

Martin Luther King, Jr.  
Charter School of Excellence



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Executive Director: Alan M. Katz

## **Annual Report 2014-2015**

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## INTRODUCTION TO THE SCHOOL

<b>Martin Luther King, Jr. Charter School of Excellence</b>			
<b>Type of Charter (Commonwealth or Horace Mann)</b>	Commonwealth	<b>Location</b>	285 Dorset St. Springfield, MA 01108
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region (if applicable)</b>	N/A
<b>Year Opened</b>	2006	<b>Year(s) Renewed (if applicable)</b>	2011
<b>Maximum Enrollment</b>	360	<b>Current Enrollment</b>	360 as of 6/1/15
<b>Chartered Grade Span</b>	K-5	<b>Current Grade Span</b>	K-5
<b># of Instructional Days during the 2014-2015 school year</b>	180	<b>Students on Waitlist</b>	298 as of 4/21/15
<b>School Hours</b>	8:00a.m. to 3:30p.m	<b>Age of School</b>	9 Years
<b>Mission Statement</b>			
<p>“Intelligence plus character – that is the goal of true education.” - 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>			

## LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

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

Dear Commissioner Chester:

The 2014-2015 year at MLK Charter School was inspiring for the school’s trustees, employees, and young scholars and their families. We implemented many changes to our school’s academic program in order to improve our academic outcomes. One year ago in the cover letter to our 2013-2014 annual report, I wrote to you:

The executive director, Alan Katz, took the leadership of instituting a major change in the school concurrent with our targeted site visit from the DESE Charter School Office. The school looked carefully at our organizational structure and how our curriculum is delivered by teachers to their students. He hired a consulting firm to help us improve our student learning and MCAS scores, particularly in ELA. This change is fully supported by the Board, who designated financial resources to bring about improvement in our academic achievement. The Board has supported Executive Director Katz in his efforts to recruit and train effective teachers in our new

instructional model, along with the staff development and training needed for the existing teaching and support staff for the coming year. It is the Board's responsibility to monitor the school's progress in the achievement area. As a Board, we are insisting on extensive information, including student achievement data, and timely monitoring of the school's academic progress in the coming year.

During the 2014-2015 school year, we implemented this plan. In October, DESE's site visit team observed that our curriculum, instruction, and assessment at MLK Charter School were all improved. Throughout the 2014-2015 school year, our results on Achievement Network (ANet) assessments suggested that our academic program had substantially improved. In contrast to past years, we consistently outscored the ANet network in English language arts and mathematics. We hope that 2015 MCAS results will confirm that our school's academic program improved during 2014-2015. We expect continued accelerated growth in 2015-2016; we are continuing to strengthen our academic program. We have hired a new principal whose vision is aligned with our improvement efforts; also, this summer, our faculty and instructional coaches further developed the ELA and mathematics curriculum at all grades. Katie Yezzi of Uncommon Schools has begun providing our school with coaching and support, joining several other consultants with experience in high-performing schools who are working with our staff.

MLK Charter School scholars thrive in our culture of high character expectations. Families of current students are highly satisfied with our school, and hundreds of other Springfield parents want their children to attend MLK Charter School. Domenic Sarno, Springfield's Mayor, is a strong supporter of our school, and has emphasized that our school has an excellent reputation among the citizens of Springfield and a strong working relationship with the city itself. We are proud of what we have accomplished, focused on the work that remains in order to achieve our mission, and privileged to have the opportunity to continue to prepare Springfield children for academic success and engaged citizenship.

Sincerely,  
Joseph Gianesin, Ph.D.  
Chair of the Board of Trustees

## SCHOOL PERFORMANCE & PROGRAM IMPLEMENTATION

### FAITHFULNESS TO CHARTER

#### MISSION AND KEY DESIGN ELEMENTS

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. MLKCSE's academic program includes lengthy daily periods of both English language arts (ELA) and mathematics, as well as social studies and a hands-on science program. Students also have opportunities to take music, art, technology, and physical education as we strive to motivate all students and provide a well-rounded education. The length of the school day is extended to accommodate two and a half hours of ELA instruction and one and a half hours of mathematics to ensure adequate time for core content instruction. This extension gives flexibility to divide content into sessions for small group work providing more contact time with each student and target their learning.

In addition to promoting academic excellence, MLKCSE supports a culture of high expectations and a commitment that all children will successfully learn and develop their character. We have established six role model criteria that promote discipline and character development, and students who meet these criteria earn recognition and rewards. These criteria, which are posted throughout classrooms in the school, are:

- Complete homework
- Complete classwork
- Dress for success (uniforms buttoned and tucked, shoes tied).
- Walk in an MLK line (eyes forward, zero voices, hands at side, personal space).
- Use respectful words all day, everywhere.
- Participate/cooperate respectfully all day, everywhere.

An additional component of our school's approach to character development is community service. At MLKCSE, all students participate in community service learning each year. Projects and the resulting student reflections are age-appropriate and grade-specific. Community service learning projects help students expand their sense of Dr. King's beloved community, not just within their class or grade or our school, but also locally and even globally. The projects, occasionally designed by students themselves, facilitate differentiated learning that helps all students learn the educational standards of our enhanced curriculum and participate fully in our culture of achievement. Two examples of community services projects were our school wide food collection and our cleaning planet earth projects. We collected 26 boxes of food staples that were donated locally to the Springfield Rescue Mission. The items were used to fill food boxes and as prepared meals. The Kindergarten class did an additional project where they picked up leaves, twigs, and trash from the playgrounds of the school. This project helped the little ones learn the importance of keeping their community clean.

One of the distinctive aspects of our school is its emphasis on Dr. Martin Luther King Jr.'s ideal of beloved community. Students develop their character by aspiring to the life and values of Dr. King. The school celebrates the MLK values of Respect, Cooperation, Responsibility, Learning, Social Justice, Service, Perseverance, Honesty, and Beloved Community on a monthly basis, concentrating on one value each month. Internal correspondences, as well as the internal and external monthly school calendars, refer to the highlighted value. The values are celebrated in classrooms, and are clearly displayed throughout the year. Teachers are expected to incorporate these values into their instruction each month.

We have collected supplemental resources aligned to the MLK values. We have developed a library of children's literature, chapter books, and magazines that highlight the MLK values, and we place readings focused on the monthly value in a designated place in the school library. These books include biographical sketches of Dr. King, as well as fiction or nonfiction that incorporate the monthly value.

The diversity of the board of trustees, faculty and staff at MLK Charter School has always and continues to reflect the school's commitment to Dr. King's ideal of beloved community. Aspiring to beloved community does not mean tokenism, but instead demands a community of people who are black, brown, and white; immigrants to our nation's melting pot; gay and straight; and many Spanish-language speakers. Ten classroom teachers are white. Seven are black. MLK parents and guardians are mostly black and Latino. However, they are a diverse group. They appear very comfortable at MLK Charter School, relate particularly well with the many teachers and staff who live in Springfield, and confirm the importance of having teachers and other role model adults who look like the children.

The Dr. King Scholars' program benefits third and fourth graders by providing them with a college scholarship. The students who receive this award must present qualities of a future leader, understand and implement our Dr. King values, have a record of assuming and fulfilling personal responsibilities, show sustained academic diligence, and have evidence of a home environment that will support them throughout their school years.

MLK Charter School's longest partnership and a key design element is with Martin Luther King, Jr. Family Services (formerly Martin Luther King, Jr. Community Center). MLKFS continues to operate the after-school program at MLK Charter School and the CEO of MLKFS continues to serve on the school's board of trustees.

## AMENDMENTS TO THE CHARTER

In the 2014-2015 school year, MLKCSE did not have any amendments to the charter.

## DISSEMINATION EFFORTS

Dissemination efforts at MLKCSE during this charter term have focused primarily on our 2nd grade Philosophy for Children program. The program is a partnership between our school and Mt. Holyoke College – the college's president and a professor in its philosophy department are both active participants in the program. Since we opened our doors nine years ago, over 500 MLKCSE students and 100 Mt. Holyoke College students have participated in the program. Each year, pairs of Mt. Holyoke students meet with groups of ten MLK students once a week for six weeks, and use picture books to initiate discussions of philosophical issues. At the end of the six week period, Mt. Holyoke hosts the MLKCSE students for a culminating event.

During this charter term, the Philosophy for Children program has served as a model for similar programs at other schools. For example, a Mt. Holyoke professor established a philosophy program at Island Bay Primary School in New Zealand based on our own program. In addition, our Philosophy for Children program has been discussed in several publications, including:

- *Philosophy in Schools: An Introduction for Philosophers and Teachers*. Co-editor with Sara Goering and Nicholas Shudak. (New York: Routledge Education, 2013).
- *A Sneetch Is a Sneetch and Other Philosophical Discoveries: Finding Wisdom in Children's Literature* (Malden, MA: Blackwell, 2013).
- "Assessing an Elementary School Philosophy Program," *Thinking*, Vol. 20 (2014), pp. 90-94.
- "Elementary School Philosophy" in *Philosophy in Schools: An Introduction for Philosophers and Teachers*. Co-editor with Sara Goering and Nicholas Shudak. (New York and London: Routledge Education, 2013), pp. 34-41.
- "Examining the Effects of Philosophy Classes on the Early Development of Argumentation Skills" with Caren M. Walker and Ellen Winner, in *Philosophy in Schools: An Introduction for Philosophers and Teachers*. Co-editor with Sara Goering and Nicholas Shudak. (New York and London: Routledge Education, 2013), pp. 277-287.
- "Engagement in Philosophical Dialogue Facilitates Children's Reasoning About Subjectivity," with Caren M. Walker and Ellen Winner. *Developmental Psychology*, September 3, 2012, pp. 1-10.
- "Teaching the Philosophy of Art in Elementary School" in Jana Lone Mohr and Roberta Israeloff, eds., *Philosophy and Education: Introducing Philosophy to Young People* (Newcastle, UK: Cambridge Scholars Publishing, 2012), pp. 151-58.

- “More Than Just Reading Aloud,” Boston Parents Paper, June 2013, p. 10.
- “Elementary School Philosophy: A Response,” Theory and Research in Education, Vol. 10 (2012), pp. 89-96.
- “Teaching Philosophy with Picture Books,” Philosophy Now, May/June 2011, pp. 24-26.
- “Does Philosophy Improve Children’s Thinking” in Implementing Philosophy in Elementary Schools. Ali Bassiri, et. al., Eds. Bloomington: Authorhouse, 2013), pp. vii-x

## ACADEMIC PROGRAM SUCCESS

### STUDENT PERFORMANCE

#### MCAS

MLKCSE school report card link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04920005&fycode=2014&ortypecode=6&>

MLKCSE has once again contracted with Achievement Network (ANet). ANet 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 2014 - 2015 academic year, our second, third, fourth and fifth grade students participated in four interim formative assessments in math and English language arts.

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	ELA
Grade 2	65	64	61	67	65	65	69	68	67	57
Grade 3	59	45	64	47	64	36	58	43	51	54
Grade 4	62	50	60	52	56	45	67	49	65	52
Grade 5	62	50	63	55	55	50	64	42	68	55

Since 2010, MLKCSE has used ANet assessments and data analysis practices to monitor and improve student performance. ANet allows MLKCSE to compare its performance on interim ELA and mathematics assessments to the performance of similar schools in the ANet network. The tables below display MLKCSE’s average score on all ELA and math assessments relative to our ANet network. For example, a +3 indicates that MLKCSE scored 3% higher than the network average. MLKCSE student performance on ANet assessments in 2014-2015 demonstrated significant improvement relative to its performance in prior years. In 2014-2015,

MLKCSE student performance surpassed its network average in both mathematics and ELA, and our math cumulative performance benchmark reached 83, exceeding our goal of 75.3. These results reflect MLKCSE' ongoing commitment to improving its academic outcomes.

<b>MLKCSE ELA ANet Achievement v. "The Network"</b>			
	2012-2013	2013-2014	2014-2015
2 <sup>nd</sup> Grade	N/A	N/A	+10
3 <sup>rd</sup> Grade	-4	1	0
4 <sup>th</sup> Grade	-3	-3	+2
5 <sup>th</sup> Grade	+1	-1	+2
All School	0	-1	+4

<b>MLKCSE Math ANet Achievement v. "The Network"</b>			
	2012-2013	2013-2014	2014-2015
2 <sup>nd</sup> Grade	N/A	N/A	+3
3 <sup>rd</sup> Grade	-9	-5	-2
4 <sup>th</sup> Grade	-3	-2	+6
5 <sup>th</sup> Grade	+3	+2	+8
All School	0	-2	+4

The school has participated in the Fountas and Pinnell Benchmark Assessment System for the fourth 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.

<b>2014 - 2015 Martin Luther King, Jr. Benchmark Assessment Score Report</b>					
Grade Level	BAS Level Expected Growth	Actual BAS Level Growth (Mean)	Percent Above Grade Level	Percent On Grade Level	Percent Below Grade Level
Grade K	3 levels	3 levels	39%	34%	26%
Grade 1	5 levels	6 levels	32%	17%	52%
Grade 2	2 levels	4 levels	51%	20%	30%
Grade 3	2 levels	3 levels	40%	10%	50%
Grade 4	2 levels	2 levels	30%	12%	58%
Grade 5	2 levels	3 levels	19%	3%	78%

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.

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 continued to enhance during 2014 - 2015.

MLKCSE recently developed and began to implement common open response and long composition writing prompts in 3rd, 4th, and 5th grade. Students took a total of eight open response assessments during the 3rd trimester of the 2014-2015 academic year. Initial results show significant growth in student performance over the course of these assessments.

<b>Comparison of Student Performance on Baseline &amp; Final Open Response Assessments</b>			
	Average Performance on Baseline Assessment (Scale: 0-4)	Average Performance on Week 7 Assessment (Scale 0-4)	Growth
3 <sup>rd</sup> Grade	0.2	1.9	+1.7
4 <sup>th</sup> Grade	1.2	2.1	+0.9
5 <sup>th</sup> Grade	1.1	2.9	+1.8

## PROGRAM DELIVERY

### **CURRICULUM**

MLKCSE has made significant improvements to its curriculum – particularly its ELA curriculum – in an effort to promote academic excellence. The school’s math and ELA curricula are now rigorous and aligned to both state standards and the school’s assessment system. In both mathematics and ELA, we now follow the ANet schedule of assessed standards in grades 2-5. This ensures vertical alignment between grades, as well as alignment between the curriculum and our assessment system. In math in 2015-2016, teachers will use Math Envisions 2.0 curriculum and ANet materials as resources to plan their instruction.

Reflecting our emphasis on improved ELA outcomes, our science & social studies curriculum incorporate non-fiction texts and student writing assignments about the topic being studied. Teachers emphasize mastery of the content standards, the development of non-fiction reading strategies that will help students access content, and opportunities for students to use their writing skills to demonstrate their content knowledge. In science, teachers use the standards set forth by Next Generation Science Standards to determine units of study for science. In social studies, teachers use the standards set forth by Massachusetts Department of Elementary and Secondary Education to determine units of study.

Teachers are encouraged to work collaboratively as they develop and implement their lessons. Grade level teams meet at least once a week, and often use this time to unpack curricular guidance and plan lessons. Often, teachers divide the work of preliminary lesson planning across the team (e.g. one teacher plans reading unit’s daily lesson plans, one teacher plans the math unit’s daily lesson plans, and one teacher plans the science/social studies daily lesson plans), and then meet to share and adapt plans based on the needs of their students.

### **INSTRUCTION**

MLKCSE has made significant efforts to ensure that all students have access to high quality instruction. Instructional staff are expected to implement highly effective instructional practices that are aligned to the Massachusetts Department of Elementary and Secondary’s observation evidence rubric; emphasize the “I do, We do, You do” instructional model; and promote higher order thinking and rigor.

The “I do, We do, You do” Instructional Model – Teachers have received professional development on this model, and coaching and feedback has focused on this model. At MLKCSE, specific expectations for each component of this model include:

- “I do” (~20% of lesson) – The class reviews the objective, and the teacher opens the lesson by activating prior knowledge, making connections to a previous lesson, and/or introducing new material. Teacher models how to achieve the objective and checks student understanding of the new material.
- “We do” (~60% of lesson) – Students practice alone, in pairs, in small groups, or as a whole class. The teacher monitors progress and provides feedback to improve the quality of student practice.
- “You do” (~20% of lesson) – Students independently demonstrate proficiency with the day’s objective and reflect on their learning. Teachers collect evidence of student mastery of the day’s objective.

Higher Order Thinking and Rigor – Instructional staff have participated in professional development focused on increasing the rigor in lessons.

In addition to the schoolwide instructional practices described above, MLKCSE has established shared expectations for reading instruction in order to improve ELA outcomes. Our literacy instruction aims to dramatically improve our students’ reading proficiency, and we are using *Great Habits Great Readers* by Paul Bambrick-Santoyo to guide our improvement efforts. In particular, we have focused on facilitating effective interactive read alouds, guided reading, and independent reading. Staff have received professional development and support related to these literacy instructional strategies, and the school has set clear expectations for their effective implementation.

## **ASSESSMENT & PROGRAM EVALUATION**

MLKCSE uses several benchmark and formative assessments throughout the academic year to monitor student progress and inform instruction.

Fountas and Pinnell reading assessments are administered to every student in each grade twice each year. These assessments benchmark each student’s overall reading ability, as well as each student’s decoding and reading comprehension skills.

Quarterly ANet assessments are utilized in grades two through five to identify students’ academic strengths and areas for growth and to inform instruction. Following each ANet assessment, instructional staff review and analyze student assessment data, develop and implement reteaching plans, and reflect on and evaluate their re-teaching to inform future instruction. Students’ ANet scores are color-coded with a specific designation to indicate whether they are below, at, or above proficiency. Students are then placed into differentiated small groups for work with the content specialist or classroom teacher as needed to address their learning needs directly.

Unit assessments, particularly in mathematics, are administered weekly or bi-weekly depending upon the length of the unit of study. These assessments are primarily formative in nature and provide data that informs instruction during mathematics skills blocks. Students’ scores are color-coded with a specific designation to indicate below, at, or above proficiency. Students are then placed into differentiated small groups for work with the content specialist or classroom teacher as needed to address their learning needs directly. Students who may be in need more

intensive support are closely monitored by both the classroom teacher and the content specialist, who identify interventions to meet their needs.

We use daily “Check-ins” and “Do Nows” to assess students’ understanding of concepts/skills taught during the lesson or from the previous day’s lesson. This keeps teachers informed of students’ levels of understanding on an ongoing basis so that they may address any specific student misconceptions about the content/skills being taught.

Beginning in the 2014-2015 academic year, all grades have focused intensively on achievement in writing, with an emphasis in grades two through five on open response writing. All teachers provide specific instruction regarding how to write in response to a prompt based on the comprehension of a given text. Students are given time to practice this type of writing, then conference either one on one or in a small group with the teacher to receive specific, focused feedback on their writing. Teachers administer and score frequent open response assessments to monitor student progress and inform instruction.

School leaders, including the ELA/Math coaches and data specialist, analyze data from math unit assessments, ANet assessments, and benchmark reading assessments to evaluate the school’s academic program. For example, the math coach and data specialist analyze and compare results from internal math unit assessments with ANet quarterly assessments to evaluate the rigor of unit assessments and the effectiveness of the school’s math curriculum.

### ***SUPPORTS FOR DIVERSE LEARNERS***

One of the core beliefs at MLKCSE is that with the right support and instruction, all students can achieve at high levels. As a school community that is committed to providing an excellent education for all students, it is paramount that we are proactive in identifying equity gaps and deliver effective plans to close these gaps. MLKCSE has a number of structures in place to ensure it is effectively meeting the needs of all students.

### ***A SYSTEM OF TIERED INTERVENTIONS***

MLKCSE has a formal system for identifying students in need of additional academic support. In ELA, teachers use the Fountas and Pinnell benchmark assessment system to identify students in need of additional reading support and determine their precise learning needs. In mathematics, teachers use a range of assessments – including MCAS, unit assessments, and ANet assessments – to identify students in need of additional mathematics support. Teacher teams use this assessment data as well as formal school-wide intervention decision making processes to place students in appropriate Tier 2 and Tier 3 interventions. Some of the interventions include targeted, small group instruction provided by the classroom teacher; and pull out support provided by the school’s literacy or mathematics specialists and teachers.

MLKCSE has three math teachers and a math coach who provide push in and/or pull out support during both core mathematics instruction and mathematics skills blocks. Each math teacher is responsible for two grades and rotates across six classrooms. They work collaboratively with classroom teachers to administer frequent formative assessments, form student groups, and provide appropriate scaffolding and differentiation strategies.

### ***CHILD STUDY TEAM***

The Child Study Team works with teachers in the pre-referral setting to address concerns about a student.

### ***SPECIAL EDUCATION SERVICES***

The special education department at MLKCSE is essential to the academic success of the students in every grade level of our school. Currently, the school employs five special education staff members, plus a part-time special education administrator and a special education coordinator. The special education department works closely with our school psychologist, social worker, and related providers such as a speech and language specialist, occupational therapist, and physical therapist.

At MLKCSE, special education teachers provide differentiated instruction to meet the individual needs of students with disabilities through pullout services and/or push-in support.

MLKCSE also has an Incremental Success Intervention Program (ISIP), which is a special education program that provides an alternative to a regular classroom setting for students on IEPs who are in need of more intensive social and academic interventions due to their lack of progress relative to their IEP goals and/or the severity of their disabilities. This new initiative began in December 2014 to better serve and retain all our diverse learners. The ISIP is designed so students learn to work together in a small group and to develop solid social, emotional, behavioral, and executive functioning skills. As students in the program attain incremental success, the program gradually increases their participation in general education classrooms. The current ISIP classroom includes up to eight students in grades 1 through 4 with two adults in the classroom to provide for the needs of all students. This allows students to get personalized attention tailored to their individual needs.

### ***SUPPORTS FOR ENGLISH LANGUAGE LEARNERS***

As the number of English Language Learners (ELLs) enrolled at MLK has increased during the charter term, the number of English as a Second Language (ESL) staff has also increased from one full-time ESL teacher to two full-time ESL teachers beginning in the 2015-16 academic year.

Classroom teachers of ELL students have obtained the Massachusetts SEI Teacher Endorsement. Classroom teachers work with ESL teachers to develop language objectives that address all four language domains. With a focus on language development for ELLs and all students, all students not just ELLs benefit from participating in a language rich environment.

Beginning in the 2014-2015 academic year, parents receive ESL progress reports each trimester that indicate progress made at the student's English language proficiency level for each language domain. ESL teachers participate in Parent-Teacher conferences and other events to inform parents of the progress made and any recommended interventions to increase English language development and academic growth. If the ESL teacher does not speak the native language of the family, an interpreter is provided. Our ELL students are primarily from Spanish speaking families and our faculty and staff includes many Spanish speaking members. These faculty members communicate regularly with parents in Spanish and help parents work with ELL students to increase their academic success.

## **ORGANIZATIONAL VIABILITY**

## ORGANIZATIONAL STRUCTURE OF THE SCHOOL

The school has hired a new principal, Ms. Juraye Pierson, for the 2015-2016 school year. Ms. Pierson, who started at the beginning of June, brings many years of experience in school leadership, as well as experience specific to school turnaround, school culture development and special education.

In 2014-2015, MLKCSE started building a broad base of instructional leadership to oversee the school's academic program. For example, the school has several ELA and mathematics coaches who provide teachers with instructional and curricular support, coordinate professional development, and conduct observations. The school also has a data specialist, who manages the collection and display of student assessment data at MLKCSE, and works collaboratively with the school's instructional coaches and teachers to review and analyze assessment data.

All of the school's instructional leaders meet regularly as an Instructional Leadership Team (ILT). Members of the ILT include the principal, academic data specialist, academic systems coordinator, math and ELA coaches, ESL coordinator, special education coordinator, character development specialist and lead teachers from each grade level. The two main functions of the ILT are to facilitate communication between administrators and teachers, and to promote school improvement efforts. The ILT helps to make key decisions about school-wide initiatives, such as decisions related to curriculum, staffing, and the strategic direction of the school.

In order to distribute leadership broadly among staff and provide teachers with a voice in school level decisions, each grade level has a teacher representative who serves as its team leader. In addition to serving as members of the ILT, team leaders are responsible for coordinating weekly grade level meetings. Team leaders help to create grade level meeting agendas, facilitate grade level meetings, and serve as a liaison between teachers and school leaders. An updated chart of the organizational structure is attached at the end of this document.

## TEACHER EVALUATION

Our teacher evaluation process was a modified version of the Massachusetts Model System of Educator Evaluation. All instructional staff were evaluated using the process listed below:

- Each educator completed the following forms: Educator Plan Form, Family Engagement Evidence Form, Goal Setting Form, Self-Assessment Form
- Goal-setting conference in the first half of the school year with the principal
- Periodic walk-through observations done throughout the year by the principal
- One formal observation in the spring of the school year by the principal; every teacher had a pre-observation meeting and a post-observation meeting

## BUDGET AND FINANCE REPORTS

Unaudited FY15 Statement			
Revenue	State Sources	Per-Pupil Revenue	\$4,391,616
	FEDERAL ENTITLEMENTS	DESE	492,022

	& GRANTS	OTHER	30,000
	OTHER REVENUE	INKIND	644,907
		OTHER	29,274
Total Revenues	\$5,587,819		
<b>Expenses</b>			
	Salaries & Wages		\$3,201,428
	Fringe Benefits		488,286
	Contractual Consultants/Services		221,806
	Professional Development		164,957
	Instructional Supplies/Materials		216,774
	Student-Related Activities		6,850
	Transportation		2,067
	Maintenance & Grounds		617,929
	Insurance		24,758
	Depreciation		68,237
	Recruitment/Advertising		116
	Admin Expense & Supplies		37,802
	Inkind		644,907
	Other		22,608
Total Expenses			\$5,718,524
Net			(\$130,704)
<b>FY15 Statement of Net Assets (Balance Sheet)</b>			
Assets	Cash-Operating Funds		\$1,933,684
	Revenue Receivable		118,696
	Pre-paid Expenses		58,731
	Other Current Assets		479,093
	Net Fixed Assets		587,316
Total Assets			\$3,177,520
<b>Liabilities</b>			
	Accounts Payable		\$55,871
	Accrued Expenses		451,366
	Other Current Liabilities		205,361
Total Liabilities			\$712,598
Fund Balance			\$2,464,922
Total Liabilities and Fund Balance			\$3,177,520

<b>FY16 Approved School Budget</b>			
The board of trustees approved the budget on June 24, 2015.			
Revenues	State Sources	Per-Pupil Revenue	\$4,423,680
	Federal entitlement & Grants	DESE	419,956
		OTHER	77,515

	Other Revenue	INKIND	644,907
		OTHER	31,000
Total Revenues			\$5,597,058
Expenses	Salaries & Wages		\$3,149,932
	Fringe Benefits		547,188
	Contractual Consultant/Services		184,000
	Professional Development		205,000
	Instructional Supplies/Materials		224,000
	Student-Related Activities		6,000
	Transportation		2,000
	Maintenance & Grounds		622,500
	Insurance		25,000
	Depreciation		75,000
	Recruitment/Advertising		1,000
	Admin Expense & Supplies		53,100
	Inkind		644,907
Other		16,000	
Total Expenses			\$5,755,627
Net			(\$158,569)

FY16 Capital Plan						
Capital Project Description	Current Status	Estimated Completion Date	Estimated Cost	Finance Plans	Reserve d 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
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			\$5,220,000			

## CONDITIONS

At its January 29, 2013 meeting, the Board of Elementary and Secondary Education voted to establish a 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 school has met the first and second conditions.

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 by December 2014 was not met.

As a result, on January 27, 2015, the Board of Elementary and Secondary Education, placed MLKCSE on probation and directed the school to meet the following terms of probation recommended by the Commissioner:

- Beginning in February of 2015 and until further notice, MLKCSE must submit to DESE board meeting agendas, materials, and minutes prior to each board meeting at the same time that these items are sent to the school's board members. Additionally, if board materials do not already include this information, the school must submit monthly financial statements.
- By March 31, 2015, the school must establish an escrow account in an amount determined by DESE in consultation with the school to pay for any potential closing, legal, and audit expenses associated with closure, should that occur.
- By December 15, 2015, the school must demonstrate clear academic progress through evidence of significant academic improvement in mathematics, English language arts, and science.

In addition to meeting the terms of the probation, MLKCSE, like all charter schools, must meet the terms of its charter.

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE

<b>FAITHFULNESS TO CHARTER</b>	<b>2014-2015 Performance</b>	<b>Evidence</b>
Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).		
<p>Measure: All students participate in at least one community service learning activity each year, as documented by project write-up forms.</p>	Met	<p>Community service learning project write-up forms.</p> <p>Some during the 2014-2015 school year that students participated in were:</p> <ul style="list-style-type: none"> <li>• Cleaning Planet Earth</li> <li>• Food Drive</li> <li>• Beautifying the school</li> </ul>
<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> <p>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.</p> <p>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.</p> <p>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.</p>	Met	Community service learning grade-specific classroom assessment forms.
<p>Measure: Annually, all teachers report in their post-community-service teacher-reflection forms that community service learning supports academic achievement.</p>	Met	Community service learning teacher reflection forms.

<b>ACADEMIC PROGRAM SUCCESS</b>	<b>2014 - 2015 Performance</b>	<b>Evidence</b>
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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 following: <ul style="list-style-type: none"> <li>• Grade 3 ELA, Grade 3 Math</li> <li>• Grade 4 ELA, Grade 4 Math</li> <li>• Grade 5 ELA, Grade 5 Math</li> </ul>	Partially met	MCAS Scores  MLK achieved higher CPI than Springfield in 5 <sup>th</sup> grade math and science. MLK achieved higher percentage advanced/ Proficient in 4 <sup>th</sup> grade ELA and math and 5 <sup>th</sup> grade math and science. MLK achieved higher SGP in 4 <sup>th</sup> grade ELA and math and 5 <sup>th</sup> grade ELA and math.
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.
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. In preparation for the 2015-2016 school year, the school created new scopes and sequences and unit/topic plans for all grades for

		reading, writing and math. The curriculum is aligned horizontally, vertically and with the Common Core State Standards.
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<b>ORGANIZATIONAL VIABILITY</b>	<b>2014 - 2015 Performance</b>	<b>Evidence</b>
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.	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: RECRUITMENT AND RETENTION PLAN

<b>Recruitment 2015 – 2016</b>
<b>School Name: Martin Luther King, Jr. Charter School of Excellence</b>
<b>Date: July 2015</b>
<b>Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.</b>
<u>Implementation Summary:</u> We implemented all aspects of the 2014-2015 Recruitment Plan and

achieved positive results. Based on data from CHART (the Charter Analysis and Review Tool created by the Department of Elementary and Secondary Education), in 2014-2015:

- our Special Education population was 12.3%, which is higher than our comparison index of 10.9%;
- our ELL population was 7.6%, which, is lower than the comparison index of 13.8%;
- our low-income population was 88%. The economically disadvantaged population was 68.4%, which is higher than the comparison index of 63.0%.

In 2015-2016 we will continue the successful recruitment strategies that we implemented in 2015-2015.

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

General Recruitment Activities: We announce to parents via ConnectEd calls and flyers sent home with students that we are accepting applications, when the application deadline is, and when the lottery date is. This information is also shared on the school website. Furthermore, we schedule information sessions at local pre-schools, we advertise, and we leaflet.

We distributed Spanish enrollment applications to Head Starts and Square One located on Riverview Street, Carew Street, & Eastern Avenue.

Additional places we went to this year:

- Grace & Glory Church (Enfield, CT)
- Vietnamese American Civic Association (cultural center, Springfield MA)
- Puerto Rican Cultural Center (Springfield, MA)

**Recruitment Plan –Strategies  
List strategies for recruitment activities for each demographic group.**

Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> <li>• We will include information regarding our special education services on our recruitment material.</li> <li>• We will send a special-education staff member to some pre-school information sessions.</li> <li>• We will send an annual notice to parents about a Parent Advisory Council.</li> <li>• We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students.</li> <li>• Since our 2015-2016 demographics appear to show increased numbers of ELL and special education students, we will use recruitment strategies that we used last year.</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>• We will provide recruitment material in Spanish.</li> <li>• We will send a bilingual staff member to some pre-school information sessions. We will focus our recruitment at preschools on Head Start because that program serves many ELL and special education students.</li> <li>• We will distribute recruitment material at New North Citizens Council at 2383 Main Street in Springfield and recruit at their after school program. “The mission of the New North Citizens' Council, Inc. is to provide advocacy, public and human services to Hampden County residents with an emphasis on Hispanic/Latino community for the purpose of enhancing the preservation and support of the family resulting in the</li> </ul>

	<p>improvement of quality of life.”</p> <ul style="list-style-type: none"> <li>• We will leaflet at the Vietnamese American Civic Association and the Puerto Rican Cultural Center.</li> <li>• We will encourage the families of our Vietnamese students to refer other Vietnamese families.</li> <li>• We will translate our application into the Somalian language.</li> <li>• We will request that Jewish Family Service in Springfield, MA work with us on outreach to Somalian families.</li> </ul>
Students eligible for free or reduced lunch	<p>We will distribute recruitment material at the following locations, which often serve low-income families:</p> <ul style="list-style-type: none"> <li>• Head Starts</li> <li>• Square Ones</li> <li>• Early Childhood Centers</li> <li>• Martin Luther King, Jr. Family Services, Inc.</li> <li>• Dunbar Community Center</li> <li>• Make Way for Ducklings</li> <li>• KinderCare</li> <li>• Reed Village Boys &amp; Girls Club</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• We will distribute recruitment material at pre-schools where students may have learning difficulties (see box for “Students eligible for free or reduced lunch”).</li> <li>• On recruitment material, we will include that we provide regular-education academic support.</li> </ul>
Students at risk of dropping out of school	<p>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>
Students who have dropped out of school	<p>Not applicable.</p>
Other subgroups of students who should be targeted to eliminate the achievement gap	<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.</p> <p>For 2014-2015 at MLKCSE, our combined percentage of African American and Hispanic students was 92%, which was much higher than Springfield’s 82.2% (retrieved data from <a href="http://profiles.doe.mass.edu/profiles/">http://profiles.doe.mass.edu/profiles/</a> on 7/24/15).</p> <p>Specifically, our percentage of African American students was 45%, which was much higher than Springfield’s 19.8%.</p> <p>Our percentage of Hispanic students was 46%, which was lower than Springfield’s 63%, and therefore, in 2015-2016, 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:</p> <p>We will distribute recruitment materials at cultural centers and churches in Springfield to recruit a diverse student body.</p>

## Retention Plan 2015 – 2016

**Please provide a brief narrative report on implementation of retention strategies from last year's plan.**

Implementation Summary: Our retention goal (stability rate) was 85%, and our actual retention was 92.8%, better than our goal. Our attrition rate was 7.2, lower than the statewide median of 15.6. We successfully keep our students enrolled, generally losing only a few students when they move out of the area. In 2015-2016, we will continue to implement our successful retention strategies from 2014-2015.

The Charter Analysis and Review Tool (CHART) created by the Department of Elementary and Secondary Education provides student indicators to help schools assess their retention and attrition, but the student indicators currently available are only up-to-date as of 2014. Based on those comparisons:

- Our attendance was 95.4% which is higher than the statewide median of 94.3%
- Our retentions were 1.7%, better (lower) than the statewide median of 3.4%.
- The number of students who have more than 9 unexcused absences was 15.9%, higher than the statewide median of 4.2%.
- Implementing Massachusetts policy favoring in-school suspension over out-of-school suspension and our focus on academic success, the proportion of suspensions served in-school greatly increased in 2014-2015. Of 64 total suspension days, 34 were out-of-school and 30 were in-school. We do not have comparative data available.

Our school has a good history of keeping our students enrolled. We accomplish that by following the strategies outlined below.

**Overall Student Retention Goal**

**Annual goal for student retention (percentage):** 85% (stability rate)

**Retention Plan –Strategies**

**List strategies for retention activities for each demographic group.**

Demographic Group	Strategies
Special education students	<p>We provide academic, social, and emotional support for special-ed students.</p> <p><u>Special-Education Staff:</u> We have full-time special-education teachers (approximately one per grade), an incremental success classroom, a special education coordinator, and a part-time Special Education Administrator. This department provides push-in and pull-out services that include all IEP services to which each child is entitled.</p> <p><u>Social Work Team:</u> We have a full-time social worker, in addition to graduate social work interns, who provide one-on-one counseling for select students, plus small-group and large-group work for students on social skills, violence prevention, anti-bullying, our own Creating a Just and Peaceful Beloved Community curriculum, and, in general, how to be kind, ensure safety, and improve community.</p> <p><u>Student Support Team:</u> Our Student Support Team is composed of four full-time members: the School Social Worker, the School Psychologist, the Dean of Students, and the Student Support Advocate. The members of this team respond to students who are struggling to maintain their focus on academics throughout the school day. Additionally, they provide support during lunch and recess, outreach to parents, and they help facilitate community service learning activities and character development groups.</p>
Limited English-	We provide academic services for LEP students, in addition to an LEP-friendly

<p>proficient students</p>	<p>community.</p> <p><u>ELL staff:</u> We had two ESL instructors, one full-time and one part-time. In 2015-2016, both will be full-time. They provide English-language lessons to students as determined by students' English proficiency.</p> <p><u>Bilingual staff:</u> 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>Students eligible for free or reduced lunch</p>	<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> <p><u>Breakfast and lunch:</u> We provide daily breakfast and lunch.</p> <p><u>Uniform:</u> 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.</p> <p><u>Field trips:</u> Field trips are intended for all students and are not cost prohibitive.</p>
<p>Students who are sub-proficient and students at risk of dropping out of school</p>	<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> <p><u>School Culture:</u> 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.</p> <p><u>Values education:</u> 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.</p> <p><u>Family engagement:</u> 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) are popular ways to engage families in their students' education.</p> <p>Community service learning activities help make school both fun and enriching.</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>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."</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>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b> (for students enrolled as of June, 2015 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	164	46%
Asian	2	.5%
Hispanic	169	46.6%
Native American	2	.5%
White	3	.8%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	20	5.4%
Special education	53	12.3%
Limited English proficient	27	7.6%
Economically Disadvantaged	(318 low-income)	68.4%

<b>ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alan Katz, Executive Director	Administrative oversight of all aspects of the school	September 2005	
Juraye Pierson, Principal	Instructional oversight of all academic programs	June 2015	
Robert Grote, Director of Student Services	Oversight of ELL, SPED and student support services	July 2015	
Operations Supervisor	Oversee operations of school including facilities and IT	July 2013	July 2015
Contracted NonProfit Data Management	Accounting, bookkeeping and producing financial reports	October 2005	
Laura Gaston, Business Manager	Implement fiscal policies and procedures and oversee procurement, payroll, and benefits	July 2011	September 2015
Jack Kelley, SpEd Administrator Contracted	Manages special education program	August 2006	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2014/2015 SCHOOL YEAR</b>				
	Number as of the last day of the 2014/2015 school year	Departures during the 2014/2015 school year	Departures at the end of the 2014/2015 school year	Reason(s) for Departure
Teachers	42	4	7	Resignation - 9 Termination - 2*
Other Staff	23	4	3	Resignation - 5 Termination - 2*

\*Unable to meet performance standard requirements

Teacher attrition did not change significantly between 2013-14 and 2014-15. In 2014-15, nine teachers resigned and two were not offered reasonable assurance. In the prior school year, seven teachers resigned and two were not offered reasonable assurance.

<b>BOARD MEMBERS FOR THE 2014-15 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term <i>(including date of election and expiration)</i>
Joseph Giancesin	Chair	Executive, Governance Strategic Goal Setting	3rd Term*	8/23/13 – 12/31/16 1/1/08 – 12/31/10 3/1/05 – 12/31/07
Ernesto Castillo	Vice Chair	Executive, Strategic Goal Setting	1st Term	8/28/13 – 12/31/16
Margaret Daoust	Trustee	Human Resources	1st Term	1/22/14 – 12/31/16
Glenn Gemma	Trustee	Strategic Goal Setting	1st Term	1/1/12 – 12/31/14
Ronn Johnson	Trustee	Communication, Strategic Goal Setting	1st Term	10/25/12 – 12/31/15
Willette Johnson	Trustee	Academic Excellence, Human Resources, Communication	2 <sup>nd</sup> Term	1/1/12 – 12/31/14 1/1/15 – 12/31/17
Janine Kent	Treasurer	Executive, Finance, Strategic Goal Setting	1st Term	7/8/13 – 12/31/15
Leslie Lawrence	Trustee	Finance	2nd Term	1/25/12 – 12/31/14 1/1/15 – 12/31/17
Lorraine Plasse	Trustee	Academic Excellence, Human Resources, Governance, Strategic Goal Setting	2nd Term	1/1/14 – 12/31/16 3/1/11 – 12/31/13
Tina Quagliato	Trustee	Communication, Human Resources	1st Term	1/1/2015 – 12/31/16
Doririne Sneed	Trustee	Strategic Goal Setting	1st Term	8/28/13 – 12/31/16
Jacob Waah	Trustee	None	1st Term	1/22/12 – 12/31/14
Charmaine White	Trustee	Communication, Finance	1st Term	1/1/14 – 12/31/16 Resigned 6/1/15
Sally Wittenberg	Clerk	Executive, Governance, Academic Excellence	2nd Term	1/1/14 – 12/31/16 1/1/11 – 12/31/13

\*Founding Member

## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### KEY LEADERSHIP CHANGES

Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	N/A
Principal	Juraye Pierson
Special Education Director	N/A
MCAS Test Coordinator	Alena Mudry
SIMS Coordinator	Amanda Rodriguez
English Language Learner Coordinator	Lynn Nielsen

## FACILITIES

In the 2014-2015 school year, MLKCSE did not acquire any new facilities.

## ENROLLMENT

Action	Estimated Date(s) for 2016-2017 School Year
Student Application Deadline	February 1, 2016
Lottery	February 2, 2016

# ATTACHMENT: 2015-2016 ORGANIZATIONAL CHART

