

Martin Luther King, Jr.
Charter School of Excellence



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Annual Report 2012-2013

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INTRODUCTION TO THE SCHOOL

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	285 Dorset St. Springfield, MA 01108
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2006	Year(s) Renewed (if applicable)	2011
Maximum Enrollment	360	Current Enrollment	360
Number of students enrolled as of 8/1/2013	375	Students on Waitlist	224
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days during the 2012-2013 school year	180	School Hours	Kindergarten – 8:00 a.m. to 3:00 p.m Grades 1 to 5 – 8:00 a.m. to 3:30 p.m
<p>Mission Statement</p> <p style="text-align: center;">MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE</p> <p style="text-align: center;"><i>“Intelligence plus character – that is the goal of true education.”</i> Dr. Martin Luther King, Jr.</p> <p>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.</p>			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Information on how the school has met or has not met each measure in the school's current Accountability Plan relating to faithfulness to charter during the 2012-2013 school year is shown in Appendix A.

COMMON SCHOOL PERFORMANCE CRITERIA RELATING TO THE CHARTER

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 during the 2012 - 2013 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, technology, and physical education flow from our desire to motivate all students and provide a well-rounded education.

At MLKCSE, we have created a culture of data-driven decision making, based on a thorough analysis of student assessment results, including external and internal assessments administered across content areas and grade levels. A more detailed explanation is included with the Academic Program Success section of this report. 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.

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 – *Respect*

December – *Learning*

March – *Perseverance*

October – *Cooperation*

January – *Social Justice*

April – *Honesty*

November – *Responsibility*

February – *Service*

May/June – *Beloved Community*

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.

DISSEMINATION EFFORTS

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

- acquiring and renovating a 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;
- implementing a high-growth fifth grade math program; and
- providing college scholarships for some of our young scholars through the Dr. King Scholars Program.

ACADEMIC PROGRAM SUCCESS

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Information on how the school has met or has not met each measure in the school's current Accountability Plan relating to academic success during the 2012-2013 school year is shown in Appendix A.

COMMON SCHOOL PERFORMANCE CRITERIA RELATING TO ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

MCAS

MLKCSE school report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04920005&fycode=2012&orgtypecode=6&>

Spring 2012 MCAS Median SGP and Achievement Level Comparison Tables: MLK, Springfield Public Schools, State

Grade 4	ELA	MLK	SPS	State	Grade 4	Math	MLK	SPS	State
%Prof or Higher		17	34	57	%Prof or Higher		28	29	51
Median SGP		18	34	50	Median SGP		48	40	50

Grade 5	ELA	MLK	SPS	State	Grade 5	Math	MLK	SPS	State
%Prof or Higher		46	33	61	%Prof or Higher		49	34	57
Median SGP		70	43	50	Median SGP		89	46	50

	ELA	%MLK	%SPS	%State		Math	%MLK	%SPS	%State
Grade 3	Adv	2	5	15	Grade 3	Adv	14	16	27
	Prof	32	35	46		Prof	32	28	34
	NI	52	42	30		NI	34	30	25
	Warn	14	17	9		Warn	20	27	14
Grade 4	Adv	2	3	13	Grade 4	Adv	8	7	16
	Prof	15	31	44		Prof	20	23	35
	NI	52	39	30		NI	45	47	36
	Warn	31	27	14		Warn	28	24	12
Grade 5	Adv	10	5	17	Grade 5	Adv	19	9	25
	Prof	36	28	44		Prof	30	25	32
	NI	36	44	28		NI	33	32	26
	Warn	17	23	11		Warn	17	33	17

	Science	%MLK	%SPS	%State
Grade 5	Adv	3	8	22
	Prof	18	20	30
	NI	50	44	34
	Warn	29	28	14

Key: %MLK Percentage of students at MLKCSE scoring in this category
 %SPS Percentage of students within Springfield Public Schools scoring in this category
 %State Percentage of students statewide scoring in this category
 Adv Advanced
 Prof Proficient
 NI Needs Improvement
 Warn Warning

As these charts indicate, our students experienced expected growth in grade 4 math, and better than expected growth in grade 5 English language arts and math. Math growth was tied for third highest among all grade 5 classes in the state. Our achievement levels, while higher than the sending district at some grade levels or content areas, still fell short of the state average in all areas. Our science achievement also fell short of the sending district and state. While math growth has experienced a positive trend, ELA growth has not kept pace with that level of improvement.

We made several curricular and instructional program enhancements to address these data points. First, because we noted positive growth percentages in math for our upper elementary students, we extended the math curriculum program to the primary grades. We continued to contract with an expert implementation consultant to provide training, professional development, and embedded coaching across grade levels for the successful proliferation of the Math Expressions program.

Next, we began to explore English language arts curricula that would provide our teachers with a standards-based, Common Core-aligned program, similar to what Math Expressions had done for the math content area. We reviewed programs that included embedded, aligned assessments; English language learner, Tier 2 and Tier 3 supports; instruction on writing in the content areas; and complements to the existing Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Instruction readers. We have purchased the Houghton-Mifflin Harcourt Journeys-Common Core program. We have also contracted to replicate the kind of intense training, professional development and embedded coaching we received throughout the adoption and implementation of Math Expressions. In February, we invited experienced auditors from SchoolWorks to review our existing program, and to make suggestions for improvements. As a result, we created an English Language Arts Action Plan, including clearly defined benchmarks and timelines for action steps. The plan has the approval of the Charter School Office at the Department of Elementary and Secondary Education. The Journeys-Common Core adoption is integral to the success of the plan.

To address our performance in science, and to capitalize on our improvement in math and English language arts, we made the decision to departmentalize our grade 5 team. Following a deeper, student level analysis of MCAS scores, we placed all grade 5 students with a strong math instructor for one period each day. The same is true of English language arts instruction. Finally, to ensure that students received adequate instruction in science, all students also access a specified social studies/science period with a dedicated teacher each day. We have reviewed and purchased a teacher and class set of recently revised science curricular materials to enhance this instruction. The Science Fusion program will be implemented next academic year, at the grade 5 level.

At the end of this academic year, we reviewed our instructional support and intervention programs for effectiveness. Next year, additional inclusion and coaching services will be provided in both math and English language arts. This includes our own Math and Literacy Specialist Teams, as well as external consultants and teacher coaches.

The Martin Luther King, Jr. Charter School of Excellence has once again contracted with Achievement Network. The Achievement Network works in cooperation with our school administration and teacher leaders to establish an instructional culture based on data-driven decisions, in-depth analysis of student performance, and targeted review, re-teaching and re-assessment of standards. During the 2012 – 2013 academic year, our third, fourth and fifth grade students participated in four interim formative assessments in math, and three in English language arts (fewer due to the earlier statewide ELA MCAS schedule).

The ANet electronic, web-based data dashboard allows us to disaggregate data by specific state math and ELA standards. We are able to view the percentage of students scoring correctly by each standard. We are able to further disaggregate by teacher and student, for more targeted coaching and intervention.

The school schedules data analysis workshops around each testing cycle. These workshops result in detailed re-teaching and re-assessment of identified priority standards. Here is a concise snapshot, in the aggregate, of our performance this year, including average percent correct.

Grade	Average		Interim 1		Interim 2		Interim 3		Interim 4	
	MATH	ELA	MATH	ELA	MATH	ELA	MATH	ELA	MATH	
Grade 3	50%	47%	51%	43%	46%	46%	54%	51%	49%	
Grade 4	56%	48%	60%	48%	52%	49%	53%	46%	60%	
Grade 5	61%	57%	65%	57%	66%	51%	54%	64%	59%	

The school has participated in the Fountas and Pinnell Benchmark Assessment System for the second consecutive year. This chart represents the expected reading level growth by grade, the actual growth of students in our school, and the percent of each grade level scoring above, on, or below grade level.

2012 - 2013 Martin Luther King, Jr. Benchmark Assessment Score Report						
Grade Level	BAS Level Expected Growth	Actual Level (Mean)	BAS Growth	Percent Above Grade Level	Percent On Grade Level	Percent Below Grade Level
Kindergarten	3 levels	1.43 levels		21.54	26.15	52.31
Grade One	5 levels	5.52 levels		26.79	66.07	7.14
Grade Two	2 levels	3.42 levels		41.82	38.18	20
Grade Three	2 levels	3.52 levels		25.43	55.93	18.64
Grade Four	2 levels	2.52 levels		11.67	35	53.33
Grade Five	2 levels	2.83 levels		15	50	35

Because the school only participates in ANet testing at MCAS grade levels, the Math Specialist Team worked cooperatively with the grade level teams at kindergarten, grade 1 and grade 2 to develop a comprehensive end of year assessment based on the Massachusetts Mathematics Curriculum Frameworks. Using the Math Expressions program, the teachers created math problems to target grade level standards. Kindergarten scored 90.13%, grade 1 scored 80.59%, and grade 2 scored 80.11% on these end of year assessments. Standard-specific performance data has been shared with all receiving teachers prior to the start of the next academic year.

The student performance data documented here is part of a living student working file that passes from the sending to the receiving teacher at the end of each year during annual Bridge Meetings. This data assists teachers as they prepare and plan for instruction at the end of the summer break.

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. The Fountas and Pinnell Benchmark Assessment System allows teachers and specialists to make objective decisions regarding instructional grouping and intervention related to literacy. The Math Expressions curriculum includes program-based assessments that aid teachers in identifying students who may be struggling with concepts or skills. Our participation in the Achievement Network formative assessment system allows teachers to analyze standards-based performance at three key intervals during the year. If any of the above-referenced student performance data or other evidence indicates student need, a child will receive targeted support. Before referral to the Child Study Team, which might lead to potential testing for additional services, the teachers and specialists are 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 also provide Sheltered English Immersion and English Language Learner instruction aligned with the most recent state mandates. This year, we used the preLAS2000 for the identification of potential ELL kindergarten students, and ACCESS for ELLs, which replaced MEPA as the state ELL student English language proficiency assessment. In the coming year, we will transition to the WIDA Model for identification.

Professional development in differentiated instruction occurred as part of the Math Expressions program training. In addition, all instructional teams received professional development in differentiation as part of school-based professional development. Our two contracted teacher coaches concentrated a portion of their observations and modeling in the area of differentiated instruction. Attention to differentiation remains a component of the official walkthrough protocol and of the formal evaluation tool. Next year, differentiation will continue to be an instructional focus at MLKCSE. It will be featured during the August professional development sessions, and throughout the year.

We have studied the special education department over the past two years. This year, we began with staff re-structuring and recruitment. We also continued our contract with an experienced external consultant, to further analyze our program and mentor our teachers. This year, we added changes to improve the delivery of services. We employed a 75% special education team chair. We progressed from an external, contract-based school psychologist to an on-site school psychologist. We have begun to expand the academic RTI model to apply it to behavioral support and classroom management, as well.

MLKCSE participated in the first cohort of RETELL training, to certify classroom teachers in Sheltered English Immersion instruction within the classrooms. This year, six full-time classroom teachers of record received DESE-created and approved RETELL training. Next year, additional teachers will receive the training, and within the next 18 months, the building principal will also receive the required training.

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 2013 - 2014 include the following: structure and support intervention services for the maximum benefit of the students, identify and develop additional teacher

mentors to support effective differentiated instruction within classrooms, procure curricular materials that include ELL, Tier 2 and Tier 3 supplements for on-target, grade level instructional delivery of academic content material.

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 2013 - 2014.

ORGANIZATIONAL VIABILITY

ACCOUNTABILITY PLAN OBJECTIVES & MEASURES

Information on how the school has met or has not met each measure in the school's current Accountability Plan relating to organizational viability during the 2012-2013 school year is shown in Appendix A.

COMMON SCHOOL PERFORMANCE CRITERIA RELATING TO ORGANIZATIONAL VIABILITY

AMENDMENTS TO THE CHARTER

In the 2012-13 school year, MLKCSE did not make any amendments to the charter.

COMPLAINTS

In the 2012-13 school year, MLKCSE did not receive any complaints.

CONDITIONS

In January 2011, the Massachusetts Board of Elementary & Secondary Education renewed the Martin Luther King, Jr. Charter School of Excellence charter for a second five-year term. The Board of ESE also placed our school on probation for two years. The probation included three conditions: (1) substantial improvement of MCAS scores with specific targets, (2) full documentation and alignment with state standards of our curriculum, and (3) revision of the administration organization and staffing.

At its January 29, 2013 meeting, the Board of Elementary and Secondary Education voted to remove the Martin Luther King, Jr. Charter School of Excellence from probation. The Board acknowledged that the school had met all three probationary conditions, as reported by Department of Elementary and Secondary Education Commissioner Mitchell Chester. At the same meeting, the Board voted to establish a further set of three conditions on the charter of the school: (1) the school must submit a comprehensive evaluation of the school's English language arts program conducted by an external consultant, (2) the school must submit to, and receive approval from, the Charter School Office for an action plan that specifies the strategies to improve performance in English language arts, and (3) the school must demonstrate that it is an academic success by December of 2014 by providing evidence that the school has met or is making substantial progress toward meeting benchmarks in its approved Accountability Plan and, in particular, has demonstrated significant and sustained academic improvement in English language arts.

The first condition was met on February 28, 2013. SchoolWorks, an independent, external consultant, conducted a comprehensive evaluation of the school's English language arts program. The audit report was filed with the Charter School Office at the Department of Elementary and Secondary Education. The CSO has acknowledged receipt of the audit report, and has verified that the first condition is met.

Embracing the findings communicated in the English Language Arts Audit Report, and consulting the Massachusetts Department of Elementary and Secondary Education's Essential Conditions for School Effectiveness (Essential Conditions), the school created a comprehensive English Language Arts Action Plan for submission to the Charter School Office. The CSO has received and approved the English Language Arts Action Plan, and confirmed that the second condition was met on May 8, 2013.

The remaining condition, to make substantial progress toward meeting benchmarks in its approved Accountability Plan, and to demonstrate significant and sustained academic improvement in English language arts, must be met by December 2014.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

An updated chart of the organizational structure is attached at the end of this document.

ADDITIONAL INFORMATION

RECRUITMENT AND RETENTION PLAN

Information on the school's 2012-2013 recruitment and retention plan and the recruitment and retention plan for the 2013-2014 school year are shown in Appendix B.

SCHOOL AND STUDENT DATA

Information on school and student data for the 2012-2013 school year is shown in Appendix C.

BUDGET AND FINANCE REPORTS

UNAUDITED FY13 STATEMENT

Revenue	State Sources	Per-Pupil Revenue	\$4,281,674
	FEDERAL ENTITLEMENTS & GRANTS	DESE	518,664
		OTHER	60,693
	OTHER REVENUE	INKIND	394,070
		OTHER	20,338
Total Revenues			\$5,275,440
Expenses	Salaries & Wages		\$2,978,976
	Fringe Benefits		519,699
	Contractual Consultants/Services		182,185
	Professional Development		79,515
	Instructional Supplies/Materials		215,071
	Student-Related Activities		2,104
	Transportation		1,301
	Maintenance & Grounds		667,426
	Insurance		22,607
	Depreciation		122,416
	Recruitment/Advertising		507
	Admin Expense & Supplies		50,369
	Inkind		394,070
Other		22,720	
Total Expenses			\$5,258,965
Net			\$16,475

FY13 STATEMENT OF NET ASSETS (BALANCE SHEET)

Assets	Cash-Operating Funds	\$2,499,035
	Revenue Receivable	71,191
	Pre-paid Expenses	16,108
	Other Current Assets	4,072
	Net Fixed Assets	666,593
Total Assets	\$3,256,999	
Liabilities	Accounts Payable	\$84,139
	Accrued Expenses	408,865
	Other Current Liabilities	206,639
Total Liabilities	\$699,644	
Fund Balance	\$2,557,356	
Total Liabilities and Fund Balance	\$3,256,999	

FY14 APPROVED SCHOOL BUDGET

The board of trustees approved the budget on June 26, 2013.

Revenues	State Sources	Per-Pupil Revenue	\$4,162,140
	Federal entitlement & Grants	DESE	609,070
		OTHER	99,000
	Other Revenue	INKIND	394,070
		OTHER	43,000
Total Revenues			\$5,307,280
Expenses	Salaries & Wages		\$2,963,333
	Fringe Benefits		494,877
	Contractual Consultant/Services		177,000
	Professional Development		65,000
	Instructional Supplies/Materials		283,500
	Student-Related Activities		7,000
	Transportation		1,500
	Maintenance & Grounds		691,000
	Insurance		27,500
	Depreciation		124,000
	Recruitment/Advertising		1,000
	Admin Expense & Supplies		60,000
	Inkind		394,070
	Other		17,501
Total Expenses			\$5,307,280
Net			\$0

FY14 CAPITAL PLAN

Capital Project Description	Current Status	Estimated Completion Date	Estimated Cost	Finance Plans	Reserved Funds	Approved
New membrane roof on the school (includes removal of old roof)	Not started	Within 5 years	\$1,020,000	Undecided at this time	No	Yes
Architectural study on raising the roof of the school building to accommodate a gym or adding a gymnasium on to the building	Not started	Within 5 years	\$40,000	Cash from Operations	No	Yes
Furnishings, equipment and collection for the school library	In process	2014	\$25,000	Cash from Operations	No	Yes
Building out additional 21,000 sq. ft. of currently unused space in the school building	Not Started	Within 5 years	\$4,200,000	Bank/bond financing	No	No
Total Projected Cost			\$5,285,000			

Appendix A Accountability Plan Evidence

Faithfulness to Charter

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
Measure: All students participate in at least one community service learning activity each year, as documented by project write-up forms.	Met	Community Service Learning Project Write-up forms
<p>Measure: Annually, all students reflect on community service learning in an age-appropriate manner, are assessed by their teachers, and adequately meet grade-level expectations as outlined below:</p> <ul style="list-style-type: none"> ◦ As our charter says that “students contribute...to their community through the community service learning,” students from kindergarten and grade 1 will discuss class-by-class and then create a display for the school about how their community service learning contributes to the community. ◦ As our charter says that community service learning will be coordinated with our Dr. King Values, students from grades 2 and 3 will write about how their community service learning helps them practice at least one of the Dr. King Values. ◦ As our charter says that community service learning supports academics, students from grades 4 and 5 will explain in writing how their community service learning supports their academics. 	Met	Community Service Learning Assessment forms
Measure: Annually, all teachers report in their post-community-service teacher-reflection forms that community service learning supports academic achievement.	Met	Community Service Learning Teacher Reflection forms

Academic Program Success

	2012 - 2013 Performance (Met/Not Met)	Evidence
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: The school will achieve and maintain SGP of 40 or higher in ELA in the aggregate.	Met	MCAS scores
Measure: The school will achieve and maintain SGP of 40 or higher in math in the aggregate.	Met	MCAS scores
Measure: Each year, the school will achieve a higher CPI score than Springfield Public Schools, the district that our students would otherwise attend, in the	Partially Met	MCAS scores

following:		
<ul style="list-style-type: none"> ◦ Grade 3 ELA ◦ Grade 3 Math ◦ Grade 4 ELA ◦ Grade 4 Math ◦ Grade 5 ELA ◦ Grade 5 Math 	<p>Not met</p> <p>Met</p> <p>Not met</p> <p>Not met</p> <p>Met</p> <p>Met</p>	
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.	Met	Demonstrated academic success by meeting academic growth standards as established by the Department (“The school will achieve and maintain SGP of 40 or higher in ELA and math in the aggregate”).
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.	Met	Curriculum aligned to Common Core State Standards.

Organizational Viability

	2012 - 2013 Performance (Met/Not Met)	Evidence
Objective: The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.		
Measure: The school’s annual budget is sustained by its enrollment.	Met	Annual budget and enrollment
Objective: 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: 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.	Met	Budget and financial reports
Objective: The school’s annual independent audit is free of material or repeated findings.		
Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.	Met	Annual audit
Objective: The school involves parents/guardians as partners in the education of their children. Families are satisfied with the school’s program.		
Measure: 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.	Met	School-Student-Parent/Guardian Partnership Agreement
Measure: 50% of parents will respond to an annual survey.	Not Met	Annual survey
Measure: 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 with MLK Charter School,” 90% of parents will select either “Satisfied” or “Very Satisfied.”)	Met	Annual survey

Appendix B
Charter School Recruitment and Retention Plan

We implemented all aspects of the 2012-2013 Recruitment Plan. In 2012-2013 we had a 15% Special Education population and a 9% Limited English Proficient population. 89% of our students were eligible for free or reduced lunch. 92% of our students were considered High Needs. In 2013-2014 we will continue the successful recruitment strategies that we implemented in 2012-2013, to which we have added a number of pre-school locations and cultural centers where we will leaflet with information about our lotteries and admissions opportunities.

We implemented all aspects of the 2012-2013 Retention Plan. In 2012-2013 our stability rate was 94.3%, which met our 85% goal. In 2013-2014 we will continue the successful retention strategies that we implemented in 2012-2013.

School Name: Martin Luther King, Jr. Charter School of Excellence
Date: July 2013

Recruitment Plan
2013 – 2014

General Recruitment Activities
<i>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. We schedule information sessions at pre-schools. We advertise and leaflet.</i>

Recruitment Plan – Goals and Strategies	
Demographic Group	Goals and Strategies
Special education students	<ul style="list-style-type: none"> • <i>On recruitment material, we will include that we provide special-education services.</i> • <i>We will send a special-education staff member to some pre-school information sessions.</i> • <i>We will send an annual notice to parents about a Parent Advisory Council.</i>
Limited English-proficient students	<ul style="list-style-type: none"> • <i>We will provide recruitment material in Spanish.</i> • <i>We will send a bilingual staff member to some pre-school information sessions.</i> • <i>We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield. “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.”</i> • <i>We will leaflet at the Vietnamese American Civic Association, the Puerto Rican Cultural Center, and the Italian Cultural Center.</i>

<p>Students eligible for free or reduced lunch</p>	<p><i>We will distribute recruitment material at the following locations, which often cater to low-income families:</i></p> <ul style="list-style-type: none"> • <i>Head Starts</i> • <i>Square Ones</i> • <i>Early Childhood Centers</i> • <i>Martin Luther King, Jr. Family Services, Inc.</i> • <i>Dunbar Community Center</i> • <i>Make Way for Ducklings</i> • <i>KinderCare</i> • <i>Reed Village Boys & Girls Club</i>
<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> • <i>We will distribute recruitment material at pre-schools where students may have learning difficulties (see box for “Students eligible for free or reduced lunch”).</i> • <i>On recruitment material, we will include that we provide regular-education academic support.</i>
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • <i>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.</i>
<p>Students who have dropped out of school</p>	<p><i>Not applicable.</i></p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p><i>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 2012-2013 at MLKCSE, our combined percentage of African American and Hispanic students was 92%, which was much higher than Springfield’s 81% (retrieved data from http://profiles.doe.mass.edu/profiles/ on 6/25/13). Specifically, our percentage of African American students was 50%, which was much higher than Springfield’s 20%. Our percentage of Hispanic students was 42%, which was lower than Springfield’s 61%, and therefore, in 2013-2014, we will engage in the recruitment strategies mentioned above for Limited English Proficient students, which may increase the number of Hispanic applicants. In addition, we will practice the following strategies:</i></p> <ul style="list-style-type: none"> • <i>We will distribute recruitment materials at cultural centers and churches in Springfield.</i>

Retention Plan

2013 – 2014

Overall Student Retention Goal	
Annual goal for student retention (percentage):	<i>85% (stability rate)</i>

Retention Plan – Goals and Strategies	
Demographic Group	Goals and Strategies
Special education students	<p><i>We provide academic, social, and emotional support for special-ed students.</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Social Work Team: We have a full-time social worker, in addition to 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 Creating a Just and Peaceful Beloved Community curriculum, and, in general, how to be kind, ensure safety, and improve community.</i> • <i>Student Support Team: Our Student Support Team is composed of four full-time members: the School Social Worker, the School Psychologist, 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.</i>
Limited English-proficient students	<p><i>We provide academic services for LEP students, in addition to an LEP-friendly community.</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i>

<p>Students eligible for free or reduced lunch</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>Breakfast and lunch: We provide daily breakfast and lunch.</i> • <i>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.</i> • <i>Field trips: Field trips are intended for all students and are not cost prohibitive.</i>
<p>Students who are sub-proficient and Students at risk of dropping out of school</p>	<p><i>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.</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> • <i>Family engagement: 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, plus a Talent Show and, new for 2013-2014, an Art and Music Showcase) and Role Model Parties are popular ways to engage families in their students' education.</i> • <i>Community service learning activities help make school both fun and enriching.</i>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p><i>At 92%, we have a higher population of high needs students than the local school district (Springfield Public School). We will continue to provide the education promised in our mission: preparing "kindergarten-through-5th grade students of Springfield for academic success and engaged citizenship through insistence on rigorous, challenging work. The school incorporates Dr. King's commitment to the highest standards in scholarship, civic participation, and the ideal of the beloved community."</i></p>

Appendix C

School and Student Data Tables

Student demographic information can be found on the Department's website using our school's profile. The following is a link to this data:

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of June, 2013 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	180	50
Asian	2	1
Hispanic	154	42
Native American	2	1
White	6	2
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	18	4
Special education	53	15
Limited English proficient	33	9
Low income	324	89

ADMINISTRATIVE ROSTER FOR THE 2012-2013 SCHOOL YEAR			
Name, 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	
Principal	Instructional oversight of all academic programs	July 2011	
Administrative Director	Ensure safe and orderly daily operations of the school	May 2006	
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	July 2011	
SpEd Administrator Contracted	Manages special education program	August 2006	

TEACHERS AND STAFF ATTRITION FOR THE 2012/2013 SCHOOL YEAR			
	Number as of the last day of the 2012/2013 school year	Departures during the 2012/2013 school year	Departures at the end of the 2012/2013 school year
Classroom Teachers	18	2	3
Co-Teachers		1	
Teaching Partners	8		4
Literacy Teachers	6	1	
Math Teachers	4		
SpEd Teachers	6	1	2
ELL Teachers	2		
Specials Teachers	5		1
Other Full Time Staff	14		

Summary of Teacher/Staff Reasons for Departure:

- 3 Termination (unable to meet performance standard requirements)
- 9 Resignation
- 1 Retirement
- 2 Lay-off

**MARTIN LUTHER KING, JR. CHARTER SCHOOL OF EXCELLENCE
2012 - 2013 ORGANIZATIONAL CHART**

