

Discovery Charter School of Sustainability Executive Summary

This is prepared by the founding group of the proposed Discovery Charter School of Sustainability.

Mission: Our Mission is to nurture and graduate youth who display academic excellence in all subjects, are self directed dynamic thinkers, and are actively engaged in sustainable practices in their lives, their school, and their communities. We empower the diverse elementary students of Franklin County to thrive and excel in school connecting all members of the school family with the interdisciplinary methods of Educating for Sustainability. Discovery School graduates are lifelong learners and systems-thinking problem solvers meaningfully involved with and aware of their interconnection with world around them prepared for living in the emerging green economy.

Educational Plan: Discovery will offer a fully integrated placed-based curriculum focusing on Education for Sustainability. Students will experience outdoor class, group movement, individual exploration, and philosophical inquiry on a path to lifetime learning. As such, all members of the Discovery Community are empowered to be Dynamic Thinkers: Curious, Creative, Caring, Collaborative, Critical thinkers (C5) working together to implement the best sustainable practices for their community (Lipman, 2003; Brundtland Commission, 1987).

Need: The Discovery Charter School of Sustainability is needed in this region and community. Sustainability needs to be a focus of this and future generations as never before in modern life. Franklin County schools continue to struggle to provide education to meet the needs of area families. Gill-Montague is considered under-performing, Greenfield is a targeted area, and school choice options in higher performing schools are not readily available. At the elementary level, the closing of high performing schools have further reduced options.

Founding Board Capability: The Founding Board of Discovery Charter School of Sustainability has a multitude of talents and is highly impassioned by this mission. We continue to find inspiration from others in our region who is excited about our mission, anticipating the possibility of such a school. We understand that we are only at the beginning of this journey, but we are well-rounded in talents and committed to the success of this school.

Hanlin International Academy Charter School

Executive Summary

This is prepared by the founding group of the proposed Hanlin International Academy Charter School.

Mission:

Hanlin International Academy Charter School is a proposed 6th-12th grade American-Asian charter school that will open in September of 2011 in Quincy. This school will open with a class of 88 sixth and seventh grade students enrolled by lottery, growing to a maximum of 308 students. The school ensures its 6th to 12th grade students will benefit from a superior academic program immersed in a fusion of classical Far Eastern and Western instruction, while closing the achievement gap between Quincy's new Americans and native born peers, delivering college and international readiness for all.

Learning Goals:

- All students will master the unique fundamental skill sets that Far Eastern and Western classical education offers.
- New Americans will master the English language, while fostering a deep respect and great understanding of American history, culture, and institutional functionality to make an immediate positive impact on the Quincy community.
- Prepare students for future college graduation.
- Prepare students for the global society of the 21st century.
- To develop leadership skills in all of its students.

Need:

Hanlin International Academy Charter School will meet the academic demands of all Quincy families by providing a middle/high school alternative that provides a unique multicultural learning experience that will open new doors of opportunity and success for Quincy's children. New American parents will finally get a viable education option for their children so that the American Dream can be fully realized. The school will provide a standards-based, college-preparatory curriculum in order to ensure that all students perform at or above grade-level. Students will apply their education and training from Hanlin International Academy towards positive impacts for the Quincy community.

Program:

Hanlin International Academy's academic program revolves around several guiding principles:

- Rigorous college preparatory classes in Far Eastern and Western classical humanities with science and mathematics being instructed from a world historic view.
- Content rich language programs that allow new Americans to gain a deep grasp of American history and culture.

- Enriched Western and Eastern cultural experiences that will prepare all students for the global society of the 21st century while preparing them to serve the Quincy community.

Capacity:

The Founding Group of the Hanlin International Academy comprises of a diverse group of individuals with expertise in education, law, finance, management, and community outreach. The members of the Founding Group are dedicated to the mission and success of the school.

Leaders of Tomorrow Charter Public School Executive Summary

This is prepared by the founding group of the proposed Leaders of Tomorrow Public Charter School.

Mission Summary:

The mission of the Leaders of Tomorrow Charter Public School (LoFT) is to prepare youth to secure 21st century skills needed for high school, college and career success. The focus of the LoFT Charter Public School will be to provide a high quality, standards based education for every child in order to meet or exceed state targets by developing each student's abilities in all core subject areas through rigorous academics, the promotion of leadership and the integration of college and career exploration. At LoFT, there will be a focus on leadership at all levels; administrator, teacher, student, parent and board of trustees.

Education Program Summary:

The Leaders of Tomorrow Charter Public School is grounded in a vision of instilling strong leadership values (skills, habits, practice) and holding every stakeholder accountable for high performance. LoFT Charter Public School will operate with an extended year and expanded learning day. According to the Mass2020 Organization's 2008 annual report increased time on learning results in improved student performance. The AYP data in Expanded Learning Time Schools: 2006 (pre-ELT) vs. 2007 (with ELT):¹ In 2006 there were three ELT schools reaching AYP targets in mathematics. In 2007 that number doubled to six schools. Further data shows in 2006 there were five schools' making AYP in English Language Arts versus 2007 that number increased to seven schools. During this expanded learning day LoFT will offer students rigorous academic courses in all content areas, technology, wellness, and the arts.

In addition to the academic programming students will participate in intersession internships and enrichment activities in grades 6 and 7 (180 students) in the 2010-2011 school year, grades 6, 7 and 8 in year two (270 students). The trimester intersession's will give the students necessary time to engage in enriching career and college internship explorations, mentorship programs, and civic clubs to further develop their leadership skills. By developing relationships with community partners, local organizations will have the opportunity to share their resources with LoFT and mentor LoFT students. In return, our students will give back to the Worcester community and develop a sense of civic responsibility.

Students will exit LoFT Charter Public School equipped with the knowledge and skills necessary to enter into a college preparatory high school program and continue to develop as leaders of a local, national, and global community.

Community Need:

Worcester is a community with many untapped resources, most notably its youth. High dropout and poverty rates do not reflect a city and state at the forefront of technology, science and engineering. Worcester is rich in higher education, technology related industry, and performing and visual arts.

¹ Expanded Learning Time Annual Report 2007
http://mass2020.org/files/file/2007_EL%20Annual_Report.pdf

The latest research on Worcester high school dropout rates indicate that in 2005-2006 7.9% of those not completing high school were Hispanic, 6.6% Black and 2.3% White.² Further research indicates that the 2007 rates continue to be high at the minority level.³

An additional alarming statistic is the **Worcester poverty rate among people who did not graduate high school** as compared to the state:⁴

Worcester: 40.3%
Massachusetts: 37.8%

Versus those who are **living in poverty in Worcester who did graduate high school** as compared to the state.⁵

Worcester: 21.8%
Massachusetts: 15.3%

This issue is not unique to Worcester. One of the realities confronting the United States is that a major proportion of racial and ethnic minority students in this country have unequal access to higher education (Ntiri, 2001). Many experience a variety of personal, environmental, and institutional barriers that result in limited or no access to college and university education (Opp, 2001; Thomason & Thurber, 1999). Some of these barriers include financial difficulty and lack of financial aid, the need to work full-time, lack of family support, lack of information about the college preparation and application process, low scores on traditional college admission tests, and often, an absence of role models who have gone to college (Lee, 1991; Ntiri, 2001).⁶

In conclusion, at some point during their educational careers these students became disengage in the learning process and did not see the relevance and relationship of their studies as true applications to “real life.” Therefore, students are not completing high school, progressing to higher education, and double their chances of living in poverty. LofT academic and non-academic programming will address these issues and issues of lack of rigor.

Founding Group:

The Leaders of Tomorrow Charter Public School’s Board of Trustees (The Board) is comprised of educators, parents, community activists and integrated technology specialist (listed below). The Board has pursued the development of the LofT Charter Public School in an inclusive manner. Relying on experts in the field of education, such as Joe Rull of Mass 2020, Janet Strauss of the National Institute for School Leadership, and Dr. Donna Braun and Christopher Haskins from Ocean State National School Reform Faculty Center of Activity, to review and provide feedback during several stages of development.

² <http://www.city-data.com/poverty/poverty-Worcester-Massachusetts.html>

³ http://nces.ed.gov/programs/digest/d08/tables/dt08_107.asp

⁴ <http://www.city-data.com/poverty/poverty-Worcester-Massachusetts.html>

⁵ <http://www.city-data.com/poverty/poverty-Worcester-Massachusetts.html>

⁶ <http://www.asha.org/practice/multicultural/recruit/litreview.htm>

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Krista Winter,	Parent, Worcester Resident

The Board recognizes the need to recruit additional members with varied areas of expertise in order to provide appropriate input and over-site. The Board will include an additional 2-4 members upon invitation by the DESE to submit a final application and will recruit parents from enrolled students following approval. The Board will also be engaged in professional development to broaden the necessary insight and knowledge they must possess and demonstrate to lead LofT as a 21st century school.

Lynn Preparatory Charter School Executive Summary

This is prepared by the founding group of the proposed Lynn Preparatory Charter School.

Lynn Preparatory Charter School (LPCS) is a proposed academically rigorous 250 student capacity K-8 school which offers an “exceptional education without exception” to prepare all students for success in high school and beyond. Although open to all Lynn students, the LPCS specifically targets students attending the lowest performing schools in the most economically distressed neighborhoods of the city, providing them with tailored supports to meet their individual needs.

We believe that all children are entitled to a superior public education—an exceptional education without exception—to provide them with an opportunity for economic mobility thus opening doors to higher education and better employment opportunities, all of which will help break the cycle of economic discrimination.

The Founding Board of Trustees is a diverse group with strong ties to the Lynn community and has the skills, qualifications and expertise to guarantee viability of LPCS. Each member shares a passion for and commitment to providing Lynn students an exceptional education without exception.

Lynn Preparatory School will address the great unserved need amongst students at the underperforming twelve elementary and three middle schools in Lynn that substantially lag behind the state and the higher performing city schools in terms of average test scores. Data compiled from the Department of Education shows:

- Lynn is a district made up of traditionally disadvantaged populations.
- The Lynn school district as a whole is underperforming.
- There are huge disparities of opportunity for children living in the lowest performing schools.

LPCS will service the community’s need for an exceptional education without exception by fulfillment of the following promise of commitments:

- LPCS students will be active learners through high quality, standards-based academic and co-curricular programs. The LPCS will guarantee that students are given the opportunity to be prepared for superior high school and college academia.
- LPCS students will be empowered to take greater ownership of the academic, emotional, social, physical and civic development. Teachers, parents, students and other educational professionals will work together as a team to utilize data comprised from the student’s school history to develop an individual learning plan outlining benchmarks of success for each student. Each individual’s contribution to the larger learning community is an expectation at the LPCS. All students will be participatory contributors not only in their own learning, but in the learning of their peers, especially when members of the school community have different levels of ability.
- LPCS will establish a school-family-community partnership that fosters active student citizenship, supports student achievement, and aims to close the achievement gap. LPCS understands that real school change begins when the broader school community works together

to minimize social and economic barriers that often impede success. We are committed to targeting the needs of children by: 1) targeting low income families that qualify for a childcare voucher through the Child Care Circuit (CCC) and provide an opportunity on campus to attend a high quality preschool program to ensure that students are well prepared and ready to learn regardless where they may attend grades K-8; 2) providing on campus health and social services which lead to improvements in test scores and overall achievement; and 3) offering extended learning time throughout the school year including programs during summer and school vacations to close the achievement gap that widens during these times.

Road to Success Charter High School Executive Summary

This is prepared by the founding group of the proposed Road to Success Charter School.

Mission:

The Road to Success (RTS) Charter High School is a college-preparatory high school serving the most vulnerable students from Salem, Lynn and Peabody -- those who have struggled in school due to language or life issues (i.e., English Language Learners, those involved with DCF, homeless, or pregnant/parenting). Grounded in the beliefs that history should not determine destiny and that students will rise to high expectations in the right environment, RTS will provide students with the opportunity to take control of their futures and thrive academically despite personal adversity and significant life stressors.

RTS will be a school that creates opportunity, breaks down stereotypes, and provides the tools necessary for all who attend to excel in high school and college, regardless of socio-economic background, primary language, family support, race, creed, or religion. RTS will provide a public school alternative for the most vulnerable high school students in our communities, including students who have dropped out or are at risk of dropping out. RTS will foster a sense of resiliency in our students, defined as the capacity to succeed in spite of adversity or life stressors. There are two guiding principles that are central to RTS:

- 1. All students should be given every opportunity to receive an education that will prepare them for the 21st century and to take an active role in that education.*
- 2. Our approach will meet the educational and emotional needs of our students.*

Need:

RTS aims to serve those marginalized high school students in Salem, Lynn and Peabody who have not been successful in school. We plan to place the school in Salem, where it will be easily accessible by public transportation. There is an ever-growing number of students in our communities that are at risk of not thriving and succeeding academically. Research has shown that students who are poor, who are members of certain minority groups, who are male, who have limited English proficiency, who have learning or emotional disabilities, who move more often, and who are over age for their grade are particularly at risk. While all students are welcome at RTS, we will focus on serving the following three groups of students: English language learners; students involved with the Department of Children and Families (DCF) and homeless students; and pregnant and/or parenting teens.

Educational Program:

While RTS will utilize several means of assessment, one unique aspect of our program will be our “pre-assessment.” Upon enrollment to RTS, all new students will be required to complete a 3-week “immersion” program during the summer prior to the first year of enrollment. This program is intended to evaluate each student and accurately place them into an appropriate place along the path to graduation. Because RTS will not be a traditional high school with four grade levels (grades 9 through 12), staff will need to know where that student is at in terms of proficiency with the core subjects of English/Language Arts, Science, Math, Civics and Government, Foreign Language, and History. RTS’s Summer Immersion Program will also give newly enrolled students an opportunity to become familiar with the aspects of our school culture, meet other new students and become acclimated to the school

campus – which will be particularly beneficial to those students coming from either Lynn or Peabody to attend RTS in Salem.

RTS will offer an educational program designed to support the diverse learning styles of our students. We will utilize a strengths-based educational approach that incorporates differentiated and inquiry-based instruction along with experiential learning. A key component in our differentiated approach to educating students is the individual Learning Achievement Plan (LAP). The LAP is a unique aspect of our program. The LAP will be developed by each RTS student, with the help of his or her teachers, academic advisor and school staff. It will be geared specifically to the student's needs and goals and will map out each student's course through RTS and beyond.

RTS will prepare all of its students for post-secondary education. We hold them to high expectations and provide the support they need to meet them. RTS's curriculum will be structured around 21st Century Learning Frameworks, and linked directly to the Massachusetts Curriculum Frameworks. Students will be encouraged to find links across disciplines and to the broader world outside of their home communities. Students will be challenged by the curriculum and will learn to foster their skills in an international and multicultural context.

Students at RTS will gain skills necessary for success on the Math MCAS test early in their experience. Mathematics electives will focus upon real-world skills and will be related across disciplines. Fostering reading, writing, and speaking skills early in their time at RTS will enable ELL students to close the language gap between themselves and their peers and be in a position to excel academically. Literature selections will reflect our differentiated multicultural approach and the diversity of the student population at RTS.

Civics and government will be a core part of the course of studies at RTS primarily because of the significance of such disciplines to the lives of students that have lived as minority and marginalized students. We have spoken of a desire to instill resiliency and a voice into the students at RTS and we see the study and *practice* of civics and government as the best way to accomplish such a goal by requiring students to develop and defend ideas, as well as allowing them to explore the social systems that have profoundly affected their lives.

The RTS academic year will consist of four 10-week sessions (quarters) and we will allow students to enroll (or re-enroll if the student has previously dropped out) at the beginning of each 10-week session. By doing so, we can ensure that students get new courses and a “clean slate” four times a year. Students will be required to attend school from 9:00 AM to 5:00 PM Monday through Friday, with each school day beginning with a 10 minute whole-school meeting beginning at 9:00 AM. RTS's academic program will include an Extended Day Program beginning at 3:15, at which each student, depending upon his or her Learning Achievement Plan (LAP), will receive individual and/or small group tutoring in the core academic subjects (with a ratio of no more than 1 tutor to 3 students) or in MCAS preparation (for those students who have not yet taken and/or passed the Grade 10 MCAS). In addition to tutoring, RTS's Extended Day Program will allow for students to attain non-academic goals by taking additional non-core curriculum classes (electives) and participating in guided enrichment activities.

Capacity:

The founding group of RTS has the capacity to make the school a success based on their extensive expertise, vision and passion. Most of the members of RTS's founding group have worked with or been involved with youth who have struggled with overcoming barriers to achieve their potential. Our

founding group is united in the goal of providing students with a high-quality academic program and the social supports needed to graduate from high school and succeed in college. Each of the founding members has made a commitment to developing a school which has high expectations for youth, while simultaneously being attuned to their unique needs.

As required by the Commonwealth of Massachusetts, RTS will be governed by a Board of Trustees. The Board of Trustees will be responsible for: upholding the mission of RTS; developing school policies and changing them when appropriate; hiring the Executive Director to manage the school's day-to-day operations and holding him/her accountable for meeting established goals; and formulating a long-range strategic plan and Charter School Accountability Plan that will ensure RTS's continued stability. In addition to these responsibilities, the Board will be responsible for ensuring that RTS is in compliance with all of the state and federal laws as they apply to the school, and that the Board itself is operating in accordance with the rules set out by all applicable Massachusetts laws and regulations. Finally, the Board will be responsible for operating the school in accordance with its charter and with any approved amendments to its charter. To ensure oversight of each of these specific areas, the Board will elect a President, Vice-President, Treasurer, and Secretary, and will establish standing committees including, but not limited to, Finance, Development and Trusteeship.

Spirit of Knowledge Charter School Executive Summary

This is prepared by the founding group of the proposed Spirit of Knowledge Charter School.

Mission:

The Spirit of Knowledge Charter School's 7th through 12th grade Worcester students will create value in their lives and the lives of others through high-standards academic learning, especially in math, science and technology, gaining admission to college, and developing a positive character.

Vision:

At the Spirit of Knowledge Charter School ("the School"), the basic tenet of creating value will be defined as and measured through the following three functions:

- 1. Provide high-standards academic learning.* Our students will achieve proficiency in reading, writing, math, sciences, and technology by mastering our innovative curriculum at a high standards level. For example, the students will understand and be able to apply math and science concepts; create interdisciplinary projects on innovative technological topics such as renewable energy and biotechnology and present them at special Stand and Deliver festivals; the students will be proficient in using technology in everyday schoolwork based on the School-wide *1:1 Learning with Technology* strategy.
- 2. Prepare students for college.* All of our students will be immersed in a college-going culture; they will visit colleges and learn about their programs. Although all college careers will be encouraged, our graduates will be specifically prepared to pursue majors that address modern technological challenges such as clean energy and biotechnology.
- 3. Instill positive school culture and character development.* The School will embrace an inspiring school culture based on a value-creating philosophy and positive character-building system.

Need:

The School will serve 7th through 12th grade students from the diverse population of Worcester. The need for a school with this mission in Worcester is demonstrated by the following: lack of a successful public option in Worcester that addresses truly contemporary technical education; substantial parental demand demonstrated by over 1,200 Worcester students on the waiting lists of the current Worcester charter schools, and over 250 petition signatures and a substantial number of pre-enrollments for this school; academic results of the Worcester Public Schools (WPS) significantly below the state averages, as measured by the MCAS results in all core subjects, especially in high school sciences; indicators of college preparedness, such as that only 38% of 2008 WPS graduates plan to go to 4-year colleges, compared to 57% statewide, and that the WPS's SAT scores (450 – Reading, 445 – Writing, 451 – Math) are well behind averages for the state (502, 515, 494) and for Worcester's current charter high school (518, 502, 537). Many WPS students who go to college are unprepared for college level work (55% have to take remediation courses in college). In addition, an array of indicators (attendance, suspension, truancy and juvenile arrest rates) demonstrate the need for a strong school culture and character development program in Worcester.

Educational Philosophy, Curriculum and Instruction:

The School's educational philosophy is based on Soka Education, a Japanese educational and ethical theory developed by the Japanese educator Tsunesaburo Makiguchi (1871-1944), a contemporary of John Dewey's and supporter of many of his educational principles. "*Soka*" is a contraction of "sozo

kachi”, meaning “creation of value” in Japanese. The main ideas of Soka Education are creating value in the lives of students, community and society. The basic tenet of creating value serves as the core organizational principle and the “glue” holding together all components of the School design: high-standards curriculum based on the International structure; the cutting-edge, research-based organizational and instructional methods; and the school culture and emphasis on character development. Each one of these components is grounded in extensive research and demonstrated success. We believe that education is THE critical path to creating value in one’s own life, and in the lives of others.

The School’s curriculum is based on the following principles:

- High-standards academic learning;
- Subject-specific, multi-year courses that span grades 7-12;
- A focus on intensive math, sciences and technology with a unique practical application to renewable, “clean” energy and biotechnology, preparing students for future studies and/or careers in these areas;
- The same sequence of academic courses for all students, so they may progress along a consistent continuum of learning.

The 7 through 8-grade curriculum will lay the foundation of literacy and math skills and prepare students for a rigorous high school experience. In grades 9 through 12, all students will receive four years of instruction in Math, Physics, Chemistry and Biology, and two years of Computer Science (total of four years in 7-10 grades). Humanities will be studied in a 6-year historical sequence from grades 7 through 12. The Latin language studied in grades 9-12 will help students in English, SAT tests, science and technology terminology, and will serve as a foundation for further studies of the Latin-based languages. All students will study Martial Arts in Physical Education classes.

Our pedagogy will be a balanced combination of the student-centered Soka Education principles with the more teacher-centered approach used in other high-performing urban charter schools. The balance between the two approaches will change with the grade level: for younger students, a more structured approach will be used to ensure that the students submerge into the learning process and adopt systematic learning habits. Teaching methods will become progressively more student-centered for older students, who will have more freedom to define their own studies. Teachers and students will actively use technology: the School will develop experimental laboratories for the sciences; every teacher will be provided on-line and computer software to generate learning materials, conduct assessments, and, using Web 2.0 tools, publish their learning materials on their web pages; using their personal laptop computers, students will actively use web-based tools to prepare their work, take assessments and share information.

SOKCS intends to serve all students’ learning styles and individual talents. Our strong academic support system will include Expanded Learning Time; individual and small group tutoring incorporated in the school day, after school, on weekends, and during summers; small math classes; Universal Design for Learning as the basis for the teaching methodology of every lesson; training all teachers to be teachers of reading; and careful monitoring of every student’s academic and non-academic progress in a small-group advisory. English Language Learners and students on IEP will be provided a full array of services with emphasis on general classroom inclusion where possible.

Academic excellence and college preparedness are the major part of the School’s mission of value-creation, requiring that our faculty be continuously focused on improving curriculum and teaching quality to maximize student achievement. Therefore, the School will follow an on-going cyclic process of data collection, analysis, discussion, and implementation, followed by successive iterations.

School Organization:

The School plans to open in September 2010 with total of 156 students in grades 7th through 9th: two sections in each grade, an average of 26 students per section. The School will grow one grade per year until total enrollment reaches 275 students in grades 7-12.

Following our research-based mission and the Soka principles of value creation for both students and teachers, activities and decision-making at SOKCS will be conducted within the framework of a Professional Learning Community (PLC). Core PLC principles include shared mission, vision and values, teamwork and collaboration, urgency of constant improvement, collective learning, frequent peer observations and feedback, and personal accountability.

School Culture:

The School will embrace an inspiring culture based on value-creating philosophy and positive character-building through understanding and implementation of the core tenets of the Soka philosophy: Beauty (bi), demonstrated through creating physical beauty in the school or community environment, and by producing “beautiful”, excellent academic work; Gain (ri), defined as creating individual benefit or achievement; and Good (zen), defined as creating social benefit, or benefit to others or to a group and not just to the individual. Within this framework, our students will be encouraged to implement, and recognized for implementing, the school’s nine key virtues in their lives: creation of beauty, scholarship, courage, perseverance, improvement, integrity, respect, friendship, and service. The school community, including staff, parents and students will share and celebrate these tenets in every day school life and communications as well as through traditions, rituals and assemblies. A comprehensive character education and ethics curriculum will be taught during Advisory periods several times per week. Lessons will progress from situational ethics, peaceful conflict resolution, an explicit anti-bullying program, and practical application of the school’s key virtues, in the lower grades, to intensive study of ethical philosophy in grades 11 and 12. Every student will assemble and maintain a character, ethics, and personal growth portfolio under the guidance of his or her Advisor.

Because of the unusual, high-standards academic program and challenging social goals, active parent involvement with full buy-in and support are critical for success of the School’s mission. We will apply continuous effort to inform, educate and involve current and potential parents on every step of creating, developing and growing our school. In addition, communication and partnership with community organizations, colleges, and businesses will be instrumental to our educational programs and school culture.

The Founding Group:

Currently consisting of 18 members, the Spirit of Knowledge Charter School’s Founding Group is united and passionate about offering this outstanding educational option to the Worcester community. All of the prospective Board of Trustees members live and/or work in Worcester. Several Group members have a proven record of successfully starting and managing a high-performing math and science charter school; some have successfully consulted at high performing charter and district schools for many years. The school’s racially and ethnically diverse Founding Group includes K-12 and higher education specialists, technology experts, community organization representatives, engineers, professionals, local parents, and a lawyer and a banker to advise the school in issues related to law and finance. In addition, we have started an Academic Advisory Board, a group of experts who will advise us on issues of curriculum, instruction, school organization, and other issues. A group of energized parents have created a Parent Action Team that is actively involved in community development.

Community Connections:

We have contacted and plan to collaborate in the future with many local organizations: colleges, clean energy companies, businesses, and non-profit organizations. We have adopted a Memorandum of Understanding with the Martin Luther King, Jr. Business Empowerment Center in Worcester that will allow us to better serve the most underrepresented minority groups in the city.