

Approved 11/2020

# Benjamin Banneker Charter Public School

*21 Notre Dame Ave  
Cambridge, MA 02140*



## A STEM School

*Science, Technology, Engineering and Math*

**2019-2020 Annual Report**

July 31, 2020

**Welcoming All Children - Challenging Every Learner - Celebrating Students' Success**

Sherley Bretous  
Executive Director  
617-497-7771 x 216  
FAX: 617-497-4223  
[hmartin@banneker.org](mailto:hmartin@banneker.org)  
[www.banneker.org](http://www.banneker.org)

## **Table of Contents**

|   |    |
|---|----|
| Introduction to Benjamin Banneker Charter Public School | 1  |
| Letter From The Board Chair & Executive Director        | 2  |
| Highlights of 2018-2019                                 | 3  |
| Faithfulness to the Charter                             | 4  |
| Mission, Vision and Key Design Elements                 | 4  |
| Charter Amendment Requests                              | 6  |
| Access and Equity: Discipline Data                      | 6  |
| Dissemination Practices                                 | 7  |
| Student Performance                                     | 8  |
| Program Delivery  | 8  |
| Before the Bell   | 8  |
| Coaching Model  | 8  |
| English Language Arts                                   | 9  |
| Mathematics   | 12 |
| Science/STEM  | 14 |
| Social Studies  | 15 |
| BEE Enrichment After School Program                     | 16 |
| Digital Literacy and Computer Science (Technology)      | 16 |
| The Banneker Experience                                 | 17 |
| Organizational Viability                                | 20 |
| Organizational Chart                                    | 20 |
| Teacher Evaluation                                      | 20 |
| Budget and Finance                                      | 21 |
| Unaudited FY 19 Operating Statements                    | 21 |
| Appendix A - Accountability Plan Performance            | 26 |
| Faithfulness to Charter:                                | 26 |
| Organizational Viability                                | 29 |
| Appendix B - Recruitment & Retention Plan               | 32 |
| Recruitment and Retention 2019 – 2020                   | 33 |
| Overall Student Retention Goal                          | 35 |
| Appendix C - School and Student Data Tables             | 37 |
| Teachers and Staff Attrition 2018-2019 School Year      | 37 |
| Board Members for the 2018-2019 School Year             | 38 |
| Appendix D - Additional Required Information            | 40 |
| Appendix E - BBCPS Enrollment Policy                    | 41 |

**INTRODUCTION TO BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL**

| <b><i>Benjamin Banneker Charter Public School</i></b>   |   |                                      |                        |
|---|---|--------------------------------------|------------------------|
| Type of Charter   | Commonwealth                                | Location of School                   | Cambridge              |
| Regional or Non-Regional  | Non-Regional                                | Chartered Districts in Region        | N/A                    |
| Year Opened   | 1996  | Year(s) the Charter was Renewed      | 2001, 2006, 2011, 2016 |
| Maximum Enrollment  | 350   | Enrollment as of 5/18/20             | 336                    |
| Chartered Grade Span  | K1-6  | Current Grade Span                   | K1-6                   |
| Number of Instructional Days per School Year (as stated in the charter)   | 185   | Students on Waitlist as of 5/18/2020 | 448                    |
| Final Number of Instructional Days during 2019-2020 School Year<br><small>Report the number of “in person” days separately from the number of “remote learning” days. (e.g. 124 in person days; 56 remote days)</small> | In Person 122<br>Remote 64<br><br>Total 186 |                                      |                        |
| School Hours  | 8 a.m. – 3 p.m.                             | Age of School as of 2019-2020        | 24                     |

**Mission Statement**

The Benjamin Banneker Charter Public School, a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving all students. The school is founded on the belief that all students are able to develop academic mastery, regardless of race, socioeconomic status, culture, native language, gender or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrate language and fine arts into the standard-based STEM curricula and uses authentic data to monitor every student’s growth and achievement.

## LETTER FROM THE BOARD CHAIR & EXECUTIVE DIRECTOR

July 1, 2020

Dear Families, Friends and Followers,

Welcome to the Benjamin Banneker Charter Public School's 2019- 20 Annual Report. We hope that all are healthy and safe in these unprecedented times. This school year, the Banneker community endured the challenges that many schools faced with Covid 19. Most parents know that Banneker educators take great pride in their work to provide your children with a well-rounded, rigorous and enjoyable education. During most years we also look forward to the many events that bring parents to the school. At Banneker we believe that parents are our partners in the education of our students. This year we miss you all more than ever.

It would be an understatement to simply say this has been a challenging year. Instead we would like to reflect on the ways that the Community of Banneker parents, including educators and staff have come together to deliver what we believe was in the best interest of the children. Within a matter of days after the Governor announced that schools would close, Banneker students were back in online classrooms under the watchful eye of Banneker's educators. Our students were luckier than most, because they had been trained to use technology since Kindergarten. They already knew how to login and work on projects and get work done online. Most important, students knew that the adults of Banneker cared for them, their families and their well being. Our attendance throughout this remote learning period was very high. Our students were engaged and participating.

But academics was not the only focus for our staff. In the first weeks of closure, teams of Banneker staff were finding resources to make sure that families had food security, helped with forms for aid and informed the community about programs to help those impacted by the Covid 19 crisis. In the first weeks we checked in with every family to assess their safety and needs. Soon after, we provided technology devices to those families in need so that all students could participate in remote learning.

Banneker is truly a community of parents working together for the benefit of the children. We are proud of the work of our staff and know that the strong bond and relationships we already had with our parent community would allow us to work through any crisis - as an extended family.

Let us never forget how we came together during this crisis and realize that in unity of vision, harmony of mission, and with shared responsibility for our brothers and sisters, we can overcome nearly any challenge. We are here for you! As we know you are here for us.

In these pages, we invite you to learn more about Benjamin Banneker Charter Public School, dedicated to building a foundation for the future success of our students in science, technology, engineering, mathematics and the arts.

**Deborah DelDotto**  
Chair, Board of Trustees

**Sherley Bretous**  
Executive Director



## HIGHLIGHTS OF 2019-2020

*Banneker hosts its 1st virtual/drive-in graduation - well attended online and offline*

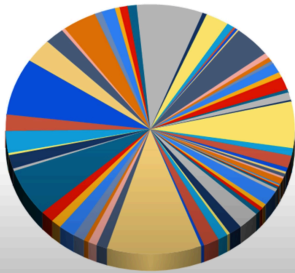


*Well known children's book Author Ibi Ziboi visits and shares with students*



*Banneker's Inclusive and Diverse Community Highlighted at State Meeting*

What does **Inclusive** mean?



OR  
Belonging to a great Mosaic

*Banneker transitions to remote learning in record time*



*1st online virtual parent meeting*



*Outstanding performances by the Banneker Beat Dance Troupe for Black History Month*



## *Faithfulness to the Charter*

### **MISSION, VISION AND KEY DESIGN ELEMENTS**

#### **MISSION STATEMENT:**

The Benjamin Banneker Charter Public School is a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving all students. The school is founded on the belief that all students are able to develop academic mastery, regardless of race, socioeconomic status, culture, native language, gender or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrate language and fine arts into the standard-based STEM curricula and uses authentic data to monitor every student's growth and achievement.

#### **VISION:**

The Benjamin Banneker Charter Public School will be known as a school that is changing the face of public education. It will be an example of educational excellence and dignity. Banneker students will excel in all academic and non-academic areas, and be well prepared for high school and beyond. They will respect themselves, their classmates, school, community, and the value of education.

All members of the Banneker community will support each other in pursuit of these common goals. We will exhibit commitment, compassion, patience, and perseverance. We will strive to meet the needs of each student and we will challenge all students – expecting achievement and celebrating success when our students soar.

**KEY DESIGN ELEMENTS:**

|                                      |   |
|--------------------------------------|---|
| <b>Educational Philosophy</b>        | We believe that every student is a unique and talented individual who can and will learn when provided with a rich curriculum, engaging student-centric environment, high quality teachers, and a culture of high expectations and social-emotional support.  |
| <b>Instructional Framework</b>       | Banneker has evolved and developed a framework for the delivery of instruction that engages the student as active participant in their learning. Our educators recognize that active participation in the process of learning creates life-long learners able to apply their knowledge to the challenges they will face in their lives and careers. Our curriculum is agile, continuously improving and aligned to the Massachusetts Curriculum Frameworks.   |
| <b>Learning Analytics &amp; Data</b> | The use of research-based methods, interim formative assessments, learning analytics, and proven platforms provide Banneker staff with timely data. Student data is used for instructional and classroom insights that allow for differentiated instruction to support the individual need of the child. Banneker’s approach to data is unique, sophisticated, evolving and differentiates our practice from many other schools.  |
| <b>Professional Knowledge</b>        | The Banneker Coaching Model provides both horizontal and vertical alignment of our curriculum. Banneker’s educators participate in ongoing professional development, where data and feedback are embedded into the weekly routine of teachers and staff. Ongoing teacher training, and continuous improvement of curriculum enhances the craft of teaching. Banneker has created an environment where teachers are encouraged to be innovative and grow. A yearly professional development calendar is one of the many elements provided in support of teachers and their development.  |
| <b>Classroom Environment</b>         | Each Banneker classroom reflects the student centric focus of the school, with open spaces for group lessons; in-class libraries with books reflecting the many cultures of the students; specific horseshoe tables for small group instruction; posted schedules, objectives and a visually rich and appealing environment that stimulates learning.   |
| <b>Teaching Elements</b>             | Using proven models such as Responsive Classroom or adapting programs such as Literacy Collaborative, Banneker’s educators are given the supports they need to be effective teachers. Each classroom is staffed with 2 adults (teacher and teacher associate) that work together to ensure the maximum learning time for students.  |
| <b>Student Involvement</b>           | Students at Banneker are active learners. In class they are encouraged and expected to participate in classroom learning as part of whole group, small group or technology assisted instruction. Exposure to the arts, physical education, music and many after school activities enhance students' social-emotional growth and exposure to the world beyond the school building. Banneker students enjoy many field trips, visits to Museum of Science, Washington DC, Plimoth Plantation are just a few where they learn to be mentally active, socially involved and globally aware. |
| <b>Parents as Partners</b>           | Banneker takes great pride in its strong relationships with parents and the community. The school provides ongoing parent meetings and training on topics ranging from digital awareness to nutrition. Parents are able to participate in numerous events with their students and are often entertained by outstanding dance, music and art shows where student work is showcased. Communication between parents and teachers is respectful and collaborative, with a recognition for the role that parents, family and ancestry play in the future success of the student.             |

**CHARTER AMENDMENT REQUESTS**

| <b>Date</b> | <b>Amendment Requested</b>        | <b>Pending or Approved?</b> |
|-------------|-----------------------------------|-----------------------------|
|             | No Amendments requested this year |                             |

**ACCESS AND EQUITY: DISCIPLINE DATA**

The Banneker school community is one where respect for the individual and for learning are shared beliefs among students, staff and parents. As can be seen from the table below, Banneker’s in-school and out of school suspension rates are low. We are continually reviewing our policies and practices to ensure that students' social and emotional needs are being met. We believe in support and promote well-being.

| <b>2019-20 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> |
| All Students                        | 343                             | 18                          | 0                                   | 2.2                                     | 0.0                              |
| EL                                  | 17                              | 1                           | 0                                   | 0                                       | 0                                |
| Economically Disadvantaged          | 199                             | 3                           | 0                                   | 0                                       | 0                                |
| Students with Disabilities          | 50                              | 6                           | 0                                   | 0                                       | 0                                |
| High Needs                          | 234                             | 0                           | 0.9                                 | 2.1                                     | 0                                |
| Female                              | 182                             | 6                           | 0                                   | 0                                       | 0                                |
| Male                                | 161                             | 11                          | 2.3                                 | 4.5                                     | 0                                |
| American Indian or Alaska Native    | 1                               | 0                           | 0                                   | 0                                       | 0                                |
| Asian                               | 3                               | 0                           | 0                                   | 0                                       | 0                                |
| African American/Black              | 282                             | 15                          | 1.3                                 | 1.7                                     | 0                                |
| Hispanic/Latino                     | 33                              | 3                           | 0                                   | 0                                       | 0                                |
| Multi-race, Non-Hispanic/Latino     | 13                              | 0                           | 0                                   | 0                                       | 0                                |
| Native Hawaiian or Pacific Islander | 2                               | 0                           | 0                                   | 0                                       | 0                                |
| White                               | 9                               | 0                           | 0                                   | 0                                       | 0                                |

For more details:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04200000&orgtypecode=5&=04200000&&fycode=2019>

## DISSEMINATION PRACTICES

In the 2019-2020 school year Banneker educators, staff and students were very active in disseminating many practices that have been developed over more than 24 years serving Cambridge and community students.

| <b>Best Practice Shared</b>   | <b>Vehicle for Dissemination</b>  | <b>Who at the school was involved with the dissemination efforts?</b> | <b>With whom did the school disseminate its best practices? (Partners and Locations)</b> |
|---|---|---|--|
| Creating an Inclusive School Community                              | Conference presentation - DESE Dissemination Fair: Sharing for Success (November 8, 2019) | Executive Director, Teachers, Executive-in-Residence                  | School leaders and school staff assembled by DESE for a fair for sharing best practices. |
| Learning Analytics to close Achievement Gaps                        | Community of Practice Facilitation: Learning Analytics in schools                         | Executive-In Residence  | Charter School leaders from across the country.  |
| Practices in remote learning  | Meeting with Commissioner Staff   | Executive-In-Residence  | Commissioner Riley Executive staff   |
| Rigorous Curriculum Design: ELA                                     | School Site Visits Boston Conservatory Lab  | Curriculum Coach for grade 3 - 6 Literacy                             | School leadership team   |
| Building an Achievement Culture                                     | Research review of Banneker to create a case study  | Exec. Dir, Curriculum coaches, teachers                               | Rennie Center for Education Research and Policy  |
| Use of new tech VR tools in learning                                | MASSCUE Conference  | Dir. Technology, Curriculum Coaches, Teachers and 6th grade students  | Conference attendees   |
| School Design specifically use of technology and the Workshop model | Site Visit from Lunenburg Primary School  | Exec. Dir, Curriculum Coaches, Teachers and other staff               | Primary Teachers at Lunenburg Public Schools   |

Throughout the 2019-2020 school year Banneker was actively sharing the practices that we believe have led to our successful student outcomes. In November, Banneker shared a video-based research review of our practices of diversity and inclusion. In partnership with Ed Inquiry, our research and analytics partner, an authentic conversation about race, bias and the challenges of creating an inclusive community were compiled in a compelling video case study that was shared with superintendents, school leaders in charter and traditional public schools at the Sharing for Success, Dissemination Fair convened by DESE.

Enhancing our team’s ability to use data and learning analytics to create instructional insights is an ongoing and evolutionary process. Developing the human capacity to actually use much of the data produced from new technology tools is as complex as the installation and deployment of technology. We decided to share practices with charter school leaders working as a partner with a charter school coalition as a facilitator of a 6 month Community of Practice. In the process of sharing our own work with other school leaders we gained insight to enhance our practice even more for the years to come.

Last year Banneker was the recipient of the 2019 Pozen Prize for Innovation. Along with the recognition and grant Banneker agreed to provide external researchers with a close in view of the school’s operation. We welcomed researchers from the Rennie Center for Education Research and Policy to take a close look at our program. Their analysis was compiled into a compelling case study that will be available in June and will be distributed to school leaders and schools.

Each year in the first few months, Banneker opens its doors to other school leaders that want to visit to share best practices and review our instructional programming. This year we enjoyed visits and sharing with the Conservatory Lab Charter School leadership team. Earlier in the year we welcomed the CEO of the Massachusetts Business Alliance for Education (MBAE) who toured our facility and talked with teachers. He was amazed that our students are exposed to coding starting in Kindergarten.

Each year Banneker students share their joy of using technology with school leaders and educators from across the Commonwealth at the MassCue Conference where school technology directors, ed tech vendors and interested educators get the chance to watch tech in progress. Banneker once again had an event where attendees were able to gain some insight in the use of virtual technology and its application to classroom instruction.

Banneker also welcomed school leaders from various districts in Massachusetts. School leaders from districts such as Lunenburg Public Schools and New Heights Charter School visited to learn more about our program.

Our efforts to share best practices is not limited to educators. We hold several meetings with parents to share practices and information about the benefits and dangers of social media or the impact of nutrition on learning.

## STUDENT PERFORMANCE

| Overall Classification  | Accountability Percentile  | Progress Toward Improvement Targets              |
|---|--|--|
| 2019  | 2019   | 2019   |
| <p><b>Not requiring assistance or intervention</b><br/>Met All expectations</p> | <p><b>85 percentile</b><br/><b>For more details please check the official report here:</b><br/><a href="http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2019&amp;orgcode=04200205&amp;report_mode=SUMMARY">http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2019&amp;orgcode=04200205&amp;report_mode=SUMMARY</a></p> | <p><b>Meeting 89% of Improvement targets</b></p> |

For more details: - See Program Delivery section below and:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04200000&orgtypecode=5&>

## ***Program Delivery***

### **BEFORE THE BELL**

#### **Student Transportation**

Many Banneker students start their day very early and travel long distances to attend school. That journey from home to school, we believe, is important to the success of the school day. Banneker remains one of the few charter schools to provide free bus transportation for students within the greater Boston Area. Banneker hired buses are staffed with a bus monitor and cameras to ensure the start of the student's day begins safely and under adult supervision. Banneker has bus stops throughout Boston, Medford and Cambridge.

#### **Student Nutrition**

At the Banneker students are provided with free breakfast and lunch daily. Recognizing the importance of a healthy diet that is more accessible and student friendly, Banneker kicked off the year with a new food service vendor. This change offered students healthier meal choices and a new menu that we believe has better options for our students. Additional emphasis was placed on encouraging students to fully participate in our breakfast and lunch program. We strongly encourage students to understand the importance of nutrition and how it impacts both a healthy mind and active body.

### **COACHING MODEL**

Banneker continues to evolve and enhance the use of a content coaching model in English Language Arts, Math and Science. Our Content Coaches ensure that the Banneker program is both horizontally and vertically aligned. Content Coaches have expertise in instructional supports for the Massachusetts Curriculum Frameworks and they support classroom teachers in honing their craft, using data, analysis and best practices. Coaches are continuously reviewing interim assessment data and working in classrooms directly engaging with students and teachers as needed.

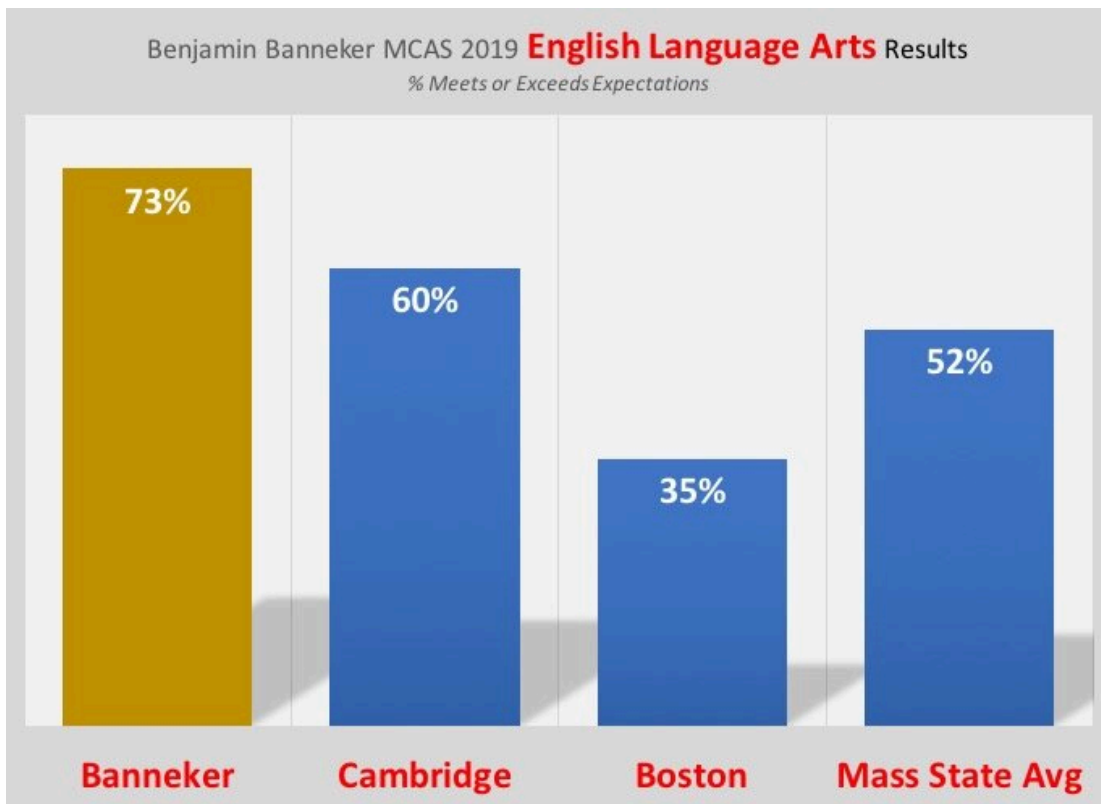


## ENGLISH LANGUAGE ARTS

The foundation of Banneker’s literacy program is Literacy Collaborative, a research-based, instructional framework that is language-based, student-centered, and both process and outcome oriented.

This program:

- Provides long term, site-based professional development for teachers
- Provides in-school leadership through the training and support of school administrators, leadership teams, and literacy coordinators
- Provides additional in-class support through direct instruction as well as coaching
- Emphasizes systematic data collection, assessment, and analysis to monitor the progress of students



2018 - 2019 results on the Next Gen ELA MCAS

### Reading and Writing Units

The reading and writing curriculum is organized into six units of study. They are vertically and horizontally aligned to the Massachusetts State Standards, and are connected in a manner that enables students to read, write, talk, and think critically and analytically about a range of texts.

### Language and Word Study

At the Banneker our language and word study curriculum focuses on the essential elements of phonics and oral language development. It consists of daily word study lessons that cover language, word knowledge and vocabulary.



## **Intervention**

Lexia- This particular reading software supports the teaching of primary reading skills by identifying and targeting individual reading skills. Since Lexia recognizes that improving reading comprehension is directly related to strengthening foundational reading skills it easily complements our current literacy program. All of our first graders have daily access to this program for a minimum of twenty minutes. Teachers use the data in small reading groups to reinforce areas of concern while continuing to move all students forward. Lexia is also available to students in grades K and 2 who need additional support.

### ***Leveled Literacy Intervention (LLI)***

Leveled Literacy Intervention (LLI) continues to support qualifying students in grades K-2. This program is a supplementary instructional system for children who struggle in reading and writing. Students meet in a small group with a reading teacher five times per week for a minimum of eighteen weeks. The goal of this intervention is to provide intensive targeted instruction to support struggling readers as they move to grade level competency. At the end of the program, all of the students who participated made significant progress ending either one level below or on grade level.

Key Components of this program consist of-

- A combination of reading, writing, phonics and word study with an emphasis on comprehension strategies
- Attention to the features of fiction and nonfiction texts
- Specific work on sounds, letters, and words in activities to help children notice the details of written language and how language works
- Vocabulary building and explicit teaching for fluent and phrased reading

## **Program Evaluation**

Banneker uses observations, feedback and data from the following assessments to evaluate the literacy program:

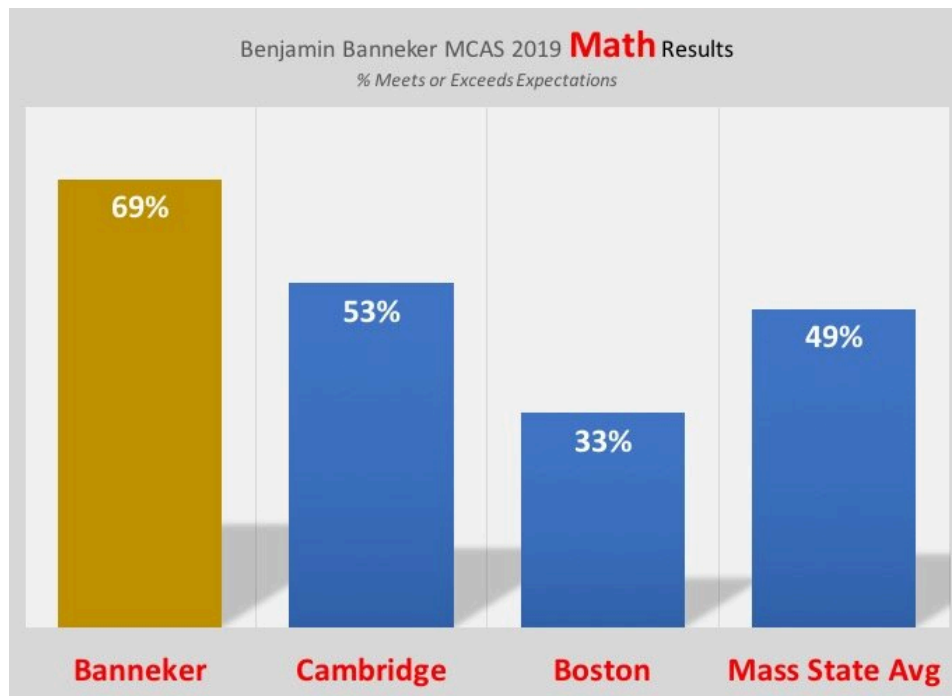
- Clay Observation Survey (K1-1)
- Running Records (K1-2)
- Fountas & Pinnell Benchmark Assessment (K1-6)
- Banneker ELA end of unit Assessments (3-6)
- iReady Diagnostics
- MCAS (3-6)

As we continue to improve our practice of using data to guide instruction we have committed to using the iReady diagnostic assessment in both ELA and math for pre- mid and end of year data collection and monitoring. This gives the school at least 2 measures for each grade to allow a pre-post comparison to assess annual growth. We have not yet determined if the use of these online diagnostics delivers a true measure of performance for our youngest learners. For our older students, the results of our analysis are promising as an indicator of annual academic growth by grade, class and student.

Working with our outside learning analytics partner (Ed Inquiry, LLC), coordinating data literacy and blended learning, we are testing how well these diagnostic tools align to internal assessments and most importantly actual MCAS outcomes.

## MATHEMATICS

The Banneker math program promotes student mastery of grade level 2017 Massachusetts Curriculum Framework expectations. We use a variety of curriculum resources and instructional practices to help each and every student access math content and develop habits in keeping with the math practice standards. All grades except kindergarten have a minimum of eight math blocks a week and include a daily whole group lesson, small group instruction and independent or small group practice. The math coach and teachers meet weekly with grade level teams to discuss the pacing and the specific skills and understandings students need to acquire for each math topic. The math intervention teacher has continued to support students in grades 2-6 who need additional support providing both in class and pull out interventions.



2018 - 2019 results on the Next Gen Math MCAS

We continued to expand the use of educational technology, blended personalized learning, differentiation and data driven instruction in math. Due to the Covid 19 closure, grades 1 – 6, students were given 2 online benchmarks which informed instruction throughout the year. The first diagnostic assessment was given to students at the beginning of the year. The data from that assessment was combined with data on each child’s historical performance on summative tests (MCAS) as well as students' detailed record of performance on discrete specific tasks in math. Prior to the start of school, instructional coaches and the Executive Director reviewed detailed data reports prepared by our learning analytics advisor (Ed Inquiry, LLC) summarizing outcomes by grade, class and student. Together with the start of year diagnostic, this data rich summary provided the needed data-driven insights for a student-centric individualized approach to planning the annual educational trajectory for each Banneker student.

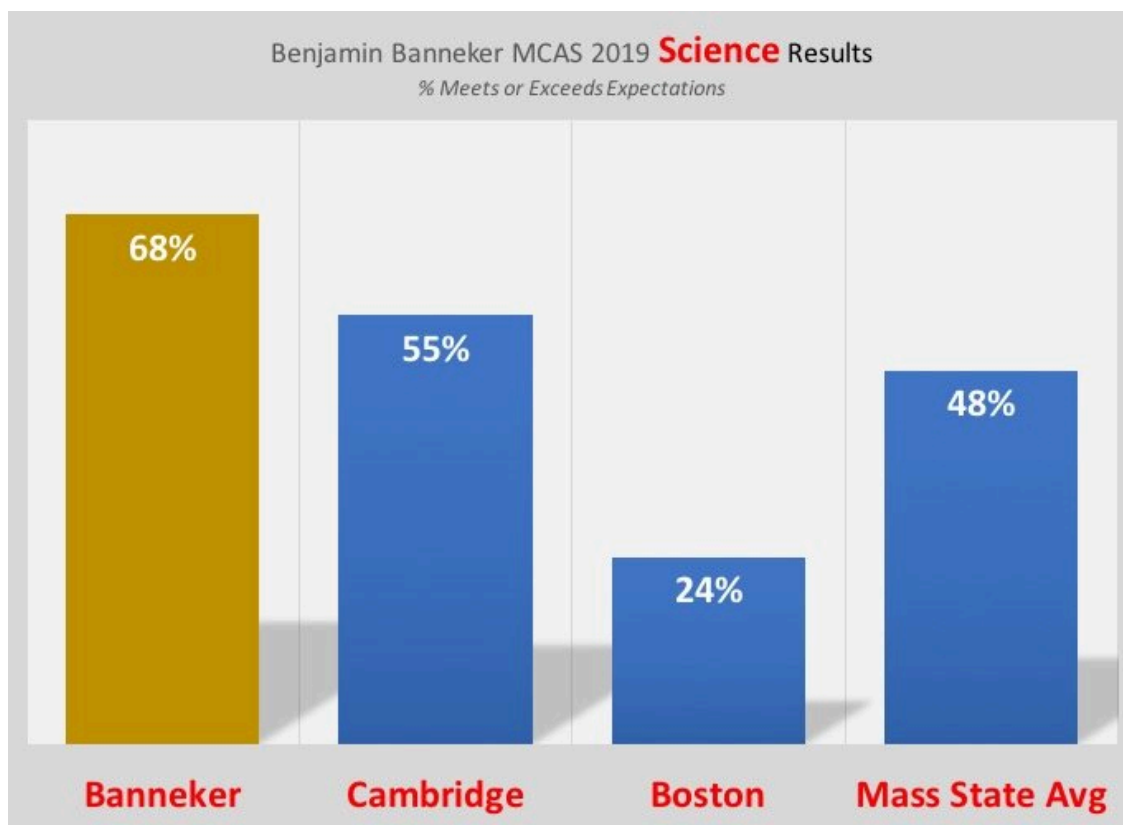
Mid-year diagnostic assessments were used to supplement data collected for each student on their day-to-day efforts. As we build a rich data profile for students, instructional coaches are able to assist teachers to identify strategies to close skills gaps in learning for struggling students and to also provide more challenges and opportunities for enrichment for those students that are moving rapidly beyond grade level learning. Unfortunately we do not have end of year data that would have reflected growth due to school closure in March due to the COVID 19 pandemic forced school closure.

A wide range of printed and online resources are used to ensure we are reaching all students. These include but are not limited to:

- Math in Focus
- Envisions
- Engage New York
- Developing Number Concepts
- iReady Diagnostics
- IXL
- Rational Number Project, Units 1 and 2

## **SCIENCE/STEM**

Science taps into a child’s innate curiosity, and as a STEM school, the Banneker believes that students can be motivated to learn science if given the chance to explore and become engaged with the many aspects of scientific discovery. Our cross-grade level curriculum offers concrete experiences on which to build scientific conceptual understandings, process skills, persistence and the application of mathematical skill and reasoning.



2018 - 2019 results on the Science MCAS

Banneker’s science curriculum is reviewed continuously and evolves to enhance our use of technology and new methods to engage students. This standards-based curriculum has the topics from each of the four science domains: Life Science, Earth & Space Science, Physical Science, Technology/Engineering aligned vertically within each grade and horizontally across grades, to create a sequenced and coherent arrangement that is easy for students to understand and teacher to adopt and adapt.

The primary goal is to provide students with the knowledge and understanding of science that enables them to:

- View their natural world in ways that make meaning and sense to them; relate science to their everyday life experiences.
- Engage in practices and ways of thinking that establish, extend and refine their knowledge and understanding of science.
- Participate in the caring and sustaining of their natural environment, develop creativity and imagination through science, and learn about the joys of human scientific achievement.

## SOCIAL STUDIES

Our social studies curriculum is evolving and new teaching methods are being used to introduce civics, government and history to our students. At Banneker, Social Studies comes alive for students using leading edge technologies and group base projects to study and re-enact many pivotal events in history.

Walking into any social studies class you can encounter students working with computers for research, to

writing about key events in American history. Another class may be re-enacting a key event using video, green screen techniques which can be found in our digital studio. This helps students understand and interpret key events throughout United States History.

But, the Banneker social studies curriculum goes beyond the classroom. Through many of our extracurricular programs students learn about great musicians in a historical context and are able to either perform or watch performances to celebrate their importance. Through the arts students create works related to historical events and the world's cultures. Banneker's Social Studies program places a special emphasis on creating a lasting social and global awareness among our 5<sup>th</sup> and 6<sup>th</sup> graders.

## **BEE ENRICHMENT AFTER SCHOOL PROGRAM**

The Banneker Extended Enrichment Program (Banneker BEE) is an academic and social reinforcement program committed to quality and to supporting children as they continue on their path of personal growth and education towards becoming successful and contributing members of society.

In addition to academics, we encourage children to engage in creative play and in projects to learn about themselves and the world around them through crafted lessons and activities. Students work on homework, practice good study habits, and explore activities and projects that may lead to lifelong interests and widen their world of possibilities. They also learn basic conflict resolution and leadership skills.

All students are supported and encouraged to feel safe to be themselves as they learn to work within the community while in the program.

Every year we continue to expand and respond to student needs and interests. This year, students were chemists, engineers, artists, inventors, leaders, community supporters, learners, and dreamers. BEE has a variety of clubs for students to choose from that offer fun and hands-on learning experiences. Some of the club offerings are drama club, Lego engineering, astronomy, nature, beyblades, art, weekly slime party experiments, and culture club.

This year the BEE Program had Family Nights where students were the “experts” presenting their work. We also had community celebrations with Nature Linc and BB&N, and special game days. Volunteers are essential to the success of our program. This year we had volunteers ranging from high school students to retirees who brought in their expertise and enthusiasm. Though the year was cut short due to COVID-19, we continued hosting staff professional development and testing an on-line prototype version of afterschool through our remote learning platform.

## **DIGITAL LITERACY AND COMPUTER SCIENCE (TECHNOLOGY)**

At Banneker, technology is a fundamental part of both the teaching and learning process. Students learn that technology is a resource and tool with which they can improve upon the world in which they live. In addition to having computers in each classroom, iPads in each K-2 classroom, and a MacBook for every student in the 3rd through 6th grade, Banneker provides a state-of-the-art Digital Learning Studio. There are Apple TVs in every classroom. This allows teachers to mirror activity from their laptop to their

projector. A full-time Technology Facilitator supports students and teachers in both the technology lab and in classrooms.

In the 2019-20 school year, Banneker provided many opportunities for students to participate “actively” with various technologies. Media production (both virtual and tangible), 3D design, programming/coding, and Immersive Simulation were the focus of this year’s curriculum. Scope and sequence for the Digital Literacy curriculum can be found on [banneker.org/technology](http://banneker.org/technology) and on [bannekerinnovation.org](http://bannekerinnovation.org). Student creations were showcased around the school and on social media (@bbcps) throughout the school year.

Technology Professional development continued to focus on Active User Computing found in the National Education Plan ([tech.ed.gov/netp/](http://tech.ed.gov/netp/))

The Technology used at Banneker and the familiarity that students had with technical platforms prior to the Covid 19 closure was instrumental in the move from face-to-face classroom teaching to remote learning during the Covid 19 closure. Within a matter of days of closure Banneker students were up and running in online classes, many held daily, using Google suite of tools for education such as Google Classroom. Teachers with the support of our IT staff were connecting with students for both safety check in and academic instruction. During the period of closure we reinforced the need for computer safety for students.

## **THE BANNEKER EXPERIENCE**

We pride ourselves in offering all our students a unique and rigorous educational experience. One that they will remember favorably. As we continue to evolve our academic program to ensure fidelity to the mission and vision, we are pleased to be able to offer several enrichment opportunities for students that make the Banneker school a highly sought-after choice for Cambridge families. Banneker students not only excel academically, they also learn the joy of project collaboration as they work together on dance performances, art shows, concerts and competitions such as the spelling bee or speech. Banneker enrichments extend beyond the building to include exposure to outdoor activities that include skiing, camping, horseback riding and rock climbing. Banneker believes in the development of the whole child with an understanding that book knowledge is not enough to give students the exposures needed for future success. As such we offer many enriching activities that supplement the work happening in our classrooms daily.

1. We strive to ensure that our academic program meets the needs of all of our students. We pride ourselves on being a STEM School with an excellent Music and Arts Program. Benjamin Banneker hosts many annual events such as a STEAM'S Expo, spaghetti dinner, K1-2 performance, 4<sup>th</sup> grade school musical, Winter Concert, Spring Instrumental Concert, and spelling bee.
2. In addition to our digital studio and floating lab, we have a One to One Computer Program; We provide MacBook Pros for each student in grades 3 through 6<sup>th</sup>. Graduates are able to purchase their computers for a minimal fee.
3. Banneker offers monthly parent meetings where various content and topics are covered, dinner and childcare are provided at no cost to parents to ensure that all families can attend.

4. We have Adventure Club which gives our children experiences in hiking, climbing rock, biking, skiing and much more. Banneker Bolts, our cross-country team, participates against other local youths.
5. We have many after school clubs and activities for students from dance to robotics.
6. Since our doors opened we have been providing breakfast at no cost to families and starting in the 2015/2016 school year lunch was also provided at no cost. In addition, all school supplies, including an age appropriate book for new kindergarten students, are provided to parents free of charge.
7. Our program includes designated student field trips for additional hands-on learning and exposure. Field trips include:

| <i>Grade</i>                | <i>Banneker Experience</i>  |
|-----------------------------|---|
| <i>Whole School (K1-6)</i>  | <i>Boston Museum of Science</i>   |
| <i>K1-2</i>                 | <i>Boston Children's Museum<br/>New England Aquarium<br/>Massachusetts ZOO<br/>Big Apple Circus</i> |
| <i>3<sup>rd</sup> Grade</i> | <i>Professional Performance<br/>Plimoth Plantation Overnight</i>                                    |
| <i>4<sup>th</sup> Grade</i> | <i>School Musical</i>   |
| <i>5<sup>th</sup> Grade</i> | <i>Nature's Classroom Overnight</i>   |
| <i>6<sup>th</sup> Grade</i> | <i>Museum of Fine Arts<br/>Washington DC</i>  |

### **Banneker Bolts – Track Team**

The mission of the Banneker Bolts Cross Country team is to provide an experience that will encourage each athlete to strengthen their competitive spirit and nurture their desire for success in all aspects of life.

Participation in running can help build self-esteem and confidence. It can motivate children to excel academically and help build social and coping skills. Participation also teaches children the benefits of goal setting and practice. It teaches them that healthy living will only help enhance their lives as they move forward.

This year we continued participating in the weekly Brockton Fun Run, over the course of our 10-week season. The 2.2-mile course offered a good challenge for all of our athletes. Our practices were held on Mondays and Fridays at Danahey Park in Cambridge. During our practices we worked on increasing our stamina, flexibility and running form. The Bolts look forward to the upcoming season where both returning and new members will help to grow on our program.





### **Adventure Club**

The Adventure Club offered 6 outings for students in grades 5-6 that included hiking, indoor rock climbing, overnight snowshoeing and cross-country skiing, and a parkour course. In all, 54 out of 78 eligible students (69%) in grades 5-6 were served by the Adventure Club in 2019-2020. Unfortunately Some of our trips, including our annual 4th Grade introductory hike, were cancelled due to EEE in the Fall and Covid-19 in the Spring.



### **Banneker Band**

There are many Banneker teachers and staff that are musicians that share their passion for music with students. In addition to a formal age appropriate music exposure, students can participate with teachers in the Banneker band. And band members visit the Boston Symphony during the year. Music is welcomed as an essential part of the many cultures within the school

### **Banneker Beat – Dance Troupe**

In the fall of 2018 Banneker introduced the Banneker Beat, a cross grade level dance troupe that performs for students and parents during day and evening school assemblies, as well as off campus venues. As of today students continue to develop their passion for dance. Even though the Covid 19 pandemic closure



halted the program for the year early, students managed to practice and shared their development using FaceTime, Google Meets and Zoom. Students are taught, exposed and expected to perform all different types of dance genres from Tap, Jazz, Hip Hop, Modern and Ballet.

While learning dance students are given several mini lessons about the history of the dance they are currently perfecting. Because our school is culturally sensitive, students learn about the masters of African American musicians and dancers such; as Cab Calloway and the Nicholas Brothers, James Brown and Misty Copeland. They are also exposed to Africana, Carribean and Latin dance influences.

This year the Banneker Beat performed a memorable performance celebrating Black History Month. They honored Harriet Tubman and many of their own culture dances from the Carribean to Latin America. The performance was open to the public and recorded at a studio. Many of their performances can be viewed on our YouTube channel.

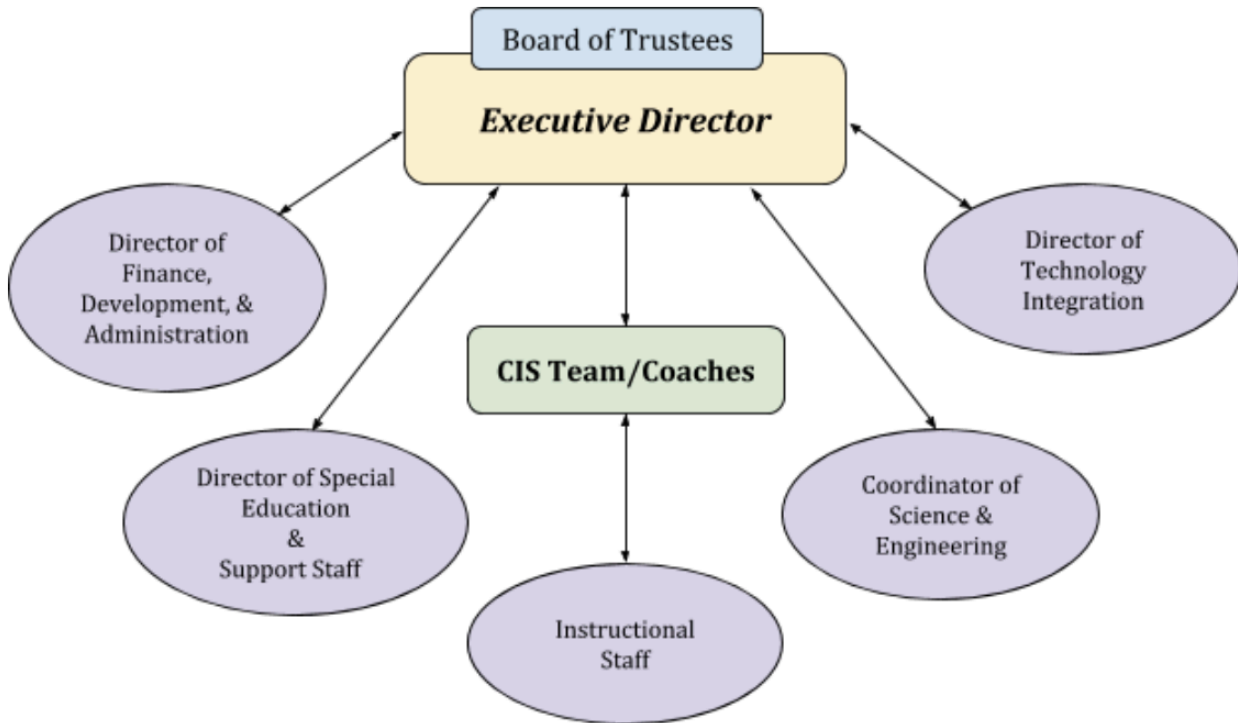
As a final tribute to their school, the graduating 6th grade members of the Banneker beat met for a final time on campus for a performance of Lift Every Voice and Sing, said to be the Black National Anthem, where they performed their own choreography in an expression of the times. Dancers wore masks, remained socially distant and practiced the precautions recommended by health officials. But in the process they celebrated their graduating class in a performance captured on video and used in a class video for graduation.





## *Organizational Viability*

### ORGANIZATIONAL CHART



### TEACHER EVALUATION

Teachers receive feedback and guidance based on Banneker’s Teaching and Learning Framework (TLF) document and checklist. All feedback is documented in TeachPoint, an online evaluation tool that provides teachers with immediate feedback. This online platform also allows teachers to provide evidence that supports meeting their SMART Goals. Members of the Curriculum and Instructional Support (CIS) Team (content area coaches) as well as the Leadership Team (Executive Director, Director of Support Services and Director of Technology) conduct weekly informal teacher observations. When these observations indicate a need, the Executive Director and the CIS Team create an action plan with the teacher, recommending professional development and providing structured coaching support. The formal evaluation process is completed using TeachPoint and includes a self-reflection, a formal observation by the Executive Director, Director of Support Services or Director of Technology, a review of the year’s feedback, and a summative evaluation and meeting with the Executive Director.

## *Budget and Finance*

### UNAUDITED FY 2021 OPERATING STATEMENTS

## THE BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL

Statements of Revenues, Expenses  
For the Years Ended June 30, 2020 and 2019

|   | Enterprise Funds |              |
|---|------------------|--------------|
|   | 2020             | 2019         |
| <b>Operating Revenue:</b>               |                  |              |
| Tuition                                 | \$ 8,065,872     | \$ 7,917,463 |
| In-kind transportation and pension      | 1,050,598        | 1,050,598    |
| Government grants                       | 251,739          | 488,436      |
| Program fees and other                  | 288,080          | 134,644      |
| Total operating revenue                 | 9,656,289        | 9,591,141    |
| <b>Operating Expenses:</b>              |                  |              |
| Personnel costs:                        |                  |              |
| Salaries                                | 4,446,851        | 4,142,775    |
| In-kind pension                         | 897,158          | 897,158      |
| Employee benefits                       | 676,693          | 541,561      |
| Payroll taxes                           | 210,008          | 176,866      |
| Staff development                       | 155,000          | 112,812      |
| Total personnel costs                   | 6,385,710        | 5,871,172    |
| Occupancy costs:                        |                  |              |
| Rent                                    | 538,000          | 466,776      |
| Maintenance                             | 192,456          | 190,347      |
| Depreciation                            | 111,851          | 130,451      |
| Utilities                               | 85,960           | 44,701       |
| Total occupancy costs                   | 928,267          | 832,275      |
| Student costs:                          |                  |              |
| Transportation                          | 390,000          | 433,737      |
| Classroom supplies                      | 249,203          | 269,203      |
| Student activities                      | 217,729          | 200,043      |
| Food service                            | 138,287          | 177,868      |
| Contracted services                     | 156,369          | 156,369      |
| In-kind transportation                  | 153,440          | 153,440      |
| Equipment leases                        | 39,333           | 39,333       |
| Total student costs                     | 1,344,361        | 1,429,993    |
| Other operating costs:                  |                  |              |
| Computer supplies                       | 134,627          | 154,203      |
| Professional fees                       | 115,265          | 91,467       |
| Supplies                                | 32,160           | 77,541       |
| Recruitment                             | 97,067           | 71,472       |
| Miscellaneous                           | 69,120           | 69,419       |
| Insurance                               | 40,120           | 32,366       |
| Telephone                               | 19,703           | 19,703       |
| Dues and subscriptions                  | 19,235           | 16,594       |
| Depreciation                            | 16,567           | 16,567       |
| Board development                       | 8,565            | 8,565        |
| Printing and postage                    | 5,827            | 5,827        |
| Total other operating costs             | 558,256          | 563,724      |
| Total operating expenses                | 9,216,594        | 8,697,164    |
| Changes in net position from operations | 439,694          | 893,977      |
| <b>General Revenue:</b>                 |                  |              |
| Interest and other                      | 36,257           | 92,267       |
| Changes in net position                 | 475,951          | 986,244      |

## Statement of FY 19 Net Assets (Balance Sheet)

### THE BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL

Statements of Net Position  
June 30, 2020 and 2019

| Assets                             | Enterprise Funds |              |
|------------------------------------|------------------|--------------|
|                                    | 2020             | 2019         |
| Current Assets:                    |                  |              |
| Cash and cash equivalents          | \$ 7,400,666     | \$ 6,040,443 |
| Accounts receivable                | -                | 673,669      |
| Prepaid expenses                   | -                | 142,346      |
| Total current assets               | 7,400,666        | 6,856,458    |
| Capital Assets:                    |                  |              |
| Leasehold improvements             | 1,878,637        | 1,890,709    |
| Furniture, fixtures and equipment  | 274,429          | 184,473      |
|                                    | 2,153,066        | 2,075,182    |
| Less - accumulated depreciation    | 1,904,771        | 1,792,920    |
| Net capital assets                 | 248,295          | 282,262      |
| Total assets                       | \$ 7,648,960     | \$ 7,138,720 |
| Liabilities and Net Position       |                  |              |
| Current Liabilities:               |                  |              |
| Accounts payable                   | \$ -             | \$ 218,876   |
| Accrued expenses                   | 594,909          | 543,114      |
| Total current liabilities          | 594,909          | 761,990      |
| Net Position:                      |                  |              |
| Unrestricted                       | 7,054,050        | 6,094,468    |
| Net invested in capital assets     | -                | 282,262      |
| Total net position                 | 7,054,050        | 6,376,730    |
| Total liabilities and net position | \$ 7,648,960     | \$ 7,138,720 |

**THE BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL**

Statements of Cash Flows  
For the Years Ended June 30, 2019 and 2018

|  | <b>Enterprise Funds</b> |              |
|--|-------------------------|--------------|
|  | <b>2019</b>             | <b>2018</b>  |
| <b>Cash Flows from Operating Activities:</b>   |                         |              |
| Receipts from tuition  | \$ 7,917,463            | \$ 7,602,625 |
| Receipts from government grants  | (114,067)               | 447,209      |
| Receipts from other sources  | 226,911                 | 190,765      |
| Payments for employee compensation and related   | (4,995,204)             | (5,058,808)  |
| Payments for supplies and services   | (2,423,419)             | (2,378,627)  |
| Net cash provided by operating activities  | 611,684                 | 803,164      |
| <b>Cash Flows from Investing Activities:</b>   |                         |              |
| Purchase of capital assets   | (81,864)                | (110,679)    |
| <b>Net Change in Cash and Cash Equivalents</b>   | 529,820                 | 692,485      |
| <b>Cash and Cash Equivalents:</b>  |                         |              |
| Beginning of year  | 5,510,623               | 4,818,138    |
| End of year  | \$ 6,040,443            | \$ 5,510,623 |
| <b>Cash Flows from Operating Activities:</b>   |                         |              |
| Changes in net position  | \$ 986,244              | \$ 691,685   |
| Adjustments to reconcile changes in net position to net cash provided by operating activities: |                         |              |
| Depreciation   | 147,018                 | 208,275      |
| Changes in operating assets and liabilities:   |                         |              |
| Accounts receivable  | (602,503)               | (59,079)     |
| Prepaid expenses   | (26,736)                | 7,021        |
| Accounts payable   | 132,361                 | (31,892)     |
| Accrued expenses   | (24,700)                | (12,846)     |
| Net cash provided by operating activities  | \$ 611,684              | \$ 803,164   |

**School Budget for FY 21**

Board approved the FY 2021 budget at the April 2020 regular meeting of the Board of Trustees

***Benjamin Banneker Charter School  
FY21 Approved Budget***

|                                     | <b>FY21 Budget</b> |
|-------------------------------------|--------------------|
| Per Pupil Tuition                   | 7,817,830          |
| Federal Grants                      | 256,500            |
| Nutrition Program                   | 180,000            |
| After School                        | 90,000             |
| Other Revenue Sources               | 90,000             |
| <b>Total Revenue</b>                | <b>8,434,330</b>   |
| <b>Total Salaries</b>               | <b>4,624,725</b>   |
| Health Insurance                    | 599,364            |
| Payroll Taxes                       | 221,987            |
| Other Fringe Benefits               | 129,492            |
| Professional Development            | 75,000             |
| <b>Total Fringe Benefits</b>        | <b>1,025,843</b>   |
| <b>Total Staff Related Expenses</b> | <b>5,650,569</b>   |
| Information Technology              | 327,032            |
| Student Activities                  | 217,000            |
| Instructional Programs              | 238,865            |
| Transportation                      | 437,827            |
| Nutrition program                   | 185,454            |
| Rent                                | 559,520            |
| Repairs and Maintenance             | 194,380            |
| Utilities                           | 86,819             |
| Leasehold Depreciation              | 120,000            |
| General Administrative Expenses     | 398,061            |
| <b>Total General Expenses</b>       | <b>2,764,959</b>   |
| <b>Total Salaries and Expenses</b>  | <b>8,415,527</b>   |
| <b>Surplus (Deficit)</b>            | <b>18,803</b>      |

**Capital Plan FY 21**

Projects will be funded from the Capital Projects Reserve which has \$2,500,000 as of June 30, 2020.

| <b>Project</b>                 | <b>Description</b>                                  | <b>Status</b> | <b>Cost</b>        |
|--------------------------------|---|---------------|--------------------|
| Digital Wiring Project         | To allow for Technology upgrades                    | Completed     | 90,000             |
| Cafeteria Floor / Kitchen      | New tile floor                                      | Completed     | 50,000             |
| Electrical Wiring              | Wiring is old and outdated, needed for HVAC upgrade | Estimate      | 250,000            |
| Sprinklers                     | needed for HVAC upgrade                             | Estimate      | 550,000            |
| Elevator                       | Chair lift not replaceable                          | Estimate      | 1,000,000          |
| Portico                        | Code and Safety                                     | Estimate      | 75,000             |
| Exterior ADA Stairs / Railings | Code and Safety                                     | Estimate      | 25,000             |
| Parking Lot                    | More than five years old                            | Estimate      | 50,000             |
| Window Replacement             | Old   | Estimate      | 150,000            |
| K Playground                   | For younger students                                | Estimate      | 20,000             |
| Attic                          | For Storage   | Estimate      | 25,000             |
| Signage                        | New Banners   | Estimate      | 20,000             |
|                                |   | Contingency   | 195,000            |
| <b>Total</b>                   |   |               | <b>\$2,500,000</b> |



| <b>FY21 Enrollment Table</b>   | <b>Enter Number Below</b> |
|--|---------------------------|
| <b>Number of students pre-enrolled via March 16, 2020 submission</b>   | <b>0</b>                  |
| <b>Number of students upon which FY21 budget tuition line is based</b>   | <b>350</b>                |
| <b>Number of expected students for FY21 first day of school</b>  | <b>350</b>                |
| Please explain any variances: We don't pre-enroll, we only hold the lottery and wait for paperwork. . Typically we do not know who is leaving until the end of June- September. We continue to enroll until October 1st. Each we expect apx 5% of students to leave each year. |                           |

Appendix A - Accountability Plan Performance

**School Performance and Program Implementation**

At the completion of the 2019-2020 school year, the Benjamin Banneker Charter Public School (BBCPS) completed the 24th year serving our community! As the school continues in the final term of our charter, we continue to evolve, innovate and pilot new practices to enhance student learning and engagement.

As we review our Accountability Plan submitted in 2016, we are proud to report on another year of solid annual gains. As we enter into the 2019-2020 school year, we will continue using performance measures outlined in the Accountability Plan that was approved on June 12, 2017.

**FAITHFULNESS TO CHARTER:**

| Charter Period: 2016-2021   | 2019-2020 Performance (Met/Not Met)  | Evidence  |
|---|--|---|
| <b>OBJECTIVE 1: BBCPS WILL CONTINUE TO PROVIDE A STEM EDUCATION.</b>  |  |   |
| Measure: 100% of students will participate in an annual <i>STEAMS' Exposition (science, technology, engineering, art and math)</i> , to showcase new and innovative student generated projects.           | Due to the state mandated school closure we were unable to fulfil this objective<br><b>Not Met</b>       | Typically for the STEAMS EXPO all students participate in class projects. The event is always well attended by the community.   |
| Measure: Each year, Banneker will provide at least one experience for students to showcase their work on Active Use and/or design engineering concepts, as illustrated by curricular Scope and Sequences. | <b>Met</b>   | Peer collaboration, media production, 3D design, and programming/coding were the focus of this year's curriculum. Scope and sequence for DLCS can be found on <a href="http://banneker.org/technology">banneker.org/technology</a> and on <a href="http://bannekerinnovation.org">bannekerinnovation.org</a> . Student creations were showcased around the school and on social media @bbcps. |
| <b>OBJECTIVE 2: BBCPS WILL IMPLEMENT A HIGH QUALITY ACADEMIC PROGRAM.</b>   |  |   |
| Measure: Each year, 70% of students in grades 1-6 will achieve proficiency by the end of the year in each school created unit assessments in ELA, Mathematics, and Science.                               | Due to the state mandated school closure we were unable to fulfil this objective<br><b>Partially Met</b> | This year we continued using IReady as an online Assessment<br><br>Based on our mid year data we were projected to meet our data achievement goal.  |
| Measure: BBCPS teachers will participate in weekly coaching/planning sessions in ELA, Mathematics and Science to ensure that all lessons are aligned to the Common Core.                                  | <b>Met</b>   | Coaching observations in ELA and math are documented in TeachPoint. ELA, Math and Science planning meetings are documented and maintained by content coaches.   |

|  |                             |  |
|--|-----------------------------|--|
| <p>Measure: Each year, from one year to the next, English Learners will improve language proficiency by moving up at least one level in 2 out of 4 language domains based on annual ACCESS test results.</p>   | <p><b>Partially Met</b></p> | <p>A majority of students (76%) improved language proficiency by moving up one level in 2/4 language domains. The other students moved one level and some had already reached an acceptable level. Three students were exited from the program because they met criteria for exiting on ACCESS and were performing grade level work. A review of scores indicates that writing is an area that needs more instructional focus which will be implemented next year.</p> |
| <p>Measure: Each year all students with IEPs will reach mastery on 75% of IEP academic objectives by their annual IEP review.</p>  | <p><b>Partially Met</b></p> | <p>A majority of students (91%) mastered or are on target to master 75% or greater of IEP objectives. Four students (11%) met between 50-60% mastery of IEP objectives and plans are in place to better support their needs.</p>   |
| <p>Measure: BBCPS teachers will participate in regularly scheduled school-wide professional development as well as conferences and workshops.</p> <p>Each year 90% of the teaching staff will attend weekly internal PD sessions.</p> <p>Measure: Each year 40% of the teaching staff will attend external PD.</p> | <p><b>Met</b></p>           | <p>Internal professional development is held every Tuesday. Attendance is taken during each PD session and filed in a PD binder.</p> <p>Various external PD opportunities are offered to staff each school year. When attended staff must document and share their new learning. These forms are collected and saved in our data bank.</p>   |
| <p><b>OBJECTIVE 3: BBCPS WILL SUPPORT THE WHOLE CHILD THROUGH A VARIETY OF <i>BANNEKER EXPERIENCES</i></b></p>   |                             |  |
| <p>Measure: The total number of discipline referrals and suspensions will decrease 5% from previous year's data.</p>   | <p><b>Met</b></p>           | <p>Each year we continue to make progress in meeting our goal. In SY 16/17 we had 15 suspensions and 221 referrals. In SY17/18 we had 12 suspensions and 158 referrals. In SY 18/19 we continued to make progress and had only 9 suspensions and 95 referrals. In FY19/20 our early data projected that we would once again meet our goal.</p>   |
| <p>Measure: Each year, there will be a minimum of a 5% increase in the number of students who participate in Banneker Bucks program, the school's positive behavior reinforcement program.</p>   | <p><b>Not Met</b></p>       | <p>In SY 16/17 we had 214 students rewarded for positive behavior and 777 Banneker Bucks were distributed. In SY 17/18 we met our goal! 225 Students were rewarded for their behavior and 509 Banneker Bucks were distributed. In SY 18/19 we maintained our progress and had 200 students rewarded for positive behavior and 500 Banneker. Due to COVID19 we did not have complete data to accurately measure this goal.</p>  |

| Measure: BBCPS students will participate in at least two grade level experiences each year.                            |  | Due to the state mandated school closure we were unable to fulfil this objective<br><b>Partially Met</b> | In the fall the entire school attended the Museum of Science. In addition, this year students visited a local farm for apple picking, grade K, 1 and 5 went to the New England Aquarium and grade 6 visited the Museum of Fine Arts. However, due to the school closure we were unable to participate in many of the grade level experiences. |
|--|--|--|---|
| <i>Grade</i>   | <i>Experience</i>  |  |   |
| <i>Whole School (PK-6)</i>   | <i>Boston Museum of Science</i>  |  |   |
| <i>PK-2</i>  | <i>Boston Children’s Museum<br/>New England Aquarium<br/>Massachusetts ZOO</i> |  |   |
| <i>3<sup>rd</sup> Grade</i>  | <i>Theatre Performance<br/>Plimoth Plantation<br/>Overnight</i>                |  |   |
| <i>4<sup>th</sup> Grade</i>  | <i>School Musical</i>  |  |   |
| <i>5<sup>th</sup> Grade</i>  | <i>Nature’s Classroom<br/>Overnight</i>  |  |   |
| <i>6<sup>th</sup> Grade</i>  | <i>Museum of Fine Arts<br/>Washington DC</i>                                   |  |   |
| BBCPS students in grades 4-6 also have opportunities to participate in the school's Adventure Club and Innovation Lab. |  |  |   |

**OBJECTIVE 4: EACH YEAR BBCPS WILL SHARE THEIR SUCCESSES AND OTHER ACHIEVEMENTS WITH OTHER MASSACHUSETTS PUBLIC SCHOOLS.**

|  |            |   |
|--|------------|---|
| Measure: Each year BBCPS will invite a minimum of two schools a year to encourage colleagues to participate in a school tour and other school related activities to showcase best practices. | <b>Met</b> | Banneker continues to open its doors to school leaders and educators. This year we continued to meet with other charter school leaders to share our innovations related to data literacy, staff recruitment and technology. We welcomed school leaders from other districts including Charter leaders from Brooke Charter.<br><br>We continue to enhance our social media outreach to educators nationally creating widely viewed YouTube videos demonstrating our instructional practices and use of arts and music. |
| Measure: During the next five years, BBCPS will aim to complete a minimum of three publications and two off site presentations that showcase the Banneker's best practices.                  | <b>Met</b> | Banneker’s success academically and as a school community was featured in a national presentation made to educators of color at a widely attended conference in Washington, DC.   |

|  |                |   |
|--|----------------|---|
|  |                | This year the Rennie Center for Research and Education Policy completed a case study on Banneker as a model of a “Culture of Achievement.”  |
| <b>OBJECTIVE 5: STUDENTS AT BBCPS WILL DEMONSTRATE ELA ACADEMIC GROWTH EACH SCHOOL YEAR.</b>   |                |   |
| Measure: Based on the Fountas and Pinnell Benchmark Assessment System, (tool used to identify the instructional and independent reading levels) each year students in the general education program will be expected to make a minimum of a year’s growth based on fall to spring assessments. | <b>Not Met</b> | Due to the state mandated school closure we were unable to complete our final assessments used to gauge progress on this measure. However, based on our mid year data we were on target to meet this measure. |

### ORGANIZATIONAL VIABILITY

|  | 2019-2020 Performance (Met/Not Met) | Evidence   |
|--|-------------------------------------|--|
| <b>OBJECTIVE: SOLVENCY AND STABILITY:</b>  |                                     |  |
| 1. The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievement.<br>2. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.<br>3. The school’s annual independent audit is free of material or repeated findings. |                                     |  |
| <b>Measure:</b> 1. The school's annual budget is sustained by its enrollment by continuing to fill 90% of available seats and maintain an active waiting list.   | <b>Met</b>                          | We filled 100% of available enrollment, 350/350 of available seats. We have significantly increased the number of Cambridge families as a percentage of overall enrollment |
| <b>Measure:</b> 2. Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program and consistently operates within budget.   | <b>Met</b>                          | Cash reserves represent more than 25% of the annual budget   |
| <b>Measure:</b> 3. There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.   | <b>Met</b>                          | Received an unqualified opinion without findings on our annual audit   |
| <b>OBJECTIVE: FISCAL OVERSIGHT:</b>  |                                     |  |
| The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school. The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes.   |                                     |  |
| <b>Measure:</b> 1. Conduct regular (monthly) budget forecast meetings with the Finance Committee of the  | <b>Met</b>                          | Monitor monthly through Board of Trustees and Finance meetings   |

|  |            |   |
|--|------------|---|
| Board of Trustees, in order to monitor budget activity.  |            |   |
| <b>Measure:</b> 2. Collaboration with the Finance Committee of the Board of Trustees on creating an annual budget for the school.  | <b>Met</b> | Collaborated meetings with the Finance and Board meetings   |
| <b>Measure:</b> 3. The Finance Committee will meet with auditors and debrief findings from the year-end audit.   | <b>Met</b> | Met with Auditors to debrief findings   |
| <b>OBJECTIVE: ENROLLMENT:</b>  |            |   |
| The school implements the student recruitment, retention, and enrollment process intended in the charter, in the school’s recruitment and retention plans, and as defined by statute and regulations.                        |            |   |
| <b>Measure:</b> The Banneker school is committed to maintaining an enrollment of 350 students from the Boston, Cambridge, and surrounding communities. The Banneker will continue to increase Cambridge enrollment annually. | <b>Met</b> | <p>This is the fourth year that Banneker has used an external marketing partner (Ed Inquiry, LLC) to design and manage our student recruitment campaign. This partnership has been successful leading to Banneker now having a waitlist of Cambridge families. We have filled most openings in K1, K and beyond with Cambridge families (with the exception of siblings) and have successfully recruited families local to Cambridge.</p> <p>Our recruitment efforts reach the entire community, welcoming all. We use a multi-media approach which includes social media, outdoor advertising and community outreach through our many parent events.</p> |
| <b>OBJECTIVE: BOARD ACCOUNTABILITY:</b>  |            |   |
| The Board of Trustees is responsible to the school community it serves.  |            |   |
| <b>Measure:</b> The Board of Trustee creates annual board goals and completes a self-assessment, which is reported in the annual report.<br><br>Board annual goals set each year in September.                               | <b>Met</b> | Goals were set during the September Board Meeting.  |
| <b>Measure:</b> 75% of annual goals met at year-end.   | <b>Met</b> | Goals met at the end of the year.   |
| <b>Measure:</b> Self-evaluation administered each June at Annual Meeting.  | <b>Met</b> | The Board completed their self-evaluation in June 2020.   |

|  |                             |  |
|--|-----------------------------|--|
| <p><b>Measure:</b> 75% of participants satisfied that the Board has met its governance responsibilities each year.</p>   | <p><b>Met</b></p>           | <p>Over 75% of the members were satisfied that all governance responsibilities were met.</p>   |
| <p><b>OBJECTIVE: DECISION MAKING AND COMMUNICATION:</b><br/>The school has clear and well-understood systems for decision-making and communication. These systems result in a common sense of purpose for all school constituencies.</p>     |                             |  |
| <p><b>Measure:</b> The Board of Trustee holds monthly meetings open to the public in order to ensure communication and transparency. 100% of meetings are open to the public and board minutes are available within 72 hours of meeting.</p> | <p><b>Met</b></p>           | <p>All meetings were public and minutes available within 72 hours.</p>   |
| <p><b>OBJECTIVE: FAMILY ENGAGEMENT:</b><br/>The school involves parents/guardians as partners in the education of their children. Families and students are satisfied with the school's program.</p>   |                             |  |
| <p><b>Measure:</b> Parental involvement is an essential component to the Banneker. Banneker conducts an annual parent survey:<br/><b>Measure:</b> 65% of parents will respond to the survey.</p>   | <p><b>Partially Met</b></p> | <p>Attendance at our parent meetings has also increased by 15% and overall attendance at school events (Open house and Curriculum Night, increased by approximately 20 %). Parent survey response (129 families) rates were lower this year due to Covid 19 pandemic and the cancellation of parent school meetings.</p> |
| <p><b>Measure:</b> 75% of respondents will state that they are encouraged to visit the website for information about the school, are informed about current happenings and updated on classroom events.</p>                                  | <p><b>Met</b></p>           | <p>80% felt informed about events at BBCPS. Q6</p>   |
| <p><b>Measure:</b> 75% of respondents will state that they receive weekly newsletters about current events and other school news.</p>  | <p><b>Met</b></p>           | <p>90% responded that they received newsletters, and other news. Q17</p>   |
| <p><b>Measure:</b> 75 % of respondents will state that they have attended at least 2 parent meetings.</p>  | <p><b>Met</b></p>           | <p>79% stated they went to at least 2 parent meetings. Q4</p>  |
| <p><b>Measure:</b> 75% of respondents will state that they are satisfied with the schools' program.</p>  | <p><b>Met</b></p>           | <p>98% are satisfied with the academic program at BBCPS. Q4</p>  |
| <p><b>Measure:</b> 75% of respondents will state that they believe that the Banneker is a safe school.</p>   | <p><b>Met</b></p>           | <p>96% believe their children are safe at Banneker. Q4</p>   |
| <p><b>OBJECTIVE: DISSEMINATION:</b><br/>The school collaborates with its sending district(s) on the sharing of innovative practices and provides models for replication and best practices.</p>  |                             |  |

|  |                   |   |
|--|-------------------|---|
| <p><b>Measure:</b> Banneker will participate in a minimum of one best practice-sharing event each year by publishing an article in an education journal or web site, or by a presentation at an education conference</p> | <p><b>Met</b></p> | <p>We continue to enhance our dissemination capacity by enhancing our ability to produce videos which can be used to reach busy parents, students, staff and educators around the Commonwealth. Our YouTube audience has grown and our work continues to be featured in the blogs of various web sites dedicated to educational best practices. We participated in several events where Banneker shared its practices and methods with districts and school across the country.</p> |
|--|-------------------|---|



## *Appendix B - Recruitment & Retention Plan*

School Name: Benjamin Banneker Charter Public School

Date: July 31, 2020

### Recruitment Plan – 2019-2020 Strategies List strategies for recruitment activities for each demographic group.

#### Special education students/students with disabilities

|  |  |
|--|--|
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>14.9%</p> <p><b>GNT percentage:</b><br/>13.3%</p> <p><b>CI percentage:</b> 14.9%</p> <p>The school is <u>above</u> GNT percentages and <u>met</u> CI percentages</p> | <p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Banneker is an inclusive school.</li> <li>● All students participate in all academic and non-academic activities at the Banneker.</li> <li>● Students receive special education support from certified teachers and related service providers.</li> <li>● We hold annual meetings with individual parents to discuss each child’s progress and are available to parents throughout the year.</li> <li>● Parent/student meetings are held at least twice per year for parents of students on IEPs.</li> <li>● Parents of students on IEPs are welcome, and encouraged to participate in whole school wide parent meetings and every other event held during the year.</li> </ul> |
|--|--|

#### Limited English-proficient students/English learners

|   |  |
|---|--|
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>5.1%</p> <p><b>GNT percentage:</b><br/>6.0%</p> <p><b>CI percentage:</b> 6.2%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>● We have several bilingual staff who speak the predominant languages (Haitian Creole and Spanish) of our families to translate when needed.</li> <li>● The student/parent handbook and annual report are available in three languages.</li> <li>● We currently have report cards in three languages; Spanish, Creole and Amharic.</li> <li>● All parent notices and forms are translated upon request.</li> </ul> <p style="text-align: center;"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>● Our recruitment campaign has broad reach using media that is accessible to the entire Cambridge community. We will use outdoor advertising in multiple languages.</li> <li>● The bulk of our referrals for early grades come from existing families in our communities. We reach the community through parental outreach events.</li> <li>● We will use additional multi media and social media specifically for non-english communities within Cambridge</li> <li>● Our billboard campaign will continue to be multilingual..</li> </ul> |
|---|--|

#### Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

|   |   |
|---|---|
| <p><b>(a) CHART data</b></p> <p><b>School percentage:</b><br/>49.1%</p> | <p style="text-align: center;"><b>(b) Continued 2019-2020 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> |
|---|---|

|   |   |
|---|---|
| <p><b>CI percentage:</b> 21.9%</p> <p>The school is <u>above</u> CI percentages</p>                                   | <ul style="list-style-type: none"> <li>• Visiting subsidized and low-income housing in Cambridge to communicate Banneker’s specific wish to include all children regardless of their economic status, as expressed in the school’s mission; all students receive free breakfast and lunch.</li> <li>• The school supplies all materials for learning.</li> <li>• Most field trips are paid for by the school and major trips such as the 6th grade DC trip and the 5th grade trip to Nature’s Classroom can be subsidized by fundraising and donations.</li> </ul>  |
| <p><u>Students who are sub-proficient</u></p>   | <p style="text-align: center;"><b>(d) Continued 2019-2020 Strategies</b></p> <p>We believe that the expansive use of outdoor advertising and social media where all travelers can see and experience our promotions ensure that we are reaching the widest range of parents. We are also using our web site to deliver more focused parental messaging via embedded videos from the executive Director and other staff members. The combined results of all of our efforts have expanded the reach for Banneker’s welcoming messages, encouraging an application or touring of the school.</p>                                  |
| <p>Students at risk of dropping out of school</p>   | <p style="text-align: center;"><b>(e) Continued 2019-2020 Strategies</b></p> <p>Although we have no issues with students at risk of dropping out, we ensure that by meeting academic, social and emotional needs of our students and keeping the lines of communication open helps alleviate the possibility of a student dropping out.</p>   |
| <p><u>Students who have dropped out of school</u></p>   | <p style="text-align: center;"><b>(f) Continued 2019-2020 Strategies</b></p> <p>We continue working with all students to help make their academic experience a success to ward off potential dropouts in the future. Our teachers and principal meet regularly with students and families to monitor at risk students and help prevent students from dropping out in the future.</p>  |
| <p><b>OPTIONAL</b><br/><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p> | <p style="text-align: center;"><b>(g) Continued 2019-2020 Strategies</b></p> <p>We believe that the expansive use of outdoor advertising where all travelers can see and experience our promotions ensure that we are reaching the widest range of parents. We are also using our web site to deliver more focused parental messaging via embedded videos from the executive Director and other staff members. We also advertised in the Cambridge Chronicle and the combined results of all of our efforts have expanded the reach for Banneker’s welcoming messages, encouraging an application or touring of the school.</p> |

## RECRUITMENT AND RETENTION 2020 – 2021

**Implementation Summary:** We continue to enhance our outreach and appeal to parents and residents of Cambridge. The Cambridge district student population is more diverse than most districts in the Commonwealth. English language learners in the Cambridge district were 8% of the student population. At Banneker they were 5%. Approximately 29% of the Cambridge student population were economically disadvantaged compared to 46% at Banneker.

Banneker innovates and differentiates its program to more successfully serve students that are historically underserved in district schools. As such, much of our recruitment occurs from word of mouth referrals within specific communities across the city. However, in an attempt to broaden the message and awareness of Banneker as a viable school choice for parents, this is the third year that we have expanded our outreach and “brand awareness,” promoting our school as a viable and successful option for Cambridge families. Our branding

campaigns are local and broad reaching. Billboards describe the school's successes, and engage the viewer with pictures of our students. Many of the billboards contain multilingual welcome messages that reflect the various ethnicities within Cambridge.

Additionally, our recruitment campaign continues to provide a glimpse into the school and its culture using video and social media that clearly shows the broad range of children and activities within the school community. Our website has also been designed to show the range of ethnicities enrolled and provide a very subtle welcome message in several languages. We reach other populations throughout the city using direct mail to each household with children in the age range that Banneker serves. The direct mail is multi-lingual, offering a welcome in various languages. Our online application process allows parents to review detailed information on the school, its policies and the enrollment requirements in several languages.

Even with this broad coverage across Cambridge and beyond, most applicants report that they received a recommendation for Banneker from family or friends, based on the positive results and favorable attitude of children attending or those that have graduated. We continue to have a very robust parental engagement strategy resulting in parents acting as local "evangelists" for the school to Cambridge families considering schooling options.

Banneker's use of direct mail, outdoor advertising, community events, social media and parental engagement has been successful. We have had a record number of applicants of all types from Cambridge. For those families that have children with special needs or a disability, our outreach occurs using more interpersonal person-to-person methods. For families with children that have special needs, no matter the type, we encourage a school visit and tour. We believe that the best way to demonstrate our inclusive community is to actually observe it in action. Parents with students with disabilities appreciate the ability to better understand the services offered and the classroom environment that their children will experience.

Our outreach campaigns in the last few years have been broad and not targeted to specific population but instead targeted to the entirety of the Cambridge community, (White, Black, Hispanic, Asian and other). The campaigns proposed and adopted by the school stressed the academic outcomes that families can expect if their children attend Banneker. It is our belief that most parents want to access a high performing school no matter the race or ethnicity.

- We continually ensure that our academic program meets the needs of all of our students using an approach that is highly individualized.
- At the end of the school year we offer a limited number of computers for graduates to purchase at heavily discounted prices.
- Monthly parent meetings cover various topics. To ensure that all families can attend dinner and childcare are provided at no cost to parents.
- Banneker continues to provide free transportation for a majority of our families covering Boston areas and the North Shore starting in Revere. To ensure student safety, monitors are provided on each bus along with school cell phones. Our Local Motion busses are equipped with seat belts and motion operated cameras.
- We communicate with parents through phone messaging, emails, weekly backpack, the school website and parent conferences.
- For grades 4-6 we have Adventure Club which gives our children experiences in hiking, climbing rock, biking, skiing and much more. For grades 3-6 we have the Banneker Bolts, our cross-country team, participates against other local youths. We also have lessons for students interested in playing a musical instrument. There is also chorus, band (for students who have participated in lessons for at least two years) and annual musicals.
- We provide school supplies at no cost to parents.
- Breakfast and lunch are free for all students, through our participation in CEP
- Parent Surveys are given out to get parent's feedback on any concerns or issue they may have.
- We have an ongoing partnership with an experienced outsource partner that coordinates our branding, marketing and outreach.

| Overall Student Retention Goal                  |     |
|---|-----|
| Annual goal for student retention (percentage): | 94% |

**Retention Plan –2020-2021 Strategies**  
**List strategies for retention activities for each demographic group.**

**Special education students/students with disabilities**

| <b>(b) Continued 2019-2020 Strategies</b>   |   |
|---|---|
| <p><u>(a) CHART data</u></p> <p><b>School percentage:</b><br/>6.3%</p> <p><b>Third Quartile:</b> 15.8%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> | <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Banneker is an inclusive school.</li> <li>● All students participate in all academic and non-academic activities at the Banneker.</li> <li>● Students receive special education support from certified teachers and related service providers.</li> <li>● We hold annual meetings with individual parents to discuss each child’s progress and are available to parents throughout the year.</li> <li>● Parent/student meetings are held at least twice per year for parents of students on IEPs.</li> </ul> <p>Parents of students on IEPs are welcome, and encouraged to participate in whole school wide parent meetings and every other event held during the year.</p> |

**Limited English-proficient students**

| <b>(b) Continued 2019-2020 Strategies</b>   |  |
|---|--|
| <p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 0%</p> <p><b>Third Quartile:</b> 18.5%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> | <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>● We have several bilingual staff who speak the predominant languages (Haitian Creole and Spanish) of our families to translate when needed.</li> <li>● The student/parent handbook and annual report are available in three languages.</li> <li>● We currently have report cards in three languages; Spanish, Creole and Amharic.</li> </ul> |

**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

| <b>(b) Continued 2019-2020 Strategies</b>   |   |
|---|---|
| <p><u>(a) CHART data</u></p> <p><b>School percentage:</b><br/>5.8%</p> <p><b>Third Quartile:</b> 18%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p> | <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Visiting subsidized and low-income housing in Cambridge to communicate Banneker’s specific wish to include all children regardless of their economic status, as expressed in the school’s mission; all students receive free breakfast and lunch.</li> <li>● The school also supplies all materials for learning.</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• Most field trips are paid for by the school and major trips such as the 6th grade DC trip and the 5th grade trip to Nature’s Classroom can be subsidized by fundraising and donations.</li> </ul>   |
| <p><b>Students who are sub-proficient</b></p>   | <p style="text-align: center;"><b>(d) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Using printed and web-based materials to communicate our efforts and successes in reaching all children, including news that we provide intervention in all grades to help those struggling with reading and math.</li> <li>• The school also has homework club and an MCAS prep after school program.</li> <li>• We promote these services on our website as well.</li> </ul>   |
| <p><b>Students at risk of dropping out of school</b></p>  | <p style="text-align: center;"><b>(e) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• Working with all staff and parents in making the learning experience diverse to reach all learning styles for children to keep them excited about learning.</li> <li>• By keeping school engaging, fun and safe we hope that our children go on to further their education.</li> </ul>   |
| <p><b>Students who have dropped out of school</b></p>   | <p style="text-align: center;"><b>(f) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• We work with children in many ways, academically, and socially to instill a love for education and learning.</li> <li>• If a student is having social issues, we have a full-time school counselor that works with them either alone or with small groups to address their needs.</li> </ul>   |
| <p><b>Other subgroups of students who should be targeted to eliminate the achievement gap</b></p> | <p style="text-align: center;"><b>(g) Continued 2019-2020 Strategies</b></p> <ul style="list-style-type: none"> <li>• We continue to reach out to area organizations, including other social service nonprofits, our city’s social service and education departments, the business community, and the media, to share our story and inform as many people as possible of our school, and mission and vision.</li> <li>• This year we have hired an external partner to help spread the word regarding our achievements and to reach more children interested in the Banneker.</li> </ul> |

## ***Appendix C - School and Student Data Tables***

| <b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b> |               |                          |
|---|---------------|--------------------------|
| Race/Ethnicity                                      | # of students | % of entire student body |
| African-American                                    | 279           | 83%                      |
| Asian   | 3             | .5%                      |
| Hispanic  | 32            | 10%                      |
| Native American                                     | 1             | .2%                      |
| White   | 8             | 2%                       |
| Native Hawaiian, Pacific Islander                   | 2             | .3%                      |
| Multi-race, non-Hispanic                            | 13            | 4%                       |
| Special education                                   | 50            | 15%                      |
| Limited English proficient                          | 17            | 5%                       |
| Low income  | 199           | 58%                      |

[For more details please refer to official school record located at the link below](http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200000&orgtypecode=5&)

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200000&orgtypecode=5&>

| <b>ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR</b> |   |                   |                 |
|--|---|-------------------|-----------------|
| <b>Name, Title</b>   | <b>Brief Job Description</b>  | <b>Start date</b> | <b>End date</b> |
| <b>Executive Director</b><br>Sherley Bretous               | Instructional and organizational leader; manages all staff, responsible for educational quality | 1/1/1997          |                 |
| <b>Director of Support Services</b><br>Kathleen Horrocks   | Oversees all support services, ensures compliance, manages the support team                     | 9/30/1996         |                 |
| <b>Business Manager</b><br>Cynthia Goncalves               | Oversees the financial health and viability of the school and Human Resources                   | 7/1/2009          |                 |
| <b>Dir. of Innovation, Technology &amp; Digital</b>        | Oversees technical infrastructure, resources, support staff, integration                        | 8/1/2005          |                 |

|   |   |           |  |
|---|---|-----------|--|
| <b>Learning</b><br>Jared Perrine                                  |   |           |  |
| <b>Coordinator of Science and Engineering</b><br>Eugenie Williams | Oversees STEM school development, science instructional quality, curriculum, and professional development                       | 8/28/2013 |  |
| <b>Executive Assistant</b><br>Sharon Lombara                      | Supports the Executive Director, manages enrollment, student information, state reports, transportation, lunch program, & data. | 7/6/1998  |  |

| <b>TEACHERS AND STAFF ATTRITION 2019-2020 SCHOOL YEAR</b> |  |                                    |   |   |
|---|--|------------------------------------|---|---|
|   | <b># Last day of 2019-2020 school year</b> | <b>Departures during 2019-2020</b> | <b>Departures at the end of school year</b> | <b>Reason(s) for Departure</b>                      |
| Teachers/<br>Teacher Associates                           | 33.8                                       | 0                                  | 2   | 1 was asked to leave<br>1 left for another position |
| Other Staff   | 22   | 0                                  | 0   |   |

**Governance**

| <b>BOARD AND COMMITTEE INFORMATION</b>   |     |
|--|-----|
| Number of commissioner approved board members <b>as of August 1, 2019</b>  | 7   |
| Minimum number of board members in approved by-laws  | 7   |
| Maximum number of board members in approved by-laws  | 15  |
| Number of board <b>committee</b> members who are neither trustees nor school employees during the 2019-2020 school year (If not applicable, enter NA.) | N/A |

| <b>BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR</b> |                              |                                 |                               |  |
|--|------------------------------|---------------------------------|-------------------------------|--|
| <b>Name</b>  | <b>Position on The Board</b> | <b>Committee affiliation(s)</b> | <b>Number of terms served</b> | <b>Length of each term (including date of election and expiration)</b> |
| Deborah Del Dotto                                  | Chair                        | Executive Committee, HR         | 2                             | 01/2014-01/2026  |
| Shane Buker  | Co-Chair Treasurer           | Finance/Real Estate             | 1                             | 10/2016-10/2028  |
| Jenepher Gooding                                   | Clerk                        | Clerk                           | <1                            | 11/2017-11/2029  |

|                   |            |              |    |                   |
|-------------------|------------|--------------|----|-------------------|
|                   |            |              |    |                   |
| Janel Granum      | Trustee    | HR Committee | <1 | 11//17-11/2029    |
| Josiane Julmeus   | Parent R   | Trustee      | <1 | 11/2017-11/2029   |
| Linda Tucker      | Trustee    | STEM         | 2+ | 10/2011-10/2023   |
| Tirsit Habetariam | Parent Rep |              | <1 | 11/01/19-11/01/21 |

| 2019 – 2020 Board of Trustees Regular Meetings |                                  |         |                             |
|--|----------------------------------|---------|-----------------------------|
| Date   | Topic                            | Date    | Topic                       |
| 9/26/19  | Board Meet and Greet             | 2/27/20 | Student Supports – (SPED)   |
| 10/24/19                                       | Student Academic Outcomes (MCAS) | 3/26/20 | N/A Coronavirus Epidemic    |
| 11/21/19                                       | Meet the Specialists             | 4/30/20 | N/A Coronavirus Epidemic    |
| 12/5/19  | Technology                       | 5/21/20 | Budget/Business/Finance     |
| 1/23/20  | Early Education (K1-2)           | 6/13/20 | Charter Renewal Application |

\*Meetings are open to the public and are held on Thursday in the Ogletree library beginning at 6:00pm. During Covid 19 closure meetings are held remotely

|                                  |  |
|----------------------------------|--|
| <b>Amendments to the Charter</b> | There were no amendments to the Charter in 2019-2020.  |
| <b>Complaints</b>                | There were no official complaints received by the Board of Trustees in 2019-2020.  |
| <b>Oversight</b>                 | <p>The Board maintained an appropriate level of oversight in 2019-2020. It monitored academic and financial performance through monthly updates at Board meetings.</p> <p>As part of a comprehensive Executive Director evaluation process, the Board solicited feedback directly from staff, the leadership team, all trustees, and reviewed findings from the Banneker staff and parent surveys.</p> |



## Board Planning

- In 2019-2020, the Board of Trustees set goals for itself in ten areas:

### Board Goals

- **Quorum at every meeting;** The Board achieved this goal.
- **Board Participation;** The Board increased the percentage of Board members at school activities and the goal was met.
- **Fiscal Management;** Manage a balanced budget and review financial reports before meetings. The budget will then be presented no later than the April Board meeting and approved no later than the May Board meeting. The Board met this goal.
- **Ensure we receive a clean audit.** The Board met this goal.
- **Maintain at least 7-15 trustees on the Board;** This goal was changed to maintain at least seven to fifteen trustees on the Board.
- **Evaluate the Executive Director;** Ensure annual goals for, and evaluate the Executive Director. This goal has been met.
- **Ensure a mid-year and end of the year staff survey.** This goal has been met.
- **Ensure continuity in the Board Governance team-** This is an ongoing goal and it was met this year.
- **Ensure that all trustees contribute financially to either the Banneker Foundation or school -**This goal has been met.
- **Attend STEAMS Expo on June 8, 2020.** This goal was not met due to the Coronavirus pandemic.

### The Board met its goals through its ongoing oversight work including:

- Creating a balanced budget.
- Reviewing monthly financials.
- Setting a goal for local students (Cambridge) enrollment and monitoring attrition.
- Parent Meet and Greet.

## *Appendix D - Additional Required Information*

| Position                          | Name              | No Change/<br>New/Open<br>Position |
|-----------------------------------|-------------------|------------------------------------|
| Board of Trustees Chairperson     | Deb DelDotto      |                                    |
| Charter School Leader             | Sherley Bretous   |                                    |
| Assistant Charter School Leader   | N/A               |                                    |
| Special Education Director        | Kathleen Horrocks |                                    |
| MCAS Test Coordinator             | Molander Etienne  |                                    |
| SIMS Coordinator                  | Sharon Lombara    |                                    |
| English Language Learner Director | Kathleen Horrocks |                                    |
| School Business Official          | Cynthia Marie     |                                    |
| SIMS Contact                      | Sharon Lombara    |                                    |

| Facilities                       | Dates of Occupancy       |
|----------------------------------|--------------------------|
| 21 Notre Dame Ave, Cambridge, MA | September 1996 - Present |

**There have been no Facilities changes for the 2019-2020 School Year.**

### **Applications for 2021 School Year**

Tentative student application deadline and lottery date for students who are interested in enrolling for the 2020-2021 school year.

| Action                       | Date(s)                   |
|------------------------------|---------------------------|
| Student Application Deadline | Tuesday, March 9, 2021    |
| Lottery                      | Wednesday, March 10, 2021 |

**Cambridge Enrollments-** Banneker's goal is to increase Cambridge enrollments over time. However, many of Banneker's Cambridge families move during the student's time at Banneker. Last year Banneker's K1 and K classes were 88% Cambridge enrollments reflecting our emphasis on the Cambridge community. Siblings from other communities were approximately 7%. The overall enrollment numbers for SY 19/20 Cambridge 214= 61% Boston 51=15% Other 85= 24%