

# Benjamin Banneker Charter Public School

21 Notre Dame Ave  
Cambridge, MA 02140



## A STEM School

*Science, Technology, Engineering and Math*

**2022-2023 Annual Report**

July 31, 2023

**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.or](http://www.banneker.or)

# Table of Contents

<b>Introduction to Benjamin Banneker Charter Public School</b>	<b>1</b>
Letter from the Executive Director	2
<b>Faithfulness to the Charter</b>	<b>3</b>
Key Design Elements:	4
Charter Amendment Requests	5
Access and Equity: Discipline Data-	5
Dissemination Practices	6
Student Performance	7
<b>Program Delivery</b>	<b>8</b>
English Language Arts	9
Mathematics	12
Science/STEM	14
Digital Literacy and Computer Science (Technology)	14
Social Studies	14
Developing the Whole Child	15
BEE Enrichment After School Program	15
The Banneker Experience	16
Adventure Club	17
Banneker Beat – Dance Troupe	17
Organizational Chart	19
Teacher Evaluation	19
<b>Budget and Finance</b>	<b>20</b>
<b>Appendix A - Accountability Plan Performance</b>	<b>26</b>
<b>Appendix B - Recruitment &amp; Retention Plan</b>	<b>29</b>
Recruitment 2022 – 2023	31
<b>Appendix C - School and Student Data Tables</b>	<b>35</b>
Teachers and Staff Attrition 2022-2023 School Year	36
Board Members for the 2022-2023 School Year	37
<b>Appendix D - Additional Required Information</b>	<b>39</b>
<b>Appendix E - Conditions, Complaints, and Attachments</b>	<b>40</b>

## *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, 2021
Maximum Enrollment	350	Enrollment as of 5/18/23	327
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 6/18/2023	116
Number of Instructional Days during 2022-23 School Year	185		
School Hours	8 a.m. – 3 p.m.	Age of School as of 2022-2023	27
<p><b>Mission Statement</b></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 EXECUTIVE DIRECTOR

July 1, 2023

As the Executive Director of Benjamin Banneker Charter Public School, I am writing to provide a comprehensive overview of our organization's accomplishments and challenges during the academic year 2022-2023, which was undoubtedly another successful but challenging year for our school.

**Academic Excellence and Student Achievements:** I am pleased to announce that our students at Benjamin Banneker Charter Public School continued to excel academically and demonstrated commendable achievements throughout the year. Our committed and enthusiastic team of educators remained committed to delivering high-quality instruction, innovative teaching methods, and individualized support to meet the diverse needs of our students.

Further demonstrating the efficacy of our rigorous curriculum and targeted interventions, we saw significant gains, as reported in the MCAS test scores across various subject areas and grades. In addition, we honored many students who received accolades and recognition at district and state-level academic competitions, demonstrating their exceptional skills and abilities.

**Character Development and Community Involvement:** At Benjamin Banneker Charter Public School, we strongly believe in fostering well-rounded individuals who excel academically and exhibit strong character and a sense of community responsibility. This year, we emphasized character development through various initiatives, such as community service projects, leadership development programs, and an extensive character education curriculum.

Our students participated actively in community service activities, demonstrating empathy and compassion for those in need. Through partnerships with local organizations and businesses, we were able to provide our students with meaningful opportunities to positively impact the lives of others, instilling in them a sense of social responsibility and civic pride.

**Challenges and Growth Opportunities:** As we celebrate our accomplishments, we must also acknowledge the difficulties we faced during the academic year. Similar to numerous educational institutions, we encountered unforeseen obstacles that tested our resilience and adaptability. The COVID-19 pandemic continued to impact our operations, necessitating the implementation of hybrid learning models and stringent safety protocols to protect our students and staff's health and safety.

**Future Efforts and Excellence Commitment:**

In the future, Benjamin Banneker Charter Public School is committed to continuous improvement and fostering a supportive learning environment that enables students to realize their full potential. We are committed to implementing best practices, collaborating with the broader educational community, and aligning our goals with state academic standards.

In conclusion, I'd like to sincerely thank the Massachusetts Department of Education, our families for their unwavering support, and our dedicated staff for their ongoing support. We are confident that Benjamin Banneker Charter Public School will continue to thrive as a center for academic excellence and character formation.

Sincerely,

Dr. Sherley Bretous  
Executive Director  
Benjamin Banneker Public Charter School

## ***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:**

<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 an 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 support 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 a 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**

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.

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	344	0	0	0	0
English Learner	21	0	0	0	0
Economically Disadvantaged	256	0	0	0	0
Students with Disabilities	49	0	0	0	0
High Needs	275	0	0	0	0
Female	169	0	0	0	0
Male	174	0	0	0	0
American Indian or Alaska Native	1	0	0	0	0
Asian	9	0	0	0	0
African American/Black	274	0	0	0	0
Hispanic/Latino	30	0	0	0	0
Multi-race, Non-Hispanic/Latino	20	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	10	0	0	0	0

For more details:

<https://reportcards.doe.mass.edu/2022/04200205>

## DISSEMINATION PRACTICES

In the 2022-2023 school year the Banneker staff began to return to our usual pre-COVID dissemination practices. In an effort to remain focused on sharing best practices we continue to be active in disseminating many practices that have been developed 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?</b>	<b>Result of dissemination</b>
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 CACE Conference	Executive Director/Title I Director	Other MA Charter School Leaders for schools in Cambridge, New Bedford, Haverhill, Boston and Springfield	Enhanced capacity for supporting school-wide Title I programs.
Developing Teacher Associates	Commissioner’s Office and Charter Leaders throughout the Commonwealth	Executive Director	Charter Leaders in Massachusetts	Shared Best Practices regarding professional development
6th grade Student Performance	Cambridge Community Charter	Executive Director 3-6 Content Coaches BBCPS 6th Grade teachers CCSC Staff	Cambridge Community Charter School	We shared students strengths and areas of growth. Strategies that we use to determine grade level readiness.
Whole School Model	School Visit	Executive Director Content Coaches NJ School Leaders	Other school leaders	A comprehensive overview of the components of our model that contributed to the success of our program and made our school's model effective.

Throughout the 2022-2023 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, anxiety and mental health as well as ways to help your child with homework.

## STUDENT PERFORMANCE

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2022	2022	2021 (SY22 Not available)
<b>Not requiring assistance or intervention</b> Met All expectations	<p align="center"><b>93 percentile</b></p> <p><b>For more details please check the official report here: <a href="https://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2022&amp;orgcode=04200205&amp;report_mode=SUMMARY">https://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2022&amp;orgcode=04200205&amp;report_mode=SUMMARY</a></b></p>	<b>Meeting 89% of Improvement targets</b>

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

## Program Delivery

### 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 (2022-2023)

*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	53%	96%	+43
First	34%	84%	+50
Second	58%	87%	+29
Third	73%	91%	+18
Fourth	63%	83%	+20
Fifth	61%	82%	+21
Sixth	65%	69%	+4

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

All grades K-5 met or exceeded the performance target in reading. Students in Kindergarten scored the highest on the post assessment with 96% of students achieving proficiency. The percentage of students scoring proficient at every grade level increased by 4-50 percentage points.

**Growth**  
**Reading iReady Scores (2022-2023)**  
*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	77%
First	73%
Second	79%
Third	66%
Fourth	63%
Fifth	60%
Sixth	54%

**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 continued to partner with Ed Inquiry, LLC and offered an innovative Math Challenge, a schoolwide program that was instrumental in engaging students in grades 1-6. 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 program which we intend to continue.

**Mathematics iReady Scores (2022-2023)**

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**

<b>Grades</b>	<b>Pre</b>	<b>Post</b>	<b>Delta</b>
Kindergarten	48%	96%	+48
First	18%	86%	+68
Second	32%	88%	+56
Third	29%	90%	+61
Fourth	57%	94%	+37
Fifth	46%	76%	+30
Sixth	64%	87%	+23

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

All grades K-6 met or exceeded the performance target in mathematics. Students in Kindergarten scored the highest on the post assessment with 96% of students achieving proficiency. The percentage of students scoring proficient at every grade level increased by 23-68 percentage points.



**Mathematics iReady Scores (2022-2023)**

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	80%
First	84%
Second	73%
Third	78%
Fourth	61%
Fifth	71%
Sixth	69%

**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**

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.

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.

## **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.

**STEM** goes far beyond the classroom. It engages students to apply critical thinking skills such as; problem solving, creativity, and collaboration. It helps students understand the world using Science, Technology, Engineering, Social Studies and Art.

**Digital Safety** is taught formally throughout the school year starting in November for all grades. The Common Sense and Brainpop curriculum is used to support students' understanding of this topic. Safety online is an ongoing endeavor for all grades at the Banneker.

## **SOCIAL STUDIES**

Our Social Studies curriculum is forever evolving and new teaching methods are constantly being explored and revised. Civic engagement along with geography and U.S. history are the cornerstones of our curriculum. 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 scientist - Benjamin Banneker on November 9th, his birthday. Second grade students research and discuss his achievements

during early colonial times in America, which is a community requirement. Students recreate one of his famous inventions, the wooden clock by creating one of their own during their STEM sessions.

Walking into any social studies class you may encounter students working with all types of devices, which aid them with research so they can write, discuss and present their understandings of key events in American history. Another class may be re-enacting a key event using video or green screen. These practices help students understand and interpret key events throughout history.

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 amongst all our students.

### **DEVELOPING THE WHOLE CHILD**

At BBCPS education is designed to enrich the whole child, fostering both our students' academic and creative pursuits while helping them gain confidence and social-emotional skills through experiences across our curriculum. Each week students attend specials including Art, Library, Music, Physical Education, and Technology to experience a wide array of extracurricular activities and projects where they engage in 21st century skills like creativity, critical thinking and problem-solving, and communication and collaboration with peers. Students discover new talents and passions, as well as a multitude of means for expressing themselves and exploring the possibilities of who and what they can be. Specials provide the opportunity for students to apply. In addition, Specials at BBCPS bring our community together by facilitating all-school events that create a large portion of the foundation for our school culture. Multiple assemblies celebrating our school and our history, Fitness Fridays and Field Days to get us moving, school-wide Musical Concerts, Musical Theater and Dance Performances, Art Shows and STEAMS Expo, field trips and more throughout the year create memorable experiences and cultivate positive core-memories for our students. Specials are an integral part of our students' educational experience; we want our students to leave our school confident and ready to explore, experiment, and create meaningful well-rounded lives.

### **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 delved into nature, science, taste testing, cultures, gift making, dance, sports, DEI Lab (lego engineering), movie making, paper airplane construction and more as they learned to work as a community, take responsibility, help others, try things outside of their comfort zone, and build good study habits.

**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 kayaking, camping, hiking, 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, biennial art show, 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.
4. We have Adventure Club which gives our children experiences in hiking, kayaking, camping, 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>Museum of Science</i>
<i>K1-2</i>	<i>Boston Children’s Museum New England Aquarium Massachusetts Zoo</i>
<i>3<sup>rd</sup> Grade</i>	<i>Professional Performance Plimoth Patuxet Museums</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 Washington DC</i>

## **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 6 trips for our students in grades 4, 5, and 6 which included an outdoor ropes course, indoor rock climbing, and kayaking. We were able to reintroduce camping as well as an introductory trip for our 4th graders.



## **BANNEKER BEAT – DANCE TROUPE**

The Banneker Beat Dance Troupe was established in the fall of 2018. Its major purpose is to help foster student self esteem, confidence, cooperative learning, and health and fitness. The troupe is a cross grade level dance troupe. Students are exposed to all genres of dance , from Ballet, Hip Hop, Tap, Jazz, Step, as well as learning the culture and historic significance of dance from countries around the world such as; Ethiopia. Each year we focus on incorporating a traditional folk dance from a country that is represented within our school community.

Through dance our students learn an abundance of history and stories connected to the dance they are performing. The Banneker Beat do an average of four to five performances a year, along with an additional performance performed off campus within the greater Boston area. The Banneker community, family members and invited guests from the surrounding community attend several if not all the troupe's performances. Many performances are open to the public during the evening.

Lastly, the students of the Banneker Beat Dance Troupe not only dance, sing and act throughout the school year, but they are an active part of our entire community. They are exemplary role models for all our students and its community members.



**Highlights of 2022-2023- Preparations, Educating, Graduating**

***6th Grade DC Trip***



***6th Grade Graduation!***



***Banneker's STEAM's Expo***



***Banneker Beats***





## 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 FY23 Operating Statement**

	2023	2022
Operating revenues:		
Tuition	10,171,163	9,066,900
Federal and State grants	914,660	1,176,251
Program fees	209,164	189,701
In-kind transportation	0	361,865
On-behalf frindge benefits	0	599,082
Total operating revenues	<u>11,294,987</u>	<u>11,393,799</u>
Operating revenues:		
Salaries	4,799,273	4,944,899
On-behalf frindge benefits	0	599,082
Employee benefits	633,337	600,898
Payroll tax	184,626	180,115
Staff development	110,291	0
Total personnel expenses	<u>5,727,527</u>	<u>6,324,994</u>
Occupancy cost:		
Occupancy	35,764	37,347
Maintenance	220,262	278,922
Depreciation an amortization	623,554	641,473
Interest expense - leases	19,327	16,140
Utilities	44,941	46,433
Total occupancy cost	<u>943,848</u>	<u>1,020,315</u>
Student cost:		
Transportation	547,251	498,658
Classroom supplies	155,040	148,631
Student activities	197,958	126,817
Food service	162,367	170,862
Contracted services	39,219	41,977
In-kind transportation	0	361,865
Non-capital equipment	17,208	26,004
Total student cost	<u>1,114,043</u>	<u>1,374,814</u>
Other operating cost:		
Computer supplies	113,714	127,641
Professional fee	61,444	122,102
Supplies	182,003	158,254
Advertising and recruitment	88,040	54,159
Miscellaneous	43,141	143,087
Insurance	41,877	39,749
Telephone	14,100	21,436
Dues and subscriptions	42,111	28,642
Depreciation and amortization	93,815	67,357
Board devlopment	924	0
Printing and postage	5,048	5,585
Total other operating cost	<u>686,217</u>	<u>768,012</u>
Total operating expenses	<u>8,471,635</u>	<u>9,488,135</u>

Benjamin Banneker Charter Public School  
 Unaudited Statements of FY23 Net Position (Balance Sheet)

<b>Assets</b>	<b>2023</b>
<b>Current Assets:</b>	
Cash and cash equivalents	11,688,263
Accounts and grant receivable	29,294
Prepaid expenses	293,655
Total current assests	<u>12,011,212</u>
<b>Other Assets:</b>	
Deposits	500
Cash held for capital expansion	2,800,500
Total other assests	<u>2,801,000</u>
<b>Capital Assets:</b>	
Right to use assets	2,782,646
Leasehold improvements	2,091,052
Furniture, fixtures and equipment	553,552
	<u>5,427,250</u>
LessL accumulated depreciation	3,301,314
Total capital assests, net	<u>2,125,936</u>
Total assests	<u><u>16,938,148</u></u>
<b>Liabilities and Net Position</b>	
	<b>2023</b>
<b>Current Liabilities:</b>	
Accounts payable	266,819
Accrued expenses	3,085
Accrued salaries and benefits	604,929
Lease liability - current	-
Total current liabilities	<u>874,833</u>
<b>Noncurrent Liabilities:</b>	
Lease liability	1,894,293
Total noncurrent liabilities	<u>1,894,293</u>
Total liabilities	2,769,126
<b>Net Position:</b>	
Unrestricted	13,888,497
Net investment in capital assests	280,525
Total net position	<u>14,169,022</u>
Total liabilities and net position	16,938,148

**Benjamin Banneker Charter Public School  
Unaudited Statement of FY23 Cash Flows**

**Cash flows from operating activities**

Change in net position	3,078,213
<b>Adjustments to reconcile changes in net position to Net Cash provided by activities:</b>	
A/R	373,277
Prepaid	(98,700)
A/P	102,027
Accrued Expense	(178,517)
Due to/from related parties	628
PTO Fundraising	(901)
<b>Net cash provided by operating activities</b>	<b>3,276,027</b>

**Cash Flows from investing activities**

Purchases of capital assets	81,605
<b>Net change in cash and cash equivalents</b>	<b>3,357,632</b>

**Cash and cash equivalents:**

Beginning of period	11,130,906
End of year	14,488,538

Benjamin Banneker Charter Public School  
School Budget for FY24

Board approved the FY2024 budget at the June 8, 2023 regular meeting of the Board of Trustees

<i>Revenue</i>		<i>FY24 Budget</i>
	Per Pupil Tuition	9,500,000
	Federal Grants	400,000
	Nutrition Programs	150,000
	After School	110,000
	Other Revenue Sources	150,000
	NEC	1,300,000
<b>Total Revenue</b>		<b><u>11,610,000</u></b>
<i>Expenses</i>		
	<b>Total Salaries</b>	5,380,500
	NEC	1,300,000
	Health Insurance & Other Fringe Benefits	724,638
	Payroll Taxes	220,362
	Professional Development	175,000
<b>Total Benefits</b>		<b><u>2,420,000</u></b>
<b>Total Staff Related Expenses</b>		<b><u>7,800,500</u></b>
	Information Technology	375,000
	Student Activities	200,000
	Instructional Programs	350,000
	Transportation	720,000
	Nutrition Program	220,000
	Rent	575,000
	Repair & Maintenance	819,500
	Utilities	150,000
	General Administration	400,000
<b>Total General Expenses</b>		<b><u>3,809,500</u></b>
<b>Total Salaries &amp; Expenses</b>		<b><u>11,610,000</u></b>
<b>Surplus (Deficit)</b>		<b><u>-</u></b>

## Enrollment Data

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	329
Number of students upon which FY24 budget tuition line is based	330
Number of expected students for the first day of school	350
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.	





**Long Term Capital Plan from 23/24**

<b>Project</b>	<b>Description</b>	<b>Status</b>	<b>Cost</b>
MEP	Consultation of Building MEP	Estimate	\$9,000
Cafeteria Floor / Kitchen	Kitchen appliance and electrical/Plumbing Upgrades	Estimate	\$12,000
Electrical Wiring	Wiring is old and outdated, needed for HVAC upgrade	Estimate	\$250,000
Sprinklers	Fire Sprinklers	Estimate	\$550,000
Elevator	Chair lift (not replaceable)	Estimate	\$1,000,000
Portico	Code and Safety updates; Egress Frames, Doors And Hardware Replacement	Estimate	\$50,000
Exterior ADA Stairs / Railings	Code and Safety updates; ADA Ramps, Steps and Handrails	Estimated	\$75,000
Parking Lot/Recess Area	More than five years old	Estimate	\$50,000
Window Replacement	Update windows in school building and interior carpentry	School Bldg	\$210,000
Playground	updates and renovations	Estimate	\$ 71,000
Attic	Additional Storage- 50% completed	Estimate	\$30,000
Commercial A/C units	18 units for classroom	Estimate	\$60,000
Boiler	Replacement of boilers in school building	Estimate	\$220,000
Hot Water Boiler	Replacement of admin bldg boiler	Estimate	\$8,500
Repair Bathrooms	Repair and plumbing of (3) Grade K	Estimate	\$5,000
		Contingency	\$200,000
<b>Total</b>			<b>\$2,800,500</b>

BBCPS does not have a capital reserve in our operating system it is all cash

**Appendix A - Accountability Plan Performance**

**School Performance and Program Implementation**

At the completion of the 2022-2023 school year, the Benjamin Banneker Charter Public School (BBCPS) completed the 27th 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 2023-2024 school year, we will continue using performance measures outlined in the Accountability Plan.

**Faithfulness to Charter:**

Charter Period: 2021-2026	2022-2023 Performance (Met/Not Met)	Evidence
<b>Objective: Learning Analytics &amp; Data</b> Banneker staff will continue to use data for instructional insight and decision making.		
<b>Measure:</b> Each year, 75% of all students will make at least a grade level of academic growth in ELA and math.	Partially Met	<b>80% of students making 1 year's Growth or Higher</b> Math: K, 1, 3 reached their target ELA: K and 2nd reached their target
<b>Measure:</b> 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	88% of the students made a minimum of 1.0 growth based on ACCESS test results.
<b>Measure:</b> Each year, 80% of students on IEPs will meet 75% of their academic objectives by their annual IEP review.	Partially Met	76% of existing students on IEP's that had annual reviews met 75% of their academic objectives.

<p><b>Objective: Professional Knowledge</b>  <b>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.</b></p>		
<p><b>Measure:</b>                  Each year, 75% of the teaching staff (lead teachers, teacher associates and support staff) will meet their SMART goals.</p>	<p><b>Met</b></p>	<p>Based on end of year data 80% of our teaching staff met their SMART Goals.</p>

<p><b>Measure:</b>                  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%).</p>	<p><b>Met</b></p>	<p>50% of the teaching staff attended/participated in external or online PD that aligned with their SMART goals. Some examples of workshops attended are CACE conference in MA, Dyslexia PD, Autism pd, etc</p>
<p><b>Objective: Student Involvement</b>  <b>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.</b></p>		
<p><b>Measure:</b>                  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.</p>	<p><b>Met</b></p>	<p>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, Little Mermaid K1-3 and many more.</p>
<p><b>Measure:</b>                  The school will host a minimum of three student assemblies highlighting student work or school culture.</p>	<p><b>Met</b></p>	<ul style="list-style-type: none"> <li>● Winter Concert</li> <li>● Steams Expo</li> <li>● Authors Celebration (2)</li> <li>● Black History Month Assembly</li> </ul>
<p><b>Measure:</b>                  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.</p>	<p><b>Met</b></p>	<p>100% of the students participated in the STEAMS' Expo this year</p>

<p><b>Objective: Parents as Partners</b>  <b>Each school year, Banneker parents will continue to increase their participation through parent surveys, attending school events, meetings and parent conferences.</b></p>		
<p><b>Measure:</b>                  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><b>Met</b></p>	<p>75% 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><b>Measure:</b>                  Each year, the number of parents who attend monthly parent meetings will increase by 5% (starting with a baseline of 25 parents).</p>	<p><b>Met</b></p>	<p>This year, we continued to host all of our meetings 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 25% from last year.</p>
<p><b>Objective: Dissemination: Each year BBCPS will share their successes and other achievements with other school districts</b></p>		
<p><b>Measure:</b>                  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><b>Met</b></p>	<p>This year we shared our practices with the MA Charter School Association, Prospect Hill, Cambridge Community Charter School and a charter school from NJ.</p>
<p><b>Measure:</b>                  BBCPS will produce at least two YouTube videos demonstrating our instructional practices and use of arts and music.</p>	<p><b>Met</b></p>	<p>We have videos this year of our fourth grade musical Little Mermaid Jr, The Banneker Beats performances, the Art Show and the STEAMS Expo. These videos were shared on Facebook, Twitter and our school website. Due to The Little Mermaid Jr copyrights we could not publicly post videos.</p>

## ***Appendix B - Recruitment & Retention Plan***

School Name: Benjamin Banneker Charter Public School

Date: July 31, 2023

### **RECRUITMENT 2022 – 2023**

**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, in house advertisements and 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 sixth 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 and quick link QR code allows parents to review detailed information on the school, its policies and the enrollment requirements in most 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, a disability or speak a second language, 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 targeted 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, camping, kayaking, 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.
  - To decrease food insecurity, we offer a free “Weekend Backpack” program for all students.
  - Partnering with Food For Free, we host a free community food market on campus once a month .

**Recruitment Plan – 2022-2023 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> 11.4%</p> <p><b>GNT percentage:</b> 15.7%</p> <p><b>CI percentage:</b> 15.7%</p> <p>The school did not meet GNT percentages or the CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● We distribute marketing materials to all local daycares, apartment complexes and local preschools.</li> <li>● We created a QRI code which is on all of our materials making it easier for families to apply.</li> <li>● 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.</li> <li>● As part of the recruitment process, our recruitment coordinator emphasizes the supports available for students and families of students with learning disabilities during tours and outreach events.</li> <li>● During open house and enrollment tours, our Director of Student Services is in attendance or available to address any parent concerns regarding enrolling students with disabilities.</li> <li>● Parents who indicate that their child has an IEP or learning disability meets with the Director of Student Services to discuss the best way to support that student should they choose to enroll at BBCPS.</li> </ul>
---	---



	<p><b>(c) 2022-2023 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>● A Banneker representative from the school’s SPED SEPAC (special education parent advisory council) is available to all prospective families to discuss Special Education.</li> <li>● The Special Education Department coordinates the Kindergarten Screening Process to provide parents with programmatic information.</li> <li>● All recruitment materials explicitly state in the languages spoken by the families that “children with special needs are welcome at our school.”</li> <li>● Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services.</li> </ul>
--	--

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 6.0%</p> <p><b>GNT percentage:</b> N/A%</p> <p><b>CI percentage:</b> 7.3%</p> <p>The school has met the comparison index</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 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 most languages.</li> <li>● We currently have the ability to translate report cards in any language upon request.</li> <li>● All parent notices and forms are translated upon request.</li> <li>● Our website allows all posted materials to be translated.</li> <li>● Students can be seen speaking their native languages in one or more of our videos used for publication.</li> </ul>
	<p style="text-align: center;"><b>(c) 2022-2023 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 and social media campaign will expand to enhance more multilingual messaging.</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> 64.5%</p> <p><b>CI percentage:</b> 29.1%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: 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 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 align="center"><b>(d) Continued 2022-2023 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 align="center"><b>(e) Continued 2022-2023 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 align="center"><b>(f) Continued 2022-2023 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> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2022-2023 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>

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

**2022-23 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.

Last year, we added an easy to use QR Code to simplify our online student application. This approach received positive responses and was continued again this year.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	94%

**Retention Plan -2022-2023 Strategies**  
List strategies for retention activities for each demographic group.

**Special education students/students with disabilities**

<p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b> 10.3%</p> <p><b>First Quartile:</b> 19.3%</p> <p>The school's attrition rate is <u>below</u> first quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></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> <li>● We have a SEPAC Team and meet 4 times a year with parents.</li> <li>● Special education teachers and general education teachers attend professional development to support progress in the development of strategies and goals for struggling students. This model supports differentiation within the classroom to better support special education students.</li> </ul> <p>Parents of students on IEPs are welcome, and encouraged to participate in monthly parent meetings and all events held during the year.</p>
--	---

**Limited English-proficient students**

<p style="text-align: center;"><u>(a) CHART data</u></p> <p><b>School percentage:</b>6.7%</p> <p><b>First Quartile:</b> 18.8%</p> <p>The school's attrition rate is <u>below</u> first quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></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 most languages.</li> <li>● We currently translate all report cards when requested.</li> <li>● All recruitment materials are translated and can be translated when accessed online.</li> </ul>
--	--

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

<p style="text-align: center;"><u>(a) CHART data</u></p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p>
--	--

<p><b>School percentage:</b> 8.5%  <b>First Quartile:</b> 19.8%</p> <p>The school's attrition rate is <u>above the first</u> quartile 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 also 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 align="center"><b>Students who are sub-proficient</b></p>	<p align="center"><b>(d) Continued 2022-2023 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 a homework club and an MCAS prep after school program.</li> <li>● All services are prompted on our website in addition to school emails.</li> </ul>
<p align="center"><b>Students at risk of dropping out of school</b></p>	<p align="center"><b>(e) Continued 2022-2023 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 align="center"><b>Students who have dropped out of school</b></p>	<p align="center"><b>(f) Continued 2022-2023 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 align="center"><b>Other subgroups of students who should be targeted to eliminate the achievement gap</b></p>	<p align="center"><b>(g) Continued 2022-2023 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>● 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.</li> </ul>

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

□ Link for BBCPS Enrollment by Race/Ethnicity

(2022-23)<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200000&orgtypecode=5&>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2022-23 SCHOOL YEAR</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African American	81.6%
Asian	1.8%
Hispanic	8.4%
Native American	0
White	2.7%
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	5.4%
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	38.9%
English Learner	6%
Low-income	64.5%
Students With Disabilities	11.4%
High Needs	72.6%

□ Link for BBCPS **Selected Populations (2022-23)**

[data.https://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04200000&orgtypecode=5](https://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04200000&orgtypecode=5)

<b>ADMINISTRATIVE ROSTER FOR THE 2022-2023 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>
<b>Executive Director</b> Sherley Bretous	Instructional and organizational leader, manages all staff, responsible for educational quality	1/1/1997	
<b>Director of Support Services</b> Heather Martin Steenburgh	Oversees all support services, ensures compliance, manages the support team	9/30/2021	
<b>Business and Operations Manager</b> MaryLynn Peters Chu	Oversees the financial and operational health and viability of the school and Human Resources	4/12/2021	
<b>Dir. of Innovation, Technology &amp; Digital Learning</b> Yeasmin Aqid	Oversees the technical infrastructure, resources, support staff, integration	5/5/2021	
<b>Coordinator of Science and Engineering</b> Eugenie Williams	Oversees STEM school development, science instructional quality, curriculum, and professional development	8/28/2013	
<b>Executive Assistant</b> Marie StGermain Barbara Brothers	Supports the Executive Director, manages enrollment, student information, state reports, transportation, lunch program, & data.	8/1/21	

<b>TEACHERS AND STAFF ATTRITION 2022-2023 SCHOOL YEAR</b>				
	<b># Last day of 2022-2023 school year</b>	<b>Departures during 2022-2023</b>	<b>Departures at the end of school year</b>	<b>Reason(s) for Departure</b>
Teachers/ Teacher Associates	33.8	2	3	2-Left for medical reasons. 1- Left for another teaching position. 1-Moved out of MA 1- Left the teaching field
Other Staff	22	0	1	Took another non teaching position.

**Governance**

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members as of January, 2023	8
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	14

<b>BOARD MEMBERS FOR THE 2022-2023 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>
Linda Tucker	Chair	Executive, HR, and Finance	3>	10/2011-10/2023
Jenepher Gooding	Vice Chair	Governance, Chair	1	11/2017-11/2029
Rebecca- Babbitt	Trustee	N/A	1	02/2022
Josiane Julmeus	Treasurer	Finance, Chair	1	11/2017-11/2029
Carolyn Daley	Clerk and Parent Rep	Finance	1	02/2022
Tony Clark	Trustee	Governance	1	11/01/21
Jill Seabrook	Trustee	N/A	1	11/01/21
Alexis Harding	Trustee	HR	1	11/01/21

**Board of Trustee and Committee Meeting Notices**  
<https://www.banneker.org/board>

**\*Meetings are open to the public and are held on Thursday virtually beginning at 6:00pm.** Due to high attendance and convenience, meetings continued and will continue to be virtual. [www.banneker.or0067/board](http://www.banneker.or0067/board)

<b>Amendments to the Charter</b>	There were no amendments to the Charter in 2022-2023.
<b>Complaints</b>	There were no official complaints received by the Board of Trustees in 2022-2023.
<b>Oversight</b>	The Board maintained an appropriate level of oversight in 2022-2023. It monitored academic and financial performance through monthly updates at Board meetings.  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.

## Board Planning

- In 2022/2023, the Board of Trustees set goals for itself in ten areas:

### Board Goals

- *Quorum at every meeting; **The Board met this goal.***
- *Board Participation; Board members attended K and 6th grade graduations, The Art Show, STEAMS Expo and Little Mermaid Jr-**The Board met this goal.***
- ***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 10-15 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:

- Participating in Board Training
- Creating a balanced budget.
- Reviewing monthly financials.
- Setting a goal for local students (Cambridge) enrollment and monitoring attrition.
- Participating in an end of year retreat.



**Appendix D - Additional Required Information**

<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>No Change/ New/Open Position for School Year 2022-23</b>
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	Barbara Brothers	bbrothers@banneker.org	No Change
English Language Learner Director	Heather Martin Steenburgh	hmartin@banneker.org	No Change
School Business and Operations Manager	MaryLynn Peters Chu	mlynnpeterschu@banneker.org	No Change

<b>Facilities</b>	<b>Dates of Occupancy</b>
21 Notre Dame Ave, Cambridge, MA	September 1996 - Present

**There have been no Facilities changes for the 2022-2023 School Year.**

**Applications for 2022 School Year**

Tentative student application deadline and lottery date for students who are interested in enrolling for the 2022-2023 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:**

66% Cambridge Enrollment

5.1% Boston Enrollment

28.9% Surrounding Towns (Everett, Watertown, Revere etc)

***Appendix E - Conditions, Complaints, and Attachments***

**Conditions (if applicable)**

The school has no conditions

**Complaints**

- During SY23/23 the board of trustees did not receive any written complaints