

**Annual Report
School Year 2017-2018**



Boston Renaissance Charter Public School

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The Commonwealth of Massachusetts
Department of Elementary and Secondary Education

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TABLE OF CONTENTS

1. Introduction to Boston Renaissance Charter Public School.....	2
2. School Performance and Program Implementation.....	2
I. Faithfulness to Charter.....	2
A. Mission and Key Design Elements.....	2
B. Amendments to Charter.....	5
C. Access and Equity.....	5
D. Dissemination Efforts.....	5
II. Academic Program Success.....	6
A. Student Performance.....	6
B. Program Delivery.....	6
III. Organizational Viability.....	8
A. Changes to Organizational Structure.....	8
B. Teacher Evaluation.....	9
C. Budget and Finance.....	9
IV. Additional Information.....	9
A. Conditions.....	10
B. Complaints.....	10
Appendix A: Accountability Plan.....	10
Appendix B: Recruitment and Retention Plans.....	14
Appendix C: School and Student Data Tables.....	22
Appendix D: Additional Required Information.....	26
Appendix E: FY18 Unaudited Statement of Revenues, Expenses, and Changes in Net Assets (attached)	
Appendix F: FY18 Unaudited Statement of Net Assets (attached)	
Appendix G Board-approved FY19 Budget (attached)	
Appendix H: Capital Plan for FY19 (attached)	
Appendix I: Organizational Chart (attached)	
Appendix J: School Schedule (attached)	
Appendix K: Dissemination Table (attached)	

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 7/1/18	2293
School Hours	7:15 – 3:15	Age of School	23 years
<p>Mission Statement:</p> <p>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.</p>			

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, social studies, 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, and provide targeted instruction and interventions. We continuously 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 every school year.

At the core of this work is a talented and dedicated team of classroom teachers. We maintain a strong academic program by developing and retaining excellent teachers, and by empowering those teachers to be leaders in the school community. Boston Renaissance teachers are expected and encouraged to be reflective learners, and to seek out coaching opportunities and continuously hone their practice. In grade level teams, teachers identify and solve challenges together, supporting their peers and enhancing their own leadership skills.

These are the principles and practices at the heart of the three key design elements outlined in our Accountability Plan. The 2017-2018 school year (SY18) was the third year of our current charter term and our Accountability Plan. Progress toward fulfilling our mission and key design elements in SY18 is described below:

Key Design Element #1:

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

In SY18 we continued to focus on the two school-wide instructional priorities that we first established in SY17 – Student Independence and Effective Questioning. These interrelated approaches set the overall vision for how we teach and nurture students' abilities. We emphasize the importance of allowing students to do the “heavy lifting” in solving problems and extrapolating on their answers, promoting deeper learning and comprehension.

A new development in SY18 was the schoolwide adoption and implementation of the *Second Step* social-emotional learning curriculum. Implemented school-wide, grades K1-6, this nationally recognized curriculum has become an important part of the BRCPS whole-child program.

Professional development was provided at the beginning of the year, and *Second Step* implementation was a standing monthly agenda item at grade level team meetings. School administrators made sure the curriculum was being implemented through individual teacher check-ins and observations during the scheduled Second Step time. In addition, our Mental Health team was included in the implementation, with scheduled classroom drop-ins and support for teachers.

We continued to provide high-quality arts education and enrichment through our Visual and Performing Arts department. No changes were made to our Visual and Performing Arts programs in SY18 – students continued to receive 55 minutes of daily instruction in a mix of specialty classes, such as visual arts, music (including piano and violin instruction), and dance, as well as technology, physical education, and Mandarin Chinese. The Voices of Renaissance Chorus remains a popular out-of-school-time program, with 89 students participating this year. Students practice singing and performance techniques and receive mentoring during their rehearsal time, which was moved from 7:25-7:55a.m. Monday-Friday, to 3:30-4:30p.m. Monday-Thursday. The chorus conducts performances at school events and goes on an annual tour to share best practices and perform for other schools around the country. This year’s tour saw the students travel to Connecticut and New York, including a performance at Yale University.

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

In SY18 we maintained our approach of distributive leadership and provided opportunities for classroom teachers to take on additional roles and responsibilities in the school. BRCPS teachers have the opportunity to take on leadership roles and participate in committees, both within their grade-level teams and schoolwide. Each grade level team is led by a Lead Teacher, who runs weekly grade-level meetings, participates on the Instructional Leadership Team, and performs a host of other responsibilities as a coordinator and leader for her/his team. Lead teachers planned and led professional development at Instructional Focus Cycle meetings in collaboration with Literacy and Math Specialists. Beyond opportunities for the Lead Teachers, the weekly grade-level meetings are designed to promote leadership development for all teachers, as they discuss challenges and successes and share insights and instructional strategies in an open dialogue format.

In addition to the Lead Teachers, each grade-level team has the standing leadership role of math and science “experts”. Focused on both content and pedagogy, the math and science experts are critical to our effort to enhance teaching and learning in these two critical subject areas, and they work closely with our schoolwide Math & Science Curriculum Facilitator to ensure consistency and vertical alignment. Separately, the BRCPS Teach Like a Champion Committee - led by and constituted entirely of BRCPS teachers - plays an important role in promoting best practices in instruction and pedagogy across grade levels. Throughout SY18, the TLAC committee planned and presented at All-Staff meetings and led professional development sessions.

Finally, in SY18 we continued our mentor program for new teachers, which allows veteran teachers to serve as mentors throughout the school year, working in one-on-one relationships with teachers who are new to BRCPS.

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 large part, through our staffing model, which puts two adults in the majority of classrooms for most of the school day.

An important new initiative aligned with this key design element launched in SY18 was the introduction of language objectives in each classroom. In SY17, the BRCPS ELL Coordinator participated in training provided by the Department of Elementary and Secondary Education and earned certification to deliver training on language objectives. In SY18, she provided professional development to BRCPS teachers, clustered into grade-level groups – K1 and K2, grades 1-3, grades 4-6, and the specialty teachers.

The ELL Coordinator used two resources in conducting this professional development (PD) work – the MA Department of Elementary and Secondary Education’s Next Generation ESL Project Curriculum Resource Guide and the WIDA English Language Development Standards. The PD sessions centered on how to write focused, meaningful language objectives for English Language Learners. As a result, now and going forward at BRCPS, language objectives are incorporated into every lesson plan and written on the board for each content area, every day, in student-friendly language. The daily use of language objectives is a non-negotiable and has been incorporated into administrators’ observation checklists and feedback discussions.

Another change implemented in SY18 to enhance our ability to serve diverse learners was the addition of math specialists and math teaching assistants. Four Math Specialists and two Teaching Assistants were hired prior to the school year, to help provide push-in and pull-out interventions in math and overall support for students and teachers. These new members of the academic team enabled teachers to better target and support individual student’s needs, particularly in mathematics.

B. Amendments to the Charter

None.

C. Access and Equity

At BRCPS, we always try to limit the use of disciplinary interventions and look for ways to enforce our school code of conduct without the use of exclusionary consequences. The total number of students disciplined using in-school or out-of-school suspension in SY17 (our latest official data published on the DESE website at the time of this report) was 45, down from 61 students disciplined in SY16. This significant decline in the number of students being suspended is a direct reflection of explicit efforts to reduce the use of suspensions at BRCPS.

The Leadership team, Climate & Culture and Mental Health teams meet monthly to review various school climate data, including suspension data. While overall suspensions continue to decline, we have documented that we have a higher rate of suspensions for students with disabilities. In response to this challenge, in the coming school year the Climate & Culture team and Mental Health team will be attending professional development on Restorative Justice practices. The goal of this professional development will be to reduce disparities in our rates of suspension, reduce suspensions overall, and to create a more positive school climate.

Another strategy to promote a positive climate has been the adoption of the *Second Step* social-emotional learning curriculum, described above. Throughout the school year, the school Mental Health team worked with teachers to implement the curriculum, and they will continue to dive deeper into the curriculum and practices with teachers in the coming school year.

(SY18 student discipline data will be submitted to DESE in our official Student Safety Discipline Report, and will be made available on the DESE website.)

D. Dissemination Efforts

The dissemination table provided by DESE 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/rc.aspx?linkid=37&orgcode=04810550&fycode=2017&orgtypecode=6&>

B. Program Delivery:

If applicable, describe any changes (implemented in the 2017-2018 school year) made to the school's curriculum, instructional model, assessment methods, and/or supports for diverse learners.

Curriculum Changes

In SY18 we began the use of the Mystery Science curriculum in grades K2-5. Mystery Science is a comprehensive science curriculum specifically designed for elementary grades, with a range of outstanding experiments and hands-on activities that are well aligned with the Next Generation Science Standards and Massachusetts Science Frameworks. Teachers gave very positive reviews of the new curriculum and the students seemed to truly enjoy the content and hands-on learning experiences. We are excited to continue use of Mystery Science in SY19 and beyond.

We have also recently adopted a new social studies/history curriculum for our 5th and 6th grade classrooms. We began to introduce the TCI Social Studies Alive program in SY17 and fully adopted

the program in SY18 (for 5th and 6th grade only). The textbook for 5th grade, titled *America's Past*, is aligned with the current MA standards and focuses primarily on the Age of Exploration, colonization, the history of slavery in the Americas and the formation of the country. The 6th grade textbook, titled *History Live - The Ancient World*, also follows MA standards and focuses on the cultural achievements of the ancient and classical civilizations. Social Studies in the form of current events is also taught through weekly Scholastic News magazines and daily CNN10 student news briefs. Lessons include multimedia instruction, student simulations and project based learning. Social Studies instruction is provided daily for 60-75 minutes in all 5th and 6th grade classrooms.

Instructional Model

No significant changes were made to the overall instructional model in SY18. One important structural change that benefited instruction, though, was the additional presence of Assistant Directors. This change reduced by half the number of classrooms assigned to each administrator; as a result, we achieved our objective of generating significantly more opportunity for observation and feedback, and greatly enhanced our overall instructional model. We also created more opportunities for peer observation and emphasized peer-based dialogue and feedback, particularly around accountable talk and oral language development.

Assessment Methods

We began the use of one new assessment in SY18, as we introduced the PELI assessment (Preschool Early Literacy Indicator) in our K1 grade level. PELI, an instrument of the DIBELS system of assessments, is a preschool literacy assessment for 3- to 5-year-olds that measures alphabet, knowledge, vocabulary and oral language, phonological awareness, and listening comprehension. The assessment is designed to identify children who are experiencing difficulties acquiring these skills, with intent to provide the instructional support needed to improve future reading outcomes.

Support for Diverse Learners

Program delivery improvements were made in the area of support for diverse learners, as we introduced a new focus on language objectives for English Language Learners. Details of this initiative are discussed under Key Design Element #3, on page 5 of this report.

Social, Emotional, and Health Needs

A new development in SY18 was the schoolwide adoption and implementation of the *Second Step* social-emotional learning curriculum, discussed above under Key Design Element #1. *Second Step* was implemented from grades K1-6; professional development was provided at the beginning of the year, and *Second Step* implementation was a standing monthly agenda item at grade level team meetings. School administrators included *Second Step* in their individual teacher check-ins and conducted observations during scheduled *Second Step* time. In addition, the BRCPS Mental Health team was included in the implementation, with scheduled check-ins and support for teachers.

III. ORGANIZATIONAL VIABILITY

Boston Renaissance leadership and the Board of Trustees undertook two vital initiatives in SY18 to strengthen organizational capacity – the development of a new multi-year strategic plan, and the analysis and strengthening of the Board of Trustees.

Strategic Planning

BRCPS engaged in strategic planning in SY18. After releasing a Request for Proposals in August 2017, we selected nonprofit consulting firm ESC (Empower Success Corps) to guide and facilitate the strategic plan development. Beginning in November and extending through the school year, members of the school leadership met on a bi-weekly basis with the consulting team and followed a guided process to produce a draft strategic plan. The process included: stakeholder interviews with BRCPS staff, parents, and community partners; peer interviews with leaders of several Boston charter schools; facilitated planning meetings with the school leadership team and Board of Trustees, both as separate groups and together.

At the time of submission of this report, we have reached but not completed the final stage of this process – developing an implementation plan, with specific action steps, timelines, and measures for success. As a result, the Strategic Plan remains in draft form as we enter SY19. The implementation plan will be developed in the early months of SY19; the final, five-year Strategic Plan will be publicly presented and considered for official adoption at a meeting of the Board of Trustees during the first half of the school year.

Board Development

In addition to strategic planning, the BRCPS Board of Trustees hired organizational capacity consultant Jackie Jenkins-Scott (JJS Advising, Inc.) for an engagement focused on board development. The facets of this engagement include: (a) Document experiences of the Board of Trustees as it relates to governance, Board structure and systems, engagement, training and development, recruitment and onboarding of new members, and retention and renewal of existing members; (b) Review and assess Board governance practices, structure, policies, and procedures; (c) Review and assess Board recruitment, on-boarding and succession planning; (d) Conduct Board development training; and, (e) Support Strategic Plan alignment and implementation planning.

Ms. Jenkins-Scott conducted an internal analysis of the Board of Trustees in the months of April-June 2018, and presented her initial findings and recommendations to the Board's June meeting. This is a project to which our Board of Trustees is deeply committed, as they seek to strengthen their work and ensure the long-term sustainability and governing capacity for BRCPS. This work is ongoing, and Ms. Jenkins-Scott is scheduled to continue working with the Board into SY19.

A. Changes to Organizational Structure of the School

New Staff Positions

Beginning in SY18, we created two new administrative roles: Assistant Director of Lower School, Assistant Director of Upper School. 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 report to the Directors of their respective school (Lower/Upper), but 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.

Beginning in SY19, we have added the role of Assistant Director for Unified Student Services to further strengthen our department of Unified Student Services. This position will report to the Director of Unified Student Services and will serve as an important new resource to the team of special educators, health and mental health professionals who comprise this team.

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 SY18.

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, Appendix F.

Approved School Budget for FY18

The BRCPS budget for fiscal year 2019 was approved by vote of the Board of Trustees on May 16, 2018. **Attached, Appendix G.**

Capital Plan for FY18

The BRCPS Capital Plan for FY19 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, DESE extended this condition through the duration of our current charter term.

B. Complaints

None.

Appendix A

Accountability Plan Evidence 2017-2018

Key Design Element #1	2017-2018 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 and language classes," with a 90% response rate.	MET	Of 326 students surveyed, 279 strongly agreed or agreed with the statement, equating to 86%.
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	57 of 64 respondents strongly agreed (40) or agreed (17), equating to 89% agreement overall. 64 of 70 teachers completed the survey (91%)
Measure 2 Each year, at least 50% of BRCPS scholars in grades 3 through 6 will participate in the school's mentoring programs.	PART MET	156 students in grades 3-6 received participated in the school's official mentoring programs. This represents 38% of the total enrollment for grades 3-6. However, we also provide mentoring through our Climate & Culture interventions, as students referred for behavioral concerns are counseled and supported. We would especially consider these services as mentoring for those who are referred

		multiple times throughout the school year. We have not included those students in our mentoring data, but will consider broadening this measure when we draft a new Accountability Plan next year in our charter renewal application process.
Measure 3 100% of teachers will integrate curriculum that promotes leadership and character development into their classrooms.	MET	The Second Step social-emotional development curriculum was implemented schoolwide. Administrators noted the use of Second Step in their observation records.

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.	2017 - 2018 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	60 of 64 respondents strongly agreed (44) or agreed (16), equating to 94% agreement overall. 64 of 70 teachers completed the survey (91%)
Measure 2 BRCPS teachers will deliver high quality instruction as measured by the results demonstrated in the Summative Performance Evaluations conducted by	MET	

Directors with at least 75% of returning teachers achieving “Proficient or Exemplary” on the Teacher Evaluation Rubric.		43 of 52 (83%) of returning teachers received ratings of Proficient or Exemplary on their 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>	2017 - 2018 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	61 of 64 respondents strongly agreed (43) or agreed (18), equating to 95% agreement overall. 64 of 70 teachers completed the survey (91%)
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	Classroom observations and feedback for teachers is recorded in instructional coaches’ notes; formative and summative evaluations; and pop-in feedback forms. Targeted feedback is developed using Research for Better Teaching and the MA Educator Evaluation Rubric, focusing on Standard II: Teaching All Students. BRCPS administrators and coaches look for instructional practices that meet the needs of diverse learners, continuously discuss this critical aspect of our work with teachers, and make it part of their ongoing feedback and official evaluations. We give feedback and provide model lessons, and we look for the application of that feedback in instruction. In SY18, observation also included the schoolwide focus on language objectives and diverse language learning needs.

		Together, the use of these practices and professional development tools demonstrate that we are focused on developing all teachers' capacity to meet students' diverse learning needs and abilities. Documented evidence shows these efforts have been effective in improving all BRCPS teachers' capacity to effectively teach the diverse learners in our classrooms.
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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	Dissemination included school visits and meetings with administrative and instructional staff from several schools, including charter (Boston) and district schools (Lawrence). Further details of dissemination efforts are outlined in the Dissemination Table, Appendix K.
Measure 2 Twice each year, BRCPS will share its mentoring model and Visual and Performing Arts programming with other public schools	PART MET	Dissemination of the arts and music programs did not take place with local districts in SY18. Practices for conducting strong music programs were shared with schools in Connecticut and New York.

APPENDIX B. Recruitment & Retention Plans

Recruitment Plan 2018-2019

School Name: Boston Renaissance Charter Public School

2017-2018 Implementation Summary:

In SY18, we continued use of the online Boston Charter School Application. Since the application was first implemented in 2017, we have seen a sharp increase in the overall number of applications to BRCPS. For recruitment of diverse subgroups, we conducted outreach to family- and child-serving organizations across Boston and our vicinity within the city. This outreach includes phone calls and emails to leaders and program directors of organizations, particularly those that serve families with diverse needs. We ran advertisements (lottery announcements) in local newspapers, including publications printed in languages other than English. We implemented this plan in the months of December, January, and February, as we do each year. In addition, BRCPS Director of Unified Student Services visited the offices of programs in order to make personal contact and share information about our special education and ELL services.

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

General Recruitment Activities for 2017-2018:

In SY18 we participated in the Boston Charter School Application, which has made the enrollment process at BRCPS very simple for families. We conducted 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 utilized 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. We also communicated 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 – 2018-19 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
12.9%

GNT percentage: 13.6%

CI percentage: 15.5%

(b) Continued 2017-18 Strategies 2018-2019 Strategies

Met GNT/CI: no enhanced/additional strategies needed

Strategies copy/pasted from last year's approved Annual Report:

We will conduct phone, email, and mail outreach to Early Intervention programs, social service agencies, community health centers, and Head Start programs. We

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>The school is below GNT percentages and below CI percentages.</p>	<p>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>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>Our Director of Unified Student Services will schedule in-person visits with 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 conduct each year.</p> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>In SY19 we will expand our efforts to increase the number of students with disabilities enrolled at BRCPS through at least one new strategy: We will engage local parent organizing group CPLAN (Collaborative Parent Leadership Action Network) to gain access to more parents of school-age children in Boston. CPLAN organizes and educates parents on education policies and related issues, while helping to build bridges across the district, charter, and parochial school sectors in Boston. By working with this parent group, BRCPS will expand its reach to Special Education and ELL families in Boston.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 9.1% GNT percentage: 19.8% CI percentage: 29%</p> <p>The school is below GNT percentages and below CI percentages.</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategies copy/pasted from last year’s approved Annual Report:</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</p>

Recruitment Plan – 2018-19 Strategies

List strategies for recruitment activities for each demographic group.

communities, we will provide brochures and application 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 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 to be present at the event to answer any questions that come up related to serving

Recruitment Plan – 2018-19 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>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>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>In SY19, we will expand our efforts to increase the number of English language learners enrolled at BRCPS through three new, enhanced strategies:</p> <ul style="list-style-type: none"> • First, we will utilize expanded social media, including the posting of recruitment/lottery messages in languages other than English, including but not limited to Spanish and Haitian Creole. • Next, in addition to the newspaper advertising we do each year, in SY we will buy radio ads for the first time, focusing on community-based AM stations that have non-English programming. • Finally, we will engage local parent organizing group CPLAN (Collaborative Parent Leadership Action Network) as described in the section above. We believe working with CPLAN will support our efforts to reach both the SWD and ELL subgroups.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 49.9% CI percentage: 54.3% GNT percentage: 47.6%</p> <p>The school is below CI percentages; the school is above GNT percentages.</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year’s approved Annual Report.
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Recruitment Plan – 2018-19 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	(d) 2018-2019 Strategies
<u>Students who are sub-proficient</u>	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”)
<u>Students at risk of dropping out of school</u>	(e) 2018-2019 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>	(f) 2018-2019 Strategies N/A
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2018-2019 Strategies N/A

Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

Student attrition rates at BRCPS are quite low as compared to our comparison index and the state average, and our rates continued to fall even lower this year. We engage with the families of students who are struggling academically or behaviorally, and with those who have experienced traumatic experiences or other challenges which may lead them to choose another school option for their children. When these challenges arise, we work with families to find solutions that will allow students to stay at BRCPS.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	93%

Retention Plan –2018-19 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage: 9.9%
Third Quartile: 18.4%

The school’s attrition rate is below third quartile percentages.

- (b) Continued 2017-18 Strategies**
- Below third quartile: no enhanced/additional strategies needed
 - 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><u>(a) CHART data</u></p> <p>School percentage: 7.8% Third Quartile: 20.3%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2017-18 Strategies</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 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. <p>[* Due to an increase in the enrollment of EL students, we have hired an additional (fourth) ESL teacher for SY19.]</p> <ul style="list-style-type: none"> • The ESL teachers will be available during all of our student-led conferences to meet with parents and to help with translation.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 6.8% Third Quartile: 20.8%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2017-18 Strategies</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

	<p>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>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2018-2019 Strategies</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. 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.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2018-2019 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.
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2018-2019 Strategies</p> <p>N/A</p> <ul style="list-style-type: none">
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2018-2019 Strategies</p> <p>N/A</p>

Appendix C

School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	585	62%
Asian	4	.05%
Hispanic	297	31.5%
Native American	0	0
White	14	2%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	36	4%
Special education	130	14%
Limited English proficient	109	12%
Economically Disadvantaged	462	49%

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 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	17	3	14	Resignation, nonrenewal
Other Staff	12	10	2	Resignation, nonrenewal

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date

Alexandra Buckmire, Head of School	Exercises educational and managerial leadership of the school, reporting directly to the Board of Trustees. 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.	7/1/16	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.	5/1/16	N/A
Kendra Lueken, Lower School Director	Assists in providing instructional, operational, and administrative leadership, overseeing grades K1-2.	7/1/16	N/A
Alison Spade, Upper School Director (stepped down as of 6/30/18; hired as a 6 th grade teacher as of 7/1/18)	Assists in providing instructional, operational, and administrative leadership, overseeing grades 3-6.	7/1/16	6/30/18
Farrah Assiraj	Newly hired Upper School Director	7/1/18	
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	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.	7/1/99	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.	7/1/13	N/A

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	7 (plus one pending approval)
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	18

BOARD MEMBERS FOR THE 2017-2018 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 & Operations; Governance & Nominations	2	Elected to the Board of Trustees June 2013. Resigned as of 6/30/18, after 5 years on the board, including 2 years as Chair.
Lupita Colon-Bispham	Chair	Governance & Nominations	2	Elected to Board of Trustees on 1/30/15; elected to second term on 1/17/18

				Elected as Chair on 7/16/18
Edwine Alphonse	Trustee, Finance Cmte. Chair	Finance & Operations	1	Elected to Board of Trustees on 12/9/15
Kelly Williamson	Clerk	Governance & Nominations	2	Elected to Board of Trustees on 6/16/15 Elected to a second term on 7/16/18 Elected as Clerk 5/16/18
Shaumba Dibinga	Trustee	Academic Achievement	1	Elected to Board of Trustees on 12/9/15
Aaron Kesler	Trustee, Academic Cmte. Chair	Academic Achievement	2	Elected to Board of Trustees June 2013
Stacia Copeland	Trustee	Academic Achievement	1	First term ended on 6/30/18; will not seek a second term. A new staff representative will be elected in fall 2018.
Brian Keith	Vice Chair	Finance & Operations	1	Elected to Board 11/17/17 Elected as Vice Chair on 7/16/18
Fred Lowery	Trustee	Governance & Nominations	1	Elected to Board of Trustees 1/17/18
Alexandra Buckmire	Trustee, Head of School	Academic Achievement, Finance & Operations	1	Elected to the Board of Trustees on 7/16/18, as allowed by BRCPS by-laws. DESE approval pending at this time.

APPENDIX D.

ADDITIONAL INFORMATION

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Senam Kumahia	Resigned as of 6/30/18
	Lupita Bispham	New Chairperson, as of 7/16/18
Charter School Leader	Alexandra Buckmire	No Change
Special Education & English Language Learners Director	Stacia Copeland	No Change
MCAS Test Coordinator	Christine Beckhuesen	No Change
SIMS Coordinator	Kaia Richards	No Change
School Business Official	Phil Littlehale	No Change
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	February 28, 2019
Lottery	March 6, 2019

**Appendix E: FY18 Unaudited Statement
of Revenues, Expenses and Net Assets**

*Boston
Renaissance Charter
Public School*

<i>Operating revenues:</i>	
Tuition	\$ 15,443,778
Federal grants	1,033,174
Medicaid	62,539
Food service	525,241
After school program	201,592
Summer camp	77,874
Miscellaneous	<u>35,014</u>
Total operating revenues	<u>17,379,212</u>
<i>Operating expenses:</i>	
Salaries	10,888,853
Payroll taxes	439,544
Fringe benefits	2,141,576
Insurance	89,238
Contracted labor	374,190
Professional fees	140,583
Supplies	344,980
Computer	199,998
Field trips	33,371
Vehicles	6,904
Maintenance and operations	643,367
Staff development	42,090
Food service	478,290
Depreciation	1,132,656
Dues and fees	23,385
Interest	448,468
Miscellaneous	<u>4,047</u>
Total operating expenses	<u>17,431,540</u>
Operating (loss)/income	<u>(52,328)</u>
<i>Nonoperating revenues/(expenses):</i>	
Private grants and contributions	34,319
Interest income	126,921
Daycare revenue	136,783
Miscellaneous revenue	<u>36,465</u>
Total nonoperating (expenses)/revenues	<u>334,488</u>
Change in net position	282,160
Net position, beginning of the year	<u>35,647,551</u>
Net position, end of the year	<u>\$ 35,929,711</u>

Appendix F: FY18 Unaudited Statement of Net Assets

*Boston
Renaissance Charter
Public School*

Assets

Current Assets:

Cash and cash equivalents	\$	14,969,617
Grants and accounts receivable		196,492
Prepaid expenses		68,867
Total current assets		<u>15,234,976</u>

Noncurrent Assets:

Capital assets, net		<u>31,214,634</u>
Total noncurrent assets		<u>31,214,634</u>
Total assets	\$	<u><u>46,449,610</u></u>

Liabilities and Net Position

Current Liabilities:

Accounts payable	\$	151,789
Accrued expenses		773,294
Total current liabilities		<u>925,083</u>

Noncurrent Liabilities:

Termination benefits		578,489
Bonds payable		1,268,783
Note payable		<u>7,747,544</u>
Total noncurrent liabilities		<u>9,594,816</u>
Total liabilities		<u>10,519,899</u>

Net Position:

Net investment in capital assets		22,198,307
Unrestricted		<u>13,731,404</u>
Total net position		<u>35,929,711</u>
Total liabilities and net position	\$	<u><u>46,449,610</u></u>

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Appendix G.

Boston Renaissance Charter Public School
 FY19 Budget
 July 1, 2018 through June 30, 2019
 Approved May 16, 2018

	FY 19 Budget
Tuition	15,820,350
Entitlement Grants/Other Fed	1,034,972
In Kind	3,679,425
Nutrition	550,000
Medicaid	50,000
Afterschool & Summer Camp	362,500
Total Revenue	<u>21,497,247</u>
Staff Salaries	11,203,574
Stipends	128,500
Payroll Taxes	454,746
Fringe Benefits	2,070,889
On Behalf Fringe Benefits	2,188,491
Professional Development	75,000
Total Personnel Costs	<u>16,121,199</u>
Student Exp/In-Kind	1,490,934
Contracted Services	109,500
Instructional Materials & Supplies	120,500
Instructional Technology	81,170
Pupil Services	246,000
Equipment Lease/Printing	92,000
Nutrition Program	520,000
Total Instructional Costs	<u>2,660,104</u>
Networking & Communications	42,450
Utilities	280,000
Interest	439,600
Depreciation and Amortization	1,100,000
Maintenance of Bldg & Custodial	266,700
Total Occupancy Costs	<u>2,128,750</u>
Contracted Services	199,000
Dues, Fees, & Memberships	30,500
Insurance	89,700
Office Supplies & Equipment	25,000
Admin Technology	45,600
Other Admin	29,000
Total Administrative Costs	<u>418,800</u>
Total Non-Personnel Costs	<u>5,207,654</u>
Total Operating Expenses	<u>21,328,853</u>
Total Operating Income/Loss	<u>168,394</u>
Non-Operating Income/Expenses:	
Private Grants/Contributions	70,000
Investment Income	130,000
Daycare Revenue	135,000
Daycare Expenses	(230,797)
Misc. Revenue	15,000
Miscellaneous Expense	
Total Non-Operating Income/Loss	<u>119,203</u>
Net	<u>287,598</u>

**Boston Renaissance Charter Public School
FY19 Capital Plan
July 1, 2018 through June 30, 2019**

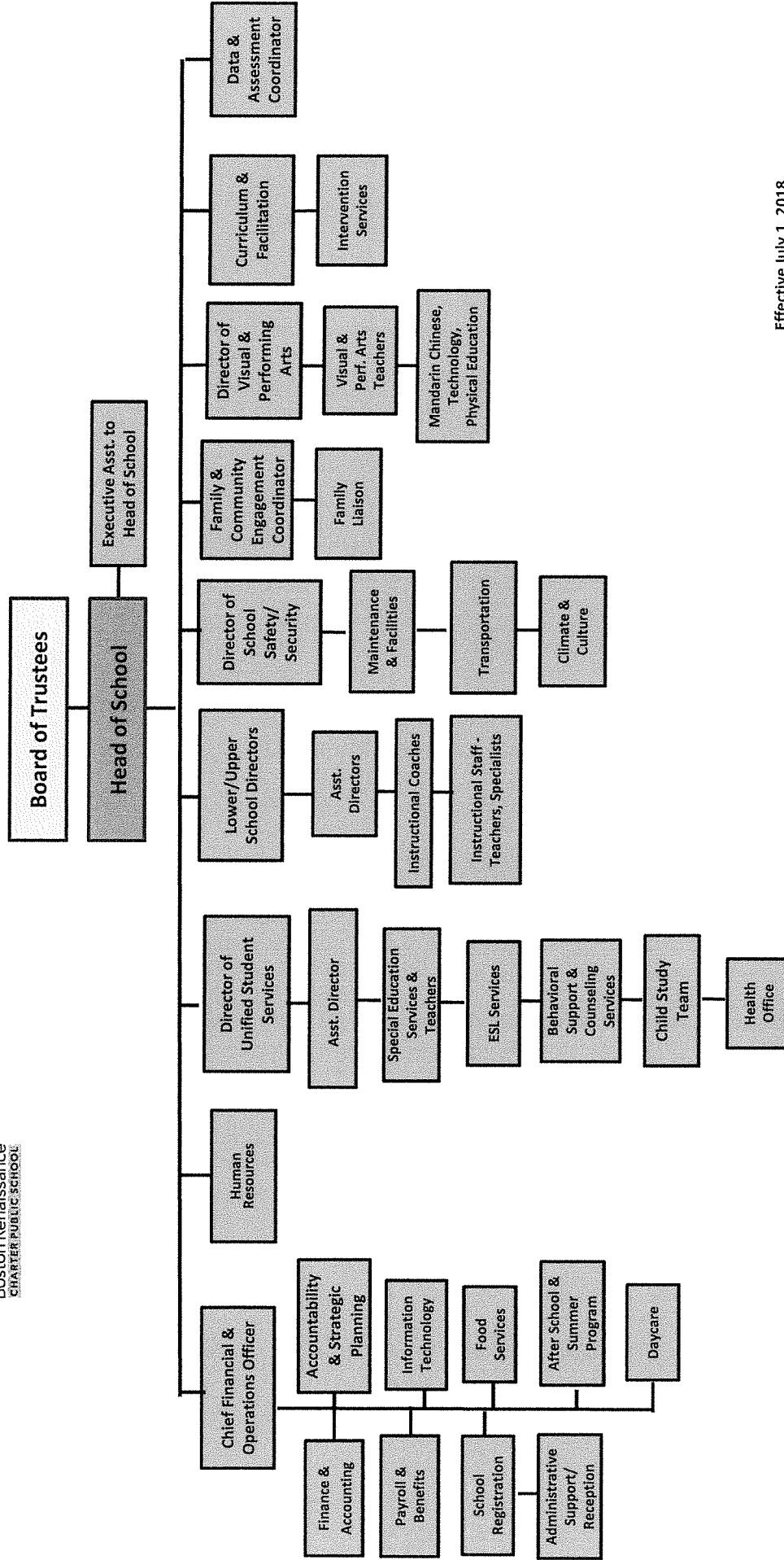
Appendix H.

FISCAL YEAR	DESCRIPTION	CURRENT STATUS	ESTIMATED COMPLETION DATE	FUNDING SOURCE	ESTIMATED COST
2019	Security System - Replacement of cameras.	Bid solicitation underway.	Oct-18	Internal	30,000
2019	Security System - Assessment/Security upgrades to doors, main entrance.	Architect to provide options.	Aug-18	Internal	TBD
2019	Technology-Chromebooks to support MCAS testing and 1 to 1 initiative. Year 2 of 4 year replacement cycle.	Pricing obtained. Order to be placed.	Jul-18	Internal	65,000
2019-2022	Classroom Projector Replacement	To be started July 2018	Ongoing	Internal	25,000
2020	Covered Walkway: PODS to Main Building	Discussions underway with architect.	TBD	Internal	TBD
2020	Concrete repairs/replacement	Condition assessment to be done.	Dec-18	Internal	TBD
2019-2022	Staff PC/Laptop Replacement. 4 year replacement cycle.	Needs assessment underway.	Ongoing	Internal	25,000
2020	Flooring - Replacement of 30,000 sq. ft. VCT on 1st floor.	Planned	TBD	Internal	280,000
2020	Flooring - Replacement of 6,000 sq. ft. of VCT in PODS.	Planned - if purchase PODS.	TBD	Internal	55,000
2020	Technology-Chromebooks to support MCAS testing and 1 to 1 initiative. Year 3 of 4 year replacement cycle.	Planned	Jul-19	Internal	65,000
2020	Façade - replacement of faded sections.	Planned	TBD	Internal	TBD
2020	Roofing - ponding correction	Planned	TBD	Internal	TBD
2020	Electrical - Energy Audit	Planned	TBD	Internal	N/A
2021	Auditorium Structure - Investigation	Planned	TBD	Internal	TBD
2021	Classroom Furniture and Fixture	Needs assessment to be performed.	Jul-20	Internal	TBD
2021	Carpeting Replacement	Needs assessment to be performed.	Jul-20	Internal	TBD
2021	Technology-Chromebooks to support MCAS testing and 1 to 1 initiative. Year 4 of 4 year replacement cycle.	Planned	Jul-20	Internal	65,000



Appendix I.

Organizational Chart SY18-19



Effective July 1, 2018

Appendix J.

**SCHOOL SCHEDULE
BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL
School Year 2018-2019**

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 2017-2018

Appendix K

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.)
Co-teaching instructional practices	Classroom observations and debrief	Teachers, Instructional Coaches, Directors, Assistant Directors	Instruction	A group of teachers from Edward Brooke Charter School, Boston, visited BRCPS	Informal school tour and conversation, no resulting artifacts or materials were produced.
Independent Learning	Classroom observations, conversation among instructional leaders	Head of School, Director of Upper School, Director of Unified Student Services	Instruction	Boston-area charter schools' Chief Academic Officers and academic leaders/administrators	Achievement Network materials
Math data review	Classroom observations and debrief	Two 1 st grade teachers, Director of Lower School, Asst. Director of Lower School, Math Facilitator	Instruction	Guilmette Elementary School, Lawrence Public Schools, visited BRCPS	Meeting agenda Meeting notes
Distributed Leadership	Conference Presentation	Head of School	School Leadership	Presentation to several school leaders at Achievement Network Conference	Achievement Network materials