

**Annual Report
School Year 2016-2017**



Boston Renaissance Charter Public School

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The Commonwealth of Massachusetts
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1. INTRODUCTION TO BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston
Regional or Non-Regional?	Non-regional	Districts in Region	N/A
Year Opened	1995	Years Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	944	Current Enrollment	944
Chartered Grade Span	K1-6	Current Grade Span	K1-6
# of Instructional Days per school year	180	Students on Waitlist as of 7/1/17	2385
School Hours	7:15 – 3:15	Age of School	22 years
Mission Statement: The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students.			

2. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. FAITHFULNESS TO CHARTER

A. Mission and Key Design Elements

Mission:

The mission of Boston Renaissance Charter Public School (BRCPS) is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students. We pursue our mission through the application of a whole-child approach to education – we seek to develop the whole child, starting first and foremost with the academic skills and knowledge outlined in the Massachusetts Curriculum Frameworks and Common Core state standards. Beyond core academics, we commit significant attention and resources to supporting students’ social and emotional health and development. We maintain a sizeable team of mental health professionals and specialists, and emphasize students’ positive social and emotional development in all staff training and professional development. Equally important, we promote

students' artistic, cultural, and physical development through exceptional specialty classes, including visual arts, music, dance, Mandarin Chinese as a second language, technology, and physical education. Specialty classes are part of each student's daily schedule, with 55-minute classes for every student, every day.

While this broad curriculum and whole-child approach are core to the Boston Renaissance model, instruction in reading, writing, mathematics, and science is always at the heart of our work. Our highest priority is to ensure each and every student is developing the academic skills they need, while developing a true love for learning. We regularly assess students, analyze individual student data, create highly personalized learning plans, and provide targeted instruction and interventions. We regularly observe instruction and provide instructional coaching, and we employ math and literacy specialists skilled in individual and small-group interventions.

At Boston Renaissance, we also demonstrate a strong commitment to serving all children, regardless of their ability level, special needs, English language fluency, or any other condition. Our school is structured to effectively support and teach every child who comes through our doors, and we maintain this structure by committing the necessary resources year after year, in spite of any fiscal challenges. Finally, we maintain a strong academic program by developing and retaining excellent teachers, and by empowering those teachers to be leaders in the school community.

These are the principles and practices at the heart of the three key design elements outlined in our Accountability Plan. Progress toward fulfilling our mission and key design elements in SY17 is described below:

Key Design Element #1:

Whole-Child Model with programs and supports in place to nurture academic, social, emotional, and artistic development.

The 2016-2017 school year (SY17) was the second year of our new charter term and our Accountability Plan. Under the leadership of new Head of School, Alexandra Buckmire, BRCPS sharpened its focus on instructional practice and established systems and structures for more consistent, effective teaching.

First, two school-wide instructional priorities were identified prior to the start of the school year: Student Independence and Effective Questioning. These instructional priorities were relayed to instructional staff in August and were a major area of emphasis throughout the school year. In new-teacher mentoring, instructional coaching, observation and feedback cycles, grade-level team meetings, Instructional Leadership Team (ILT) meetings, and professional development – in nearly all facets of professional learning, we focused on teaching practice grounded in greater student independence and the use of effective questioning techniques.

In addition, beginning in October 2016, members of the leadership team and the ILT engaged in a planning process with education consultant Lori Likis, Creative Coaching Inc. Meeting over the course of four weeks in October and November, for a total of sixteen hours, the group of school leaders worked to develop a two-year Action Plan, outlining concrete steps members of the team would take to improve instruction and student outcomes. The school leadership team and ILT

reviewed the Action Plan periodically to ensure individuals were meeting the benchmarks and timelines set out in the plan.

In addition, we continued efforts to integrate our mental health team with our classroom teachers. Each of our four mental health professionals work with two grade levels, one each in the upper and lower schools. The counselors work with teachers to develop strategies for supporting specific students and groups of students, as well as managing whole-classroom dynamics.

Specialty classes continue to be a highlight at BRCPS; these classes were mainly unchanged in SY17. One change that did occur was the addition of Playworks as a partner during recess time. We also continued our partnership with Thermo Fisher Scientific to provide 5th and 6th grade students with hands on STEM learning opportunities.

Key Design Element #2:

A multi-tiered teacher development model that promotes teachers' sense of efficacy and capacity for leadership, and is designed to ensure academic and pro-social student development

We maintained our commitment to the continuous development of instructional staff through our instructional coaching model. We made one change to the model in SY17: In the past all coaching was content-specific, with one ELA Coach and one Math/Science Coach in, both, the upper and lower schools; in SY17 coaching in the lower school was split by grade level, with one coach for K1 and K2, and the other for grade 1 and grade 2. In upper school, instructional coaching continued to be content-based, with an ELA coach and Math/Science coach.

We also maintained our model of grade level teams led by one Lead Teacher per grade. Lead Teachers guide weekly team meetings, support their grade-level colleagues in lesson planning, data analysis, and more, and they participate in Instructional Leadership Team, working on instructional leadership strategies with instructional coaches and administrators.

All of these instructional team meetings are designed to build teachers' effectiveness, efficacy, and capacity for leadership. In SY17, we acted to make these meetings more focused on instructional practice and decrease as much as possible agenda items that would be more operational or administrative in nature. Instructional Focus Cycles are discussed in greater detail in the Program Delivery section of this report, pages 6-7.

In addition to instructional coaching and team structures, BRCPS utilizes teacher-led committees to help drive a range of school initiatives. In SY17, these included:

- Wonders curriculum implementation committee
- Teach Like a Champion committee

Finally, in SY17 we continued the utilization of our teacher mentor program. Through this program, every new teacher at BRCPS with two years or less of teaching experience gets a mentor teacher that they meet with every half-day Friday (twice each month), and meet with informally throughout the year. In SY17, twenty (20) new teachers participated in the program and received direct support on a range of skills and topics such as lesson planning, differentiating instruction, classroom management, and more. The program provides a structured induction and mentoring program for new teachers, and helps veteran teachers build their leadership skills.

Key Design Element #3:

Structured learning environments that effectively serve diverse groups of learners, utilizing small-group instruction and targeted interventions

BRCPS creates classroom settings that are safe and supportive, with consistent structure and clear expectations for students. We ensure the consistency of these settings, in part, through our staffing model, which puts two adults in the majority of classrooms for most of the school day.

Our staffing model also facilitates the use of differentiated instruction, employing novice or aspiring teachers as fellows* and placing them – along with literacy specialists and special educators – in the classroom to work alongside core classroom teachers. Supported by these staffing structures and classroom configurations, small-group instruction is a core facet of our approach to teaching and professional learning, interwoven into every teacher’s practice and training.

*We made no changes to these structures or this overall design element in the 2016-2017 school year. We are discontinuing the Renaissance Fellows program in SY18, after assessing the effectiveness of that program and analyzing our staffing needs. Resources used for fellows in recent years will be reallocated to hire three Math Specialists to support mathematics instruction.

B. Amendments to the Charter

None.

C. Dissemination Efforts

The dissemination table provided in the Annual Report Guidelines is attached below, Appendix K.

II. ACADEMIC PROGRAM SUCCESS

A. Student Performance:

The official DESE School Report Card Overview for BRCPS can be found here:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04810550&fycode=2016&orgtypecode=6&>

B. Program Delivery:

This school year we emphasized two instructional priorities – student independence and effective questioning. By prioritizing these two aspects of instruction, we sought to create classroom environments in which students were encouraged to struggle with challenging material and further develop their confidence and sense of self-efficacy. While both of these practices have long been part of our overall approach to instruction, the school-wide emphasis and the way it was received and

implemented is reflective of our growth in instructional practice and evolution toward more student-centered learning.

We also made a shift in our grade-level team meetings, going from meetings that were often largely operational in nature to an Instructional Focus Cycle model—allowing teachers to identify specific standards to target in math, science, and ELA. Meetings followed a cycle of Planning, Looking at Student Work, Operational, Planning.

Following the adoption of Wonders literacy curriculum, in the Lower School (K1-2) in SY16, our Upper School (Grades 3-6) adopted the curriculum in SY17. Wonders is published by McGraw-Hill Education, and is fully aligned with Common Core state standards. The school-wide adoption allows for vertical alignment and consistency for students and instructional staff. The new curriculum was a focal point of instructional focus cycles and professional development in the Upper School.

Also in Upper School, at the start of Trimester 2, grades 5 and 6 were departmentalized by content area (ELA/Social Studies and Math/Science) in order to best utilize teacher content expertise. The decision to make this change was made during the school year, after analyzing 2016 PARCC data. Knowing the strengths of our teachers and the benefits of content-specific instruction, we decided the departmentalization model would better support student learning in our two uppermost grade levels going forward; feeling urgency to immediately address gaps in learning indicated by our data, we decided to make the change right away, during the school year.

Social, Emotional, and Health Needs:

In SY17, we reduced the use of out-of-school suspension, reserving its use for only the most severe circumstances. Rather than out-of-school suspension, we worked with those students who failed to comply with school conduct policies in school – removed from their classrooms for the day, but in the building, in a newly designed space specifically used for in-school suspensions. We made a very intentional shift to in-school suspension being used as a counseling opportunity, keeping students in school and ensuring they receive social-emotional support and mentoring, while continuing their academic progress. (Student discipline data will be submitted to DESE in our official Student Safety Discipline Report, and will be made available on the DESE website.)

III. ORGANIZATIONAL VIABILITY

A. Changes to Organizational Structure of the School

The organizational structure was changed at the start of SY17. The Board of Trustees voted to combine the role and functions of the Executive Director position and those of the Head of School, making the Head of School the overall school leader. Now, the Head of School oversees all aspects of school administration, including serving as the academic leader. In addition, the Chief Financial Officer role was broadened to include all operational functions, such as transportation, facilities, and food service. These duties were previously under the purview of the Chief of Staff; that position was eliminated in SY16.

In SY17 we also added the role of Director of Accountability & Strategic Planning. This role is responsible for analyzing school-wide data and assisting the leadership team and Board of Trustees

in their analysis and use of data in planning; oversight of annual reporting and coordination of site visits and any other DESE-related matters, at the discretion of the Head of School; support and coordination of strategic planning with the Head of School and Board of Trustees; and all external communications and marketing.

In SY18, we have created three new administrative roles: Assistant Director of Lower School, Assistant Director of Upper School, and Compliance Officer. These new leadership roles were created to promote stronger instructional practice by allowing administrators to spend more time observing instruction and providing feedback to teachers. Assistant Directors will report to the Directors of their respective school (Lower/Upper), but will have full oversight responsibility for two grade levels, including supervising and evaluating teachers, and responding to inquiries from families. With this change, we now have four administrators, rather than just two, overseeing our eight grade levels. The Compliance Officer will report to the Director of Unified Student Services and help oversee a department that includes over thirty (30) Special Education teachers, school social workers, and related service providers.

The creation of the Assistant Director position came, in part, as a result of our takeaways from a January visit to the Brooke Charter School in Mattapan. During the visit, our Head of School, Directors, and Instructional Coaches discussed the Brooke organizational structure and their ratio of teachers to administrators. In particular, we saw how their model of roughly 8:1 (teachers to administrators) allowed for significant time for observation and feedback, which fostered a strong culture of professional learning and collaboration.

For some time, we considered our ratio, roughly 18:1, to be a barrier to improving instructional practice; hearing from Brooke's leadership team about the benefits and successes of their model confirmed for our team that we needed to make a change. The visit contributed to our decision to create the Assistant Director position, and we had several conversations with the Brooke Mattapan school leader as we thought through our organizational changes. In addition, we scheduled a second visit – in May, for our Lead Teachers – to observe instruction and learn more from Brooke teachers about their instructional practices and model for teacher collaboration.

B. Teacher Evaluation

BRCPS uses the MA Model System of Educator Evaluation for the evaluation of teachers' performance. We made no changes to our evaluation system in SY17.

C. Budget and Finance

Unaudited FY17 statement of revenues, expenses, and changes in net assets (Income Statement)
Attached below, Appendix E.

Statement of net assets for FY17 (Balance Sheet)
Attached below, Appendix F.

Approved School Budget for FY18

The BRCPS budget for fiscal year 2018 was approved by vote of the Board of Trustees on May 10, 2017. Attached below, Appendix G.

Capital Plan for FY18

The BRCPS Capital Plan for FY18 is attached below, Appendix H.

IV. ADDITIONAL INFORMATION

A. Conditions

The MA Board of Elementary and Secondary Education renewed BRCPS' charter in February, 2015, attaching one condition to the new charter:

Boston Renaissance Charter Public School must demonstrate that it is an academic success by September 2016 by providing evidence that the school has met or is making substantial progress toward meeting the benchmarks in its approved Accountability Plan and, in particular, is demonstrating continuous and sustained academic improvement.

In December, 2016, late DESE Commissioner Mitchell Chester used his delegated authority to extend this condition through the duration of our current charter term, ending in 2020. The extension of the condition was approved by the Board of ESE without a vote.

B. Complaints

The BRCPS Board of Trustees received no official complaints during SY17.

Appendix A

Accountability Plan Evidence 2016-2017

Key Design Element #1	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence
Whole-Child Model with programs and supports in place to nurture academic, social, emotional, and artistic development.		
Objective: Students will develop skills and confidence in the areas of visual and performing arts and second languages		
Measure 1 At least 80% of BRCPS students in grades 3 through 6 will agree or strongly agree with the statement, "I feel more confident in my abilities in my specialty	Met	In student surveys, 363 of 396 respondents agreed or strongly agreed with the statement, equating to 92%. Ninety-six percent of upper school students completed a survey.

and language classes,” with a 90% response rate.		
Objective: The school will provide students with programming designed to promote positive social and emotional development		
Measure 1 At least 70% of BRCPS teachers will agree or strongly agree with the statement, “The school’s programming and support of scholars positively affected their social and emotional development during this school year”, with a response rate of at least 80%.	Met	<p>In the year-end teacher survey, 47 of 62 (76%) respondents agreed or strongly agreed with the statement.</p> <p>The 62 teachers surveyed includes 40 classroom teachers, along with special education teachers, and full-time reading/literacy specialists. The response rate was over 95%.</p>
Measure 2 Each year, at least 50% of BRCPS scholars in grades 3 through 6 will participate in the school’s mentoring programs.	Not Met	<p>The SY16 mentoring program roster indicates 181 students in grades 3 – 6 participated in the school’s mentoring programs. This is 44% of the 410 total students represented in these grades as of October 1, 2016. These students participated in a variety of ways, from small groups to one-on-one mentoring, during the school day and after school.</p>
Measure 3 100% of teachers will integrate curriculum that promotes leadership and character development into their classrooms.	Met	<p>The school-wide implementation of The Leader in Me curriculum continued in SY17, ensuring that every teacher integrated the curriculum into her/his classroom. Artifacts, terminology, and workbooks were utilized to teach the students about the Seven Habits of Highly Effective People. Coaches and administrators observed the use of the curriculum and documented its use in their walk-through notes and observation records.</p> <p>As we progressed into the second half of the year, utilization of the curriculum waned in some grade levels and classrooms. Use of the verbiage and signage continued throughout the school, but was uneven across classrooms. This curriculum was selected by the previous administrative leadership team and came with a significant cost for full-scale use, with professional development and materials.</p>

		Going forward, we will continue to use the concepts and verbiage, but we have reconsidered a full commitment to the Leader in Me as the school's social-emotional learning curriculum. In SY18 we will undertake further discussion and exploration for another curriculum, one that is less prescriptive and utilizes terminology and concepts more commonly used in the K-12 field. We will continue to utilize The Leader in Me until a replacement curriculum is identified and purchased.
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Key Design Element #2 A multi-tiered teacher development model that promotes teachers' sense of efficacy and capacity for leadership, and is designed to ensure academic and pro-social student development.	2016 - 2017 Performance (Met/Partially Met/Not Met)	Evidence
Objective 1: The school will ensure all teachers receive differentiated professional development opportunities in order to meet the diverse needs of students.		
Measure 1 At least 75% of BRCPS Teachers will agree or strongly agree with the statement, "BRCPS provides tiered supports and differentiated Professional Development for teachers, including opportunities for peer mentoring, content and management coaching, and teacher leadership," with an 80% response rate.	Met	In the year-end teacher survey, 49 of 62 (79%) of respondents agreed or strongly agreed with the statement.
Measure 2 BRCPS teachers will deliver high quality instruction as measured by the results demonstrated in the Summative Performance Evaluations conducted by Directors with at least 75% of returning teachers achieving	Met	51 of 55 returning BRCPS teachers (93%) received a rating of Proficient or Exemplary on

"Proficient or Exemplary" on the Teacher Evaluation Rubric.		their end-of-year summative performance evaluations.
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Key Design Element #3 <i>Structured learning environments that effectively serve diverse groups of learners, utilizing small-group instruction and targeted interventions</i>	2016 - 2017 Performance (Met/Partially Met/Not Met)	Evidence
Objective 1: Through high-quality Professional Development and targeted observation and feedback, BRCPS will develop teachers' abilities to deliver high-quality and targeted instruction to diverse learners.		
Measure 1 At least 70% of BRCPS teachers will agree with the statement "Professional Development has supported my ability to effectively deliver instruction to a diverse group of learners."	Met	In the year-end teacher survey, 55 of 62 (89%) of respondents agreed or strongly agreed with the statement.
Measure 2 At least 3 times each school year, teachers will be observed and given feedback on their use of strong instructional practices for diverse learners, with observation records showing progress in the use of these practices over the course of the school year among at least 90% of teachers evaluated. Observations will be conducted by any combination of the following: Directors, Instructional Coaches, and Teacher Colleagues.	Met	In SY17 we adopted a new method of feedback--Claim, Evidence, Impact—from Research for Better Teaching professional development, which bases its feedback on language/claims from the Massachusetts Educator Evaluation Rubric. This method allows for more targeted feedback in all areas, including Standard II: Teaching All Students, which focuses on diverse learners. In addition to this, teachers receive "Coaches' Notes" from instructional coaches; formative and summative evaluations; and pop-in feedback forms. Together, the use of these professional development methods and tools demonstrate that we are focused on developing all teachers' capacity to meet students' diverse learning needs and abilities. We believe evidence shows these efforts were effective with improving all BRCPS teachers' capacity to effectively teach the diverse learners in our classrooms.

Dissemination Objective: BRCPS will disseminate best practices and create local partnerships with Boston Public Schools, other area schools, or other educational partners.		
Measure 1 Twice each year, BRCPS will share its math curriculum implementation model and math improvement design with other public schools	Met	We hosted two separate math dissemination and professional learning sessions in SY17, one in January and one in June. See Appendix K, below, for details.
Measure 2 Twice each year, BRCPS will share its mentoring model and Visual and Performing Arts programming with other public schools	Partially Met	The BRCPS Director of Visual & Performing Arts visited the Tobin School in Boston Public Schools, and also with the Chatsworth Academy in Chatsworth, CA, to share best practices with their arts and music teams.

Recruitment Plan 2017-2018

School Name: Boston Renaissance Charter Public School

2016-2017 Implementation Summary:

In SY17, we expanded our reach and facilitated enrollment in our lottery by joining the other charter schools in Boston (all but one) in implementing the Boston Charter School Application. This new application is available through a shared website, where families can enroll in any and all charter schools they like – all at one time, in one place, online. We believe participation in the Application has broadened our exposure to families all across the city and led to an increase in our lottery enrollment, bringing new students of all subgroups into our school. Our waitlist grew from 964 students at this time last year, to 2385 students today – an increase we believe is directly attributable to the shared online application.

Regarding the enrollment of population subgroups highlighted in this report, we believe the percentages of students we enroll who are identified as students with disabilities and English language learners are effected by our grade span, K1-6, and the concentration of students in our lowest grades. In SY17, 45% of our 944 students were in grades K1, K2, and 1. These students range from 4-7 years old and are much less likely to be diagnosed with disabilities than are student in later grades. In addition, we work with these young students to provide assessments and interventions in literacy and English language acquisition to prevent the gaps in skills that, otherwise, too often would lead to diagnoses of learning disabilities and English language fluency challenges. We welcome discussion with the Department on these topics.

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

General Recruitment Activities for 2017-2018:

We participate in the Boston Charter School Application, which has made the enrollment process at BRCPS very simple for families.

We conduct outreach to organizations and agencies that serve children and families with a range of profiles and backgrounds. This outreach is a key facet of our recruitment efforts. We utilize local media outlets, including non-English and dual-language newspapers, and social media to announce our lottery and provide links to the Boston Charter School Application site.

Each year we hold an Open House event, where our Director of Unified Student Services and members of the special education and ELL staff team are required to be present to answer any questions that come up related to serving these subgroups.

We participate in the Boston Charter Showcase, coordinated and widely advertised by the Massachusetts Charter Public School Association. In addition, we communicate the lottery date and application deadline to families of existing students, to make sure they are aware of the dates and can share the information with their friends, family members, co-workers, and neighbors.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>Students with Disabilities CHART data</p> <p>School percentage: 12.6%</p> <p>GNT percentage: 13.0%</p> <p>CI percentage: 15.2%</p> <p>The school is below GNT percentages and below CI percentages.</p>	<p>Students with Disabilities 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategies for students with disabilities, <u>copied from 2016 Annual Report:</u></p> <p>We will conduct phone, email, and mail outreach to Early Intervention programs, social service agencies, community health centers, and Head Start programs. We will make sure the managers and directors of these programs know that we provide an array of services for special education students, and that we welcome and are actively seeking students who may be identified as having special needs. We will ensure their clients are aware of our lottery date and application deadline, and will send a reminder message before the deadline asking that they encourage families with eligible children to complete the application.</p> <p>In addition, we will leverage the families of our existing students, encouraging them to reach out to their own networks of friends, family, and colleagues who may have children who could benefit from our school.</p>
	<p>Students with Disabilities 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <p>The percentage of students with disabilities at BRCPS has increased every year since we started implementing the Recruitment Plan.</p>

	<p>SY13-14 – 10.2% SY14-15 – 10.8% SY15-16 – 11.6% SY16-17 – 12.6 %</p> <p>Given this data, we believe our recruitment strategies are working. We believe it is important to recognize that 426 of our 944 students enrolled in SY17 were in grades K1, K2, and 1. That's 45% of our student body, being 4-7 years of age. Most disabilities are not diagnosed at that young age range. Further, we work to ensure students' challenges are identified early, and we provide critical intervention services that often address early literacy and numeracy challenges that, without our interventions, may become diagnosed as learning disabilities. We are proud of these efforts and believe this work plays a significant role in the percentage of students with disabilities reported in our annual data.</p> <p>Nonetheless, we understand the importance of enrolling a diverse student body, representative of the student population in the city of Boston, and we are fully committed to serving children with disabilities. Because our enrollment numbers for this subgroup have steadily risen in recent years, we will continue to implement the strategies we have recently put in place, as these strategies seem to be having the intended effect.</p> <p>In addition, because we are still below the comparison index, we will implement a new, enhanced strategy for the recruitment of students with disabilities this school year. In SY17-18, our Director of Unified Student Services will schedule in-person visits with all of the Head Start and Early Intervention program sites with whom we have conducted outreach for recruitment in recent years. These in-person visits will be conducted in addition to the phone/email/mail outreach we conducted in SY16-17 and prior years.</p>
<p>English Language Learners CHART data</p> <p>School percentage: 6.9% GNT percentage: 17.6% CI percentage: 28.2%</p> <p>The school is below GNT percentages and below CI percentages.</p>	<p>English Language Learners 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>SY 2016-2017 English Language Learner Strategies, <u>copied from 2016 Annual Report</u>:</p> <p>BRCPS will implement the following set of recruitment strategies to increase the number of lottery applications from children who are Limited English-proficient (LEP).</p> <p>We will contact and build on our relationships with Boston-based organizations that provide ESL programming, as well as those that provide immigration support services. Focusing on Spanish-speaking and Haitian Creole-speaking communities, we will provide brochures and application</p>

information directly to these organizations and their clients. These organizations shall include:

- Action for Boston Community Development (ABCD) – Citywide Boston Hispanic Center
- La Alianza Hispana
- Haitian Multi-Service Center
- AFAB – the Association of Haitian Women in Boston
- Action for Boston Community Development (ABCD) Immigrant Services
- Catholic Charities of Boston Refugee and Immigration Services
- Viet Aid

We will provide translated applications and marketing materials at these sites and speak with the Program Directors about our school, programs, and enrollment policies. Because the vast majority of our students enroll when they are 4-years-old, we will target our outreach efforts to the parents of young children.

We will implement a paid media strategy with advertisements in local newspapers that are circulated widely in communities in Boston with large numbers of residents for whom English is a second language, including the *Hyde Park Bulletin*, *Jamaica Plain Gazette*, and *Dorchester Reporter*. We will also place ads in newspapers published in languages other than English, including *El Mundo*, *El Planeta*, *the World Journal*, and *Sampan News*. In SY17, for the first time, we will place an ad in the *Boston Haitian Reporter*, a newspaper published by and for the local Haitian community.

Lottery information and applications will be translated and prominently posted on our website in the following languages: Cape Verdean Creole, Haitian Creole, Mandarin Chinese, Spanish, Somali, and Vietnamese. In addition to the website, we will be using Facebook and other social media much more strategically, reaching into the online social networks of local LEP communities.

BRCPS will participate in the Boston Charter Showcase, organized by the Massachusetts Charter Public School Association (MCPSA). At this event we will have translated lottery enrollment forms available. We will also be joining in the new Boston Charter School Common Application. We believe participation in the Common Application will broaden our exposure to families all across the city and will increase our lottery enrollment numbers, bringing new students of all subgroups into our school. In addition, the MCPSA has informed us that marketing materials will be provided in Haitian Creole and Spanish.

Each year we hold an Open House event, where our leadership team provides an overview of our school and our programs and services. Special attention is given to special education and ELL families, as the Director of Unified Student Services and members of the special education and ELL staff team are required

	<p>to be present at the event to answer any questions that come up related to serving these subgroups. We will ensure we have multilingual staff available during the open house and other public events.</p> <p>Finally, the BRCPS Family Engagement Liaison will be tasked with contacting our LEP families and building relationships with them in order to promote recruitment of new LEP families. We will ask our existing LEP families to talk to friends and family members about BRCPS and generate interest in BRCPS within their families and social networks.</p>
	<p>English Language Learners 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <p>The percentage of Limited English Proficient students at BRCPS has remained basically flat over the last four years:</p> <p>SY13-14 – 6.8% SY14-15 – 6.4% SY15-16 – 5.8% SY16-17 – 6.9 %</p> <p>At the same time, our student body is 64% African American and 31% Latino. Our student population is over-representative of these racial groups, as compared to the City of Boston and Boston Public Schools. Also, we know many of our students/families who are identified racially as African American, are in fact Afro-Caribbean, or immigrants from continental Africa, and are First Language Not English (FLNE) families. The fact is we are enrolling a very diverse student body. Yet, many fewer of our students are identified as being English Language Learners when compared to Boston Public Schools. We believe there are a number of reasons for this, related to our successful assessment, instruction, and intervention practices, and unrelated to recruitment efforts. However, we will continue to look for ways to get more Limited English Proficient students enrolled in our annual lottery.</p> <p>As noted above, in SY17 we took an important step to expand our recruitment efforts, joining with our fellow Boston charter schools and the Boston Charter Alliance in the shared Boston Charter School Application. The Alliance, acting as a collective body, conducts recruitment efforts through advertising and partnerships, and this new online application has led to increases in lottery enrollments at all participating schools. At BRCPS, we now have 2,385 students on our waitlist, as opposed to 964 students at this time last year.</p> <p>In addition to our existing strategies, we will implement the following enhanced strategies, found in the DESE compendium of recruitment strategies:</p> <ul style="list-style-type: none"> • Reach out to other community organizations in Boston with whom we have not yet established a relationship, but who are mentioned in the DESE compendium of recruitment practices: Dudley Street Neighborhood Initiative; Dorchester House; Haitian-American Public Health Initiatives; Hyde Square Task Force; East Boston Ecumenical Community Counsel;

	<p>Massachusetts Alliance of Portuguese Speakers; Massachusetts Advocates for Children.</p> <ul style="list-style-type: none"> Recruit some of our Nigerian and Haitian parents to support our efforts by talking to members of their communities at churches, social gatherings, or workplaces; provide these parents with flyers for the Boston Charter School Application website, so they can bring the enrollment information to these community/social gatherings.
<p>Economically Disadvantaged CHART data</p> <p>School percentage: 48.3%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 51.4%</p> <p>The school is below CI percentages</p>	<p>Economically Disadvantaged 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>SY 2016-2017 Economically Disadvantaged strategies, copied from 2016 Annual Report (“Students eligible for free and reduced lunch” category in 2016 annual report guidelines):</p> <p>We will continue our outreach to local service providers, as described above [referencing strategies listed for students with disabilities and limited English-proficient students].</p> <p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <p>We believe the state’s official calculation of BRCPS students as Economically Disadvantaged does not represent the true level of families in our school who face significant economic challenges. Prior to the conversion to this new category and formula, we consistently had 80+% students in the “Low-Income” category, and were consistently above the comparison index. We believe our student body is very much like that of the sending district, as evidenced by the difference of just 3.1% between BRCPS and the comparison index.</p> <p>Based on our student enrollment as of October 1, 2017, the percentage of students enrolled at BRCPS meeting the Economically Disadvantaged criteria has risen to 50.4%. With this increase, we are very close to the comparison index and will continue to implement current recruitment strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>2016-2017 Strategies</p> <p>N/A (Our lottery is for students entering grades K1-3, with the vast majority of enrolling student entering K1, at age 4, therefore not identified as “sub-proficient”)</p>

<u>Students at risk of dropping out of school</u>	2016-2017 Strategies BRCPS will seek to recruit and enroll students who may be at risk of dropping out of school through communication with service providers including Horizons for Homeless Children, the MA Department of Children and Families, and the MA Department of Transitional Assistance.
<u>Students who have dropped out of school</u>	2016-2017 Strategies N/A
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	2016-2017 Strategies N/A

Retention Plan 2017-2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

Our student attrition rate in SY17 was 9.4%, down from 10% in 2016 and 12.5% in 2015. Our strategies for retaining students in high-risk subgroups are not add-ons, or strategies specifically designed toward that end - they are practices, investments, and structural decisions we make in line with our philosophy and beliefs. We believe it is our responsibility to provide services to all children who may come through our doors, so we provide as many services as we can right here at the school. When we cannot provide necessary services for a student, we follow up with families who have been given referrals for outside services. When significant challenges arise with a student, whether it be in the school or at home, we keep the child's best interest at the center and do what we can to support the family and make accommodations at the school.

We commit significant resources to the employment of special educators, licensed social workers, and mental health professionals, while offering occupational therapy, speech and language pathology, and physical therapy onsite. We reach out to families when student absences become concerning. These are the elements that lead to relatively low attrition rates at Boston Renaissance, and very low attrition in K2-3, where the average attrition rate is just 6.2%.

The primary factor contributing to student attrition is our grade span, being K1-6, as students entering grades 5 and 6 often leave the school early in order to transition to middle/secondary school. Many

schools in Boston offer grades 5-8, 6-8, 5-12, and 6-12, and our students' families leave BRCPS early because they find a good opportunity for their children in one of these schools, and they feel they cannot wait and hope another opportunity will be there upon completion of 6th grade at BRCPS. We have heard this from countless families over the years and it is borne out by our attrition data.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	92%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>Students with Disabilities</p> <p><u>(a) CHART data</u></p> <p>School percentage: 10% Third Quartile: 18.3%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2016-2017 Strategies (copied from 2016 annual report)</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Retention strategies for our special education students will include the continued implementation of strong special education and intervention programming to meet students' diverse learning and social/emotional needs. Analysis of special education [MCAS] data will drive the plan for targeted interventions. BRCPS will continue to implement our inclusion, resource, and self-contained classrooms, following a full-inclusion model for students who are not meeting grade-level proficiency benchmarks or are identified as having special needs. BRCPS will offer three Substantially Separate classrooms to accommodate our population of students needing all day small classroom instruction to meet their academic and social/emotional development. These classroom settings are for students with a range of disabilities including Intellectual Impairment and Social/Emotional disabilities. Targeted professional development for special education teachers will increase their abilities to address the varying needs of our special education population. Professional Development will include Do-the Math, Project Read, Wilson and i-Ready trainings to improve the delivery models of instruction in special education settings. In order to engage more parents of students with special needs in the special education process, a survey will again be distributed to measure parent satisfaction and gather feedback on the IEP meeting process. The surveys will be available online and a paper copy will be distributed to all families after IEP meetings. Survey results will be confidential to encourage participation. Results of these surveys will be utilized to improve the IEP process.
Limited English proficient students/English learners	
<p>English Language Learners</p>	<p>(b) 2016-2017 Strategies (copied from 2016 annual report)</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

<p><u>(a) CHART data</u></p> <p>School percentage: 9.1% Third Quartile: 19.1%</p> <p>The school is below third quartile percentages.</p>	<ul style="list-style-type: none"> Retention strategies for our Limited English-Proficient students will include resources and trainings to ensure quality programming and instruction. BRCPS will continue the WIDA Standard Implementation Plan and continue to train teachers in the WIDA standards. Three full-time ESL teachers will be employed to service Limited English-Proficient students throughout the year using varying models to meet their individual needs. ESL teachers will deliver targeted instruction in a co-teaching, push-in model or in a pull-out, small group model. The school will also continue to expand the availability of translation services to increase communication between school and home. The ESL teachers will be available during all of our student-led conferences to meet with parents and to help with translation.
<p>Students eligible for free or reduced lunch</p>	
<p>Economically Disadvantaged</p> <p><u>(a) CHART data</u></p> <p>School percentage: 10.8% Third Quartile: 19.8%</p> <p>The school is below third quartile percentages.</p>	<p><u>(b) 2016-2017 Strategies (copied from 2016 annual report)</u></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Retention strategies for students eligible for free or reduced lunch will focus on provision of programs and services for students and families to help eliminate all academic and non-academic barriers to learning. BRCPS will maintain and continually evaluate all support and intervention services, providing full-service or 'wrap around' services and programs. Our full-service model will continue to provide a continuum of school-based services, including a full-time nurse's office to address physical ailments, an extensive school-based mental health counseling service model, vision and dental care services, and a Family Liaison to help families to access additional community support services. All of these programs are provided to all families on site at the school.
<p><u>Students who are sub-proficient</u></p>	<p><u>(d) 2016-2017 Strategies (copied from 2016 annual report)</u></p> <ul style="list-style-type: none"> Retention strategies for students who are sub-proficient will focus on provision of improved intervention programming. BRCPS will continually work to improve the consistency and quality of formative assessments and the effectiveness of data meetings to address the needs of students who are sub-proficient. We will use formative assessment data strategically when helping teachers develop lesson plans and instructional strategies, with administrators, instructional coaches, and grade-level lead teachers working with their teams to ensure students who are experiencing difficulty or testing below proficiency levels get targeted, effective supports.

	<ul style="list-style-type: none"> • BRCPS will also continue to employ reading specialists and math specialists to help provide targeted, small-group instruction in ELA and math blocks. • We will frequently monitor the progress of all sub-proficient students, and strategically use our time and resources to raise achievement levels as much as we can.
<u>Students at risk of dropping out of school</u>	<p align="center">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> • Our primary retention strategies for students who show risk factors for dropping out of school will be the continuation and refinement of our character development and leadership programs, as well as our college readiness and awareness programs. These programs prevent dropout because they help students develop a positive sense of identity, while building relationships that may reveal any deeper challenges the student faces outside of school that can be addressed.
<u>Students who have dropped out of school</u>	<p align="center">(d) 2016-2017 Strategies</p> <p align="center">N/A</p>
<p align="center">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(d) 2016-2017 Strategies</p>

Appendix C

School and Student Data Tables

Student demographic information can be found on the DESE website can be found here:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04810000&orgtypecode=5&leftNavId=300&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	605	64.1
Asian	3	0.3
Hispanic	293	31.0
Native American	1	0.1
White	14	1.5
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	28	3.0

Special education	119	12.6
Limited English proficient	65	6.9
Economically Disadvantaged	455	48.3

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-17 school year	Departures during the 2016-17 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	68	4	8	Voluntary, nonrenewal, and reorganization
Other Staff	113	15	11	Voluntary, nonrenewal, and reorganization

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Alexandra Buckmire, Head of School	<p>Exercises educational and managerial leadership of the school, reporting directly to the Board of Trustees.</p> <p>Ensures that curriculum and instructional practices are continuously aligned with Massachusetts Standards and that the highest academic expectations are maintained. Responsible for providing the instructional, operational, and administrative leadership for the Upper School, Lower School, and Unified Student Services, and Visual & Performing Arts departments.</p>	<p>July 1, 2016</p> <p>(Date of hire with BRCPS: 4/1/99)</p>	N/A

Phillip Littlehale, Chief of Finance and Operations	Manages Finance Department including budgeting and accounting, human resources, payroll. Oversees operational functioning of the school, including facility and grounds, maintenance, transportation, food service.	May 1, 2016	N/A
Kendra Lueken, Lower School Director	Assists in providing instructional, operational, and administrative leadership, overseeing grades K1-2.	July 1, 2016 (Date of hire: 8/25/11)	N/A
Alison Spade, Upper School Director	Assists in providing instructional, operational, and administrative leadership, overseeing grades 3-6.	July 1, 2016 (Date of hire: 8/16/04)	N/A
Stacia Copeland, Director of Unified Student Services	Oversees the administration and coordination of related and supplemental services: Special Education, 504, and Health Services.	July 1, 2016 (Date of hire with BRCPS: 8/25/10)	N/A
Evelyn Lee, Director of Visual & Performing Arts	Provides administrative support in the coordination and implementation of all performing and visual arts classes and projects. Supervises and leads all arts, music, physical education, technology, and second language teachers.	July 1, 1999	N/A
Franklin Shearer, Director of Accountability & Strategic Planning	Supports the Head of School and Board of Trustees in data analysis, external relations, and strategic planning. Manages annual reporting, Accountability Plan, and DESE- related matters and mandates. Oversees communications and marketing.	July 1, 2013	N/A

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served Term = 3 years	Length of each term (including date of election and expiration) Term = 3 years
Senam Kumahia	Chair	Finance & Governance	2	09/26/15 – 09/26/18
Ambrose Faturoti	Vice Chair	Academic & Governance	1	09/26/15 – 09/26/18*
Lupita Colon-Bispham	Clerk	Academic	1	1/30/15 – 1/30/18
Kelly Williamson	Trustee	Governance	1	7/16/15 – 6/30/18
Rayna Briceno	Trustee	Academic	1	06/11/14 – 6/30/17*
Edwine Alphonse	Trustee	Finance	1	12/9/15 – 12/9/18
Shaumba Dibinga	Trustee	Academic	1	12/9/15 – 12/9/18
Aaron Kesler	Trustee	Academic & Finance	2	09/26/15– 09/26/18
Stacia Copeland	Trustee	Academic	1	12/9/15 – 12/9/18
Harold Raymond	Trustee	Finance, Building	3	11/12/08-11/12/17
<i>*Indicates Trustee resigned from the Board during the 2016-2017 school year.</i>				

APPENDIX D.

ADDITIONAL INFORMATION

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Senam Kumahia	No Change
Charter School Leader	Alexandra Buckmire	New (as of 7/1/16)
Special Education & English Language Learners Director	Stacia Copeland	New (as of 7/1/16)

MCAS Test Coordinator	Alison Spade (Upper School Director)	New (as of 7/1/16)
SIMS Coordinator	Kaia Richards	No Change
School Business Official	Phil Littlehale	No Change (as of 5/1/16)
SIMS Contact	Kaia Richards	No Change

Facilities

Boston Renaissance Charter Public School's location and facilities have not changed.

Location	Dates of Occupancy
1415 Hyde Park Ave. Hyde Park, MA 02136	August 2010 – Current

Enrollment

Action	Date(s)
Student Application Deadline	March 2, 2018
Lottery	March 7, 2018

Appendix E

Boston Renaissance Charter Public School
Combining Statement of Revenues, Expenses and Change in Net Position-Unaudited
For the Year Ending June 30, 2017

Operating Revenues:

State grants	14,479,032
Federal grants	1,083,883
School food	517,893
After School program	248,565
Summer camp	80,406
Total operating revenues	<u>16,409,779</u>

Operating expenses:

Salaries	10,100,703
Payroll taxes	407,444
Fringe benefits	1,767,386
Insurance	96,068
Contracted labor	293,602
Professional fees	223,185
Supplies	285,421
Computer	143,736
Travel and Board	16,720
Field Trips	45,117
Vehicles	4,499
Maintenance and operations	710,187
Staff development	70,432
Food service	491,160
Depreciation and amortization	1,293,568
Dues and fees	29,485
Interest expense	580,685
Miscellaneous	1,080
Total operating expenses	<u>16,560,478</u>

Operating income	<u>(150,699)</u>
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Nonoperating revenues/(expenses):

Private grants and contributions	51,261
Interest income	117,781
Medicaid and erate reimbursement	50,409
Daycare revenue	115,168
Misc revenue	32,957
Financing Fees	(775,000)

Misc expense	(210,889)
Total nonoperating revenue	<u>(618,313)</u>
Change in net postion	(769,012)
Net position, beginning of the year	<u>36,761,874</u>
Net position, end of the year	<u><u>35,992,862</u></u>

Appendix F

Boston Renaissance Charter Public School
Statement of Net Position-Unaudited
June 30, 2017

Assets	
<i>Current Assets:</i>	
Cash and cash equivalents	14,678,596
Grants and Accounts receivable	146,126
Due from component unit	-
Prepaid Expenses	37,735
Total Current Assets	<u>14,862,457</u>
<i>Non Current Assets:</i>	
Bond reserve funds	-
Capital assets, net	31,784,691
Total noncurrent assets	<u>31,784,691</u>
Total Assets	<u><u>46,647,148</u></u>
 Liabilities and Net Position	
<i>Current Liabilities:</i>	
Accounts Payable	64,311
Accrued Expenses	1,035,848
Due to the Others	38,034
Advances	-
Bond payable-current	384,615
Notes payable-current	216,000
Total current liabilities	<u>1,738,808</u>
<i>Non Current Liabilities:</i>	
Bonds Payable	1,410,257
Notes Payable	7,729,143
Bond Accretion	(223,922)
Total noncurrent liabilities	<u>8,915,478</u>
Total Liabilities	<u>10,654,286</u>
<i>Net Position:</i>	
Total net position	<u>35,992,862</u>
Total Liabilities and net position	<u><u>46,647,148</u></u>

Boston Renaissance Charter Public School
FY18 Budget
July 1, 2017 through June 30, 2018
Approved April 12, 2017

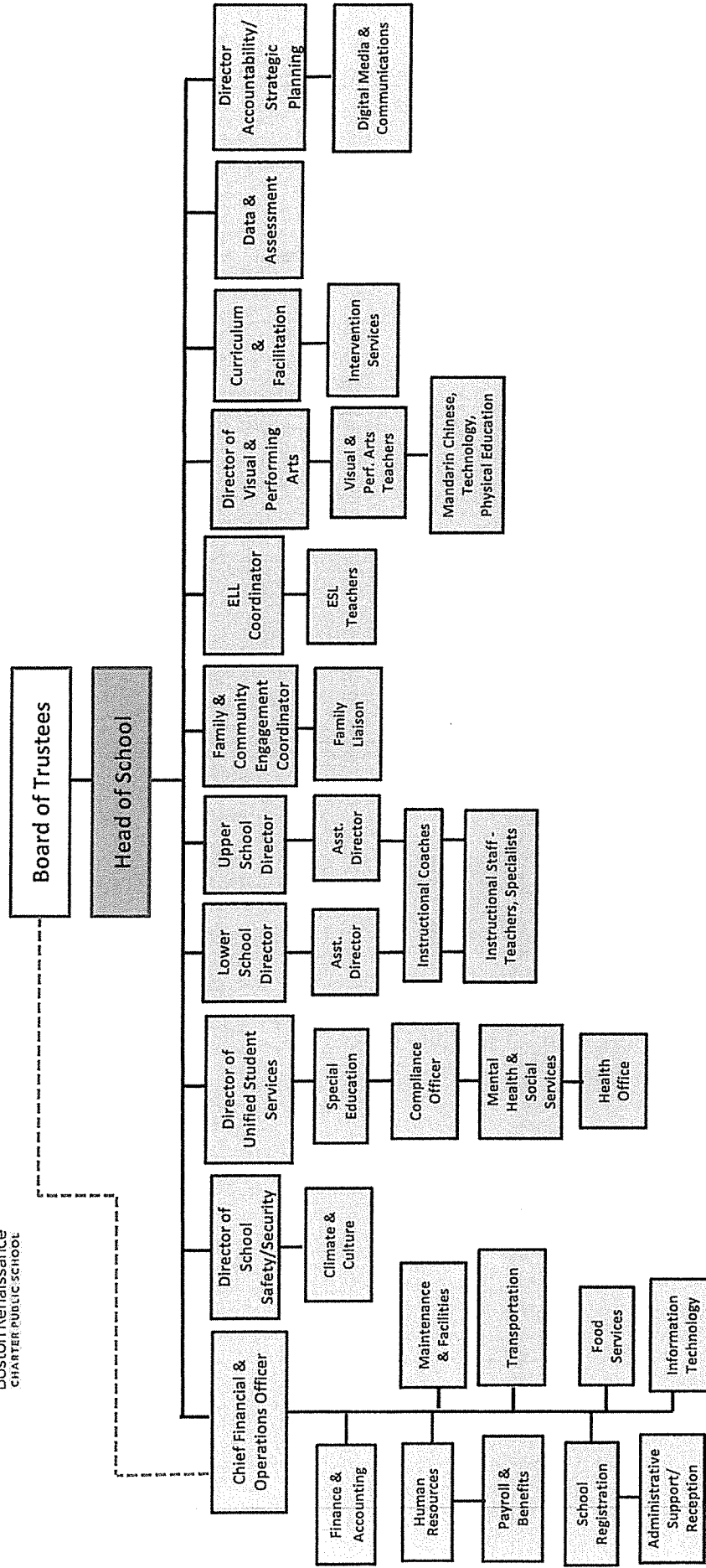
	FY17 Budget
Tuition	14,479,575
Entitlement Grants/Other Fed	1,094,004
Private Grant	30,000
In Kind	2,632,599
Invest Income	100,000
Nutrition	550,000
Medicaid	25,000
Non Operating Revenue	405,000
Total Revenue	<u>19,316,178</u>
Staff Salaries	10,530,688
Stipends	173,500
Payroll Taxes	420,000
Fringe Benefits	1,908,943
On Behalf Fringe Benefits	1,169,943
Professional Development	100,000
Total Personnel Costs	<u>14,303,074</u>
Student Exp/In-Kind	1,462,656
Contracted Services	121,500
Instructional Materials & Supplies	120,500
Instructional Technology	86,450
Pupil Services	162,500
Equipment Lease/Printing	92,000
Nutrition Program	500,000
Total Instructional Costs	<u>2,545,606</u>
Networking & Communications	36,450
Utilities	275,000
Interest	462,449
Depreciation and Amortization	1,200,000
Maintenance of Bldg & Custodial	256,300
Total Occupancy Costs	<u>2,230,199</u>
Contracted Services	248,500
Dues, Fees, & Memberships	38,000
Insurance	88,980
Office Supplies & Equipment	27,500
Admin Technology	29,000
Other Admin	27,000
Total Administrative Costs	<u>458,980</u>
Total Expenses	<u>19,537,859</u>
Net	<u>(221,681)</u>

Boston Renaissance Charter Public School
FY18 Capital Plan
July 1, 2017 through June 30, 2018

FISCAL YEAR	DESCRIPTION	CURRENT STATUS	ESTIMATED COMPLETION DATE	FUNDING SOURCE	ESTIMATED COST
2018	Flooring - Replacment of 40,000 sq. ft. of VCT on 2nd & 3rd floors.	Scheduled for Summer 2017	Aug-17	Internal	375,000
2018	Technology-Chromebooks to support MCAS testing and 1 to 1 initiative,	Bid soliciation underway.	Aug-17	Internal	75,000
2018	Modular Classroom Pods - buyout of lease.	Negotiations underway	Aug-17	Internal	300,000
2018	Security System Upgrade and Expansiun - Replacement of cameras, installation of new cameras to address blind spots.	Bid soliciation underway.	Oct-17	Internal	50,000
2018	Telephone System - Software & Hardware replacment	Included in FY18 erate submissions.	Jun-18	Internal	50,000
2018/2019	HVAC Recomissioning	Preliminary Discussion underway	Aug-18	Internal	TBD
2019	Façade - replacment of faded sections.	Planned	TBD	Internal	TBD
2019	Roofing - ponding correction	Planned	TBD	Internal	TBD
2020	Electrical - Energy Audit	Planned	TBD	Internal	N/A
2021	Auditorium Structure - Investigation	Planned	TBD	Internal	TBD



Organizational Chart SY17-18 (Appendix I)



Effective July 1, 2017

Appendix J

SCHOOL SCHEDULE BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL School Year 2017-2018

DAILY/WEEKLY SCHEDULE FOR STUDENTS

DAY	HOURS
Monday	7:15 – 3:15 (8 Hours)
Tuesday	7:15 – 3:15 (8 Hours)
Wednesday	7:15 – 3:15 (8 Hours)
Thursday	7:15 – 3:15 (8 Hours)
Friday	7:15 – 3:15* First and third Friday of every month, September-June, is a half-day for students/professional development day for staff. The hours on these Fridays is 7:15 – 10:30.
Other	None

YEARLY SCHEDULE FOR STUDENTS

Minimum Number of Days	Scheduled Emergency/Snow Days	Total Number of Scheduled School Days
180	5	185

BRCPS Dissemination Efforts, School Year 2016-2017

Using the table below, provide evidence of how the school has provided innovative models for replication and best practices to other public schools in the district where the charter school is located during the 2016-2017 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organization beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, please see the Charter School Performance Criteria for more information: <http://www.doe.mass.edu/charter/acct.html?section=criteria>¹

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Implementation of Eureka Math curriculum: 1) <i>Focus and Coherence</i> in year-long curriculum planning and unit/module planning	June 1, 2017 Full-day professional development (8:30am - 2:30pm) including a 1 hour learning walk visiting Boston Renaissance K1 through 6th grade classrooms. (Attended and supported by senior representatives of the Achievement Network.)	Upper School Math & Science Coach Lower School Academic Coach, Grades 1 and 2 Literacy Facilitator K1-6	Curriculum	Charter schools: <ul style="list-style-type: none"> Bridge Boston - teacher Conservatory Lab - teacher Helen Y Davis Leadership Academy - teacher District schools: <ul style="list-style-type: none"> Henderson K-12 Inclusion School (BPS) - teacher/6-12 	Achievement Network Do the Math! Cohort materials: <ul style="list-style-type: none"> Year in Review & Curriculum Planning, Session 5 (Detailed, 53-page pdf document) Curriculum Planning Participant Packet (9-page document, outlining agenda, objectives, and best practices)

¹ The Department will also consider efforts made by the charter school to disseminate innovative models for replication and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, including but not limited to:

- partnerships with other schools implementing key successful aspects of the charter school's program,
- active participation in district turnaround efforts,
- sharing resources or programs developed at the charter school,
- hosting other educators at the charter school, and
- presenting at professional conferences about its innovative school practices.

2) Adapting Units and Modules to better align with math standards and Standards of Mathematical Practice				<p>math instructional coach</p> <ul style="list-style-type: none"> • Edwards Middle School (BPS) - teacher • Russell Elementary School (BPS) - teacher • Stanley Elementary School (Waltham) - K-5 math instructional coach • Whittemore Elementary School (Waltham) - teacher • Wetherbee School (Lawrence) - instructional coach • Hennessey School (Lawrence) - instructional coach • Oliver Partnership School (Lawrence) - instructional coach 	
Implementation of Eureka Math curriculum: Adapting Units and Modules to better align with math standards and Standards of Mathematical Practice	January 23, 2017, BRCPS hosted a professional development session with teachers from Conservatory Lab Charter School (Boston)	Upper School Math & Science Coach	Curriculum	Conservatory Lab Charter School (Boston)	Participant packet, agenda

Special education delivery in Kindergarten substantially separate classrooms	BRCPS hosted a group of Brooke Charter School teachers to observe BRCPS instructional practices in the Kindergarten substantially separate classroom	BRCPS Director of Unified Student Services and K1/K2 Special Education teacher	Instruction	Edward Brooke Charter School		
			Choose an item.			
			Choose an item.			