APPROVED



Martin Luther King Jr. Charter School of Excellence

Minutes

Academic Excellence Committee Meeting

Date and Time
Monday February 3, 2025 at 10:00 AM

Committee Members Present
Diana Yousfi (remote), Jennifer Wallace-Johnson (remote), Kendra Salvador (remote)

Committee Members Absent
Kiyota Garcia

Guests Present
Emma Pullano (remote), James Lightfoot (remote), Kaitlyn DiSessa (remote), Lisa Kozik (remote), Rebecca Sela (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Jennifer Wallace-Johnson called a meeting of the Academic Excellence Committee Committee of Martin Luther King Jr. Charter School of Excellence to order on Monday Feb 3, 2025 at 10:00 AM.

II. Academic Excellence

A.

Academic Data Update

Early literacy remains a critical foundation for all students, particularly ESL and SPED learners, as it enables full access to Tier 1 instruction across content areas. Strong literacy skills allow students to engage with grade-level texts, participate in classroom discussions, and successfully complete assignments, setting the stage for academic growth in all subjects.

February data demonstrated strong progress across the school. Schoolwide typical growth was as follows: Kindergarten: 48%, Grade 1: 56%, Grade 2: 59%, Grade 3: 69%, Grade 4: 41%, and Grade 5: showed 23% progress toward typical growth on i-Ready. In terms of Zones of Growth, 47% of students were above benchmark. The bright spots included Kindergarten data up from 26% and Grade 3 Oral Reading Accuracy improved to 14% below benchmark. These data points reflect the effectiveness of targeted early literacy interventions and instruction.

To address these data, teachers and leaders engaged in multiple structured steps. First, individual 1x1 data conversations and action plans allowed teachers to target specific student needs and adjust instruction. Second, team-level data conversations fostered collaborative analysis of trends and informed decisions for groupings and instructional strategies. Third, small groups and school-wide reading supports were re-evaluated and adjusted, ensuring Tier 2 and Tier 3 interventions were aligned to student needs. Additionally, the MCAS Practice Test, specifically the informational text portion, was administered in Grades 3–5 to provide students with early exposure to the format and rigor of the state assessment, and to help teachers identify areas for targeted instruction. To further support literacy growth, Acceleration Academy was launched on Fridays, focusing on fluency and comprehension for students requiring additional support.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 AM.

Respectfully Submitted,
Kendra Salvador