

**Annual Report
School Year 2023-2024
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

Boston Renaissance Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston
Regional or Non-Regional	Non-regional	Chartered Districts in Region	NA
Year Opened	1995	Year(s) the Charter was Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	944	Enrollment for 2023-24	937
Chartered Grade Span	PK-6	Grade Span for 2023-24	PK-6
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 2023-24	851
Number of Instructional Days during the 2023-24 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.)	7:15am– 3:00pm	Age of School as of 2023-24 School Year	29
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.			

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 support in place to nurture academic, social, emotional development.

In the fall of 2023, the implementation of Positive Behavioral Interventions and Supports (PBIS) at Boston Renaissance began its first year, focusing on aligning school-wide practices and procedures, and explicitly instructing and supporting the core values of being Safe, Respectful, and Responsible. The PBIS team has been actively monitoring the integration of Tier 1 principles and aligning school-wide behavior interventions towards full implementation. This team has convened five times this year, including two all-day sessions for data compilation, consultations with the BRCPS PD consultant, and planning for additional support.

One significant initiative launched was the adoption and implementation of KickBoard, a platform that provides consistent data, simplifies analysis, and helps in monitoring, adjusting, and proactively planning to support students' mental and behavioral needs, while also identifying staff or areas needing more support. To further support adult learning, the school is in the final year of participation in the MTSS Inclusive Academy, which includes a Universal Design for Learning (UDL) graduate course aimed at enhancing instructional support and access for all students.

A dedicated team, including the Directors of Upper School, Lower School, and Student Support, reviewed student KickBoard discipline data monthly to provide necessary support. The Leadership Team reviewed discipline data, staff survey responses, and PBIS data to develop action steps within the Strategic Plan, DEI, and School Improvement Plans. These steps address needs in adult learning, school systems, and proactive measures to prevent disruptive and extreme behaviors, with plans extending into the school year 2025 (SY25).

In line with the school's charter, there has been a commitment to expanding elective opportunities for PreK-6 students. The previous 55-minute specials have been expanded to two 40-minute specialty classes per week for grades PreK-6, and grades 3-5 now have 80 minutes of enrichment. These specialty classes include visual arts, dance, Mandarin Chinese, technology, physical education, and music. The music program features a piano lab with 30 full-size keyboards and offers violin instruction with 30 school-owned violins and ukuleles.

To further individualize and enrich the student experience, the STARTS (Stars of the Arts) program was launched in November 2023. This program offers additional enrichment to students who meet and exceed academic and behavioral expectations, focusing on individual or small group acceleration on early release days.

Overall, the implementation of PBIS, data systems and the expansion of elective opportunities demonstrate Boston Renaissance's commitment to providing a supportive and enriching educational environment. Through systematic processes, continuous data monitoring, and targeted support for both students and staff, the school aims to foster a positive school culture and meet the diverse needs of its community.

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

Boston Renaissance Charter Public School (BRCPS) maintains a robust team of intervention and support specialists, including Special Education Teachers, Reading Support Teachers, Reading Specialists, Data Coordinators, and Math Specialists. The school continually refines its structures and procedures to better identify and address student needs. Efforts have been made on multiple fronts to support students especially with disabilities (SWD) and English Learners (EL). Significant efforts have focused to identify the effectiveness of instructional practices, implementation of core curriculum, to analyze academic performance data.

A review of the SY23 MCAS results revealed slight improvements in math and reading scores, but these were below the target growth set by the Department of Elementary and Secondary Education (DESE) for SWD. EL students experienced a slight decline in performance. Disaggregated data indicated that BRCPS students performed near the state average on "selected response" questions at Depth of Knowledge (DOK) level 1. However, performance dropped significantly on more complex DOK levels and tasks requiring students to create responses or write essays. This drop was more pronounced among SWD and EL students, with proficiency rates of 13% and 24%, respectively, compared to the average 28%-31% proficiency in creating responses.

Similar trends were observed in the I-Ready tri-annual benchmarking measures for math and reading, showing specific growth gaps for students in the 1st to 20th percentile. Despite some accelerated growth in later grades, achievement gaps are evident in early grades (K1-2) and widened in upper grades. This pattern was evident in both reading and math data. Classroom walkthroughs and unit lesson plan reviews identified gaps in curriculum fidelity, scaffolded instructional support, and intervention. Observations also highlighted a sizable number of adult-centered classrooms, where students were not engaged in higher-level thinking tasks.

The SY24 review of interventions and the WIN (What I Need) block noted strengths such as a wealth of human resources, ample intervention resources, and effective benchmarking tools. However, areas for improvement included inconsistent use of digital intervention tools, insufficient training for interventions, and WIN block durations that were too short to implement interventions effectively. In the Lower School, shortened subject area time allotments and transitions caused time loss, while in the Upper School, 6-week cycles switching between reading and math interventions resulted in insufficient dosage hours for student growth. Data meetings with teachers were conducted at the end of each 6-week intervention cycle throughout the school year.

As a response to these observations a number of strategies were implemented for this year.

- **Small Group Instruction in ELA and Math:** Integrated across all grade levels to boost student engagement, provide targeted instruction, integration of UDL practices and improve the use of blended learning platforms.
- **Daily Exit Tickets in Math:** Used to identify and address standards needing further development.
- **School-wide Writing Initiative:** Launched in January using the Keys to Literacy framework, focusing on pre-writing and editing strategies, with professional development provided for high leverage writing strategies.

- **Professional Development for Writing:** Included common writing rubrics, targeted training during grade level meetings, and individualized coaching, followed by learning walks to assess writing skills across the curriculum.
- **Collaboration with Instructional Partners LLC:** To ensure fidelity in implementing Bridges Math, with learning walks to monitor rigor and pacing, and support for teachers identified through these assessments. This partnership worked with math curriculum coordinators, the Chief Academic Officer and US/LS Directors to conduct several learning walks to monitor fidelity of implementation, to ensure grade level rigor and proper pacing of instruction was occurring
- **Adjustments in Math Curriculum:** Based on MCAS data review, to cover previously unaddressed standards in grades 1-5 for better student performance in assessments.
- **Professional Development for Differentiated Instruction:** Provided to leadership, the Academic Team, math/reading specialists, and teachers on using I-Ready and Aimsweb for effective small group instruction.

Our continued efforts to improve academic gains for all students identified achievement gaps in students below the 40th percentile on I-Ready data, especially in grades K2-2. To address these gaps, the SY25 master schedule includes 60 minutes of small group intervention time for reading and 30 minutes for math in the Lower School, emphasizing early intervention. In the Upper School, a dedicated 30-minute daily intervention blocks for math and reading will be implemented to close learning gaps. To ensure better accountability of intervention gains, an intervention menu is being developed for SY25 to identify recommended interventions, time allotments, and Standard Operating Procedures (SOP) to ensure fidelity and consistent implementation. Data monitoring meetings will follow a more defined protocol, focusing on ensuring that students with strategic or intensive needs receive necessary interventions. An Academic Support Team (AST) (consisting of reading/math specialists, Directors/Chief Academic Officer (CAO), special education, and curriculum coordinators) will support classroom teachers during monthly data meetings. This team will help monitor achievement data, make instructional recommendations to enhance intervention effectiveness and assist the creation of action plans.

Overall, BRCPS's efforts demonstrate a commitment to addressing the diverse needs of its students through refined intervention and support structures, targeted instruction, and systematic data monitoring. These strategies aim to close achievement gaps and ensure all students can succeed academically.

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

BRCPS annually welcomes new teachers with varying levels of experience and instructional knowledge. To effectively tailor professional development (PD), Directors conduct annual surveys to assess teachers' needs and wants. Additionally, the leadership team held focus groups to gather staff feedback on the effectiveness of current and past PD and identify areas for improvement. During initial evaluation meetings, teachers and supervisors set individual Personal Growth Goals (PGG) during vision-setting conferences to personalize teacher development.

Recognizing the importance of successful onboarding, BRCPS has developed a mentoring and New Teacher Orientation (NTO) program over the years. To address needs expressed in focus groups and feedback surveys, BRCPS is redesigning the NTO and mentoring processes to mirror many of the DESE's components. Effective staff members are identified to mentor new teachers, ensuring their smooth integration into the school's environment and enhancing their development with monthly meetings and specific areas of development for new teachers.

BRCPS has intensified efforts to cultivate internal learning and harness the talents of its instructional staff, focusing on professional development (PD) and collaboration. This initiative, which began this year, will expand in SY25. Bimonthly PD sessions are held on early release days, delivered by instructional coaches, curriculum coordinators, and lead teachers. Internal learning walks help build a collective understanding of effective instruction and identify strong teaching practices.

Best practices shared internally cover lesson planning, differentiation, co-teaching, social-emotional development, and other instructional areas. Curriculum Coordinators and Instructional Coaches provide specific feedback from classroom observations, ensuring alignment and support through coaching cycles. This will be enhanced by Professional Learning Communities (PLCs) in SY25.

BRCPS has five Curriculum Coordinators (two for ELA, two for Math, and one for Science) who support grade levels and individual teachers with curriculum implementation, PD, and instructional planning. They model effective curriculum practices and collaborate with math and reading specialists to design interventions for students needing extra support.

Lead Teachers act as liaisons for their grade level teams, facilitating curriculum implementation and promoting best practices in bi-monthly content meetings. They assist with student well-being and data review meetings and advocate for their teams in bi-monthly Instructional Leadership Team (ILT) meetings. Lead Teachers also help design PD and implement curricular materials. They identify strong and struggling teachers within their teams, taking leadership roles in team meetings and lesson planning. This collaboration includes working closely with administrators and sometimes observing instruction from coaches and facilitators. Non-evaluative peer and group observations foster a culture of collaboration, high expectations, and professional growth.

To better track and plan for PD needs, BRCPS will adopt PowerSchool’s Professional Learning platform in SY25. This platform offers a series of PD courses and allows the academic team and directors to design differentiated PD aligned with licensure renewal and school improvement goals. It integrates with the evaluation program, Perform, enabling leadership evaluators to assign specific PD areas to teachers for performance improvement.

Key Design Element #3 at BRCPS emphasizes professional development and support for teachers through annual surveys, focus groups, mentoring programs, and structured PD opportunities. Curriculum Coordinators, Instructional Coaches, and Lead Teachers play pivotal roles in curriculum implementation, fostering collaboration, and sharing best practices. PowerSchool’s Professional Learning platform enhances the ability to provide targeted and effective PD, ensuring continuous growth and improvement in teaching practices.

Amendments to Charter

Not applicable; no charter amendments were requested in SY23-24.

Criterion 2: Access and Equity

Student Demographic Information

Enrollment by Race/Ethnicity (2023-2024)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	55.9%
Asian	0.0%
Hispanic	39.1%
Native American	0.0%
White	1.6%
Native Hawaiian, Pacific Islander	0.0%
Multi-Race, Non-Hispanic	3.4%

Selected Populations (2023-24)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	27.2%
English Language Learner	16.0%
Low-income	71.7%
Students with Disabilities	9.3%
High Needs	78.8%

2022-23 Student Discipline Data Report

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	978	58	3.4%	4.4%	0%

English Learner	135	4	0%	0%	0%
Low Income	715	49	4.1%	5.0%	0%
Students with Disabilities	128	24	10.2%	14.8%	0%
High Needs	784	51	3.8%	4.8%	0%
Female	520	13	1.7%	1.7%	0%
Male	458	45	5.2%	7.4%	0%
American Indian or Alaska Native	1	0	0%	0%	0%
Asian	0	0	0%	0%	0%
African American/Black	555	38	4.3%	4.9%	0%
Hispanic/Latino	371	14	2.2%	2.7%	0%
Multi-race, Non-Hispanic/Latino	38	6	2.6%	15.8%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
White	13	0	0%	0%	0%

Boston Renaissance has prioritized alternatives to suspension and implemented strategies to reduce suspensions. BRCPS ensures physical safety through proactive Universal Design for Learning (UDL) practices, promoting equitable and culturally proficient communication. With funds from the Playful Learning Grant, the school provided a sensory room and calm spaces in all classrooms which aid in fostering independent self-regulation skills and mindfulness, contributing to academic achievement. Social-emotional safety is supported through practices such as the Second Step curriculum for social-emotional learning, aligned with CASEL standards. The Mental Health Team offers tiered support: grade-level curriculum at tier 1, presentations and voluntary counseling at tier 2, and individualized counseling at tier 3. BRCPS also collaborates with Cartwheel Care and Home for Little Wanderers for additional mental health services.

In SY23-24, BRCPS implemented the PBIS framework to ensure behavioral and academic success for all students. PBIS uses a multi-tiered system of support to address the varying needs of all students. This school year focused on implementing Tier 1 universal interventions to provide teaching behavioral expectations, establishing school-wide expectations, and creating a positive school culture for all students to promote positive behavior and prevent issues. Consistency and fidelity in implementing PBIS practices are crucial for its success. Clear expectations and staff training were provided at the beginning and middle of the year to establish common expectations and to teach PBIS strategies. To support data based decision making school leadership felt compelled to identify a behavior management platform. Ultimately, PowerSchool's Kickboard platform was selected and implemented in the fall of 2023. This platform has improved our ability to systematically track data, ensure consistency and to provide a quicker way to track and respond to behavior referrals, mental health needs, discipline, and suspension data. A team reviews this data monthly and consists of the school and student services directors, members of the student support team and data coordinators.

Our student support and mental health team continues to be trained in de-escalation through CPI (Crisis Prevention Intervention), identify preventative strategies and collaborate with the mental health team for student safety planning. In addition, the PBIS team met quarterly to monitor data and provide support as needed and has conducted two walk-throughs to collect data on the implementation of tier 1 practices in classrooms and common areas. Regular monthly meetings attended by the Mental Health team, Student Support, and administrators focus on monitoring and addressing disciplinary disparities, particularly for students with disabilities. Disaggregated discipline data and the circumstances surrounding all disciplinary actions are reviewed during these meetings. While these initiatives have shown success with general education students, our students with disabilities have had an increased number of suspensions in the years since the school was virtual due to covid. The behaviors exhibited have been more frequent and more significant level 3 behaviors.

One challenge that appeared was our ability to provide systematic support through the early implementation phases due to staffing vacancies. This impacted our ability to conduct regular monitoring, coaching, and support to maintain fidelity and address any implementation challenges. The school is committed to integrating PBIS, evidence-based SEL programming, and Restorative Practices into its Multi-Tiered System of Supports (MTSS). Adjustments were made mid-year to ensure leadership from the upper and lower schools were included in meetings as challenges surfaced with feedback loops between the PBIS committee, Student Support, Student Services and School Directors to gather input from teachers, students, and families to refine practices and ensure the implementation of tiered behavioral support meets the needs of all stakeholders. Staff focus groups have provided insight that instructional staff desire more professional development to proactively identify and prevent escalations in student behaviors and to have more skills to de-escalate behaviors.

From these meetings we have identified some specific steps to improve student outcomes and communication between departments for SY25.

- Providing additional adult education on SEL practices. Integrating the new program Reframing Behavior from CPI. This program helps staff understand the neuroscience behind behaviors, reframing perspectives, improving relationships with students, and identifying behavior causes.
- Improved New Teacher Orientation (NTO) and mentoring process to improve classroom cultures to ensure a safe and supportive learning for all students.
- Re-implementation of Second Step with fidelity with a dedicated 20-minute daily instructional block for SEL instruction.
- Establish improved communication protocols between Students Services and Student Supports to be more proactive utilizing Kickboard data.
- In year two of PBIS, we will focus on creating systematic practices for behavior management, discipline, and restorative practices for all students at tier 1 and will retrain staff in effective behavior management strategies and discipline practices.
- Our PBIS team, and school, will utilize 40 hours of professional development to further our efforts with PBIS Tier 1 support and the expansion into Tier 2 and 3 PBIS supports aimed at reducing out-of-school suspensions.
- BRCPS plans to create systematic practices for students needing tier 2 and tier 3 support in order to ensure consistency in staff practices across tiers and promote equitable decision making around student interventions as outlined by 37H ¾, which will in turn reduce discipline rates for all students and enhance instructional time in order to improve student academic outcomes.

BRCPS plans to improve academic outcomes and the reduction of suspension rates by focusing on the development of systematic interventions to reduce the progression of repeated behaviors, the integration of targeted instruction of coping strategies and replacement behaviors and a more robust system of restorative practices and the synthesis of behavior safety plans.

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
Display and talks on arts at BRCPS. Visual/Media Arts Stop Motion, Animation, Dance, Choreography presentation. Voices of Renaissance Choir Performance.	Featured program at Arts Learning Annual Champions of Arts Education Advocacy Awards Ceremony event with performances, presentation and conferring with colleagues. Visual/Media arts presentation and talk on process of stop motion video creation and mentoring partnership between Upper and Lower School Students.	John Provenzano, Visual Art Teacher, BRCPS April Shepard Chniouli, Director of Visual and Performing Arts, BRCPS David-Christopher James, Music Specialist and Assistant Voices of Renaissance Choir Director, BRCPS Sasha White, Voices of Renaissance Choir Director, BRCPS	Tony Beatrice, Executive Director for Arts at Boston Public Schools. Nicole Smith, Theatre/Drama Specialist, Charles Sumner Elementary, Boston Public Schools	A burgeoning relationship for arts partnerships and future opportunities for teacher exchanges specifically with the Edison K-8 is now in initial stages of development.

MTSS practices & support of differentiated instruction based on UDL practices	Two virtual and three in-person collaboration sessions in which participants conducted classroom walk throughs, shared impactful practices and helped to identify gaps and solutions to better support students.	CAO, David Conrady, Sushanna Smith Child Find Coordinator, Hanna Stuart-shor classroom teacher	BPS - Eliot Innovation School, Rafael Hernandez, Boston Catholic, Boston Conservatory Lab,	PLC Participants learned impactful practices, problem solving solutions and were able to collaborate around common practices.
Substantially Separate support	Match special education director and substantially separate teacher	Stacia Copeland- Director of Student Services BRCPS Sarah O'Connor- Assistant Director of Student Services BRCPS	Match Community Day Charter is implementing a substantially separate classroom starting in SY25, they observed BRCPS's current substantially separate programs and teachers best practices.	Match is looking to establish substantially separate programs to model their new classroom model off of. BRCPS shares best practices and protocols for SWD in those settings.
Special education models and ESL, co-teaching and planning/grading for SWD	Match Charter School visited BRCPS to observe ESL, inclusion, resource room, and substantially separate settings	Stacia Copeland- Director of Student Services BRCPS Sarah O'Connor- Assistant Director of Student Services BRCPS Shelby Galvin- ESL coordinator	BRCPS Student Services Department Leadership disseminated information to Match Charter School Network Special EL leadership	Match charter reflected after their visit that they learned new insights around the special education co-teaching model, as well as best practices for instruction and grading of students with disabilities and multilingual learners.

Academic Programs Success

Criterion 5: Student Performance

2023 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 provide 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 1:1 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 measures students' skills in the following domains: Phonological Awareness, Phonics, High Frequency Words, Vocabulary (K-12), and Reading Comprehension both for literature and informational texts.

Grades K, 1, 2, and 6 at least doubled the percentage of students who scored on or above grade level for their overall placement between Fall 2023 and Spring 2024. Grades 3 and 4 experienced a 16% increase, and Grade 5

experienced a 14% increase. The highest percentage of growth on this data point was Grade K2, growing from 19% of students on or above grade level in the Fall to 62% of students on or above grade level in the Spring.

In looking at the overall placement for Students With Disabilities, this subgroup grew from 1% 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 who fell into the Well Below Grade Level category decreased from 72% in the Fall to 53% in the Spring. The highest percentage of growth on this data point was Grade K2, growing from 0% of students on or above grade level in the Fall to 33% of students on or above grade level in the Spring.

In looking at the overall placement for Multilingual Learners, this subgroup grew from 5% of students on or above grade level in the Fall to 24% of students on or above grade level in the Spring. The percentage of students who fell into the Well Below Grade Level category decreased from 52% in the Fall to 29% in the Spring. The highest percentage of growth on this data point was Grade K2, growing from 7% of students on or above grade level in the Fall to 46% of students on or above grade level in the Spring.

The domain that saw the most growth was Phonics. The percentage of students on or above grade level grew from 43% in the Fall to 65% in the Spring. The domain that had the largest decrease in students in the Well Below Average category was Informational Text: Comprehension, with 41% of students testing into the Well Below Average category in the Fall and 26% testing into the Well Below Average category in the Spring.

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.

All grade levels, with the exception of Grade 5, at least tripled the percentage of students at or above grade level. 5th Grade more than doubled the percentage of students on or above grade level, going from 13% of students at or above grade level in Fall to 43% of students in the Spring. The highest percentage of growth on this data point was K2, growing from 11% of students on or above grade level in the Fall to 58% of students on or above grade level in the Spring.

In looking at the overall placement for Students With Disabilities, this subgroup grew from 3% 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 who fell into the Well Below Grade Level category decreased from 67% in the Fall to 55% in the Spring. The highest percentage of growth on this data point was Grade K2, growing from 0% of students on or above grade level in the Fall to 42% of students on or above grade level in the Spring.

In looking at the overall placement for Multilingual Learners, this subgroup grew from 1% 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 who fell into the Well Below Grade Level category decreased from 57% in the Fall to 33% in the Spring. The highest percentage of growth on this data point was Grade K2, growing from 4% of students on or above grade level in the Fall to 42% of students on or above grade level in the Spring.

The domain that saw the most growth was Numbers and Operations. The percentage of students on or above grade level grew from 13% in the Fall to 40% in the Spring. The domain that had the largest decrease in students in the Well Below Average category was Geometry, with 44% of students testing into the Well Below Average category in the Fall and 22% testing into the Well Below Average category in the Spring.

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 increase from 37% in the Fall to 57% in the Spring. In our Students With Disabilities subgroup, we saw the number of students in Tier 1 increase from 14% in the Fall to 34% in the Spring. The percentage of students in our Multilingual learners subgroup grew from 10% of MLs testing into Tier 1 in the Fall, to 24% testing into Tier 1 in the Spring. The

mean Student Growth Percentile from Fall to Spring for each grade level cohort fell into the Average range, with the largest percentage of growth being seen in Grade 6, which had a mean SGP of 61. While there is ongoing work to be done to decrease the number of students scoring within the Tier 3 range, our SGPs demonstrate tremendous growth during SY24.

AimswebPlus Reading Benchmark (Table D): The AimswebPlus 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, we saw the number of students in Tier 1 for Reading increase from 44% of students in the Fall, to 57% of students in the Spring. In our Students With Disabilities subgroup we saw the number of Tier 1 students increase from 24% in the Fall to 28% in the Spring. In our Multilingual Learner subgroup, the number of Tier 1 students increased from 21% in the Fall, to 33% in the Spring. The mean Student Growth Percentile from Fall to Spring for each grade level cohort fell into the Average range, with the largest percentage of growth being seen in Grade 6, which had a mean SGP of 72. While there is ongoing work to be done to decrease the number of students scoring within the Tier 3 range, our SGPs demonstrate tremendous growth during SY24.

Criterion 6: Program Delivery Academic Program

BRCPS began this academic year with a focus on two key priority areas: targeted data collection for tiered instruction and the systematic instruction of the writing process. We prioritized analyzing our data for trends and used this data to begin WIN cycles with tiered instruction for our students. Additionally, BRCPS adopted new curricula this year which allowed us to focus on solidifying high quality Tier 1 instruction for all learners in math.

Our analysis of the most recent MCAS results in math and reading, when disaggregated, indicated there were discrepancies in assessment questions in which students were asked to create a response versus selecting a response. Additionally, when questions were assessed above the DOK 1 level our students performed at much lower proficiency rates. This trend was seen in reading, math, and science assessments. The decrease in scores from average student to SWD and EL was particularly evident when asked to create a writing response. The review of SY23 MCAS scores identified a significant gap in the scores in which students are asked to write or construct a response; up to 40-point gaps. This was a significant, and large, gap for SWD and our EL students. As a response, BRCPS integrated a writing initiative to focus on defining school-wide practices and support for all learners using the Keys to Literacy framework.

Other factors observed in the analysis of MCAS math data found gaps between the assessed versus the taught standards. Our math curriculum team identified 5 math standards that were assessed but not taught for mastery in grades 3-5. Thus, we have made adjustments to include these specific standards within the instructions objectives in SY24 with our new math curriculum, Bridges.

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 planning time for teams to unwrap HQIM curriculum, develop lesson plans and analyze data to ensure all learners receive the core grade level instruction. To increase the focus on improving academic performance, we adopted Performance Matters in SY23 as a data management tool to house and better use long and short-term data to make instructional decisions. We continued to expand upon its use to house and teach instructional staff on how to better utilize its functionality to improve instruction. Through the continued partnership of our consultants, BRCPS offered a graduate level course on UDL (Universal Design for Learning) to help provide accessibility to the curriculum for all students and Keys to Literacy to support our needs to improve reading comprehension and the writing process.

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 SY24 we leveraged the MTSS

framework to maximize small group instruction to increase student engagement. Curriculum Coordinators, Instructional Coaches and Lead Teachers worked with grade level teams to provide students with more engagement and provide more small group and one-on-one instructional formats to meet their needs. Educators and leaders utilized a range of student assessments, such as weekly checks, daily exit tickets or other ways to check for understanding 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

BRCPS conducted a comprehensive evaluation of its curriculum to ensure it supports our desired student achievement objectives. Much effort was put into evaluating that the adopted curriculum was utilized to support the rigor, pacing and intended instructional goals to ensure student grade level growth and meet DESE's HQIM standards.

- **ELA** - Wonders 2020 is utilized for grades K2-5, with an overall alignment between both lower and upper schools with some aspects of Focus theme-based units integrated in grade K1 & K2. As a tier 2 support, Heggerty and Wilson FUNdations are used as interventions for phonemic awareness and phonics in K2 - 3. Wilson's Just Words is used in grades 4 & 5. Additional components of the Wilson Reading System are used for a tier 3 reading intervention.
- **Math** - BRCPS also underwent a decision to identify more responsive and rigorous math programs for grade K1 -6. After piloting two curricula in SY23, Bridges Math and Illustrative Math, a committee chose Bridges Math for K1-5 and Illustrative Math for grade 6 for SY24. These selections best fit our students' needs and provided the necessary rigor for our students. The implementation of Bridges Math has been done with the collaboration with DESE and Instruction Partners, LLC to ensure fidelity. A two-year grant was secured for Mind Research's ST Math for grades K 2-2 to support the mastery of grade level math standards. ST Math will be expanded for SY 25 to include grades 3-5, while IXL will continue to be used at the 6th grade level.
- **Science** - In SY23, Project Lead the Way was adopted for grades 3-5, Open SciEd for Grade 6, and Mystery Science for grades K-2. These curricula continue to be in place.
- **Prekindergarten** - Utilizes Focus, a thematic-based curriculum emphasizing oral language and vocabulary development since SY23. In SY24, Pre-K implemented Bridges Math as the core curriculum.

In SY24, BRCPS made some organizational changes to further help increase student outcomes and align district initiatives. The addition of the Chief Academic Officer role to oversee Curriculum Coordinators, Instructional Coaches and Data Assessment Coordinators as well as the health and alignment of our academic programming.

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 provided common planning time with their grade level teams and co-teachers if appropriate. Within these content meetings either led by the subject area coordinator or lead teachers, teams work together to fine tune lessons to meet the needs of their students. K1/K2 classrooms have a teacher and a full day paraprofessional who collaborate to deliver instruction throughout the day. First and second are self-contained, third through fifth grade is departmentalized with paired classrooms. Each grade level consists of an ELA/Social Studies teacher paired with a Math/Science teacher. To provide additional support to classrooms, reading and math specialists push into each classroom. In classrooms that contain students with an IEP, a special education teacher co-teaches with the general education teacher. Sixth grade continues to be a middle school model where there is one teacher for each content area: ELA, math, science, and social studies. This team co-teaches with a special education teacher, reading and math specialists.

We have increased our use of internal learning walks to build a collective understanding of highly effective instruction; and administrators are observing classrooms and identifying individual teachers' strengths and creative practices. With these efforts, we are leveraging strong practices seen in individual classrooms to build capacity within and across grade levels. Our Curriculum Coordinators and Instructional Coaches provide specific feedback from classroom observations to check for alignment and coaching cycles.

Tri-annual benchmarking data and progress monitoring data is analyzed to make instructional decisions that provide students with differentiated support for core content. Instructional staff utilize blended and targeted interventions, such as Lexia Core 5, I-Ready, ST Math, Bridges Intervention and IXL to support student

acceleration. In Literacy, progress monitoring data provides evidence for improved performance utilizing tools such as Foundations, Heggerty, i-Ready Teacher Toolbox, Ignite Tutoring, and Lexia Core 5.

Assessments

BRCPS teachers administer a full battery of evidence-based assessments on regular cycles throughout the school year as part of our commitment to the MTSS framework. Assessment data is evaluated on an ongoing basis by teachers, specialists, curriculum coordinators, administrators, and stakeholders. 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. Assessment data is then examined by unit and by standard so that any areas of weakness may be remediated, and any areas of strength may be extended. Data for curriculum-based assessments is housed on Performance Matters, an assessment platform and data warehouse that not only allows us to build, launch, and grade assessments, but also provides a holistic view of each student in our district, with the ability to display academic progress, conduct, and attendance side by side.

Support for All Learners

At BRCPS, it remains a top priority to continuously evaluate and adjust our practices to ensure we are effectively educating and supporting all learners. This past year, we enhanced our multi-tiered systems of support and adopted/piloted high-quality curricula to strengthen our Tier 1 instruction. We strategically used data to form dynamic Tier 2 and 3 intervention groups for math and literacy, focusing on closing gaps and fostering significant growth. These groups met during the additional WIN block, scheduled daily for K2-6 students.

Our model also emphasizes push-in support services during core content blocks to promote equity and access. Special education teachers, EL teachers, math specialists, and reading specialists collaborate with students during whole group instruction and pull small groups within classrooms.

All 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 not expected to make adequate progress are placed on an English Learner Success Plan with individualized language goals.

BRCPS is committed to supporting all learners and their families by providing translation and interpretation services whenever needed. To maximize family participation, all newsletters, documents and information from the school is accessible in all languages for families or is made available in the language of need.

After School Accelerated Learning Program

Providing additional support to some of our most needed students is central to the after school program. We were able to run both an ELA/Reading and Math focused program targeted at closing achievement gaps for 73 students (35 in math and 38 in ELA). We were able to provide targeted literacy and math instruction utilizing our own highly-qualified staff. Staff included four special education teachers, ELL coordinator, and two general education teachers. All staff members assisting with this program have SEI endorsements to meet the needs of our ELL students. We did have constraints on finding qualified teachers due to other commitments; however, the teachers providing instruction generally show the most growth among their colleagues.

The math program included 38 students in grades 3-5 that were identified by grade level teams as students that could benefit from a double-dose of support in math intervention. Utilizing components of our current tier 2 and 3 interventions, I-Ready Teacher Toolbox and Bridges Intervention, teachers provided activities and instruction that was hands-on and provided a great deal of student participation. There was an attendance rate of over 90%. For math, nine math standards were identified to target for instruction based on student MCAS results. Pre/post test data showed an improvement of 34% (on 100 pt scale) in the nine identified standards. Students also grew by 25% (on a 100 pt scale) in fluency on mathematical operations. Using AimsWeb data, 75% of the students made progress above expectations with 40% of the students achieving the year-end growth early; thus accelerating their overall learning.

For Literacy, 35 students participated in this program in grades 3-5. Like math, there was a high rate of attendance for this program which averaged an 87% attendance rate; 19 students had perfect attendance. To track progress, provide a more timely way to track progress and growth within the program dates we utilized CBM (Curriculum-Based Measures) to identify pre/post growth and progress monitoring throughout the length of the program. In addition, several students have weekly or bi-weekly progress monitoring using AimsWeb. For Literacy, eight Literacy standards were identified to target from SY23 MCAS data. Pre/post test data showed an

improvement of 82%; with four literacy standards having 100% mastery. Using AimsWeb data, 90% of the students made progress above expectations with 25% of the students achieving the year-end growth early; thus accelerating their overall learning.

Efforts Made to Accelerate Learning During The 2023-2024 school year:

During the school year SY24 there was a comprehensive plan to accelerate student learning. We utilized Aimsweb and IReady schoolwide 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 gains for student data and allowed for systematic, accelerated achievement that will continue next year as well. This included the first year of Bridges Math and the inclusion of small group differentiated instruction in ELA. Continued training on how to utilize the data points from I-Ready, Aimsweb and ST Math have provided staff the knowledge of how to better understand data, how to use it for instructional decisions and to provide better differentiation for emerging skills. Our I-Ready End-of-year data shows students in the 60th percentile or higher grew on average 142% in their math scores. In ELA, similar I-Ready data shows students in the same percentile bands growing 174% on their EOY reading. BRCPS utilized blended learning platforms such as ST Math, IXL and I-Ready to provide differentiated instructional support for students. This year staff have learned how to better understand and utilize student achievement data to identify gaps that may exist. Such a gap became evident when reviewing mid-year and End-of-year I-Ready data. While our above average students showed exceptional growth, our lowest learning in the 25th percentile and below did not. Extensive efforts, professional development and accountability systems will be put in place for SY25 to ensure growth for this set of students.

Acceleration strategies in SY25 will include:

BRCPS will integrate the following strategies for the SY25 school year:

Access for students to be able to accelerate in their learning opportunities go beyond what we ask of students. Acceleration is also made possible by ensuring students are provided with highly-effective instruction, the ability to access support when needed and by ensuring systems are in place to ensure students are progressing to reach their potential.

- For SY25, there will be a focus on solid tier 1 instructional practices and routines, improved fidelity to our Wonders 2020 core curriculum, implementation with fidelity of Second Step to support our SEL needs, and a significant use of resources to provide many of the staff with professional development through *Research for Better Teaching's* Skillful Teacher course.
- Changes to the master schedule will provide an 85-minute collaboration period twice per week to allow the development of Professional Learning Communities (PLCs) to focus on student achievement data and expand discussions that will focus on effective instructional strategies, pedagogy and differentiation for small groups, especially for students with strategic or intensive needs.
- Additionally, instructional minutes devoted to early intervention for reading have been expanded to address, eliminate and close early reading gaps in grades K2- 2. Evaluation of Cohort IReady reading data has shown academic gaps beginning in kindergarten through 1st grade and not closing. We hope the additional time will provide a double dose of intervention and acceleration to our youngest learners.
- Through survey and focus group meetings this year (SY24) the NTO will be expanded to five days, which will focus on key aspects of effective practices, review of curriculum and immediate coaching support to ensure new staff are connected to the community, competent to set up supportive classrooms, confident to implement the curriculum and be equipped to provide tiered support. Ongoing support will be provided throughout the year through our new mentoring process designed to follow the DESE recommended system.
- To ensure better gains are made from interventions a formal MTSS/WIN Manual is being developed for SY25. Our model of MTSS is based on the MTSS diamond. This model differs because beyond tiers 1-3 there is also an emphasis on tier 1+ (students above grade level). This guidebook will identify the recommended practices, procedures and interventions, outline the needed time allotment, and the creation of Standard Operating Procedures (SOP) to ensure fidelity to the time, fit and dose is consistent according to the intervention manuals.
- Data monitoring meetings will follow a more defined protocol and focus on ensuring students with strategic or intensive needs get the needed interventions by providing more support to classroom teachers by utilizing our new Academic Support Team (AST). This group consists of reading/math specialists, Directors/CAO, special education, and curriculum coordinators to create action plans. This team will provide additional support

directly to classroom teachers, to help monitor achievement data, and make recommendations for actionable plans for instruction and monitoring interventions. Thus, holding staff accountable for student progress.

- Implementation of evidence-based interventions such as Lexia Core 5 for reading and Bridges Intervention for math, as well as the I-Ready “My Path” to provide AI adaptable access for students. Continuance of 1 on 1 virtual tutoring with Ignite for first and second grade students reading below grade level through the One8 Foundation.
- To minimize learning loss during the summer of SY24, BRCPS is utilizing ESSER funding to host a virtual learning program that will focus on increasing student literacy skills utilizing an evidence based adaptive program with students. Rising 1st, 2nd and 3rd grade students that are below the 25th percentile. Highly qualified teachers will work with students 1:1 virtually for 30 minutes each week focusing on emerging skills and to progress monitor students. To support vocabulary development and fluency, at-home book kits will be provided to students to engage families in the reading process. Not only will virtual teachers work with students, but they will also meet weekly with families to inform them on student growth, how to help their child continue to improve reading skills and introduce parents to the science of reading research.

Organizational Viability

Criterion 10: Finance

Budget and Finance

- Unaudited FY24 statement of revenues, expenses, and changes in net assets (income statement) is attached to this report, Appendix F.
- Unaudited FY24 statement of net assets (balance sheet) is attached to this report, Appendix F.
- The BRCPS school budget for FY25, approved by vote of the Board of Trustees on 03/20/2024 is attached to this report, Appendix F.
- The BRCPS capital plan for FY25 is attached to this report, Appendix F.

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	944
Number of students upon which FY25 budget tuition line is based	944
Number of expected students for FY25 first day of school	944
Please explain any variances: <i>[Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year for 5-10 fewer students than expected. We exhausted our waitlist earlier than anticipated and need to implement a subsequent application cycle.]</i>	

Appendix A: Accountability Plan - School Year 2023-2024

Faithfulness to Charter

	2023- 2024 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	Not Met	50% of students in grades K2-6 met their annual growth targets in ELA. 44% of students in grades K2-6 met their annual growth targets 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	2023-24: 31 teachers took the SEL pre-survey and 45 teachers took the SEL post-survey. 22% of teachers who responded to both the Pre and Post surveys reported an increase of 30% on their self-assessment scores based on their PD or targeted coaching sessions. .																																
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	The WIN block was incorporated into the K-6 schedule to offer students personalized interventions, academic enrichment, and advanced learning opportunities. Instruction was driven by benchmark data from the Aimsweb and iReady platforms, as well as unit exit tickets. This method is supported by our MTSS documents, which outline the tiered transition points for student support.																																
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, 46% of Students With Disabilities in grades 1-6 met their Typical Growth Target. <table border="1" data-bbox="1199 1081 1982 1346"> <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><i>N</i> Met</td> <td>1</td> <td>4</td> <td>8</td> <td>2</td> <td>6</td> <td>10</td> <td>31</td> </tr> <tr> <td><i>N</i> Total</td> <td>9</td> <td>12</td> <td>16</td> <td>7</td> <td>10</td> <td>13</td> <td>67</td> </tr> <tr> <td>%</td> <td>11%</td> <td>36%</td> <td>47%</td> <td>29%</td> <td>60%</td> <td>77%</td> <td>46%</td> </tr> </tbody> </table>		1st	2nd	3rd	4th	5th	6th	ALL	<i>N</i> Met	1	4	8	2	6	10	31	<i>N</i> Total	9	12	16	7	10	13	67	%	11%	36%	47%	29%	60%	77%	46%
	1st	2nd	3rd	4th	5th	6th	ALL																											
<i>N</i> Met	1	4	8	2	6	10	31																											
<i>N</i> Total	9	12	16	7	10	13	67																											
%	11%	36%	47%	29%	60%	77%	46%																											

<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>48% of English Learners in grades 1-6 met their Annual Typical Growth Target on the Spring 2024 iReady Reading Diagnostic assessment.</p> <table border="1" data-bbox="1199 180 2011 423"> <tr> <td></td> <td>1st</td> <td>2nd</td> <td>3rd</td> <td>4th</td> <td>5th</td> <td>6th</td> <td>ALL</td> </tr> <tr> <td>N Met</td> <td>11</td> <td>20</td> <td>15</td> <td>5</td> <td>3</td> <td>3</td> <td>58</td> </tr> <tr> <td>N Total</td> <td>30</td> <td>30</td> <td>32</td> <td>14</td> <td>10</td> <td>4</td> <td>120</td> </tr> <tr> <td>%</td> <td>37%</td> <td>66%</td> <td>47%</td> <td>36%</td> <td>30%</td> <td>67%</td> <td>48%</td> </tr> </table>		1st	2nd	3rd	4th	5th	6th	ALL	N Met	11	20	15	5	3	3	58	N Total	30	30	32	14	10	4	120	%	37%	66%	47%	36%	30%	67%	48%
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%	37%	66%	47%	36%	30%	67%	48%																											
<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 SY24, Professional Development was offered to teachers covering topics including Bridges to Mathematics curriculum and intervention, Schoolwide writing initiatives and practices, Boston Debate League, Mathematics standards Aspects of Rigor, and iReady. 88% of survey respondents indicated that the Professional Development sessions positively impacted their capacity to provide targeted instruction for diverse learners. The median response rate was 75% .</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>All teachers, coaches, and facilitators participated in bi-weekly meetings to review standards and content, collaborate on identifying and addressing learning barriers, and analyze and respond to data relevant to their specific content areas.</p>																																

Dissemination

	<p>2023-2024 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 school counseling and social-emotional learning model with at least one Massachusetts public school/district by hosting school representatives at BRCPS.</p>	<p>Met</p>	<p>Match Charter School visited BRCPS to observe ESL, inclusion, resource room, and substantially separate settings. Match Charter School Network Special EL leadership and team members reflected after their visit regarding insights around the best practices to support academics through our counseling and SEL support. Information regarding how our mental health team and counselors/social workers support these classrooms with wrap-around support through the implementation of coping skills, PBIS supports and other behavior interventions. The team shared how counselors and social workers also work with parents to partner with outside resources to support families.</p>
<p>Measure: Each year, BRCPS will share elements of its school counseling and social-emotional learning model in a collaborative professional</p>	<p>Met</p>	<p>The Director and Asst. Director of Student Services and sub-separate special education teachers viewed programs and shared resources, curriculum, therapeutic</p>

setting such as a conference, communities of practice, or similar convening of educators.		supports, entry and exit criteria for placement best practices. The focus of this workshop between different school was to share current practices, gain feedback on the processes, listen to other schools' processes and collaborate to create/refining a defined substantially separate program guidelines and rubric for entry criteria with Student Services/Special education directors from Brooke Charter, KIPP, Match, Excel, Academy of the Pacific Rim.
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Reach Objectives and Measures (if applicable)

	2023-2024 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

2023-24 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 2024, leading up to the

February 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 2024-2025:

In SY25, we will continue with the strategies that have worked for us this past year and continue participation in the Boston Charter School Application allowing for easy access to applying to the school for families in the region. Activities such as 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 will continue to attend the annual charter school fair in order to recruit families as well. In May of 2024, our school partnered with a local videographer to create a new recruitment video to highlight the Boston Renaissance Public Charter School and its commitment to developing the whole child; utilizing the passion of our staff, students, parents, board members and alumni to capture the school’s vision. In SY25, BRCPS will use this video and our intensified social media presence on LinkedIn, Facebook, X, and other channels to better advertise the hands-on, engaging and whole child educational activities taking place in classrooms to ensure the message that 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. With this increased social media presence, it will enhance our efforts to continue our outreach to community-based nonprofits located in the neighborhoods where our families typically live and to visit different community centers and family resource centers to share information around the robust wrap-around services the school offers for all learners and simplify the ability of our current families and staff to share the positive and engaging experiences of our students to new families.

Recruitment Plan 2024-25 Strategies

List strategies for recruitment activities for each demographic group.

Special Education Students/ Students with Disabilities

(a) CHART data

School percentage: 9.3%

CI percentage: 18.4%

The school is
(at/above/below) below
CI percentages

(b) Continued 2023-24 Strategies

BRCPS will continue to use the following 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 communicated with 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 aimed to increase the enrollment within these subgroups by 5% over a five year period.

	<p>(c) 2024-25 Additional Strategy(ies), if needed <input checked="" 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>In SY25, BRCPS will use deliberate and specific strategies to attract and enroll students who, when compared to students in similar communities/sending districts, such as special education, limited English proficiency, free and reduced lunch subgroups. BRCPS will continue to recruit new students and families by</p> <ul style="list-style-type: none"> • Communicating to sending districts, Boston based charter schools, and preschool/daycare centers, and early intervention centers to recruit new students from over enrollment. • Holding family events, BRCPS will partner with currently enrolled families to serve as ambassadors to the school and disseminate information in community forums. • BRCPS will use our intensified social media presence on LinkedIn, Facebook, X, and other channels to better advertise the hands-on, engaging and whole child educational activities taking place in classrooms. • Continue to provide clear messages (traditional and electronic) regarding the application deadline and lottery date will go out to families of existing students to aid in the recruitment through current parent recommendations. • Activities such as general recruitment advertisements 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 will continue to attend the annual charter school fair in order to recruit families. • Increase our social media presence to enhance our outreach to community-based nonprofits located in the neighborhoods where our families typically live and to visit different community centers and family resource centers to share information around the robust wrap-around services the school offers for all learners and simplify the ability of our current families and staff to share the positive and engaging experiences of our students to new families. • Continue participation in the Boston Charter School Application to increase access to all families <p>By using these strategies, BRCPS will increase their enrollment within these subgroups by 5% over a five year period.</p>
English Learners/ Limited English-proficient4Students	
<p>(a) CHART data</p> <p>School percentage: 16% CI percentage: 30.25%</p> <p>The school is (at/above/below) <u>below</u> CI percentages</p>	<p>(b) Continued 2023-24 Strategies In the SY25, BRCPS will continue to use deliberate and specific strategies to attract and enroll students who match the demographics of the sending district. Our communication with sending districts, community cultural centers, Headstart programs, and bi-lingual daycare centers to recruit new students for enrollment. Communication for SY25 was sent out in Fall 2023 and Winter of 2024 prior to our 2024 student lottery. The same information and process will be sent out for recruitment for SY26. Information was sent out in the different languages of the major languages found with the BPS communities. When holding family events this year, BRCPS will continue to partner with currently enrolled families to serve as ambassadors to the school and disseminate information in community forums and by providing translation services for all in-person events. These strategies will be used in addition to additional ones below to increase the number of EL families to BRCPS.</p> <p>(c) 2024-25 Additional Strategy(ies), if needed <input checked="" 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>

In SY25, BRCPS will use deliberate and specific strategies to attract and enroll students who, when compared to students in similar communities/sending districts, such as special education, limited English proficiency, free and reduced lunch subgroups. BRCPS will continue to recruit new students and families by

- Increasing our efforts through technology and our social media presence to improve the ease of access of one and two-way communication that possesses translation functions using applications such as Facebook, Instagram, and X for current and prospective families on enrollment and school events in the predominant languages found in the Boston area (Spanish, Haitian Creole, Portuguese, Chinese, Crioulo (Cape Verdean Creole) and Vietnamese) for our families that may not have English as their first language.
- We will create and utilize different applications such as Smore for our family newsletters and recruitment newsletters that provide easy translation into hundreds of languages. Utilize social media presence to enhance our outreach to community-based nonprofits located in the neighborhoods where our families typically live and to visit different community centers and family resource centers to share information around the robust wrap-around services the school offers for all learners and simplify the ability of our current families and staff to share the positive and engaging experiences of our students to new families.
- Using more traditional means,
 - We also advertise in newspapers printed in languages other than English, and those that are free and commonly distributed in parts of the city with large immigrant communities.
 - Advertise school and enrollment processes at local international grocery stores in the BPS attendance area.
 - Provide 300 applications and QR code information about school enrollment with local organizations (community health centers, cultural organizations) who serve communities of students whose first language is not English (2 years).
 - Holding family events (Parents of Renaissance), BRCPS will partner with currently enrolled families to serve as ambassadors to the school and disseminate information in community forums.
 - Communicating to sending districts, Boston based charter schools, and preschool/daycare centers, and early intervention centers to recruit new students from over enrollment.
 - Activities such as general recruitment advertisements 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 will continue to attend the annual charter school fair in order to recruit families.
 - Continue participation in the Boston Charter School Application to increase access to all families.

Our hope is to increase our enrollment by combining “traditional” recruitment efforts with the ease of access and networking of digital and social media tools to continue to provide clear messages regarding the application process, how to select BRCPS, the application deadline, and lottery dates so current and future families know what to expect in the selection of schools within the lottery. By using these strategies, BRCPS will increase their enrollment within these subgroups by 5% over a five year period.

Economically Disadvantaged/Low Income/Students Eligible for Free or Reduced Lunch

(a) CHART data
School percentage:
 71.7%
CI percentage: 65.2%
 The school is
 (at/above/below) above
 CI percentages

(b) Continued 2023-24 Strategies
 Met CI: no enhanced/additional strategies needed.

	<p>(c) 2024-25 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 CI: no enhanced/additional strategies needed.</p>
<u>Students who are sub-proficient</u>	<p>(d) Continued 2023-24 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>2024-25 Additional Strategy(ies), if needed</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”).
<u>Students at risk of dropping out of school</u>	<p>(d) Continued 2023-24 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>2024-25 Additional Strategy(ies), if needed</p>

Retention Plan 2024-25

List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.

2023-24 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

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.

Annual goal for student retention (percentage):

87%

Retention Plan 2024-25 Strategies

List strategies for retention activities for each demographic group.

Special Education Students/ Students with Disabilities

(a) CHART data

School percentage:
16.9%

(b) Continued 2023-24 Strategies

- The Director and Assistant Director of Special Education will attend all of the SEPAC meetings to provide families and students additional support and review growth.
- Support inclusive environment for all students with the implementation of school-wide PBIS.

<p>Third Quartile: 17.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> ● Ensure timely communication to families and caregivers with issues brought forth. ● Partner with teachers to develop curriculum to meet needs of IEP/504 students. <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <p>(c) 2024-25 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> <ul style="list-style-type: none"> ● Systematically analyze student achievement and progress monitoring data to review HQIM and interventions for math and reading. ● Analyzing the data of academic progress of IEP/504 students at all levels.
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English Learners/ Limited English-proficient Students

<p>(a) CHART data</p> <p>School percentage: 14.6%</p> <p>Third Quartile: 17.60%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● BRCPS will continue to use the school's student information system (PowerSchool) to provide families with translated enrollment information and school documents. ● Provide an inclusive, culturally diverse environment & UDL learning supports to promote access to the curriculum to support language development. ● During family nights and conferences, we provide interpreters for families for our predominant languages of Spanish and Haitian Creole; with the ability to provide translation for most any language as needed. ● BRCPS will utilize our phone translation services (available for most any language needed) to ensure clear communication and access for all languages and families. ● Support inclusive environment for all students with the implementation of school-wide PBIS. ● The ELL parent group will continue to meet during the school year. ● Parents will be provided school and student academic information in the language they request. <p><input checked="" type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed.</p> <p>(c) 2024-25 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>
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Students Eligible for Free or Reduced Lunch (Low Income)

<p>(a) CHART data</p> <p>School percentage: 14.1%</p> <p>Third Quartile: 18.2%</p>	<p>(b) Continued 2023-24 Strategies</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. Our full-service model will continue to provide a continuum of school-based services, including a full-time nurse's office to address physical ailments, an extensive school-based mental health counseling service model, vision and dental care services, and a Family Liaison to help families to access additional community support services. All of these programs are provided to all families on site at the school.
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<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> • BRCPS will maintain and continually evaluate the access of all students to enrichment opportunities through our Visual and Performing Arts and STEAM programming. <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <p>(c) 2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <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. <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Utilizing benchmarking & progress monitoring data to identify students' learning needs. • Identify specific math and reading interventions (fit, dose & fidelity) to decrease gaps in learning. • Partner with Ignite Learning to provide additional reading interventions to 1st and 2nd grade learning that are identified with intensive reading intervention needs. • Utilize grant funding to support our after school Accelerated Learning Program with students needing additional support in math and reading. <p>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Modifying master schedule to create a schedule that provides 30 minutes of intervention time (WIN) and up to 60 minutes of intervention opportunities in math and reading for learners significantly below grade level. • Creating grade level professional learning communities to analyze student formative assessment data to create small group relearning or extension opportunities through the further implementation of MTSS. • Conduct monthly progress monitoring reviews and action plans for all students not at grade level reading or math levels.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2023-24 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>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • No additional strategies required

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER DURING THE 2023-24 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	7/1/16	N/A

	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.		
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
David Conrady, Chief Academic Officer	Sets the vision for instructional excellence and is responsible for performing the duties of providing leadership in developing, achieving, and maintaining high quality educational programming for all students. Responsible for ensuring high-quality instruction in classrooms through data analysis, collaborates with Directors in all academic areas to evaluate curriculum, instruction and alignment.	7/1/23	N/A
Kendra Lueken, Lower School Director	Assists in providing instructional, operational, and administrative leadership, overseeing grades K1-2.	7/1/16	6/30/24
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	6/30/24
Sarah O'Connor Director of Unified Student Services	Oversees the administrative and coordination of related and supplemental services: Special Education, 504, and Health Services.	7/1/24	N/A
April Shepard, 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.	7/1/23	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	6/30/24
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

Teacher and Staff Attrition for the 2023-24 School Year				
	Number as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure*
Teachers	88	14	7	20 Resignations; 1 Non renewal
Other Staff	125	18	7	10 Resignations; 5 Terminations; 1 Non renewal

Information About the Board of Trustees

BOARD MEMBERSHIP DURING THE 2023-24 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)	Final year of service possible based on term limits in bylaws
Brian Keith	Chair	Governance & Nominations, Finance	2	Elected to the Board of Trustees - 11/17/17 Elected to third term - 11/18/23 end 11/17/26 Elected as Chair on 5/19/21	3rd & final term ends 11/17/26
Craig Engerman	Vice Chair	Facilities	2	Elected to the Board of Trustees - 11/14/18 Elected to second term on 5/18/22; end 5/18/25 Elected as Vice Chair on 1/18/23	3rd & final term ends 2/4/28
Kevin Cherry	Treasurer	Finance, Facilities	1	Elected to the Board of Trustees - 1/31/22; end 1/31/25 Elected as Treasurer on 9/21/22	3rd & final term ends 1/30/30
Alexandra Buckmire	Trustee, Head of School	Academic Excellence, Finance, Governance & Nominations	2	Elected to the Board of Trustees - 7/16/18	N/A
Marjorie Gardner	Clerk / Staff Rep	Academic Excellence	2	Elected to Board of Trustees - 9/18/19 Elected as clerk 6/16/21 Elected to second term on 9/26/22; ends 9/26/25	3rd & final term ends 10/27/28
Cheryl Barrett	Parent Rep	n/a	1	Elected to Board of Trustees - 9/20/23; ends 9/20/26	3rd & final term ends 09/19/31
Rocklyn Clarke	Trustee	Facilities	2	Elected to the Board of Trustees - 9/18/19	3rd & final term ends 10/27/28

				Elected to second term on 9/26/22; ends 9/26/25	
Kelly Williamson	Trustee	Governance, Nominations, Facilities	3	Elected to Board of Trustees - 6/16/15 Elected to a second term on 7/16/18 Elected to a third term on 1/19/22; ends 1/19/25	3rd & final term ends 1/19/25
Shaumba Yandje-Dibinga	Trustee	Academic Excellence	3	Elected to Board of Trustees - 12/9/15 Elected to second term on 7/17/19 Elected to third term on 5/18/22; ends 7/16/25	3rd & final term ends 7/16/25
Katie Davis Kernizan	Trustee	Facilities	1	Elected to the Board of Trustees - 05/23/23 ; ends 05/23/26	3rd & final term ends 5/22/32
Devin Morris	Trustee	Academic Excellence, Governance & Nominations	1	Elected to the Board of Trustees - 10/18/22 ends 10/18/25	3rd & final term ends 10/17/31

[Board of Trustee and Committee Meeting Notices](#)

Board of Trustees contact information: our-trustees@brcps.school

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.

Address	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	2024-25 School Year Date(s)
Student Application Deadline	February 28th, 2025
Lottery	March 6th, 2025

Appendix E: Conditions, Complaints, and Attachments

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
Condition 1
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.
Actions taken by the school in 2023-24 to address the concern that resulted in the condition
<p>Throughout SY 23-24, BRCPS addressed academic needs through several initiatives to provide students with a comprehensive, rigorous, and growth-oriented academic experience:</p> <ul style="list-style-type: none"> ● Chief Academic Officer (CAO) Hiring: The Executive Director and other leadership felt it was necessary to have a leadership role that focused on the alignment of curricular resources, instructional practices and to lead the Curriculum Coordinators, Instructional Coaches and Data & Assessment Coordinators to focus on improving student learning outcomes and curricular alignment. The CAO collaborates with the Lower and Upper School Directors, as well as Director of Student Services to align district practices. ● Professional Development: Identified needs for data-based instruction and implemented school instructional walks to assess curriculum delivery and instructional practices. This included targeted instruction for MLL and SWD students and piloting small group and blended instructional groupings. ● Teacher Training: Provided PD for teachers and specialists on using benchmarking and progress monitoring platforms (I-Ready & AimsWeb) to better utilize student data for instructional decisions. ● Behavior Management: Onboarded Kickboard and implemented PBIS to track and respond to student behavior incidents, increasing communication between departments and planning proactive solutions. ● PBIS Implementation: In SY24, PBIS focused on tier 1 school-wide expectations and positive reinforcement. The PBIS team met regularly to monitor implementation and identify areas for support. In SY25, PBIS will integrate tier 2 support as well as strengthening tier 1 strategies. . ● Assessment Analysis: Analyzed SY23 MCAS and I-Ready assessments to identify strengths and improvement areas. Addressed lower scores in written responses with a school-wide writing initiative and adjusted the math curriculum to cover previously untaught standards. ● Math Curriculum: Implemented Bridges Math curriculum with support from Instructional Partners, LLC, who provided guidance and PD on instructional practices. ● WIN Intervention Model: Continued the WIN initiative, assessing students three times per year and using data to create targeted intervention groups. Progress monitoring scores were reviewed every six weeks. ● Instructional Support: Utilized four instructional coaches and five curriculum coordinators to support K1-6 classrooms with lesson planning, classroom management, co-teaching, and scaffolded instruction. ● Partnerships and Training: Continued partnership with Boston Debate League, attended Keys To Literacy training, and participated in UDL Inclusive Academy. Conducted learning walks and provided feedback for instructional staff.

- **Accelerated Learning Program (ALP):** Provided acceleration opportunities in math and ELA for 60 students in grades 3-5 during an extended day program for eight weeks.
- **Summer Reading Program:** Offered additional 1:1 virtual support for 75 students in grades 1-3 identified with multi-year reading gaps through a seven-week summer learning opportunity.

These initiatives collectively aimed to improve student learning outcomes, support teacher development, and enhance instruction across the school.

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 2023-24 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 2023-2024.

Attachments (if applicable)

Table A

BRCPS iReady Diagnostic Placement and Growth for SY24 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	36%	43%	22%	44%	ALL Students Spring	46%	35%	19%	50%
All Students Fall	9%	47%	43%		All Students Fall	34%	43%	34%	
K2 Spring	58%	42%		32%	K2 Spring	62%	38%		33%
K2 Fall	11%	89%			K2 Fall	19%	81%		
1st Spring	25%	67%	8%	38%	1st Spring	36%	59%	5%	35%
1st Fall	6%	63%	31%		1st Fall	11%	74%	15%	
2nd Spring	25%	52%	24%	37%	2nd Spring	41%	41%	18%	58%
2nd Fall	4%	38%	58%		2nd Fall	21%	35%	43%	
3rd Spring	33%	45%	22%	46%	3rd Spring	57%	21%	21%	58%
3rd Fall	9%	38%	53%		3rd Fall	41%	14%	45%	
4th Spring	41%	27%	32%	44%	4th Spring	42%	30%	27%	48%
4th Fall	14%	34%	51%		4th Fall	26%	46%	28%	
5th Spring	36%	28%	36%	51%	5th Spring	36%	18%	46%	53%
5th Fall	13%	34%	51%		5th Fall	22%	18%	60%	
6th Spring	37%	24%	40%	83%	6th Spring	40%	27%	32%	79%
6th Fall	8%	29%	63%		6th Fall	15%	24%	61%	

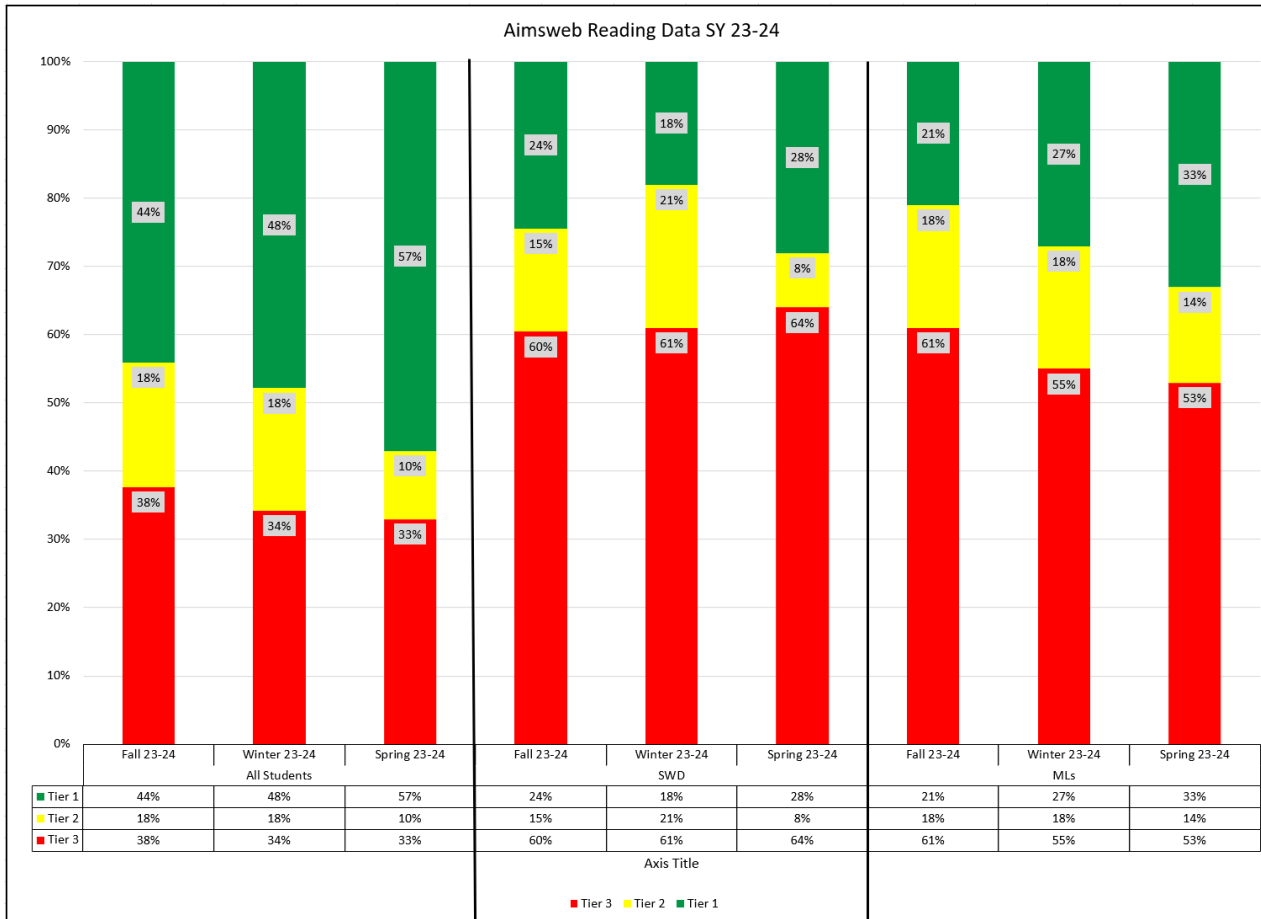
Table B

BRCPS iReady Diagnostic Placement and Growth for SY24 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	36%	43%	22%	44%	ALL Students Spring	46%	35%	19%	50%
All Students Fall	9%	47%	43%		All Students Fall	34%	43%	34%	
SWD Spring	13%	33%	53%	49%	SWD Spring	13%	32%	55%	44%
SWD Fall	1%	27%	72%		SWD Fall	3%	30%	67%	
ELs Spring	16%	51%	33%	37%	ELs Spring	24%	47%	29%	45%
ELs Fall	1%	42%	57%		ELs Fall	27%	43%	52%	

Table C



Table D



APPENDIX F: BUDGET AND FINANCE

- (1) FY24 Unaudited Statement of Revenues, Expenses and changes in Net Assets (Income Statement)
- (2) FY24 Unaudited Statement of Net Assets (balance sheet)
- (3) BRCPS FY25 School Budget
- (4) BRCPS FY25 Capital Plan

(1) FY24 Unaudited Statement of Revenues, Expenses and changes in Net Assets (Income Statement)

Boston Renaissance Charter Public School
Statement of Revenues, Expenses, and Changes in Net Assets (Unaudited)
June 30, 2024

<i>Operating revenues:</i>	
Tuition	\$ 23,802,083
Federal and state grants	3,908,609
Food service	728,558
After school program	<u>459,680</u>
Total operating revenues	<u>28,898,930</u>
<i>Operating expenses:</i>	
Salaries	14,257,005
Payroll taxes	725,716
Fringe benefits	1,872,319
Insurance	152,597
Contracted labor	1,245,328
Professional fees	
Supplies	484,593
Computer	307,225
Field trips	5,398
Vehicles	2,836
Maintenance and operations	919,956
Staff development	286,568
Food service	587,857
Depreciation	1,238,222
Amortization	39,473
Dues and fees	91,554
Interest	274,873
Miscellaneous	<u>4,311</u>
Total operating expenses	<u>22,495,831</u>
Net operating income/(loss)	<u>6,403,099</u>
<i>Nonoperating revenues/(expenses):</i>	
Private grants and contributions	90,900
Contributions from/(to) related party	142,075
Interest income	79,430
Daycare revenue	312,089
Daycare expenses	(380,713)
Termination benefits	30,790
Miscellaneous revenue	<u>57,441</u>
Total nonoperating (expenses)/revenues	<u>332,012</u>
Change in net position	6,735,111
Net position, beginning of the year	<u>49,816,954</u>
Net position, end of the year	<u>\$ 56,552,065</u>

(2) FY24 Unaudited Statement of Net Assets (balance sheet)

Boston Renaissance Charter Public School
Statement of Net Assets (unaudited)
June 30, 2024

<u>Assets</u>	
<i>Current Assets:</i>	
Cash and cash equivalents	\$ 18,404,338
Grants and accounts receivable	3,892,384
Prepaid expenses	<u>64,359</u>
Total current assets	<u>22,361,081</u>
<i>Noncurrent Assets:</i>	
Capital assets, net	<u>36,158,302</u>
Total noncurrent assets	<u>36,158,302</u>
Total assets	<u><u>\$ 58,519,383</u></u>
<u>Liabilities and Net Position</u>	
<i>Current Liabilities:</i>	
Accounts payable	\$ 301,897
Accrued expenses	1,280,967
Deferred revenue	0
Termination benefits - current	30,790
Lease liability - current	<u>28,792</u>
Total current liabilities	<u>1,642,446</u>
<i>Noncurrent Liabilities:</i>	
Termination benefits	<u>324,872</u>
Total noncurrent liabilities	<u>324,872</u>
Total liabilities	<u>1,967,318</u>
<i>Net Position:</i>	
Net investment in capital assets	36,129,510
Unrestricted	20,331,655
Restricted	
Imputed interest	-
School programs	<u>90,900</u>
Total net position	<u>56,552,065</u>
Total liabilities and net position	<u><u>\$ 58,519,383</u></u>

(3) BRCPS FY25 School Budget

	FY25 Budget
Tuition	24,551,587
Entitlement Grants/Other Fed	1,143,153
E-Rate Income	24,390
Nutrition	805,000
Medicaid	-
Afterschool & Summer Camp Revenue	281,590
Total Revenue	26,805,720
Staff Salaries	16,314,004
Stipends	415,500
Payroll Taxes	838,663
Fringe Benefits	2,237,750
Professional Development	183,550
Total Personnel Costs	19,989,467
Contracted Services - Instructional	239,750
Instructional Materials & Supplies	244,000
Instructional Technology	103,745
Pupil Services	122,050
Out of District Tuition	85,000
Equipment Lease/Printing	25,000
Nutrition Program	610,000
Total Instructional Costs	1,429,545
Networking & Communications	107,000
Utilities	354,000
Interest	300,499
Depreciation and Amortization	1,375,000
Maintenance of Bldg & Custodial	419,617
Total Occupancy Costs	2,556,116
Contracted Services	421,700
Dues, Fees, & Memberships	97,781
Insurance	166,647
Office Supplies & Equipment	30,000
Admin Technology	251,478
Other Admin	51,100
Total Administrative Costs	1,018,706
Total Operating Expenses	24,993,833
Total Operating Income/Loss	1,811,886
Non-Operating Income/Expenses:	
Private Grants/Contributions	-
Interest Income	25,000
Daycare Revenue	331,751
Daycare Expenses	(481,498)
Misc Revenue	26,400
Termination Benefits Expense Change	30,790
Miscellaneous Expense	-
Total Non-Operating Income/Loss	(67,557)
Change in Net Position	1,744,329

(4) BRCPS FY25 Capital Plan

**Boston Renaissance Charter Public School
Capital Plan
FY25**

FISCAL YEAR	DESCRIPTION	CURRENT STATUS	ESTIMATED COMPLETION DATE	FUNDING SOURCE	ESTIMATED COST
2025	Surveillance Camera Upgrade & New Installs - 1415 Hyde Park Ave & B St	Planning	6/30/2025	Internal	160,000
2025	Black box theatre curtains	Planning	8/31/2024	Internal	12,000
2025	Replace the whiteboard panel in the gym/dance studio	Planning	8/31/2024	Internal	60,000
2025	Asphalt Repair & Sealcoating - B Street	Planning	6/30/2025	Internal	18,000
2025	Asphalt Repair & Sealcoating - 1415 Hyde Park Ave	Planning	6/30/2025	Internal	28,000
2025	Interior Door Replacements - Schoolwide	Planning	8/31/2024	Internal	130,000
2025	Turf & Playground Repairs	Planning	8/31/2024	Internal	33,700
2025	1424 Hyde Park Ave - Reno & office set up	Planning	8/31/2024	Internal	90,000
2025	B Street Roof Replacement	Planning	6/30/2025	Internal	25,000
2025	HVAC - Air Quality Improvement	Planning	9/30/2024	ESSER	350,000
2026	HVAC - VRF Install and Upgrade	Planning	6/30/2026	IQAQ/Internal	1,000,000