

**Annual Report
School Year 2022-2023
Boston Renaissance Charter Public School**

The Commonwealth of Massachusetts
Department of Elementary and Secondary Education

Boston Renaissance Charter Public School
1415 Hyde Park Avenue
Hyde Park, MA. 02136
Phone/617-357-0900
Fax/617-357-0949
www.bostonrenaissance.org



Submitted to the MA Department of Elementary and Secondary Education on
July 30th, 2023

School Contact:
Alexandra Buckmire, Head of School
617.357.0900 x1175
ABuckmire@brcps.school

Table of Contents

| | |
|--|-----------|
| INTRODUCTION TO BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL | 2 |
| SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION | 4 |
| Faithfulness to Charter | 4 |
| Criterion 1: Mission and Key Design Elements | 4 |
| Criterion 2: Access and Equity | 6 |
| Criterion 4: Dissemination | 7 |
| Academic Programs Success | 8 |
| Criterion 5: Student Performance | 8 |
| School Report Card: 2022 School Report Card | 8 |
| Student Performance on Benchmark Assessments | 8 |
| Criterion 6: Program Delivery | 10 |
| Academic Program | 10 |
| Instruction | 10 |
| Assessments | 11 |
| Support for All Learners | 11 |
| After School Accelerated Learning Program | 11 |
| Plans to accelerate learning during the 2022-2023 school year: | 11 |
| Organizational Viability | 12 |
| Criterion 10: Finance | 12 |
| Organizational Structure of the School | 12 |
| Budget and Finance | 12 |
| Appendix A: Accountability Plan - School Year 2022-2023 | 13 |
| Faithfulness to Charter | 13 |
| Dissemination | 14 |
| Reach Objectives and Measures (if applicable) | 15 |
| Appendix B: Recruitment and Retention Plan 2023-24 | 16 |
| Recruitment Plan | 16 |
| Retention Plan | 19 |
| Appendix C: School and Student Data Tables 2022-23 | 20 |
| Student Demographic Information | 20 |
| Administrative Roster and Staff Attrition Data | 21 |
| Information About the Board of Trustees | 22 |
| Appendix D: Additional Required Information | 23 |
| Facilities | 23 |
| Enrollment | 23 |
| Appendix E: Conditions, Complaints, and Attachments 2022-23 | 23 |
| Conditions: | 23 |
| Complaints | 25 |
| Attachments (if applicable) | 26 |
| Appendix F: Budget and Finance | 27 |

**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) | NA |
| Year Opened | 1995 | Year(s) the Charter was Renewed (if applicable) | 2000, 2005, 2010, 2015, 2020 |
| Maximum Enrollment | 944 | Enrollment for 2022-23 | 922 |
| Chartered Grade Span | PK-6 | Grade Span for 2022-23 | PK-6 |
| Number of Instructional Days per School Year (as stated in the charter) | 180 | Students on Waitlist as of 05/16/2023 | 856 |
| Number of Instructional Days during the 2022-23 School Year | 180 | | |
| School Hours (ex: 8:30am-3:00pm M-F) (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.) | 7:25am– 3:00pm | Age of School as of 2022-23 School Year | 28 |
| Mission Statement The mission of the Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students. | | | |

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

Faithfulness to Charter

Criterion 1: 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 support to ensure each student develops the academic skills and knowledge outlined in the Massachusetts Curriculum Frameworks.

Key Design Element #1: Whole-Child Model with programs and supports in place to nurture academic, social, emotional development.

This year we enriched our Whole-Child model in multiple ways. We entered year two of our participation in the Inclusive Academy offered through DESE's Multi-Tiered System of Supports (MTSS) initiative and programming. Support from the Inclusive Academy included a leadership professional learning community, a Universal Design for Learning (UDL) graduate course that was available for teachers/staff, instructional coaching professional development sessions and observations, and focused coaching and feedback from DESE consultants in Math, Literacy, and UDL.

In addition to our involvement in the Inclusive Academy, we continued to develop our "What I Need" (WIN) programming. We focused on creating stronger enrichment and intervention systems based on dynamic student data in order to maximize our use of WIN time. We utilized AimswebPlus and I-Ready benchmark assessments and progress monitoring tools in grades K2-6 to create learning cycles that were responsive to student growth and academic needs. We also expanded our WIN programming to include social groups, which were created and updated during regular reviews of our mental health and student behavioral data, and STEAM enrichment groups led by our school STEAM facilitator.

Social Emotional Learning (SEL) continues to be a significant focus in our Whole Child Model. SEL opportunities are maximized throughout the school day in grades K1-6, and social emotional skill building occurs in both explicit and embedded lessons. We continue to center our school's core values of courage, curiosity, integrity, kindness, perseverance, and respect through community meetings, Upstanders of the Month program, and student-led morning messages that highlight a core value and example actions each day. We implemented and grew positive incentive programming across the school to include: Core Value Positive Incentive Charts, STAR program, Upstander Tickets, and T-Passes (hallway transitions).

We continue to provide direct SEL instruction to students via the Second Step curriculum, which is used in conjunction with Restorative Justice practices to support our scholars' social emotional development. We further enriched our existing SEL programming by adding mindfulness training provided to our teachers and staff via Calmer Choice and onboarding an additional supplemental curriculum called the SEL Core Competencies Curricula. The SEL Core Competencies curriculum is a literacy-based read aloud program that provides students with direct instruction, problem solving modules, posted visuals, and opportunities for embedded practice through the school day. Throughout the year we ensure that all SEL curricula, conversations, team meetings, and initiatives are grounded in the five SEL core competencies that CASEL outlines: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

In addition to further enriching our SEL programming, we also placed an increased emphasis on the importance of qualitative data within the sphere of social emotional learning by meeting regularly as a school community to analyze school-wide student mental health and behavioral data. We onboarded Panorama, a platform that offers a comprehensive, actionable view of each student's social emotional development. Panorama student survey data was used in conjunction with school-wide mental health and student behavior data to create grade level/department SEL action plans. Panorama student survey data was also used to identify students or classrooms that may benefit from additional support in reaching the goals of the SEL action plans. In between our all staff meetings, data was reviewed in monthly grade level Student Well Being Meetings. In these meetings members of our Mental Health and Student Support teams, our SEL coach, and instructional staff would review data trends and work through protocols to address opportunities for student growth.

We continue utilizing our Behavior Matrix/Decision Tree Flowchart to improve our systems of support and follow through with students, staff and families.

Key Design Element #2: Flexible learning environments that effectively serve diverse groups of learners and provide targeted intervention, support, and enrichment.

Our commitment to the delivery of equitable services to diverse learners continued to be a focus in all decisions made throughout SY 22-23. While evident in every facet of our school community, our commitment to serving diverse learners is most evident in our WIN programming, classroom environment, adoption of project based learning in our early childhood grades, and our expansive special education program.

The purpose behind our WIN program model is to create data-based cycles that allow for targeted small group support of students with disabilities, English Learners, above grade level students, in order to continue closing academic gaps and pushing students forward based on exactly what they need. As we continue our WIN program, we gather feedback from staff and students around this time in order to improve upon the model. In each grade level this 30-45 minute block is supported by general and special education teachers, literacy and math specialists, EL teachers, reading support teachers and the instructional leadership team to ensure that group sizes remain appropriate to maximize the curricula during that time. Staff goes through WIN cycles during which time we benchmark, instruct and progress monitor students with specific goals. We participate in data meetings where data is reviewed in order to check progress, create individual action plans and/or shift student groups, as needed.

This year we emphasized the importance of creating classroom spaces that were universally designed, equitable, and accessible. We purchased learning materials and resources that allowed for flexibly structured learning spaces where student voice and choice could be promoted. Teachers asked students for their opinions on learning spaces and thought through different diverse learner groups that their environment supports.

In our early childhood grades, we spent a lot of energy developing dynamic, project and play-based learning experiences that were largely theme based to allow for content and background knowledge building. Creating immersive, inter-disciplinary experiences lended itself to flexible learning environments that promoted anti-racist practices and embedded developmentally appropriate practices based on grade level standards.

This Key Design Element was also implemented through our expansive special education program for students with special needs, described in detail in Section B(6). Academic Program Success; Support for All Learners.

Key Design Element #3: A teacher development model that builds each teacher's capacity to effectively serve all students.

Teachers participated in Universal Design for Learning professional learning through our Inclusive Academy and direct feedback from our literacy, UDL and math consultants. Some received individual coaching from the consultants or participated in learning walks with them. Through the use of the consultants and instructional coaches, we worked diligently to provide as much embedded professional development as possible, as we've found the impact to be great.

Learning walks were a huge part of our teacher development this year. We utilized the UDL classroom observation format and gave teachers mastery feedback through team curriculum meetings (whose model continued from last year's) and coaching cycles. Additionally, one of the consultants began working with our coaches in a professional learning community developing a Coaching Handbook and supporting them in student-centered coaching cycles and giving mastery feedback.

Additionally, we provided a co-teaching professional development session/work time for all adults that work with another adult in their classroom (teacher/reading specialists or inclusion room). This led to co-teaching meetings between teaching pairs, guided by coaches. We also had a consultant lead a Student Engagement session for all grade levels. Through our partnership with Keys to Literacy, we utilized their training to onboard new staff to key strategies from their Vocabulary and Comprehension routines. Our math consultant supported piloting of new math programs. Teachers also participated in Boston Debate League sessions (focusing on a school priority of varied student responses) and Calmer Choice sessions (see above).

Our ESL teachers completed two MCPSA language development sessions: Inclusion Principles to Engage All Learners and Bridging UDL and Multilingual Learners. Inclusion Principles to Engage All Learners deepened our knowledge and toolbox in supporting and engaging English learners with disabilities. Bridging

UDL and Multilingual Learners provided the ESL team with instructional strategies to utilize with our English learners that are rooted in Universal Design and speak to our schoolwide instructional priorities. The ESL team also attended the two day MATSOL conference in June. At the MATSOL conference, the ESL team attended several informative and inspiring sessions including digging deeper into the WIDA 2020 standards, engaging families through culturally responsive practices, using assessment data to plan ESL instruction, and examining the intersection of ESL and special education.

School year 2022-2023 was year one of our three to five year Literacy Strategic Plan. The literacy committee, composed of teachers, leadership, EL and SPED staff, worked on action plan steps to ensure that our new literacy curricula was impactful and supported this year. We have teachers who continued their Wilson Reading training throughout this year as well.

Amendments to Charter

Not applicable; no charter amendments were requested in SY23.

Criterion 2: Access and Equity

- [2021-22 Student Discipline Data Report by All Offenses - Boston Renaissance Charter Public \(District\)](#)
- 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)

| 2021-22 Student Discipline Data Report by All Offenses - Boston Renaissance Charter Public (District) (04810000) | | | | | |
|--|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 976 | 33 | 1.2% | 2.5% | 0% |
| English Learner | 129 | 1 | 0% | 0% | 0% |
| Economically Disadvantaged | 728 | 30 | 1.4% | 3.2% | 0% |
| Students with Disabilities | 117 | 10 | 5.1% | 5.1% | 0% |
| High Needs | 773 | 30 | 1.3% | 3.0% | 0% |
| Female | 522 | 12 | 0.6% | 1.9% | 0% |
| Male | 454 | 21 | 2.0% | 3.1% | 0% |
| American Indian or Alaska Native | 1 | 0 | 0% | 0% | 0% |
| Asian | 1 | 0 | 0% | 0% | 0% |
| African American/Black | 564 | 22 | 1.1% | 3.0% | 0% |
| Hispanic/Latino | 354 | 8 | 0.8% | 1.7% | 0% |
| Multi-race, Non-Hispanic/Latino | 32 | 2 | 0% | 0% | 0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| White | 24 | 1 | 0% | 0% | 0% |

Our Student Support Team responds to behavior disruptions using proactive, tiered levels of support. This year the team focused on exploring alternative remedies to behavior incidents including

mediation, conflict resolution, restorative justice, and collaborative problem solving among students and adults. They held family meetings and invited families in to do classroom observations in order to strengthen the connection between home and school. When unexpected conduct was exhibited, the team provided education specific to that conduct. As in previous years, push-in support was provided as much as possible as opposed to pulling students from the classroom. Collaboration between the Student Support Team, the Mental Health Team, Special Education service providers, BCBA's, ABA's, and Directors was a major focus of SY 2023. The team continued to use a progression chart to reduce the need for emergency removal and to allow for proactive intervention. Members of the student Support, Mental health, Directors & HR team attended professional development sessions run by our school attorneys to understand the updated legislation around school discipline. In an effort to alleviate disparities among subgroups, the Student Support Team worked very closely with the Mental Health Team and the Special Education team to ensure that all members were aware of the needs of students on IEPs and 504s. This also allowed the Student Support Team to involve BCBAs and ABAs in their support response when appropriate.

This team inputs and monitors data using the PowerSchool platform and that data is disseminated to teachers and staff in monthly meetings called Student Well Being Meetings. In those meetings teachers have the opportunity to look at behavior incident data for their own grade level and discuss options for targeted support with the Student Support Team. Student Well Being Meetings were also held at the leadership level as part of our school-wide focus to address disparities among subgroups and in order to identify proactive opportunities for action planning based on previous trends. Members of the Student Support Team, Mental Health Team, Student Support, Special Education service providers, BCBA's, ABA's, and Directors met on a biweekly basis to review data, examine classrooms and students holistically, and explore options for more proactive support.

Criterion 4: 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 |
|--|---|--|--|---|
| Play-based learning | Opinion-editorial article outlining the importance and role of play based learning | BRCPS Lower School Director | Article was published by ed post | Added to evidence/application that led to K1-3 receiving DESE Early Education Playful Learning Institute Grant for SY23-24 |
| Students with Disabilities best practices (cognitive needs, social emotional needs, placement practices) | Communication with Boston Charter School Leadership | BRCPS Student service Director & Assistant Director | Academy of the Pacific Rim, KIPP, Brooke Charter Schools, and Excel Charter School | Student Services Leadership met with a network of other charter schools in Boston including, Academy of the Pacific Rim, KIPP, Brooke and Excel three times (December, February, April) to disseminate information and best practices around supporting students with disabilities, specifically students with more severe cognitive and emotional needs. |
| STEAM Education | Opinion-editorial article outlining the benefits of STEAM education and community building. | BRCPS Science Facilitator | Article was published by K-12 DIVE | |

Academic Programs Success

Criterion 5: Student Performance

School Report Card: [2022 School Report Card](#)

Student Performance on Benchmark Assessments

We continue to use I-Ready Diagnostic Assessments and AimswebPlus Benchmark assessments to evaluate academic performance and ensure that we are providing our scholars with a rigorous academic program focused on growth for all. I-Ready Diagnostic Assessments are computer-adaptive tests that are administered to students in grades K-6 three times a year and are used to measure achievement and growth in Reading and Math. I-Ready Diagnostic Assessments provides both nationally normed and criterion referenced data (which provides information about how each student is performing relative to MA State Standards).

AimswebPlus Benchmark assessments are administered to students in grades K-6 three times a year and are used to measure student achievement and progress in Reading and Math. AimswebPlus uses two types of measures: curriculum-based measures (CBMs)—brief, timed measures of fluency on essential basic skills—and standards-based assessments (SBAs), which are comprehensive measures aligned to current learning standards. AimswebPlus provides national and local performance and growth norms, and student test scores can be examined by performance level or tier. Students in grades K2-1st complete the assessment via DRF, or digital recording form. Students in grades 2-6 complete the assessment via TestNav, with the exception of Oral Reading Fluency for grades 2 and 3, which is assessed via DRF.

I-Ready Reading (Tables A & B): The I-Ready Diagnostic Assessment is a CAT (Computer-Adaptive test) that measures a students' skills in the following domains: Phonological Awareness, Phonics, High Frequency Words, Vocabulary (K-12), and Reading Comprehension both for literature and informational texts. This test is administered three times a year (Fall, Winter, Spring) to students in grades K-6.

All grade levels with the exception of grades 4 and 5 at least doubled the percentage of students who scored on or above grade level for their overall placement. The highest percentage of growth on this data point was K2, going from 25% of students on or above grade level in the Fall to 74% of students on or above grade level on the Spring assessment.

In looking at overall placement for the Students with Disabilities, this subgroup grew from 6% of students on or above grade level in the Fall to 16% of students on or above grade level in the Spring. The percentage of students Well Below Grade level decreased from 63% in the Fall to 55% in the Spring. English Learners saw a change of 2% to 27% of students on or above grade level and the percentage of students well below grade level decreased from 41% to 24%.

The domain that saw the most growth was Phonics. The percentage of students on grade level grew from 40% to 68% and the percentage of students well below grade level decreased from 32% to 14%. The Comprehension for Informational text was the domain with the lowest percentage of students.

I-Ready Math (Tables A&B): The I-Ready Math Diagnostic Assessment measures students' skills in the following domains: Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. This test is administered three times a year. Students in Grades K2-6 completed the I-Ready Math Diagnostic in the Fall, Winter, and Spring.

All grade levels, with the exception of 6th grade, at least tripled the percentage of students at or above grade level. 6th grade more than doubled the percentage of students on or above grade level with going from 20% of students to 43% of students. The highest percentage of growth on this data point was K2 going from 11% of students on or above grade level in the Fall to 62% of students on grade level in the Spring.

In looking at overall placement for the Students with Disabilities, this subgroup grew from 4% of students on or above grade level in the Fall to 13% of students on or above grade level in the Spring. The percentage of students Well Below Grade level decreased from 74% in the Fall to 53% in the Spring. English Learners saw a change of 0% to 19% of students on or above grade level and the percentage of students well below grade level decreased from 56% to 25%.

Students exhibited the most growth in the Algebra and Algebraic Thinking domain, with the percentage of Tier 1 students growing from 13% in the Fall to 46% in the Spring. The Numbers and Operations domain had the largest decrease in percentage of students in Tier 3, dropping from 36% in the Fall to 15% in the Spring. This domain also had the lowest percentage of students in Tier 3 at the conclusion of the school year with 17%. The Measurement and Data and Geometry domains had the smallest percentage of students in Tier 1 by Spring Benchmark, with 41% of students testing into Tier 1 for both.

AimswestPlus: Math Benchmark (Table C): The AimswestPlus benchmark assessment is administered to students in grades K-6th three times a year in the Fall, Winter, and Spring. Students in grades K2-1st complete the Early Math Benchmark, and students in grades 2-6 complete the Math Benchmark. Students in grades K are assessed in Number Naming Fluency, Quantity Total Fluency, and Quantity Difference Fluency. Students in grade 1 are assessed in Number Comparison Fluency- Pairs, Math Facts Fluency-1 Digit, and Math Fact Fluency- Tens. Students in grades 2-6 are assessed in Number Comparison Fluency- Triads and Mental Computation Fluency. Students in grades K-6 are assessed in Concepts and Applications.

As evidenced in Table C, schoolwide, we saw the number of students in Tier 1 for Math nearly double. The percentage of students in Tier 1 in our Students with Disabilities subgroup tripled, and the percentage of students in Tier 1 in our English Learners subgroup quadrupled. The mean Student Growth Percentile from Fall to Spring for each grade level cohort was at least 50%, with the exception of 4th grade, which had a mean SGP of 44%. While there is ongoing work to be done in decreasing the number of students scoring within the Tier 3 range, our Student Growth Percentiles demonstrate tremendous growth during this school year.

AimswestPlus Reading Benchmark (Table D): The AimswestPlus benchmark assessment is administered to students in grades K-6th three times a year in the Fall, Winter, and Spring. Students in grades K2-1st complete the Early Literacy Benchmark, and students in grades 2-6 complete the Reading Benchmark. Students in grades K are assessed in Print Concepts (Fall only), Letter Naming Fluency, Auditory Vocabulary, and Initial Sounds (Fall and Winter). Students in grade 1 are assessed in Auditory Vocabulary, Letter Word Sound Fluency, Phoneme Segmentation, and Word Reading Fluency. Students in grades 1-3 are assessed in Oral Reading Fluency. Students in grades 2 are assessed in Vocabulary and Reading Comprehension. Students in grades 4-6 are assessed in Silent Reading Fluency.

As evidenced in Table D, schoolwide, the percentage of students in Tier 1 for Reading grew from 45% in the Fall to 59% in the Spring. The percentage of students in Tier 1 in our Students with Disabilities subgroup grew from 22% to 35%, and the percentage of students in Tier 1 in our English Learners subgroup grew from 21% to 40%. The mean Student Growth Percentile from Fall to Spring for each grade level cohort ranged from 39% in 2nd grade to 54% in 6th grade. All of these Student Growth Percentiles fall within the Typical Growth range as defined by Aimswest, and demonstrate growth at similar rates to their nationally normed sample.

Criterion 6: Program Delivery

Academic Program

BRCPS began this academic year with a focus on two key priority areas: Universal Design for Learning (through our participation in DESE's Inclusive Academy) and targeted data collection for instructional tiers. We prioritized analyzing our data for trends and used this data to begin WIN cycles with tiered instruction for our students. Additionally, we adopted new curricula this year which allowed us to focus on solidifying high

quality Tier 1 instruction for all learners. This year, we collected survey data on Panorama, an SEL platform that allowed us to look for highlights and trends connected to our student well-being data as well. The connection between social emotional learning and academics is great, it was important to us that we identify trends to support with SEL instruction in combination with a robust academic program.

Our master schedule this past year, continued to prioritize and highlight our WIN block priority as well as large dedicated instructional blocks for Tier 1 core content with support services pushing into these uninterrupted blocks to provide scaffolds and differentiate accordingly. Common preparation time for teams to analyze data and implement newly adopted, highly qualified curricula was also paramount in ensuring that all learners receive the core grade level 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 fully leveraged and maximized this model utilizing the MTSS framework and expanding on the WIN blocks instituted in SY21.

We worked with students in whole-class, small group, and one-on-one instructional formats to meet their needs. Educators and leaders utilized a range of student assessments and our integrated data platforms to analyze and monitor each student's progress. Teachers planned for tiered instruction that was systematic and based on best practices and science in order to minimize gaps and accelerate student growth and learning.

Curriculum

The 2022/2023 school year was year one of our adoption of new or updated highly qualified curricula that is aligned with MA Curriculum Frameworks. For our English Language Arts curricula, the Tier 1 programs for grades K-5 is Wonders with aspects of Focus theme-based units of study integrated into grades K1-2. For Tier 2 in grades K1-3 we are utilizing Heggerty and FUNdations. The FUNdations program then shifts to the Just Words program for grades 4 and 5. The Wilson program is then being used for Tier 3 support in ELA.

This year BRCPS piloted two math programs schoolwide. The Bridges and Illustrative math programs were implemented equally across the school for our Tier 1 curricula. In February 2023 the math pilot team met and based on qualitative and quantitative data made a decision to adopt the Bridges math program in K1-5 for SY24. The 6th grade will continue to use the Illustrative math program. For our Tier 2 curricula, we utilized Bridges Intervention and Tier 3 curricula is Number Worlds.

Our core science curriculum in grades K-5 is Project Lead the Way and OpenSciEd in grade 6. The social studies curriculum is teacher created, standards based curriculum that utilizes materials from Social Studies Alive.

Instruction

BRCPS implements a collaborative co-teaching instructional model. General education teachers co-teach daily with Special education teachers, Reading specialists, Math specialists, Reading support teachers, and Paraprofessionals. BRCPS teachers are given common planning time to co-plan with their co-teachers and content teams. Within these content meetings they work together to fine tune the new core curriculum and tailor lessons to meet the needs of all students in their classroom.

K1/K2 classrooms have a teacher and full day paraprofessional who collaborate to deliver instruction throughout the day. They have monthly co-planning meetings to touch base and identify needs for the classroom. Students in K1/K2 learn through a mix of whole group, small group and exploratory play/learning centers throughout the day. Third through Fifth grade is departmentalized with paired classrooms. Each grade level consists of ELA and Social Studies teachers, Math and Science teachers, special educators, a Reading Specialist and a Math Specialist. Sixth grade continues to be a middle school model where there is one teacher for each content area; ELA, Math, Social Studies, and Science. The sixth grade team then co-teaches with a special educator, a reading specialist and a math specialist.

Assessments

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. All students in grades K2 through 6th grade complete benchmark testing on Aimsweb Plus in Reading and Math, as well as Diagnostic testing on iReady for Reading and Math.

In addition to the benchmarking assessments, students complete curriculum-based assessments at the conclusion of curriculum units. Data for these assessments are on Performance Matters, allowing us to look at data by unit and by standard.

The assessment system for this year was similar to previous years in several ways with some adjustments for the 2022-23 school year. iReady has been used for all students for several years, however, and our students in grades K2 through 2nd grade used Aimsweb last year for benchmarking. Utilizing the Aimsweb plus platform for grades 3-6 was new this year. Additionally, the Performance Matters platform was new for BRCPS this year. Previously, we utilized Illuminate, however we made the transition to Performance Matters in order to improve our sync with our Student Information System in order to have a more holistic view of our students in order to support our implementation of MTSS.

Support for All Learners

It remains a top priority at BRCPS to analyze our practices and adjust to ensure that we are properly educating and supporting all learners. This past year, we updated our multi tiered systems of support and adopted/piloted highly qualified curricula to solidify our Tier 1 instruction. Our data was used strategically this year to ensure that we had dynamic Tier 2 and 3 intervention groups for math and literacy that were focused on minimizing gaps and supporting great growth. These groups took place during the additional WIN block that K2-6 have daily in their schedule.

Furthermore, our model prioritizes push-in support services during core content blocks to promote equity and access from all lenses. Our special education teachers, EL teachers, math specialists and reading specialists work with students to support access during the whole group and pull small groups in the classrooms.

All students identified as multilingual learners receive language services from a licensed EL teacher and are placed in an SEI classroom. FEL students are monitored for four years as they continue their education with us. Based on ACCESS testing and other progress monitoring, students that are not expected to make progress are placed on an English Learner Success Plan with individualized language goals.

BRCPS thinks through support for all learners and their families by always providing translation and interpretation services for anyone who requires it.

After School Accelerated Learning Program

In SY22-23 we conducted our after school academic acceleration program, which provided academic support to students in grades 3 and 4 focusing on students who were within 10 points of Meeting Expectations on the Spring 2022 MCAS and/or scored just below what is considered as On Grade level on iReady Fall Benchmark testing. Students met three days per week from 3:30 pm-5:05 pm for 4 weeks for ELA and 5 weeks for Math this winter. The program coordinators and teachers used iReady curriculum to develop the after school program curriculum and created lesson plans specifically tailored toward students in the cohorts. Students were placed in groups of 4-6, with each group paired with a single teacher for targeted math instruction.

Plans to accelerate learning during the 2022-2023 school year:

During the school year 2022-2023 there was a comprehensive plan to accelerate student learning. We participated in year two of DESE's Inclusive Academy professional development that focused on coaching around Universal Design for Learning for our coaches and leadership team. Additionally, we utilized Aimsweb and IReady schoolwide for the first time this year in order to progress monitor and identify tiered instructional groups for WIN cycles that were able to minimize gaps in learning and catch students up to grade level standards. Further, we implemented systematic, research-backed core instructional programs that led to great gains for student data and allowed for systematic, accelerated achievement that will continue next year as well.

Acceleration strategies in SY24 will include:

BRCPS will integrate the following strategies for the SY24 school year:

- Adoption of Bridges Math curriculum K-5; with Bridges Implementation team provided through a grant
- Year two of Theme/Project Based learning in K1-2, with support from our DESE Playful Learning Grant
- Year two of Wonders 2020; Wilson Reading Systems and Heggerty

- Year three of our K1-6 Literacy Plan; Implemented by the Literacy Committee to ensure all action items are completed yearly
- Year two of Performance Matters platform for data collection
- Year two of SEL Panorama platform
- Year one of 1 on 1 virtual phonics tutoring for first graders who are below grade level through a One8 Foundation grant with Ignite! Reading
- Year one of ST (spatial temporal) Math computer programming through a One8Foundation grant

Organizational Viability

Criterion 10: Finance

Budget and Finance

- Unaudited FY23 statement of revenues, expenses, and changes in net assets (income statement) is attached to this report, Appendix F.
- Unaudited FY23 statement of net assets (balance sheet) is attached to this report, Appendix F.
- The BRCPS school budget for FY24, approved by vote of the Board of Trustees on May 16, 2023, is attached to this report, Appendix F.
- The BRCPS capital plan for FY24 is attached to this report, Appendix F.

| FY24 Enrollment Table | Enter Number Below |
|---|---------------------------|
| Number of students pre-enrolled via March 15, 2023 submission | 936 |
| Number of students upon which FY24 budget tuition line is based | 944 |
| Number of expected students for FY24 first day of school | 944 |
| Please explain any variances: We began losing students when we returned in September and worked to backfill all vacant seats. We budget conservatively each year for 5-10 fewer students than expected. We exhausted our waitlist by January and held another lottery in January 2023. The lottery did not yield enough applicants to meet our 944 enrollment by the March SIMS deadline. | |

Appendix A: Accountability Plan - School Year 2022-2023

Faithfulness to Charter

| | 2022-23 Performance (Met/Not Met) | Evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|-----|-----|-----|-----|-----|-----|-----|-----|-------|---|---|---|----|----|---|----|---------|----|----|----|----|----|----|----|---|-----|-----|-----|-----|-----|-----|-----|
| 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 | Reading: Met | 53% of students in grades K2-6 met their annual typical growth target in reading. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Math: Met | 50% of students in grades K2 - Grade 6 met their annual Growth Target in Math | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measure: 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. | Not Met | 89% of individuals who responded to both the Pre SEL Survey (distributed in October of 2022) and the Post SEL survey (distributed in May of 2023) scored higher on the Post SEL Survey than the Pre SEL Survey. However, only 20% of individuals who responded to both the Pre SEL Survey and the Post SEL Survey scored at least 30% higher on the Post SEL Survey. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objective (for KDE2): All BRCPS students will receive interventions, supports and enrichment in classroom environments that meet their individual learning needs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Measure: 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. | Met | WIN block was implemented in each K-6 schedule to ensure students receive targeted interventions, academic enrichment, and advanced learning opportunities. Targeted instruction was determined by benchmark data within the Aimsweb and iReady data platforms. This is supported by the creation of our MTSS documents that outlines tiered transition points. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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%) | Not Met | This school year, 54% of Students With Disabilities in grades 1-6 met their Typical Growth Target. In SY22, only 36% of SWD met their target, so this is an improvement at a greater rate than expected in the goal, however it does not meet the threshold required when considering a yearly increase of 5% over the SY19 baseline of 45%. <table border="1" data-bbox="1171 1263 2005 1511"> <thead> <tr> <th></th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>N Met</td> <td>3</td> <td>8</td> <td>6</td> <td>12</td> <td>11</td> <td>7</td> <td>47</td> </tr> <tr> <td>N Total</td> <td>14</td> <td>15</td> <td>11</td> <td>18</td> <td>17</td> <td>12</td> <td>87</td> </tr> <tr> <td>%</td> <td>21%</td> <td>53%</td> <td>55%</td> <td>67%</td> <td>65%</td> <td>58%</td> <td>54%</td> </tr> </tbody> </table> | | 1st | 2nd | 3rd | 4th | 5th | 6th | ALL | N Met | 3 | 8 | 6 | 12 | 11 | 7 | 47 | N Total | 14 | 15 | 11 | 18 | 17 | 12 | 87 | % | 21% | 53% | 55% | 67% | 65% | 58% | 54% |
| | 1st | 2nd | 3rd | 4th | 5th | 6th | ALL | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N Met | 3 | 8 | 6 | 12 | 11 | 7 | 47 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N Total | 14 | 15 | 11 | 18 | 17 | 12 | 87 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % | 21% | 53% | 55% | 67% | 65% | 58% | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <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> | <p>Not Met</p> | <p>46% of English learners in grades 1-6 met their Annual Typical Growth target on the Spring 2023 iReady Reading Diagnostic assessment.</p> <table border="1" data-bbox="1176 194 2005 446"> <thead> <tr> <th></th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> <th>5th</th> <th>6th</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>N Met</td> <td>9</td> <td>18</td> <td>9</td> <td>11</td> <td>1</td> <td>1</td> <td>49</td> </tr> <tr> <td>N Total</td> <td>30</td> <td>31</td> <td>15</td> <td>23</td> <td>15</td> <td>2</td> <td>106</td> </tr> <tr> <td>%</td> <td>30%</td> <td>58%</td> <td>60%</td> <td>47%</td> <td>6%</td> <td>50%</td> <td>46%</td> </tr> </tbody> </table> | | 1st | 2nd | 3rd | 4th | 5th | 6th | ALL | N Met | 9 | 18 | 9 | 11 | 1 | 1 | 49 | N Total | 30 | 31 | 15 | 23 | 15 | 2 | 106 | % | 30% | 58% | 60% | 47% | 6% | 50% | 46% |
|--|----------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-------|---|----|---|----|---|---|----|---------|----|----|----|----|----|---|-----|---|-----|-----|-----|-----|----|-----|-----|
| | 1st | 2nd | 3rd | 4th | 5th | 6th | ALL | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N Met | 9 | 18 | 9 | 11 | 1 | 1 | 49 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N Total | 30 | 31 | 15 | 23 | 15 | 2 | 106 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % | 30% | 58% | 60% | 47% | 6% | 50% | 46% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Objective(KDE 3): 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 of 90% response rate.</p> | <p>Not Met</p> | <p>Throughout SY23, Professional Development was offered to teachers on numerous occasions covering a variety of topics including our assessment platforms, Keys to Literacy, as well as co-teaching models and strategies. Workshops focused on Student Well Being occurred throughout the year looking at data and action planning for individual students as well as grade level planning. Additionally, teachers were provided “PD Choice” sessions that consisted of Restorative Justice, UDL 101 Crash Course, Co-Planning Workspace, SEL and Panorama, Increasing Student Discourse, UDL Lesson Planning, Dyslexia 101, School-Based Related Services, Data-Based Decision-Making, Mindfulness, ESL Strategies, and the Child Study Team Referral Process. 100% of PD choice survey respondents reported major takeaways for improving their teaching practice. Surveys for other PD sessions were conducted inconsistently throughout SY23 and data for this exact measure is inconclusive.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Measure: 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>Met</p> | <p>100% of teachers, coaches and facilitators met in bi-weekly meetings to examine standards and content, collaborate on barriers to learning and opportunities to overcome those barriers, as well as to evaluate and respond to data related to the specific content area.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Dissemination

| | <p>2022-23 Performance (Met/Not Met)</p> | <p>Evidence</p> |
|--|--|---|
| <p>Objective: BRCPS will share its model for social-emotional development with other schools in Massachusetts over the course of the charter term</p> | | |
| <p>Measure: Each year, BRCPS will share elements of its</p> | <p>Met</p> | <p>Student Services Leadership met with a network of other charter schools in Boston including, Academy of the Pacific Rim, KIPP, Brooke and Excel three times (December, February, April) to disseminate</p> |

| | | |
|--|-----|---|
| school counseling and social-emotional learning model with at least one Massachusetts public school/district by hosting school representatives at BRCPS. | | information and best practices around supporting students with disabilities, specifically students with more severe cognitive and emotional needs. |
| 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. | Met | Our SEL Coach attended a year long SEL leadership program with schools around the country. While collaborating with our mental health team they shared best practices and resources from our school such as the MH/SS decision tree. They created a google classroom to share said resources. The SEL leadership team met twice in person during the Summer of 2022, and monthly via zoom throughout the school year. Our MH team met weekly and were updated on the outside collaboration. |

Reach Objectives and Measures (if applicable)

| | 2022-23 Performance (Met/Not Met) | Evidence |
|--|---|---|
| Objective: The Board of Trustees will provide active oversight of the school and its academic program to ensure that BRCPS is an academic success | | |
| 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 | Met | The BRCPS Board of Trustees' Academic Achievement Committee met to review academic data and discuss the school's academic program 5 times between 7/1/22 and 6/30/23, as evidenced by committee meeting minutes. |
| Measure: 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 | Met | 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. |

Appendix B: Recruitment and Retention Plan 2023-24

Recruitment Plan

2022-23 Implementation Summary:

SWD: Recruitment efforts to increase enrollment of students with disabilities have made impacts on the student population of BRCPS. Recruitment successes include communication with public agencies that serve families with young children, and families who are experiencing challenges or crises at home. Additionally, success includes the communication of information about BRCPS down to the caseworker level within outside agencies, so those who work directly with families will increasingly include BRCPS in their recommendations and referrals for clients. Enrollment in K1 and K2 consists of many siblings of already attending students. Students are screened for their academic needs upon enrollment, which can determine if their subgroup status is re-classified. The incoming class of students is expected to meet the comparison index.

Multi Language Learners /EL: Recruitment efforts to increase enrollment of students that are multilingual learners have made impacts on the student population of BRCPS. Recruitment successes include sharing lottery information, including links to the Boston Charter Application, on our school Facebook and Instagram accounts in Spanish, Haitian Creole, Cape Verdean Creole, and Portuguese. Additionally, published social media postings during January and February 2022, leading up to the February 28th enrollment deadline were helpful in the increase in the multilingual learner population. Enrollment in K1 and K2 consists of many siblings of already attending students. Students are screened for their language needs upon enrollment, which can determine if their subgroup status is re-classified. Additionally, as students progress in the curriculum and language needs and receive FEL status, their enrollment classification can be updated. The incoming class of students is expected to meet the comparison index.

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

General Recruitment Activities for 2023-2024:

The activities we outlined from last year continued to support our general recruitment this year. The activities included general recruitment advertisements that are distributed to local newspapers, advertising on our website and social media channels as well as offering guided tours to families. A team of staff members attended the annual charter school fair in order to recruit families as well. We continued with our practice of outreach to community-based nonprofits located in the neighborhoods where our families typically live. We visited different community centers and family resource centers to share information around the robust wrap-around services the school offers for all learners.

In SY23-24, we will continue with the strategies that have worked for us this year and continue participation in the Boston Charter School Application allowing for easy access to applying to the school for families in the region. Communications on the application deadline and lottery date will go out to families of existing students so that they can share the information through word of mouth with those they know. We will work in partnership with current families to farm new ideas to adopt recruitment strategies and work collaboratively with stakeholders to identify areas for enhancements of current recruitment practices.

Recruitment Plan 2023-24 Strategies

List strategies for recruitment activities for each demographic group.

Students with Disabilities

| | |
|--|--|
| <p style="text-align: center;">(a) CHART data</p> <p>School percentage: 8.5% GNT percentage: 16.6% CI percentage: 16.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p>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. Keep our social media channels and website updated with information about the school. Guided tours of the facility to all interested families—keeping within guidelines of COVID safety protocols—this practice will resume. Visit different community centers and family resource centers sharing information and services our school offers for families of second language learners and SWD.</p> <p>Boston Renaissance will utilized the following techniques and events to ensure families are equal partners within the school community:</p> <ul style="list-style-type: none"> ● Internal Communications/Reminders ● External Communications/Reminders ● Annual Family Day ● Student-Led Conferences ● Community Events ● Special Education Parental Advisory Committee (SEPAC) ● School Tours ● Summer Camp Program |
| | <p style="text-align: center;">(c) 2023-24 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> <ul style="list-style-type: none"> ● In school year 2023-2024, BRCPS will use deliberate and specific strategies to attract and enroll students who, when compared to students in similar communities/sending district, such as special education, limited English proficiency, free and reduced lunch subgroups. BRCPS will communicate to sending districts, Boston based charter schools, and preschool/daycare centers, and early intervention centers to recruit new students from over enrollment. When holding family events, BRCPS will partner with currently enrolled families to serve as ambassadors to the school and disseminate information in community forums. By using these strategies, BRCPS will increase their enrollment within these subgroups by 5% over a five year period. |
| English Learners | |
| <p style="text-align: center;">(a) CHART data</p> <p>School percentage: 13.3% GNT percentage: 28.9% CI percentage: 28.9%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p>In an effort to increase enrollment of Multi Language learners 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 Creole, Portuguese, Chinese and Vietnamese. We will publish these social media posts throughout January and February 2023, leading up to the February 28th deadline.</p> <ul style="list-style-type: none"> ● BRCPS will host a family culture event in the Spring of 2023 and invite community partners that represent our multilingual community. ● The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. ● 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. |
| | <p align="center">(c) 2023-24 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> <ul style="list-style-type: none"> In school year 2023-2024, BRCPS will use deliberate and specific strategies to attract and enroll students who match the demographics of the sending district. BRCPS will communicate to sending districts, community cultural centers, Headstart programs, and bi-lingual daycare centers to recruit new students for enrollment. Communication will be sent out in Fall and Winter of 2023 prior to our 2024 student lottery. When holding family events, BRCPS will partner with currently enrolled families to serve as ambassadors to the school and disseminate information in community forums. By using these strategies, BRCPS will increase their enrollment within these subgroups by 5% over a five year period. |

Economically Disadvantaged/Low Income

| | |
|---|---|
| <p>(a) CHART data</p> <p>School percentage: 69.3% GNT percentage: 58.9% CI percentage: 65.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p> | <p align="center">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed.</p> |
| | <p align="center">(c) 2023-24 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><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed.</p> |
| <p><u>Students who are sub-proficient</u></p> | <p align="center">(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> N/A (Our lottery is for students entering grades K1-4, with the vast majority of enrolling students entering K1, at age 4, therefore not identified as “sub-proficient”). |
| <p><u>Students at risk of dropping out of school</u></p> | <p align="center">(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> 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 align="center">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> No additional strategies required |

Retention Plan

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-23 Retention Plan.

2022-23 Implementation Summary:

Our retention plan is a fundamental and fully integrated aspect of our model, as we always work hard to help students succeed. Our whole child approach along with our focus on family and student engagement is centered around keeping all students enrolled and minimizing student attrition. We have success 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.

| Overall Student Retention Goal | |
|---|-----|
| <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> | |
| Annual goal for student retention (percentage): | 87% |

Retention Plan 2023-24 Strategies
List strategies for retention activities for each demographic group.

Students with Disabilities

| | |
|---|---|
| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 18.2% Third Quartile: 19.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> |
| | <p style="text-align: center;">(c) 2023-24 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 checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> |

English Learners

| | |
|---|--|
| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 11.0% Third Quartile: 17.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed. Currently, we have a total of 152 ELs enrolled during the 2021-22 school year. No retention strategies needed.</p> |
| | <p style="text-align: center;">(c) 2023-24 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 checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> |

Low Income/Economically Disadvantaged

| | |
|---|---|
| <p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 13.4% Third Quartile: 20.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> |
| | <p style="text-align: center;">(c) 2023-24 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 checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> |
| <u>Students who are sub-proficient</u> | (d) Continued 2022-23 Strategies |

| | |
|--|--|
| | <p>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> <p style="text-align: center;">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Ignite! Reading Virtual 1 on 1 Tutoring: Through a grant, below grade level students will receive phonics support through targeted, systematic instruction during their independent learning time in the literacy block. This program will follow students into grade 2 to ensure they reach grade level expectations. |
| <p><u>Students at risk of dropping out of school</u></p> | <p style="text-align: center;">(e) Continued 2022-23 Strategies</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> <p style="text-align: center;">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● No additional strategies required |

Appendix C: School and Student Data Tables 2022-23

Student Demographic Information

- Student demographic information for race/ethnicity can be found on the DESE website can be found here: [Enrollment Data \(2022-23\) - Boston Renaissance Charter Public \(District\) \(04810000\)](#)
- Student demographic information for selected populations can be found on the DESE website can be found here: [Selected Population Data \(2022-23\)-Boston Renaissance Charter Public \(District\) \(04810000\)](#)

| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2022-2023 SCHOOL YEAR | |
|--|--------------------|
| Race/Ethnicity (2022-23) | % of School |
| African American | 57.6 |
| Asian | 0.0 |
| Hispanic | 37.4 |
| Native American | 0.1 |
| White | 1.3 |
| Native Hawaiian, Pacific Islander | 0.0 |
| Multi-race, non-Hispanic | 3.6 |
| <u>Selected Populations (2022-23)</u> | % of School |
| First Language not English | 24.2 |
| English Learner | 13.3 |
| Low-income | 69.3 |
| Students With Disabilities | 8.5 |
| High Needs | 76.0 |

Administrative Roster and Staff Attrition Data

| ADMINISTRATIVE ROSTER DURING THE 2022-23 SCHOOL YEAR | | | |
|---|---|------------|---|
| Name, Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
| 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 |
| Alexandra Emery, Chief Financial Officer | Manages Finance Department including budgeting and accounting, human resources, payroll. Oversees operational functioning of the school, including facility and grounds, maintenance, transportation, food service. | 7/20/21 | N/A |
| Kendra Lueken, Lower School Director | Assists in providing instructional, operational, and administrative leadership, overseeing grades K1-2. | 7/1/16 | N/A |
| Rachel Beck, Upper School Director | Assists in providing instructional, operational, and administrative leadership, overseeing grades 3-6 | 7/1/18 | N/A |
| Dwayne Veale, Director of Operations | Responsible for the non-academic operations of the school including maintenance and security of the total physical plant, remodeling and new construction, vendor contracts, and facilities supervision. Coordinates building safety throughout the school and works in collaboration with the Head of School to establish appropriate regulations, procedures, and plans to ensure safe and secure school facilities. | 7/1/17 | N/A |
| Stacia Copeland, Director of Unified Student Services | Oversees the administrative and coordination of related and supplemental services: Special Education, 504, and Health Services. | 7/1/16 | 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 |
| Jack Moynihan, Director of Development and External Relations | Oversees all fundraising related initiatives and external relations with the City, neighbors and constituents. Oversees all communications and marketing efforts related to internal and external outreach. | 7/2/20 | N/A |
| Nerlande Mintor, Human Resources Director | Plan, coordinate, and supervise the operation of the Human Resources Office, to include working with schools legal counsel on personnel matters and CFO on payroll review. Develop and implement strategic goals in recruitment, selection, induction, deployment, and performance management. | 2/22/21 | N/A |

| TEACHERS AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR | | | | |
|--|--|---|--|--------------------------|
| | Number as of the last day of the 2022-23 school year | Departures during the 2022-23 school year | Departures at the end of the school year | Reason(s) for Departure* |
| | | | | |

| | | | | |
|--------------------|-----|----|----|---|
| Teachers | 75 | 10 | 10 | 17 Resignations 3 Non Renewal |
| Other Staff | 116 | 16 | 11 | 16 Resignations 5 Non Renewal 3 Retirement 3 Termination |

Information About the Board of Trustees

| BOARD MEMBERSHIP DURING THE 2022-23 SCHOOL YEAR | | | | |
|--|------------------------------|--|-------------------------------|---|
| Name | Position on the Board | Committee affiliation(s) | Number of terms served | Length of each term (start and end date) |
| Brian Keith | Chair | Governance & Nominations, Finance | 2 | Elected to Board 11/17/17 elected to second term on 11/18/20 Elected as Chair on 5/19/21 |
| Kelly Williamson | Trustee | Governance & Nominations, Facilities | 3 | Elected to Board of Trustees on 6/16/15 Elected to a second term on 7/16/18 Elected to a third term on 1/19/22 |
| Shaumba Yandje-Dibinga | Trustee | Academic Excellence | 3 | Elected to Board of Trustees on 12/9/15 Elected to second term on 7/17/19 Elected to third term on 5/18/22 |
| Marjorie Gardner | Clerk / Staff Rep | Academic Excellence | 2 | Elected to Board of Trustees on 9/18/19 Elected as clerk 6/16/21 Elected to second term on 9/26/22 |
| Craig Engerman | Vice Chair | Facilities | 2 | Elected to the Board of Trustees on 11/14/18 Elected to second term on 5/18/22 Elected as Vice Chair on 1/18/23 |
| Kevin Cherry | Treasurer | Finance, Facilities | 1 | Elected to the Board of Trustees on 1/31/22 Elected as Treasurer on 9/21/22 |
| Rocklyn Clarke | Trustee | Facilities | 2 | Elected to the Board of Trustees on 9/18/19 Elected to second term on 9/26/22 |
| Alexandra Buckmire | Trustee, Head of School | Academic Excellence, Finance, Governance & Nominations | 2 | Elected to the Board of Trustees on 7/16/18 |
| Devin Morris | Trustee | Academic Excellence, Governance & Nominations | 1 | Elected to the Board of Trustees on 10/18/22 |

- Please insert the school's 2022-23 board of trustee and committee meeting schedules below.
 - [Board of Trustee and Committee Meeting Notices](#)

Appendix D: Additional Required Information

Facilities

Boston Renaissance Charter Public School’s location and facilities have not changed since the purchase of the 1424 Hyde Park Ave. and 8 B St, Hyde Park property in February 2020. BRCPS continues to develop plans for how the 68,000 sq. ft. property will be utilized in the coming years.

| Location | Dates of Occupancy |
|---|-------------------------|
| 1415 Hyde Park Ave. Hyde Park, MA 02136 | August 2010 – Current |
| 1424 Hyde Park Ave., 8 B St. Hyde Park, MA 02136 | February 2020 - Current |

Enrollment

| Action | 2023-24 School Year Date(s) |
|------------------------------|-----------------------------|
| Student Application Deadline | February 29, 2024 |
| Lottery | March 6, 2024 |

Appendix E: Conditions, Complaints, and Attachments 2022-23

Conditions:

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

| Efforts to Address Concerns Resulting in Conditions |
|--|
| <p>Condition 1</p> <p>By December 31, 2024, 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.</p> |
| <p>Actions taken by the school in 2022-23 to address the concern that resulted in the condition</p> <p>This academic condition was addressed in multiple ways throughout SY 22-23 as we continue our efforts to provide our scholars with a comprehensive, rigorous, and growth oriented academic experience. Actions are listed below:</p> <ul style="list-style-type: none"> ● Implemented Foundations and Heggerty Curricula in Grades K1-3 <ul style="list-style-type: none"> ○ Historical reading data highlighted the need for additional instruction in the areas of Phonemic Awareness and Phonics. Foundations and Heggarty were selected because they are evidence-based curriculums that are grounded in the Science of Reading. Both programs were also able to be utilized within the MTSS framework that we have established at BRCPS. ● Implemented Wonders <ul style="list-style-type: none"> ○ Historical reading data indicated that our core English Language Arts curriculum was not making a significant impact on students’ literature and non-fiction reading skills. Wonders reading, vocabulary and writing curriculum was implemented K2-5. These curriculums were used for our Tier 1 core instruction. ● Implemented Theme-Based Units of Study <ul style="list-style-type: none"> ○ K1 and K2 implemented developmentally appropriate, play-based units of study tied to overarching themes. They identified complex texts and science/social studies topics that allowed for cross-curricular connections to come to life through multi-sensory practices and exploration. Embedding Wonders and FOCUS texts into these units of study allowed for strengthening of vertical alignment between our earliest grade levels and will be built upon in grades 1st and 2nd for our earliest learners with the support of our DESE ● Implemented new math curricula in grades K1-6 |

- o Historial MCAS data indicated that our core math curricula was not having a significant impact on our students' achievement. We piloted two programs this year to determine what would be the best fit for our needs. Bridges in Mathematics was implemented in grades K1, 2, 3, 5, and Illustrative Math was implemented in grades K2, 1, 4, and 6. In order to facilitate vertical alignment we will be using Bridges for grades K1-5th moving forward. 6th grade will continue to use Illustrative Math.
- Increased Vertical Alignment in our Assessment Model
 - o In SY 22-23 we expanded our use of the AimswebPlus Assessment and Data Management System. The Aimsweb Math and Aimsweb Reading benchmark assessments were administered to all students in grades K2-6th three times this year in the Fall, Winter, and Spring.
 - o Expanded the use of the I-Ready Reading Diagnostic to include K2 students.
 - o AimswebPlus Assessment results were used in conjunction with additional data sources (including I-Ready) to create What I Need Intervention (WIN) Groups, which is an initiative that we began in SY 21-22 and refined in SY 22-23.
 - o Aimsweb Progress Monitoring tools were used to measure the progress of students in tier 2b and 3 in grades K2-6.
- Adjusted What I Need (WIN) Intervention Model
 - o The WIN initiative began in SY 21-22, and was further refined in SY 22-23 to meet the needs of our students. All students in grades K2-6 were assessed three times this year using I-Ready Diagnostic Assessments and AimswebPlus Benchmark assessments. Those assessments were used to create WIN groups that were organized by both Tier and focus skills. Students in grades K2-6 who fell into Tier 2b and 3 were assessed biweekly using AimswebPlus progress monitoring tools. Progress monitoring scores were reviewed at the conclusion of each six week cycle.
- Onboarded Panorama Education for Social-Emotional Learning
 - o Survey tools were used to measure students' social emotional development and growth in grades K1-6.
 - o Panorama data was used in Student Well- Being Meetings to create universal and targeted social emotional supports for students
 - o Panorama's "Playbook" and intervention tools were utilized for students requiring additional support in social emotional skills.
- Instructional Coaches
 - o In SY 22-23 four instructional coaches were utilized to support instruction in K1-6 classrooms. Instructional coaches supported co-teaching models, co-planning, lesson development, classroom management strategies, and curriculum implementation.
- Professional Development
 - o A partnership with the Boston Debate league was established to increase student voice in the classrooms.
 - o A partnership with *Calmer Choice* was established to increase the use of mindfulness with adults and students
 - o DESE Literacy Coach/Consultant - supported instructional staff with implementation of strategic literacy plan in alignment with state standards, science of reading and data needs.
 - o DESE Math Coach/Consultant - led learning walks and feedback loops with instructional staff
- UDL - Inclusive Academy
 - o SY 22-23 was our second year participating in the Inclusive Academy through DESE. The Leadership team joined a Professional Learning community to collaborate in ways to fully develop Universal Design for Learning across the school. A Graduate Program was offered to staff who were interested in learning more about UDL. UDL Learning Walks and feedback were provided from DESE consultants to inform and impact grade level team meetings and student growth.

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.

Actions taken by the school in 2022-23 to address the concern that resulted in the condition

- Quarterly meeting minutes and materials are submitted to DESE

Complaints

No complaints were received by the BRCPS Board of Trustees during school year 2022-2023.

Attachments (if applicable)

Table A

| BRCPS iReady Diagnostic Placement and Growth for SY23 by Grade Level | | | | | | | | | |
|--|-------------------------|----------------------------|------------------------|--|----------------------------|-------------------------|----------------------------|------------------------|--|
| iReady Math | | | | | iReady Reading | | | | |
| | On or Above Grade Level | Slightly Below Grade Level | Well Below Grade Level | % of students who met their Annual Growth Target | | On or Above Grade Level | Slightly Below Grade Level | Well Below Grade Level | % of students who met their Annual Growth Target |
| ALL Students Spring | 40% | 41% | 20% | 50% | ALL Students Spring | 48% | 33% | 19% | 52% |
| All Students Fall | 9% | 50% | 41% | | All Students Fall | 22% | 45% | 33% | |
| K2 Spring | 62% | 38% | | 46% | K2 Spring | 74% | 26% | | 31% |
| K2 Fall | 11% | 89% | | | K2 Fall | 25% | 75% | | |
| 1st Spring | 28% | 65% | 6% | 36% | 1st Spring | 39% | 60% | 2% | 38% |
| 1st Fall | 7% | 66% | 27% | | 1st Fall | 13% | 69% | 17% | |
| 2nd Spring | 28% | 48% | 24% | 42% | 2nd Spring | 48% | 35% | 17% | 62% |
| 2nd Fall | 6% | 46% | 49% | | 2nd Fall | 19% | 41% | 40% | |
| 3rd Spring | 50% | 32% | 18% | 54% | 3rd Spring | 62% | 21% | 18% | 59% |
| 3rd Fall | 11% | 41% | 48% | | 3rd Fall | 35% | 29% | 36% | |
| 4th Spring | 32% | 31% | 37% | 59% | 4th Spring | 34% | 37% | 29% | 65% |
| 4th Fall | 4% | 29% | 66% | | 4th Fall | 19% | 36% | 46% | |
| 5th Spring | 38% | 30% | 32% | 62% | 5th Spring | 30% | 29% | 43% | 51% |
| 5th Fall | 11% | 34% | 55% | | 5th Fall | 21% | 28% | 51% | |
| 6th Spring | 43% | 30% | 27% | 62% | 6th Spring | 41% | 15% | 44% | 66% |
| 6th Fall | 20% | 27% | 54% | | 6th Fall | 17% | 22% | 61% | |

Table B

| BRCPS iReady Diagnostic Placement and Growth for SY23 Subgroups | | | | | | | | | |
|---|-------------------------|----------------------------|------------------------|--|----------------------------|-------------------------|----------------------------|------------------------|--|
| iReady Math | | | | | iReady Reading | | | | |
| | On or Above Grade Level | Slightly Below Grade Level | Well Below Grade Level | % of students who met their Annual Growth Target | | On or Above Grade Level | Slightly Below Grade Level | Well Below Grade Level | % of students who met their Annual Growth Target |
| ALL Students Spring | 40% | 41% | 20% | 50% | ALL Students Spring | 48% | 33% | 19% | 52% |
| All Students Fall | 9% | 50% | 41% | | All Students Fall | 22% | 45% | 33% | |
| SWD Spring | 13% | 34% | 53% | 49% | SWD Spring | 16% | 30% | 54% | 55% |
| SWD Fall | 4% | 22% | 74% | | SWD Fall | 6% | 31% | 63% | |
| ELs Spring | 19% | 56% | 25% | 48% | ELs Spring | 28% | 49% | 23% | 43% |
| ELs Fall | 0% | 44% | 56% | | ELs Fall | 2% | 57% | 42% | |

Typical annual growth targets are generated by I-Ready for each student following the baseline diagnostic (Fall) This is based on the average growth of students at the same grade and baseline placement level

Table C

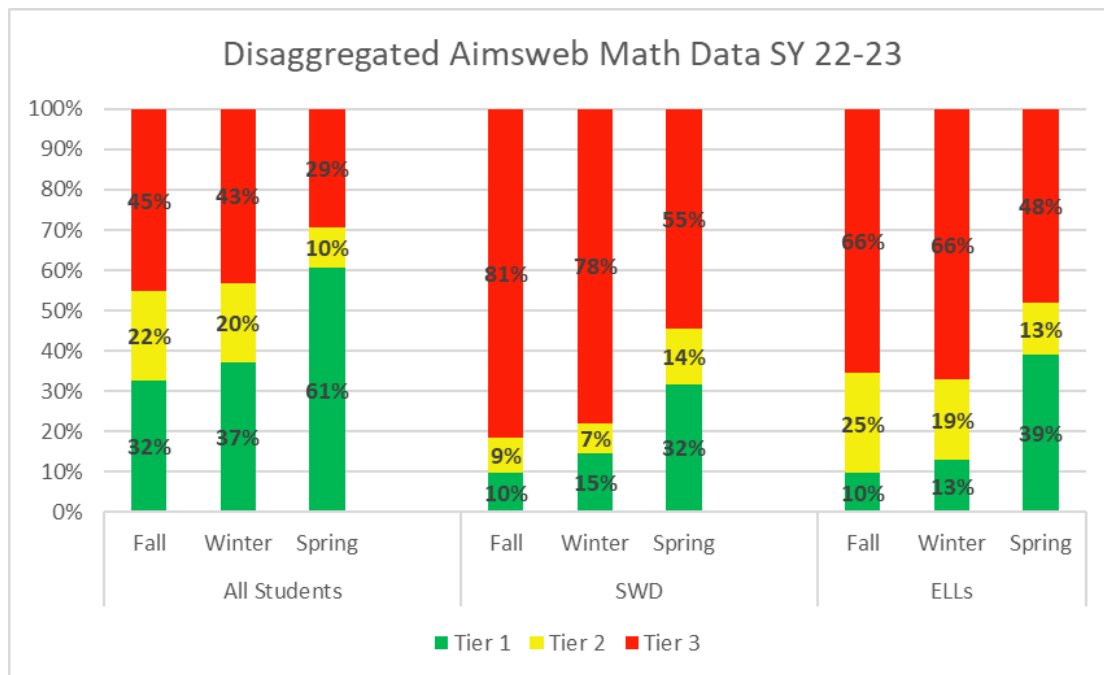
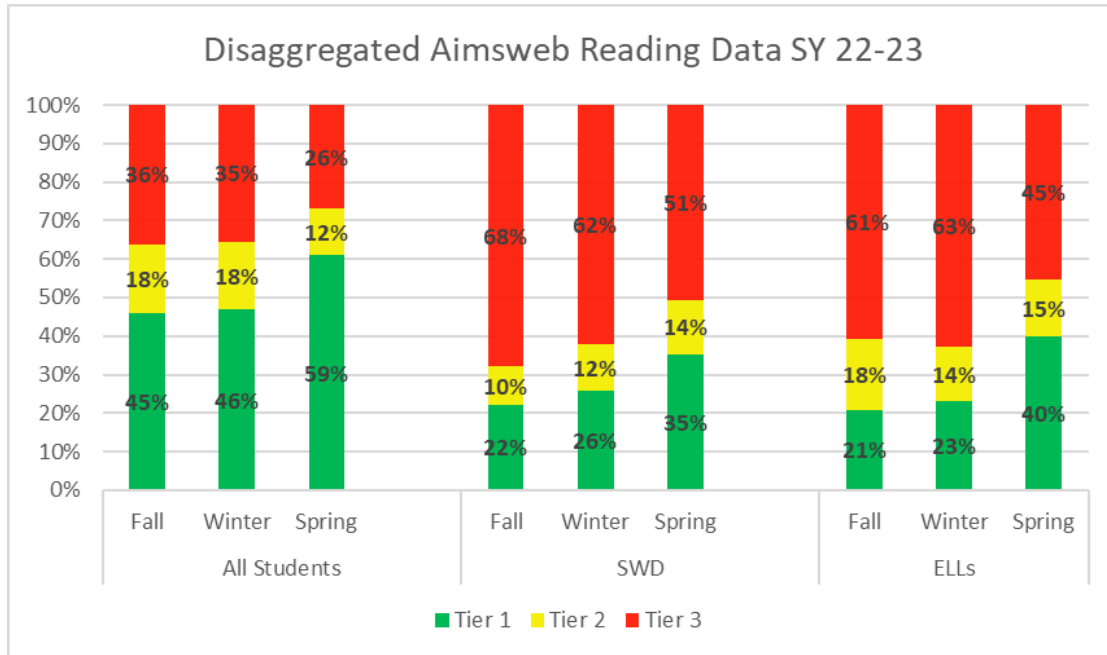


Table D



APPENDIX F: BUDGET AND FINANCE

- (1) FY23 Unaudited Statement of Revenues, Expenses and changes in Net Assets (Income Statement)
- (2) FY23 Unaudited Statement of Net Assets (balance sheet)
- (3) BRCPS FY24 School Budget
- (4) BRCPS FY24 Capital Plan