

**Annual Report  
School Year 2018-2019  
Boston Renaissance Charter Public School**

The Commonwealth of Massachusetts  
Department of Elementary and Secondary Education

Boston Renaissance Charter Public School  
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## 1. INTRODUCTION TO BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL

BOSTON RENAISSANCE CHARTER PUBLIC SCHOOL			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	1415 Hyde Park Ave. Hyde Park, MA 02136
Regional or Non-Regional?	Non-regional	Districts in Region (if applicable)	N/A
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	944	Current Enrollment	944
Chartered Grade Span	PreK-6	Current Grade Span	K1-6
# of Instructional Days per school year	180	Students on Waitlist	2105
School Hours	7:25 – 3:30	Age of School	24 years
<b>Mission Statement:</b> The mission of Boston Renaissance Charter Public School is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students.			

## 2. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

### I. FAITHFULNESS TO CHARTER

#### A. Mission and Key Design Elements

The mission of Boston Renaissance Charter Public School (BRCPS) is to nurture and develop academic, social, and emotional competence while building confidence, character, and citizenship among its students. We pursue our mission through the application of a whole-child

approach to education – we seek to develop the whole child, starting first and foremost with the academic skills and knowledge outlined in the Massachusetts Curriculum Frameworks.

Beyond core academics, we commit significant attention and resources to supporting students' social and emotional health and development. We maintain large teams of special education teachers and counseling professionals, and emphasize students' positive social and emotional development in all staff training and professional development. Equally important, we promote students' artistic, cultural, and physical development through exceptional specialty classes, including visual arts, music, dance, Mandarin Chinese as a second language, technology, and physical education. Specialty classes are part of each student's daily schedule, with 55-minute classes for every student, every day.

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

Through ongoing professional development and coaching, and selective recruitment and hiring, we have built a strong core group of talented classroom teachers and special educators. We have also built strong teams within the school and empowered teachers to be leaders in their teams and in the school community. Boston Renaissance teachers are expected and encouraged to be reflective learners, and to seek out coaching opportunities and continuously hone their practice. Working closely with their peers and with administrators and curriculum facilitators, teachers identify and solve challenges together, contributing to the school's mission while enhancing their own leadership skills.

These are the principles and practices at the heart of the three key design elements outlined in our Accountability Plan. The 2018-2019 school year (SY19) was the fourth year of our current charter term and our Accountability Plan. Progress toward fulfilling our mission and key design elements in SY19 is described below:

**Key Design Element #1:**

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

In SY19, this key design element was implemented primarily through our existing model and programs, with no large-scale changes. However, some changes and new areas of emphasis were established, particularly in the Upper School (grades 3-6), under the leadership of a new Director of Upper School. These include modifications in our approach to social-emotional support and behavior intervention, outlined here, and shifts in pedagogy and instruction, discussed below under Section II. B, Program Delivery.

To promote social-emotional development, we have begun to center our student support model and student behavior interventions on the use of restorative justice practices. In SY19 we

invested in training and professional development focused on restorative justice practices. BRCPS administrators, Student Support staff, Mental Health team, several Upper School teachers, and our Family Liaison participated in a two-day training with the Suffolk University Center for Restorative Justice. Since then, we have expanded restorative justice training in the school, particularly to Upper School teachers and staff. In March, 2019, a half-day professional development session for Upper School staff was focused entirely on restorative justice, and the Director of Upper School has led restorative justice circles with all teachers in grades 3-6 during their grade-level team meetings.

School-wide trainings are also scheduled to take place throughout SY19-20. This shift in practice has begun to take root in the school, as we have created systems to identify and intervene with groups of students who are experiencing social challenges, including working with students in groups/circles, facilitated by staff who have been trained in restorative justice. In addition, several 3rd grade classrooms conducted circles as part of their anti-bullying campaign, and a 4th-grade girls group was formed and met throughout much of SY19. To close out the year, students in grade 3, 4, and 5 led an anti-bullying campaign and competition. Through this work, we have been able to build a more positive school climate and promote student safety.

We continued to use the *Second Step* social-emotional learning curriculum, first adopted at BRCPS in SY18. Implemented school-wide, this nationally recognized curriculum has become an important part of the BRCPS whole-child program. School administrators make sure the curriculum is being implemented through individual teacher check-ins and observations during the scheduled Second Step time in each classroom. In addition, our Mental Health team has played an active role in the program, with scheduled classroom drop-ins and support for teachers.

We also continued to provide high-quality arts education and enrichment through our Visual and Performing Arts department. No changes were made to our Visual and Performing Arts programs in SY19 – students continued to receive 55 minutes of daily instruction in a mix of specialty classes, such as visual arts, music (including piano and violin instruction), and dance, as well as technology, physical education, and Mandarin Chinese. The Voices of Renaissance Chorus remains a popular out-of-school-time program, with 89 students participating this year. The chorus practices after school, conducts performances at school events and in the community, and goes on an annual tour to share best practices and perform for other schools around the country. This year's tour saw the students travel to Providence, Rhode Island and New York City, visiting public schools in both cities.

### **Key Design Element #2:**

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

At BRCPS we practice distributive leadership and provide opportunities for teachers to take on additional roles and responsibilities in the school. Leadership opportunities commonly begin with collaboration, as teachers work together within their grade-level teams to improve their practice and to identify and solve challenges. Each grade level team is led by a Lead Teacher,

who runs weekly grade-level meetings, participates in the Instructional Leadership Team, and performs a host of other responsibilities as a coordinator and leader for her/his team. Beyond opportunities for the Lead Teachers, the weekly grade-level meetings are designed to promote leadership development for all teachers, as they discuss challenges and successes and share insights and instructional strategies in an open dialogue format.

Throughout SY19, as administrators and facilitators observed strong instructional practices in one classroom, they worked to share and transfer those practices to other classrooms. These efforts include scheduled cycles for peer observations, as well as the use of video recordings to capture and share effective practices. We also utilize co-planning, as teachers work with each other to write lesson plans, review data, and assess student work within their grade level teams.

Content-specific instruction provides yet another leadership opportunity for teachers at BRCPS. Teachers with strength in ELA, math, or science instruction have opportunities throughout the school year to highlight instructional techniques, lesson plans, etc., while those with a need for improvement in a given area are able to learn from their peers in low-pressure, non-evaluative settings. Finally, in SY19 we continued our mentor program for new teachers, which allows veteran teachers to serve as mentors throughout the school year, working in one-on-one relationships with teachers who are new to BRCPS.

In addition to these in-house professional development (PD) and leadership opportunities, high-quality PD provided by external partners remains a priority investment at BRCPS. In SY19, we continued our partnership with Keys to Literacy, and expanded the use of their services with more engagement with our Upper School teachers. Regularly scheduled PD is built into our school schedule, taking place one to two times per month, as students are dismissed at 11:00a.m. on two Fridays each month and all instructional staff participate in PD, typically from 12:00-3:00p.m. These PD sessions vary in content and design, and are led by a mix of internal leaders and external partners.

### **Key Design Element #3:**

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

There were no significant changes made to our classroom structures or services for diverse learners in the 2018-2019 school year. We maintained the investments and systems we have in place to serve all children, regardless of their ability level, special needs, English language fluency, or any other condition. Our school is structured to effectively support and teach every child who comes through our doors, with classroom settings that are safe and supportive and a consistent structure and clear expectations for students. We ensure the consistency of these settings, in large part, through our staffing model, which puts two adults in the majority of classrooms for most of the school day.

To support students with special learning needs, we utilize inclusion classrooms in every grade level, co-taught with special education teachers (grades 1-6, and paraprofessionals in K1 and K2). Students requiring more intensive supports are pulled for instruction in our three resource rooms, while special education teachers in our three substantially separate classrooms provide

instruction for students with the highest levels of need. Services in speech and language pathology, occupational therapy, physical therapy, behavioral health and social-emotional counseling are all provided on site at BRCPS, by certified professionals on the BRCPS staff.

We are equally committed to providing high-quality English language instruction and support services to our students who are English learners (ELs). We employ four full-time English as-a-Second Language (ESL) teachers, and our core classroom teachers are Sheltered English Immersion (SEI)-endorsed. Core classroom teachers have monthly collaboration meetings with the ESL teachers, where they discuss the progress and challenges of our EL students.

#### **B. Amendments to the Charter**

Not applicable; no charter amendments were requested in SY19.

#### **C. Access and Equity: Discipline Data**

- A. Below is a link to the most recent, publicly available student discipline data for Boston Renaissance Charter Public School:  
<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04810000&orgtypecode=5&=04810000&>

- B. BRCPS in- and out-of-school suspension rates, as published on the DESE website:

<b>2017-18 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	962	33	1.4	2.8	0.0
<b>EL</b>	110	2			
<b>Economically Disadvantaged</b>	536	20	1.1	3.0	0.0
<b>Students with Disabilities</b>	137	16	3.6	10.2	0.0
<b>High Needs</b>	639	24	1.4	3.0	0.0
<b>Female</b>	499	6	0.4	1.2	0.0
<b>Male</b>	463	27	2.4	4.5	0.0

<b>American Indian or Alaska Native</b>	1	0			
<b>Asian</b>	4	0			
<b>African American/Black</b>	600	23	1.7	3.0	0.0
<b>Hispanic/Latino</b>	307	9	1.0	2.6	0.0
<b>Multi-race, Non-Hispanic/Latino</b>	36	1			
<b>Native Hawaiian or Pacific Islander</b>	0	0			
<b>White</b>	14	0			

*C. Please describe what the school is doing to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school's approach to student discipline.*

BRCPS maintains low rates of suspension, in- and out-of-school, for all students and across subgroups. Nonetheless, we continuously seek to decrease the use of suspension at all, and focus on reducing disparities between subgroups, particularly the higher rates seen for students with disabilities. In SY19, we worked to reduce the number of disciplinary actions involving students through a number of means. First, our Student Support team (formerly Climate and Culture) shifted to a predominantly push-in model for students having difficulties in the classroom. Their quick-response, push-in approach to intervention has moved us away from crisis intervention and toward a wrap-around support model, with positive impacts for students and teachers. When repeated behavior interventions are needed, or incidents rise to the level of student removal, we counsel and mentor the students involved, always reserving suspension as a last resort.

SY19 also marked a shift in our overall approach to student engagement and intervention, as we invested in training and professional development focused on the restorative justice model and began to implement restorative justice practices, as discussed above. This shift in practice has begun to take root in the school, as we have created systems to identify and intervene with groups of students who are experiencing social challenges or conflicts, including working with students in groups/circles, facilitated by staff who have been trained in restorative justice.

We monitor the implementation of student discipline through the regular review of data and incident reports. The Student Support team, Mental Health team, and school administrators hold a joint meeting every other week, where they review discipline data and the circumstances surrounding any new incidents.



#### **D. Dissemination Efforts**

*Using the table below, provide evidence of how the school has shared innovative models for replication and best practices to other public schools in the district where the charter school is located during the 2018-2019 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate.*

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</b>	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom did the school disseminate its best practices? (Partners and Locations)</b>	<b>Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</b>
Special Education program delivery in an inclusion setting	Discussion, classroom observations, and debrief	BRCPS Director of Unified Student Services, BRCPS Special Education Teachers	Special education teachers and administrators from Roxbury Prep Charter Public School (Boston)	Meeting agenda

Implement- ation of Math Curriculum	BRCPS Math Specialist met with teachers at Bridge Boston Charter School, shared best practices from BRCPS math curriculum implementation model	BRCPS Math Specialist, BRCPS Math & Science Facilitator	Classroom teachers at Bridge Boston Charter School (Boston)	Presentation materials
Chinese language instruction in an elementary school setting	Conference presentation and table discussion at the National Chinese Language Conference, hosted by the Asia Society in San Diego CA, May 2019	Two BRCPS Chinese language teachers and the Director of Visual & Performing Arts	Pioneer Valley Chinese Immersion Charter School (Hadley, MA)	Conference materials, BRCPS Chinese language program notes

## II. ACADEMIC PROGRAM SUCCESS

### A. Student Performance:

The most recent (2018), publicly available student performance data, can be found on the BRCPS “Report Card” on the DESE website:

<http://reportcards.doe.mass.edu/2018/DistrictReportcard/04810000?Length=8>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018

<p><b>Not requiring assistance or intervention</b></p> <p>Reason for classification: <b>Partially Meeting Targets</b></p>	<p>Found here: <a href="http://profiles.doe.mass.edu/statereport/accountability.aspx">http://profiles.doe.mass.edu/statereport/accountability.aspx</a></p> <p>19th Percentile</p>	<p><b>Meeting 59 percent of Improvement targets</b></p>
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## **B. Program Delivery:**

*If applicable, describe any changes (implemented in the 2018-2019 school year) made to the school's curriculum, instructional model, assessment methods, and/or supports for all learners.*

### **Curriculum**

No changes were made to the school's curriculum during the 2018-2019 school year. All BRCPS curricula are aligned with the MA Curriculum Frameworks and provide a balance of rigor and scaffolding to challenge and support our diverse population of learners. BRCPS curricula include:

- EngageNY math curriculum (K-6)
- Wonders ELA curriculum (K-6)
- Mystery Science (K-5)
- Success For All (Pre-K)

In each content area, the curriculum is reviewed by Curriculum Facilitators, who work closely with teachers and administrators. The Literacy Facilitator, Literacy Intervention Facilitator, and Math & Science Facilitator have been important sources of content knowledge and instructional support, particularly for newer teachers. For SY20, we have added the full-time position of Science Facilitator, and changed the position and role of the Math & Science Facilitator - that position is now simply the Math Facilitator. This change will bring additional expertise and resources to both math and science and, we believe, will improve instructional delivery and enhance student learning in each subject area.

### **Instructional Model**

Under the leadership of a new Director of Upper School in SY19, the focus of instruction in Upper School has become more explicitly focused on four areas - critical thinking, inquiry, oral discourse, and real-world application. Teachers work to ensure students apply strategic thinking skills across disciplines and connect to real world contexts, including connections to notions of society, culture, community, family and identity. Students are taught to construct ideas and apply discipline-specific academic language and accountable talk in stating their opinions, and asked to articulate their positions on case examples to display understanding. Teachers work collaboratively to design performance tasks, allowing students to demonstrate their learning by presenting their projects, solutions, or designs and extend their learning to problem solve in real-world contexts.

Culturally responsive teaching was also a new point of emphasis within the BRCPS instructional model in SY19. We dedicated a significant amount of time and resources to professional development, particularly in Upper School, with the Director of Upper School leading several professional development sessions this year focused on cultural proficiency, implicit bias, and restorative justice. In addition, our entire Instructional Leadership Team has been engaged in this work throughout SY19, with each member reading *Culturally Responsive Teaching and The Brain* by Zaretta Hammond, and the team engaged in discussions on the book at ILT meetings. Concepts and lessons learned from this process among members of the ILT have been shared and discussed at grade-level team meetings and half-day professional development sessions. The BRCPS leadership team has identified cultural proficiency as a priority moving forward and we plan to expand this work in the coming years.

### **Assessment Methods**

No changes were made to our assessment methods in the 2018-2019 school year. BRCPS implements a full battery of evidence-based assessments across our full grade span, K1-6. Formative assessments are administered at points throughout the year, with data evaluated on an ongoing basis by teachers, specialists, facilitators, and administrators.

At the conclusion of SY19, we modified our partnership with the Achievement Network. Beginning in SY20 and going forward, we will no longer be using their interim assessments; however, they will continue to provide coaching sessions for our Math and Literacy Facilitators, supporting the facilitators' work on instructional focus cycles and data analysis.

Another important development in our work with assessments and data is our transition to the Illuminate Education Data and Assessment platform. We began the process of student data migration from Power School to Illuminate in SY19, and in SY20 we will begin to fully utilize Illuminate for our assessment data. Illuminate is a comprehensive data platform designed specifically for the field of education, with tools for the capture, visualization, and analysis of the full range of student data. We are excited about the transition to this new platform - professional development begins in August 2019 and will continue throughout the school year.

### **Supports for All Learners**

BRCPS is deeply committed to serving all learners, providing quality programs and services to students with special needs and those for whom English is a second language. Our commitment to students is evidenced by the breadth of our services and the deep investments we make each year. In SY19 we maintained all of our existing programs, and expanded our investment in these services with the addition of two new staff positions to the Unified Student Services team.

First, in SY19 we added the Assistant Director for Unified Student Services, further building out our administration team and bringing additional capacity and leadership to the USS department. The Asst. Director serves as the reporting manager for special education teachers and focuses on the delivery of the special education program, including assessment, instruction, and professional development.

The second new position added to the Unified Student Services team in SY19 was the Behavioral Intervention Specialist. This new position works collaboratively with the Mental Health and Student Support teams, but primarily works with teachers to support students who exhibit behavioral challenges. Utilizing behavior plans, token economies, and various in-class accommodations, this new position plays an important role in supporting student learning and minimizing classroom disruptions.

### **III. ORGANIZATIONAL VIABILITY**

#### **A. Changes to Organizational Structure**

*If applicable, describe any changes to the organizational structure made during the 2018-2019 school year and/or anticipated changes for the upcoming year. Please provide an up-to-date organizational chart.*

Only a few minor changes to the organizational structure were implemented in SY19. These include:

- Creation of one new supervisory position – Asst. Director of Unified Student Services;
- Changes in reporting within management, with the Director of Human Resources reporting to the Head of School, whereas that position previously reported to the CFOO; and the Director of Accountability and Strategic Planning reporting to the CFOO, whereas that position previously reported to the Head of School.

Planned changes to the organizational structure for SY20 include:

- Beginning in SY19-20, our 5th and 6th grades will be split by subject area, with separate teachers and classrooms for Math, ELA, Social Studies, and Science. Students will be assigned a homeroom and will travel between classrooms with a core group of peers.

An up-to-date organizational chart has been provided as an attachment to this report, please see Appendix I.

#### **Network Structure or Multiple Campus Organizational Structure**

Not applicable - BRCPS is a single-site Commonwealth Charter School.

#### **B. Teacher Evaluation**

Not applicable - BRCPS made no changes to the school's systems for teacher evaluation.

#### **C. Budget and Finance**

The following documents have been attached as appendices to the Annual Report.

- A. Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement) – Appendix E
- B. Statement of net assets for FY19 (balance sheet) – Appendix F
- C. Board Approved School Budget for FY20 – Appendix G
- D. Board Approved Capital Plan for FY20 – Appendix H

#### **IV. ADDITIONAL INFORMATION**

##### **A. Conditions**

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

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

In December, 2016, DESE extended this condition through the duration of our current charter term, ending in June 2020.

##### **B. Complaints**

None

##### **C. Anticipated Board Meeting Schedule for 2019-2020**

The BRCPS Board of Trustees meets every other month during the school year, with an additional "annual meeting" held each June. The Board meets on the third Wednesday of each month, typically from 8:00-10:00a.m. In some cases, a longer, retreat-style meeting is scheduled; ad hoc meetings are sometimes scheduled to conduct necessary, time-sensitive Board business between the regularly scheduled meetings. All meeting dates, times, agendas, and recorded minutes are posted in compliance with the MA Open Meeting Laws. The anticipated SY20 Board of Trustees meeting schedule is:

September 18<sup>th</sup>, 2019

November 20<sup>th</sup>, 2019

January 15<sup>th</sup>, 2020

March 18<sup>th</sup>, 2020

May 20<sup>th</sup>, 2020

June 17<sup>th</sup>, 2020 (Annual Meeting)

All meetings are currently scheduled for 8:00-10:00a.m., to be held at Boston Renaissance Charter Public School, located at 1415 Hyde Park Ave., Hyde Park, MA.

## APPENDIX A

### Accountability Plan Evidence 2018-2019

<b>Key Design Element #1</b>  <b>Whole-Child Model with programs and supports in place to nurture academic, social, emotional, and artistic development.</b>	<b>2018-2019 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b>
<b>Objective: Students will develop skills and confidence in the areas of visual and performing arts and second languages</b>		
<b>Measure 1</b> At least 80% of BRCPS students in grades 3 through 6 will agree or strongly agree with the statement, "I feel more confident in my abilities in my specialty and language classes," with a 90% response rate.	MET	Of 336 students surveyed, 286 strongly agreed or agreed with the statement, equating to 86%.
<b>Objective: The school will provide students with programming designed to promote positive social and emotional development</b>		
<b>Measure 1</b> At least 70% of BRCPS teachers will agree or strongly agree with the statement, "The school's programming and support of scholars positively affected their social and emotional development during this school year", with a response rate of at least 80%.	MET	47 of 62 respondents agreed (35) or strongly agreed (12), equating to 76% agreement overall. 62 of 72 teachers completed the survey (86%)
<b>Measure 2</b>  Each year, at least 50% of BRCPS scholars in grades 3	NOT MET	136 students in grades 3-6 received participated in the school's official mentoring programs.

through 6 will participate in the school's mentoring programs.		<p>This represents 32% of the total enrollment for grades 3-6.</p> <p>BRCPS mentoring programs have undergone changes during the course of the charter term, resulting in lower rates of student involvement than projected. Mentoring and positive coaching of students remains a priority at BRCPS, and the use of our social-emotional learning curriculum and core values provide positive developmental opportunities for all students. This measure will be re-evaluated when developing a new Accountability Plan.</p>
<b>Measure 3</b>  100% of teachers will integrate curriculum that promotes leadership and character development into their classrooms.	MET	<p>The Second Step social-emotional development curriculum was implemented schoolwide. Administrators noted the use of Second Step in their observation records.</p>

<b>Key Design Element #2</b>  A multi-tiered teacher development model that promotes teachers' sense of efficacy and capacity for leadership, and is designed to ensure academic and pro-social student development.	2018 - 2019 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective 1: The school will ensure all teachers receive differentiated professional development opportunities in order to meet the diverse needs of students.</b>		



<b>Measure 1</b> At least 75% of BRCPS Teachers will agree or strongly agree with the statement, “BRCPS provides tiered supports and differentiated Professional Development for teachers, including opportunities for peer mentoring, content and management coaching, and teacher leadership,” with an 80% response rate.	MET	49 of 62 respondents agreed (34) or strongly agreed (15), equating to 79% agreement overall. 62 of 72 teachers completed the survey (86%)
<b>Measure 2</b> BRCPS teachers will deliver high quality instruction as measured by the results demonstrated in the Summative Performance Evaluations conducted by Directors with at least 75% of returning teachers achieving “Proficient or Exemplary” on the Teacher Evaluation Rubric.	MET	54 of 61 (88%) of returning teachers received ratings of Proficient or Exemplary on their Summative Performance Evaluations.

<b>Key Design Element #3</b>  <i>Structured learning environments that effectively serve diverse groups of learners, utilizing small-group instruction and targeted interventions</i>	2018 - 2019 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective 1:</b> Through high-quality Professional Development and targeted observation and feedback, BRCPS will develop teachers’ abilities to deliver high-quality and targeted instruction to diverse learners.		
<b>Measure 1</b> At least 70% of BRCPS teachers will agree with the statement	MET	50 of 62 respondents agreed (38) or strongly agreed (12), equating to 81% agreement

<p>“Professional Development has supported my ability to effectively deliver instruction to a diverse group of learners.”</p>		<p>overall. 62 of 72 teachers completed the survey (86%)</p>
<p><b>Measure 2</b> At least 3 times each school year, teachers will be observed and given feedback on their use of strong instructional practices for diverse learners, with observation records showing progress in the use of these practices over the course of the school year among at least 90% of teachers evaluated. Observations will be conducted by any combination of the following: Directors, Instructional Coaches, and Teacher Colleagues.</p>	<p>MET</p>	<p>Classroom observations and feedback for teachers is recorded in instructional coaches’ notes; formative and summative evaluations; and pop-in feedback forms. Targeted feedback is developed using Research for Better Teaching and the MA Educator Evaluation Rubric, focusing on Standard II: Teaching All Students.</p> <p>BRCPS administrators and coaches look for instructional practices that meet the needs of diverse learners, continuously discuss this critical aspect of our work with teachers, and make it part of their ongoing feedback and official evaluations. We give feedback and provide model lessons, and we look for the application of that feedback in instruction.</p> <p>Together, the use of these practices and professional development tools demonstrate that we are focused on developing all teachers’ capacity to meet students’ diverse learning needs and abilities. Documented evidence shows these efforts have been effective in improving all BRCPS teachers’ capacity to effectively teach the diverse learners in our classrooms.</p>

**Dissemination Objective:**

**BRCPS will disseminate best practices and create local partnerships with Boston Public Schools, other area schools, or other educational partners.**

<b>Measure 1</b> Twice each year, BRCPS will share its math curriculum implementation model and math improvement design with other public schools	PART MET	Math program implementation was shared with Bridge Boston Charter School; best practices in special education program delivery were shared Roxbury Preparatory Charter Public School
<b>Measure 2</b> Twice each year, BRCPS will share its mentoring model and Visual and Performing Arts programming with other public schools	MET	Dissemination of the arts and music programs took place with public schools in Rhode Island and New York. Best practices for implementation of a Chinese language program (part of BRCPS' Visual and Performing Arts department) were shared at a conference with Pioneer Valley Chinese Immersion Charter School.

## APPENDIX B

### Charter School Recruitment and Retention Plan Template

#### Recruitment Plan 2019-2020

School Name: Boston Renaissance Charter Public School

#### 2018-2019 Implementation Summary:

1. *In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?*

We implement our recruitment plan in the months immediately preceding the lottery. We feel the plan is implemented successfully overall, with information about the school and our application and lottery getting out to agencies and organizations with whom we have established relationships over the years. The main challenge we have experienced in implementing the plan is difficulty attracting guests to attend an open house at the school.

2. *Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?*

We believe our intervention programs and services for EL students in our earliest grades are highly effective, and the impact of these services drives down our EL enrollment. Also, it can be difficult to recruit students with disabilities when the vast majority of our new students each year enroll in the school as 4 year olds entering Pre-Kindergarten, as many learning disabilities are not yet diagnosed or diagnosable in children this young.

3. *Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1<sup>st</sup> SIMS demographic information.*

We have no information at this time that would indicate a significant change in the demographic makeup of our student population in school year 2019-2020.

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

**General Recruitment Activities for 2019-2020:**

In SY19 we continued our participation in the Boston Charter School Application, which has made the enrollment process at BRCPS very simple for families throughout the region. We conducted outreach to organizations and agencies that serve children and families with a range of profiles and backgrounds. This outreach is a key facet of our recruitment efforts each year. We also utilized local media outlets, including non-English and dual-language newspapers, and social media to announce our lottery and provide links to the Boston Charter School Application site. We also communicate the lottery date and application deadline to families of existing students, to make sure they are aware of the dates and can share the information with their friends, family members, co-workers, and neighbors.

**Recruitment Plan – 2019-2020 Strategies**

List strategies for recruitment activities for each demographic group.

**Special education students/students with disabilities**

**(a) CHART data**

**(b) Continued 2018-2019 Strategies**

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

Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>School percentage: 11.3%</p> <p>GNT percentage: 14.3%</p> <p>CI percentage: 16%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> <li>• Copy and paste strategies here from last year's approved Annual Report.</li> </ul> <p><b>2017-2018 Strategies (copied from 2018 annual report):</b></p> <p>We will conduct phone, email, and mail outreach to Early Intervention programs, social service agencies, community health centers, and Head Start programs. We will make sure the managers and directors of these programs know that we provide an array of services for special education students, and that we welcome and are actively seeking students who may be identified as having special needs. We will ensure their clients are aware of our lottery date and application deadline, and will send a reminder message before the deadline asking that they encourage families with eligible children to complete the application.</p> <p>We will leverage the families of our existing students, encouraging them to reach out to their own networks of friends, family, and colleagues who may have children who could benefit from our school.</p> <p>Our Director of Unified Student Services will schedule in-person visits with the Head Start and Early Intervention program sites with whom we have conducted outreach for recruitment in recent years. These in-person visits will be conducted in addition to the phone/email/mail outreach we conduct each year.</p> <p>In SY19 we [will] expand our efforts to increase the number of students with disabilities enrolled at BRCPS through at least one new strategy: We will engage local parent organizing group CPLAN (Collaborative Parent Leadership Action Network) to gain access to more parents of school-age children in Boston. CPLAN organizes and educates parents on education policies and related issues, while helping to build bridges across the district, charter, and parochial school sectors in Boston. By working with this parent group, BRCPS will expand its reach to Special Education and ELL families in Boston.</p> <p><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>Additional/enhanced strategies for recruiting special education students/SWD in SY20:</p> <p>In SY20, BRCPS Director of Unified Student Services will engage with our Special Education Parent Advisory Council (SPEDPAC) to provide the council members with information on our Special Education enrollment numbers, the comparison index, and gap-narrowing targets, as well as our existing recruitment strategies. We will seek the council's feedback and support in developing recruitment strategies, and ask that the council members take an active role in supporting our recruitment efforts.</p> <p>Also in SY20, we will expand our outreach and engagement to include the Massachusetts Society for the Prevention of Cruelty to Children (MSPCC), which has a long history of advocacy and support for children and families who have been affected by abuse and neglect. We will add MSPCC to our list of agencies targeted for recruitment and provide them with information on our extensive special education, counseling, and intervention services, so their staff will keep BRCPS in mind when discussing schooling options with clients.</p>
Limited English-proficient students/English learners	
<p><b>(a) CHART data</b></p> <p>School percentage: 12.7%</p> <p>GNT percentage: 21.9%</p> <p>CI percentage: 29.4%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Copy and paste strategies here from last year's approved Annual Report.</li> </ul> <p><b>2017-2018 Strategies (copied from our 2018 Annual Report):</b> BRCPS will implement the following set of recruitment strategies to increase the number of lottery applications from children who are Limited English-proficient (LEP).</p> <p>We will contact and build on our relationships with Boston-based organizations that provide ESL programming, as well as those that provide immigration support services. Focusing on Spanish-speaking and Haitian Creole-speaking communities, we will provide brochures and</p>

## Recruitment Plan – 2019-2020 Strategies

### List strategies for recruitment activities for each demographic group.

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

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

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

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

Lottery information and applications will be translated and prominently posted on our website in the following languages\*: Cape Verdean Creole, Haitian Creole, Mandarin Chinese, Spanish, Somali, and Vietnamese. In addition to the website, we will be using Facebook and other social media much more strategically, reaching into the online social networks of local LEP communities. (\*Copied from prior annual reports per DESE instructions; this practice was in place prior to the establishment of the Boston Charter School Application)

Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>BRCPS will participate in the Boston Charter Showcase*, organized by the Massachusetts Charter Public School Association (MCPSA). At this event we will have translated lottery enrollment forms available. We will [continue our participation] in the Boston Charter School Common Application. We believe participation in the Common Application [has broadened] our exposure to families all across the city and increased our lottery enrollment numbers, bringing new students of all subgroups into our school. In addition, the MCPSA has informed us that marketing materials will be provided in Haitian Creole and Spanish. (*Copied from prior annual reports per DESE instructions; MCPSA did not hold a showcase event in SY19)</p> <p>Each year we hold an Open House event, where our leadership team provides an overview of our school and our programs and services. Special attention is given to special education and EL families, as the Director of Unified Student Services and members of the special education and ELL staff team are required to be present at the event to answer any questions that come up related to serving these subgroups. We will ensure we have multilingual staff available during the open house and other public events.</p> <p>Finally, the BRCPS Family Engagement Liaison will be tasked with contacting our LEP families and building relationships with them in order to promote recruitment of new LEP families. We will ask our existing LEP families to talk to friends and family members about BRCPS and generate interest in BRCPS within their families and social networks.</p>
	<p align="center"><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>Additional/enhanced strategies to recruit more students designated as English Learners:</p>



Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>In SY20, BRCPS will add radio advertising on WUNR Radio International, 1600 AM in the Metro Boston area. WUNR predominantly broadcasts in Spanish, and also has programs in Haitian Creole. Paid advertisements in the months preceding the application deadline will provide information about BRCPS and details on how to apply/enter the BRCPS enrollment lottery.</p> <p>Also in SY20, we will begin to convene our new English Language Parent Advisory Council (ELPAC), established in accordance with the LOOK Act. The BRCPS ELPAC will be informed of our EL enrollment numbers, the comparison index, and gap-narrowing target, and will become involved in the development of new recruitment strategies.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 50.4%</p> <p>CI percentage: 52.5%</p> <p>GNT percentage: 50.1%</p> <p>The school is below CI percentages; the school is above GNT percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Copy and paste strategies here from last year's approved Annual Report.</li> </ul> <p><b>2017-2018 Strategies (copied from our 2018 Annual Report):</b> Strategies for enrolling economically disadvantaged students are encapsulated in strategies to enroll students with disabilities, English Learners, and the general student population.</p>
	<p>(c) 2019-2020 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>

<b>Recruitment Plan – 2019-2020 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<u>Students who are sub-proficient</u>	<p align="center"><b>(d) Continued 2018-2019 Strategies</b></p> <p><b>2017-2018 Strategies (copied from 2018 annual report):</b>  N/A (Our lottery is for students entering grades K1-4, with the vast majority of enrolling student entering K1, at age 4, therefore not identified as “sub-proficient”)</p> <p align="center"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<u>Students at risk of dropping out of school</u>	<p align="center"><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</li> </ul> <p><b>2017-2018 Strategies (copied from 2018 annual report):</b>  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> <p align="center"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<u>Students who have dropped out of school</u>	<p align="center"><b>(f) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</li> </ul> <p>N/A</p> <p align="center"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <p>N/A</p>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center"><b>(g) 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</li> </ul> <p>N/A</p> <p align="center"><b>2019-2020 Additional Strategy(ies), if needed</b></p> <p>N/A</p>

Recruitment Plan – 2019-2020 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	

**Retention Plan  
2019-2020**

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.

**2018-2019 Implementation Summary:**

Our retention plan is an intrinsic part of our work, as we always work hard to keep all students enrolled and to minimize student attrition. We are tremendously successful in grades Pre-k – 4; attrition is concentrated in grades 5 and 6, as students move on to other schools, particularly those with grade spans extending to 12<sup>th</sup> grade. Attrition data as compared to the schools in our comparison index show BRCPS is successful in the retention of students across demographic backgrounds.

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

Retention Plan –2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<u>(a) CHART data</u>  School percentage: 10.2% Third Quartile: 18.2%	<b>(b) Continued 2018-2019 Strategies</b> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed  <b>2017-2018 Strategies (copied from our 2018 Annual Report):</b> <ul style="list-style-type: none"> <li>Retention strategies for our special education students will include the continued implementation of strong special education and intervention programming to meet students'</li> </ul>

Retention Plan –2019-2020 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
The school's attrition rate is <u>below</u> third quartile percentages.	<p>diverse learning and social/emotional needs. Analysis of special education [MCAS] data will drive the plan for targeted interventions. BRCPS will continue to implement our inclusion, resource, and self-contained classrooms, following a full-inclusion model for students who are not meeting grade-level proficiency benchmarks or are identified as having special needs.</p> <ul style="list-style-type: none"> <li>• BRCPS will offer three Substantially Separate classrooms to accommodate our population of students needing all day small classroom instruction to meet their academic and social/emotional development. These classroom settings are for students with a range of disabilities including Intellectual Impairment and Social/Emotional disabilities.</li> <li>• Targeted professional development for special education teachers will increase their abilities to address the varying needs of our special education population. Professional Development will include Do-the Math, Project Read, Wilson and i-Ready trainings to improve the delivery models of instruction in special education settings.</li> <li>• In order to engage more parents of students with special needs in the special education process, a survey will again be distributed to measure parent satisfaction and gather feedback on the IEP meeting process. The surveys will be available online and a paper copy will be distributed to all families after IEP meetings. Survey results will be confidential to encourage participation. Results of these surveys will be utilized to improve the IEP process.</li> </ul>
	<p><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></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>
Limited English-proficient students/English learners	
<b>(a) CHART data</b>	<b>(b) Continued 2018-2019 Strategies</b>

Retention Plan –2019-2020 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p><b>School percentage:</b> 4.6%</p> <p><b>Third Quartile:</b> 19.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <p><b>2017-2018 Strategies, copied from our 2018 Annual Report:</b></p> <ul style="list-style-type: none"> <li>Retention strategies for our Limited English-Proficient students will include resources and trainings to ensure quality programming and instruction. BRCPS will continue the WIDA Standard Implementation Plan and continue to train teachers in the WIDA standards.</li> <li>Three full-time ESL teachers will be employed to service Limited English-Proficient students throughout the year using varying models to meet their individual needs. ESL teachers will deliver targeted instruction in a co-teaching, push-in model or in a pull-out, small group model. The school will also continue to expand the availability of translation services to increase communication between school and home.</li> </ul> <p>* Due to an increase in the enrollment of EL students, we have hired an additional (fourth) ESL teacher for SY19.</p> <ul style="list-style-type: none"> <li>The ESL teachers will be available during all of our student-led conferences to meet with parents and to help with translation</li> </ul> <p><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 10%</p>	<p><b>(b) Continued 2018-2019 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p>

Retention Plan –2019-2020 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p><b>Third Quartile: 20.1%</b></p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>2017-2018 Strategies, copied from our 2018 Annual Report:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• BRCPS will maintain and continually evaluate all support and intervention services, providing full-service or 'wrap around' services and programs.</li> <li>• 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.</li> </ul> <p><b>(c) 2019-2020 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) 2018-2019 Strategies</b></p> <p>Copy and paste strategies here from last year's approved Annual Report if they are still relevant or revise strategies as needed.</p> <p><b>2017-2018 Strategies, copied from our 2018 Annual Report:</b></p> <ul style="list-style-type: none"> <li>• Retention strategies for students who are sub-proficient will focus on provision of improved intervention programming. BRCPS will continually work to improve the consistency and quality of formative assessments and the effectiveness of data meetings to address the needs of students who are sub-proficient.</li> </ul>

Retention Plan –2019-2020 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> <li>We will use formative assessment data strategically when helping teachers develop lesson plans and instructional strategies, with administrators, instructional coaches, and grade-level lead teachers working with their teams to ensure students who are experiencing difficulty or testing below proficiency levels get targeted, effective supports.</li> <li>BRCPS will also continue to employ reading specialists and math specialists to help provide targeted, small-group instruction in ELA and math blocks. We will frequently monitor the progress of all sub-proficient students, and strategically use our time and resources to raise achievement levels as much as we can.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p align="center"><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</li> </ul> <p><b>2017-2018 Strategies, copied from our 2018 Annual Report:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<u>Students who have dropped out of school</u>	<p align="center"><b>(f) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</li> </ul> <p>N/A</p>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center"><b>(g) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>Copy and paste strategies here from last year’s approved Annual Report if they are still relevant or revise strategies as needed.</li> </ul> <p>N/A</p>

## Appendix C

### School and Student Data Tables

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

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	591	62.6%
Asian	3	.03%
Hispanic	295	31.3%
Native American	0	0
White	19	2%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	36	3.8%
Special education	106	11.3%
English Language Learner	120	12.7%
Economically Disadvantaged	475	50.4%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
		*Indicates start date in this position, not date of hire at BRCPS	



Alexandra Buckmire, Head of School	<p>Exercises educational and managerial leadership of the school, reporting directly to the Board of Trustees.</p> <p>Ensures that curriculum and instructional practices are continuously aligned with Massachusetts Standards and that the highest academic expectations are maintained. Responsible for providing the instructional, operational, and administrative leadership for the Upper School, Lower School, and Unified Student Services, and Visual &amp; Performing Arts departments.</p>	7/1/16*	N/A
Phillip Littlehale, Chief Financial and Operations Officer	<p>Manages Finance Department including budgeting, accounting, and payroll.</p> <p>Oversees vendor contracts related to business and operations, including facility and grounds, information technology, maintenance, transportation, and food service.</p>	5/1/16	N/A
Kendra Lueken, Director of Lower School	Provides instructional, operational, and administrative leadership, overseeing grades K1-2.	7/1/16*	N/A
Farah Assiraj Director of Upper School	Provides instructional, operational, and administrative leadership, overseeing grades 3-6.	7/1/18	N/A
Stacia Copeland, Director of Unified Student Services	Oversees the administration and coordination of related and supplemental services: Special Education, ESL, 504, and Health Services.	7/1/16*	N/A
Evelyn Lee, Director of Visual & Performing Arts	Provides instructional, operational, and administrative leadership for all arts, music, physical education, technology, and second language classes and teachers.	7/1/99	N/A

Dwayne Veale, Director of School Safety and Security	Coordinates security and safety procedures throughout the school building; establishes appropriate regulations, procedures, and plans to ensure safe and secure school facilities. Works in conjunction with other school administrators to conduct internal investigations and refer incidents to Federal and State Law enforcement agencies.	7/1/17*	N/A
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TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	86	6	6	2 Non-renewals 10 Resignations
Other Staff	124	2	9	1 Non-renewal 10 Resignations

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	10
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	18
Number of board <b>committee</b> members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration) Term = 3 years

Lupita Colon	Chair	Governance & Nominations, Finance	2	Elected to Board of Trustees on 1/30/15; elected to second term on 1/17/18  Elected as Chair on 7/16/18
Edwine Alphonse	Treasurer	Finance	2	Elected to Board of Trustees on 12/9/15  Elected to second term on 7/17/19
Kelly Williamson	Clerk	Governance & Nominations, Facilities	2	Elected to Board of Trustees on 6/16/15  Elected to a second term on 7/16/18  Elected as Clerk 5/16/18
Shaumba Dibinga	Trustee	Academic Achievement	2	Elected to Board of Trustees on 12/9/15  Elected to second term on 7/17/19
Aaron Kesler	Trustee, Staff Representative	Academic Achievement	2	Elected to Board of Trustees June 2013; second and final term concluded on June 30, 2019
Brian Keith	Vice Chair	Governance & Nominations, Facilities	1	Elected to Board 11/17/17  Elected as Vice Chair on 7/16/18
Fred Lowery	Trustee	Governance & Nominations	1	Elected to Board of Trustees 1/17/18
Alexandra Buckmire	Trustee, Head of School	Academic Achievement, Finance	1	Elected to the Board of Trustees on 7/16/18
Craig Engerman	Trustee	Facilities	1	Elected to the Board of Trustees on 11/14/18
Tamika Jones	Trustee, Parent Representative		1	Elected to the Board of Trustees on 11/14/18

## Appendix D

### Additional Information

#### Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Lupita Colon	New Chairperson as of 7/16/18
Charter School Leader	Alexandra Buckmire	No Change
Special Education & English Language Learners Director	Stacia Copeland	No Change
MCAS Test Coordinator	Christine Beckhuesen	No Change
SIMS Coordinator	Kaia Richards	No Change
School Business Official	Phil Littlehale	No Change
SIMS Contact	Kaia Richards	No Change

#### Facilities

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

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

#### Enrollment

Action	School Year 2019-2020 Date(s)
Student Application Deadline	February 28, 2020
Lottery	March 4, 2020

**Appendix E: FY19 Unaudited Statement  
of Revenues, Expenses and Net Assets**

*Boston  
Renaissance Charter  
Public School*

*Operating revenues:*

Tuition	\$ 15,958,362
Federal grants	956,311
Medicaid	85,950
Food service	534,350
After school program	262,287
Summer camp	64,724
Miscellaneous	112,400
On-behalf fringe benefits	2,517,429
In-kind transportation	<u>1,355,361</u>
Total operating revenues	<u>21,847,174</u>

*Operating expenses:*

Salaries	11,875,512
Payroll taxes	422,969
Fringe benefits	2,138,447
Insurance	90,655
Contracted labor	311,875
Professional fees	120,990
Supplies	325,189
Computer	177,855
Field trips	34,248
Vehicles	8,108
Maintenance and operations	617,589
Staff development	56,530
Food service	491,395
Depreciation	1,033,809
Dues and fees	23,949
Interest	420,313
In-kind transportation	1,355,361
Miscellaneous	<u>5,545</u>
Total operating expenses	<u>22,027,768</u>
Operating (loss)/income	<u>(180,594)</u>

*Nonoperating revenues/(expenses):*

Private grants and contributions	39,320
Interest income	156,932
Daycare revenue	126,060
Miscellaneous revenue	51,237
Miscellaneous revenue	<u>(155)</u>
Total nonoperating (expenses)/revenues	<u>373,394</u>

Change in net position	192,800
Net position, beginning of the year	<u>35,943,917</u>
Net position, end of the year	<u><u>\$ 36,136,717</u></u>

## Appendix F: FY19 Unaudited Statement of Net Assets

*Boston  
Renaissance Charter  
Public School*

<b>Assets</b>	
<b><i>Current Assets:</i></b>	
Cash and cash equivalents	\$ 14,294,746
Grants and accounts receivable	1,580,273
Prepaid expenses	262,737
Related party due to/due from	23,300
Total current assets	<u>16,161,056</u>
<b><i>Noncurrent Assets:</i></b>	
Capital assets, net	<u>30,419,811</u>
Total noncurrent assets	<u>30,419,811</u>
Total assets	<u>\$ 46,580,867</u>
<b>Liabilities and Net Position</b>	
<b><i>Current Liabilities:</i></b>	
Accounts payable	\$ 171,339
Accrued expenses	<u>1,223,890</u>
Total current liabilities	<u>1,395,229</u>
<b><i>Noncurrent Liabilities:</i></b>	
Termination benefits	578,489
Bonds payable	948,776
Note payable	<u>7,521,656</u>
Total noncurrent liabilities	<u>9,048,921</u>
Total liabilities	<u>10,444,150</u>
<b><i>Net Position:</i></b>	
Net investment in capital assets	30,419,811
Unrestricted	<u>5,716,906</u>
Total net position	<u>36,136,717</u>
Total liabilities and net position	<u>\$ 46,580,867</u>

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	FY 20 Budget
Tuition	16,687,638
Entitlement Grants/Other Fed	987,135
In Kind	3,679,425
Nutrition	550,000
Medicaid	50,000
Afterschool & Summer Camp	362,500
<b>Total Revenue</b>	<b>22,316,698</b>
Staff Salaries	12,034,111
Stipends	128,500
Payroll Taxes	503,788
Fringe Benefits	2,330,208
On Behalf Fringe Benefits	2,188,491
Professional Development	75,000
<b>Total Personnel Costs</b>	<b>17,260,099</b>
Student Exp/In-Kind	1,490,934
Contracted Services	109,500
Instructional Materials & Supplies	120,500
Instructional Technology	81,170
Pupil Services	196,000
Equipment Lease/Printing	92,000
Nutrition Program	520,000
<b>Total Instructional Costs</b>	<b>2,610,104</b>
Networking & Communications	42,450
Utilities	280,000
Interest	395,715
Depreciation and Amortization	1,100,000
Maintenance of Bldg & Custodial	266,700
<b>Total Occupancy Costs</b>	<b>2,084,865</b>
Contracted Services	199,000
Dues, Fees, & Memberships	30,500
Insurance	89,700
Office Supplies & Equipment	25,000
Admin Technology	45,600
Other Admin	29,000
<b>Total Administrative Costs</b>	<b>418,800</b>
<b>Total Non Personnel Costs</b>	<b>5,113,769</b>
<b>Total Operating Expenses</b>	<b>22,373,868</b>
<b>Total Operating Income/Loss</b>	<b>(57,170)</b>
<b>Non-Operating Income/Expenses:</b>	
Private Grants/Contributions	40,000
Investment Income	130,000
Daycare Revenue	135,000
Daycare Expenses	(237,646)
Misc Revenue	15,000
Miscellaneous Expense	
<b>Total Non-Operating Income/Loss</b>	<b>82,354</b>
<b>Change in Net Position</b>	<b>25,185</b>

# Boston Renaissance Charter Public School FY20 Capital Plan

July 1, 2019 through June 30, 2020

Approved by the Board of Trustees - July 17, 2019

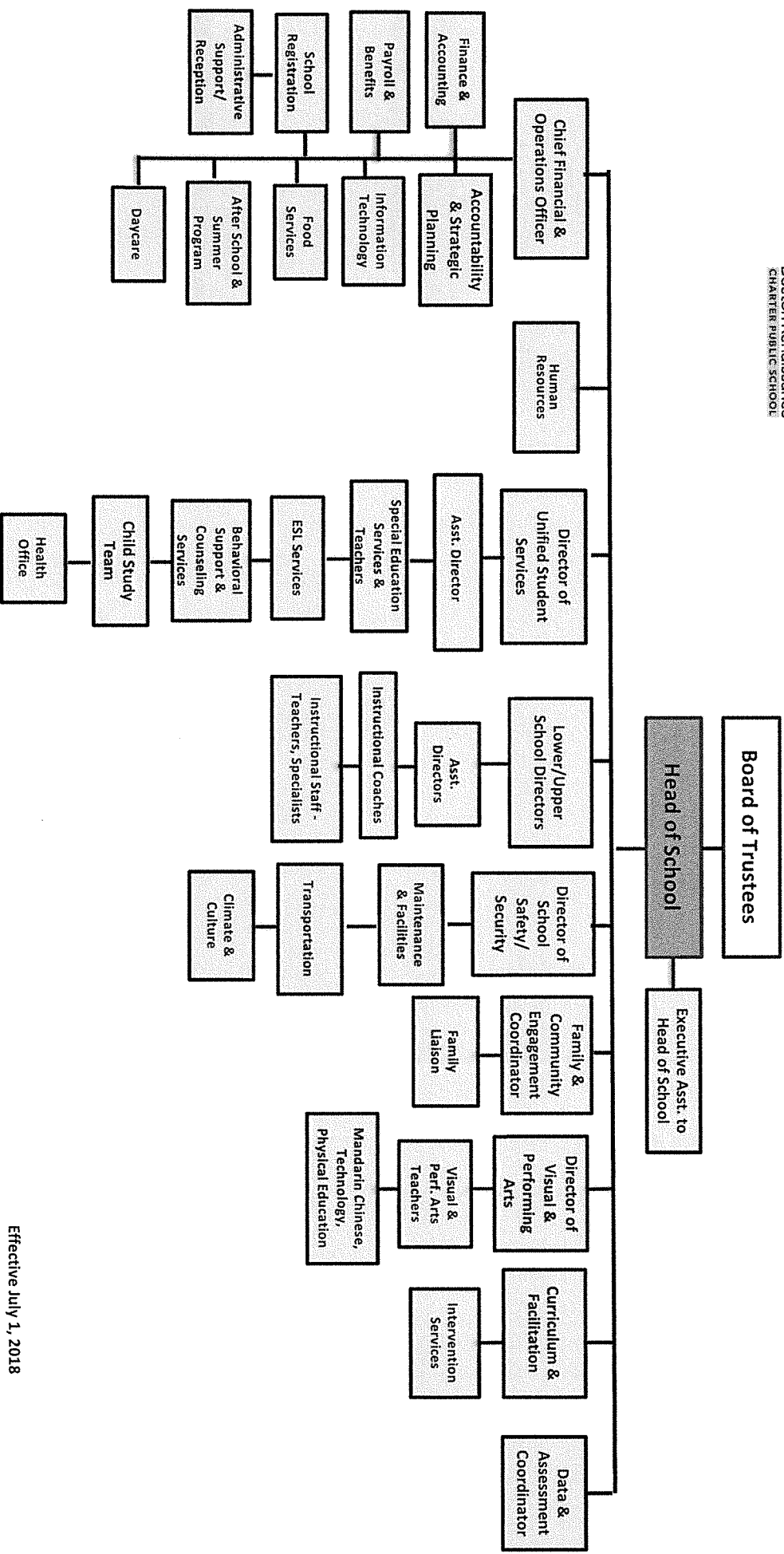
FISCAL YEAR	DESCRIPTION	CURRENT STATUS	ESTIMATED COMPLETION DATE	FUNDING SOURCE	ESTIMATED COST
2019-2022	Classroom Projector Replacement	Underway	Ongoing	Internal	25,000
2019-2022	Staff PC/Laptop Replacement. 4 year replacement cycle.	Underway	Ongoing	Internal	25,000
2020	Technology-Chromebooks to support MCAS testing and 1 to 1 initiative. Year 3 of 4 year replacement cycle.	Underway	Jul-19	Internal	65,000
2020	Electrical - Energy Audit	Planned	TBD	Internal	N/A
2020	Replacement of PODS Chain Link Fence with opaque fence	Out to bid	9/1/2019	Internal	35,000
2020	Add padding to the athletic field retaining wall	To be ordered	9/1/2019	Internal	25,000
2021	Concrete repairs/replacement	Condition assessment to be done.	Sep-20	Internal	TBD
2021	Flooring - Replacement of 30,000 sq. ft. VCT on 1st floor.	Planned	TBD	Internal	280,000
2021	Flooring - Replacement of 6,000 sq. ft. of VCT in PODS.	Planned - if purchase PODS.	TBD	Internal	55,000
2021	Classroom Furniture and Fixture	Needs assessment to be performed.	Jul-20	Internal	TBD
2021	Carpeting Replacement	Needs assessment to be performed.	Jul-20	Internal	TBD
2021	Technology-Chromebooks to support MCAS testing and 1 to 1 initiative. Year 4 of 4 year replacement cycle.	Planned	Jul-20	Internal	65,000





## Organizational Chart SY18-19

### Appendix I



Effective July 1, 2018