



Annual Report

2018 – 2019

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Introduction to the School

<i>Bridge Boston Charter School</i>			
Type of Charter	Commonwealth	Location of School	Boston
Regional or Non-Regional	Non-regional (Boston residents)	Chartered Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) the Charter was Renewed (if applicable)	2016
Maximum Enrollment	335	Enrollment as of 6/20/2019	333
Chartered Grade Span	K1-8	Current Grade Span	K1-7
Number of Instructional Days per School Year	186	Students on Waitlist as of 6/20/2019	357
School Hours	8:00-4:45	Age of School as of 2018-2019 School Year	8 years
<p>Mission Statement Bridge Boston Charter School students thrive in a challenging, joyful, inclusive K1-8 public school community that values close partnerships with families and a focus on the whole child. Our students will develop the skills necessary to excel in academically rigorous high schools, reach their individual potentials, and view themselves as creators of their own futures. Through full-service programming, Bridge Boston Charter School works to remove the health and social obstacles that hinder student learning.</p>			

Letter from the Chair of the Board of Trustees

To the Board and Department of Elementary and Secondary Education

We are proud to submit our Annual Report for 2018-2019, an exciting year of growth for Bridge Boston Charter School. This year, Diana Lam acted as our Interim Executive Director while searching for a permanent Executive Director. We seized the leadership transition as an opportunity to reflect on Bridge Boston's successes, challenges, and potential as we have grown from a small, start-up elementary school in rented space to a large, stable elementary and middle school in our permanent building. I am pleased to report that we engaged the entire community in identifying candidates that reflected Bridge Boston values and had new ideas for living into our mission in the years to come. We were thrilled to announce that Craig Martin has accepted the position and began work in early June, and we are confident that he has the vision and experience to steer Bridge Boston through our next chapter.

In addition to ongoing staff professional development, we developed a Diversity Advisory Committee. Approximately 15 faculty and staff participated in a series of in-depth workshop with trained facilitators over several weeks. This Committee will now provide leadership by advising the Executive Director, Principal, and other Department Heads on matters from curriculum and instruction to hiring practices, as well as helping to lead ongoing diversity-related professional development for our full staff. Second, we have been intentionally improving our internal pipeline for staff of color so as to increase diversity among our Lead Teachers. This year, we have promoted three of our Teacher Assistants of color to Lead Teachers, and another Teacher Assistant of color to Building Substitute. This continual work towards greater diversity and stronger cultural competency among our staff will ultimately benefit our students' academic achievement, sense of belonging, and empowerment in their own lives.

Finally, we are pleased to report that we continue to develop our full-service model in order to remove barriers to students' learning. Most notably, this year we opened our own kitchen in order to provide fresh breakfasts, lunches, and snacks to our students each day. Next year we will replace the afternoon snack with a light dinner. Our in-house chefs use local produce to create healthy meals that keep our students energized and ready to learn. In the future, we plan to continue to expand programming around the kitchen, engaging students and families in learning about wellness. Our kitchen represents one more way that Bridge Boston continues to be a leader in demonstrating the potential of full-service models in Boston schools.

Thank you once again for your continued support of our mission.

Beth Kressley Goldstein, Board President

Faithfulness to Charter

Mission & Key Design Elements

In the 2018-2019 school year, Bridge Boston continued to live into its mission of providing excellent educational opportunities to all students, including students with Special Education needs, English Language Learners, and students from low-income families. One indicator of Bridge Boston's success in this mission is the fact that students in upper grades continue to earn spots in competitive exam and/or private schools, including 9 students in 2018 and 8 students in 2019. This proves the efficacy of our key design elements: Academic Rigor, a Nurturing Community, and a Full-Service Model.

Academic Rigor

Rigor is a key element underlying all of our curriculum and instruction. This year we implemented Eureka math and Foundations phonics curricula to ensure stronger mastery of core skills and MCAS readiness. We also strengthened our Response to Intervention process with a dedicated daily block of time for intervention. To continually monitor the progress of our academic initiatives, we implemented a new database that allows teachers and school leaders to easily analyze a variety of kinds of academic data. As always, we continue to enrich our academic curriculum with music practice, art instruction, physical education, field trips, guest speakers, and more opportunities for a well-rounded education. As a result of our ongoing focus on academic rigor, our students exceeded achievement targets on the ELA MCAS in 2017-2018.

Nurturing Community

We use several techniques to develop a nurturing community where students feel safe and connected in order to foster student learning. We continued several of our successful practices, such as home visits for K1 students; play-based Resiliency Groups for students to practice social-emotional skills; three parent-administrator dinners each year; and advisors that call home at least every two weeks. Our instructional staff also participated in over 25 hours of training in Responsive Classroom techniques this year. We maintained our tradition of student "nominations" and expanded our use of merits in the upper grades to recognize and reward students for good behavior. We also expanded our offerings of extracurricular team sports, including participating in intramural step and basketball competitions. Finally, this year, we hired a Dean of Culture and Community to further educate our staff on trauma-informed practices. We also began implementing Restorative Circles. The nurturing nature of the Bridge Boston community is illustrated by the results of a Boston Charter Alliance student survey, where Bridge Boston students in grades 6-7 rated their student-teacher relationships higher than the average Boston-area charter school.

Full-Service Model

Our full-service model includes a variety of kinds of assistance to students and families to remove barriers to students' learning. For example, our full-service staff and Nurse worked with students' doctors to ensure higher-level care for students with intensive medical needs. This year, we hired a

second Social Worker to expand our individual and small-group counseling. We continued our partnership with Rosie’s Place, with a weekly visit by a program representative to provide social services and assistance to families. We provided support to families who relocated due to domestic violence, as well as supporting a family recovering from a home fire. Lastly, we opened our own kitchen with full-time chefs to provide students with a nutritious breakfast, lunch, and snack each day. The success of our full-service model is reflected in our declining rates of chronic absenteeism, particularly among economically disadvantaged students, which ensures that our students have more time in school ready to learn.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
02/05/19	Revision to enrollment policy to clarify deadline for families of accepted students to complete registration paperwork	Approved

Access and Equity: Discipline Data

Most recent, publicly available student discipline data:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04170000&orgtypecode=5&=04170000&>

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	317	37	2.5	11.4	0
English Learners	73	8	4.1	11	0
Economically Disadvantaged	211	28	3.8	12.8	0
Students with Disabilities	80	20	3.8	23.8	0

High Needs	256	36	3.1	13.7	0
Female	161	9	1.2	5.6	0
Male	156	28	3.8	17.3	0
American Indian or Alaska Native	0	---	---	---	---
Asian	4	---	---	---	---
African American/Black	205	26	2.0	12.2	0
Hispanic/Latino	96	9	4.2	9.4	0
Multi-race, Non-Hispanic/Latino	9	2	---	---	---
Native Hawaiian or Pacific Islander	1	---	---	---	---
White	2	---	---	---	---

Bridge Boston has made a commitment towards building educator capacity via professional development. We were selected to participate in the 2019 - 2020 MTSS Academies with a focus on Social Emotional Learning & Behavioral Health. We are anticipating that this professional development, coaching, and technical assistance will broaden our supports, strategies, and service delivery to each Bridge student. Additionally, we are planning to recalibrate and enhance our approaches towards school-based Positive Behavior Intervention Systems (PBIS) and Restorative Practices so that we experience a more affirming and supportive climate and culture among our students and staff.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (see link to Criteria above or list below)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Ensemble teaching methods	Observation of Bridge Boston's music rehearsals	Julie Davis, Music Director	Hosting other educators at the charter school	Massachusetts Cultural Council	Twelve teaching artists satisfied learning requirements for MCC's Music Educators Teaching Artists (META) Fellowship.
Ensemble teaching methods	Observation of Bridge Boston's music rehearsals	Julie Davis, Music Director	Hosting other educators at the charter school	Boston University Music Education Department	Undergraduate and graduate students enrolled in the Music Education Department at Boston University observed ensemble rehearsals led by BBCS's Music Director to supplement their coursework and extend their teaching practice.
Music education methods	Co-teaching music rehearsals and workshops at Bridge Boston	Julie Davis, Music Director	Hosting other educators at the charter school	New England Conservatory	Graduates enrolled at the New England Conservatory engaged with students at Bridge Boston in various dynamic workshops, performances, and rehearsals to strengthen skills and knowledge base of teaching artistry and music education for urban youth.

Music education methods	Co-planning and teaching music rehearsals at Bridge Boston	Julie Davis, Music Director	Hosting other educators at the charter school	Boston Philharmonic Orchestra	Musicians of the Boston Philharmonic Orchestra planned and implemented group music lessons and rehearsals for students at Bridge Boston to strengthen skills and knowledge base of teaching artistry and music education for urban youth.
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Academic Program Success

Student Performance

Most recent, publicly available student performance data:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?fycode=2017&orgcode=04170205&>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for Classification: Partially meeting targets	15	31

Program Delivery

We changed our curriculum in three significant ways this year. First, we adopted the Eureka math curriculum. We found that teachers were using too many different methods of teaching and vocabulary and that we no longer had strong vertical alignment or coherence. We decided that we needed to take on an entirely new curriculum and train teachers to use it school-wide. For our first year of adoption, we put the greatest emphasis on the use of Exit Tickets - administering them, incorporating their generated

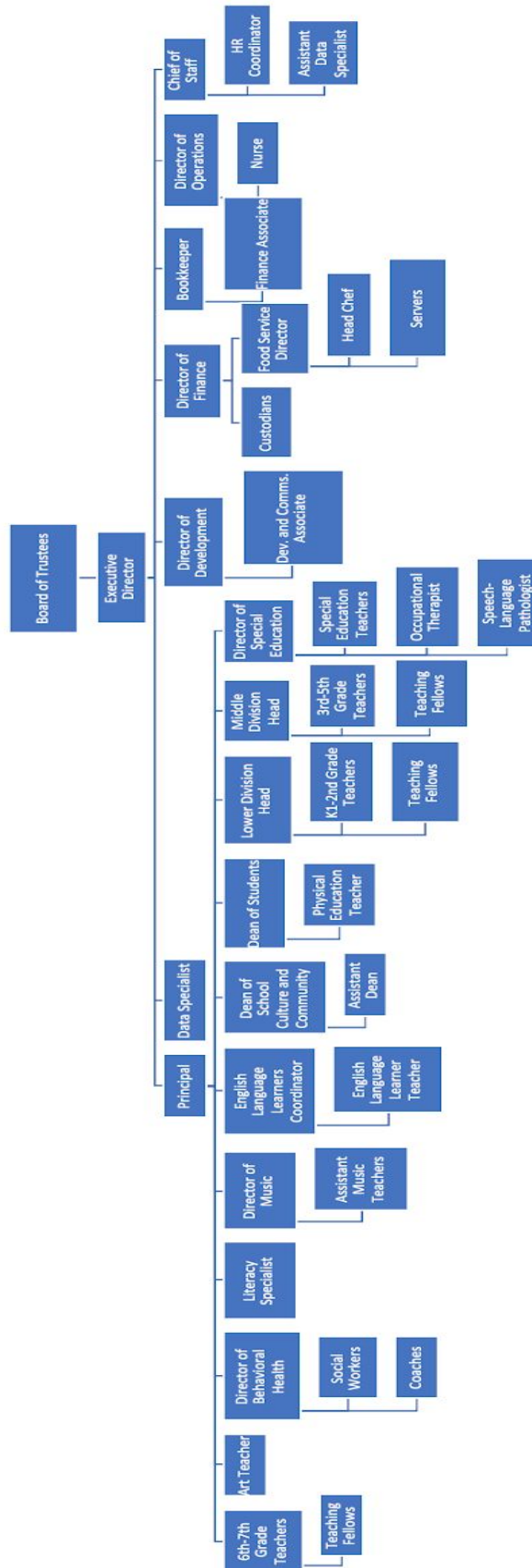
data into re-teaches, and recording them. Another fundamental change was the deployment of Foundations phonics curriculum. Our Literacy Specialist felt strongly that some of our more recent reading lags were due to our students not having a strong enough foundation in phonics. We surveyed several curriculums and decided on Foundations. All students in grades K1-3 spent 30 minutes a day on the curriculum. Many of the teachers who were initially resistant ended up believing that Foundations made a critical difference and reported loving teaching the curriculum. In grades 5-7, we piloted a new vocabulary curriculum. Students learned Greek combining forms and Latin prefixes, suffixes, and roots using the *Vocabulary From Classical Roots* program. Additionally, students studied academic "Tier II" vocabulary (words that are common in multiple contexts across disciplines) using the RAVE program. Finally we expanded our use of Know Atom to include 4th and 7th grade. The one other significant change was that we piloted an intervention block in the middle school day. 5th-7th graders were divided up into either enrichment or Intervention activities. Teachers, fellows, coaches, SPED teachers, ELL teachers, and Administrators all worked this block, allowing for small groups of 5-10 students, all of whom were in need of a specific intervention. The pilot went well. We saw real gains, especially in reading, and we are looking forward to expanding our efforts next year.

Organizational Viability

Organizational Structure of the School

Administratively, Bridge Boston hired an interim Executive Director while searching for a permanent Executive Director. The interim served from July 1st, 2018 through May 31st, 2019 and continued on as a consultant for June. Following the end of the interim's appointment, Bridge Boston hired a permanent Executive Director that began on June 1st, 2019. Finally, we added a Chief of Staff position to support with school-wide operational needs and several positions to staff our full-service kitchen.

Academically, Bridge Boston expanded to include 7th grade, which allowed us to add a new 6th grade ELA teacher and loop our previous 6th grade ELA teacher to 7th grade. In addition, an increased number of our students were identified as qualifying for an IEP. As such, we hired additional staff to support our service delivery model and need for specialized programming (i.e. sub-separate classroom) and a Director of Behavioral Health that oversaw our coaches and social workers.



Teacher Evaluation

We have not changed our evaluation system. By and large, we use the DESE teacher evaluation rubric for teachers and administrators. For teachers with three years of experience at the school, we use the Kim Marshall rubric.

Budget and Finance

Statement of Financial Position June 30, 2019 (unaudited)

Assets

Current Assets:

Cash	1,625,299
Accounts Receivable	117,824
Prepaid Expenses	45,802
Other Current Assets	482,570
Total current assets	2,271,495

Restricted cash	454,364
Bond receivable, net of discount	-
Deposit	2,350
Capital asset, net	24,237,949

Total assets **26,966,158**

Liabilities and Net Assets

Current liabilities

Accounts payable and accrued expenses	496,219
Deferred revenue	12,167
Other current liabilities	4,640
Total current liabilities	513,027

Bond Payable, net of discount	14,233,200
Total liabilities	14,746,227
Net position:	
Unrestricted:	
Operating	11,770,207
Total unrestricted	11,770,207
Restricted	
Program Services	449,724
Capital expendibles	-
Total restricted	449,724
Total net position	12,219,931
Total liabilities and net position	26,966,158

	Actual (Unaudited)	FY 20 Budget
Unrestricted net position		
Operating revenue		
Tuition	5,915,809	6,070,254
Grants	743,727	775,000
In-kind	1,021,903	1,200,000
Program fees	55,865	24,000
Total operating revenue	7,737,304	8,069,254
Operating expenses:		
Personnel and related costs:		
Salary and wages	4,937,694	4,871,249
Payroll taxes and fringe	519,253	524,947
Total personnel and related costs	5,456,947	5,396,195
Occupancy:		
Rent	-	-
Maintenance and utilities	192,614	326,708
Total occupancy	192,614	326,708

Direct student costs:		
Consultants and student services	526,840	586,380
In-kind transportation, goods and services	1,021,903	1,200,000
Supplies and materials	215,493	225,000
Total direct student costs	1,764,236	2,011,380
Other operating costs:		
Grants	-	-
Insurance	101,853	122,400
Conferences	-	-
Office and related	210,859	169,162
Fundraising and development	18,758	38,400
Contracted services	242,695	332,000
Total other operating costs	574,166	661,962
Depreciation	743,120	770,000
Total operating expenses	8,731,083	9,166,244
Changes in unrestricted net position from operations	(993,779)	(1,096,991)
General revenue (expenses)		
Contributions and grants	1,085,533	800,000
Investment income	663,618	663,618
Financing costs	(575,941)	(551,000)
Bond discount	-	-
Total general revenue (expense)	1,173,210	912,618
Changes in unrestricted program net position	179,431	(184,373)

Restricted program net position:		
Capital expenditures	-	-
Contributions and grants	-	-
Changes in restricted program net position	-	-
Changes in financial position	179,431	(184,373)
Net Changes in Restricted Program Net Positions	(251,425)	-
Net Position:		
Beginning of year	12,291,925	
End of year	12,219,931	

The FY20 budget was approved by the Board on May 8, 2019.

The school does not have a capital budget for FY20.

Appendix A. Accountability Plan Performance

Faithfulness to Charter

	2018-19 Performance (Met/ Partially Met/ Not Met)	Evidence (including detailed evidence with supporting data or examples)
Objective: The school will build a nurturing community that honors the whole child (KDE 2)		
Measure: Annually, 80% of parents will rate the school a 4 or better (out of a 5-point scale) in terms of providing a nurturing environment.	Met	87% of parents agreed with the statement “The school provides a nurturing environment.” (Response rate: 80% of families)
Measure: 80% of students in grades 4-8 will rate the school a 4 or better in terms of providing a supportive environment.	Not Met	On the student survey, 65% of students in grades 4-7 agreed or strongly agreed that the school provides a supportive environment. (Response rate: 96% of 4th-8th grade students)
Measure: Annually, 80% of parents will rate the school in terms of providing PE, art, music, and enriching opportunities on average a 4 or better (out of 5 point scale; 3 = somewhat agree, 4 = agree, 5 = highly agree) on annual survey.	Met	89% of families agreed with the statement, “My child is having a well-rounded school experience that includes art, music, and P.E.” (Response rate: 80% of families)
Measure: Every student in grades 1 st -8 th grade will perform in at least two music performances and contribute to at least two art exhibitions each year.	Met	All students participated in concerts on December 7, 2018 and June 14, 2019. In addition, students in grades K1-2 participated in a concert on April 12, 2019 and students in grades 3-7 participated in a concert on May 3, 2019. All students participated in an art show on June 14, 2019 and various other exhibits.

Objective: The school will provide a full service program that removes obstacles to children’s learning and meets their health and social-emotional needs. (KDE 3)

<p>Measure: Annually, at least 90% of parents/guardians surveyed will Agree or Strongly Agree that the Full Service program provides services or directs them to agencies that provide for their needs.</p>	<p>Not Met</p>	<p>87% of parents agreed with the statement, “When I reached out to the school for help, the school was able to support my needs (this could include housing, food, clothing, social services, and counseling).” This data may reflect that some parents were not approved for full-service help based on their financial circumstances. (Response rate: 80% of families; excluding those who responded “Not applicable to me”)</p>
<p>Measure: Each year, 90% of students will have dental, vision, and asthma needs met. 100% of students with parental/guardian permission will receive dental and vision services on school premises.</p>	<p>Met</p>	<p>100% of our students with parental consent received dental services on school premises this year. 95% of students received vision services on the premises this year, 100% had dental needs met, and 100% had asthma needs met including action plans for those who required them.</p>
<p>Measure: Each year, 90% of parents will participate in one of the parent workshops/sessions offered during the year.</p>	<p>Met</p>	<p>90% of students had a parent participate in at least one parent event during the year.</p>
<p>Measure: On average 90% of parents will attend parent-teacher conferences through the year.</p>	<p>Met</p>	<p>94% of students had a parent attend at least one parent-teacher conference during the school year.</p>
<p>Measure: Through advising and advisory program in conjunction with social-emotional curricula, students will pilot use of the PEAR Holistic Student Assessment</p>	<p>Met</p>	<p>Students in grades 3-7 took the HSA in the fall and spring.</p>

Academic Success

	2018-19 Performance (Met/ Partially Met/ Not Met)	Evidence (including detailed evidence with supporting data or examples)
Objective: The school will ensure that the academic program is both rigorous and engaging. (KDE 1)		
Measure: On BBCS academic benchmarks (which include assessment of student engagement), 75% of all students will meet 70% or more of their benchmarks each assessment period.	Met	In the fourth quarter, 75.1% of students in K1-4th grade met or exceeded at least 70% of their academic benchmarks (excluding benchmarks marked "Not Yet Covered"). 89.1% of 5th-7th graders (who receive traditional A-F grades) received a final grade average of 70% or higher across academic courses.
Measure: On the DIBELS assessment, 75% of all students K2-6 th grade will meet the grade-level benchmarks set by DIBELS by the end of each school year.	Not Met	After a two-year hiatus, we reintroduced the DIBELS program and trained staff. Although we did not implement the program fully this year, we are actively taking steps to ensure that it is implemented with fidelity next year to ensure complete data.
Measure: On Eureka end-of-module assessments, 75% of K2-5 th grade students will score 70% or higher by the end of each school year. Grades 6 th -8 th will score 65% or higher.	Not Met	We think that this data does not fully reflect our students' performance because it was the first year of implementing a new math curriculum and a new data recording system. In addition, we emphasized daily exit tickets more than end-of-module assessments, which may have also skewed the data.
Measure: On Fountas & Pinnell assessments, at least 75% of K2-5 th grade students will meet the grade-level, instructional level set by F and P by the end of each school year.	K2-1st: Not Met 2nd-5th: Met	On the Fountas & Pinnell assessment given at the end of the school year, the following are the percent of students who met the grade-level instructional level in each grade. K2: 66.7% 1st grade: 67.5% 2nd grade: 76.9% 3rd grade: 80.0% 4th grade: 77.5% 5th grade: 75.0%
Measure: Annually, on Achievement Network (ANet) assessment average scores in grades 2-8 will meet or exceed the ANet national network average.	Partially Met	On the fourth quarter ANet ELA assessment, the average score in four grade levels exceeded the national average: grade 4 (+6 points), grade 5 (+3 points), grade 6 (+2 points), and grade 7 (+1 point). The average score in two grade levels fell below the national average: grade 2 (-4 points) and grade 3 (-2 points).

		On the fourth quarter ANet math assessment, the average score in five grade levels met or exceeded the national average: grade 2 (+1 point), grade 4 (+10 points), grade 5 (+1 point), grade 6 (+4 points), and grade 7 (+ 6 points). The average score in one grade level fell below the national average: grade 3 (-6 points).
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Dissemination

	2018-19 Performance (Met/ Partially Met/ Not Met)	Evidence (including detailed evidence with supporting data or examples)
Objective: BBCS will share its music and social-emotional programming best practices with other public schools in Massachusetts.		
Measure: At least 5 individuals, community groups, and/or public educators will come to Bridge annually to observe, partner with, and collaborate on El Sistema inspired music curriculum.	Met	The following organizations observed, partnered with, and collaborated on El Sistema-inspired music curriculum at Bridge Boston: Berklee School of Music – Boston, MA Boston Philharmonic Orchestra - Boston, MA Boston University - Boston, MA Boston Youth Philharmonic Orchestra - Boston, MA Celebrity Series - Boston, MA Conservatory Lab Charter School - Boston, MA From the Top - Boston, MA Johnsons String Instruments - Newton, MA Massachusetts Cultural Council - Boston, MA Music Educators and Teaching Artist Fellowship - Boston, MA New England Conservatory - Boston, MA New England Conservatory Prep School - Boston, MA Greater Boston Music Outreach - Cambridge, MA Up Academy - Dorchester, MA Longy School of Music - Cambridge, MA Greater Boston Music Outreach - Boston, MA Boston Bridge to Equity and Achievement in Music - Boston, MA
Measure: In collaboration with social-emotional nonprofit partner and partnering public schools, Bridge will develop trauma-informed practices and implementation of preventative curriculum that will be shared at annual workshop to which traditional public, charter, and other area schools will be invited.	Met	This school, in collaboration with the Boston Compact and the Rennie Center, hosted a meeting to share trauma informed practices and preventative curriculum and other social emotional learning topics. The meeting was held on February 28, 2019 and schools representing the district, charter and private sectors were in attendance.

Appendix B: Recruitment & Retention Plan

Recruitment Plan

2019-2020

School Name: Bridge Boston Charter School

2018-2019 Implementation Summary:

We continue to dedicate ourselves to finding those students and families who can most benefit from our full service and whole child milieu. In 2018-2019, our School Social Worker and our Data Specialist scheduled our recruitment efforts and met monthly to track progress towards timely implementation of strategies per subgroup as well as quantity of applications including breakdown by grade, the method of recruitment where applicable, by neighborhood, and by sibling status. This systematic approach allowed for the leadership team to focus additional or fewer resources on particular strategies or subgroups as the lottery application deadline approached, allowing for the achievement of most goals. Of note, there were staffing shifts which meant the specifics of some of our subgroup recruitment were not completed, a deeper investment in a smaller number of similar agencies was achieved. For example, providing flyers at individual agencies such as those supporting children with a parent in prison was not completed, but we were able to have more intense partnership with other social service agencies who work with this population and support recruitment efforts.

As in past years, we utilized all of our relevant community partners to recruit on our behalf, such as Department of Children and Families, Home for Little Wanderers, and Southbay Community Services; in addition we had improvements in our use of our staff, our current families, and our intensive focus on two partner relationships. We had success involving a large number of staff in flyering key target locations, and in particular delivering applications to the neighborhoods surrounding our new permanent schoolhouse. We utilized a highly attended event, our Parent/Guardian-Admin Dinner, to directly explain to families our push to recruit students with a first language of Spanish or Haitian Creole, and requested individuals with capacity in those languages sign up that evening to achieve specific recruitment goals in their own networks. Our Martha Elliot Health Center (MEHC) relationship also continued. We revised our model of collaboration with Horizons for Homeless Children significantly based on learning from previous years' challenges. We found that when the family liaisons at Horizons encouraged application to Bridge, the parent or guardian would sometimes not understand the process or trust Bridge enough to actually enroll their child even if they successfully received a seat from the lottery process. As we did last year, we worked with the Community, Schools and Family Coordinator to

set up a breakfast at each Horizons location around the city to meet and chat directly with parents and guardians about Bridge- to learn their hopes for their child, their questions about charter public versus traditional public, and to share ways in which previous Horizons students and families have often found Bridge to be a natural transition and a supportive environment for those currently or previously experiencing homelessness.

One positive accomplishment that we would like to highlight is that our recruitment efforts in ELL have been successful. Our ELL numbers have been steadily above the Gap-Narrowing Target, but through continued efforts with recruitment we were able to bring up our enrollment numbers above the Comparison Index as well during this 2019 school year. This is due to returning to our pre-2017 practices for identifying qualifying K1 students for the subgroup.

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

General Recruitment Activities for 2019-2020:

Activity 1: Annual Community Outreach. Annually, before the lottery, we will have faculty and staff visit homes and organizations (such as churches, YMCA, social service providers) in the adjacent neighborhoods to our permanent schoolhouse in Roxbury. The goal of this outreach is to provide lottery applications and simple promotional materials to as many families and organizations as possible in our surrounding neighborhoods and to share information and answer questions about our program with those whom we cross paths. In our community outreach, we will include Spanish and Haitian-Creole speaking staff and/or volunteers. Additionally, all promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and be printed in English, Spanish, and Haitian Creole. The application can be completed and submitted back to staff during community outreach, eliminating the need for applicants to use mail, fax, or hand deliver. (It can also be completed online with easy mobile access).

Activity 2: Pre-School Outreach. Annually, before the lottery, we will invite local childcare providers to visit our school to better understand the program we offer and how we might be a match for their clients; we will also visit the providers to host information sessions with the families at a location with which they are already familiar. The application can be completed and submitted back to staff during information sessions, eliminating the need for applicants to use mail, fax, or computer, or hand deliver. Utilizing the previously-established relationship between pre-school provider and family assists with recruitment; it can also be a tool for improved retention as several providers have family liaisons who continue to support the family after they have transitioned into Bridge.

Activity 3: Childcare and School Fair. While Bridge is not part of any charter-specific school fairs, preferring to strengthen our efforts to reach those less frequently informed of educational choices, we annually attend a childcare and school fair at the Martha Elliot Health Center. Here, families learn about district public, charter public, and other pre-school and childcare opportunities. We have met many families in this process who have not yet had a child in any formal program, and of those many who have not heard of charter public schools. The application can be completed and submitted back to staff during the fair, eliminating the need for applicants to use mail, fax, or computer, or hand deliver.

Activity 4: Information Session. New this year, we hosted 2 information sessions prior to the application deadline to ensure that families have an opportunity to visit the school and ask questions of school leadership. The information session will be advertised on the school’s website, and will have Spanish and Haitian Creole translation available. The application can be completed and submitted back to staff during the information session, making it easier to submit the application. Computer access will be provided at the information session for families who feel most comfortable completing the application online.

Activity 5: Family-to-Family Outreach. We will ask current families to distribute applications to friends, colleagues, and neighbors. We have found that our families are eager to get the word out to other families, and that this is an effective way to build strong relationships early on with new families. This recruitment strategy thus also benefits our retention efforts.

Activity 6: Community Partner Collaboration. We actively use many organizations to fulfill the full service programming at Bridge Boston. Such organizations, like Rosie’s Place, Home for Little Wanderers, Department of Children and Families, and Southbay Community Services, have staff who work part or full time within our actual school building. Once our applications are available, we provide those staff with copies and check back in with them frequently until the deadline to see if they have submissions from their other clients outside of Bridge. Again, this approach supports not only our recruitment, but our retention as well because families who come to us through these partner organizations may be more likely to take advantage of and thus benefit from these programs housed in their child’s school.

Recruitment Plan – 2019-2020 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 22.1 GNT percentage: 10.8 CI percentage: 14.5</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Expand the role of SEPAC and publish a statement written by a special education parent about Bridge as a school for special needs children ● Contact an early learning center that does early ED plans ● We will recruit at pre-school programs, such as Horizons, which serve students with special needs. We will meet with staff at these programs to make them aware of our capacity and programs for serving students with disabilities. ● We will meet with community organizations that serve child clients with disabilities (and their parents) to make them aware of our capacity to serve students with disabilities (e.g. the Department of Children and Families, Early Intervention Centers, Health Centers).

	(c) 2019-2020 Additional Strategy(ies), if needed N/A
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 26.5 GNT percentage: 25.7 CI percentage: 19.7</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • All promotional materials and applications will be printed in three languages – English, Spanish, Haitian Creole - with applications also available in Portuguese and Vietnamese. • We used our own parent network in the Spanish and Haitian Creole community to recruit new families and participate in information sessions to ensure that native speakers can fully understand our program and application process. • Specifically at one of our Family Dinner evenings (previously Parent-Admin Dinner) we will gather interested Haitian and Latino families to distribute applications and formally request student recruitment support. • We will reach out to others in Roxbury near our permanent schoolhouse to determine if they can support efforts to recruit students who may be ELL: Rox Multiservice Health Center, ABCD, YMCA, Garrison Trotter, St. Mark's Church.
	(c) 2019-2020 Additional Strategy(ies), if needed N/A
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 59.3 CI percentage: 49.4</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Make contact and disseminate flyers in appropriate community agencies. • Use the schools parent network to reach out to low income/economically disadvantaged families.
	(c) 2019-2020 Additional Strategy(ies), if needed N/A

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● We will be explicit in recruitment materials about how our programmatic elements (e.g. two teachers in all K1-4th classes, extended school day and year, and literacy and math grouping structures) are beneficial to students who have struggled academically and/or may need more intensive support. ● Continue work with Smart from the Start and the Family Nurturing Center to make sure that these parents learn about our charter school and our efforts. ● We will seek additional seats under our charter to allow for enrollment in older grades of students who may not have found matching supports for their needs in a previous school setting. ● We have had students from substantially separate settings in other districts enroll in Bridge and successfully transition to an inclusion placement and can share information about why we believe this was successful with potential new families. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● We will seek to collaborate to make changes in existing policies that do not allow foster children to be considered for sibling preference in charter lotteries. ● Encourage DCF caseworkers to apply students on their caseloads. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● This demographic group is not applicable given that students in grades 1-8 are mandated to attend school. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>

<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Continue to grow the purpose and work of the Fathers Group • In middle school, continue and expand our Advisory Program, including work on identity to lead us to serve as a host for a diversity conference for middle school students. <p>2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
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Retention Plan

2019-2020

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

2018-2019 Implementation Summary:

2018-2019 brought some significant changes to Bridge Boston, and these had the impact of improving retention for some while clarifying some challenges for others. Our beautiful and permanent schoolhouse validated those families hoping to enroll their child for the full ten years of an excellent long-lasting program. It also allowed space for creative programming, more school-based full service resources, and developmentally appropriate outdoor playspace. At the same time, though, we learned that we had not yet been approved for additional seats, due in large part to the lack of available data over multiple years for comparison; for some families this meant that they could not be confident that all of their children could utilize sibling priority to end up at Bridge.

At Bridge Boston, we encourage many of our upper division students to accept spots in competitive exam or private schools. In addition, we sometimes encourage students to accept spots in other charter schools that offer high school grades in order to ensure that they will have a place in a high-performing high school. After excluding such planned attrition, our retention rate was 93.7%, an improvement over the prior school year and just shy of our goal of 95%. Thirty-eight percent of students who left Bridge this past year were accepted and placed into exam schools. We had an additional forty-seven percent of departing students move out of the city; while we recruit heavily students who face housing instability, this occasionally means once they are given housing opportunities away from the city that they choose to use those local public schools rather than enduring a lengthy commute to stay at Bridge. Twelve percent of students transferred to other public schools, including those who elected to secure spots in schools that extend through high school grades.

Despite the departing siblings and students moving out of district, we retained an incredibly high percentage of our students for three primary reasons: (1) we ran a high quality and whole child educational program with intentional structures to support diverse learning needs and parents/guardians had very high satisfaction rates for this program; (2) we built strong relationships with families through home visits, intentional advisor communication, frequent events at the school, and by structuring deeper support for teachers such that they could focus more on families; (3) we provided full service programming inside the school building, making accessible resources for families and students like housing support, mental health services, laundry, clothing, food, and holiday meals and gifts.

We successfully implemented several of the subgroup strategies outlined in our 2018-2019 Recruitment and Retention Plan, but will focus intentionally on the specifics again in 2019-2020 to ensure we do not see a further decrease, particularly for any subgroup. We did not increase our SEPAC presence this year, however we attempted to have a working team come together; the Director of Special Education is implementing a plan for next year.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.9 Third Quartile: 18.4</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Work with advisors to help families focus on IEP goals rather than grade-level goals • Use SEPAC, which now has a strong president and members, to reach out to other parents of special education students.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 2.7 Third Quartile: 19.9</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • At the Back to School Parent Night have a special workshop for ELL parents to explain ACCESS scores and individual service plans • Do home visits to parents with whom we are having trouble communicating
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	

<p><u>(a) CHART data</u></p> <p>School percentage: 4.9 Third Quartile: 20.2</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Provide another workshop about housing security. ● Do a parent workshop that targets financial saving and planning. ● Offer a comprehensive full-service program which is staffed to provide services for the needs of our student and family population (e.g. a Dean, counselor, Director of Behavioral Health, and nurse). ● Maintain frequent communication with parents and guardians about their children's development. <p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Saturday sessions for middle tier ● Making revisions to our two-teacher model to effectively provide targeted tier one and two supports within our general education classrooms <p>2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Continue advisor program to maintain frequent contact and strengthen relationships ● Have at least 5 speakers to assemblies this year who discuss their vocations and how higher education played a critical part in their development <p>2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
<p><u>Students who have dropped out of school</u></p>	<p>(f) Continued 2018-2019 Strategies</p> <p>N/A</p> <p>2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>

<p style="text-align: center;">OPTIONAL</p> <p style="text-align: center;"><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Build and support Bridge Father’s Group ● Maintain frequent contact with DCF workers such that if child moves foster homes, staying at Bridge Boston, and therefore local, remains a priority. ● Petition the Department for more seats so that we can backfill and reach middle school students who are in danger of not completing high school. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <p>N/A</p>
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Appendix C. School & Student Data

School Profile:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04170205&orgtypecode=6&leftNavId=300&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	221	65.20%
Asian	4	1.20%
Hispanic	99	29.20%
White	3	.90%
Native Hawaiian, Pacific Islander	1	.30%
Multi-race, non-Hispanic	11	3.20%
Special education	75	22.10%
Limited English proficient	90	26.50%
Economically Disadvantaged	201	59.30%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Craig Martin, Executive Director	The Executive Director serves as the Chief Executive Officer of the school and is responsible for leadership of the daily operation of the school. The ED supervises all academic efforts and full-service programming, and	6/1/19	N/A

	provides for the financial health of the school. The ED is instrumental in the leadership and long-term vision for the school in cooperation with the Board of Trustees, and represents the school in all public forums.		
Diana Lam, Interim Executive Director	The Interim Executive Director is responsible for leadership of the daily operation of the school and the search for a permanent Executive Director.	7/1/18	6/30/19
Jennifer Daly, Principal	The Principal is responsible for the academic program of the school. The Principal hires and supervises all teachers and intern teachers; develops and implements instructional policy; supervises curriculum development, implementation, and evaluation.	3/21/11	N/A
John Wallace, Director of Finance	The Director of Finance is responsible for monitoring and reporting on the financial position of the organization and for facilities management.	2/21/17	N/A
Sila Rosario, Director of Operations	The Director of Operations is responsible for purchasing, transportation, and organizing school-wide events.	6/15/15	N/A
Sarah Caputo, Director of External Relations	The Director of External Relations is responsible for development and communications.	8/1/17	N/A
Anna McTigue, Director of Special Education	The Director of Special Education is responsible for developing and administering the special education program.	8/1/17	N/A
Quinn Sturges, Middle Division Head	The Middle Division Head provides leadership in curriculum and instruction in grades 3-5.	8/1/17	N/A

Diane CullenMoore, Lower Division Head	The Lower Division Head provides leadership in curriculum and instruction in grades K1-2.	8/1/11	N/A
Alison Tyler, Data Specialist	The Data Specialist is responsible for analyzing district assessment data and submitting state reports.	6/12/17	3/29/19
Leslie Blaney, Data Specialist	The Data Specialist is responsible for analyzing district assessment data and submitting state reports.	5/13/19	N/A
Gina D'Addario, Chief of Staff	The Chief of Staff is responsible for providing strategic counsel to key leaders within the organization, as well as day-to-day projects and tasks within the realm of communications, HR, and operations.	5/16/18	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	36	4	13	Personal/family, return to school or other job opportunity, offer letter not renewed
Other Staff	67	7	*15	Personal/family, return to school or other job opportunity, completed fellowship term, completed part-time music contract, maternity leave coverage ended, offer letter not renewed, or terminated

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	14
Minimum number of board members in approved by-laws	3
Maximum number of board members in approved by-laws	17
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	2

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Jeri Cooper	Trustee	Search Committee, Head Library volunteer, Advocacy Task Force	<1	9/1/17-9/1/20
Ryan Duffy	Treasurer	Finance, Search Committee	>1	9/1/15-9/1/18 9/1/18-9/1/21
Steven Godfrey	Trustee		>1	9/1/15-9/1/18 9/1/18-3/1/19
Beth Kressley Goldstein	President	Ex officio member of all committees and tasks	>1	3/28/14-9/1/17 9/1/18-9/1/21
Marina Hatsopoulos	Clerk	Finance, Strategic Planning Task Force	>2	1/10/13-9/1/15 9/1/15-9/1/18 9/1/18-9/1/21

Stephen Hinds	Trustee	Program Task Force	<1	9/1/17-9/1/20
Marjorie Janvier	Vice President	Committee on Trustees, Search Committee	>1	7/26/14-9/1/17 9/1/18-9/1/21
Diana Lam	Ex-officio, non voting	Ex officio member on all committees and task forces except ED Evaluation	<1	Approval-termination
Craig Martin	Ex-officio		<1	6/1/19-9/1/22
Amy Lloyd McCarthy	Trustee	Committee on trustees	>1	9/1/15-9/1/18 9/1/18-9/1/21
Alexandra Oliver-Davila	Trustee	Interim ED Task Force	<1	9/1/18- 9/1/21
Tom Pappas	Trustee	Finance	>1	6/26/14-9/1/17 9/1/18-9/1/20
Ian Reynolds	Trustee	Finance, ED evaluation task force	>1	3/7/13-9/1/16 10/26/16-9/1/19
Gayl Crump Swaby	Trustee	Program Task Force, Interim ED Task Force, Search Committee, Transition Task Force	<1	9/1/16-9/1/19
Michelle Sanchez	Trustee	Program Task Force, Search Committee	<1	9/1/17-9/1/20
Robert (Skip) Sweet	Trustee	Finance Committee, Interim ED Task Force, Search Committee, Transition Task Force	<1	9/1/17-9/1/20
Ingrid Pena McKinney	Trustee		<1	2/28/19-9/1/21

Appendix D. Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Beth Kressley-Goldstein	dgoldstein_98@yahoo.com	No Change
Charter School Leader	Craig Martin	cmartin@bridgebostoncs.org	New
Assistant Charter School Leader	Jen Daly	jdaly@bridgebostoncs.org	No Change
Special Education Director	Anna McTigue	amctigue@bridgebostoncs.org	No Change
MCAS Test Coordinator	Leslie Blaney	lblanky@bridgebostoncs.org	New
SIMS Coordinator	Leslie Blaney	lblanky@bridgebostoncs.org	New
English Language Learner Director	Jill Ohrenberger	johrenberger@bridgebostoncs.org	No Change
School Business Official	Gina D'Addario	gdaddario@bridgebostoncs.org	New
SIMS Contact	Leslie Blaney	lblanky@bridgebostoncs.org	New

Facilities

Location	Dates of Occupancy
435 Warren St., Roxbury MA 02119	08/01/2017 - present

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 26
Lottery	March 11