

DESE Approved 11/28/22

Benjamin Banneker Charter Public School

21 Notre Dame Ave
Cambridge, MA 02140



A STEM School

Science, Technology, Engineering and Math

2021-2022 Annual Report

July 31, 2022

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
www.banneker.org

Table of Contents

Introduction to Benjamin Banneker Charter Public School	0
Letter From The Board Chair & Executive Director	1
Faithfulness to the Charter	1
Key Design Elements:	2
Charter Amendment Requests	3
Access and Equity: Discipline Data-	3
Dissemination Practices	4
Student Performance (Due To COVID 19- we are using 2019 data)	5
Program Delivery	5
Before the Bell	5
Coaching Model	5
English Language Arts	6
Mathematics	7
Science/STEM	9
Social Studies	9
BEE Enrichment After School Program	10
Digital Literacy and Computer Science (Technology)	11
The Banneker Experience	11
Organizational Chart	14
Teacher Evaluation	14
Budget and Finance	15
Appendix A - Accountability Plan Performance	20
Faithfulness to Charter	20
Organizational Viability	23
Appendix B - Recruitment & Retention Plan	27
Recruitment and Retention 2021 – 2022	28
Appendix C - School and Student Data Tables	32
Teachers and Staff Attrition 2021-2022School Year	33
Board Members for the 2021-2022 School Year	34
Appendix D - Additional Required Information	36

INTRODUCTION TO BENJAMIN BANNEKER CHARTER PUBLIC SCHOOL

<i>Benjamin Banneker Charter Public School</i>			
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, 2021
Maximum Enrollment	350	Enrollment as of 5/18/22	331
Chartered Grade Span	K1-6	Current Grade Span	K1-6
Number of Instructional Days per School Year (as stated in the charter)	177	Students on Waitlist as of 6/18/2022	209
Number of Instructional Days during 2021-22 School Year	185		
School Hours	8 a.m. – 3 p.m.	Age of School as of 2021-2022	26
<p>Mission Statement</p> <p>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 use authentic data to monitor every student’s growth and achievement.</p>			

LETTER FROM THE BOARD CHAIR & EXECUTIVE DIRECTOR

July 30, 2022

Dear Families, Friends and Followers,

We are proud and excited to submit the 2022 Annual Report for Benjamin Banneker Charter Public School (BBCPS) on behalf of the BBCPS Board of Trustees, faculty, staff, and community. This comprehensive overview describes our goals, challenges and achievements. This year unlike many, Banneker continues to rebound from the effects of COVID 19 on public education. However Banneker has taken an aggressive stance to ensure that our students gain ground from that time. The community of Banneker educators takes great pride in providing our students with a well-rounded, rigorous, and enjoyable education, no matter the circumstance we find ourselves in.

As a school community, Banneker is successful because of its strong and enduring relationships with our parents and students. In these unusual times our community’s focus on what is best for the students takes precedence over all else. We work with our families to ensure that students are safe and surrounded by faculty that truly care about them and their future.

There have been many changes at Banneker to cope with the aftermath of the pandemic. But I can report that our academic outcomes will continue to be strong and our curriculum will deliver the rigor that we know is needed for our students this year and beyond.

We are proud of our accomplishments, in spite of the challenges of our times. We encourage you to review this annual report so that you can share in our mission and evaluate our successes. The Banneker leadership has excellently guided the school as we discover a new normal.

We believe that the high-quality education provided at BBCPS can help inoculate our best and brightest against the economic, political, and social issues that contribute to the continuance of the epidemic.

Above all we want to thank our parents for the trust they have placed in us. The leadership, Board, faculty and staff continue to be committed to providing the best education and preparation for a successful future for all of our children.

As we continue in our mission we recognize that we have to be reflective of our practice, reinvent our methods and adopt the latest innovations so that we can create students that are globally competitive. Your support is appreciated. We wish you a safe and healthy year.

Sincerely,

Sherley Bretous

Lin Tucker

Executive Director

Chair, Board of Trustees

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 standards-based STEM curricula and use 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, their school, their 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:

Educational Philosophy	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.
Instructional Framework	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.
Learning Analytics & Data	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.
Professional Knowledge	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.
Classroom Environment	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.
Teaching Elements	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.
Student Involvement	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.
Parents as Partners	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

Date	Amendment Requested	Pending or Approved?
	No Amendments requested this year	N/A

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 supporting and promoting the whole child and each student’s well-being and self esteem.

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	345	0	0	0	0
EL	16	0	0	0	0
Economically Disadvantaged	208	0	0	0	0
Students with Disabilities	55	0	0	0	0
High Needs	234	0	0	0	0
Female	176	0	0	0	0
Male	168	0	0	0	0
American Indian or Alaska Native	1	0	0	0	0
Asian	6	0	0	0	0
African American/Black	269	0	0	0	0
Hispanic/Latino	41	0	0	0	0
Multi-race, Non-Hispanic/Latino	41	0	0	0	0
Native Hawaiian or Pacific Islander	2	0	0	0	0
White	9	0	0	0	0

For more details:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04200000&orgtypecode=5&=04200000&&fycode=2021>

Dissemination Practices

In the 2021-2022 school year the Banneker staff were forced to limit our usual dissemination practices. Unfortunately, the uncertainty of COVID continued to make it difficult for us to collaborate as in previous years. In an effort to remain focused on giving our students a more normal experience - and in an effort to keep the students and staff safe- we limited our external efforts. However, the staff continued to be active in disseminating many practices that have been developed over more than 25 years serving Cambridge and community students.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Social Emotional Learning as a strategic initiative after the Pandemic	The conceptualization, design and development of a school based SEL Task force	Executive Director/ Literacy Coach	Assistant Superintendents, School Leaders, and classroom teachers from Boston, Malden, Everett, Cambridge, Chelsea and Boston University	This project and informational session allowed leaders to design program components to be implemented at our school that have been successful.
Title I/Parental Engagement and Support Program Delivery	School to School Virtual Meetings/Shared resources	Executive Director/Title I Director	Other MA Charter School Leaders for schools in New Bedford, Haverhill and Springfield	Enhanced capacity for supporting school-wide Title I programs.
Charter Practices for Math Acceleration	Commissioner’s Office and Charter Leaders throughout the Commonwealth	Executive – In - Residence	Charter Leaders in Massachusetts	Shared Best Practices regarding Math Challenges that can stem learning loss and be used as effective tools to challenge students and positively impact school performance data.

Throughout the 2021-2022 school year Banneker was actively sharing the practices that we believe have led to our successful student outcomes. We continued to share our best practices in instruction and learning with other schools and the Department of Elementary and Secondary Education.

The school continues to enhance 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. Each year we share practices with charter school leaders across the country. In the process of sharing our own work with other school leaders we gain our own insight to enhance our practice even more for the years to come.

Efforts to share best practices are not limited to educators. This year we continued to hold monthly parent meetings to share practices and information to support the whole child. Some of the topics covered were: the benefits and dangers

of social media, addressing how the COVID 19 pandemic impacted students' mental health as well as how to help your child with homework.

STUDENT PERFORMANCE (DUE TO COVID 19- THE STATE IS USING 2019 DATA)

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2019	2019	2019
Not requiring assistance or intervention Met All expectations	85 percentile For more details please check the official report here: https://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2021&orgcode=04200205&report_mode=SUMMARY	Meeting 89% of Improvement targets

“*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021.”

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 support 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

Reading iReady Scores (2021-2022)

Grades K-6

Performance

Reading Performance Target:

The percentage of students at each grade level achieving proficiency or higher on the Post assessment will increase by at least 10 percentage points and or 70% of students at each grade level will score proficient or higher on the Post-assessment.

Percentage of Students Scoring Proficient* or higher on iReady

Grades	Pre	Post	Delta
Kindergarten	33%	84%	+51
First	44%	81%	+37
Second	44%	86%	+42
Third	82%	93%	+11
Fourth	55%	71%	+16
Fifth	59%	81%	+22
Sixth	46%	64%	+18

***Proficient- Student score at or above grade level**

All students in grades 3-6 met or exceeded the performance target in reading. Students in grade three scored the highest on the post assessment with 93% of students achieving proficiency. The percentage of students scoring proficient at every grade level increased by 11- 51 percentage points.

Growth
Reading iReady Scores (2021-2022)

Grades K-6

Each year, 75% of all students will make at least a grade level of academic growth. One year’s growth is equal to 100% of Higher of the Typical Growth as determined by **iReady**

Percentage of students making 1 year’s Growth* of Higher

Grades	Growth
Kindergarten	60%
First	60%
Second	80%
Third	63%
Fourth	72%
Fifth	72%
Sixth	72%

One year’s growth- 100% of Higher of the Typical Growth as determined by iReady

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)
- 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. 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 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 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 supports students in grades 2-6 who need additional support providing both in class and pull out interventions.

This year we partnered with Ed Inquiry, LLC to launch an innovative Math Challenge, a schoolwide program that was instrumental in engaging students as they closed gaps from the past 2 years during COVID 19. The program relies heavily on the use of data, online educational technology, and student engagement strategies. Diagnostic data (pre/post) has proven this to be a successful pilot which we intend to continue.

Mathematics iReady Scores (2021-2022)

Grades K-6

Performance

Mathematics Performance Target:

The percentage of students at each grade level achieving proficiency or higher on the Post assessment will increase by at least 10 percentage points and or 70% of students at each grade level will score proficient or higher on the Post-assessment.

Percentage of Students Scoring Proficient* or higher on Mathematics iReady Diagnostics

Grades	Pre	Post	Delta
Kindergarten	19%	76%	+57
First	10%	85%	+75
Second	23%	79%	+56
Third	31%	93%	+62
Fourth	29%	78%	+47
Fifth	50%	87%	+37
Sixth	40%	85%	+45

***Proficient- Student score at or above grade level**

All students in grades 3-6 met or exceeded the performance target in mathematics. Students in grade three scored the highest on the post assessment with 93% of students achieving proficiency. The percentage of students scoring proficient on the final iReady diagnostic at every grade level increased by 37-75 percentage points.

Mathematics iReady Scores (2021-2022)

Grades K-6

Mathematics Growth Target:

Each year, 75% of all students will make at least a grade level of academic growth. One year’s growth is equal to 100% of Higher of the Typical Growth as determined by iReady

Percentage of students making 1 year’s Growth* of Higher (iReady Diagnostic)

Grades	Growth
Kindergarten	61%
First	88%
Second	70%

Third	86%
Fourth	72%
Fifth	87%
Sixth	87%

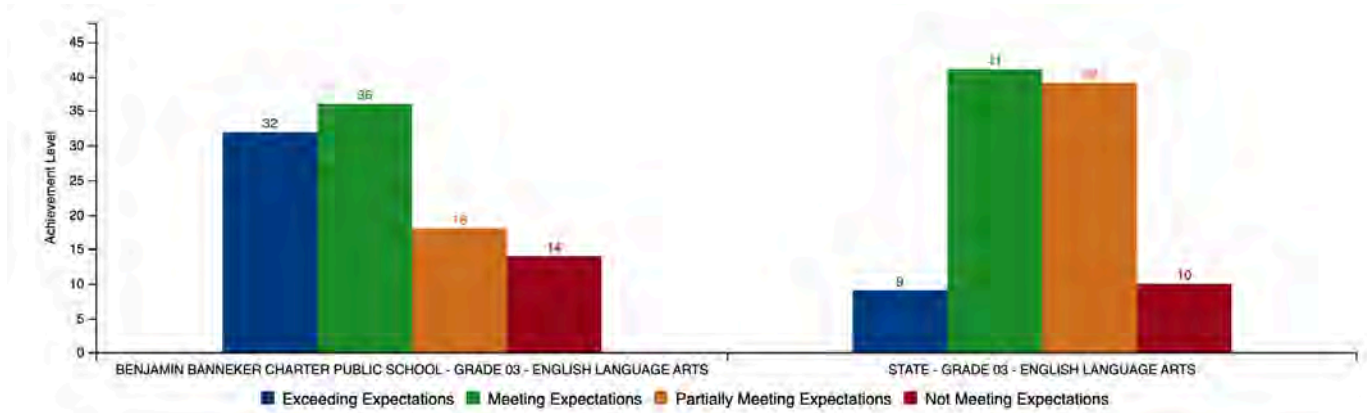
One year's growth- 100% of Higher of the Typical Growth as determined by iReady

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
- Tang Math
- Rational Number Project, Units 1 and 2

SCIENCE/STEM-UPDATE

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.



2020 - 2021 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 constantly being explored and used to introduce basic Civics, geography and history of America 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. Each year Banneker celebrates the life of its namesake, the first African American Benjamin Banneker on November 9th, his birthday. Second grade students research and discuss his achievements during early colonial times in America, which is a requirement. They recreate one of his famous inventions, the wooden clock by creating one of their own during their STEM sessions. There's a whole school celebration and are-enhancement in character of Benjamin Banneker himself and all his life experiences during the celebration.

Walking into any social studies class you can encounter students working with technological devices for research to write about key events in American history. Another class may be re-enacting a key event using video or 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 musicians and artists 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 5th and 6th 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.

This year students had the opportunity to participate in the Invention Convention, a program with Lemelson-MIT, and share their creations with peers across the state. Many students also took part in Nature Lab, a program with ANIKE and Lemelson-MIT. The BEE program expanded our students' cultural appreciation of the diverse families through sharing food, dance and music.

In addition, students learned how games can bolster their math skills. Many fun and educational activities are provided to BEE participants to enhance their critical thinking skills from following recipes to make pies to organizing clubs and field trips.

DIGITAL LITERACY AND COMPUTER SCIENCE (TECHNOLOGY)

At Banneker, technology continues to be 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.

THE BANNEKER EXPERIENCE

We pride ourselves in offering all our students a unique and rigorous educational experience. One that they will remember favorably for years to come. 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, 4th 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 6th. Graduates are able to purchase their computers for a minimal fee.
3. Banneker offers monthly parent meetings where various content and topics are covered.
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:

Grade	Banneker Experience
<i>Whole School (K1-6)</i>	<i>Museum of Science</i>
<i>K1-2</i>	<i>Boston Children's Museum New England Aquarium Massachusetts Zoo</i>
<i>3rd Grade</i>	<i>Professional Performance Plimoth Patuxet Museums Overnight</i>
<i>4th Grade</i>	<i>School Musical</i>
<i>5th Grade</i>	<i>Nature's Classroom Overnight</i>
<i>6th Grade</i>	<i>Museum of Fine Arts 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.

The Bolts look forward to the upcoming season where both returning and new members will help to grow our program.



Adventure Club

Beginning in 2007, BBCPS created Adventure Club and decided to engage our students in some outdoor winter activities. Since the inception of this program, we have continued to expand our activities to engage more fully with our New England natural world. Additionally, the program enforces the importance of academic rigor. This year, we were

able to host 5 trips for our students in grades 5 and 6 which included hiking, indoor rock climbing, and kayaking. Unfortunately, due to Covid restrictions, we were unable to provide overnight outdoor experiences for our students. We are looking forward to adding more trips in the 2022-2023 school year.



Banneker Band

Due to concerns around COVID 19, the school once again was unable to run this program. There are many Banneker teachers and staff that are musicians and share their passion for music with students. We are all looking forward to launching this program again in the 22/23 school year.

Banneker Beat – Dance Troupe

The Banneker Beats is 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 pandemic halted public performances students still 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 aware, students learn about a variety of culturally representative musicians and dancers such as Cab Calloway and the Nicholas Brothers, James Brown and Misty Copeland. They are also exposed to Africana, Caribbean and Latin dance influences.

Highlights of 2021-2022- Preparations, Educating, Graduating

6th Grade DC Trip



6th Grade Graduation!



Banneker's STEAM's Expo



Banneker 's Response to COVID



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 Coaches) 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 or The Director of Support Services, a review of the year’s feedback, and a summative evaluation and meeting with the Executive Director.

BUDGET AND FINANCE			
Benjamin Banneker Charter Public School			
UNAUDITED FY22 Operating Statement			
	2021	2022	
Operating Revenue:			
Tuition	\$ 8,516,589.00	\$ 8,086,900.00	
In Kind Transportation	276,479.00	361,865.00	
On-behalf fringe benefits	1,125,963.00	1,125,963.00	
Government grants	656,026.00	1,040,763.00	
Program fees and other	143,893.00	346,894.59	
Total Operating revenue	10,718,950.00	11,944,385.59	
Operating Expenses:			
Personnel costs:			
Salaries	4,585,552.00	5,383,919.00	
on-behalf fringe benefits	1,125,963.00	1,125,963.00	
Employee benefits	525,335.00	590,131.00	
Payroll taxes	175,751.00	176,016.00	
Self Development	5,003.00	61,926.00	
Total personnel costs	6,415,604.00	7,331,957.00	
Occupancy costs:			
Real	513,483.00	546,576.00	
Maintenance	277,016.00	276,922.00	
Depreciation	97,721.00	94,864.00	
Utilities	36,765.00	46,433.00	
Total occupancy costs	926,985.00	964,797.00	
Student costs:			
Transportation	413,624.00	498,658.00	
Classroom supplies	146,121.00	201,392.00	
Student activities	45,604.00	146,761.00	
Food service	126,729.00	170,862.00	
Contracted services	55,414.00	60,140.00	
In-kind transportation	276,479.00	361,865.00	
Equipment leases	99,551.00	99,551.00	
Total student costs	1,163,522.00	1,539,229.00	
Other operating costs:			
Computer supplies	134,149.00	126,746.00	
Professional fees	144,646.00	251,467.00	
Supplies	61,645.00	34,474.00	
Recruitment & Advertising	57,917.00	54,159.00	
Miscellaneous	56,111.00	143,087.00	
Insurance	34,680.00	36,749.00	
Telephone	48,055.00	21,436.00	
Travel and subscriptions	16,911.00	28,660.00	
Depreciation	52,939.00	67,368.00	
Self Development	5,115.00	-	
Printing and postage	8,115.00	5,585.00	
Total other operating costs	622,483.00	774,721.00	
Total operating expenses	8,201,609.00	10,612,694.00	

**Benjamin Banneker Charter Public School
UNAUDITED Statement of FY22 Net Position (Balance Sheet)**

ASSETS	2022
Current Assets:	
Cash and cash equivalents	\$ 8,592,982.00
Accounts Receivable	422,873.32
Prepaid expenses	222,577.86
Total current assets	9,238,433.18
Cash held for capital expansion	2,500,000.00
 Capital Assets	
Leasehold improvements	2,060,577.44
Furniture, fixtures and equipment	493,725.77
	2,554,303.21
Less- accumulated depreciation	2,216,428.49
Net capital assets	337,874.72
Total assets	\$ 12,076,307.90
 Liabilities and Net Position	
Current Liabilities	
Accounts payable	182,956.26
Accrued expenses	749,511.01
Total current liabilities	932,467.27
 Net Position:	
Unrestricted	10,801,167.70
Net invested in capital assets	337,874.72
Total Net Position	11,139,042.42
Total liabilities and net position	\$ 12,071,509.69

**Benjamin Banneker Charter Public School
UNAUDITED Statement of FY22 Cash Flows**

Cash flows from operating activities	
Change in net position	1,964,848
Adjustments to reconcile changes in net position to net cash provided by operating activities:	
AR	(342,186)
Prepaid	28,850
AP	51,523
Accrued expense	284,592
Due to/from	619
PTO Fundraising	<u>9,274</u>
Net cash provided by operating activities	1,997,269
Cash Flows from Investing activities	
Purchase of capital assets	<u>58,540</u>
Net change in cash and cash equivalents	2,055,808
Cash and Cash Equivalents:	
Beginning of year	9,069,325
End of year	11,125,133

Board approved the FY 2022

**Benjamin Banneker Charter Public School
School Budget for FY 23**

Board approved the FY2023 budget at the May 25, 2022 regular meeting of the Board of Trustees

		FY23 Budget
Revenue		
	Per Pupil Tuition	8,529,960
	Federal Grants	500,000
	Nutrition Program	150,000
	After School	98,787
	Other Revenue Sources	90,000
	NEC	<u>1,175,087</u>
Total Revenue		<u><u>10,543,834</u></u>
Expenses		
	Total Salaries	5,100,000
	NEC	1,175,087
	Health Insurance and Other Fringe Bene	681,058
	Payroll Taxes	205,946
	Professional Development	<u>150,000</u>
	Total Benefits	<u>2,212,091</u>
	Total Staff Related Expenses	<u><u>7,312,091</u></u>
	Information Technology	351,163
	Student Activities	140,191
	Instructional Programs	294,640
	Transportation	650,000
	Nutrition program	200,000
	Rent	575,000
	Repairs and Maintenance	350,000
	Utilities	100,000
	Leasehold Depreciation	-
	General Administrative Expenses	<u>325,000</u>
	Total General Expenses	<u><u>2,985,994</u></u>
Total Salaries and Expenses		<u><u>10,298,085</u></u>
Surplus (Deficit)		<u><u>245,749</u></u>

budget at the May 2022 regular meeting of the Board of Trustees

Enrollment Data

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	329
Number of students upon which FY23 budget tuition line is based	348
Number of expected students for the first day of school	349
<p>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 year we expect apx 5% of students to leave.</p>	

Long Term Capital Plan from 21/22

Project	Description	Status	Cost
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 updates	Estimate	\$75,000
Exterior ADA Stairs / Railings	Code and Safety updates	Completed	\$25,000
Parking Lot	More than five years old	Estimate	\$50,000
Window Replacement	Old-70% Completed	Admin Bldg and basement	\$150,000
K Playground	For lower grades	Estimate	\$ 20,000
Attic	Additional Storage	Estimate	\$25,000
Signage	New banners for exterior building	Completed	\$20,000
		Contingency	\$195,000
Total			\$2,500,000

Appendix A - Accountability Plan Performance

School Performance and Program Implementation

At the completion of the 2021-2022 school year, the Benjamin Banneker Charter Public School (BBCPS) completed the 26th year serving our community!

As we review our Accountability Plan submitted in 2021, we are proud to report on another year of solid annual gains. As we enter into the 2021-2022 school year, we will continue using performance measures outlined in the Accountability Plan.

Faithfulness to Charter:

Charter Period: 2021-2026	2021-2022 Performance (Met/Not Met)	Evidence																
Objective: Learning Analytics & Data Banneker staff will continue to use data for instructional insight and decision making.																		
Measure: Each year, 75% of all students will make at least a grade level of academic growth in ELA and math.	Partially Met	Percentage of students making 1 year's Growth* of Higher <table border="1" data-bbox="998 1024 1443 1509"> <thead> <tr> <th>Grades</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>60%</td> </tr> <tr> <td>First</td> <td>60%</td> </tr> <tr> <td>Second</td> <td>80%</td> </tr> <tr> <td>Third</td> <td>63%</td> </tr> <tr> <td>Fourth</td> <td>72%</td> </tr> <tr> <td>Fifth</td> <td>72%</td> </tr> <tr> <td>Sixth</td> <td>72%</td> </tr> </tbody> </table>	Grades	Growth	Kindergarten	60%	First	60%	Second	80%	Third	63%	Fourth	72%	Fifth	72%	Sixth	72%
Grades	Growth																	
Kindergarten	60%																	
First	60%																	
Second	80%																	
Third	63%																	
Fourth	72%																	
Fifth	72%																	
Sixth	72%																	
Measure: Each year, from one year to the next, 70% of English Learners will improve language proficiency by making a minimum of 1.0 growth in any of the 4 language domains based on ACCESS test results.	Met	84% of the students made a minimum of 1.0 growth based on ACCESS test results.																
Measure:	Partially Met	72% of existing students on IEP's that had annual reviews met 75% of their academic objectives.																

Each year, 80% of students on IEPs will meet 75% of their academic objectives by their annual IEP review.		
Objective: Professional Knowledge Banneker staff will continue to participate in ongoing professional development opportunities each school year where data and feedback are embedded into the weekly routine of teachers and staff.		
Measure: Each year, 75% of the teaching staff (lead teachers, teacher associates and support staff) will meet their SMART goals.	Met	Based on end of year data 75% of our teaching staff met their SMART Goals.

Measure: Each year, the percentage of the teaching staff (lead teachers, teacher associates and support staff) attending external PD that aligns with their individual SMART goals will increase by 10% (starting baseline of 30%).	Met	45% of the teaching staff attended/participated on external PD that aligned with their SMART goals. Some examples of workshops attended are CACE conference in MA, NAFEPA in DC, Autism pd, etc
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Objective: Student Involvement Banneker students will continue to explore the arts, physical education, music etc by participating in specific activities that enhance students' social-emotional growth and exposure to the world beyond the school building.		
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Measure: BBCPS students will participate in at least two grade level experiences each year that enhance students' social-emotional growth and exposure to the world beyond the school building.	Met	Every grade K1-6 participated in a minimum of two grade level experiences. Some examples: The Boston Museum of Science-whole school, Nature's Classroom 5th grade, Washington DC 6th grade, apple picking K1-K, Harvard Coop and many more. .
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Measure: The school will host a minimum of three student assemblies highlighting student work or school culture	Met	<ul style="list-style-type: none"> ● Winter Concert ● Steams Expo ● Authors Celebration (2) ● Black History Month Assembly
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Measure: 95% 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.	Met	100% of the students participated in the STEAMS' Expo this year
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Objective: Parents as Partners Each school year, Banneker parents will continue to increase their participation through parent surveys, attending school events, meetings and parent conferences.		
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<p>Measure: Each year, the percentage of parents who respond that they are either satisfied or highly satisfied with the education provided by the school for their children will be over 65% of respondents with an annual increase of 3% favorability rating.</p>	<p>Met</p>	<p>70% of the respondents indicated that they were highly satisfied with the education that their child received. This will be the new baseline that the school will use.</p>
<p>Measure: Each year, the number of parents who attend monthly parent meetings will increase by 5% (starting with a baseline of 25 parents).</p>	<p>Met</p>	<p>This year, due to COVID precautions, all of our meetings were held virtually. Each meeting had a minimum of 75 people logged on. However, because multiple family devices were often used it was challenging to isolate/identify the specific number of parents who attended. Based on our online numbers our attendance increased by 30%.</p>
<p>Objective: Dissemination: Each year BBCPS will share their successes and other achievements with other school districts</p>		
<p>Measure: Each year BBCPS will host a minimum of two educational institutions such as schools, educational research teams or others that will visit to review best practices.</p>	<p>Met</p>	<p>This year we shared our practices with New Heights Charter School, Prospect Hill and Cambridge Community Charter School. We shared an SEL Strategic Plan developed for the school as well as good practices for 6th graders. Additionally, we created a YouTube video around the health and safety of our families regarding vaccinations.</p>
<p>Measure: BBCPS will produce at least two YouTube videos demonstrating our instructional practices and use of arts and music.</p>	<p>Met</p>	<p>As a result of COVID we also had our Student schoolwide winter concert and the 4th grade musical streamed and recorded.</p>

Appendix B - Recruitment & Retention Plan

School Name: Benjamin Banneker Charter Public School

Date: July 31, 2022

Recruitment Plan – 2021-2022 Strategies
 List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 14.3%</p> <p>GNT percentage: 14.9%</p> <p>CI percentage: 15.5%</p> <p>The school did not meet GNT percentages or the CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Our recruitment campaign has a broad reach using media that is accessible to the entire Cambridge community. We will continue to use outdoor advertising in multiple languages. • We distribute marketing materials to all local daycares, apartment complexes and local preschools. • The bulk of our referrals for early grades come from existing families in our communities. We continue to reach the community through parental outreach events.
	<p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • A Banneker representative from the school’s SPED SEPAC (special education parent advisory council) is available to all prospective families to discuss Special Education. • The Special Education Department coordinates the Kindergarten Screening Process to provide parents with programmatic information. • All recruitment materials explicitly state in the languages spoken by the families that “children with special needs are welcome at our school.” • Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services.

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 5.2%</p> <p>GNT percentage: 6.0%</p> <p>CI percentage: 5.2%</p>	<p>(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • We have several bilingual staff who speak the predominant languages (Haitian Creole and Spanish) of our families to translate when needed. • The student/parent handbook and annual report are available in three languages. • We currently have report cards in three languages; Spanish, Creole and Amharic. • All parent notices and forms are translated upon request.
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p>

<p>The school has met the comparison index</p>	<ul style="list-style-type: none"> • Our recruitment campaign has broad reach using media that is accessible to the entire Cambridge community. We will use outdoor advertising in multiple languages. • The bulk of our referrals for early grades come from existing families in our communities. We reach the community through parental outreach events. • We will use additional multi media and social media specifically for non-english communities within Cambridge • Our billboard and social media campaign will expand to enhance more multilingual messaging. • Students will be seen speaking their native languages in one or more of our videos used for publication.
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 49.1%</p> <p>CI percentage: 21.9%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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. • The school supplies all materials for learning. • 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.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-2022 Strategies</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;">(e) Continued 2021-2022 Strategies</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;">(f) Continued 2021-2022 Strategies</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>OPTIONAL <u>Other subgroups of students who should be targeted to</u></p>	<p style="text-align: center;">(g) Continued 2021-2022 Strategies</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</p>

eliminate the achievement gap

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.

RECRUITMENT 2021 – 2022

Implementation Summary: We continue to enhance our outreach and appeal to parents and residents of Cambridge. 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 fourth 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. 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 “advocates” for the school to Cambridge families considering schooling options.

Banneker’s use of 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 populations 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.
- 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 buses 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, participating 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.

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2021-22 Recruitment and Retention Plan.

2021-22 Implementation Summary:

Each year we enhance our recruitment efforts in order to broaden our reach. Using media that is accessible to the entire Cambridge community and outdoor advertising in multiple languages a majority of our efforts continue to target our local community.

Based on internal data the bulk of our referrals come from existing families in our communities.

Our billboard and social media campaigns are expanded each year to enhance more multilingual messaging. In these initiatives, students can be seen speaking their native languages in one or more of our videos used for publication.

New this year, we added an easy to use QR Code to simplify our online student application.

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

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 6.3%</p> <p>Third Quartile: 15.8%</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Banneker is an inclusive school. ● All students participate in all academic and non-academic activities at the Banneker.
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<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> ● Students receive special education support from certified teachers and related service providers. ● We hold annual meetings with individual parents to discuss each child's progress and are available to parents throughout the year. ● Parent/student meetings are held at least twice per year for parents of students on IEPs. <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>
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Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 18.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● We have several bilingual staff who speak the predominant languages (Haitian Creole and Spanish) of our families to translate when needed. ● The student/parent handbook and annual report are available in three languages. ● We currently have report cards in three languages; Spanish, Creole and Amharic.
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage: 5.8% Third Quartile: 18%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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. ● The school also supplies all materials for learning. ● 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.
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<p>Students who are sub-proficient</p>	<p style="text-align: center;">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● 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. ● The school also has a homework club and an MCAS prep after school program. ● We promote these services on our website as well.
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<p>Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● 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. ● By keeping school engaging, fun and safe we hope that our children go on to further their education.
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<p>Students who have dropped out of school</p>	<p style="text-align: center;">(f) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none">● We work with children in many ways, academically, and socially to instill a love for education and learning.● 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.
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p style="text-align: center;">(g) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none">● 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.● We have a continued relationship with an external partner to help spread the word regarding our achievements and to reach more children interested in the Banneker.

Appendix C - School and Student Data Tables

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	80.5%
Asian	1.8%
Hispanic	8.8%
Native American	0
White	3%
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	5.8%
Selected Populations	% of School
First Language not English	32.5
English Learner	5.2
Low-income	71.7
Students With Disabilities	14.3
High Needs	77.8

[For more details please refer to official school record located at the link below
Enrollment Data \(2021-22\) - Benjamin Banneker Charter Public \(District\) \(04200000\)](#)

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Executive Director Sherley Bretous	Instructional and organizational leader, manages all staff, responsible for educational quality	1/1/1997	
Director of Support Services	Oversees all support services, ensures compliance,	9/30/2021	

Heather Martin Steenburgh	manages the support team		
Business and Operations Manager MaryLynn Peters Chu	Oversees the financial and operational health and viability of the school and Human Resources	4/12/2021	
Dir. of Innovation, Technology & Digital Learning Yeasmin Aqid	Oversees technical infrastructure, resources, support staff, integration	5/5/2021	
Coordinator of Science and Engineering Eugenie Williams	Oversees STEM school development, science instructional quality, curriculum, and professional development	8/28/2013	
Executive Assistant Marie StGermain Barbara Brothers	Supports the Executive Director, manages enrollment, student information, state reports, transportation, lunch program, & data.	8/1/21	

TEACHERS AND STAFF ATTRITION 2021-2022 SCHOOL YEAR				
	# Last day of 2021-2022 school year	Departures during 2021-2022	Departures at the end of school year	Reason(s) for Departure
Teachers/ Teacher Associates	33.8	1	4	1-Left for a non teaching position. 2- Left for other teaching positions 1- Left the field of education
Other Staff	22	1	0	Took a new position

Governance

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of January, 2022	10
Minimum number of board members in approved by-laws	10
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR				
Name	Position on The Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Linda Tucker	Chair	Executive Committee, HR	3>	10/2011-10/2023
Shane Buker	Co-Chair Treasurer	Finance/Real Estate	2	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	Trustee	Trustee	1	11/2017-11/2029
Carolyn Daley	Parent Rep	N/A	1	11/01/21
Amatuel Mahmud	Member	N/A	1	11/01/21-6/2022
Tony Clark	Member	N/A	1	11/01/21
Jill Seabrook	Member	N/A	1	11/01/21
Alexis Harding	Member	N/A	1	11/01/21

Board of Trustees Meeting Schedule For The 2022-23 School Year	
Date/Time	Location
9/22/22 6PM	Meetings will be held virtually during the SY22/23
10/20/22 6PM	
11/17/22 6PM	
12/8/22 6PM	
1/19/23 6PM	
2/16/23 6PM	
3/23/23 6PM	

4/27/23	6PM	
5/25/23	6PM	
6/13/23	6PM	

***Meetings are open to the public and are held on Thursday in the Ogletree library beginning at 6:00pm.** Due to COVID Safety protocols, meetings continued to be virtual.

Amendments to the Charter	There were no amendments to the Charter in 2021-2022.
Complaints	There were no official complaints received by the Board of Trustees in 2021-2022.
Oversight	<p>The Board maintained an appropriate level of oversight in 2021-2022. 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 2021/2022, the Board of Trustees set goals for itself in ten areas:

Board Goals

- *Quorum at every meeting; **The Board met this goal.***
- *Board Participation; The Board did not attend, nor did the school have any activities to attend, because of Covid 19 safety measures.*
- ***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.-**The Board met this goal.***
- *Evaluate the Executive Director; Ensure annual goals for, and evaluate the Executive Director. **The Board met this goal.***
- *Ensure a mid-year and end of the year staff survey. **The Board met this goal.***
- *Ensure continuity in the Board Governance team- This is an ongoing goal- **The Board met this goal.***
- *Ensure that all trustees contribute financially to either the Banneker Foundation or school -**The Board met this goal.***
- *Attend STEAMS Expo on June 7, 2022. **The Board met this goal.***

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.

Appendix D - Additional Required Information

Position	Name	Email	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson Board Chair	Lin Tucker	lktucker1@verizon.net	No Change
Charter School Leader	Sherley Bretous	sbretous@banneker.org	No Change
Assistant Charter School Leader	N/A		
Special Education Director	Heather Martin-Steenburgh	hmartin@banneker.org	No Change
MCAS Test Coordinator	Molander Etienne	metienne@banneker.org	No Change
SIMS Coordinator/ Contact New Staff	Barbara Brothers	bbrothers@banneker.org	No Change
English Language Learner Director New Staff	Heather Martin Steenburgh	hmartin@banneker.org	No Change
School Business and Operations Manager	MaryLynn Peters Chu	mlynnpeterschu@banneker.org	No Change

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

There have been no Facilities changes for the 2021-2022 School Year.

Applications for 2022 School Year

Tentative student application deadline and lottery date for students who are interested in enrolling for the 2021-2022 school year.

Action	Date(s)
Student Application Deadline	March 8, 2023
Lottery	March 14, 2023

Condition: By December 31, 2024, Benjamin Banneker Charter Public School must enroll no more than 20 percent of its total student population from outside Cambridge or demonstrate sufficient demand within the school’s charter region to meet enrollment targets. To meet this goal, the school must limit the admission of non-sibling students who live outside of Cambridge. Alternatively, the school may submit a charter amendment request no later than August 1, 2025 to amend the school’s charter region to reflect the school’s actual enrollment pattern.

Cambridge Enrollments-Banneker’s goal is to continually increase Cambridge enrollments over time. Over the last five years we have increased our community marketing and outreach efforts in order to increase Cambridge enrollment.

The current estimated breakdown:

- 63% Cambridge Enrollment
- 8% Boston Enrollment
- 29% Surrounding Towns (Everett, Watertown, Revere etc)