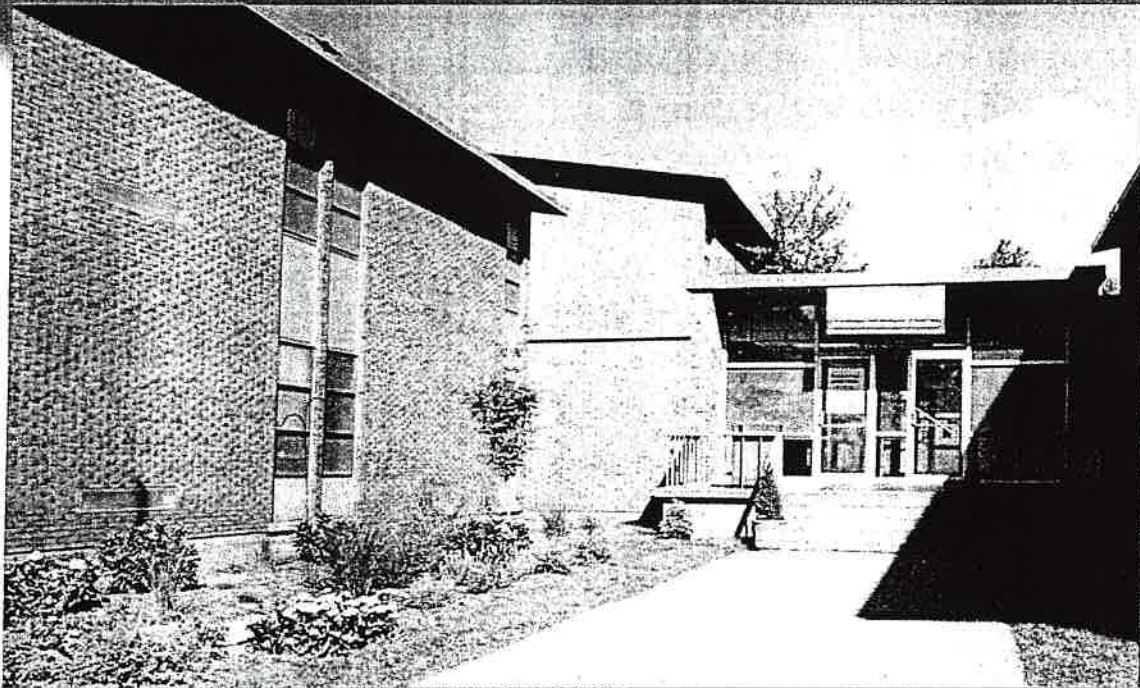


**District Charter School
Prospectus | Fall 2012**

Dr. Martin Luther King, Jr. Elementary School



**Dr. Martin Luther King, Jr.
Elementary School**
Providence Public School District
35 Camp Street
Providence, RI 02906
T: (401) 456-9398 | F: (401) 456-9497

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COVER SHEET

CHARTER SCHOOL INFORMATION

Proposed Charter School Name: Dr. Martin Luther King, Jr. Elementary School

Proposed School Location (city/town): Providence, RI

Contact person name: Derrick Ciesla, Principal

District: Providence Public School District

Mailing Address: 35 Camp Street

City/State/Zip: Providence, RI 02906

Telephone: (401) 456-9398

Fax: (401) 453-8653

Email: derrick.ciesla@ppsd.org

Indicate the grade level(s) of the proposed charter school: K-5

For which type of charter are you applying? Complete the related information sheet that follows and see the list of Attachments for required letters of support.)

- ☒ District
☐ Independent

Name of Sponsoring Agency: Providence Public School Department

Contact information: Susan.Lusi@ppsd.org

- ☐ Mayoral Academy

Indicate if the proposed school will contract with an education service provider: No.

Our lead partner is the Learning Community Charter School.

PROJECTED STUDENT ENROLLMENT

MAXIMUM ENROLLMENT when fully enrolled: 634

As an in-district charter school, we will start at full capacity and maximum enrollment in our first year.

Teacher/Student Ratio at full enrollment: maximum class size – 26

Identify the district(s) from which the school will draw students: Providence

Signature of Contact Person

Derrick Ciesla
Providence Public Schools

Affiliation

Dr. Martin Luther King Jr. Elementary

Date

10/11/12

DISTRICT CHARTER SCHOOL

1. **Provide the name(s) of the district(s) applying for the charter:**
Providence Public School District
2. **Provide the names and affiliations of the founding group submitting the prospectus. Resumes are required as Attachment 1. Indicate which members of the founding group are proposed as members of the board of directors of the school, should a charter be granted. Also, indicate their proposed role on the board. Indicate the continuing role of any founding group members who are not expected to become board members.**
Derrick Ciesla, Principal, Dr. Martin Luther King Jr. Elementary School
Kristen Lussier, Assistant Principal, Dr. Martin Luther King Jr. Elementary School
Neither School Leader will serve on the Board of Directors. See Governance Section for details on Board Governance.
3. **Describe the role the district will play in the governance and management of the school.**
The PPSD will not have a direct management or oversight role of the MLK District Charter School. Please see governance and management section of this document for details on how the school will be governed.
4. **Please identify the state statutes, state regulations, and school district rules from which variances may be sought to facilitate operation of the district charter school.**
In order to facilitate operation of the district charter school, Dr. Martin Luther King, Jr. Elementary School (MLK) seeks a variance from any and all Providence Public School District rules or policies, written or otherwise adopted by practice, regarding or relating to:
 - 1) Class size or the teacher/student ratio per class;
 - 2) Staffing of non-certified personnel;
 - 3) Staffing of certified personnel;
 - 4) School Calendar;
 - 5) Staff Professional Development; and
 - 6) Third party, vendor service, service, or purchasing agreements.Such variances are necessary to afford MLK:
 - 1) Predictability in arranging classes for effective delivery of its education model;
 - 2) Flexibility to staff the classroom and the school consistent with its unique education model;
 - 3) Flexibility in establishing the school day and professional development calendar to meet the unique needs of the school's constituency and staff, as well as to align with the school's unique education model;
 - 4) Flexibility in entering into contracts for services to meet the unique needs of the school, and to comport with the school's budget; and
 - 5) Autonomy, and the resulting sense of community such autonomy will likely bring.
5. **Please describe the support services that will be provided by the sending district(s), under what terms and conditions those services are to be provided, and what support services will be provided by third parties.**
The MLK District Charter School will consider contracting with the district for services such as facilities maintenance, food service and transportation but reserves the right to but such services out to bid to assure the best quality and use of resources on behalf of the school.
Consistent with its current obligation and practice, the Providence Public School District will continue to fully fund any special education and related services called for in a duly authorized individualized educational program ("IEP") and any accommodation necessary

under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act ("504") for any child with a disability enrolled in Martin Luther King, Jr. Elementary School ("MLK"). Should the annual cost of a MLK student's IEP or 504 accommodation exceed Providence's per pupil amount in a given year, the Providence Public School District will provide whatever additional funding is necessary to ensure the student has access to a free and appropriate public education.

6. Please identify the provisions of the collective bargaining agreement which will not be applicable to the school, subject to agreement by the parties to the collective bargaining agreement.

In order to facilitate operation of the district charter school, Dr. Martin Luther King, Jr. Elementary School (MLK) seeks a variance from any and all Providence Public School District rules or policies, written or otherwise adopted by practice, regarding or relating to:

- 7) Class size or the teacher/student ratio per class;
- 8) Staffing of non-certified personnel;
- 9) Staffing of certified personnel, protection from forced placement of teachers
- 10) School Calendar;
- 11) Staff Professional Development; and
- 12) Third party, vendor service, service, or purchasing agreements.

Such variances are necessary to afford MLK:

- 6) Predictability in arranging classes for effective delivery of its education model;
- 7) Flexibility to staff the classroom and the school consistent with its unique education model;
- 8) Flexibility in establishing the school day and professional development calendar to meet the unique needs of the school's constituency and staff, as well as to align with the school's unique education model;
- 9) Flexibility in entering into contracts for services to meet the unique needs of the school, and to comport with the school's budget; and
- 10) Autonomy, and the resulting sense of community such autonomy will likely bring.

7. The proposed district charter school is for: X an existing school; a new school

8. Please describe the process by which votes will be obtained from teachers and parents in support of the school (see GL 16-77-2,2(17)).

The school leadership team has already begun discussion with our full faculty and staff. We will seek a 2/3rds majority vote of all certified team members assigned to the building before the December 1 submission deadline. We will also seek a majority vote of all families with students currently enrolled in the school prior to December 1st.

9. To what extent will parents, professional educators, and the greater community be involved in the governance and operation of the proposed charter school?

We have already begun holding community meetings with parent and community members to gain broader support. Initial conversations have brought forth meaningful conversations about key issues we will want to work closely on together. Please see Governance, and School Community sections.

EXECUTIVE SUMMARY

The Mission of the Dr. Martin Luther King Jr Elementary School is to provide an environment that will enable students to be responsible learners and leaders in the school and community. We

intend to convert to a district charter school to enable us to reach this urgent mission for our students and families. We are committed to serving the students and families in our community currently, and serving as a model for the district of how students, regardless of race, ethnicity or socio-economic status can achieve academically with the right supports.

The MLK School currently serves students in Kindergarten through fifth grade with a total student population of 624 students. As a district charter, we are committed to serving students from the Mt. Hope Neighborhood and all of the other Providence neighborhoods currently reflected in our school community, and at least 70% students who qualify for free/reduced price lunch. With a strong history as a neighborhood school, we will become a strong hub of hope and resources for Mt. Hope.

The Dr. Martin Luther King, Jr. Elementary is a powerful, dedicated and motivated team. We are led by Principal Derrick Ciesla, and Assistant Principal Kristen Lussier. We have a total of 34 teachers and numerous staff members, committed to the success of our students. We have a strong founding group of families and community members who are invested in the long term success of the school. We are also supported by the Learning Community Charter School, a partner who brings nine years experience running a successful charter school and an external consulting team to the work.

We chose the Learning Community as a partner because they have a track record of student achievement, fiscal management, and family and community engagement. In terms of student achievement, Learning Community students met or exceed the state average across all subject areas in the last academic year on the NECAP, with a 90% free/reduced price lunch rate. They manage a \$9 million budget and have received the Non-Profit Finance Fund's highest rating for non-profit financial management. They own and have renovated their own 84,000 square foot facility. The LC also has one of the highest rates of family engagement in the state, according to SurveyWorks data from 2012.

According to our own NECAP data, the need of our school community is to ensure equity and outcomes for all students in our school regardless of race, ethnicity or socio-economic backgrounds. Our higher income students, and our white students, have typically far outperformed our students of color from low income backgrounds. We cannot tolerate this discrepancy any longer and we are committed to closing this achievement gap within our school.

To meet this need, we will work as a team and alongside our families to: improve our instruction across all grade level for all students, we will increase family engagement among our low income and non-white families so family voice is truly representative of our community, we will continue to engage community partners to meet the needs of our students, and we will use our increase autonomy to streamline our organizational systems and allow genuine teacher and family voice in decision-making.

To accomplish these goals, we will harness the strengths that currently exist in our community. A deep sense of community runs within the school's parents and community members who are instrumental in providing students with learning opportunities.

The MLK learning environment is driven by a belief that all learning should be standards-driven with curriculum of academic rigor to enable students to become life-long learners and productive members of society. Decisions about teaching and learning should be data-driven to help increase student achievement. In our learning environment, there is constant and continuous communication between administrators, teachers, parents, and community leaders. Each child is encouraged to develop into a self-motivated, resourceful problem solver and become an individual who is accountable and responsible for his/her own behavior. They are supported in become individuals who respect themselves, adults, other children, and other cultures.

The MLK team will draw on the strength and experience of our talented teaching team as well as the Learning Community team to revise and re-imagine our educational program. We will adopt the Learning Community reading program starting in our first year. With a new math program last year our focus was to have fidelity to the curriculum and increase teacher content knowledge by working with the math coach and attending all professional development that was offered by the district. We will work with the Learning Community to build capacity as a team to craft and revise our math scope and sequence to be Common Core aligned over the next two years.

Over the first years of our transformation, we will work with the Learning Community to analyze student data to determine changes that need to take place in science, social studies and math.

We will use the Learning Community batteries of formative and interim assessments to inform our instruction. In year one, the Learning Community will help us establish all assessment systems, as well as work with us to set up systems to use data in real time in our classrooms and safety net systems.

We will be looking at all of the resources and positions that we currently have had to meet student need, alongside the latest student data and determining the changes we need to maximize our resources and positions to support all students' growth. One of the biggest benefits of converting to a charter school is having the ability to re-allocate resources as we see the need for our students, and thinking creatively about the best way to define positions to maximize strengths and meet students' needs as responsively as possible.

Our school leaders will be responsible for management of the budget and financial planning and management. They will be accountable directly to a Board of Directors, as defined in the governance section. The school leaders will also be supported by the Learning Community, which has a strong track record in financial management.

SECTION I – MISSION STATEMENT

The Dr. Martin Luther King, Jr. Elementary School is an urban K-5 school committed to providing a vibrant educational experience for the children of Providence. We strive to nurture and develop children academically, socially and emotionally.

Our Vision

The Dr. Martin Luther King, Jr. Elementary School will be known as a school that exposes students to a rigorous academic curriculum coupled with vibrant environment activities that include foreign language, dance, fine arts, vocal and instrumental music, and technology. The

Dr. Martin Luther King, Jr. Public Elementary School develops student confidence and character, and teaches children to respect themselves and others, enabling them to become productive citizens in a 21st century global society.

SECTION II - STATEMENT OF NEED

1. **Explain the need for this particular school in the community(ies) it will serve, the targeted student population, and why this educational opportunity will enhance or expand what is already available in the community(ies) to be served.**

Need for improved student achievement for a culturally diverse student population

The Providence Public School District has a well-documented need for finding ways to improve student achievement, as evidenced by state and local standardized tests, the low rate of high school graduation and other indicators of compromised student well-being (Table A).

The Martin Luther King Charter School will provide Providence with a state-of-the-art teaching and learning facility that fosters exemplary student work and achievement by children of all ethnic, racial and economic backgrounds. The Dr. Martin Luther King, Jr. Charter School will build on the strengths of a diverse student population, honoring the cultural backgrounds of our students through a multicultural focus across all content areas.

All children who are members of our school will be actively engaged in a welcoming, responsive, empowering, rigorous, educational environment that considers all aspects of their

Selected statistics for Providence	Prov:
% 5 th Gr. Students who scored proficient on the 2011-12 NECAP Reading assessment	40%
% 5 th Gr. Students who scored proficient on the 2011-12 NECAP Math assessment	38%
% 5 th Gr. Students who scored proficient on the 2011-12 NECAP Writing assessment	32%
% of children enrolled in special education	17%
% of children who qualify for free/reduced lunch	81%
% of children graduating from high school	66.1%
TABLE A Data taken from <i>InfoWorks</i> and the 2012 RI Kids Count Fact Book	

well-being and learning life.

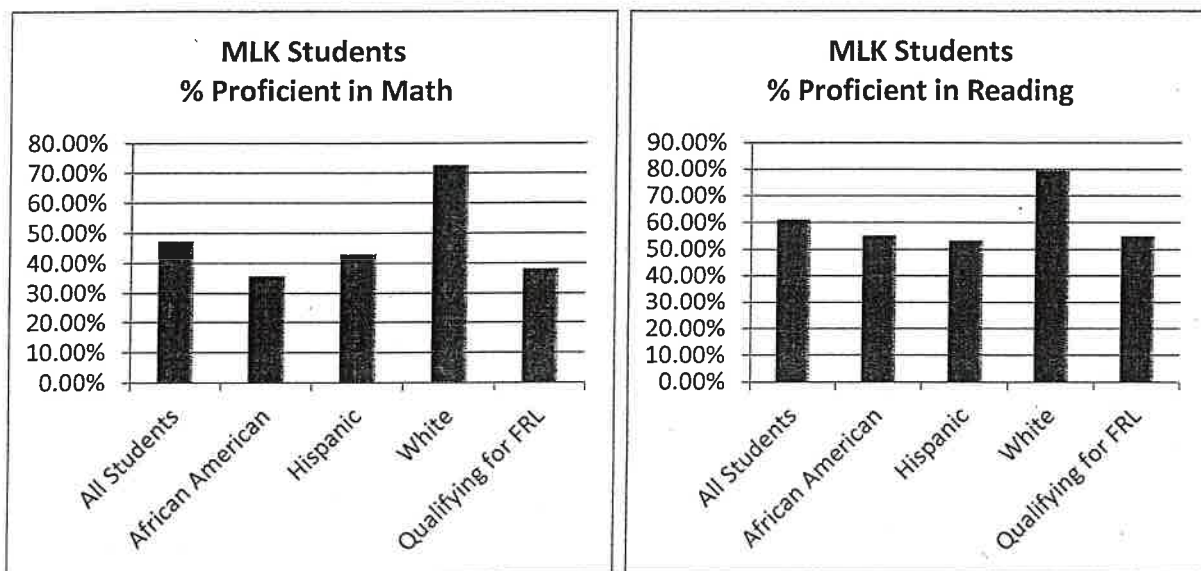
Specifically in the Mount Hope neighborhood:

“...urban renewal had an enormous impact on the physical structure of the neighborhood. The Lippitt Hill Redevelopment Project, spanning from the 1950s to the 1970s, resulted in the demolition of a large portion of dilapidated low-income housing in the southern portion of Mount Hope. This project displaced large numbers of

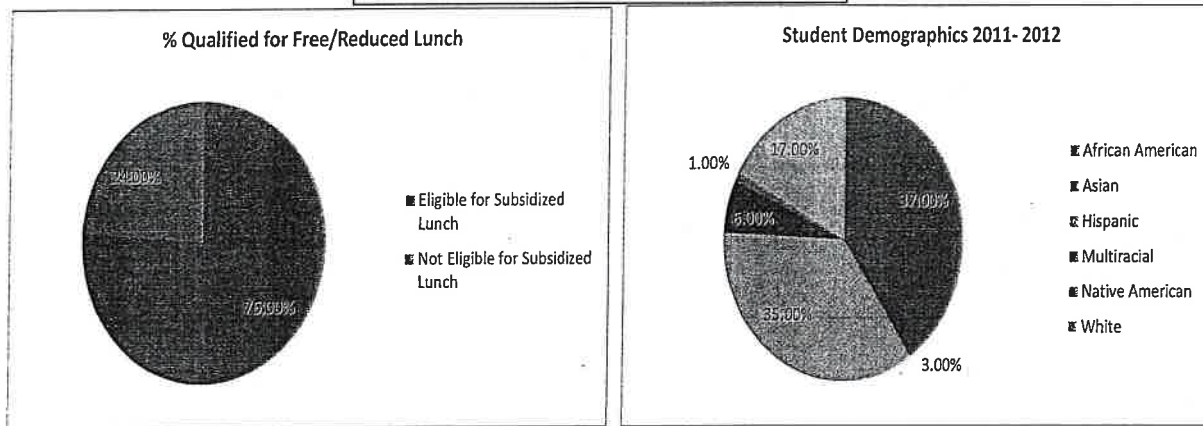
residents, particularly African-Americans, to other parts of Mount Hope and Providence. These homes were replaced by the University Heights shopping center and apartment complex, the Olney Street Baptist Church, and the Martin Luther King, Jr. Elementary School.

Demographically, Mount Hope emerged by mid-century as an ethnically diverse, mixed-income neighborhood. African-Americans, Irish-Americans (whose ancestors first immigrated as workers to the Moshassuck industrial area) and Russian Jews are the major ethnic groups in the neighborhood's history. Today, Mount Hope remains equally diverse. However, the neighborhood is divided along Camp Street where the area to the south of the line has experienced some deterioration to its housing stock and the area to the north has seen more substantial rehabilitation.”

The division goes beyond boundary markers however as the new sub-group data demonstrates, African American and Hispanic students are performing at 35.9% and 43% while their white peers are performing at 72.7% proficient in math. Similarly, in reading, students of color are achieving significantly lower scores in reading than their white peers.



MLK demographics 2011- 2012



What would happen to not just Mount Hope but Providence, our capital city, if we were able to reverse this trend? We have the potential to take control of our future given the opportunity and change this landscape for the foreseeable future.

Dr. Martin Luther King, Jr. Elementary School is in a unique and important position in the community and holds the potential for bringing the performance of their children of color on par with or exceeding their white peers in the same school. The impact of this achievement would have dramatic effects not only on the lives of the students and families we serve but also on the larger Providence community and the middle schools and high schools we send our students to.

Moreover, we hold the potential within our faculty, staff, family and community to become a national model of a racially and ethnically diverse, high achieving school.

Need for parent involvement to mirror student population

One of the biggest assets of the Dr. Martin Luther King, Jr. Elementary School is our diversity, both in terms of ethnicity and socioeconomic status. While our Parent- Teacher Organization is active and fully engaged it does not accurately reflect the socioeconomic diversity of our school. Additionally, only 18% of our families participated in the 2011-2012 SurveyWorks Parent Survey. Our partner school, The Learning Community, saw 98% parent

participation. As a charter school, we will have the autonomy to implement many of the strategies outlined in Section IX of the prospectus.

Sources: Providence Plan Neighborhood Profile. *Mount Hope: Neighborhood Analysis*, Department of Planning and Urban Development (City of Providence, 1977), *Providence: A Citywide Survey of Historic Resources*, edited by William McKenzie Woodward and Edward F. Sanderson (Rhode Island Historical Preservation Commission, 1986), and InfoWorks! Rhode Island Education Data Reporting.

SECTION III – ACCOUNTABILITY

State your most important goal(s) and associated measures in relation to the following categories: a.Educational Performance/academic achievement

- By Year 2, MLK Jr. Charter School will meet Annual Measurable Objectives for "All Students," as established by RIDE through the Rhode Island District and School Accountability System.
- By Year 3, MLK Jr. Charter School will meet Annual Measurable Objectives for all subgroups, as established by RIDE through the Rhode Island District and School Accountability System

King	READING AMOs						MATH AMOs					
	2012	2013	2014	2015	2016	2017	2012	2013	2014	2015	2016	2017
Total Population	68.4	71.3	74.1	77.0	79.9	82.8	50.6	55.1	59.6	64.1	68.6	73.1
African-American	62.0	65.4	68.9	72.3	75.8	79.3	39.5	45.0	50.5	56.0	61.5	67.0
Asian	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Pacific Islander	8.3	16.7	25.0	33.3	41.7	50.0	8.3	16.7	25.0	33.3	41.7	50.0
Hispanic	61.5	65.0	68.5	72.0	75.5	79.0	45.5	50.5	55.4	60.4	65.3	70.3
Native American	54.2	58.3	62.5	66.7	70.8	75.0	42.7	47.9	53.1	58.3	63.5	68.8
White	88.9	89.9	90.9	91.9	92.9	93.9	80.6	82.3	84.1	85.9	87.6	89.4
MULTI-RACIAL	85.5	86.8	88.2	89.5	90.8	92.1	56.6	60.5	64.5	68.4	72.4	76.3
Students with Disabilities	24.4	31.3	38.1	45.0	51.9	58.8	22.1	29.2	36.3	43.3	50.4	57.5
English Language Learners												
Economically Disadvantaged	63.6	66.9	70.2	73.5	76.8	80.1	44.2	49.3	54.3	59.4	64.5	69.6

b. Organizational viability

Martin Luther King Jr. Charter School will work closely with The Learning Community, which has had a strong track record of organizational viability since it opened in 2004. In 2008, The Learning Community received the Nonprofit Finance Fund's (NFF's) highest risk tolerance rating, based on the number of months of operating expenses that could be covered by liquid reserves, assuming no additional revenues. The Learning Community has since weathered major losses of revenue (related to state funding formula) and major increases in costs (related to transportation and health insurance), but has maintained strong financial health. The Learning Community's director of finances will work with MLK Jr. Charter School's finance team to replicate this success. MLK Jr. Charter School will also work closely with The Learning Community's leadership to adapt and build on The Learning Community's systems that ensure

low rates of chronic absenteeism; high rates of parent and student satisfaction; and a fair pupil enrollment process. Two specific SMART organization viability goals for MLK Jr. Charter School are as follows:

- By the end of year 3, MLK Jr. Charter School will have improved rates of parent satisfaction, as measured by a 10% increase (from baseline) in the percentage parents responding Agree or Strongly Agree to the following SurveyWorks questions: "My child is learning as much as he or she can at this school" and "This school has high expectations for my child."
- By the end of year 3, MLK Jr. Charter School will have reduced rates of chronic absenteeism, as measured by a 15% decrease (from baseline) in the chronic absenteeism percentage reported by InfoWorks (infoworks.ride.ri.gov).

SECTION IV - EDUCATIONAL PROGRAM

1. **Educational Philosophy: a. Describe the founding group's core beliefs and values about education; b. Describe how this educational philosophy aligns with the school's mission and is integrated into the implementation of the comprehensive educational program.**

Our educational philosophy is to use a workshop model across content areas to develop students' proficiency and mastery of content, strategies and skills to nurture and develop children academically. Using a workshop instructional model provides students with a gradual release of responsibility over time and teaches to mastery of content, skills and strategies. This sets the context for a rigorous comprehensive educational program that aligns with this school's mission and vision. Although this is sometimes perceived as a "loose" model of teaching it actually provides an incredible structure for learning and teaching. The workshop structure can be used across content areas and the use of this instructional model reduces the need for students across the day, year and all years in a school adjust to how the teaching occurs and be able to focus on what is being taught and learning. The workshop structure has 3 main components: mini-lesson, differentiated workshop core, and reflection meeting.

For reading, writing, speaking and listening, a balanced literacy curriculum will be implemented. This is a curriculum that will support students and nurture their academic development as is aligned with our mission. Balanced literacy focuses on using read alouds,

phonics instruction, small-group instruction, shared reading and writing in addition to whole group mini-lessons in a reading or writing workshop structure. The integrated use of these structures in a balanced literacy curriculum provides students with instruction in decoding, comprehension, phonemic awareness/phonics, vocabulary and fluency. This curriculum approach looks at developing all students to be literate. "Programs should acknowledge that systematic phonics instruction is a means to an end. Some phonics programs focus primarily on teaching children a large number of letter-sound relationships. These programs often do not allot enough instructional time to help children learn to put this knowledge into use in reading actual words, sentences, and texts. Although children need to be taught the major consonant and vowel letter-sound relationships, they also need ample reading (in uncontrolled text; i.e. NOT decodable text) and writing activities that allow them to practice this knowledge." (Hudson, High, Otaiba 2007) There is also a focus on strategy instruction interactively using texts with students as supported research: "The National Reading Panel says using multiple strategies to understand finds considerable scientific support for its effectiveness as a treatment, and it is the most promising for use in classroom instruction where teachers and readers interact over text."

(National Institute of Child Health and Human Development (NICHD). 2000b)

- a. **Demonstrate that the philosophy will serve the diverse needs of individual students.**
Students' diverse needs are met through the workshop instructional model which offers opportunities for whole group, small group and one-to-one instructional time. The balance of the mini-lesson, differentiated workshop core and reflection meeting for content development using skills and strategies is key. The mini-lesson offers students direct instruction on an explicit strategy or skill. "The teaching of each strategy should be explicit and intense and should include substantial opportunities for meaningful practice and application." (Meister, Chapman 1996)

Strategies are selected from a menu of teaching points within a unit of study and are selected by teachers based on what assessments have revealed that the students as a larger group need rather than what the next lesson is in the teaching manual. During the minilesson, students are asked first to observe a demonstration of the strategy or thinking and then to try a bit of that

strategy right there during the lesson. This is a quick, guided practice for students in which they can receive immediate feedback from both their classmates and their teacher. (Calkins 1994;Fletcher 1993;Graves 1994).

Students then move onto the differentiated workshop core and this constitutes the bulk of time in all content workshops. This is the time where students have opportunities to work and develop in a content area and to receive more instruction or support if needed that is differentiated for them as a learner. “To develop as readers, striving students need substantial opportunities to read text written at a level they can read” (O’Connor, Bell, Harty, Larking, Sackor, Zigmond 2002) During this time focused student work is happening through independent practice, small-group instruction or conferences with the teacher. Students independently practice the strategies and skills they have been learning with the work of the content area. During this time, the teacher meets individually with students for a conference or meets with a small-group.

Conferences and small-group work provide students with individualized instruction based on each student’s need as indicated through assessment. Students receive both direct instruction and guided practice during these sessions to meet the diverse needs of all students. (Atwell1989; Anderson 2000,2005;Calkins 1994;Graves 1994). This instructional model will support students’ diverse needs as learners while nurturing their academic growth and provide authentic contexts for literacy work.

C. Provide research, including explicit citations, on this educational philosophy that demonstrates it may improve the academic performance of the anticipated student population and its diverse needs.

Our lead partner, The Learning Community, has used the balanced literacy curriculum and the workshop instructional model with tremendous success despite 90% of their students receiving free and reduced lunch categorization. In the 2011-2012 school year students at The

Learning Community were 73% proficient on the NECAP reading assessment and 60% proficient on the NECAP math assessment which was above the average for the city of Providence and met the state average. Using a balanced literacy curriculum with a workshop instructional model are research proven methodologies as also evidenced by the citations below.

- “In addition to teaching phonemic awareness, it is important for teachers to help children make connections between the skill taught and their application to reading and writing tasks.” (National Institute of Child Health and Human Development (NICHD) 2000b).
 - Research has shown that to be effective, the conventions of writing must be taught within the context of a writer’s own writing (Anderson 2005; Ehrenworth & Vinton 2005; Hillocks 1986; Weaver 1997; Wilde 2007).
 - “Instruction in comprehension should be focused on a small number of key reading strategies and skills.”(National Institute of Child Health and Human Development (NICHD) 2000b).
 - “To develop as readers, striving students need substantial opportunities to read text written at a level they can read” (O’Connor, Bell, Harty, Larking, Sackor, Zigmond 2002).
2. **Curriculum and Instruction: a. Provide a description of the overall curriculum and curricular components that will be used by the school. b. Explain the process utilized to identify the curriculum that will be used by the school and provide reasons why the curriculum was chosen for the school, including citations to show it is researched-based.**

The Dr. Martin Luther King Jr. Charter School will use its own modified version of the Workshop Model of instruction, popularized by Lucy Calkins of Columbia University’s Teachers College, and further adapted at The Learning Community Charter School as a core instructional approach across all grades and content areas. This approach is central to our mission to promote literacy as a tool for expression, debate and participation. The Workshop includes common structures for instruction that encourage participation, enable differentiation and scaffold learner independence and promotes not just academic but also their social and emotional development.

The Learning Community Charter School’s curriculum is derived from research on best practice shown to be effective with urban students. Based on a national scan of the most effective tools, their teams have crafted curricula taking components from the best thinking available to meet clear standards and address the specific needs of urban students.

b. Provide a description of the curriculum that demonstrates it may result in high academic achievement. Include citations regarding demonstrated use.

This Comprehensive Literacy Program is based on years of work with the Teachers' College Reading and Writing Project at Columbia University, and has been reviewed by national consultants from New York, San Diego, and New England. At The Dr. Martin Luther King Jr. Charter School, we consider the Comprehensive Literacy Program the core of our curriculum, setting the foundation for literacy across all content areas.

The Components of the Balanced Literacy Framework Teaching on the diagonal – "To-With-By" instruction

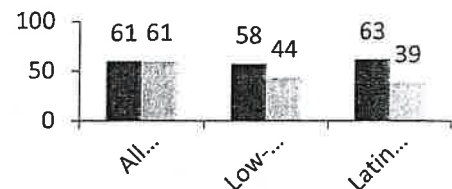
Component	Brief Description	Citations
Read Aloud TO	Read aloud is an interactive experience in which readers are engaged in discussing the texts throughout the reading. The development of comprehension and habits of discourse are central to this component. Teachers take opportunities to extend vocabulary.	"From the research on emergent literacy, we finally understand that many children have hundreds of hours of literacy interactions during which they develop understandings critical to their success in beginning reading. We must now structure our school programs to try to provide for all children." (<i>Cunningham, 2000</i>). <i>Research about how to help children develop an understanding of story and of how books work has found that -- literacy begins at an early age and develops in stages (Teale and Sulzby, 1991).</i>
Emergent Read Aloud TO/WITH	During Emergent Read Alouds, teacher reads entire book without engaging readers in much discussion. Focus is on the development of story language. Readers may chime in during predictable and/or repetitive parts of the book.	
Shared Reading WITH	In Shared Reading, students read an enlarged text with teacher support. The text is re-read over the course of several days with various teaching points in mind. Fluency is a key goal of this component ultimately leading to higher levels of comprehension.	"Repeated reading (e.g. reading the same book/story several times) interventions that were combined with comprehension activities enhanced both fluency and comprehension. Thus, it would seem to confirm the importance of including both these elements in daily instruction." Chard, D. J., Vaughn, S., & Tyler, B. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. <i>Journal of Learning Disabilities</i> , 35(5), 386-406.
Guided Reading WITH	Guided Reading is one type of small group differentiated instruction designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. During Guided Reading lessons, teachers work with small groups of children who are on the same or similar instructional reading levels based on a variety of informal and formal assessments and all applicable gathered data on each individual student.	"Direct instruction in fluency can improve students' comprehension." National Institute of Child Health and Human Development (NICHD). (2000b). <i>Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the sub groups: Comprehension.</i> (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
Small Group Differentiated Instruction WITH	Small group differentiated instruction (other than Guided Reading) can and should be varied in structure and purpose. Unlike Guided Reading, "other" small group instruction often brings readers together who are not necessarily on the same instructional level yet these children have demonstrated a common need, which is identified by the teacher. Sometimes Strategy Groups are formed.	Sample, K.J. (2005). Promoting fluency in adolescents with reading difficulties. <i>Intervention in School and Clinic</i> , 40, 243-246. Shanahan, T. (2006). Developing fluency in the context of effective literacy instruction. In T. Rasinski, C. Blachowicz, & K. Lems (Eds.), <i>Fluency instruction: Research-based best practices</i> . New York: Guilford Publications.

Component	Brief Description	Citations
Phonics Word Study	Word Study provides students with explicit and systematic instruction in phonemic awareness, phonics, structural analysis and spelling.	"Through rich experiences with language, patterned stories, and big books, teachers can model, demonstrate and explicitly teach phonemic awareness." Adams, M. J. (1990). <i>Beginning to read: Thinking and learning about print</i> . Cambridge, MA: MIT Press. Juel, C. (1991). <i>Beginning reading</i> . In R. Barr, M. L. Kamil, P. B. Mosenthal, and P. D. Pearson (Eds.), <i>Handbook of reading research</i> (Vol. 2, pp. 759-788). New York: Longman. Pressley, M., Allington, R. L., Wharton-McDonald, R., Block, C., & Morrow, L. M. (2001). <i>Learning to Read: Lessons from exemplary first grade classrooms</i> . New York: Guilford Publications.
Whole Group Writing (Interactive / Shared) WITH	Interactive Writing is an instructional context in which a teacher shares a pen (literally and figuratively) with a group of children as they collaboratively compose and construct a written message. Shared Writing is an interactive experience in which students compose texts orally, as a group, guided by the teacher. The teacher acts as scribe, controlling the writing, freeing the students to focus on all aspects of text construction and composition.	"Just as professional writers have a process for developing their work, young, apprentice writers also benefit from a clear process through which to develop their writing." (Atwell 1998; Calkins 1994; Elbow 1981; Fletcher 1993; Graves 1994; Murray 1984).
Readers' Workshop BY	Readers' Workshop affords readers an opportunity to transfer strategies learned in the "To" and "With" components of Balanced Literacy to the "By" component in which they work independently each day following whole group mini-lessons. Confering is integral to teaching this component well.	Richard Allington states: "The only way to improve reading achievement is to increase actual reading and writing activity...and enhance useful strategy instruction." (Allington, 1999). The Reading Workshop allows students the time and opportunity to successfully read and discuss continuous text for extended periods of time each and every day.
Writers' Workshop BY	Writers' Workshop affords readers an opportunity to transfer strategies learned in the "To" and "With" components of Balanced Literacy to the "By" component in which they work independently each day following whole group mini-lessons. Confering is integral to teaching this component well.	We now know that for writers to develop their own agenda and make their own plans for writing, they benefit most from predictable and simple structures in the writing workshop (Calkins 1994; Graves 1994; Short, Harste & Burke 1996).

The Dr. Martin Luther King Jr. Charter School Math Curriculum

Like the reading and writing curriculum, The Dr. Martin Luther King Jr. Charter School math curriculum will be hands-on, interactive and inquiry-based, with an emphasis on problem solving inside thematic units of study. The curriculum will be implemented so that students develop conceptual understanding of mathematics that move from the concrete to the abstract. The curriculum will support students to independently apply their understanding

MATH



Low-Income and Latino Students NECAP 2011 PROFICIENCY

Blue = Learning Community
Yellow = State of RI

of mathematics to real world and academic situations. The Dr. Martin Luther King Jr. Charter School will use the Providence Public Schools' district developed math framework that is data centered and was developed in partnership with the Dana Center as a key resource. This framework is currently being aligned to the Common Core standards by district consultants. We will also pull from resources that The Learning Community has developed, which are Common Core aligned, to strengthen our math implementation. This will include resources from *Contexts for Learning Mathematics* to support mathematical conceptual development and provide supplemental instruction that meets the needs of all learners. In an independent study from the State of Washington's Office of Superintendent of Public Instruction's review of supplemental programs, *Context for Learning Mathematics* was considered "the best supplementary math program for teaching strategy development". This study also found that *Contexts for Learning Mathematics* is "recognized as one of the best math supplemental math programs for meeting the diverse needs of today's contemporary classroom" including ELL students and culturally diverse schools that need culturally responsive math instruction (2007). The Learning Community's experience is critical in realizing significant gains in math for particular subgroups of students.

The MLK District Charter School will seek to contract directly with a consultant such as Janan Hamm, formerly of Math in the City, New York, New York, who has extensive national experience facilitating and crafting Common Core aligned, high quality math curricula with teacher input. She is currently working with the Learning Community.

The Dr. Martin Luther King Jr. Charter School Science Curriculum

"Hand-on/minds-on science provides a real world context, a catalyst for learning, and natural opportunities to develop accurate and effective scientific communication." (Science and Literacy Integration Project)

In keeping with our inquiry-centered philosophy, The Dr. Martin Luther King Jr. Charter School science curriculum will be designed to engage students in hands-on investigations of science phenomenon in the physical, earth, and life sciences.

The Dr. Martin Luther King Jr. Charter School will continue using the Providence Public Schools' district developed science curriculum that is data centered and was developed in partnership with the Dana Center as a key resource. This curriculum is currently aligned to the Rhode Island GSEs. We will work to develop a clear link between the language arts and science education so that learners in inquiry-centered classrooms regularly work together to question, plan, test ideas, read, write, draw, listen and speak as is expected in the Common Core State Standards in the middle school grades.

In concert with our teachers, we will revise and deepen our science curriculum to draw from the best national research in the areas of science, technology, engineering and math. As STEM education is a major push nationally, we will learn from national best practices emerging in how to integrate technology and science into the school day beyond the science time, and how to use extended day programming to reinforce the STEM areas.

Dr. Martin Luther King Jr. Charter School Social Studies Curriculum

The Dr. Martin Luther King Jr. Charter School social studies curriculum will be grounded in a fundamental belief in the value and importance of cultural diversity. We see social studies as a place for students to learn and explore their own diverse backgrounds, histories and development as members of intersecting and interdependent cultures and heritages.

In keeping with our inquiry-centered philosophy, The Dr. Martin Luther King Jr. Charter School social studies curriculum will be designed to engage students in inquiry approaches to looking at themselves and the world around them as well as analyzing events from the past. The

social studies curriculum will be closely integrated with the reading and writing curriculum, moving from the more concrete skills and concepts of effective speaking and listening, to the more abstract concepts of engaged citizenship. The social studies curriculum will be developed in collaboration with the staff and the larger community. Specific attention will be given to creating a curriculum that reflects the diversity of the local community and student population. In addition to aligning our units to the Rhode Island GSEs, we will also align our instructional goals with the curriculum standards for social studies from the National Council for the Social Studies (NCSS). The standards for social studies are grouped into ten strands by the NCSS.

NCSS social studies programs include experiences that provide the study of:

- 1. Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity;
- 2. Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the past and its legacy;
- 3. People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments;
- 4. Individual, Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity;
- 5. Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions;
- 6. Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance;
- 7. Production, Distribution, and Consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services;
- 8. Science, Technology, and Society:** Social studies programs should include experiences that provide for the study of relationships among science, technology, and society;
- 9. Global Connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence; and
- 10. Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

a. Describe Process of aligning to Common Core Standards and the PARCC:

We will use the Learning Community Units of Study in Reading and Writing which have all been aligned to the Common Core. We will continue to reflect and revise these as we implement

them. We have begun reviewing Common Core standards and comparing them to current GLEs and GSEs in preparation for full transition.

These standards will be used closely when creating curriculum maps and crafting units. All curriculum planning sessions with teachers who have studied GLEs, GSEs and Common Core standards in depth.

Year-long curriculum maps will be developed by grade level teams with support from our internal Staff Developer, Director of Instruction and our Learning Community partners. These maps, as well as individual units of study, are collected quarterly and analyzed and reviewed for alignment by our leadership team.

b. Individuals on school's organizational chart who will be responsible for the above processes and procedures:

Curriculum development: Director of Curriculum and Instruction

Alignment: The Principal and Vice Principal with support from Christine Alves, Director of the Teaching Studio at the Learning Community, MLK Director of Instruction, and MLK Staff Developer

Implementation: Classroom Teachers and MLK Staff Developer

Evaluation and revision: The Principal and Vice Principal, MLK Director of Instruction, and MLK Staff Developer

Data analysis includes student-level review classroom teachers, academic specialists, the Principal and Vice Principal. The Principal and Vice Principal review all data every quarter. Trends from data will be brought to the Academic Strategic Planning Committee from the specialist team to inform school-wide professional development goals.

The Principal will work closely with the lead team and with support of the Learning Community to ensure curriculum is aligned and revised based on student data, and that all curriculum work is well-communicated to instructional team members. The Principal manages and supports all instructional team members. She ensures curriculum is documented and aligned across grade levels, that expectations of curriculum and instruction are clearly communicated

with all team members, that special education services and supports are effective and aligned with school-wide systems and expectations, and that data are regularly analyzed and used to inform revision of instructional approach and curriculum.

We currently have an internal coach. This role will become the Staff Developer who will provide embedded professional development to ensure the highest quality instruction. The Staff Developer will meet regularly with each grade level team and ensure curriculum planning is responsive to student data acquired from multiple sources including formative, summative and quarterly assessments. The Staff Developer will be a school-based position, with the option of participating in district PD as it is relevant.

Quarterly, the Principal will collect and review written plans. Any discrepancies in alignment will be brought to coaches and grade level teams for adjustment in curriculum planning. The Principal and Vice Principal will support curriculum implementation by regularly soliciting feedback on systems such as the master schedule, and making changes that further enhance instructional delivery. The Vice Principal will support curriculum implementation through accurate and frequent reporting and analysis with the Principal that enables responsive budgeting, quick turn-around on classroom materials, and efficient daily operating that allows all team members to focus on their work with students.

Instruction a. Describe the pedagogy or instructional methods that will be used to deliver the curriculum models.

Throughout all of our content areas the Dr. Martin Luther King Jr. Charter School will engage students in an inquiry approach to learning where maximizing student learning is at the forefront at all instructional times. Using a workshop instructional model, there will be a balance of the delivery of instruction to students between whole class, small group and individual to

ensure that each individual learner receives appropriate instruction that is based on their assessment data.

Instructional strategy	Required Y/N	School-wide or grade levels
Effective, focused mini-lesson structure which includes modeling and demonstration of teaching point	Y	School-wide
Teacher conferring with students to inform differentiation and push students forward	Y	School-wide
Flexible, small group instruction across content areas	Y	School-wide
Accountable talk	Y	School-wide
Use of turn-and-talk, Interactive Read Alouds and other participatory strategies	Y	School-wide
Workshop core that provides independent time for students to apply teaching point	Y	School-wide
Daily reflection on learning	Y	School-wide

b. Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including students with diverse learning styles, English language learners (ELLs), special education students, students who enter below grade level, and other at-risk students who should be targeted in order to eliminate the achievement gap. Describe how these strategies are in alignment with the Rhode Island Basic Education Program standards.

For students who are not meeting with academic success in our Tier I instruction, Dr. Martin Luther King Jr. Charter School will implement interventions at the earliest stage possible using formative and interim assessments to guide our decisions and ensure that no student “falls through the cracks”.

List of intervention programs (academic & behavioral)	# of Individual students assigned 9/11-8/12	Method for determining assignment	Duration of intervention, i.e., six week program or in-classroom extra help daily
Literacy tutorial / Guided Reading	112	Quarterly interim assessments	7-8 weeks
Just Words	69	WIST assessment	2 year program; assessed quarterly
Wilson Reading System	24	WIST assessment	Ongoing; assessed annually
Math Safety Net	34	summative + formative data	7-8 weeks
Math Skills Group	39	summative + formative data	4-6 weeks
Writing Safety Net	12	summative + formative data	7-8 weeks
Road to the Code	18	PASI interim assessment	12 weeks; assessed twice

			annually
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a. Explain how the school will ensure that teachers are proficient in delivering the chosen instructional methods.

In order to have a successful instructional program, Dr. Martin Luther King Jr. Charter School knows that effective teaching is essential for all students and must be a priority that is mindfully planned. The chart below depicts the ways in which we would ensure effective teaching on an ongoing basis throughout every school year.

Activity and purpose	Date or frequency (i.e., weekly, monthly, or annually)	Participants (i.e., whole school, grade level teams, etc.)
Summer Institute: planning and professional development	Every August	Entire team: 70
Full day grade-level planning days	Quarterly	7 teams; 30 teachers; 3 coaches
Grade-level common planning sessions facilitated by instructional coaches	Weekly	7 teams; 30 teachers; 3 coaches
Whole Team Retreat Days	Twice annually	Entire team: 70
Instructional coach classroom residencies		30 teachers
Intervisitations in other classrooms	At least twice per year	30 teachers
Attendance at professional conferences	1-2 times annually	5-10 teachers
Whole Team Meeting Professional Development sessions	12 times per year	Entire team: 70
Individual coaching time	Ongoing	30 teachers

Additional supports for new teachers:

Classroom Observations: New instructional staff spend several days observing classroom instruction and debriefing about classroom routines, transitions and instructional practices.

Summer Study: New teachers given copies of key texts central to our school's work to read over the summer; they are also given curriculum maps, units of study and lesson plans from prior year to review the foundation of the curriculum.

New Team Member Orientation: Every August all new team members have a day-long orientation to the school to learn about our culture and systems.

Continuous Coaching at grade level: Embedded coaching will be provided by Staff Developer.

b. Briefly explain the process for teacher evaluations and how evaluation will be used to support continuous improvement.

The Martin Luther King Charter School will continue to use the RIDE Evaluation model to evaluate our teachers. We reserve the right to propose our own evaluation model or adapt The Learning Community RIDE-approved District Developed Evaluation System.

c. **Describe how the school will determine the professional development needs of the staff as a whole and for individuals.**

Individual professional development goals will be derived directly from the evaluation process. Teachers will each have a professional growth plan based on their professional practice rubric observations, informal observations and student learning objectives. The external evaluator will recommend professional growth goals following each formal observation. Principal, teacher and instructional coach will review these recommended goals, as outlined in the Learning Community model. Professional growth plans will be created with the staff developer, and approved by the Principal based on agreed upon goals. These professional growth plans will be revised following each formal observation cycle, with a formal review of student data for that teacher's classroom.

The Instructional Leadership Team for the school will serve as the District Evaluation Committee, and will analyze professional growth goals across classrooms and grade levels, without teacher-specific identification. The role of the team will be to meet on-going throughout the year to determine a school-wide professional development plan that meets the needs of the teachers, and is rooted in formative, interim and summative assessment results for all students. This plan will be shared with the whole team throughout the school year and at least once a year with the Board of Directors for their approval and oversight of the academic program.

Discipline, a. Provide a description of the school's student discipline rules and procedures for general education students and for students with disabilities.

The Dr. Martin Luther King Jr. Charter School's discipline procedures will be rooted in the guiding principles of the school – to build self-accountable, active learners who are engaged in a community life inside and outside of the school. Therefore, the discipline process will always include the active participation and voice of the student or students involved, as well as their

families. Research has shown three determining factors in well-disciplined school communities.

(J. S. Kounin, Discipline and Group Management in Classrooms, 1970):

1. *There is a shared sense of ownership of the rules and expectations for behavior by students and teachers.*

At The Dr. Martin Luther King Jr. Charter School, students, parents, teachers and directors will co-construct the school's discipline policies, delineating clear definitions of behavior standards as a team over the summer before school opens. Students and teachers will spend the first two weeks of the school year establishing their classroom community, and co-constructing their own community's standards for behavior that are most conducive to learning. Students and teachers will revisit their classroom standards for community behavior as a part of their on-going practice of reflection and revision. School-wide language and expectations will be used in non-classroom times of day as well.

2. *Well-disciplined schools have been shown to have close ties to the community, including high levels of communication and partnership with parents and caregivers.*

At The Dr. Martin Luther King Jr. Charter School, parents will be an integral part of the discipline design process, the school governance and day-to-day life of the school, via the mechanisms outlined in the School Community section.

3. *Discipline authority is delegated throughout the school community rather than resting solely with administration.*

At the Dr. Martin Luther King Jr. Charter School, the authority for addressing behavior problems will flow outward from the student. First and foremost, we will expect the student to hold him/herself accountable to the standards of their own learning community. Secondly, as a part of a learning community, teachers will expect students to hold one another accountable to those standards. Thirdly, teachers will work closely with one another, with parents and with the students to handle discipline problems that cannot be solved through the mechanism of the

student's peer community. Directors will support teachers, parents and students in developing pro-active individual behavior plans when applicable.

- a. **Provide a description of schoolwide discipline practices, including any external programs that will be incorporated into the school culture.**

Positive, Supportive Community

We will rely heavily on the national work of Responsive Classroom in guiding our approach to developing strong classroom communities and building school-wide dialogue about common rules, expectations and consequences, and repairing mistakes with one another. These programs were chosen because of their efficacy in schools nationally with similar demographics to ours, as well as being a fit for the language and culture of our instruction. Key Responsive Classroom approaches are outlined below.

As an entire school team we will be proactive:

- We will establish clear routines and rules. Our school-wide rules will be: We are safe. We are respectful. We are leaders.
- We will be consistent.
- We will compliment and notice good choices.
- We will be aware of our body language, tone of voice, and word choices.

As an entire school team we will be responsive:

- We will monitor behavior.
- We will use empowering language.
- We will use consequences that are logical.

As an entire school team we will use logical consequences, by:

- Helping students see connection between their behaviors and the effects they have on others.
- Equipping children to fix their mistakes and know what to do differently next time.
- Making sure consequences are relevant, realistic and respectful.
- Reflecting that the child's behavior is the problem, not the child him/herself.

Code of Conduct

- We will have a Code of Conduct that explicitly details for teachers, students and families the consequences for more serious disciplinary infractions, such as bullying.
- This code will be developed by researching best practices in use in other schools and bringing draft language to the entire school team for discussion and revision.
- Code will be shared with students in classrooms and with families by the school's Principal.

Support for Students and Families

- We will develop a new Behavior Support Specialist position (as the budget allows) who will work with students who have needs that can't be addressed with consequences in the classroom. The specialist will be on-call to meet with students as conflicts occur and address the situation immediately.
- Budget permitting, we will use a Social Emotional Support Team model that would include such positions as a school nurse, social worker, psychologist, behavioral specialist, special education teacher and administrators. This team would meet weekly to develop plans with teachers and families to address chronic behavior issues and ensure that all students are learning and growing to their potential. Hallmarks of their work would include creative responses to the needs of each individual student; working across family, academic and social lines; rapid follow up; and a caring, nonjudgmental approach.
- We will cultivate partnerships with mental health organizations that we trust, as well as internship programs with URI's school of nursing and Smith College (for example) school of social work.

3. Assessment System

External assessments:

External assessments	Purpose	Schedule of administration	Use of data
Fountas & Pinnell	Determine student's independent & instructional reading level, accuracy, comprehension & fluency	Grade 2 & students below benchmark: 4 x per year; 3x per year for grades 3-8	Data is used to determine adjustments to classroom instruction and additional intervention services needed by each student
Roswell/Chall Word Analysis	Determine phonic knowledge	Grade 2, quarterly	"
High Frequency Words Reading	Determine knowledge of most frequently used words	Grades K-2, quarterly	"
High Frequency Words Writing	Determine knowledge of most frequently used words	Grades 1-2, quarterly	"
Developmental Reading Assessment (DRA)	Determine student's independent & instructional reading level, accuracy, comprehension & fluency	Grade K-1, quarterly	"
Clay's Observational Survey, Letter ID	Determine which letters and sounds a child can identify	Grade K-1, quarterly	"
Wright's Concepts of Print	Determines which concepts of print a student can identify	Grade K-1, quarterly	"

Clay's Observational Survey, Dictation	Determine how well a student can hear a sound and assign them a letter	Grade K-1, quarterly	"
Daily turn and talk observations	Insight into mini-lesson comprehension	Daily, Grades K-1	"
Small group notes and data	Insight into skill acquisition	Daily, Grades K-1	"
Conferring records	Insight into the quality of student work and individual student needs	Daily, Grades K-1	"
Math unit and chapter tests (elementary)	Assessment of conceptual understanding	Grades K-1, every 4-6 weeks	"
Writing interim assessment using TRIAND database	Assessment of written language to prompts	Grades 1-2, quarterly; Grades K & 3-8, 3X times per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
Math interim assessment using TRIAND database	Assess gaps of content knowledge or growth in cohorts based on previous assessment data	Grades 1-2, quarterly; Grades K & 3-8, 3X times per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student
Science interim assessment using TRIAND database	Assess gaps of content knowledge or growth in cohorts based on previous assessment data	Grades 3 & 5-7, 3x per year; Grades 4 & 8, 2x times per year	Data informs curriculum adjustments; determines adjustments to classroom instruction & intervention services for each student

The Dr. Martin Luther King Jr. Charter School's assessment system will be integrated into our instructional approach and will guide quick responses at the classroom, support service and school levels to ensure that resources are deployed to support student achievement.

Formative assessments will be used by classroom teachers across the school on a daily basis to gauge student progress and adjust instruction rapidly. Notes from conferring, small group work and observations will inform instruction every day across all grades and subject

areas. If teachers see a student they feel is slipping below benchmark, they will discuss this student with an Instructional Coach or Director of Instruction immediately.

Interim quarterly assessments will provide a more comprehensive overview of student's performance in reading, writing and math. Every student's data will be examined, with emphasis on:

- Individual student performance for students already on a PLP, any student below benchmark and students who are just one level below benchmark
- Specific area of concern for students reading below benchmark
- Trends within particular classrooms or grade levels
- Trends over time as cohorts progress

This analysis will drive our academic safety net systems, determining which students will receive extra support and determining our staffing for that quarter. It may also reveal a need for extra support for specific classroom teachers.

We will utilize scoring teams across math and writing interim assessments. Teachers, specialists and coaches will look at the same grade level throughout the year to ensure consistency in scoring practices as well as noticing grade level progress, weaknesses and trends.

School leaders, coaches and reading team members will lead grade-level and school-wide data analysis following each quarterly assessment round. Our coach will work with grade-level teams at common planning time and in planning days to revise curriculum based on data.

Reading, math and writing safety net team members will analyze school-wide data and present trends, as well as Planning Committee reviews these trends to inform school wide strategic goals.

Summative data will be reviewed on an annual basis to inform our work in ELA, math and science.

SECTION V - SCHOOL MANAGEMENT

Please provide a description of how the charter school will provide appropriate conditions for success including –

1. Board Development and Governance

- a. Describe the role of the board in the school and how it differs from the role of administrators; b. Describe how the governing board is reflective of and provides expertise to support the school's mission and educational program.**

The Martin Luther King Charter School mission centers on academic achievement and social development as a route to active participation in our democracy. As such our board of directors will include a range of individuals representing leadership in a variety of sectors, expertise that we will need as we go through the conversion process such as: legal, financial, facility and/or real-estate, organizational/non-profit leadership experience as well as a range of other voices from the community. The focus of our board in this initial phase of our school community conversion to a charter will be to ensure the financial and procedural sustainability of the organization, enabling teachers, students and families to create a school environment of high achievement. We will work to engage individual board members around their areas of expertise while we lay the groundwork to grow the board to include more people. Upon the authorization of the school's charter, the board shall be responsible for the care, control and management of the school, and shall have the following powers and duties:

- To build a fund development program for long-term financial stability
- To monitor the academic progress of the school in concert with our Instructional Leadership Team
- To continually reflect on and contribute to the collective understanding of what it means to develop active participants in our democracy, what habits of mind and skill sets are integral to a student who will serve to uphold our mission.
- To identify educational needs in the school;
- To develop education policies to meet the needs of the school;
- To provide for and assure the implementation of federal and state laws, the regulations of the board of regents for elementary and secondary education, and of other applicable policies, programs, and directives.
- To provide for the evaluation of the performance of the school.
- To have responsibility for the care and control of school;
- To have overall policy responsibility for the employment and discipline of school personnel;
- To approve a master plan defining goals and objectives of the school;
- To provide for the location, care, control, and management of school facilities and equipment;
- To adopt a school budget;
- To adopt any changes in the school budget during the course of the school year;

- To approve expenditures in the absence of a budget, consistent with state law;
- To employ administrators and assign any compensation and other terms and conditions of employment as the board and the administrators shall agree;
- To give advice and consent on the appointment by the administrator(s) of all school personnel;
- To establish minimum standards for personnel and to adopt personnel policies;
- To establish standards for the evaluation of personnel;
- To establish standards for conduct in the schools and for disciplinary actions;
- To hear appeals from disciplinary actions;
- To enter into contracts; To publish policy manuals which shall include all school committee policies;
- To establish policies governing curriculum, courses of instruction, and text books;
- To provide for transportation services;
- To make any reports to the department of education as are required by the board of regents for elementary and secondary education;
- To delegate, consistent with law, any responsibilities to the administrators;
- To address the health and wellness of students and employees;
- To annually undertake a minimum of six (6) hours of professional development;

Administrators will be responsible for carrying out and overseeing the implementation of the mission by the school team and larger community and ensuring every team member, student and has what they need to excel.

b. Describe how the board will be informed of and make policies regarding the academic performance of the school and implementation of the school's mission.

The Martin Luther King Charter School Instructional Leadership Team members will present the data on student performance after the annual Math, Reading and Writing NECAP data release and the Science NECAP data release.

Martin Luther King Charter School Board members will receive regular briefings on student performance at board meetings from administration. If the data suggests the need for substantive shifts in personnel or curricular resources, the board will deliberate on those decisions. When annual NECAP results are released, board members will be engaged in an in-depth presentation of the data, comparisons with prior performance and a discussion of our strategies for continuous improvement. Key board members are engaged in the strategies developed to address any areas of concern made apparent by data review.

We will also report any significant changes in interim assessment data trends to the Board which may signify or correlate a change in our NECAP performance. With our data reports also comes a comprehensive outline of the recommended plans to respond to each data set. Board members shall deliberate on the data and the proposed plans to address the same. Key board members with educational expertise review Instructional Leadership Team goals and draft plans and play a key role in the development and revision of those plans.

c. Outline the criteria and process the board will use to evaluate the school leader, including frequency of evaluation, and how the evaluation will be used.

The Executive Committee of the Martin Luther King Board of Directors will utilize the RIDE Administrator Evaluation Model to review the Principal's performance annually. The Board may contract with an external evaluator to conduct the evaluation and report findings to the board directly.

The evaluation will include all the domains of the RIDE Building Administrator Evaluation System, including professional practice, professional responsibilities and student learning objectives. The Board will ensure that all reporting and criteria for Building Administrator evaluations within the Rhode Island Model are part of the review.

The board executive committee and/or external evaluator will conduct interviews, observations and data collection with all stakeholders in the community as part of their review. Stakeholders include: team members, families of students, students, Board members, and community members. The evaluators will also be conducting an exhaustive data review including but not limited to: student performance data, student formative and interim assessment data, teacher and student retention rates, sub-group retention and performance rates, family engagement data.

Further, the Principal will use the Rhode Island Model Building Administrator evaluation system to evaluate the Vice Principal.

d. Describe the fiscal controls and financial management policies the school's governing body will employ to remain informed of the school's financial position.

The fiduciary health of the school will be a primary responsibility of our Board of Directors. The school's Principal and Director of Finance will share and review budget reports with the Board's Treasurer well before every Board meeting. The Treasurer may request additional materials or data, as appropriate to ensure sufficient information to make a budget report at the next Board meeting. The Treasurer will also review our annual audit findings and management letter and advise the Finance Director, Principal and Board based on those reviews. In addition, the Treasurer will play a critical role in researching banking and investment opportunities and financial support systems for Martin Luther King Charter School.

The Martin Luther King Charter School budget will be crafted with sound financial design in mind. Basing our model largely on The Learning Community financial model, which received a sound rating from RIDE and one of the highest ratings from the Non-Profit Finance fund has been developed with a student-to-team member ratio that would support a robust program and excellent education for all students.

The draft budget will be reviewed, analyzed and edited with the Board Treasurer. The Treasurer will then recommend the new budget to the full Board of Directors who then will review for final suggestions and approve the budget.

2. Management Structure

- a. Provide an organizational chart and narrative that encompasses all employees of the school and the board of directors. The chart and narrative need to clarify the proposed:**
- a) composition of the board of directors; b) reporting structure to the board of directors and the relationship of the board to the school's leader and administration regarding the governance and management of the school; c) reporting structure and relationship of the school's leader and administration regarding teachers, specialists, and other staff**

members; and d) reporting structure and the plan for how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations

The Martin Luther King Charter School Board of Directors will be comprised at least 5 and no more than 10 members as determined from time to time by the board, in its sole and absolute discretion.

The board shall include members with background in expertise in diverse areas, including but not limited to: legal, educational, financial, organizational leadership, stewardship and growth, non-profit management.

The Principal of the school will report directly to the Board of Directors and shall oversee all of the school's operations, management and implementation of the schools mission and policies. All administrator and staff supervision (direct or indirect) is the ultimate responsibility of the Principal.

Board members will receive regular briefings on student performance at board meetings from administration. If the data suggests the need for substantive shifts in personnel or curricular resources, the board will deliberate on those decisions. When annual NECAP results are released, board members will be engaged in an in-depth presentation of the data, comparisons with prior performance and a discussion of our strategies for continuous improvement.

Key instructional and curriculum decisions will be drafted by the Instructional Leadership Team with representation across grade levels and from specialist teams and brought to the larger team for review and input as well as to the Board of Directors for review and approval.

Our budget development process for each year will begin in the prior school year as early as November and a draft will be complete no later than the end of December for the following fiscal year. The new budget will be developed with:

1. A review of expenditure trends in the current and previous year
2. A review of all administrative team functionality, gaps and possible staffing needs
3. A review of the Academic Strategic Plan for any related implementation costs
4. Service and goods cost projections based on expenditure trends, bids and quotes
5. Other anticipated staffing changes

b. Describe how the founding group determined the structure shown in the organizational chart

The organizational structure is largely based on the model currently used by The Learning Community charter school, our partner organization.

3. *Administrative Roles and Responsibilities*

a. Describe the roles and responsibilities of the school leader(s) and other administrative staff. Provide a job description for the school leaders as Attachment 8; b. Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.

Derrick Ciesla will be responsible for leading implementation of the mission across the organization. Implementation of the mission includes the highest quality instruction in every classroom, effective and efficient operations, high levels of family and community engagement, fiscal sustainability and sound business practices, and high achievement by students as evidenced by student performance outcomes. This means leading continuous reflection on our collective understanding of what it means to develop active participants in our democracy, what habits of mind and skill sets (such as critical thinking, community mindedness, academic choice and perseverance) are integral to a student who will serve to uphold our mission.

All school leaders will understand and be committed to ensuring that the systems and personnel they manage and support are in service of the school's mission. For instruction, operations, and finance, the quality of the instruction and student outcomes will be at the heart of our work.

The Principal and Vice Principal will have direct oversight and leadership in all areas of instruction, K-5. Responsibilities include oversight of curriculum planning and development

across all grade level, curriculum alignment school-wide, professional development, academic support systems for all subject areas, and special education systems.

The Principal and Vice Principal will have direct oversight of all non-academic times of day, including recess, lunch, and enrichment. They also oversee and manage the school-wide schedule for all team members, as well as student transportation.

Our finance director, (to be determined) will be responsible for fiscal management of the school as well as overseeing the human resources office. This person will be responsible for maintaining an up-to-date budget, reports to the principal and the board and to ensure implementation of responsible fiscal practices and policies.

4. *Educational Leadership: a. Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school. b.Explain how the operations of the school will be aligned to support instructional goals and student achievement.*

- Curriculum development and revision will happen during our annual Summer Institute with all grade-level teacher teams and Staff Developer completing year-long curriculum maps and planning in detail the first quarter of the year. Revisions based on last year's data occur at this time.
- Alignment will happen in cross-grade conversations as well as with our Staff Developer, Principal and Vice Principal.
- In addition to weekly common planning times, every grade-level teacher team will have a full planning day each quarter facilitated by a Staff Developer to examine student performance data and adjust curriculum accordingly.
- On a daily basis teachers will review formative assessments to make sure they are meeting needs of their and go deeper on a lesson with students as needed.
- On a quarterly basis we will use interim assessments to look for school-wide trends or trends among a cohort of students and make curricular adjustments, inform support services, and plan for professional development.
- On an annual basis we will look at summative data to drive curriculum changes. We will examine summative data in conjunction with interim assessments to determine what we are already addressing and areas where summative data indicates more attention is required.
- Data analysis will include student-level review classroom teachers, academic specialists, instructional coach, principal and vice principal. The principal will review all data every quarter presented by the specialist teams. Trends from data are brought to the Academic Strategic Planning Committee by the specialist team to inform school-wide professional development goals.
- Our curriculum planning templates (modeled after The Learning Community planning templates) and facilitated planning process will ensure that curriculum plans are aligned to standards and

well-documented. Our Unit of Study Map templates will be mandatory for all grade levels and will include: goals, standards addressed, prior knowledge required, specific lessons, assessments, and challenge and support strategies. Unit of Study Maps will be collected every 2-3 months throughout the school year starting at our Annual Summer Institute where facilitated planning is much of the focus.

5. *Human Resources*

- a. Provide a preliminary staffing chart and narrative staffing plan for each year of the proposed charter school within the five year term of the charter. Indicate the number of administrators by title, faculty including classroom teachers by grade and/or subject, aides or assistants, special student service providers, and other specialists, clerical staff, and any other school employees. Explain the process of determining job positions, roles, and responsibilities.**

Because Martin Luther King Charter School is a conversion charter school, most of the staffing positions have been established based on needs of our current population. We have added positions where we anticipate having to take on direct responsibility for operations that previously had been under the purview of the district. As a district charter school we will be enabled to respond to student need and make adjustments to resource allocation and role definition to best meet those needs as quickly as possible. Please find the staffing chart attached.

- b. Describe the attributes of an ideal teacher for the proposed school and the hiring process.**

The ideal Martin Luther King Charter School Teacher:

- delivers exceptional instruction in concert with grade level colleagues ensuring each student reaches his or her highest potential
- is interested in working in an urban setting and is highly qualified
- is deeply committed to meeting the needs of every child in their classroom
- is a strong classroom manager, organized, flexible and has excellent communication skills
- has experience using data to inform instruction
- committed to continually learning and growing professionally
- is a consummate professional

- c. Describe the school's plan for staff recruitment, advancement, and retention.**

Martin Luther King Charter School has a very strong and stable team. When we seek to hire new members, our recruitment process will include a wide publicizing of open position on social media and traditional outlets and includes:

- Clearly defined role and accountability defined for every position.

- National advertising through education networks and alumni networks of strong teacher education programs.
 - Word of mouth through a national list of friends of the school.
 - Making as explicit as possible the kind of supportive community teachers will find if they come to work here
 - Encouraging educators to visit and speak with their teacher peers.
 - A search process that puts current teachers at the center of the selection committee.
 - Search committee seeks individuals with experience in urban settings, with Workshop structure, interest in professional growth and commitment to high expectations and critical inquiry.
 - Every finalist for teaching position has a demo lesson and debrief with search committee.
- d. **Explain the school's working conditions and compensation package(s) that will attract highly qualified staff.**

Building Strong Community

- Weekly Whole Team meetings with opportunity for all team members to participate
- Semi-annual Full Day Retreats focus on issues impacting entire school
- Intervisitations enable teachers to observe best practices in colleague's classrooms
- Common spaces encourage gathering and conversation

Extensive Support for Professional Growth

- Summer Institute: Our Summer Institute gathers every member of our team for deep planning, reflection and professional development. New teachers spend the institute with their colleagues developing plans for the year.
- Teachers have support from staff developer and external professional developers and evaluators
- Extensive support for facilitated planning and for common planning time with colleagues
- Access to extensive opportunities for professional development and culture of support

Administrative Philosophy

- A strong Social Emotional and Physical Supports Team enables teachers to target instruction
- Competitive salary and benefits package
- Social events committee leads out-of-school time fun for peers
- Administrative philosophy to ensuring bureaucracy doesn't block teacher success
- School-wide pledge that the first job of all non-classroom team members is to protect a teaching and learning environment
- Commitment to encouraging healthy collegial relationships, including direct communication
- Commitment to and systems for distributed leadership allowing each team member to contribute to the community based on their strengths and talents progress toward those goals, seek advice and adjust plans as appropriate.
- At a minimum of once annually, the supervisor does a more formal written review of progress toward goals and overall job performance.
- If the Principal is not the direct supervisor of the non-certified staff member the supervisor will bring the written evaluation the Principal for review before sharing it with the staff member.
- More frequent evaluations occur if progress is slower than can be reasonably expected or the quality of the work does not meet expectations or a staff member is new to the school and needs more support initially.

- Once RIDE develops the aspects of their evaluation model for other school personnel, Martin Luther King Charter School will adopt that model as appropriate.

f. Describe plans for administrators and non-instructional school staff to engage in professional development activities.

Professional development for non-instructional staff will be related directly to the long term professional goals set with those team members. Depending on individual goals, professional development may be provided by sending the team member out to visit a colleague in another school in a similar role who has a strength in the goal area, or a related course or workshop may be sought out, or a team member with internal expertise may be assigned to coach the individual.

g. Describe briefly the teaching program of typical teachers. Indicate how many hours they will be in class and what other school-related responsibilities they will have outside the classroom (i.e., lunch duty, dismissal, advisory group, after-school program).

The MLK teachers will be teaching from 9 am to 3:25 pm. They will participate in weekly whole team meetings for an hour a half, as well as professional development in the summer, during their summer institute. They will be accountable for excellent planning and preparation daily. Depending on their professional growth goals, they may be required to spend additional time with the staff developer or other professional development provider, school leaders or colleagues beyond the school day.

SECTION VI – SCHOOL CALENDAR

1. The school day will run from 9 am – 3:25 pm. MLK will have a 180 school year for students.
2. Please see attachment
3. Please see attachment
4. The MLK team will work with our current after school providers and local partners to build more academic tutorial and skills groups into after school program to address immediate student needs. This team will also seek community partners who can provide hands on enrichment experiences to King students to reinforce and augment school day learning.

SECTION VII – SPECIAL STUDENT POPULATIONS

At Dr. Martin Luther King Jr. Elementary School, it is the expectation that all students will receive a world-class education and that there will be a high level of rigor in each classroom. We believe that all students have the potential to make considerable measured gains.

It is understood that all students are at different levels in their learning. Too often, students are identified as needing support services through special education and end up with IEP's that sometimes are not specific to their needs. They receive varying rates of instruction using the same curriculum with the same strategies that their regular education counterparts are exposed to mostly without taking into account the students specific learning styles.

What if every student's learning began at their assessed level of current knowledge; he or she progressed only when they demonstrated mastery; the curriculum is such that; it offers multiple opportunities for re-learning and re-assessment; skill attainment was tracked with real time data on student performance on an item by item basis? What if teachers were empowered to create flexible groupings for remediation and acceleration?

In addition, to creating supports for teachers Dr. Martin Luther King Jr. Charter School will focus on creating specialized and unique opportunities for teachers to share best practices around core academic areas. This venue will be called Teacher support team (TST.)

The RTI process will be used to identify, assess and provide specialized instruction to each student in need. The model at Dr. Martin Luther King Jr. Charter School will be a multi-tier approach to the early identification and support of students with learning and behavior needs. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education

and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

Tier 1: High quality classroom instruction

Tier 2: Targeted interventions

Tier 3: Intensive interventions and evaluation

- *High-quality, scientifically based classroom instruction with a high level of rigor.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

However, when tiered instruction is does not yield a suitable academic progress. Students are assessed and in some cases are eligible for Special Education services. The goal of Dr. Martin Luther King Jr. Charter School is as follows:

Least Restrictive Environment: To the maximum extent appropriate, children with disabilities are educated with children who are not disabled. The following service describes an option in the continuum of services for students with disabilities. Integrated Special Education Services assigns one special educator per grade level to provide support to students with disabilities in an integrated setting. These services provide a supported, heterogeneous age-appropriate classroom environment that assists students with disabilities in meeting their reading and math goals in the least restrictive environment.

Students with Disabilities: This program is designed to meet the IEP needs for students with disabilities who may have below average to above average abilities. These students with

disabilities may have varying learning styles, adaptive behaviors, communication and processing abilities. The students may need assistance with acceptable classroom behaviors that may interfere with learning, sensory needs that may require environmental adaptations, or executive functioning and organization. They may require enhanced supports in accessing the general education curriculum, peer networking and opportunities for peer interactions. These students will most likely have mild to moderate disabilities.

Support to Students:

- A special education teacher is assigned to an individual grade level for support and intervention.
- The special education teacher at each grade level will be the case manager for each student with disabilities at their assigned level.
- The special education teacher at each grade level will be responsible for the implementation of their assigned students' IEPs.
- Each grade level special education teacher will provide grade appropriate core instruction to a heterogeneous group of students at that grade level for ELA.
(Reading Block)
- Each special educator will provide interventions/small group at the instructional level to support students with disabilities and general education students in the RTI process as appropriate.
- Each special educator will provide specially designed instruction to those students who require written language and math support in their IEPs. The schedule of implementation for this service will typically be accomplished by providing instruction in the general education classroom working in collaboration with the general education teacher.
- Students are strategically grouped and scheduled to provide maximum support and services.
- Special educators are responsible to provide specially designed instruction as designated on student's IEPs.
- Paraprofessional support to students with disabilities will be provided as appropriate to facilitate learning.
- All students with disabilities will be assigned to grade appropriate general education classrooms.

Support to Staff:

- The special education teacher, related service providers and general education teachers communicate and collaborate regarding instructional accommodations and modifications, student progress and testing accommodations relating to the student's disability and IEP goals and progress. All should seek information regarding the student's performance in the general education classroom.
- The special education teacher and related service providers can also provide general education teacher(s) with information on the student's disability and its impact on learning and the classroom.
- Special education teachers can provide general education teachers with a copy of the IEP or IEP at a Glance.
- The social worker, school psychologist, special education teacher and general education teacher will develop classroom management plans and/or individual student behavior plans, as needed,

to assist students to transition and to navigate the school environment. These plans will be based on a positive behavioral approach.

- OT consultation is available for students with sensory or fine motor needs.
- Speech language pathologist is available to provide consultation regarding expressive and receptive language needs.

Support for Parents/Families:

- The special education, general education teacher and related service providers inform parents of the structure and routine of the program at the start of the year.
- The teachers and related services staff provide the parents with a report of the student's academic progress including progress on IEP goals and objectives.
- The teachers, psychologist, and social worker inform parents of behavior plans and provide assistance to the family in supporting the plan.
- Special education teachers will schedule and lead all IEP meetings for their assigned students.

Professional Development Plan:

- The professional development schedule for staff and faculty that serve special populations will be in collaboration with the proposed summer institute training.

In anticipation of the MLK student population eventually including students for whom English is a second language, the MLK team would adopt a well research English Language Development (ELD) block instructional model. *"A recent study suggests that ELD probably benefits from a separate period. Researchers found that when a separate ELD block was used, students scored higher on a standardized measure of English oral language. Teachers spent more time on oral English and were more efficient and focused in their use of time. The ELD block was, by design, targeted at oral English language development, and teachers taught accordingly. In contrast, when there was no ELD block, less time was spent focusing on English per se and more on other language arts activities such as reading."* (Teaching English Language Learners *What the Research Does—and Does Not—Say*.) Our partner, The Learning Community has worked with EL Achieve based in San Juan Capistrano, CA, to implement this approach. EL Achieve has had dramatic results with their partners across the U.S. can be found: <http://www.elachieve.org/results.html>. Additionally, The Learning Community has made remarkable gains in this area in particular and has agreed to share with us the work they have done with regard to serving ELL students. On 2011 NECAP testing, *The Learning*

Community outperformed all schools with student populations that are more than 59% Latino, in all subject areas. At both the elementary and middle school levels, The Learning Community dramatically exceeded achievement trend-lines for schools that serve predominantly Latino students. American Educator Summer 2008.

SECTION VIII – STUDENT ENROLLMENT AND DEMAND

1. Provide a clear rationale/description of the school's growth model.

The Martin Luther King Elementary is currently serving 621 students. Our full capacity is 634, at a 26:1 student teacher ratio. We are committed to honoring our responsibility to our current students and families. Between October 1st and December 1st, we will conduct a study with our faculty alongside a budget analysis to determine whether we want to apply for a higher teacher: student ratio, or a lower class size. If we determine the need to lower class size, we will phase in lowering our capacity over the first six years of operation, but enrolling a lower class size in our Kindergarten classes each lottery, and maintaining higher class size in the existing grade levels until we reach our ultimate capacity. Should we decide to lower class size, we would not go any lower than a 22:1 student teacher ratio.

2. Explain in detail the rationale for selecting this particular school size, and provide demonstrable evidence of parental demand, i.e. petitions, letters of support, etc. for proposed enrollment figures.

Charter Schools are in high demand. In Rhode Island there are currently over 5,000 students on waiting lists.

It is our understanding that, as an in district charter, we cannot cap the number students we serve. We are currently at full capacity with 621 students and a student: teacher ratio of 26:1.

3. Summarize the school recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students, including to families traditionally less informed about school options.

Dr. Martin Luther King Jr. Charter School will serve students reflecting the demographics of the surrounding community. We are committed to serving all members of the community. We will actively seek to children who reflect the range of racial, ethnic, linguistic, and socio-economic backgrounds that exist within the diverse and changing neighborhood of Mt. Hope and of the city of Providence. We expect to continue to serve the neighborhood of Mt. Hope, and roughly the same compliment of Providence's other neighborhoods as we currently serve. Over the life of the charter, we will maintain a minimum of 70% enrollment of children who receive free and reduced lunch.

In order to attract students and families, we will conduct a series of outreach meetings and information sessions in the neighborhood to invite parents and children to find out more about the school. These outreach events will take place at identified community gathering places, and will include translation services for parents and children who are non-English speaking. We will provide relevant materials about the school philosophy and curriculum in many languages. Parents will help us continue to recruit parents. We will also go door to door and speak with families in the neighborhood, and speak with neighborhood businesses and churches to disseminate applications annually before the lottery.

4. Describe an enrollment process that includes a plan for a public lottery, and is open, fair, and in accordance with the charter school statute and regulations.

Criteria for admission will be nondiscriminatory, in accordance with local, state and federal law. We will not include academic standards for student enrollment. When applications to the school exceed the available slots, we will use a blind lottery system to select students.

SECTION IX – SCHOOL COMMUNITY

1. Describe the relationship of your school to the surrounding community.

Martin Luther King School is located in the heart of the Mt. Hope Neighborhood. Our neighborhood is racially and socio-economically diverse, with incredible strengths as well as challenges. We serve a neighborhood with deep history and an abundance of community resources. We are also adjacent to Providence's East Side, home to the most economically advantaged of the city. Our school has been a community anchor, and we strive to become a community hub as we convert to a district charter school.

Our active Parent- Teacher Organization is a strong presence in our school and in the community. However, our PTO does not currently reflect the socioeconomic diversity of our school. Through our strong partnership with Ray Watson, president of the Mt. Hope Neighborhood Association and support from The Learning Community, our partner school, we hope to reverse this trend and increase diversity amongst the members of our PTO.

2. Describe how the founding group will engage stakeholders (parents, community members, local business, etc) within the proposed community served.

The founding team will strive to include families and key community stakeholders from the very inception of our new school. We began this process prior to submitting this application by holding a family meeting to explain and gather input on our proposed conversion plan with all of our school's current families. We will also invite key community partners and family members to serve on the Board of Directors of the school to provide expertise, community perspective and oversight to the school.

Principal and founding team members will reach out to all neighboring businesses and community partners to inform them of the changes that will take place within the school, the governance, and gather their input about the best ways for them as community partners and neighborhood stakeholders to support the new school.

On an on-going basis, we will be using our existing strengths within our parent and community relationships as well as the expertise and systems proven to be successful for our partner, The Learning Community, to ensure that we will maintain high levels of community investment and family engagement. The Learning Community has maintained one of the highest rates of family engagement in the state of Rhode Island with 90% of families qualifying for free or reduced price lunch.

See below key results from Learning Community SurveyWorks Data 2012, with 98% of LC families completing survey:

- **99 percent of families** say that the school views parents as important partners, that it is easy to communicate with teachers, that the main office staff is friendly and helpful, and that the school is well-maintained.
 - **98 percent say** that they feel welcome at the school, that the school promotes a respectful environment for their child, that school personnel respect parents, that the school has high expectations for students, and that the community supports the school.
 - **97 percent say** that the school responds quickly to their concerns.
 - **85 percent say** the school contacts them when their child does something well—23 percentage points higher than the Rhode Island average.
 - **60 percent say** they attend workshops or trainings on how to support their child—three times the Rhode Island average of 20 percent.
3. **Will the school offer family engagement programs? If so, briefly explain. How will parents be involved in the community?**

We are committed to family engagement as one of the most effective, instrumental and impactful strategies to improve student achievement. We will grow our family programming from those programs that currently work according to King families, as well as key programs that have proven effective at the Learning Community. We will be pacing the implementation of family engagement programming to ensure that all team members are able to manage and successfully implement them, and so that we have the capacity to reflect along the way with our families about the programming.

Our plan for year one of implementation will be to:

- grow a parent leadership team from our existing PTO, which has strong leadership currently. Our goal with this parent leadership group is to increase participation and leadership from our families living in poverty and to focus all efforts of the PTO around classroom practice, understanding how to support students at home with their academics and building relationships with teachers and the team.
- launch Parent Cafes, a monthly forum open to all families of the school, created by the Learning Community. The Learning Community will co-plan these and model how they run for us during the 2012-2013 school year
- implement the personal phone call system used by the Learning Community for all family events.
- implement the LC model of grade level open houses. At the LC, over 9 years they have experience 95% attendance at these open houses.
- implement the Kindergarten Orientation Day that has been developed by the Learning Community. The LC has 100% attendance at Orientation Day, and they will assist and support MLK team in making sure we have similar participation.
- adopt the LC parent conference system including their conversation template, clear expectations for teachers, scheduling system, and preparation system for parents. Again the LC has approximately 98% attendance at parent conferences and we will strive to meet that same measure.
- pilot the LC system of welcoming meetings with any new incoming families. Welcoming meetings are a one on one meeting between one of the school leaders and each new family with a brief set of questions and conversations designed to begin to build a trusting relationship with each new family.
- adopt the Learning Community at the door pick up and drop off for all families of King who come to the school daily to drop off and pick up their children. The Learning Community has found that this simple strategy ensures that families see their child's classroom teacher every day, usually twice, and this contact goes incredibly far to building relationships.
- assess the physical space and think with families about the best ways to make the space really communicate immediately that families are welcome in the school.

In year two, MLK team will work with LC team to begin grow their toolkit of family engagement strategies as a whole team. Strategies in years 2-5 will include: developing a home visit protocol and schedule, creating a system for family observation of instruction, culturally competency training for the team, and getting to know the community more deeply, strategies for ensuring two-way conversation with families, effective family events and celebrations, effective volunteer systems for families, adult education opportunities, action research, inquiry and study groups that can involve families, etc. Along with the LC team, we will continue to learn from our families, our team and model nationally about new ways to connect and build relationships with

our families. Most of all, we will be listening to our families, all of our families, to constant get their feedback and adjust our work to be more effective.

5. How will the school measure and respond to levels of parent and student satisfaction?

We will collect parent and student satisfaction data throughout the year. Family feedback will be collected at every family engagement activity – including open houses, welcoming meetings, parent cafes, Kindergarten orientation, and parent conferences in year one. King team will also track attendance at all parent activities and follow up with phone calls to those who did not attend to find out why. This data will be invaluable as the team adjusts and adapts to what works best for all of their families. Families will also have a chance to leave feedback for the school leaders in a feedback box at the front of the school. Feedback will also be formally collected through SurveyWorks.

Family feedback will be shared in whole team meetings with chances for the team to reflect and plan for the next attempt at implementing the strategy. For example, following open houses in the fall, school leaders will collect, analyze and synthesize feedback from families and bring that back to the whole team. This information will also come back to the team prior to their planning the following year for open houses.

The team will strive to respond as quickly as possible to family concerns. The Learning Community has a track record of parent satisfaction in this area (97 percent of LC families say that the school responds quickly to their concerns, SurveyWorks 2012). Part of this success is due to a clear expectation and training in how to respond respectfully to family feedback. The LC team will work with MLK school leaders to establish this important part of their school culture.

SECTION X – REQUIRED ATTACHMENTS

Attachment #1 - Resumes of founding group