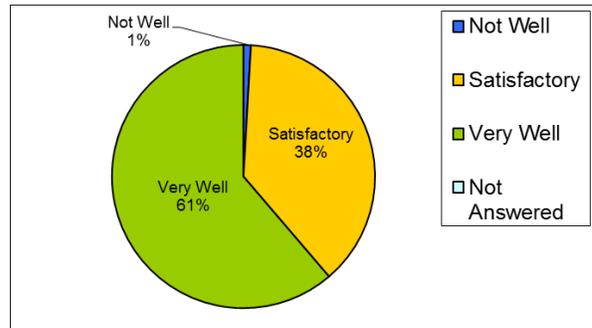
"Are you satisfied with the school's academic program since enrolling at this charter school?"



Question # 3

Not Well: 1
Satisfactory: 42
Very Well: 68
Not Answered: 0

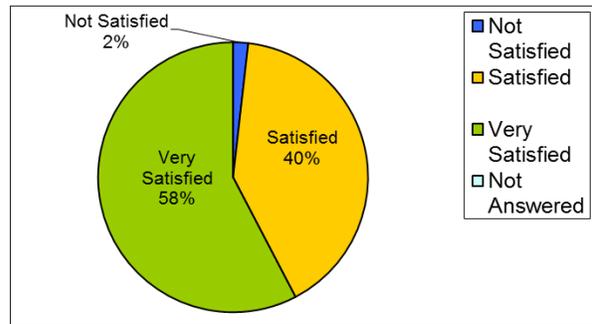
"How well does the school teach and reinforce the Dr. King values?"



Question # 4

Not Satisfied: 2
Satisfied: 45
Very Satisfied: 64
Not Answered: 0

"What is your overall satisfaction with the education that your child is receiving at the MLK Charter School?"



SAFETY:

MLKCSE provides a safe environment that is free of harassment and discrimination. We have a full-time nurse and a full-time social worker on staff and in the building every day, in addition to social work interns and a Student Support Team. All students participate in facilitated conversations to learn social skills and how to maintain a safe environment at school, including through such programs as Safe and Caring Schools, and Second Step, and by following the procedures of our Bullying Prevention and Intervention Policy. Our Student Support Team (currently composed of three full-time staff: Social Worker, Character Development Specialist, and Student Support Associate) is available throughout the day to meet individually with students to address their social and emotional needs. In addition, our social work interns have regular scheduled meetings with specific students.

EMPLOYEE QUALIFICATIONS:

MLKCSE continued to provide the opportunity for developing teachers to work in co-teacher positions in 2011-2012. At the same time, the school paid for co-teachers and teaching partners to take courses to prepare for MTEL.

FINANCIAL OVERSIGHT:

The executive director and the accountant, Ken Mruk of NonProfit Data Management, prepared a proposed budget for fiscal year 2012. The proposed budget included the school's additional faculty in special education, literacy, math, and ELL, and money to pay for the elements of the new plan to achieve academic excellence. These priorities arise out of a synthesis of board and staff discussions. The board treasurer Beth deSousa and the Finance Committee requested changes in the proposed budget. The potential impact of the economic uncertainty on the amount of tuition added force to MLKCSE's commitment to budget conservatively. The Finance Committee met, reviewed the budget proposals, and agreed on the terms of a budget to present to the board of trustees. The trustees approved the budget proposed by the Finance Committee.

RECRUITMENT AND RETENTION PLAN 2012-2013

Recruitment Plan – Report on Implementation			
Group	Strategy	Evidence of Implementation	Proposed strategy changes (if applicable) for SY12-13
<p>Demographic Group: A. Special education students</p>	<ol style="list-style-type: none"> 1. On recruitment material, we will include that we provide special-education services. 2. We will send a special-education staff member to some pre-school information sessions. 3. We will send an annual notice to parents about a Parent Advisory Council. 	<ol style="list-style-type: none"> 1. All recruitment material includes that we provide special-education services. 2. We sent a special-education staff member to pre-school information sessions on 1/11/12, 1/17/12, and 1/18/12. 3. We sent a notice to parents about a Parent Advisory Council on 12/08/11. 	<p>As per federal law, MLKCSE has a Child Study Team to determine each student's needs. Our percentage of special-education students grew (9.8% to 10.1%). We will continue the strategies in order to attempt to have a more comparable demographic to our comparison schools (median of 17.8%).</p> <ol style="list-style-type: none"> 1. No change 2. No change 3. No change
<p>Demographic Group: B. Limited English-proficient students</p>	<ol style="list-style-type: none"> 1. We will provide recruitment material in Spanish. 2. We will send a bilingual staff member to some pre-school information sessions. 3. We will distribute recruitment material at La Casa Hispana at 2335 Main Street in Springfield (North End, predominantly Latino). 4. We will distribute recruitment material to Blessed Sacrament Parish at 40 Waverly Street in Springfield (church with services in Spanish). 5. We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield. "The mission of the <u>New North Citizens' Council, Inc.</u> 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." 	<ol style="list-style-type: none"> 1. Recruitment material was provided in Spanish. 2. We sent two bilingual staff members to pre-school information sessions on 1/11/12, 1/17/12, and 1/18/12. 3. We distributed recruitment material at La Casa Hispana on 10/18/11. 4. We distributed recruitment material at Blessed Sacrament Parish on 10/18/11. 5. We distributed recruitment material at New North Citizens Council on 10/18/11 and 5/17/12. 	<p>Our percentage of LEP students grew (7.1% to 7.5%). We will continue the strategies in order to attempt to have a more comparable demographic to our comparison schools (median of 13.2%).</p> <ol style="list-style-type: none"> 1. No change 2. No change 3. La Casa Hispana is now closed. 4. No change 5. No change

<p>Demographic Group: C. Students eligible for free lunch</p>	<p>We will distribute recruitment material at the following locations, which often cater to low-income families:</p> <ol style="list-style-type: none"> 1. Head Starts 2. Square Ones 3. Early Childhood Centers 4. Martin Luther King, Jr. Family Services, Inc. 5. Dunbar Community Center 	<ol style="list-style-type: none"> 1. We distributed recruitment material to Head Starts on 10/20/11, 10/28/11, and 5/17/12. 2. We distributed recruitment material to Square Ones on 10/18/11, 10/20/11, and 5/17/12. 3. We distributed recruitment material to Early Childhood Centers on 10/20/11 and 5/17/12. 4. We distributed recruitment material to Martin Luther King, Jr. Family Services, Inc. on 10/20/11 and 1/20/12. 5. We distributed recruitment material to Dunbar Community Center on 10/20/11. 	<p>Our percentage of free-lunch students grew from 73.2% to 79.6%. We will continue the strategies in order to attempt to have a more comparable demographic to our comparison schools, which have a median of 82.4%.</p> <ol style="list-style-type: none"> 1. No change 2. No change 3. No change 4. No change 5. No change
<p>Demographic Group: D. Students eligible for reduced price lunch</p>	<p>We will distribute recruitment material at the following locations, which often cater to low-income families:</p> <ol style="list-style-type: none"> 1. Head Starts 2. Square Ones 3. Early Childhood Centers 4. Martin Luther King, Jr. Family Services, Inc. 5. Dunbar Community Center 	<ol style="list-style-type: none"> 1. We distributed recruitment material to Head Starts on 10/20/11, 10/28/11, and 5/17/12. 2. We distributed recruitment material to Square Ones on 10/18/11, 10/20/11, and 5/17/12. 3. We distributed recruitment material to Early Childhood Centers on 10/20/11 and 5/17/12. 4. We distributed recruitment material to Martin Luther King, Jr. Family Services, Inc. on 10/20/11 and 1/20/12. 5. We distributed recruitment material to Dunbar Community Center on 10/20/11. 	<p>Our percentage of reduced-lunch students (7.7%) is above the median of our comparison schools (4.7%). We will continue the strategies to attract low-income families.</p> <ol style="list-style-type: none"> 1. No change 2. No change 3. No change 4. No change 5. No change
<p>Demographic Group: E. Students who are sub-proficient</p>	<ol style="list-style-type: none"> 1. We will distribute recruitment material at pre-schools where students may have learning difficulties (see bullets in C and D above). 2. On recruitment material, we will include that we provide regular-education academic support. 	<ol style="list-style-type: none"> 1. We distributed recruitment materials at pre-schools where students may have learning difficulties, as reported for Demographic Groups C and D. 2. All recruitment material includes that we provide regular-education academic support. 	<ol style="list-style-type: none"> 1. No change 2. No change
<p>Demographic Group: F. Students at risk of dropping out of school</p>	<ol style="list-style-type: none"> 1. On recruitment material, we will include the short-hand of our mission—academic excellence, character development, and aspiring to Dr. King’s ideal of a beloved community—which creates a positive, engaging learning community for students. 	<ol style="list-style-type: none"> 1. All recruitment material includes the short-hand of our mission. 	<ol style="list-style-type: none"> 1. No change
<p>Demographic Group: G. Students who have dropped out of school</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>Demographic Group(s): H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ol style="list-style-type: none"> 1. We will distribute recruitment material at cultural centers and churches in Springfield. 	<ol style="list-style-type: none"> 1. We distributed recruitment materials at cultural centers and churches on 10/18/11, 10/20/11, 10/28/11, and 5/17/12. 	<ol style="list-style-type: none"> 1. No change

¹ The **stability rate** measures how many students remain in a district or school throughout the school year. According to DESE guidelines, the stability rate for any school year is: the number of students who remain in the school for the entire year divided by the total number of students enrolled as of October SIMS.

Student Retention Goal			
Goal for student retention (during SY2011-12) (%)		Actual student retention SY2011-12¹	
85		92.5	
Group	Goal/Strategy	Strategy Implementation Provide evidence that each strategy was implemented as described in the 2011-12 plan.	Proposed strategy changes (if applicable) for SY12-13
A. Special Education	<p>1. Special-Education Staff: We have six full-time special-education teachers (one per grade, essentially), plus a part-time consultant and a Special Education Administrator. This department provides push-in and pull-out services that include all IEP services to which each child is entitled.</p> <p>2. Social Work Team: We have a full-time social worker, in addition to four social work interns, who provide one-on-one counseling for select students, plus small-group and large-group work for all students on social skills, violence prevention, anti-bullying, our own <i>Creating a Just and Peaceful Beloved Community</i> curriculum, and, in general, how to be kind, ensure safety, and improve community.</p> <p>3. Student Support Team: Our Student Support Team is composed of three full-time members: the School Social Worker, the Character Development Specialist, and the Student Support Advocate. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate community service learning activities and character development groups.</p>	<p>1. Our Special-Education staff provided IEP services to students.</p> <p>2. Our Social Work Team provided counseling, plus small-group and large-group work on social skills, violence prevention, and anti-bullying.</p> <p>3. Our Student Support Team provided support and outreach, and helped students maintain their focus on academics.</p>	<p>1. No need to change</p> <p>2. No need to change</p> <p>3. No need to change</p>
B. Limited English-proficient students	<p>1. ELL staff: We have two ELL instructors, one full-time and one part-time. They provide English-language lessons to students as determined by students' English proficiency.</p> <p>2. Bilingual staff: We have bilingual teachers, office staff, and support staff. The office is able to answer calls in Spanish, and parents and students are provided with a community that is able to communicate with them in Spanish while enabling students to become English-proficient.</p>	<p>1. Our ELL staff provided ELL lessons.</p> <p>2. Our bilingual staff ensures that Spanish-speaking families are supported.</p>	<p>1. No need to change</p> <p>2. No need to change</p>

<p>C&D. Students eligible for free or reduced lunch</p>	<ol style="list-style-type: none"> 1. Breakfast and lunch: We provide daily breakfast and lunch. 2. Uniform: The Martin Luther King, Jr. Charter School of Excellence values each student for who they are, not for how they look or what they wear. The school has a uniform policy that requires students to come to school in uniform at all times, except on scheduled non-uniform days or when special permission is granted by the administration. Uniforms instill pride in the school and give each child a feeling of being part of the school community. They also help eliminate peer pressure. Furthermore, uniforms are more cost efficient in the long run. All students are expected to wear uniforms all year long including the first day of school. School uniform items can be purchased at local stores such as Old Navy, Target, Sears, J. C. Penney, Wal-Mart, Kohl's and Burlington Coat Factory. 3. Field trips: Field trips are intended for all students and are not cost prohibitive. 	<ol style="list-style-type: none"> 1. We provide daily breakfast and lunch. 2. We have a school uniform, which is cost efficient. 3. Our field trips are not cost prohibitive. 	<ol style="list-style-type: none"> 1. No need to change 2. No need to change 3. No need to change
<p>E&F. Students who are sub-proficient and Students who are at risk of dropping out</p>	<ol style="list-style-type: none"> 1. School Culture: We believe every child can succeed. Our School Culture is how we work peacefully together to create our beloved community. Students are empowered as active participants and rewarded with "Role Model" status. MLK Role Models live by our school culture throughout every day. 2. Values education: One of the three pillars of an MLKCSE education is learning the Dr. King Values, which help students be part of a united and supportive learning community. 3. Family engagement: We have a parent-led Family School Cooperative. The school is open to visits from families. Teachers maintain contact with parents, including providing weekly student progress reports. Family Nights (annual Literacy Night, Math Night, and Science Night) and thrice-annual Role Model Parties are popular ways to engage families in their students' education. 4. Programming: The following programming helps make school both fun and enriching: community service learning activities, field trips, after-school clubs, and the Dr. King Scholars program with its college scholarship. 	<ol style="list-style-type: none"> 1. We have a strong school culture. 2. We teach the Dr. King Values, which help students be part of a united and supportive learning community. 3. We have an open-door policy for parents, an active Family School Cooperative, Family Nights, and parents are regularly informed via ConnectEd. 4. Our programming, including this year's Talent Show, makes school fun and enriching. 	<ol style="list-style-type: none"> 1. No need to change 2. No need to change 3. No need to change 4. No need to change

I. RECRUITMENT PLAN

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

General Recruitment Activities	
List recruitment activities undertaken each year which apply to all students.	
	<ul style="list-style-type: none"> • We announce to parents via ConnectEd calls and flyers sent home with students that we are accepting applications, when the application deadline is, and when the lottery date is.
	<ul style="list-style-type: none"> • We schedule information sessions at pre-schools.
	<ul style="list-style-type: none"> • We advertise and leaflet.

B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:

Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
<p>Demographic Group: A. Special education students</p>	<ul style="list-style-type: none"> • On recruitment material, we will include that we provide special-education services. • We will send a special-education staff member to some pre-school information sessions. • We will send an annual notice to parents about a Parent Advisory Council.
<p>Demographic Group: B. Limited English-proficient students</p>	<ul style="list-style-type: none"> • We will provide recruitment material in Spanish. • We will send a bilingual staff member to some pre-school information sessions. • We will distribute recruitment material to Blessed Sacrament Parish at 40 Waverly Street in Springfield (church with services in Spanish). • We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield. “The mission of the <u>New North Citizens' Council, Inc.</u> 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>Demographic Group: C. Students eligible for free lunch</p>	<p>We will distribute recruitment material at the following locations, which often cater to low-income families:</p> <ul style="list-style-type: none"> • Head Starts • Square Ones • Early Childhood Centers • Martin Luther King, Jr. Family Services, Inc. • Dunbar Community Center
<p>Demographic Group: D. Students eligible for reduced price lunch</p>	<p>We will distribute recruitment material at the following locations, which often cater to low-income families:</p> <ul style="list-style-type: none"> • Head Starts • Square Ones • Early Childhood Centers • Martin Luther King, Jr. Family Services, Inc. • Dunbar Community Center

<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p>MLKCSE will practice the following recruitment strategies to attract students who are sub-proficient:</p> <ul style="list-style-type: none"> • We will distribute recruitment material at pre-schools where students may have learning difficulties (see bullets in C and D above). • On recruitment material, we will include that we provide regular-education academic support.
<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>MLKCSE will practice the following recruitment strategies to attract students who are at risk of dropping out of school:</p> <ul style="list-style-type: none"> • On recruitment material, we will include the short-hand of our mission—academic excellence, character development, and aspiring to Dr. King’s ideal of a beloved community—which creates a positive, engaging learning community for students.
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>Not applicable.</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Given contemporary socio-economic and educational conditions in Massachusetts and the U.S. in general, African Americans and Hispanics may need to be targeted to eliminate the achievement gap. For 2011-2012, at MLKCSE, our combined percentage of African American and Hispanic students was 93%, which was much higher than Springfield’s 80.5% (retrieved data from http://profiles.doe.mass.edu/profiles/ on 6/27/12). Specifically, our percentage of African American students was 51.5%, which was much higher than Springfield’s 20.7%. Our percentage of Hispanic students was 41.5%, which was lower than Springfield’s 59.8%, and therefore, in 2012-2013, we will engage in the recruitment strategies of part B above, which may increase the number of Hispanic applicants. In addition, we will practice the following strategies:</p> <ul style="list-style-type: none"> • We will distribute recruitment materials at cultural centers and churches in Springfield.

II. RETENTION PLAN

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups identified above.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	<p>The 2008 stability rate for MLKCSE was 83.2%. The 2009 stability rate for MLKCSE was 93.0%. The 2010 stability rate for MLKCSE was 87.4%. The 2011 stability rate for MLKCSE was 92.5%.</p> <p>Our annual goal for student retention (stability rate) is 85%.</p>
Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
Demographic Group: A. Special education students	<p>We provide academic, social, and emotional support for special-education students.</p> <ul style="list-style-type: none"> • Special-Education Staff: We have full-time special-education teachers (approximately one per grade), plus a part-time consultant and a Special Education Administrator. This department provides push-in and pull-out services that include all IEP services to which each child is entitled. • Social Work Team: We have a full-time social worker, in addition to four social work interns, who provide one-on-one counseling for select students, plus small-group and large-group work for all students on social skills, violence prevention, anti-bullying, our own <i>Creating a Just and Peaceful Beloved Community</i> curriculum, and, in general, how to be kind, ensure safety, and improve community. • Student Support Team: Our Student Support Team is composed of three full-time members: the School Social Worker, the Character Development Specialist, and the Student Support Advocate. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate community service learning activities and character development groups.
Demographic Group: B. Limited English-proficient students	<p>We provide academic services for LEP students, in addition to an LEP-friendly community.</p> <ul style="list-style-type: none"> • ELL staff: We have two ELL instructors, one full-time and one part-time. They provide English-language lessons to students as determined by students' English proficiency. • Bilingual staff: We have bilingual teachers, office staff, and support staff. The office is able to answer calls in Spanish, and parents and students are provided with a community that is able to communicate with them in Spanish while enabling students to become English-proficient.
Demographic Groups: C and D. Students eligible for free and reduced price lunch	<p>We have a non-discriminatory and non-exclusive school community in which all students regardless of income are able to participate in all school activities.</p> <ul style="list-style-type: none"> • Breakfast and lunch: We provide daily breakfast and lunch. • Uniform: The Martin Luther King, Jr. Charter School of Excellence values each student for who they are, not for how they look or what they wear. The school has a uniform policy that requires students to come to school in uniform at all times, except on scheduled non-uniform days or when special permission is granted by the administration. Uniforms instill pride in the school and give each child a feeling of being part of the school community. They also help eliminate peer pressure. Furthermore, uniforms are more cost efficient in the long run. All students are expected to wear uniforms all year long including the first day of school. School uniform items can be purchased at local stores such as Old Navy, Target, Sears, J. C. Penney, Wal-Mart, Kohl's and Burlington Coat Factory. • Field trips: Field trips are intended for all students and are not cost prohibitive.
Demographic Groups: E and F. Students who are sub-proficient and Students at risk of dropping out of school	<p>MLKCSE provides a positive, engaging learning environment that encourages students to learn and be engaged, which helps sub-proficient students become proficient, and helps all students remain in school.</p> <ul style="list-style-type: none"> • School Culture: We believe every child can succeed. Our School Culture is how we work peacefully together to create our beloved community. Students are empowered as active participants and rewarded with "Role Model" status. MLK Role Models live by our school culture throughout every day. • Values education: One of the three pillars of an MLKCSE education is learning the Dr. King Values, which help students be part of a united and supportive learning community. • Family engagement: We have a parent-led Family School Cooperative. The school is open to visits from families. Teachers maintain contact with parents, including providing weekly student progress reports. Family Nights (an annual Literacy Night and an annual Math and Science Night) and occasional Role Model Parties are popular ways to engage families in their students' education. • Community service learning activities help make school both fun and enriching.

DISSEMINATION AND SHARING OF INNOVATIVE PRACTICES

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

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

FINANCIAL REPORTS

UNAUDITED FY12 STATEMENT

Revenues	State Sources	Per-Pupil Revenue	\$4,312,246
	Federal entitlement & Grants	DESE	581,631
		OTHER	75,000
	Other Revenue	INKIND	342,386
OTHER		7,901	
Total Revenues			\$5,319,614
Expenses	Salaries & Wages		\$2,931,343
	Fringe Benefits		382,472
	Contractual Consultant/Services		319,835
	Professional Development		47,080
	Instructional Supplies/Materials		308,435
	Student-Related Activities		5,673
	Transportation		1,722
	Maintenance & Grounds		697,116
	Insurance		21,220
	Depreciation		95,473
	Recruitment/Advertising		1,175
	Admin Expense & Supplies		56,245
	Inkind		342,836
	Other		24,729
Total Expenses			\$5,235,354
Net			\$84,260

FY12 STATEMENT OF NET ASSETS

Assets	Cash-Operating Funds	\$2,259,589
	Revenue Receivable	20,801
	Pre-paid Expenses	55,621
	Net Fixed Assets	724,148
Total Assets		\$3,060,158
Liabilities		
	Accounts Payable	\$61,057
	Accrued Expenses	357,169
Total Liabilities		\$418,226
Fund Balance		
		\$2,641,932
Total Liabilities and Fund Balance		\$3,060,158

FY13 APPROVED SCHOOL BUDGET

Revenue	State Sources	Per-Pupil Revenue	\$4,047,228
	FEDERAL ENTITLEMENTS & GRANTS	DESE	626,726
		OTHER	100,000
	OTHER REVENUE	INKIND	342,836
		OTHER	4,000
Total Revenues			\$5,120,790
Expenses			
	Salaries & Wages		\$3,101,324
	Fringe Benefits		463,217
	Contractual Consultants/Services		103,090
	Professional Development		40,000
	Instructional Supplies/Materials		245,500
	Student-Related Activities		4,900
	Testing & Assessment		5,000
	Transportation		1,000
	Maintenance & Grounds		625,223
	Insurance		25,000
	Depreciation		94,500
	Recruitment/Advertising		1,000
	Admin Expense & Supplies		51,200
	Inkind		342,836
	Other		17,000
Total Expenses			\$5,120,790
Net			\$0

FY13 CAPITAL PLAN

As of July 1, 2012 the School expects to complete the following Capital projects over the next 5 to 10 years:

Capital Project	Estimated Cost
New membrane roof on the School (includes removal of old roof)	\$1,020,000
Purchasing & installing playground equipment (In process)	\$60,800
Architectural study on raising the roof of the School building to accommodate a gym or adding a gymnasium on to the building	\$40,000
Furnishings, equipment and collection for the School library	\$25,000
Total projected cost of current capital plan	\$1,145,800
This plan was approved by the Executive Committee on behalf of the Board of Trustees of the School on July 12, 2011. On June 27, 2012, the Board of Trustees approved the updated estimate of the purchase and installation of playground equipment.	

DATA SECTION

INSTRUCTIONAL TIME:	
Total number of instructional days established in the school's charter or subsequent amendments	180
Total number of instructional days for the 2011-12 school year	180
First and last day of the 2011-12 school year	8/30/11 6/13/12
Length of school day (please note if schedule varies throughout the week or the year)	K – 8:00 a.m. to 3:00 p.m. Grades 1 to 5 - 8:00 a.m. to 3:30 p.m.

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2010-11 school year but did not reenroll for the 2011-12 school year (excluding graduates)	24
Total number of students enrolled as of October 1, 2011	388
Total number of students who enrolled during the 2011-12 school year after October 1, 2011	6
Total number of students who left during the 2011-12 school year after October 1, 2011	16
Total number of students enrolled as of the June 30, 2012 SIMS submission	378
Number of students who graduated at the end of the 2011-12 school year	69
Number of students on the waitlist as of June 30, 2012	153

REASON FOR DEPARTURE	Number of Students
Moved out of the area	24
School Closer to Home	3
Desired K to 12 School	5
Withdrawn child needed specialized services	2
Online School	3
Unknown	3

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2012 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	200	53
Asian	0	0
Hispanic	149	39
Native American	3	1
White	8	2
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	18	5
Special education	54	14
Limited English proficient	23	6
Low income	337	89

ADMINISTRATIVE ROSTER FOR THE 2011-12 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	Administrative oversight of all aspects of the school	September 2005	
Instructional Leader	Instructional oversight of all academic programs	July 2011	
Student Services Supervisor	Ensure safe and orderly daily operations of the school	May 2006	
Accountant/ former Business Manager Contracted NonProfit Data Management	Accounting, bookkeeping and producing financial reports	October 2005	
Business Manager	Implement fiscal policies and procedures and oversee procurement, payroll, benefits, IT, and facility maintenance	July 2011	
SpEd Administrator Contracted	Manages special education program	August 2006	

TEACHERS AND STAFF ATTRITION FOR THE 2011/2012 SCHOOL YEAR			
	Number as of the last day of the 2011/2012 school year	Departures during the 2011/2012 school year	Departures at the end of the 2011/2012 school year
Classroom Teachers	16	2	2
Co-Teachers	6	2	2
Teaching Partners	7	3	1
Literacy Teachers	3	0	1
Math Teachers	3	0	1
SpEd Teachers	5	1	2
ELL Teachers	1.5	0	0
Specials Teachers	4	0	1
Other Full Time Staff	12.5	2	0

Summary of Teacher/Staff Reasons for Departure:

- 1 Termination (unable to meet performance standard requirements)
- 18 Resignation
- 1 Retirement
- 0 Lay-off

BOARD MEMBERS FOR THE 2011-12 SCHOOL YEAR
*** Founding Member**

Name	Position on Board	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	Terms		
				As of 5/6/11 (3 yr term)	Date of Election	Date Term Ends
Lisa Baker*	President	Executive, Governance, Building	Volunteer Coordinator for Springfield Christian Ministries Disaster Relief, and formerly a Springfield attorney.	3 rd term	2005	12/31/13
Kisha Jones	Vice President	Executive, Governance	Springfield attorney	2 nd term	2007	7/12/11
Beth deSousa*	Treasurer	Executive, Finance, Funds Development	Certified public accountant and audit manager for the accounting firm, Moriarty and Primack, P.C.	3 rd term	2005	12/31/13
Legrand Hines, Jr.	Interim VP	Executive, Governance, Funds Development, Building	Consultant to non-profit organizations and a former president and CEO of Martin Luther King, Jr. Family Services, Inc.	1 st term	2009	12/31/12
Sally Wittenberg	Interim Clerk	Executive, Governance, Academic Excellence	Retired following a career in education including serving as the director of the Springfield School Volunteers.	1 st term	2010	12/31/13
Bridgette Baldwin	Trustee		Law professor at Western New England College School of Law	1 st term	2011	12/31/13
Enrique Figueredo	Trustee		Springfield Public Schools former chief operations officer, executive director of the parent information center, and school principal.	1 st Term	2011	12/31/14
Glenn Gemma	Trustee	Building	Faculty member of the Springfield College School of Social Work and formerly a school social worker in Hartford, Connecticut.	1 st Term	2012	12/31/14
Sharon Jewell	Trustee	Human Resources	President and CEO of Martin Luther King, Jr. Family Services, Inc.	1 st Term	2011	12/31/13
Willette Johnson	Trustee	Academic Excellence, Human Resources	Retired from positions with the Springfield Public Schools including principal, school improvement officer, and senior administrator for teacher leader and career development.	1 st Term	2012	12/31/14
Leslie Lawrence	Trustee	Finance	Senior Vice President at Nuvo Bank & Trust Company in Springfield.	1 st Term	2012	12/31/14
Agustus Pesce*	Trustee	Building	Former school superintendent; a psychology and education professor and directs special education training at American International College in Springfield.	3 rd term	2005	12/31/13
Lorraine Plasse	Trustee	Academic Excellence, Human Resources	Educational consultant who retired from her position as director of English language arts for the Springfield Public Schools.	1 st term	2011	12/31/13
Dora Robinson*	Trustee		President and CEO of the United Way of the Pioneer Valley and is former president and CEO of Martin Luther King, Jr. Family Services.	1 st term (2 prior terms ended 9-23-09)	2005	12/31/11
Timothy Sneed	Trustee	Finance	Executive Director of the Massachusetts Career Development Institute and a former Second Vice President at MassMutual Financial Group.	1 st Term (one prior term resigned)	2012	12/31/14
Marie Stebbins*	Trustee	Funds Development	Community volunteer active in fundraising and governance for nonprofit organizations.	3 rd term	2005	12/31/13
Elaine Vega	Trustee		Director of Compliance for Housing Management Resources. She has worked in the field of affordable housing for 20 years.	1 st term	2009	7/6/11
Jacob Waah	Trustee		Information technology executive and manager of enterprise release management for MassMutual Financial Group.	1 st Term	2012	12/31/14
James Ward	Trustee		Executive director of the Early Childhood Centers of Greater Springfield, Inc.	1 st term	2011	11/08/11
Carolyn Ware	Trustee		Vice president and branch manager of Hampden Bank in Springfield.	1 st term	2011	9/22/11

* = Founding Member

ATTACHMENTS

MLK CHARTER SCHOOL ORGANIZATIONAL CHART 2011-2012

Martin Luther King, Jr. Charter School of Excellence Organizational Chart

June 20, 2011

