

**Annual Report
School Year 2020-2021
Boston Renaissance Charter Public School**

The Commonwealth of Massachusetts
Department of Elementary and Secondary Education

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INTRODUCTION TO BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL

<i>Boston Renaissance Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	944	Enrollment as of 6/1/21	940
Chartered Grade Span	PK-6	Current Grade Span	PK-6
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of 6/1/21	928
Number of Instructional Days during 2020-2021 School Year	170		
School Hours	7:15 – 3:15 M-F	Age of School as of 2019-2020 School Year	26
Mission Statement:			
The mission of Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

I. FAITHFULNESS TO CHARTER

A. Mission and Key Design Elements

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 a whole-child approach to education, centered on providing quality instruction and targeted supports to ensure each student develops the academic skills and knowledge outlined in the Massachusetts Curriculum Frameworks.

To meet the unique circumstances of the 2020-2021 school year (SY21) due to the COVID-19 pandemic, we adapted our systems and practices for program delivery while remaining true to our mission. Following guidance from public health officials and prioritizing the health and safety of our students and school community, we operated primarily through remote learning for much of the school year. Students returned to school in April for the our in-person program, with approximately 30% of families electing to continue with remote learning through the end of the school year.

Our teachers and staff showed tremendous professionalism as they adapted to these changes and worked to provide a high-quality remote learning experience to all students. SY21 was also the first year of our current charter term and our new Accountability Plan, which is included in this report, Appendix A. Progress toward fulfilling our mission and implementing our key design elements in SY21 is described below:

Key Design Element #1:

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

The BRCPS remote learning plan was designed to sustain our whole-child model to the greatest extent possible, nurturing the academic and social-emotional growth of our students even while they were not physically with us for several months. Through increased communication with students' families, we established a culture of care and support while upholding our standards for academic rigor and equity. In addition to academics, which is discussed in detail in Section II of this report, core facets of this key design element are encompassed in our social-emotional learning (SEL) curriculum and activities, and our arts programs and other specialty classes.

SEL is incorporated into all aspects of the BRCPS school day, from structured curriculum-based SEL lessons to the ways teachers work with students in everyday interactions. Whether it be during recess or core academic instruction, our goal is to instill in students the school's core values - courage, curiosity, integrity, kindness, perseverance, and respect. The core values are woven into our school and represented in our two core SEL programs - Second Step in Lower School (grades Prek-2) and Restorative Justice in Upper School (grades 3-6), both of which we continued to implement in SY21.

Our Lower School teachers design SEL lesson plans using Second Step curriculum materials, which integrate age-appropriate activities, games, and songs. The program is grounded in the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which centers on five SEL core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. With students learning remotely for much of this school year and unable to learn and play together, we felt it was particularly important to keep them engaged through song and physical movement, so these activities were woven into the schedule to take place at points throughout each student's school day. We also held weekly community meetings focused on practicing SEL skills, and provided independent activities for students to work on at home.

In Upper School, we continued to implement the BRCPS Restorative Justice program for the third consecutive year. The program is designed to promote positive social-emotional development, helping students build skills for leadership, conflict resolution, and peer relationships, while building trust and rapport between students and their teachers. Restorative justice check-ins took place once a week at the homeroom level; in addition, weekly community meetings were held across multiple homerooms or across the entire Upper School community. This year in particular, we found the smaller restorative justice

meetings held at the homeroom level were an excellent venue to address issues and topics that students were experiencing - including concerns about COVID-19 and racial justice.

Throughout the pandemic, we've been concerned about the cumulative impacts to students' well-being caused by the disruption to their routines, loss of peer socialization, and their general sense of safety and security after their lives changed so abruptly in March 2020. As we went into the new school year we were cognizant of the challenges families faced at home and the potential trauma students and their families may have been experiencing. Our approach to teaching and working with students during SY21 was informed by these concerns and, accordingly, we gave a lot of time and attention to students' social-emotional well-being.

With this in mind, at the start of the year we established a new Student Well-Being Team. This team consists of our two SEL coaches, student support staff, school psychologists and social workers, and teachers from across our grade span. Working as a team, they established systems for communication, met regularly, and worked collaboratively to address concerns about individual students that arose throughout the year, often related to student attendance or engagement during remote learning. Members of the Student Well-Being Team also worked with teachers on SEL skill-building activities and ways to enhance their Second Step lessons and restorative justice activities.

In addition to SEL, arts education is central to our whole-child model. From our founding over 25 years ago, BRCPS has remained committed to the belief that arts education is a vital component of every student's education, correlated with positive academic outcomes and social-emotional development. Arts, as well as physical education, promote the development of resilience, confidence, and positive self-identity. As students engage in these programs they utilize their innate creativity and develop skills through practice and repetition, fostering confidence and perseverance in line with our core values. Our arts programs also teach students about art history and world cultures, often connecting to themes in their core academic subjects.

Our specialty classes include visual arts, dance, music, physical education, Chinese language and culture, library, and technology. Throughout SY21, both remote and in-person, these classes were incorporated into the daily schedule for all students, with live synchronous instruction. In addition, specialty teachers commonly provided students with project-based activities to be completed independently.

Increased family communication was a critical component of our model in SY21, and one of the most positive outcomes of the year. Using email and technology platforms, we maintained continuous communication and built collaborative relationships with families. Work with families ranged from assisting with small technology problems to helping with significant challenges they were facing at home, including food insecurity, housing insecurity, grief, and mental health. There were many times in which teachers helped parents find childcare or assisted them in signing their children up to attend school remotely from their local YMCA. Being there as an additional support system for the students and their families was important to our staff and tied directly to our mission to nurture and develop the whole child.

Planning for returning to school was also done with the whole child in mind, as we set up classrooms to simultaneously ensure student safety and promote social skill development. We used the reopening weeks in early April to establish systems and routines, helping students get acclimated to being in school with new COVID risk mitigation procedures in place. The time spent at the end of the year working in person

with students was carried out safely and successfully, and having the majority of students and staff together for this period was gratifying and meaningful to our whole school community.

Key Design Element #2:

Flexible learning environments that effectively serve diverse groups of learners and provide targeted intervention, support, and enrichment

The delivery of equitable services to diverse groups of learners is among our highest priorities at BRCPS. Personalized, targeted interventions and supports are core to our standard in-person instructional model and we maintained these services in SY21, through a combination of remote learning practices and in-person schooling for our high needs students.

We had some key changes planned for the 2020-2021 school year - changes that were planned not in response to the pandemic, but rather proactively designed as new ways to further incorporate flexibility and student-centered learning into our school day. The most significant of these changes was the creation of new schedule blocks, named WIN (What I Need) blocks in Lower School and FLEX blocks in Upper School, both of which were designed to provide students with targeted interventions, support, and enrichment. These blocks were originally planned to take place only on Wednesdays, but over the course of the school year the WIN/FLEX schedules were modified and expanded in order to adjust to the myriad needs of families trying to navigate the challenges of the pandemic.

During WIN and FLEX blocks, small learning groups of 4-6 students were created based on assessment data, taken every six weeks. Using virtual breakout rooms, students met with reading specialists and math specialists, special education teachers, and core classroom teachers to focus on gaps in learning identified in the assessment data. This targeted, small-group instruction time benefits all students, while especially supporting students with disabilities (SWD) and English learners (ELs), as well as providing advanced learning opportunities for students who are achieving above grade level. These schedule blocks also lead to more effective data collection and, ultimately, allow us to more equitably serve students.

This Key Design Element was also implemented through our expansive special education program, conducted both remotely and in-person for students with special needs, described in detail in Section II. Academic Program, Supports for All Learners.

Key Design Element #3:

A teacher development model that builds each teacher's capacity to effectively serve all students

Professional development (PD) for BRCPS teachers takes many forms, including regular, ongoing observation and feedback; weekly and bi-weekly team meetings, with collaborative planning across instructional positions; planned PD sessions led by our coaches, facilitators, and administrators, often held on student half-days; and planned sessions with external trainers from partner organizations. All of these professional learning activities and supports were maintained during SY21, generally in remote format using the Zoom platform. After adjusting to this new means of communication and learning how to use the various tools available on the platform, we were able to successfully hold meetings and PD sessions of all sizes.

Learning walks, where teachers visit other teachers' classrooms to observe and learn from their peers, have also been an important part of our teacher development model in recent years. These opportunities

for peer observation generate the sharing of best-practices and help to cultivate a culture of collaboration among teachers. These opportunities were continued this year, with teachers visiting each others' virtual classrooms, with an emphasis on methods to effectively serve all students in the remote learning context.

We also continued to hold grade-level team meetings, generally once per week. These meetings, which are coordinated by Lead Teachers and attended by a mix of instructional staff and leadership, give BRCPS teachers opportunities for collaborative planning, review of data, assessing student work, and sharing instructional techniques in low-pressure, non-evaluative settings. One change in SY21, however, was in our Upper School (grades 3-6), where these meetings were broken out by content areas, with Math and Science teachers meeting together as a group, and ELA and Social Studies/Humanities teachers meeting together as a group.

This school year we also took advantage of the many professional development opportunities provided by external education organizations, including those offered by the MA Dept. of Elementary and Secondary Education (DESE). Local and national organizations offered a wide range of online PD sessions, touching on nearly every educational topic and educator skill set. To organize these opportunities and make them easily accessible to staff, we created a Boston Renaissance PD “padlet” - an online tool with links to a wide menu of PD options, the majority of which focused on serving diverse learners.

B. Amendments to the Charter

Not applicable; no charter amendments were requested in SY21.

C. Access and Equity: Discipline Data

A. Please use this link to the MA Department of Elementary and Secondary Education website to find the most recent publicly available student discipline data for BRCPS:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04810000&orgtypecode=5&=04810000&>

B. The table below displays the in- and out-of-school suspension rates for BRCPS, as published on the Department’s website (for the aggregate and for subgroups).

BRCPS 2019-2020 Student Discipline Data					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	974	17	1.0	0.9	0
English Learner	141	0			
Economically Disadvantaged	608	12	1.2	1.0	0
Students with Disabilities	125	4			
High Needs	706	13	1.1	0.8	0
Female	515	3			
Male	459	14	1.5	2.0	0
American Indian or Alaska Native	1				
Asian	2				
African American/Black	614	15	1.5	1.1	0

Hispanic/Latino	309	0			
Multi-race, Non-Hispanic/Latino	34	2			
Native Hawaiian or Pacific Islander	0				
White	14	0			

C. Student discipline systems and processes to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups:

BRCPS maintains low rates of in-school and out-of-school suspension, for all students and across all subgroups. Nonetheless, we continuously seek to decrease the use of suspension in our student discipline system, and work to eliminate disparities between subgroups. We monitor the implementation of student discipline through the regular review of data and incident reports, in small teams working at specific grade levels and in larger schoolwide teams with lead teachers, administrators, and key staff from our Unified Student Services department.

This school year we were vigilant in monitoring student behaviors, with the awareness that students may present symptoms of anxiety or other mental health challenges in myriad ways. We took new measures to support families, including more (virtual) family meetings than are conducted in a typical year, and a smaller number of home visits.

Through the vehicle of the Student Well-Being Team, led by our SEL coaches, we held regular meetings to review discipline data and the circumstances surrounding any new incidents, and collaboratively develop strategies to support individual students. We also created a Student Well-Being form, which gave our SEL Coaches an additional tool to track students' well-being on a number of indicators, including attendance, participation, and engagement.

To support students this year and into the future, we reorganized our staff model, with the Student Support Team moved to the Unified Student Services department. This change is described in detail below in Section III. Organizational Viability, Organizational Structure of the School.

D. Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
School counseling and mental health services:	Practices were shared via presentations and open discussion format, during monthly (virtual) meetings of the	BRCPS Director of Unified Student Services;	Participants in the CoIIN network, including: Randolph Public	Participants in the CoIIN network received copies of the BRCPS

<p>Decision making in student referrals, differentiating disciplinary issues and mental health concerns</p>	<p>Massachusetts Comprehensive School Mental Health Systems: Collaborative Improvement & Innovation Network (CoIIN)</p>	<p>BRCPS Upper School and Lower School SEL Coaches; BRCPS School Social Workers</p>	<p>Schools New Bedford Public Schools Burlington Public Schools Berkshire Hills Reg. School District Belchertown Public Schools</p> <p>(Plus 25 districts from 6 other states across the country)</p>	<p>Decision Tree template and presentation materials</p>
<p>Plan, Do, Study, Act framework for assessing effectiveness and intended impact of tools and services, through phases of design, testing, evaluation and adoption</p>	<p>Practices were shared via presentations and open discussion format, during monthly (virtual) meetings of the Massachusetts Comprehensive School Mental Health Systems: Collaborative Improvement & Innovation Network (CoIIN)</p>	<p>BRCPS Director of Unified Student Services; BRCPS Upper School and Lower School SEL Coaches; BRCPS School Social Workers</p>	<p>Participants in the CoIIN network, including: Randolph Public Schools New Bedford Public Schools Burlington Public Schools Berkshire Hills Reg. School District Belchertown Public Schools</p> <p>(Plus 25 districts from 6 other states across the country)</p>	<p>Participants in the CoIIN network received copies of the BRCPS Plan, Do, Study, Act framework with real examples of BRCPS initiatives and the processes our staff followed to assess them</p>
<p>Refining or Designing the Right Performance Appraisal Process</p>	<p>Panel discussion, convened by the MA Charter Public School Association, New Charter Leaders Program</p>	<p>BRCPS Head of School</p>	<p>Leaders from the following MA charter schools: Christa McAuliffe Regional Public Charter School; Paulo Freire Social Justice Charter School; Abby Kelley Foster Charter Public School; Hilltown Cooperative Charter Public School; Martin Luther King Jr. Charter School</p>	<p>Participants received templates and descriptions of staff performance appraisal processes (from BRCPS and two other presenting schools)</p>

			of Excellence; Sizer School; KIPP Massachusetts; Salem Academy Charter School	
Effective practices in whole-child education	Opinion-editorial article outlining a number of BRCPS principles and practices	BRCPS Head of School	Article was published by Education Post, on educationpost.org	

II. ACADEMIC PROGRAM SUCCESS

A. Student Performance:

School Report Card: The most recent (2020), publicly available student performance data, can be found on the BRCPS Report Card page on the DESE website:

<https://reportcards.doe.mass.edu/2020/DistrictReportcard/04810000>

B. Academic Program:

The BRCPS Remote Learning Plan was submitted to DESE in August 2020. The school opened the year in a remote learning format, with continuous monitoring of COVID-19 data and guidance from public health agencies to determine when to resume in-person services at the school. Following this guidance, we operated in remote learning for 7 of the 10 months of the school year, September through March. During this time, BRCPS implemented expectations for virtual instruction that included the following:

- A regular and consistent schedule of classes, interventions, services, and therapies as required, conducted remotely through the Zoom and Google platforms for all students, with the exception of 23 students designated as high needs, who received in-person instruction beginning in November;
- Procedures for all students to participate in remote learning, including a system for tracking attendance and participation;
- Remote academic work aligned to state standards, including time for synchronous and asynchronous learning;
- A policy for issuing grades for students' remote academic work; and
- Communication with students and their parents/guardians, including providing interpretation and translation services to families whose English proficiency is limited.

Curriculum

All BRCPS curricula are aligned with the MA Curriculum Frameworks and provide rigor and scaffolding to support all students. Our core curricula for grades K-6 are Eureka Math/EngageNY, Wonders ELA, Mystery Science, and Social Studies Alive. Our Pre-K grade level uses a separate curriculum from the rest of the school, published by Success for All. No significant changes were made to our curriculum in SY21.

Instructional Model

BRCPS implements a highly collaborative instructional model, as general education teachers work closely with special education teachers, Reading Specialists, Math Specialists, Reading Support Teachers, and paraprofessionals to provide targeted instruction in full-classroom and small-group settings. All BRCPS teachers continuously review data independently and in grade-level teams, and use collaborative planning time to develop strategies and lesson plans with a consistent focus on providing scaffolded learning opportunities for all learners. With great professionalism and collegiality, BRCPS teachers proactively shared effective practices and lessons learned with their colleagues and teams.

In our Lower School (PreK-2), teachers' instructional practice was drastically altered by remote learning, but the instructional model for these grades was largely unchanged. Some teachers created classroom environments in their homes; when it was safe to do so, many came to the school building to teach remotely from their classrooms. Lower School teachers worked to keep instructional time engaging, with an emphasis on social-emotional wellness, incorporating fun and joy into their lessons. They dealt with interruptions due to students being at home with their siblings and family members, constraints on space

and privacy, and technology problems. Adapting to these challenges and learning as the year progressed, teachers tested and iterated different methods to promote engagement and enhance learning, and gleaned effective practices from professional development workshops.

In Upper School, we incorporated new changes to our instructional model, creating additional homerooms for each grade level. In our 3rd and 4th grades we split students' instructional time between two teachers, rather than just one, with separate teachers covering ELA/humanities and math/science. This created 8 homerooms in both the 3rd and 4th grades, instead of having our typical six homerooms for 3rd grade and five for 4th grade. Similarly, we expanded to six homerooms for both 5th and 6th grade, whereas we would typically have four homerooms in 5th grade and three for 6th grade. As a result, we were able to place students across the Upper School into smaller groups, enhancing learning opportunities during the months spent in the remote learning format.

When students came back to school in person in April, about 60% of those in Upper School attended in person. At that point, homerooms were merged and shifted to create separate in-person homerooms and remote homerooms at each grade level. Teachers rotated their schedules to teach all students, both those who stayed remote and those who attended in-person, ensuring students were receiving equitable learning opportunities, whether they were at the school or at home.

Assessment Methods

BRCPS teachers administer a full battery of evidence-based assessments on regular cycles throughout the school year; assessment data is evaluated on an ongoing basis by teachers, specialists, facilitators, and administrators. Methods for assessment vary based on the platform and the skills being tested, but in a typical school year students take all assessments while in the school building with the supervision of school staff. Operating through remote learning, as we did throughout much of SY21, made the assessment of student learning more complicated and challenging: When taking assessments at home, students may have the opportunity to get information from the internet, or ask family members for help answering questions, thereby compromising the integrity of assessments and the validity of data.

To mitigate this challenge we communicated the importance of assessment to families, and used virtual breakout rooms for some individual student assessments. However, most assessments from SY21 were taken by students remotely, without any way of ensuring they worked on them independently. As a result, we have concerns about the validity of much of our SY21 assessment data, including data in i-Ready, our most widely used assessment.

Another important assessment tool at our disposal is our curriculum-based assessments. We maintained schedules for regular assessments in ELA and Math, conducted every 2 weeks, covering 2-week curriculum units. Data for these 2-week assessments was on Illuminate, allowing us to look at data by modules. In addition to traditional assessments, students in grades 3-6 were given the opportunity to demonstrate learning of standards at the end of trimesters through culminating tasks. Introduced in SY20 and more officially added in SY21 as a complement to our traditional assessments, culminating tasks provide opportunities for students to use creativity and critical thinking to demonstrate learning and content knowledge. Examples include slideshow presentations, self-narrated videos, poster boards, poems and other forms of creative writing.

Supports for All Learners

BRCPS is deeply committed to serving all learners. We take pride in providing quality programs and services to students with disabilities, those for whom English is a second language, our advanced learners, and students from all cultural and socioeconomic backgrounds. Our commitment to all students is

evidenced by the breadth of our services and the deep investments we make each year in personnel and programming designed to reach these subgroups.

Special WIN/FLEX schedule blocks designed to support all learners are described above, under Key Design Element 2. In addition to this designated time in each student's schedule, we also provide supports for all learners during regular ELA, math, science and social studies blocks, utilizing our special education teachers, math specialists and reading specialists to work with students in small groups.

For students with disabilities, the BRCPS special education team and general education teachers worked collaboratively to prepare a COVID-19 Special Education Learning Plan for each student, documenting how and when services would be provided. This plan was sent to each family, along with a student schedule. Communication with parents or guardians whose home language was not English was provided via interpretation and translation in the parent's or guardian's home language.

Having provided a schedule of classes to each family along with their child's COVID-19 learning plan, BRCPS established a mechanism to monitor each student's attendance. Attendance was taken daily and monitored schoolwide by the Directors, Assistant Directors, and SEL Coaches to ensure students accessed their general education classes, interventions, and services regularly. For students who were absent frequently, a system was put in place to determine the reason for the student's absence in an effort to mitigate the issue and re-engage the student without delay. This included repeated, consistent outreach conducted in the family's home language, as needed.

In addition, for students with special needs, special education teachers, service providers, and administrators monitored online activity to ensure students were logging into service sessions and all classroom sessions. This monitoring gave each student's teachers and service providers the ability to assess time on learning, and allowed them to ascertain where students were struggling and needed additional instruction. Students were expected to submit assignments for review and grading via platforms such as Google Classroom and See Saw, which allowed teachers and providers another means of gauging student engagement and understanding.

Official IEP's for students within BRCPS were monitored for full implementation by the Director of Unified Student Services, as well as each student's special education teachers and service providers. Data was collected to monitor each student's progress toward their goals and reported to parents and guardians on the same schedule as that of our general education students. Progress reports were sent via email, or by mail if the family did not provide the school with an email address. Progress reports were provided to the parent or guardian in their home language.

Students with out-of-district placements were monitored for IEP implementation by the Director of USS, who attends meetings and maintains close communication with each program implementing each student's IEP. The Director of USS works to support the out-of- district program in engaging students in their learning, as needed, frequently communicating with parents and guardians about each student's progress. Data is collected by the out-of-district program to monitor each student's progress toward their goals and is reported to parents and guardians.

Ensuring physical safety for all students during in-person learning

BRCPS followed guidance issued by Massachusetts public health officials and the U.S. Center for Disease Control and Prevention (CDC) to ensure the safety of all students and staff participating in in-person learning. We took many COVID-19 safety mitigation measures, including: the replacement and upgrading of all HVAC air filters; open windows in every classroom; physical distancing of at least 3 feet at all times for students and staff; issuing of personal protective equipment, including surgical masks required for all

staff and students, and gloves, cleaning wipes and hand sanitizer in every classroom; contact tracing sign-in sheets for every classroom; and voluntary pool testing.

Plans to accelerate learning during the 2021-2022 school year:

Throughout the 2021-2022 school year (SY22), BRCPS will implement a comprehensive plan to accelerate student learning. Our efforts will be informed by our experience providing data-driven, targeted instruction, and by the Acceleration Roadmap: Pathway to an Equitable Recovery documents released by DESE in May 2021. In keeping with our mission and core beliefs, our plan for acceleration will include strategies to develop the whole child, and will leverage our whole school community. Our teachers will continue to build strong relationships with families, partnering with them as we assess and monitor their children's academic progress.

Assessment & Instruction

The BRCPS instructional model is built around the use of flexible student groupings and the collaboration of instructional staff to provide differentiated, targeted instruction to students, and in SY22 we will look to fully leverage and maximize this model. Utilizing the Multi-Tiered System of Supports (MTSS) framework and expanding on the WIN/FLEX blocks instituted in SY21, we will work with students in whole-class, small group, and one-on-one instructional formats to meet their needs. We will utilize a range of student assessments and our integrated data platforms to analyze and monitor each student's progress. Acceleration programming will happen for students at all grade levels, with slight differences between our Lower School (grades PreK-2) and Upper School (grades 3-6).

Acceleration strategies in SY22 will include:

- BRCPS is moving towards our full implementation of the MTSS framework and worked diligently in SY21 to pre-plan and administer the MTSS self-assessment as a school. We applied for DESE's MTSS Academies and were selected for the Universal Design for Learning (UDL) Academy, and are very excited to implement it across the school. While the UDL model is for all learners, it will be of great support to our special education and English learner students to accelerate their progress and learning.
- We have contracted the EduClimber data system, which aligns with our Illuminate DnA student data platform. EduClimber is an MTSS data system that houses and reports on all student performance indicators including behavior, discipline, attendance, and interventions, in addition to the interim and two-week cycle assessments in core academic content areas. This system will provide us with a holistic approach to data analysis, measurement, and progress monitoring.
- Students in the Upper School will be continuously assessed every two weeks with MCAS-like items/questions related to their core content learning. The routine assessments will provide clear indicators of students' growth and needs, and inform planning for the reteaching of specific standards/skills, as needed, for demonstrating mastery of content and meeting and/or exceeding expectations on MCAS assessments.
- In Lower School, math and literacy assessments will inform WIN groupings for 6-8 week instruction cycles. Students will receive targeted instruction during WIN blocks five days per week, for one hour each day (in addition to the core content instruction and small group support occurring during core content blocks). Teachers and Reading/Math specialists will monitor student progress every two weeks using Aimsweb Plus assessments to gather data, which will inform instruction and then be used at the end of the WIN cycle to adjust the groups.

- We will be working with Keys to Literacy to develop a multi-year literacy plan to strengthen this area of instruction across the school, with a particular focus on Lower School. As we work to ensure students receive solid instruction in foundational reading skills, all teachers in grades PreK-3 will be taking the Keys to Beginning Reading training to hone their skills with a focus on the science of reading.
- We will be semi-departmentalizing in 2nd grade to allow for deeper instruction and planning, allowing those teachers to focus on ELA or math within teams of two.

Whole-Child Programming

BRCPS will continue to place an emphasis on students' social-emotional development and mental health, especially in SY22, as many students may have missed important social development milestones with a year or more of limited social interaction due to the pandemic. One core strategy will be the continuation of the Student Well-Being Team model established in SY21. This model will allow our administrators, SEL coaches, mental health staff, student support staff, and teachers to come together to implement policies and enact changes that support the whole child, inclusive of families and communities.

The Student Well-Being Team has been tremendous in identifying students of high concern and triangulating supports at school and at home. In SY21, this included actions such as home visits, setting up family counseling, and delivering food to families. In SY22, this team will continue to look at these and other areas affecting families, and will identify resources to support families while we support students with in-house school resources so they can focus on learning and making academic growth.

We will also continue to hold other regularly scheduled staff meetings to review and discuss student progress and areas of concern, including detailed action steps for students who are struggling socially, emotionally, or academically to receive the support they need with clear metrics for progress.

After School Acceleration Programming

Finally, in SY21-22 we will conduct our after school academic acceleration program, which will provide academic support to students in grades 3-6, focusing on those scoring in the lowest 25% on the 2021 MCAS. Students will meet 3 days/week from 3:45-5:15, running from fall to spring. Program coordinators and teachers will use BRCPS curriculum resources to develop the after school program curriculum and create lesson plans that are specifically tailored for the needs of students in the cohorts. Students will be placed in small groups of 6-8 students, with each group paired with a single teacher for both math and ELA instruction.

III. ORGANIZATIONAL VIABILITY

A. Organizational Structure of the School

Boston Renaissance is governed by the Board of Trustees and operates under the leadership of the Head of School, who serves as the academic leader and chief executive. The school is structured to serve students in four departments - Lower School (grades PK-2), Upper School (grades 3-6), Unified Student Services (special education, English learner education, student support, mental health, nurses office), and Specialty (visual and performing arts, physical education, technology, library, and Chinese language

instruction). Students are served across these four departments, each of which is led by a Director and Assistant Director (with the exception of the Specialty department, which has a Director but no Assistant Director). Administrative staff roles include human resources, finance, development and communications, facilities and operations, registration and enrollment, family engagement, and front desk reception.

Changes to the organizational structure made in SY21 include: The reporting structure changed for the Student Support team. Previously, this group reported to the Director of School Safety and Security; during SY21, the change was made to put the whole Student Support team under the Unified Student Services department. This change allows for greater cohesion and more fluid collaboration between Student Support and the school’s Mental Health/Counseling team. In addition, we created a new Dean of Students position. The Dean of Students manages much of the internal safety and logistical factors impacting students, including transportation, congregate settings (lunch/recess), and student discipline. No significant changes to the organizational structure are planned for SY21-22.

The BRCPS organizational chart for school year 2021-2022 is attached to this report, Appendix A

B. Budget and Finance

- Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement) is attached to this report, Appendix B.
- Unaudited FY21 statement of net assets (balance sheet) is attached to this report, Appendix C.
- The BRCPS school budget for FY22, approved by vote of the Board of Trustees on May 19, 2021, is attached to this report, Appendix D.
- The BRCPS capital plan for FY22 is attached to this report, Appendix E.

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	944
Number of students upon which FY22 budget tuition line is based	944
Number of expected students for FY22 first day of school	944
Please explain any variances: <i>N/A</i>	

IV. ADDITIONAL REQUIRED INFORMATION

A. ACCOUNTABILITY PLAN - SCHOOL YEAR 2020-2021

Faithfulness to Charter

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BRCPS will implement an effective whole-child model that ensures students' academic growth and their social and emotional development		
Measure: At least 50% of BRCPS students will meet or exceed their annual growth targets on iReady assessments in ELA and Mathematics each year	Not Met	48% of students met their annual growth targets in ELA

		31% of students met their annual growth targets in Math
<p style="text-align: center;">Measure:</p> <p>Each year, at least 75% of teachers receiving targeted coaching and professional development for social-emotional learning will increase at least 30% between the pre and post assessments of implementing Second Step SEL standards and Restorative Justice practices</p>	Not Met	<p>With BRCPS in remote learning most of SY21, our more targeted SEL coaching program was limited to just a handful of staff due to COVID-19 pandemic; however, all teachers received SEL-focused PD built around Second Step, Restorative Justice, and CASEL standards. BRCPS SEL Coaches developed a self-assessment administered to all teachers, in November (pre-) and again in May (post-) measuring their confidence in their ability to support students' growth across the 5 CASEL SEL core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p> <p>A total of 70 teachers completed the pre- and post-coaching surveys; the average score for teachers' confidence across all five core competencies increased 34% from November to May, with the average score on a scale from 1-5 moving from 2.9 to 3.9.</p>
Objective: All BRCPS students will receive interventions, supports, and enrichment in classroom environments that meet their individual learning needs		
<p style="text-align: center;">Measure:</p> <p>Each year, all BRCPS students, grades K-6, will have designated time each day in their schedules during which they receive targeted interventions, academic enrichment, and advanced learning opportunities; this targeted instruction will be determined by assessment data (ELA and Math) gathered and analyzed in regularly occurring assessment cycles taking place at least every 3-6 weeks</p>	Met	<p>Schedule blocks for targeted, small-group instruction were included in each student's schedule, grades K-6. These blocks mainly took place on Wednesdays but were also scheduled at different times/days for different students in order to accommodate students' and families' needs during the period of remote learning. Data was</p>

		collected every 6 weeks using i-Ready assessments and students were regrouped as needed, based on specific strengths and gaps related to specific academic learning standards. Groups of 4-6 students received targeted instruction for 2.5-3 hours per week throughout the year (beginning in October, through the end of May).
<p>Measure: Each year, the number of students with disabilities (SWD) who meet or exceed their typical annual growth targets on iReady ELA assessments will increase by at least 5% over the prior year, grades 1- 6. (SY19 serves as Year 1 baseline, 45%)</p>	Not Met	34% of students with disabilities met their typical annual growth targets on i-Ready Reading/ELA assessments
<p>Measure: Each year, the number of English learners (ELs) who meet or exceed their typical annual growth targets on iReady ELA assessments will increase by at least 5% over the prior year, grades 1-6. (SY19 serves as Year 1 baseline, 61%)</p>	Not Met	27% of English learners met their typical annual growth targets on i-Ready Reading/ELA assessments
<p>Objective: BRCPS will support teachers in developing the capacity to deliver and assess the impact of high-quality, targeted instruction for diverse learners</p>		
<p>Measure: Each year, at least 80% of teachers participating in professional development focused on instructional practice will find that the training they received positively impacted their capacity to provide targeted instruction for diverse learners. Feedback on professional development will be gathered through post-session evaluations, completed at a minimum 90% response rate</p>	Met	<p>Keys To Literacy PD for Upper School: <i>Building Academic Vocabulary/Sentences with a Formative Assessment Check</i>, Part 1 held on 9/4/20, 1:00-3:30; Part 2 held on 10/7/20, 8:30-11:30.</p> <p>Reflection/evaluation sent out October 22 to participating staff (30 teachers), with a 100% response rate from participants: 100% of teachers indicated the training they received positively impacted their capacity to</p>

		<p>provide targeted instruction for diverse learners.</p> <p>Keys To Literacy PD for Lower School: Keys to Beginning Reading Part 1, <i>Module 1 Beginning reading and Module 3 Phonological Awareness</i> held on 3/31/21, 10:30-3:30; Part 2, <i>Module 4 Phonics</i>, held on 4/7/21, 10:30-3:30.</p> <p>Reflection/evaluation sent out April 8 to participating staff (11 teachers), with a 100% response rate from participants: 100% of teachers indicated the training they received positively impacted their capacity to provide targeted instruction for diverse learners.</p>
<p style="text-align: center;">Measure:</p> <p>Each year, in addition to 40 hours of collaborative planning time, 100% of BRCPS general education and special education teachers will participate in bi-weekly meetings focused on the use of data-driven, differentiated instruction for all learners, including SWD, English learners, and advanced learners</p>	<p style="text-align: center;">Met</p>	<p>BRCPS collaborative planning, instructional coaching, and data review meetings are led by our Literacy Facilitator, Math Facilitator, and Science Facilitator. In SY21, collaborative planning time took place as follows:</p> <p>ELA: 1hr weekly for grades 3 and 4; 1 hr biweekly for grades 5 and 6; Math: 1hr weekly for grades 3 and 4; 1 hr biweekly for grades K1, K2, 1, 2, 5 and 6; Science: 1hr ever third week for grades 3 and 4; 1hr weekly for grade 5 and 6; 1 hr biweekly for K1, K2, 1, and 2;</p> <p>On a bi-weekly basis, at minimum, these meetings were focused on developing teachers' capacity to plan and deliver data-driven, differentiated instruction for all learners, as documented by meeting agendas and materials.</p>

Dissemination

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BRCPS will share its model for social-emotional development with other schools in Massachusetts over the course of the charter term		
<p>Measure: Each year, BRCPS will share elements of its school counseling and social-emotional learning model with at least one Massachusetts public school/district by hosting school representatives at BRCPS</p>	Not Met	All opportunities for direct school-to-school dissemination we attempted this year fell through. We set up a few appointments to host another charter school in the area, for observing and sharing best practices in substantially separate classrooms, but scheduling availability was not compatible for both schools.
<p>Measure: Each year, BRCPS will share elements of its school counseling and social-emotional learning model in a collaborative professional setting such as a conference, communities of practice, or similar convening of educators</p>	Met	BRCPS Director of Unified Student Services, SEL Coaches, School Social Workers, and teachers shared practices and elements of our model in monthly meetings of the Comprehensive School Mental Health System Collaborative Improvement and Innovation Network (CoINN)

Reach Objectives and Measures

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The Board of Trustees will provide active oversight of the school and its academic program to ensure that BRCPS is an academic success		
<p>Measure: The BRCPS Board of Trustees' Academic Achievement Committee will meet to review academic data and discuss academic program delivery 5 times per year, each year of the charter term</p>	Met	The BRCPS Board of Trustees' Academic Achievement Committee met to review academic data and discuss the school's academic program 5 times between 7/1/20 and 6/30/21, as evidenced by committee meeting minutes, posted on the BRCPS website.

<p style="text-align: center;">Measure:</p> <p>The BRCPS Board of Trustees' Academic Achievement Committee will provide updates on academic initiatives and progress to the full Board of Trustees at each regularly scheduled Board of Trustees meeting, to be reported annually each year of the charter term</p>	Met	<p>The BRCPS Board of Trustees' Academic Achievement Committee provided updates on academic initiatives and progress to the full Board of Trustees at each regularly scheduled Board of Trustees meeting, as evidenced by Board meeting minutes, posted on the BRCPS website.</p>

B. RECRUITMENT & RETENTION PLANS

Recruitment Plan 2021-2022

Boston Renaissance Charter Public School

2020-2021 Implementation Summary

We feel our recruitment plan was implemented successfully despite the additional logistical challenges created by the COVID-19 pandemic. Information about the school and our application and lottery was sent out via phone, mail, and email to agencies and organizations with whom we have established relationships over the years; we used community newspapers and social media to advertise with links to the application and reminders about the deadline; and, we participated in the Boston Charter Application, an online application platform shared amongst Commonwealth charter schools located in Boston. The platform provides a convenient way for families to apply to multiple charter schools at once, and provides quality translation in several languages.

We typically have trouble attracting families and service providers to the school for our informational open house events; this year, due to the COVID-19 pandemic, we created a virtual tour/informational video to give interested families a look inside the school. The video included contact information for anyone interested in learning more.

We believe our intervention programs and services for EL students in our earliest grades are highly effective, and the impact of these services drives down our EL enrollment. For our SWD population, it can be difficult to recruit SWD when the vast majority of our new students each year enroll in the school as 4-year-olds entering Pre-K, as many learning disabilities are not yet diagnosed or diagnosable in children this young. Our Pre-K students receive high-quality early literacy instruction and interventions, which can help prevent the development of learning challenges in later grades.

We have no information at this time that would indicate a significant change in the demographic makeup of our student population in School Year 2021-2022.

General Recruitment Activities for 2021-2022:

General recruitment activities will include outreach to community-based nonprofits located in the neighborhoods where many of our students tend to live; advertisements in newspapers, and advertising through the school’s social media outlets. We see robust interest in our school each year and we keep our social media channels and website updated with information about the school. We have always offered guided tours of the facility to all interested families - before COVID-19 restrictions - and will resume this practice when it is safe to do so.

In SY22 we will also continue our participation in the Boston Charter School Application, which has made the enrollment process at BRCPS very simple for families throughout the region. Finally, we will 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 – 2021-2022 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 10.6%</p> <p>GNT percentage: 15.3%</p> <p>CI percentage: 16.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategies copied from our SY20-21 Annual Report:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● We will engage local parent organizing group CPLAN (Collaborative Parent Leadership Action Network) to gain access to more parents of
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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.

- BRCPS Director of Unified Student Services will work to build our Special Education Parent Advisory Council (SEPAC) and to provide the council members with information on our Special Education enrollment numbers, the comparison index, and gap-narrowing targets, as well as our existing recruitment strategies. As we build and strengthen our SEPAC, we will seek the council's feedback and support in developing recruitment strategies, and ask that the council members take an active role in supporting our recruitment efforts.
- We will include in our outreach efforts the Massachusetts Society for the Prevention of Cruelty to Children (MSPCC), which has a long history of advocacy and support for children and families who have been affected by abuse and neglect. We will provide MSPCC with information on our extensive special education, counseling, and intervention services, so their staff will keep BRCPS in mind when discussing schooling options with clients.
- In our outreach to Head Starts, Early Intervention sites, and nonprofit organizations, we will invite families to tour BRCPS in person and learn about our academic programs and special education services. We will announce two dates for tours, to take place during school hours in the weeks preceding the enrollment lottery and to be led by United Student Services leadership and teachers. (If in-person tours are not feasible or appropriate due to public health concerns related to COVID-19, we will create virtual tours/information sessions through Zoom.)

(c) 2021-2022 Additional Strategy(ies), if needed

X 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.

New strategy for SWD:

In an effort to increase enrollment of students with disabilities, BRCPS will expand communication with the MA Department of Children & Families, and MA Department of Transitional Assistance. Each of these public agencies serves families with young children, often families who are experiencing challenges or crises at home. Working through administrative channels, we will try to get information about BRCPS down to the caseworker level in each agency, so those who work directly with families will increasingly include BRCPS in their recommendations and referrals for clients.

Limited English-proficient students/English learners

(b) Continued 2020-2021 Strategies

- Met GNT/CI: no enhanced/additional strategies needed

Strategies copied from our SY20-21 Annual Report:

- Our recruitment efforts shall include strategies to reach local residents who speak the languages most prevalent in the city of Boston – Spanish, Chinese, Crioulo, Haitian Creole, and Vietnamese. We will contact and build on our relationships with Boston-based organizations that provide ESL programming to these communities, as well as those that provide immigration support services. Through outreach by phone, email, and direct mailing, we will provide information to these organizations, and to the local residents to whom they provide services.
- These organizations shall include but not be limited to: 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; VietAID; City Life/Vida Urbana; and Catholic Charities of Boston Refugee and Immigration Services.
- We will provide lottery and enrollment information to these agencies 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 contact organizations by phone and email them links to the joint Boston Charter School Application website. This online application, used for enrollment by BRCPS and most Commonwealth charter schools in Boston, will be fully translated in at least 8 languages.
- 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*, and *the Boston Haitian Reporter*, a newspaper published by and for the local Haitian community.
- In addition, we will convene the BRCPS English Language Parent Advisory Council (ELPAC), established in accordance with the LOOK Act. The BRCPS ELPAC will be informed of our EL enrollment numbers, the comparison index, and gap-narrowing target, and will become involved in the development of new recruitment strategies.

(a) CHART data

School percentage:
11%

GNT percentage: 23%
CI percentage: 26.2%

The school is below
GNT percentages and
below CI percentages

	<ul style="list-style-type: none"> ● In our outreach to organizations providing ESL and immigration services, we will invite families to tour BRCPS in person and learn about our academic programs and English Learner services. We will announce two dates for tours, to take place during school hours in the weeks preceding the enrollment lottery and to be led by United Student Services leadership and teachers, including EL teachers and bilingual staff. (If in-person tours are not feasible or appropriate due to public health concerns related to COVID-19, we will create virtual tours/information sessions through Zoom.)
	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p>X 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 align="center"><i>New strategy for LEP/ELs:</i></p> <p>In an effort to increase enrollment of Limited English Proficient students and English learners, BRCPS will post enrollment and lottery information, including links to the Boston Charter Application, on our school Facebook and Instagram accounts in Spanish, Haitian Creole, Cape Verdean Creolo, and Portugese. We will publish these social media posts throughout January and February 2022, leading up to the February 28th deadline.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 62.2%</p> <p>GNT percentage: 52.2%</p> <p>CI percentage: 59%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <p>Strategies copied from our SY20-21 Annual Report:</p> <p>Strategies for enrolling economically disadvantaged students are encapsulated in strategies to enroll students with disabilities, English Learners, and the general student population.</p> <hr/> <p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet 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><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2020-2021 Strategies</p> <p>N/A (Our lottery is for students entering grades K1-4, with the vast majority of enrolling student entering K1, at age 4, therefore not identified as “sub-proficient”)</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2020-2021 Strategies</p> <p>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.</p>

**Retention Plan
2021-2022**

<p align="center">Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2020-2021 Retention Plan.</p>
<p align="center">2020-2021 Implementation Summary:</p> <p>Our retention plan is a fundamental and fully integrated aspect of our model, as we always work hard to help students succeed and make their families want to stay with us through 6th grade. Our approach to family and student engagement is centered around keeping all students enrolled and minimizing student attrition. We are tremendously successful in grades Pre-K – 4; attrition is concentrated in grades 5 and 6, as students move on to other schools, particularly those with grade spans extending to 12th grade. Attrition data as compared to the schools in our comparison index show BRCPS is successful in the retention of students across demographic backgrounds.</p>

<p align="center">Overall Student Retention Goal</p> <p align="center"><i>The overall student retention goal rate may be determined based on the school’s past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i></p>	
<p>Annual goal for student retention (percentage):</p>	<p align="center">91%</p>

Retention Plan – 2021-2022 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2020-2021 Strategies

X Below third quartile: no enhanced/additional strategies needed

Strategies copied from our SY20-21 Annual Report:

- 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.

(a) CHART data

School percentage: 11.3%
Third Quartile: 14.1%

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

(c) 2021-2022 Additional Strategy(ies), if needed

Above third quartile: 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.

Limited English-proficient students/English learners

(a) CHART data

(b) Continued 2020-2021 Strategies

X Below third quartile: no enhanced/additional strategies needed.

<p>School percentage: 11.7% Third Quartile: 14.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>Strategies copied from our SY20-21 Annual Report:</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. ● Four 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>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: 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><input type="checkbox"/> No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 9.8% Third Quartile: 13.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2020-2021 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <p>Strategies copied from our SY20-21 Annual Report:</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

	<p>community support services. All of these programs are provided to all families on site at the school.</p> <p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: 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><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>Strategies copied from our SY20-21 Annual Report:</p> <ul style="list-style-type: none"> • Retention strategies for students who are sub-proficient will focus on the provision of 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) Continued 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed. <p>Strategies copied from our SY20-21 Annual Report:</p> <p>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>

	2021-2022 Additional Strategy(ies), if needed <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
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C. SCHOOL AND STUDENT DATA TABLES

BRCPS student demographic enrollment data can be found on the MA Dept. of Elementary and Secondary Education website, here:

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

Selected populations enrollment data can be found on the MA Dept. of Elementary and Secondary Education website, here:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04810000&orgtypecode=5&leftNavId=305&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	60.2
Asian	0.1
Hispanic	34.3
Native American	0.2
White	1.6
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	3.6
Selected Populations	% of School
First Language not English	26.6
English Language Learner	11.6
Students with Disabilities	10.6
High Needs	70.8
Economically Disadvantaged	62.2

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date *Indicates start date in this position, not date of hire at BRCPS	End date

<p>Alexandra Buckmire, Head of School</p>	<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>7/1/16*</p>	<p>N/A</p>
<p>Phillip Littlehale, Chief Financial and Operations Officer</p>	<p>Manages Finance Department including budgeting, accounting, and payroll.</p> <p>Oversees vendor contracts related to business and operations, including facility and grounds, information technology, maintenance, transportation, and food service.</p>	<p>5/1/16</p>	<p>N/A</p>
<p>Kendra Lueken, Director of Lower School</p>	<p>Provides instructional, operational, and administrative leadership, overseeing grades PreK-2.</p>	<p>7/1/16*</p>	<p>N/A</p>
<p>Farah Assiraj Director of Upper School</p>	<p>Provides instructional, operational, and administrative leadership, overseeing grades 3-6.</p>	<p>7/1/18</p>	<p>N/A</p>
<p>Stacia Copeland, Director of Unified Student Services</p>	<p>Oversees the administration and coordination of related and supplemental services: Special Education, ESL, 504, and Health Services.</p>	<p>7/1/16*</p>	<p>N/A</p>
<p>Evelyn Lee, Director of Visual & Performing Arts</p>	<p>Provides instructional, operational, and administrative leadership for all arts, music, physical education, technology, and second language classes and teachers.</p>	<p>7/1/99</p>	<p>N/A</p>

Dwayne Veale, Director of Facilities Operations	Coordinates security and safety procedures throughout the school building; establishes appropriate regulations, procedures, and plans to ensure safe and secure school facilities. Works in conjunction with other school administrators to conduct internal investigations and refer incidents to Federal and State Law enforcement agencies.	7/1/17*	N/A
Jack Moynihan, Director of Development	Oversees fundraising, public relations, external communications, and community partnerships.	7/1/20	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	87	7	1	8 resignations
Other Staff	118	8	4	12 resignations

Teacher attrition trends during the 2020-2021 school year:

BRCPS maintained low rates of teacher and staff attrition in the 2020-2021 school year. Among those BRCPS staff members who made the decision to resign in SY21, a range of personal and professional reasons were given, with no discernible trends to which we can attribute their departures. Retention of teachers and staff is a top priority for our school. We work hard to create a positive staff culture and welcoming work environment, grounded in equity and respect, and to provide quality professional development and leadership opportunities for all staff. These efforts have helped us build a strong sense of community among staff and contribute to relatively low rates of attrition at BRCPS.

D. ADDITIONAL INFORMATION

1) Board of Trustees Information:

BOARD AND COMMITTEE INFORMATION

Number of commissioner approved board members as of August 1, 2021	9
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	18

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date) Term = 3 years
Lupita Colon	Chair	Governance & Nominations, Finance	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
Brian Keith	Vice Chair	Governance & Nominations, Facilities	1	Elected to Board 11/17/17 elected to second term on 11/18/20 Elected as Vice Chair on 7/16/18
Edwine Alphonse	Treasurer	Finance, Academic Achievement	2	Elected to Board of Trustees on 12/9/15 Elected to second term on 7/17/19
Kelly Williamson	Clerk	Governance & Nominations, Facilities	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
Alexandra Buckmire	Trustee, Head of School	Academic Achievement, Finance	1	Elected to the Board of Trustees on 7/16/18
Marjorie Gardner	Trustee, Staff Representative	Academic Achievement	1	Elected to Board of Trustees on 9/18/19
Rocklyn Clarke	Trustee, Parent Representative	Academic Achievement	1	Elected to the Board of Trustees on 9/18/19
Fred Lowery	Trustee	Governance & Nominations, Development	1	Elected to Board of Trustees 1/17/18
Shaumba Yandje-Dibinga	Trustee	Development	2	Elected to Board of Trustees on 12/9/15

				Elected to second term on 7/17/19
Craig Engerman	Trustee	Facilities, Development	1	Elected to the Board of Trustees on 11/14/18

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
September 15, 2021, 8:00am	1415 Hyde Park Ave. Hyde Park MA
November 17, 2021, 8:00am	1415 Hyde Park Ave. Hyde Park MA
January 19, 2022, 8:00am	1415 Hyde Park Ave. Hyde Park MA
March 16, 2022, 8:00am	1415 Hyde Park Ave. Hyde Park MA
May 18, 2022, 8:00am	1415 Hyde Park Ave. Hyde Park MA

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance	September 14, 2021, 8:00am November 16, 2021, 8:00am January 18, 2022, 8:00am March 15, 2022, 8:00am May 17, 2022, 8:00am	1415 Hyde Park Ave. Hyde Park MA*
Academic Excellence	October 20, 2021, 9:00am December 15, 2021, 9:00am February 16, 2022, 9:00am April 13, 2022, 9:00am	1415 Hyde Park Ave. Hyde Park MA
Governance & Nominations	October 20, 2021, 9:00am December 15, 2021, 9:00am February 16, 2022, 9:00am April 13, 2022, 9:00am	1415 Hyde Park Ave. Hyde Park MA
Facilities	October 20, 2021, 9:00am December 15, 2021, 9:00am February 16, 2022, 9:00am April 13, 2022, 9:00am	1415 Hyde Park Ave. Hyde Park MA
Development	October 20, 2021, 9:00am December 15, 2021, 9:00am February 16, 2022, 9:00am April 13, 2022, 9:00am	1415 Hyde Park Ave. Hyde Park MA

2) Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Brian Keith	bkeith@brcps.school	New (Mr. Keith previously served as Vice Chair; he was elected Chair at the May 2021 meeting of the full Board, following the end of the former chair's second and final term.)
Charter School Leader	Alexandra Buckmire	abuckmire@brcps.school	No Change
Assistant Charter School Leader	N/A		
Special Education Director	Stacia Copeland	scopeland@brcps.school	No Change
MCAS Test Coordinator	Christine Beckhusen	Cbeckhusen@brcps.school	No Change
SIMS Coordinator	Kaia Richards	krichards@brcps.school	No Change
English Learner Program Director	Stacia Copeland	scopeland@brcps.school	No Change
School Business Official	Philip Littlehale	plittlehale@brcps.school	No Change
SIMS Contact	Kaia Richards	krichards@brcps.school	No Change
Admissions and Enrollment Coordinator	Kaia Richards	krichards@brcps.school	No Change

Facilities:

BRCPS has not changed facilities or locations. The school is located at 1415 Hyde Park Ave. in Hyde Park, and we own property across the street from the school, at 1424 Hyde Park Ave and 8 B St., which is used solely for administrative functions. Students and families do not enter the facilities at 1424 Hyde Park Ave. or 8 B St.

Location	Dates of Occupancy
1415 Hyde Park Ave. Hyde Park, MA	August 2010 - Current
1424 Hyde Park Ave., 8 B St. Hyde Park, MA	February 2020 - Current

Enrollment:

Action	2021-2022 School Year Date(s)
Student Application Deadline	2/28/2022
Lottery	3/08/2022

Conditions:

In December, 2019, the Commissioner of Elementary and Secondary Education granted BRCPS charter renewal for SY2021-SY2025, with two conditions:

Condition 1: By December 31, 2023, Boston Renaissance Charter Public School must demonstrate that it is an academic success by providing evidence that the school has demonstrated significant and sustained academic improvement in mathematics, English language arts, and science.

Condition 2: Until further notice, Boston Renaissance Charter Public School must submit on a quarterly basis to the Department of Elementary and Secondary Education (Department), at charterschools@doe.mass.edu or 75 Pleasant St., Malden, MA, 02148, board and committee meeting materials and minutes documenting the board’s efforts to ensure that the school is an academic success.

Complaints:

No complaints were received by the BRCPS Board of Trustees during the 2020-2021 school year.