

Benjamin Banneker Charter Public School

🇺🇸 **2023 Blue Ribbon School** 🇺🇸

21 Notre Dame Ave
Cambridge, MA 02140



A STEM School

Science, Technology, Engineering and Math

2023-2024 Annual Report

July 31, 2024

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

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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 6/14/24	345
Chartered Grade Span	K1-6	Current Grade Span	K1-6
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist 2024-25	178
Number of Instructional Days during 2023-24 School Year	184		
School Hours	8 a.m. – 3 p.m.	Age of School as of 2023-2024	29
Mission Statement The Benjamin Banneker Charter Public School is a K1 through grade 6 Science, Technology, Engineering and Mathematics (STEM) school serving all students. The school is founded on the belief that all students are able to develop academic mastery regardless of race, socioeconomic status, culture, native language, gender or sexual orientation. The staff of caring, dedicated, and highly qualified professionals integrate language and fine arts into the standard-based STEM curricula and use authentic data to monitor every student's growth and achievement.			

LETTER FROM THE EXECUTIVE DIRECTOR

July 1, 2024

I am delighted to present the Annual Report for the Benjamin Banneker Charter Public School for the year 2023-2024. This year has been a period of exceptional achievement and growth for our school community, and I am proud to share our significant milestones and continued success.

Firstly, we are immensely honored to have been awarded the prestigious 2023 Blue Ribbon Award. This national recognition underscores our commitment to academic excellence and is a testament to the hard work and dedication of our students, faculty, and staff.

In our continuous effort to innovate and enhance our educational offerings, we launched a new STEAMS (Science, Technology, Engineering, Arts, Mathematics, and Sustainability) Expo this year, focusing on water. This initiative has been highly successful, attracting one of the largest community participation in our school's history. It reflects our dedication to providing interdisciplinary, hands-on learning experiences that engage both our students and the broader community.

We are also excited to announce that we are in the process of acquiring the Matignon building, formerly Matignon High School, from the Archdiocese. This acquisition will provide us with the much-needed space to expand our programs and better serve our students, ensuring that we continue to offer high-quality education in an optimal learning environment.

Our commitment to academic excellence is consistently measured through both external and internal data, demonstrating continued success and improvement. Our strong staff retention rates speak to the dedication and commitment of our educators, who are the backbone of our positive school culture and climate. Their unwavering support and engagement are crucial in fostering a nurturing and dynamic environment for all stakeholders, especially our students.

We look forward to continuing our mission of providing high-quality education and fostering an environment of innovation and community involvement. Thank you for your continued support and partnership. We look forward to building on these successes and furthering our mission of providing an exceptional educational experience for all our students.

Warm regards,

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:

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 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.
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 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.
Student Involvement	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.
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 Submitted	Amendment Requested	Status
3/6/24	<ul style="list-style-type: none">Updated the Board Bylaws	Approved
4/12/24	<ul style="list-style-type: none">Adding Somerville, MA to our Charter	Approved

ACCESS AND EQUITY: STUDENT DEMOGRAPHIC INFORMATION

The Banneker school community is one where respect for the individual and for learning are shared beliefs among students, staff and parents. Information regarding enrollment by Race/Ethnicity 2023-24 can be found through the following link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200205&orgtypecode=6&>.

Student Data by Race/Ethnicity 2023-24	
Race/Ethnicity	percentage of Student Body
African American	82.9
Asian	2.6
Hispanic	6.6
Native American	0
White	2.9
Native, Hawaiian, Pacific Islander	0
Multi-race, Non-Hispanic	4.9

Information regarding the 2023-24 schools enrollment: broken down by population can be accessed through the following link:
<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04200205&orgtypecode=6&>.

Selected Student Population 2023-24	
Title	percentage of Student Body
First Language Not English	34.1
English Language Learner	6.4
Low Income	61.8
Students with Disabilities	10.1
High Needs	68.2

2022-23 Student Discipline Data Report

Information regarding discipline data for 2022-23 can be accessed through the following link:
<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04200000&orgtypecode=5&=04200000&>

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	335	0	0	0	0
English Learner	22	0	0	0	0
Economically Disadvantaged	226	0	0	0	0
Students with Disabilities	51	0	0	0	0
High Needs	253	0	0	0	0
Female	174	0	0	0	0
Male	160	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	6	0	0	0	0
African American/Black	273	0	0	0	0
Hispanic/Latino	28	0	0	0	0
Multi-race, Non-Hispanic/Latino	18	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	10	0	0	0	0

DISSEMINATION PRACTICES

In the 2023-2024 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.

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/ Intermediate 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.
Building staff Capacity: 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 Academic 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.
Building Capacity and school culture	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.
STEAMS Integration	School-wide STEAMS Exposition	Intermediate Literacy Coach/STEAMS Committee (teachers, TA's, specialists)	Massachusetts Charter School Leaders State Representatives and Cambridge City Council members Members of the surrounding academic, environmental protection, and business community	Provided students with real-world learning experiences.

Throughout the 2023-2024 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.

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: Internet safety addressing, anxiety and mental health as well as ways to strengthen the home school connection.

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2023	2023	2023
Not requiring assistance or intervention	94 percentile For more details please check the official report here: https://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2023&orgcode=04200205&report_mode=SUMMARY	Meeting 84% of Improvement targets

“*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 is continuously refining its content coaching model in English Language Arts, Math, and Science to enhance teaching and learning. Our Content Coaches ensure that the curriculum is aligned both horizontally (across grade levels) and vertically (from one grade level to the next) to create a cohesive educational experience. With deep expertise in the Massachusetts Curriculum Frameworks, they provide instructional support to teachers, helping them refine their teaching practices through data analysis, classroom observations, and best practices.

Content Coaches regularly review assessment data to identify areas of need and work directly in classrooms, offering hands-on support to both teachers and students. This collaborative approach ensures that instruction is data-driven and responsive, leading to improved student outcomes and continuous professional growth for teachers. The content coaching model fosters a culture of ongoing improvement, where curriculum alignment and instructional excellence are prioritized.



ENGLISH LANGUAGE ARTS

Banneker’s literacy program is built on the Literacy Collaborative framework, a comprehensive, research-based approach that emphasizes language development, student engagement, and a balanced focus on both the learning process and outcomes. Key elements of the program include:

- **Professional Development for Teachers:** The program provides extensive, long-term, site-based professional development, ensuring that teachers continuously receive relevant training to enhance their instructional skills and adapt to evolving literacy needs.
- **Leadership Support:** School administrators and literacy coaches receive specialized training and support to build and maintain a strong literacy culture throughout the school. This ensures a sustained, school-wide focus on literacy improvement and achievement.
- **In-Class Coaching and Support:** Literacy coaches provide direct instruction and coaching within classrooms, helping teachers implement effective literacy strategies while offering additional support to students. This hands-on approach ensures real-time guidance and collaboration.
- **Data-Driven Instruction:** The program places a strong emphasis on systematic data collection, assessment, and analysis to monitor student progress. Instructional strategies are then adjusted based on this data, ensuring that teaching is responsive to individual student needs.

Overall, Banneker’s literacy program aims to create a dynamic, supportive environment where students excel in literacy through ongoing professional development, strong leadership, in-class support, and data-informed instruction.

Reading iReady Scores (2023-2024)

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.

iReady Performance

Percentage of Students Scoring Proficient* on the iReady Diagnostics

Grades	Pre	Post	Delta
Kindergarten	40%	100%	+60
First	51%	98%	+47
Second	45%	92%	+47
Third	68%	89%	+21
Fourth	65%	81%	+16
Fifth	65%	83%	+18
Sixth	58%	79%	+21

***Proficient- Students scoring at or above grade level**

All grades K-6 met or exceeded the performance target in reading. Students in Kindergarten scored the highest on the post assessment with 100% of students achieving proficiency. The percentage of students scoring proficient at every grade level increased by 16-60 percentage points.

Reading iReady Scores (2023-2024)

Growth

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**

iReady Growth

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

Grades	Growth
Kindergarten	80%
First	68%
Second	79%
Third	67%
Fourth	70%
Fifth	69%
Sixth	70%

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

English Language Arts Curriculum

The reading and writing curriculum at Banneker is organized into seven comprehensive units of study. These units are vertically and horizontally aligned with the Massachusetts State Standards, ensuring that students progress smoothly through the curriculum. This alignment enables students to engage in activities that require them to read, write, talk, and think critically and analytically about a variety of authentic, grade-appropriate texts.

Reading and Writing

- The curriculum covers essential literacy skills through a series of interconnected units.
- Alignment with Standards: Ensures consistency and adherence to the Massachusetts State Standards.
- Integrated Skills: Students engage in reading, writing, discussion, and critical thinking activities.
- Authentic Texts: Exposure to a wide range of grade-appropriate, real-world texts.

Language and Word Study

The Language and Word Study block complements the reading and writing curriculum by focusing on the foundational elements of language. This block provides students with opportunities to explore the meaning and

structure of words and the conventions of written language. Key components include:

- **Phonics and Oral Language Development:** Focus on essential elements that support reading and speaking skills.
- **Spelling Patterns:** Exploration of patterns to enhance spelling proficiency.
- **Vocabulary Expansion:** Activities aimed at increasing students' word knowledge.
- **Conventions of Standard English:** Robust, explicit instruction to deepen understanding of grammar, punctuation, and usage.

Together, the reading and writing curriculum and the Language and Word Study block ensure a comprehensive approach to literacy, fostering a deep and nuanced understanding of language and effective communication skills.

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 employs a comprehensive approach to evaluating its literacy program by utilizing a combination of observations, feedback, and data from various assessments. These tools help in assessing the effectiveness of instruction and guiding future improvements. The assessments used include:

- **Clay Observation Survey (K1-1):** Provides detailed insights into early literacy skills and development.
- **Fountas & Pinnell Benchmark Assessment (K1-6):** Measures reading proficiency and progress through regular benchmarking.
- **Banneker ELA End-of-Unit Assessments (3-6):** Evaluates student understanding and mastery of the material covered in each unit.

- **iReady Diagnostics:** Offers diagnostic data for both ELA and math, used for pre-, mid-, and end-of-year assessments.
- **MCAS (3-6):** The Massachusetts Comprehensive Assessment System provides statewide data on student performance.

Commitment to Data-Driven Instruction

Banneker is committed to using data to drive instruction and enhance student outcomes. A key component of this approach is the iReady diagnostic assessment, which is administered multiple times throughout the year to ensure comprehensive data collection and ongoing monitoring of student progress. The assessment process includes:

- **Pre-, Mid-, and End-of-Year Assessments:** These checkpoints provide consistent data points that track student growth over time and help identify areas where additional support or intervention may be needed.
- **Multiple Measures for Each Grade:** Each grade level uses at least two measures, allowing for pre- and post-assessment comparisons. This provides a clear view of student progress and annual growth.
- **Data-Informed Instruction:** Regular analysis of iReady data ensures that instructional strategies are tailored to meet student needs, allowing teachers to adjust their methods to effectively support learning.

By utilizing these practices, Banneker ensures a rigorous evaluation of its literacy program, promoting continuous improvement and academic success for all students.

Mathematics Curriculum

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 to discuss pacing and specific skills and understandings students need to acquire for each math topic. The math intervention teacher supports students in grades K-6 who need additional support providing both in class and pull out interventions.

A wide range of printed and online math 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

Mathematics iReady Scores (2023-2024)

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.

iReady Performance

Percentage of Students Scoring Proficient* on the Mathematics iReady Diagnostics

Grades	Pre	Post	Delta
Kindergarten	27%	94%	+46
First	29%	91%	+62
Second	28%	84%	+56
Third	32%	100%	+68
Fourth	63%	81%	+18
Fifth	55%	88%	+33
Sixth	59%	79%	+20

***Proficient- Students scoring at or above grade level**

All grades K-6 met or exceeded the performance target in mathematics. Students in grade 3 scored the highest on the post assessment with 100% of students achieving proficiency. The percentage of students scoring proficient at every grade level increased by 18-68 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**

iReady Growth

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

Grades	Growth
Kindergarten	82%
First	68%
Second	79%
Third	67%
Fourth	70%
Fifth	69%
Sixth	70%

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

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 is a full-time Technology Facilitator who supports students and teachers in both the DLS studio and in the classroom.

STEM - STEAMS 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, Arts, Math, and Social Studies.



5th Grade Nature's Classroom

Digital Safety - *Social media* is taught throughout the school year. During the month of November the school formally teaches strategies on how to stay safe online, Internet awareness and digital citizenship implementing the Common Sense and Brainpop curriculum are used to support students and families' with their understanding. Safety online is an ongoing endeavor for all grades at the Banneker and its entire community.



SOCIAL STUDIES

Our Social Studies curriculum is forever evolving and new teaching methods and strategies are constantly being explored and revised. Civic engagement, understanding Democracy along with regional geography, U.S. history, native people's diversity and cultures 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 and discuss 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 STEAMS sessions.

Walking into any social studies class you may encounter students working with all types of devices. which aid them with research which enables them to write, discuss and present their understandings of key events. At times classrooms re-enact key events using video or green screen techniques. These practices help students understand and interpret 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 Banneker, education is designed to nurture the whole child, fostering academic achievement alongside creative growth, while building confidence and social-emotional skills through a rich and diverse curriculum. Each week, students participate in Specials—classes such as Art, Library, Music, Physical Education, and Technology—that offer them the opportunity to explore a wide range of extracurricular activities. These Specials engage students in 21st-century skills like creativity, critical thinking, problem-solving, communication, and collaboration, helping them discover new talents and passions. Through these experiences, students gain a variety of ways to express themselves and explore the possibilities of who they can become.

Specials also play a vital role in building community at BBCPS, as they facilitate school-wide events that help shape the culture of the school. Assemblies celebrating our school and its history, Fitness Fridays, Field Days, musical concerts, theater performances, art shows, and the annual STEAM Expo all provide opportunities for students to shine, connect with peers, and create lasting memories. Field trips and other special events throughout the year further enrich students' experiences, making learning engaging and memorable.

By offering these well-rounded experiences, Specials at Banneker ensure that students leave our school not only academically prepared but also confident, creative, and ready to explore and live meaningful, fulfilling lives.

SOCIAL EMOTIONAL LEARNING AND CARE AT THE BANNEKER

At BBCPS, our commitment to fostering social-emotional growth among our students has been exemplified through a variety of dedicated initiatives and programs. Throughout the year, our monthly CARE awards have celebrated students who exemplify key character traits of Community, Achievement, Responsibility, and Experience. These awards not only recognize individual achievements but also inspire the entire student body to strive for excellence in their interactions and personal development.

Each month, our character education program focuses on a specific theme, providing classrooms a way to introduce vital social-emotional skills. Themes such as empathy, perseverance, generosity, and integrity are able to be integrated into our curriculum and daily activities, ensuring that students receive consistent and meaningful lessons in character development.

To support these efforts, BBCPS has equipped both staff and students with a rich array of resources and books. Educators have access to lessons and materials that enhance their ability to nurture students' social-emotional growth. Students benefit from an extensive library of age-appropriate books and resources that reinforce the monthly themes and CARE values.

Our comprehensive approach to social-emotional learning is a cornerstone of the nurturing environment at BBCPS, preparing our students not just for academic success, but for life as compassionate and responsible citizens.

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

At Banneker, we take pride in offering a unique and rigorous educational experience that our students will carry with them for years to come. As we continually refine our academic program to align with our mission and vision, we are proud to provide a variety of enrichment opportunities that make Banneker a highly sought-after choice for Cambridge families. These enrichment programs ensure that our students receive a well-rounded education that blends academic rigor with hands-on experiences, nurturing a love for learning and equipping them for future success.

In addition to our robust classroom instruction, we offer a range of exciting activities that enrich students' learning experiences. These activities are designed to supplement daily classroom work, providing students with opportunities to explore new interests, develop practical skills, and engage in creative problem-solving. Through these enrichment opportunities, Banneker fosters a learning environment where academic excellence is balanced with real-world applications, ensuring our students are well-prepared for their next steps in life.

- 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, biennial art show, and spelling bee.
- 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.
- Banneker offers monthly parent meetings where various content and topics are covered.
- We have Adventure Club which gives our children experiences in hiking, kayaking, camping, and much more.
- We have many after school clubs and activities for students from dance to robotics.
- 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 are provided to parents free of charge.
- Our program also 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</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>

ADVENTURE CLUB

The Adventure Club is dedicated to providing unforgettable experiences for 5th and 6th graders, fostering a spirit of adventure and resilience in our young members. Throughout the year, our students have embarked on thrilling activities such as indoor rock climbing, kayaking, and ice skating. These adventures are more than just fun; they teach our participants the importance of perseverance through hard challenges, the value of teamwork, and the joy of achieving goals together. By conquering fears and embracing new experiences, our members develop confidence, camaraderie, and a lifelong love for adventure. The Adventure Club is proud to support the growth and development of our young adventurers, encouraging them to push their limits and discover the strength within themselves.

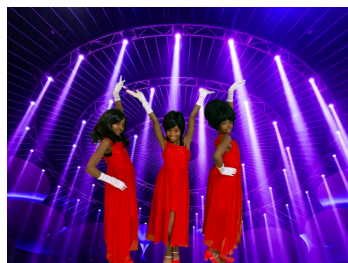


BANNEKER BEAT – DANCE TROUPE

The Banneker Beat Dance Troupe was founded in the autumn of 2018 with a mission to boost student self-esteem and confidence, promote cooperative learning, and emphasize health and fitness. This cross-grade level group exposes students to a diverse array of dance genres including Ballet, Hip Hop, Tap, Jazz, and Step. Additionally, they explore the cultural and historical significance of dance from various global traditions, such as those from Ethiopia. Each year, the troupe incorporates a traditional folk dance from a country represented within our school community.

Through their performances, students delve into the rich history and narratives associated with the dances they perform. The Banneker Beat Dance Troupe presents four to five shows annually, plus an extra off-campus performance. These events are well-attended by Banneker's surrounding community members, families and guests.

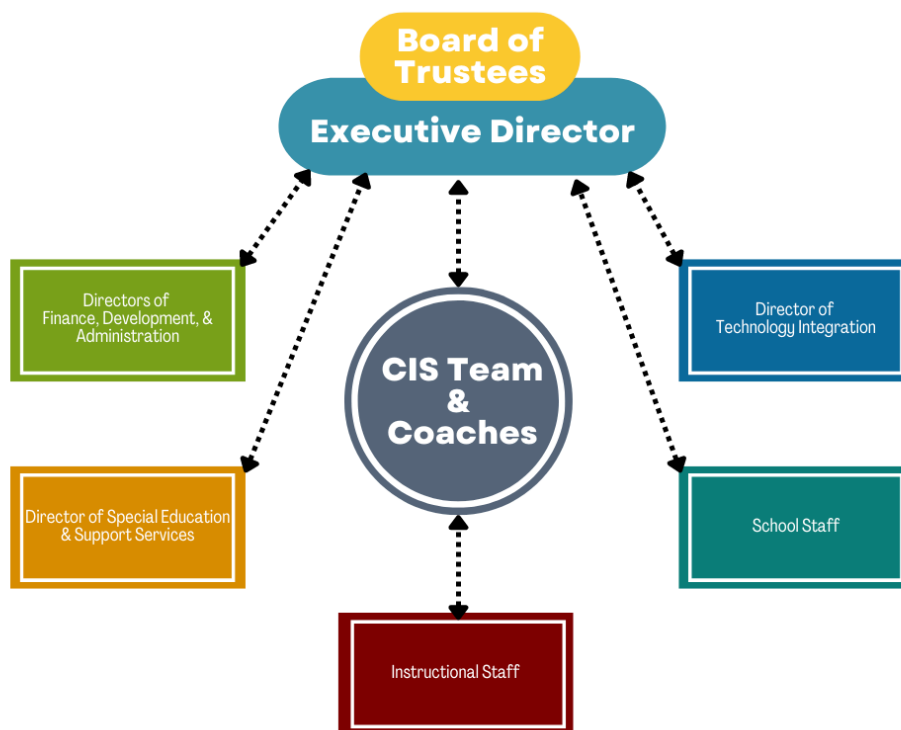
Moreover, the students in the Banneker Beat engage in several school-wide activities other than dance throughout the academic school year, which in turn makes them proactive and responsible students of our community. Lastly, they are outstanding role models to the entire student body.



Highlights of 2023 - 2024 - Preparations, Educating, Graduating

<p><i>6th Grade DC Trip</i></p> 	<p><i>6th Grade Graduation</i></p> 
<p><i>Banneker's STEAMS Expo</i></p> 	

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

Unaudited FY24 Operating Statement			
Operating revenues:		2024	2023
Tuition		11,353,526	10,171,163
Federal and State grants		527,663	914,660
Program fees		357,077	209,164
In-kind transportation		0	498,764
On-behalf frindge benefits		0	661,273
Total operating revenues		12,238,266	12,455,024
Operating revenues:			
Salaries		4,720,757	4,799,272
On-behalf frindge benefits		0	661,273
Employee benefits		682,456	633,338
Payroll tax		249,144	184,626
Staff development		205,891	110,306
Total personnel expenses		5,858,249	6,388,815
Occupancy cost:			
Occupancy		339,695	454
Maintenance		233,314	220,427
Depreciation an amortization		280,703	623,554
Interest expense - leases		6,415	19,327
Utilities		50,914	44,941
Total occupancy cost		911,041	908,703
Student cost:			
Transportation		551,725	547,251
Classroom supplies		195,971	155,207
Student activities		225,351	193,793
Food service		168,121	162,367
Contracted services		45,607	39,219
In-kind transportation		0	498,764
Non-capital equipment		92,324	17,208
Total student cost		1,279,098	1,613,809
Other operating cost:			
Computer supplies		116,772	113,752
Professional fee		158,448	61,444
Supplies		98,415	181,168
Advertising and recruitment		98,782	89,188
Miscellaneous		55,806	43,144
Insurance		41,097	41,877
Telephone		14,362	14,098
Dues and subscriptions		48,144	42,130
Depreciation and amortization		75,873	93,815
Board devlopment		0	924
Printing and postage		5,162	5,048
Total other operating cost		712,860	686,588
Total operating expenses		8,761,248	9,597,915

Unaudited Statements of FY24 Net Position (Balance Sheet)			
Assets		2024	
Current Assets:			
Cash and cash equivalents		6,957,789	
Accounts and grant receivable		770,969	
Prepaid expenses		149,647	
Total current assests		7,878,405	
Other Assets:			
Deposits		939,500	
Cash held for capital expansion		10,000,000	
Total other assests		10,939,500	
Capital Assets:			
Right to use assets		2,782,646	
Leasehold improvements		2,091,052	
Furniture, fixtures and equipment		499,966	
		5,373,664	
LessL accumulated depreciation		4,126,474	
Total capital assests, net		1,247,190	
Total assests		20,065,096	
Liabilities and Net Position			
Current Liabilities:		2024	
Accounts payable		93,679	
Accrued expenses		1,484	
Accrued salaries and benefits		669,480	
Lease liability - current		-	
Total current liabilities		764,643	
Noncurrent Liabilities:			
Lease liability		1,131,342	
Total noncurrent liabilities		1,131,342	
Total liabilities		1,895,985	
Net Position:			
Unrestricted		17,991,023	
Net investment in capital assests		178,087	
Total net position		18,169,111	
Total liabilities and net position		20,065,096	

Benjamin Banneker Charter Public School		
School Budget for FY25		
Board approved the FY2025 budget at the May 16, 2024 regular meeting of Board of Trustees		
Revenue:		<u>FY25 Budget</u>
	Pupil Tuition	12,000,000
	Federal Grants	260,000
	Afterschool Program	135,000
	Nutrition Revenue	193,500
	Other Revenue Sources	85,000
Total Revenue		12,673,500
Expenses:		
	Total Salaries	4,912,086
	Payroll Taxes	260,000
	Health Insurance & Other Fringe Benefits	757,000
	Professional Development	240,000
	Total Benefits	1,257,000
	Total Staff Related Expenses	6,169,086
	Information Technology	343,500
	Student Activities	205,000
	Instructional Programs	318,500
	Transportation	600,000
	Nutrition Program	179,500
	Rent & Interest Expense (new campus)	1,887,981
	Repairs and Maintenance	276,000
	Utilities	97,000
	General Administration	1,841,380
	Total General Expenses	5,748,861
Total Salaries & Expenses		11,917,947
Surplus/ (Deficit)		755,553

The Capital Plan primarily includes projects for the new school building located at 1 Matignon Road, Cambridge, MA,

	<i>Long Term Capital Plan 24/25</i>		
<i>Project</i>	<i>Description</i>	<i>Status</i>	<i>Cost</i>
Preconstruction Phase	Cleaning of building & permits,	Estimate	199,820.00
Window & Door Replacement	Exterior/Interior windows and doors - all gym windows and any faulty windows	Estimate	450,000.00
ADA Compliance	Remodeling & upgrade of classrooms, offices & community spaces	Estimate	1,500,000.00
Elevator	Elevator - Install a 3stop exterior elevator	Estimate	650,000.00
HVAC	(2) Heat/Cooling Compressors, Boiler Oil/gas conversion,ventilation & air filtration installation	Estimate	2,100,000.00
Plumbing	Plumbing - upgrade current bathrooms, H2O fountains, adding new inclass bathrooms for K1 - Grade 1	Estimate	150,000.00
Electrical Utilities	Emergency power & lighting systems	Estimate	1,210,000.00
Fire Protection & Alarm	Install Wet sprinkler system, smoke detectors,panel upgrade, new building security systems	Estimate	250,000.00
IT Infrastructure	Server room setup, data center, network infrastuture	Estimate	500,000.00
Office & Classroom Furnishings	Finishes, Fixed Equipment, Furniture, Signage	Estimate	322,000.00
Enviormental	Special construction and demo - Asbestos & Lead paint removal	Estimate	350,000.00
Central A/C	Mechanical Utilities - Install of A/C troughout the building	Estimate	500,000.00
Interior Remodeling	Configure the classrooms & other space for Banneker use	Estimate	818,180.00
Contingency Cost	Owners 10% contingency cost (inflation & Misc)	Estimate	1,000,000.00
<i>Total</i>			<i>10,000,000.00</i>

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

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 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 approximately 5% of students to leave.	



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	2023-2024 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	Refer to page 15 for the breakdown Math: K, 2 reached their target ELA: K and 2nd reached their target
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	78% of the students made a minimum of 1.0 growth based on ACCESS test results.
Measure: Each year, 80% of students on IEPs will meet 75% of their academic objectives by their annual IEP review.	Met	88% of existing students on IEP's that had annual reviews met 75% of their academic objectives.
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 24/29 apx 80% of our teaching staff met 100% of 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

22/41 staff apx 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, Math pd, etc

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.

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

100% of our students attended all of the day trips.

Every grade K1-6 participated in a minimum of two grade level experiences.
The Boston Museum of Science-whole school
k1-K2 MOS, Apple Picking, Childrens Museum and Southwick Zoo
Grade 1- MOS, New England Aquarium, Childrens Museum and Southwick Zoo
Grade 2-MOS, JP Licks, Childrens Museum and Southwick Zoo
Grade 3- MOS & Plymouth Plantation
Grade 4- MOS, Boston Musical and Canobe Lake
Grade 5-MOS, New England Aquarium and 2 day Overnight Nature's Classroom (1 student did not attend)
Grade 6 -MOS, MFA, Washington DC 4 day overnight (2 students did not attend)

Measure:

The school will host a minimum of three student assemblies highlighting student work or school culture.

Met

- Winter Concert
- STEAMS Expo
- Authors Celebration (2)
- Black History Month Assembly

Measure:

95% of students will participate in an annual *STEAMS' Exposition (science, technology,*

Met

345 students which is equivalent to 100% of the students participated in the STEAMS' Expo this year

<i>engineering, art and math</i>), to showcase new and innovative student generated projects.		
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.		
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.	Met	We had 119 Families respond to our end of year survey. 100% of the respondents indicated that they were highly satisfied (69.70%) or satisfied (30.30%) with the education that their child received. This will be the new baseline that the school will use.
Measure: Each year, the number of parents who attend monthly parent meetings will increase by 5% (starting with a baseline of 25 parents).	Met	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..
Objective: Dissemination: Each year BBCPS will share their successes and other achievements with other school districts		
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.	Met	This year we shared our practices with the MA Charter School Association, Prospect Hill, Cambridge Community Charter School, MLK Charter School and a charter school from NJ.
Measure: BBCPS will produce at least two YouTube videos demonstrating our instructional practices and use of arts and music.	Met	We have videos this year of our fourth grade musical Aladdin Kids, The Banneker Beats performances, and the STEAMS Expo. Some of these videos were shared on Facebook, Twitter and our school website. Due to copyrights Aladdin could not be publicly posted.

Appendix B - Recruitment & Retention Plan

School Name: Benjamin Banneker Charter Public School

Date: July 31, 2024

RECRUITMENT 2024 -25

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 redesigned 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.
- 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, to offer additional food resources.
- The school offers a variety of afterschool programs, enrichment activities and other events.

Recruitment Plan – 2024-25 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
10.1%

CI percentage: 16.1%

The school did not meet CI percentages

(b) Continued 2024-2025 Strategies

- ☐ Met GNT/CI: no enhanced/additional strategies needed
 - 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.
 - We created a QRI code which is on all of our materials making it easier for families to apply.
 - 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.
 - 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.
 - 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.
 - 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.

(c) 2024-2025 Additional Strategies, if needed

- ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed.
 - 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: 6.4%</p> <p>CI percentage: 10.2%</p> <p>The school did not meet the comparison index</p>	<p>(b) Continued 2024-2025 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 most languages. • We currently have the ability to translate report cards in any language upon request. • All parent notices and forms are translated upon request. • Our website allows all posted materials to be translated. • Students can be seen speaking their native languages in one or more of our videos used for publication.
	<p>(c) 2024-2025 Additional Strategies, 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"> • 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. • The school also makes a point to ensure that all recruitment materials are available in the most prevalent languages in Cambridge which are but not limited to Amharic, Chinese, Arabic, Bengali, Japanese, Hebrew, Portuguese.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 61.8%</p> <p>CI percentage: 29.6%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2024-2025 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>(d) Continued 2024-2025 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>

Students at risk of dropping out of school	<p>(e) Continued 2024-2025 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>
<u>Students who have dropped out of school</u>	<p>(f) Continued 2024-2025 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</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2024-2025 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 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 2023-2024 Recruitment and Retention Plan.

2023-2024 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.

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

Retention Plan –2023-2024 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 91.7% third quartile Percentage 11.1%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-2024 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. ● 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. ● We have a SEPAC Team and meet 4 times a year with parents. ● 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. <p>Parents of students on IEPs are welcome, and encouraged to participate in monthly parent meetings and all events held during the year.</p>
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Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 100% third quartile Percentage: 27.4%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-2024 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 most languages. ● We currently translate all report cards when requested. ● All recruitment materials are translated and can be translated when accessed online.
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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: 93.5% third quartile percentage: 15.6%</p> <p>The school's attrition rate is <u>above</u> the third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-2024 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>(d) Continued 2023-2024 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. • All services are prompted on our website in addition to school emails.
<p>Students at risk of dropping out of school</p>	<p>(e) Continued 2023-2024 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.
<p>Students who have dropped out of school</p>	<p>(f) Continued 2023-2024 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>(g) Continued 2023-2024 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

□ Link for BBCPS Enrollment by Race/Ethnicity

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04200000&orgtypecode=5>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2022-23 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	82.9%
Asian	2.6%
Hispanic	6.6%
Native American	0
White	2.9%
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	4.9%
Selected Populations	% of School
First Language not English	34.1%
English Learner	6.4%
Low-income	61.8%
Students With Disabilities	10.1%
High Needs	68.2%

□ Link for BBCPS **Selected Populations (2023-24)**

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

ADMINISTRATIVE ROSTER FOR THE 2023-24 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 Heather Martin Steenburgh	Oversees all support services, ensures compliance, manages the support team	9/30/2021	
Business and Operations Manager Peter Costanza	Oversees the financial and operational health and viability of the school and Human Resources	10/1/2024	
Dir. of Innovation, Technology & Digital Learning Yeasmin Aqid	Oversees the 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 2023-2024 SCHOOL YEAR				
	# Last day of 2023-2024 school year	Departures during 2023-2024	Departures at the end of school year	Reason(s) for Departure
Teachers/ Teacher Associates	42	0	4	2-Moved 2- Left the teaching field
Other Staff	14	1	0	Terminated

Governance

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of January, 2024	8
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	9

BOARD MEMBERS FOR THE 2023-2024 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, HR, and Finance	3>	10/2011-10/2029
Jenepher Gooding	Vice Chair	Governance, Chair	2	11/2017-11/2029
Rebecca- Babbitt	Trustee	N/A	2	02/2022
Josiane Julmeus	Treasurer	Finance, Chair	2	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.org/0067/board

Amendments to the Charter	There were two amendments to the Charter in 2023-2024
Complaints	There were no official complaints received by the Board of Trustees in 2023-2024.
Oversight	<p>The Board maintained an appropriate level of oversight in 2023-2024. 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>

Appendix D - Additional Required Information

Position	Name	Email	No Change/ New/Open Position for School Year 2023-2024
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 Lead	Angela Marre	Amarre@banneker.org	No Change
School Business and Operations Manager	Peter Costanza	pcostanza@banneker.org	Change

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

There have been no Facilities changes for the 2023-2024 School Year.

Enrollment

Applications for 2024-25 School Year

Tentative student application deadline and lottery date for students who are interested in enrolling for the 2024-25 school year.

Action	Date(s)
Student Application Deadline	March 6, 2025
Lottery	March 7, 2025

Appendix E - Conditions, Complaints, and Attachments

Efforts to Address Concerns Resulting in Conditions
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.
Actions taken by the school in 2023-24 to address the concern that resulted in the condition
<i>Cambridge Enrollments</i> -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.

Complaints

- ☐ During SY23/24 the board of trustees did not receive any written complaints