

Berkshire Arts & Technology Charter Public School
Annual Report
2017-2018

One Commercial Street
P.O. Box 267
Adams, MA 01220

Submitted by: James C. White II, Executive Director
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www.BARTcharter.org

413.743.7311 (phone)

413.743.7327 (fax)

info@BARTcharter.org

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Introduction to the School

<i>Berkshire Arts & Technology Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Adams
Regional or Non- Regional?	Regional	Districts in Region (if applicable)	Adams-Cheshire, Clarksburg, Florida, Hancock, Lanesborough, Mt. Greylock, North Adams, Pittsfield, Savoy, Williamstown
Year Opened	2004	Year(s) Renewed (if applicable)	2009, 2014
Maximum Enrollment	363	Enrollment as of June 15, 2018	344
Chartered Grade Span	6-12	Current Grade Span	6-12
# of Instructional Days per school year	184 (minimum) 189 (maximum)	Students on Waitlist (June 30)	0
School Hours	8:20 a.m. to 3:40 p.m.	Age of School	14 years
<p>Mission Statement</p> <p>BART Charter Public School prepares students for college by promoting mastery of academic skills and content with a strong foundation in arts and technology. The school provides middle and high school students in Berkshire County with an educational community that regards everyone, including teachers and parents, as lifelong learners.</p>			

Letter from the Chair of the Board of Trustees

The 2017-2018 school year was a rich and full one for Berkshire Arts & Technology Charter Public School. Continuing success by our students and connecting in new and important ways to the School's growing alumni population as well as to teachers in surrounding districts, BART finished 2017-2018 with significant momentum for the next year.

A new scholarship was offered by BART and exclusively for BART graduates. The donor-funded scholarships will help alumni persist through college. In an application essay, an inaugural recipient reflected on how the many student-led conferences and gateway portfolio presentations she made at BART opened opportunities for her at college and "allowed [her] to excel at presenting to others with comfort and ease on practically any topic." Other scholarship applicants also cited the different aspects of BART's program, such as mock interviews and internships, that they said made them better prepared for college than their peers. Such validation of the importance of the unusual elements of BART's educational program was heartening for the BART community members reviewing the applications. That educational program proved successful again this year as well for the largest graduating class in the School's history: as of graduation day, all 32 students in BART's Class of 2018 were enrolled in college for the fall semester.

BART students continued to shine in many areas: outperforming students in all of our major sending districts in both Math and ELA in the state assessment system; having works selected for showing in student exhibitions at the Norman Rockwell Museum and Massachusetts Museum of Contemporary Art; winning regional science fairs (six projects each from middle school and high school) to qualify for the state competition; ranking in the top 10 in the state Science Olympiad; and performing musical numbers at Berkshire Theatre Group's annual celebration of Berkshire County's high school musicals, among others.

Among a number of achievements, the 2017-2018 school year included the following:

- successful completion of the Coordinated Program Review of BART by the Massachusetts Department of Elementary and Secondary Education;
- a comprehensive national search for a new Principal by the Principal Search Committee, which included members of BART's faculty and staff, parents, and Board of Trustees, that brought BART ELA teacher and instructional coach Sean Keogh into the role in July;
- the first year of a two-year grant from the Massachusetts Dissemination Program to support BART faculty and staff in work with teacher groups from the North Adams Public School and Adams-Cheshire Regional School Districts on improvement in middle school mathematics teaching; and
- increased retention of students transitioning from the middle to high school, which has necessitated an additional section in 9th grade to accommodate the greater number of students choosing to stay at BART for high school.

This Annual Report provides more information about the experiences and accomplishments of BART's students in 2017-2018. We who comprise the BART community welcome the coming school year and are confident that BART will help all the School's students succeed.

Sincerely,

Dianne M. Cutillo
Chair, Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Central to the mission of Berkshire Arts & Technology Charter Public School is the preparation of students for college by promoting mastery of academic skills and content with a strong foundation in the arts and technology. The School provides middle and high school students in Berkshire County with an educational community that regards everyone, including teachers and parents, as lifelong learners. Dedicated to this mission, teachers and staff have developed a learning environment that begins with a strong academic core curriculum and that is enriched by elective courses in the arts and technology and coupled with opportunities for students to pursue independent creative and scholarly projects.

BART's college preparatory curriculum is aligned with the Common Core and Massachusetts State Curriculum Standards and is designed to prepare our students for their post-secondary education. All students attend a minimum of 20 hours of core academic classes each week, including English Language Arts (ELA), History/Social Studies, Mathematics, Science, and, starting in 9th grade, Spanish. Remedial work in reading and math is provided to all students identified as needing additional support. In order to graduate, all students must pass a college course on the institution's campus, sit for the SAT or ACT, complete an internship for an organization outside the School, and successfully submit a college application.

Our instructional approach is informed by the understanding that success in college and beyond requires students to be able to think across disciplines, to be clear and persuasive communicators, to have refined analytical and critical abilities, to have a personal and developing aesthetic, and to have experience interacting with information and data in new and changing ways. We continually work to develop new and innovative ways to integrate standards-based learning objectives with a clearly defined set of 21st century skills that teach and reinforce communication, collaboration, and problem solving. The arts and technology play a fundamental role in our program design. The School is literally built around a central MakerSpace that has become the locus for a new and growing STEAM curriculum, which includes interdisciplinary offerings in robotics, digital design and fabrication, traditional two- and three-dimensional art, and computer programming.

Collegiate skills classes serve to provide social-emotional and behavioral education to all students through a comprehensive, evidence-based program that provides the platform for learning, emotional well-being, and positive engagement in the school and in the wider community. The goals of the Advisory program are to increase the likelihood of students' success in college as well as the emotional competencies necessary for their personal development during and beyond high school and college. All of our students take this course, starting in 6th grade.

Our student-led conferences and portfolio presentations are central to our efforts to teach the importance of both sustained effort and self-improvement by way of reflection. BART students are required to conduct two student-led conferences each year—one in the Fall, one in the Spring. Students in the 8th, 11th, and 12th grades present a portfolio of their work in lieu of a student-led conference in June. For 11th and 12th grades, the portfolio review panels consist of, at a minimum, a teacher and an administrator from BART, a community member, and a representative from higher education.

The opportunity for BART students to present their work through student-led conferences and portfolio presentations is extremely valuable. Both activities give students direct ownership of the selection, reflection, and presentation of a body of work they feel is representative of their

personal interests and learning objectives. Additionally, the portfolio panels have proven to be an excellent way for business, academic, and community leaders to experience this unusual element of BART's educational program and to see the effect on students in terms of achievement and greater self-confidence. The presentation process also serves to educate and engage families in what is needed for their children to be successful in college and beyond. All students use presentation software and technology for their portfolio presentations.

The graduation portfolio, presented at the end of senior year, emphasizes student-centered learning activities as additional evidence of learning. The content of this portfolio includes work performed by the students as part of their college courses and internship programs. The goals of each of these programs are engagement of our students in the life of the larger community outside BART and establishing a foundation for the students' experiences after BART.

Technology is a fundamental component of BART's academic program and is available to all students. The School currently operates a wireless network, and all computers have access to the Internet. There are more than 150 laptop and tablet computers available to students, as well as a 24-desktop-computer digital media lab. All math classrooms have an interactive whiteboard to support instruction. Middle and high school students have the opportunity to take technology courses such as Introductory Coding, Intermediate Coding, Introduction to Digital Media, Robotics, Graphic Design, and Advanced Video Production. Beginning in the fall of 2018, BART will be launching a 1:1 computer initiative for all 11th and 12th grade students. The program will focus on helping students develop the computing skills necessary for success in college.

BART's focus on the arts provides a creative environment where students' expressive capacities are nurtured and encouraged. With a few exceptions, all students in grades 6 through 11 participate in arts and technology elective courses and/or enrichment classes. (Enrichment classes operate more like clubs—they are ungraded, allow for students to pursue new interests, and take the place of students' supported study time.) Work from these classes forms the basis of submissions for our periodic showcases and student performances. We host two arts and technology showcases each year, in addition to talent shows, dramatic performances, and musical performances. In all, BART offers more than 30 different electives and enrichments in the fields of Computer Science, STEAM and Digital Media, Visual Art, Drama, Dance, and Music.

In March of 2018, with the support of the Local Cultural Council of the Northern Berkshires, the Berkshire Bank Foundation, and the William and Margery Barrett Fund for Adams, Cheshire and Savoy, BART hosted renowned theoretical physicist S. James Gates, Jr., Ford Foundation Professor of Physics at Brown University. During his visit, Dr. Gates spent a full day in classrooms meeting with BART students, discussing his work and career, and the fundamental role the sciences play in today's world. Later in the day he offered a lecture for the School and community at large, where he discussed his current research and work in supersymmetry and string theory. Dr. Gates's visit was the inaugural event in BART's new initiative, the Creative Leaders in Residence Program, which will bring important and powerful voices to the School and community, offering a platform for our visitors to share their work through lectures, performances, and/or readings.

The School regards everyone, including parents and teachers, as lifelong learners. Teachers receive extensive professional development each year during an August Residency (two weeks for returning teachers; three weeks for new teachers) and half-day workshops throughout the school year. Additionally, in four mornings of every school week, teachers meet for 45 minutes in different collaborative groups to discuss teaching and ever more effective strategies to help BART students learn. As the budget permits and in line with the School's priorities, teachers are provided with additional opportunities to attend conferences and seminars to improve their teaching practice or deepen their content knowledge. In all, teachers receive more than 100 hours

of professional development each year. In 2017-2018, teachers received training at BART in topics that included Backwards Design (planning), the Workshop Model, data-driven teaching and learning, Restorative Practices and Circle Practice, Positive Behavioral Interventions and Supports (PBIS), the impact of poverty and adversity on learning, cultural sensitivity, technology integration, and writing across the curriculum.

BART continues to provide families with opportunities to be lifelong learners. The School provides many information sessions to help our students' families learn how to support their children's education, including programs to specifically support the college application and financial aid processes. Additionally, we believe our student-led conference / portfolio process provides an opportunity for families to engage with their children's academic content and learn directly from their children's experience. Furthermore, we engage families in supporting their children's academics through the regular distribution of grade-level newsletters from teachers.

The success enjoyed by BART's students and by the School as a whole results from a school culture characterized by the pursuit of excellence and the conviction that each student can succeed in college, regardless of background or previous school performance. It is this vision that has guided us in building a strong, intimate community with the supports in place for all members to reach, to take intellectual chances, and to achieve remarkable things.

Amendments to the Charter

Date	Amendment Requested	Approved?
April 9, 2018	Change the length of school year for 2017-18, to 180 days, for one year only. Made in response to the large number of snow day closings.	Yes May 4, 2018

Access and Equity

Data indicate that there was an increase in both in- and out-of-school suspensions (ISSs and OSSs, respectively) in 2017 compared to 2016. We know from 2017-2018 data from our student record system (Power School), however, that we saw a 5.2% drop in the 2017-2018 OSS rate (Table 1). While recognizing we have made progress in reducing our suspension rate, there remains a disparity in suspension rates among subgroups. The OSS rate for African American students is more than four times greater than that for white students. Suspensions of students with disabilities are nearly twice the school-wide rate (Table 2).

Table 1. School-wide Suspension Rates 2015-2016 and 2016-2017

	2016	2017
In-School Suspensions	3.3%	4.7%
Out-of-School Suspensions	5.5%	9.2%

Table 2. Suspension Rates by Sub-Groups 2016-2017

	In-School Suspensions	Out-of-School Suspensions
African American	15.1%	24.5%
White	2.7%	5.8%
Economically Disadvantaged	7.3%	15.2%
Students with Disabilities	8.0%	12.6%

School leadership has implemented a number of programs in a broad attempt to address the disparity. First and foremost, implicit bias training has allowed our educators opportunity to delve into disciplinary reactions and identify areas where personal practices supported different outcomes for students. At the same time, we revised the disciplinary referral system to remove avenues for bias in reporting. For instance, the behavior category “disrespect” was removed from the reporting tool and replaced with more concrete behaviors, including “disruption” and “handbook violation.” Further, we have noted that violations of the School’s dress code have resulted in a number of disciplinary referrals and a significant amount of time out of class for those students committing the infractions. For this reason, we have evaluated the dress code and made occasional adjustments to it, most recently in Summer 2018. These categories encourage educators to consider a student’s impact on the learning environment and/or on safety while making decisions about student discipline. The School also revised the disciplinary referral system to allow teachers to refer students for supports (emotional, academic, personal) rather than discipline. These efforts are ongoing and will require additional bolstering and renewed dedication each year to reduce the disproportionalities we observe.

Restorative practices for smaller disciplinary matters also help BART staff and students to align their shared desires for the community and to work together to help the classroom and other learning environments operate in a way that is safe and productive for students and teachers. Restorative conversations following classroom disruptions allow all participants in a classroom to reflect, to consider choices and responses, to be heard, and to have needs addressed. BART’s faculty and staff are dedicated to this work, which demands considerable time and attention, because our restorative practices reduce the need for punitive consequences and help our school community build understanding between and among individuals.

Additionally, we are finding that restorative practices address the number of OSSs and the length of those suspensions. Students who have engaged in unsafe behaviors (assault and explicit threats, as examples) can choose a shorter OSS if they also participate in restorative conversations and in work designed to heal the harm done to the community through the students’ initial actions.

Similarly, we carefully monitor students with disabilities with regard to the amount of time spent in either ISS or OSS. We endeavor always to avoid ISS or OSS. At times, however, safety issues require that a student be removed from the classroom. An elevated percentage in ISS and OSS is

usually based on a small number of students who have a challenging problem that requires an extended time for resolution rather than an indication that ISS and OSS are “go-to” responses to behavioral issues. During the 2017-2018 school year, BART leadership instituted a new protocol that provides the framework for a student to re-enter the classroom from an ISS or OSS and finish the year successfully.

Table 3. 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	With whom did the school disseminate its best practices? (Partners and Locations)	Result of the 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.)
Data-Driven instruction for middle school mathematics	Three workshops with teachers and instructional leaders from partnering districts; principal and teacher data-cycle meetings with BART instructional coaches; planning sessions for SY2018-2019.	James White, Executive Director; April West, Principal; Sean Johnson and Sean Keogh, instructional coaches	Curriculum and Instruction	Adams-Cheshire Regional School District; North Adams Public School District	Massachusetts Dissemination Program grant-funded workshops, school visits, teacher meetings, professional development sessions. An interim report was filed in March 2018.
SEL Instruction/Restorative Practices (<i>Circle Forward Curriculum</i>)	Meeting with school adjustment counselor at Herberg Middle School, Pittsfield	Kate Merrigan, Director of Student and Community Development	Social, Emotional, and Health Needs	School Adjustment Counselor at Herberg Middle School, Pittsfield	Sharing of curricular materials; technical assistance in Circle Practice.
Cultural Sensitivity	Showing of the documentary film, <i>I Am Not Your Negro</i> , at BART Charter Public School	Erin Hattaway, Assistant Principal	Access and Equity	Community Event families and educators	Film screening and discussion, organized by Dr. Jenna Sciuto, Assistant Professor of English/Communications at MCLA, and students from her African American Literature course.
Cultural Sensitivity	<i>Curating a Culture of Respect</i> , Museum Program with Clark Art Institute	Amy Wiles, 8 th Grade Team Leader	Curriculum	Clark Art Institute, Williamstown, Massachusetts	Student art work and writing on social justice and tolerance. Grant funded through the Clark Art Institute.

Community Engagement	Mock Interview Training for Community Volunteers	Leah Thompson, Director of Enrollment and Development	Curriculum	Educators from MCLA, Williams, Bennington and Southern Vermont Colleges, and Community Business Members at BART.	Participation in mock interviews with BART seniors.
Community Outreach	Participation in educational forum	Leah Thompson, Director of Enrollment and Development	Curriculum	Berkshire Leadership Program, Education Session, Lenox, MA	Presentation at an education forum.

Academic Program Success

Student Performance

BART's most recent school report card can be found at

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04140305&fycode=2017&orgtypecode=6>

BART measures student performance through a variety of means in addition to the Massachusetts assessment system. For the most part, assessments are used to support data-driven instruction and are not meant to be summative. In its middle school, BART uses the Achievement Network (ANet) to guide the School's interim assessment process in ELA and Mathematics. The table below shows the performance of BART middle school students throughout the year on these interim assessments compared to the network average.

Because each assessment addresses different standards, one cannot expect score increases from one assessment to another. However, BART does attempt to contextualize our results compared to the network of schools using Achievement Network. In both ELA and Math, in all grades, BART students consistently outperformed their peers in the network districts.

Table 4. 2017-2018 Math Performance

	1 st Assessment		2 nd Assessment		3 rd Assessment		4 th Assessment	
	BART	Dif from Network						
6th Grade	49%	+10	49%	+10	51%	+11	51%	+8
7th Grade	49%	+11	45%	+8	42%	+10	50%	+10
8th Grade	49%	+12	47%	+9	53%	+10	54%	+9

Table 5. 2017-2018 ELA Performance

	1 st Assessment		2 nd Assessment		3 rd Assessment		4 th Assessment	
	BART	Dif from Network						
6th Grade	57%	+11	44%	+7	46%	+9	47%	+8
7th Grade	58%	+11	57%	+15	57%	+13	59%	+12
8th Grade	56%	+11	54%	+10	52%	+11	61%	+11

At the high school level, BART faculty review student performance on both the PSAT and SAT. All 10th and 11th-grade students are required to take the PSAT, which BART offers during the school day. All seniors are required to take the SAT prior to graduation.

The table below includes the most recently available comparable SAT data for BART and our three main sending districts. It is important to note that BART requires all students to take the SAT; the other districts' scores represent only the portion of students who chose to take the SAT (on average, 60%). Despite this, BART students outperformed their sending districts by as much

as 50 points, and in total, exceeded the statewide average by 21 points in Reading/Writing and 9 points in Math.

Table 6. 2016-2017 SAT Performance

	Reading/Writing	Math
State	552	552
Adams-Cheshire	520	532
Pittsfield	555	557
North Adams	517	514
BART	573	561

(Critical Reading no longer part of the SAT Exam)

Program Delivery

In the 2017-2018 school year, we implemented a major change that allowed us to serve our students more effectively. Through a slight shift to our school day, we added 45 minutes of daily collaboration time for teachers that occurs before the beginning of the school day. This time is organized as follows:

Monday: Whole faculty professional development

Tuesday: Grade-level team meetings

Wednesday: Content area team meetings

Thursday: Grade-level team meetings (with a focus on special education)

Friday: Committees

This dedicated time for daily adult collaboration allowed us to improve our responsiveness to student needs and strengthened existing practices (such as instructional data cycles). In particular, frequent grade-level team meetings allowed school leaders to support teams in strengthening their trauma-informed practice. Weekly content area team meetings supported teachers in developing a more thorough practice of planning to the standards and reflecting on the efficacy of instruction.

Another important change in the 2017-2018 school year was the addition of a 0.25 FTE science instructional leader. This addition is connected to a goal to develop data-driven teaching and learning practices amongst our science teachers that parallel the strong practices we have on our ELA and math teams. The science instructional leader supported a vertical alignment to the Next Generation Science Standards at all grade levels. This was achieved through team planning meetings and individual teacher coaching. In addition, the science instructional leader supported the team in developing and piloting science interim assessments that are performance tasks.

Finally, in the 2017-2018 school year we disbanded the Learning Academy. This was a substantially separate program for special education students with significant learning challenges. This action was in response to a concern regarding student outcomes in the program and the lack of positive role models and community interaction experienced by Learning Academy students. In disbanding this program, our leadership team thoroughly planned for the needs of each student in the inclusion classroom. We offered robust supports from both special education and school counseling staff to these students, as well as support to content-area teachers. We are pleased to note that the large majority of former Learning Academy students experienced much more academic and social-emotional success than they had in the previous year through placement in an inclusion setting. We remain flexible and poised to develop programming tailored to the needs of our students.

Social, Emotional, and Health Needs

BART continues to develop a comprehensive, tiered approach to support the social-emotional needs of all our students. Over the last three years, with the support of a U.S. Department of Education Elementary and Secondary School Counseling Grant, we have added an additional School Adjustment Counselor and implemented a school-wide SEL curriculum based on restorative practices. We continue to see a significant reduction in learning disruptions because of behavioral problems. Students are more engaged, and the introduction of student Circles has given students and teachers a powerful tool to resolve issues before they negatively affect learning. Teachers receive professional development and training throughout the school year, and the Health and Wellness Coordinator (HWC) and Assistant Principal work with teachers to build their skills as Circle leaders. A shared repository of Circle activities, organized by topic and grade level, is available to all teachers for their use in advisory and the classroom.

Our HWC works with the School nurse, School Adjustment Counselor, outside providers, and other members of our Student Support Team to ensure that all members of the group are working in concert to support the social, emotional, and mental health needs of our students. The HWC continues to oversee the implementation of a number of Tier 2 and Tier 3 interventions, including Dialectical Behavior Therapy, an intervention that supports students who are impoverished, traumatized, and struggling with learning and attention, and who are learning how to form healthy peer relationships.

Organizational Viability

Organizational Structure of the School

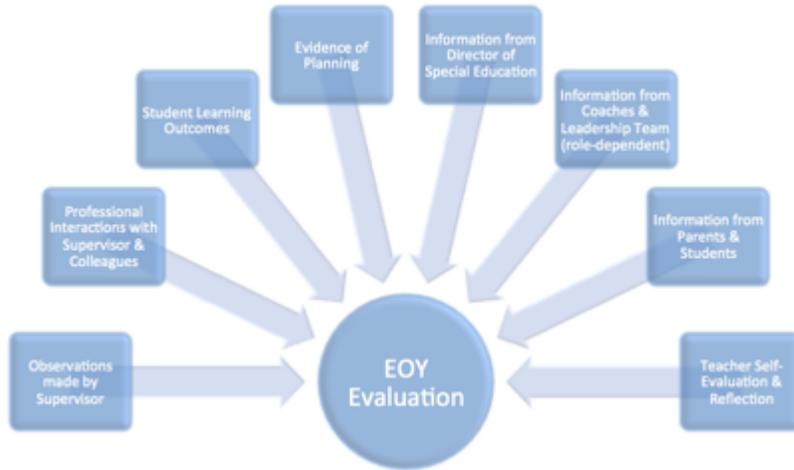
No changes have been made in organizational structure over the past year, and very few changes have been made since 2015-2016. In 2015-2016, our part-time Learning Services Coordinator, Erin Hattaway, assumed the oversight of 504 Plans, our ELL Program, and our District Curriculum Accommodation Plan (DCAP) process. In this capacity, she also serves on the Instructional Leadership Team, specifically supporting teachers in differentiated instruction. During the 2016-2017 school year, Ms. Hattaway became Assistant Principal and the two positions were combined. The position of Business Manager was expanded to full time in 2016-2017, and is now held by Julia Marko, who began at BART in January 2017. In June of 2017, Dr. James C. White II became the school's new Executive Director. Principal April West's last day at BART was June 30, 2018, and Sean Keogh will assume responsibilities as BART Principal beginning July 1, 2018. The school's organization chart is included in Appendix E.

Teacher Evaluation

During the 2017-2018 school year, BART transitioned to the Kim Marshall Teacher Evaluation Rubric. The Marshall Rubric includes six domains: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-up; Family and Community Outreach; and Professional Responsibilities. Throughout the school year, teachers are observed by their supervisors (Principal/Special Education Director) as well as instructional leaders, who provide specific feedback related to their roles.

The primary goal of the observations is to provide teachers with formative feedback that supports the development of teacher practice and informs teacher coaching. The evaluation timeline at BART begins with the creation of SMART Goals by teachers in October, followed by ongoing observations, coaching, and evidence collection. A mid-year meeting is scheduled to discuss progress in meeting goals. In early May all teachers complete a self-evaluation, which is followed

by an end-of-year review. The table below illustrates the information that informs the end-of year evaluation.



Supervisors continue to use the tools from the Massachusetts Model Evaluation System for improvement plans. For teachers requiring additional professional development support, improvement plans are created in June, based on the results of the EOY review, with targeted objectives for the upcoming school year.

Budget and Finance**Berkshire Arts & Technology Charter Public School
The BART Foundation, Inc.****Unaudited Combined FY18 Statement of Revenues, Expenses and Changes in Net Assets
July 1, 2017 - June 30, 2018**

	BART Charter Public School	BART Foundation	Combined Total
Operating Revenue			
Tuition	4,985,225	0	4,985,225
Grants-State	25,681	0	25,681
Grants-Federal	413,183	0	413,183
Grants-Private Direct	88,764	30,000	118,764
Nutrition Program	108,723	0	108,723
Other Program Fees	9,726	0	9,726
Donations-General	49,489	57,484	106,973
State Reimbursements	287,393	0	287,393
Total Operating Revenues	5,968,185	87,484	6,055,669
Operating Expenses			
Administration	587,605	0	587,605
Instructional Services	3,145,752	0	3,145,752
Pupil Services	671,545	0	671,545
Operation & Maint of Facility	460,006	0	460,006
Benefits & Other Fixed Charges	432,950	0	432,950
Depreciation-Bldg/Equipment	178,837	0	178,837
Foundation Expenses	0	41,058	41,058
Donations to School	0	25,105	25,105
Grants to School	0	40,200	40,200
Total Operating Expenses	5,476,694	106,363	5,583,057
Net Operating Income	491,491	(18,879)	472,612
Non-Operating Revenues (Expenses):			
Grants-Private	0	0	0
Contributions-Capital or Other Restriction	1,449	24,890	26,339
Investment/Interest Income	1,155	12,092	13,246
Realized/Unrealized Gain	0	0	0
LT Debt Service-QLIFI/Construction	(257,668)	0	(257,668)
Amortization-Loan Closings	0	(13,964)	(13,964)
Amortization-Capital Lease	(99,125)	0	(99,125)
Capital Donations/Grants to School	0	0	0
Other Nonoperating Expenses	(5,612)	0	(5,612)
Total Non-Operating Revenues (Expenses)	(359,802)	23,018	(336,784)
Change in net position	131,689	4,139	135,828
Net Position - Beginning of Year	1,301,791	740,879	2,042,670
Net Position - End of Year	1,433,480	745,017	2,178,498

Unaudited Combined Statement of Net Assets For FY 2018

	BART Charter Public School	BART Foundation	Combined Total
ASSETS			
Current Assets:			
Cash & cash equivalents	1,167,486	128,143	1,295,630
Accounts receivable	7,706	3,059	10,765
Grants receivable-General	2,481	0	2,481
Pledges receivable-General	0	275	275
Pledges receivable-Capital	16,892	0	16,892
Prepaid expense	15,008	11,046	26,054
Total current assets	1,209,573	142,523	1,352,096
Noncurrent Assets:			
Capital Assets			
Facilities under capital lease	3,518,937	0	3,518,937
Leasehold improvements	5,510,272	0	5,510,272
Equipment	465,970	0	465,970
Construction in progress	2,000	0	2,000
	9,497,179	0	9,497,179
Less accumulated depreciation	1,706,751	0	1,706,751
Total capital assets	7,790,428	0	7,790,428
Pledges & grants receivable-capital	0	0	0
Loans receivable	0	2,690,017	2,690,017
Art collection	19,500	0	19,500
Financing fees (net)	0	17,738	17,738
Total noncurrent assets	7,809,928	2,707,755	10,517,683
Total Assets	9,019,501	2,850,278	11,869,779
LIABILITIES AND NET POSITION			
Current Liabilities:			
Accounts payable	31,970	0	31,970
Accrued wages/payroll liabilities	218,587	0	218,587
Accrued expenses-other	7,720	0	7,720
Deferred revenue	36,803	722	37,525
Current portion of long-term debt	151,176	0	151,176
Total current liabilities	446,256	722	446,978
Noncurrent Liabilities:			
Deferred Revenue	0	61,706	61,706
Long-term debt	7,139,765	2,042,834	9,182,599
Total long-term liabilities	7,139,765	2,104,540	9,244,304
Total Liabilities	7,586,021	2,105,262	9,691,282
Net Position:			
Net investment in capital assets	1,079,703	0	1,079,703
Restricted for:			
Specific projects and programming	16,892	88,997	105,889
Debt Service	0	0	0
Contributions restricted to future years	0	0	0
Unrestricted	336,885	656,019	992,904
Total net position	1,433,480	745,016	2,178,496
Total Liabilities and Net Position	9,019,501	2,850,278	11,869,779

**Berkshire Arts & Technology Charter Public School
The BART Foundation, Inc**

FY 2019 Combined Budget

	BART Charter Public School	BART Foundation	Combined Total
REVENUES			
Charter School Tuition	5,173,476	0	5,173,476
Federal Grants	332,684	0	332,684
State Grants	22,700	0	22,700
Private Grants/Foundations	58,000	40,000	98,000
Individual Donations	125,000	0	125,000
State Reimbursements	290,550	0	290,550
Earned Revenues	111,080	0	111,080
Investment Income	0	11,375	11,375
Total Revenue	6,113,490	51,375	6,164,865
EXPENDITURES			
Administration	591,465	0	591,465
Instructional Services	3,177,662	0	3,177,662
Pupil Services	722,487	0	722,487
Operation & Maint of Facility	491,505	0	491,505
Benefits & Other Fixed Charges	514,544	0	514,544
Foundation Expenses	0	36,574	36,574
Depreciation-Bldg/Equipment	177,586	0	177,586
Operating Contingency	75,000	0	75,000
Contributions to School	0	0	0
LT Debt Service	255,960	0	255,960
Amortization Costs	99,125	13,964	113,089
Total Expenditures	6,105,334	50,538	6,155,872
Net Income	8,156	837	8,993

FY 2019 Capital Plan

BART has established a ten-year capital needs plan that is updated annually. There is no state funding for charter public school facilities, and the necessary funds for these projects must be supported by a combination of the annual budget, capital reserve account, grants from foundations, and long term financing.

During the 2017-2018 school year, the following projects were completed:

- the replacement of the School's north wing roof, at a total cost of \$32,278;
- the renovation of two classrooms, at a cost of \$16,538;
- the installation of a generator in the School's basement as a back-up to a sump pump, at a cost of \$9,500; and
- the outfitting of a fitness classroom with treadmills, stationary bikes, and flooring, at a cost of \$27,635.

Capital projects planned for the 2018-2019 school year include:

- the replacement of the School's west wing roof, at an estimated cost of \$50,000;
- the installation of additional security video monitoring cameras, at an estimated cost of \$10,000; and
- as the first element of the School's 1:1 initiative, the addition of sixty-five Chromebooks with charging stations for the 11th and 12th grades, at an estimated cost of \$25,035.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2017-2018
Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
Objective 1: <i>BART students will demonstrate they are on track to be prepared for a college-level curriculum, unless specific accommodations to the contrary are made in their IEPs, through work contained in their portfolios, college courses and the college application process.</i>		
Measure 1.1: 100% of graduating 8 th -grade students will receive passing grades on their Gateway Portfolios and the presentation of their Gateway Portfolios prior to the start of 9 th grade.	Met	In 2017-2018, BART had 68 8 th grade students, all of whom received passing grades on their Gateway Portfolios and presentations.
Measure 1.2: 100% of 11th grade students will receive passing grades on their Gateway Portfolios and the presentation of their Gateway Portfolios prior to the start of senior year.	Partially Met	All but four of our 35 11 th grade students received a passing grade on a Gateway Portfolio and presentation prior to the end of the school year. Two students did not pass or turn in their portfolio binders, one student handed in their binder but could not present due to a personal injury, and one student failed their presentation. The four students who did not receive a passing grade will present to a panel the week of August 11, prior to the start of the 12 th grade.
Measure 1.3: 100% of graduating seniors will have received a passing grade in a college course on a college campus prior to graduation.	Met	All 30 graduating seniors passed a course at Berkshire Community College, Williams College, or Massachusetts College of Liberal Arts during SY2017-2018.
Measure 1.4: 100% of graduating seniors will have been accepted into at least one college prior to graduation.	Met	On average, graduating seniors were accepted into 5 different four-year colleges, with the range being 1-12 colleges. As of graduation, 100% of seniors intend to attend college in Fall 2018.
Objective 2: <i>Students will demonstrate a strong foundation in arts and technology through work contained in their portfolios and at the School's arts and technology showcases, unless their IEP requires otherwise.</i>		
Measure 2.1: 85% of students in grades 6 through 11 will participate (either in a	Met	93% of students in grades 6-11 participated in an arts and

performance or by submitting work) in an arts and technology showcase or in-school performance each year.		technology showcase or in-school performance.
Measure 2.2: 100% of graduating seniors will demonstrate proficiency with communications technology and office-productivity software through work contained in their exit portfolios.	Met	All seniors created a digital presentation of their portfolios using office-productivity software. Additionally, all seniors completed an exit portfolio that contained multiple samples of their work across disciplines, many of which required the use of office-productivity or subject-specific software.
Objective 3: <i>The School will provide significant opportunities for parents / guardians to learn how to be engaged in and support their child's academic experience.</i>		
Measure 3.1: At the end of each year, at least 90% of parents who respond to the annual survey will either agree or strongly agree to the prompt, "The school works hard to get parents involved." At least 40% of families will respond to the survey.	Not Met	81% of parents either agreed or strongly agreed that BART works hard to get parents involved. 38% of families responded to the survey.
Measure 3.2: At least 90% of parents / guardians will attend 1 student-led conference or a portfolio presentation each school year.	Met	97% of students had a parent or guardian attend a conference or portfolio presentation.
Objective 4: <i>The School will provide significant professional development opportunities for teachers.</i>		
Measure 4.1: Teachers will be provided with at least 60 hours of professional development each year in either specific content areas or instructional pedagogy.	Met	All teachers received at least 60 hours of professional development at BART, as noted in the text of this report related to the School's mission.
Measure 4.2: At the end of each year, at least 80% of teachers who respond to the annual survey will either agree or strongly agree to the prompt, "I feel I have ample professional growth opportunities at BART."	Not Met	72.5% of teachers responded that they believed they have ample professional growth opportunities at BART, a 10% improvement from 2016-2017.

Additional notes for measures that are not met as of the August 1 reporting date:

Measure 3.1 For this measure we failed to meet both benchmarks, for both the percentage of respondents (38%), as well as those respondents who affirmed (71%) that they believe "the school works hard to get them involved." Because we fell below the 40% respondent threshold, we are less certain that this is a true reflection of how families feel about School outreach. We are looking at strategies to improve our return rate on the survey, as well as new outreach strategies, including both traditional and digital communication tools.

Measure 4.2 Comprehensive changes were made in our approach to the delivery of professional development during the 2017-2018 school year. These changes were made possible by

adjustments in the start of the school day, allowing for regular daily meetings by vertical or horizontal teams, as well as weekly PD that focused on topics identified by BART instructional leaders, and from survey data collected from teachers. These changes resulted in a 10% increase in the number of teachers reporting positively on this benchmark.

Dissemination

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
Objective 1: <i>The School will share its best practices in whole-child education locally with teachers and school leadership within the districts that send large fractions of students to the School.</i>		
Measure 1.1: BART will provide training to teacher groups outside of BART in Fall and Spring of each year in data-driven education.	Met	With support of a grant from the Massachusetts Dissemination Program, BART leadership and two instructional coaches provided three workshops in data-driven instruction via the Data Wise model in Fall 2017 and one in Spring 2018 to teacher and leadership groups from the North Adams Public School and Adams-Cheshire Regional School Districts.
Measure 1.2: BART will provide each school year instructional training to faculty and staff members outside of BART in how to improve students' social and emotional health and wellness.	Met	BART's Director of Student and Community Development met with the School Adjustment Counselor at Pittsfield's Herberg Middle School to share curricular materials for and technical assistance in effective use of Circle practices.
Objective 2: <i>The School will be a resource and agent for increased cultural sensitivity and tolerance within the region.</i>		

<p>Measure 2.1 BART will provide school-based and general sensitivity training to those inside and outside the School</p>	<p>Met</p>	<p>In Spring 2018 and working with a faculty member at the Massachusetts College of Liberal Arts, BART's Assistant Principal hosted at BART a community showing and panel discussion of the documentary, <i>I Am Not Your Negro</i>.</p> <p>BART's Science Instructional Coach and BART 8th-grade students participated in the event, Curating a Culture of Respect, at the Clark Art Institute by way of student art work and writings on social justice.</p>
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APPENDIX B: RECRUITMENT AND RETENTION PLAN – 2018

School Name: Berkshire Arts & Technology Charter Public School

Date: August 1, 2018

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

We successfully implemented the 2017-2018 recruitment plan outlined in our annual report from August 1, 2017. Our general recruitment activities were conducted as they have been for the last 14 years. Our specific recruitment activities continue to attract a diverse student body comparable to our sending districts', as reported on the DESE website. In all, we expect 86 new students to join BART in August, 2018.

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

General public relations: Keeping BART front and center in the general public's mind is critical to our recruitment efforts. We strive to be considered alongside all of the other public school options in Berkshire County, and we take actions accordingly. A few examples: we send press releases about upcoming School events; we publish our honor roll in the paper each quarter; we get announcements about the School's events onto local cable channels that broadcast school announcements.

Direct outreach to community leaders: We believe that if our local community leaders have a positive impression of BART, they will help spread the word about our program. We take many steps to make sure that they remain updated on our progress, including hosting a Fall Breakfast for local leaders to hear about our progress over the previous year; inviting in community leaders to serve as panelists for our students' portfolio presentations, as mock interviewers, and as college essay reviewers; and extending individual invitations to provide a school tour to community leaders. To make sure our Trustees are effective in their interactions with local officials and community leaders, the Trustees received a presentation at its regular meeting in June 2018 from an individual who works with a Boston-based marketing and advocacy firm and is contracted for work with the Massachusetts Charter Public School Association.

Open houses and community events: At least three times a year, we host open houses and invite the community in to see the School and view the work of our students. These are announced throughout our school community and are advertised in print and electronic media to the broader Berkshire community. The events typically focus on our arts and technology programs and showcase student work. Additionally, twice a year student theatrical productions are presented and opened to the community. During the 2017-2018 school year, we launched the Creative Leaders in Residence Program, an initiative that will bring important and powerful voices to the school and community. This year, renowned theoretical physicist and National Medal of Science recipient S. James Gates, Jr. was in residence at BART, meeting with students in the classroom, and offering an evening talk that was open to the community.

Enrollment press releases: Each time we have an enrollment deadline – at least six times annually – we submit a press release to all of the local media houses. These are consistently printed in the local

newspapers and online.
Electronic presence: We maintain an up-to-date website with information about our program, enrollment procedures, student successes, policies, events, etc., at www.bartcharter.org . Additionally, we have a Facebook page with over 1,400 “followers” as a way to encourage viral messaging about our school and its programs.
Brochures and other print collateral: Each year, we review and, if necessary, update our brochure with the latest information about our program and distribute the brochure as widely as we can. Additionally, we have a series of other print materials, ranging from a written one-page summary, to bookmarks with facts about the school for someone who is just learning about us, to more detailed information, like our <i>Student Handbook</i> , for someone who wants to know specifics. We translate all recruitment information into Spanish, the most prevalent second language in our geographic area.
Family tours and information sessions: In addition to coordinating much of our outreach described above, our Director of Enrollment and Development (DED) and our Communications and Enrollment Assistant (CEA) work closely with any family that expresses interest in BART to ensure they have all of the information that they need to make an informed decision. Specifically, we invite families in for individual tours and set up conversations with professionals in the building, depending on the family’s questions or needs. Our “enrollment team” also sets up “shadow days” for prospective students to experience BART alongside current BART students. Information sessions are scheduled on weekdays at various times to allow for differences in family schedules. Efforts are made to insure that the following are in attendance: school leaders, special education team members, translators, and/or members of our parent advisory councils.

Recruitment Plan Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Chart data	2017-2018 Strategies
Special Education Students/Students with Disabilities	
<p>School Percentage: 21.8% CI Percentage: 15.1% GNT Percentage not available</p> <p>BART Charter Public School is above CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>The School advertises, through a mailing to all eligible students in our sending districts, an information session on BART’s tiered-instruction model and how we support students with learning disabilities. A representative of the Office of Special Education attends the information session.</p> <p>The Director of Special Education attends information meetings with families who are touring the School (and students who are shadowing) and explains how BART will support their child’s IEP.</p>
Limited English-Proficient Students	
<p>School Percentage: 1.1% CI Percentage: 1.0% GNT Percentage: .5%</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>The DED or the CEA shares information with families of limited English-proficient students through outreach to the Berkshire Immigrants Center (BIC), a nonprofit organization that serves the immigrant population and is well connected with other organizations working directly with the local</p>

<p>BART Charter Public School is above CI and GNT percentages</p>	<p>immigrant population. Additionally, the DED or CEA works with the BIC to identify immigrant clubs, churches, temples, mosques, libraries, health centers, and other organizations that serve non-English-speaking populations to whom BART can send informational materials and arrange an on-site information session.</p> <p>The School advertises, through a mailing to all eligible students in our sending districts, an information session that includes information about how we serve LEP students. This mailing is in the prevalent second language of our sending districts (Spanish). A Spanish translator and the ELL Coordinator attend the information sessions.</p> <p>Translators are provided as needed for families who are touring the School (and students who are shadowing).</p>
<p>Low-Income Students</p>	
<p>School Percentage: 42.4% CI Percentage: 29.6% GNT Percentage: NA</p> <p>BART Charter Public School is above CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <p>The School employs recruitment practices that have proven to attract a low-income population. The School's mailing to district families highlights that BART is tuition free and provides free transportation to all sending districts within our charter. For 2018-2019 and beyond, BART, adopting the Community Eligibility Provision in 2018-2019, will also be able to state that all meals will be free to all students. These are important facts for low-income families, because there is a common misconception that BART charges tuition and because school choice in the Berkshires does not generally include transportation.</p> <p>We also post enrollment deadlines and information about our free transportation on the local public-access TV stations, so that parents without access to the internet know these important facts.</p> <p>Additionally, the School maintains and advertises a low-cost dress code (uniform in the middle school) so that low-income students will not feel singled out by their inability to keep up with the latest fashion trends.</p>
<p>Students Who Are Sub-Proficient</p>	
<p>Goal: Continue to attract a similar percentage of sub-proficient students as our sending districts.</p>	<p>The School continues to employ recruitment practices that have proven to attract sub-proficient students. The School also advertises, through a mailing to all eligible students in our sending districts, an information session on BART's tiered-instruction model.</p>
<p>Students At Risk of Dropping Out of School</p>	
<p>Goal: Continue to attract a significant percentage of new students who have not performed well academically or who may have other challenges that put them at risk of dropping out.</p>	<p>The School continues to employ recruitment practices that have proven to attract students at risk of dropping out.</p> <p>In addition to other strategies already mentioned, the DED or CEA reaches out to the Department of Children and Families to ensure they have brochures and other information on hand as their clients consider school placements.</p>
<p>Students Who Have Dropped Out of School</p>	
<p>Goal: Maintain outreach to</p>	<p>The DED sends enrollment information to the local HiSET programs. Given that BART stops accepting new students into the high school after</p>

<p>students who have dropped out before completing 9th grade, the last year that BART accepts new students.</p>	<p>September 30 of 10th grade, there are not many students who have dropped out of school that BART can attract.</p>
<p>Subgroup: Students of Color</p>	
<p>Goal: Attract a similar percentage of students of color to BART, as compared to our three major sending districts.</p> <p>In 2017-2018, 29.4% of BART students were students of color, compared to our three major sending districts' percentages of 10.6% (Adams-Cheshire), 15.7% (North Adams) and 32% (Pittsfield).</p>	<p>The School will continue to employ existing recruitment practices that have already proven to attract students of color, including sending direct mail advertising to families in Pittsfield, a district with a substantially higher percentage of students of color.</p>

Retention Plan 2017 – 2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

During the 2017-2018 school year, we continued to implement a number of initiatives that we believe have reduced our attrition rate, as outlined in last year's retention plan. We also continued to offer a range of extracurricular activities (and sports), either after school or during our in-school enrichment block. Additionally, we continue the whole-school implementation of Restorative Practices at BART, using Circles in advisory classes to provide students with more opportunities to express themselves and build a stronger culture.

The further development of school culture and sense of school community is so important that, with 2018-2019, the position of Director of College Readiness will be changed to Director of Student and Community Development. The individual already in the role of College Readiness Director will remain and will be working broadly within the School and with groups outside to refine, enhance, and extend the important notion of community. Recognized as the leader of Circle practices at BART, this same individual is already sensitive to students' needs and to continuing to build a community that is culturally sensitive, nurturing for all, and provides a lasting environment for intellectual, social, and emotional growth for BART's students.

The Director of Student and Community Development will continue to oversee other important activities that now have become annual events at BART: student Spring overnight trips to two cities. The 10th grade students spend two days in New York City visiting colleges and touring the city. Our 11th grade students take an overnight trip to Boston, also to visit colleges and cultural landmarks. We have found these trips an extraordinary opportunity to build community and create a stronger connection with our college preparatory mission.

Reducing attrition has been a stated goal of the administrative team for each of the past three years. Over that time period, we have reduced churn, while our attrition rate continues to exceed our target. This year, we reduced our school-year churn rate from 9.7% to 8.7%. (For the students who were present on October 1, the *churn rate* is the percentage that left BART before the end of the school year.) As of this reporting, our retention rate was 81.7%, 6.3% below our goal of 88% set in last year's Annual Report. (For the students who finish the school year, the *retention rate* is the percent that return for the following school year; the *attrition rate*, the percent that do not return.) Moving forward, we will continue to enhance the strategies outlined in our retention plan. We do recognize that we will always have lower retention than our local districts due to the large geographical extent of our catchment area (some students ultimately find that riding a bus an hour to and from school is too difficult), our limited extracurricular offerings, and the fact that charter school families, by definition, are more likely to change schools.

Two significant retention strategies have been approved by the Board of Trustees and will be implemented for the 2018-2019 school year. First, BART will be adopting the Community Eligibility Provision (CEP) for School Food Service, which will provide all families enrolled at BART with the option to receive breakfast and lunch at no cost. While our enrollment of free and reduced lunch families is lower than the ideal ratio to receive 100% reimbursement, BART's leadership and Board have identified this as a priority to remain equitable with our surrounding districts. Our three main sending districts, Adams-Cheshire Regional School District, North Adams Public School District, and Pittsfield Public School District all currently offer CEP. This means many BART families are already coming from a district where breakfast/lunch was provided at no cost. We believe this program will be important to our families and will improve student retention school-wide, and among all subgroups.

A second important change in the School's policies that we believe will support student retention is a relaxation in the School dress code. In our high school, the dress code increasingly became a source of friction between staff and students, contention between students, and an avenue created for bias potentially to play out in discipline. We know that dress codes often target women more than men, economically disadvantaged students over economically secure students, and students of color more than white students. It was clear that the negative impacts and potential for bias in discipline required a change in this policy, and one that we believe will have a positive impact on student retention.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	88%

Retention Plan Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
CHART Data	Strategies
Special education students/students with disabilities	
<p>School Percentage: 18.8%</p> <p>Third Quartile: 12.3%</p>	<p>X Above third quartile: additional and enhanced strategies below</p> <p>(b) Continued 2017-2018 Strategies</p> <p>Maintain special education program that achieves a “Level 1” special education program status with the DESE.</p> <p>Provide social-skills instruction and groups for special education students whose disabilities make it difficult to participate actively in the school community. Provide instruction and consult with experts in high-incidence disability areas (e.g., autism, emotional) for these groups.</p> <p>Deliver 12+ hours of professional development to all instructional staff on brain science and learning, including executive function and self-regulation.</p> <p>Provide Dialectical Behavioral Therapy (DBT) groups for special education students with emotional disabilities.</p> <p>Revise Student Support Team structures and practices to improve identification and monitoring of students for Multi-Tiered Supports.</p>

	<p>have experienced trauma or struggle with emotional well-being.</p> <p>Revise Student Support Team structures and practices to improve identification and monitoring of students for Multi-Tiered Supports.</p> <p style="text-align: center;">(c) 2018-2019 Additional Strategies</p> <p>Adopt the Community Eligibility Provision (CEP) for School Food Service, which will provide all families enrolled at BART with the option to receive breakfast and lunch at no cost. This is an important retention strategy as many of our sending districts currently participate in this program.</p> <p>Amend the school dress code to provide greater choice and flexibility to students and their families.</p>
<p>Students who are sub-proficient</p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <p>Provide extensive tiered-instruction to support students who struggle academically. Offer after-school tutoring with faculty.</p> <p>Schedule students into a daily advisory period so that their advisor can help them begin the day with a plan to achieve their short- and long-term academic goals.</p> <p>Provide online access to teacher grade books so that parents can help monitor and support students' academic program.</p>
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <p>Deliver a school-wide social-emotional skills curriculum to support students' development of skills that improve academic persistence.</p> <p>Continue to strengthen the system of communication between the Student Support Team and the grade-level teams.</p>
<p>Students who have dropped out of school</p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>Hold "Family Meetings" that include the student, the academic teachers, the family, and the Principal to identify an action plan to support the student at BART.</p> <p>Coordinate with outside providers, such as the Brien Center, to provide social-emotional or family supports for students.</p>
<p>Students of color</p>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <p>Create opportunities within the school day to recognize and celebrate students' cultural and racial differences.</p> <p>Provide 8+ hours of professional development to faculty in becoming more culturally sensitive educators, especially for students of color.</p> <p>Organize a cross-stakeholder committee of staff, students, parents, and community members regarding diversity and inclusion to analyze school data, advise on policies and practices, and recommend school improvements.</p> <p>Continue to strive for diversity among BART employees, volunteers, and partners to provide students with diverse role models.</p>

Students with a history of behavioral infractions	(h) 2018-2019 Strategies
	Continue to implement specific therapies such as Zones of Regulation to support students who demonstrate challenges with impulsivity.
	Continue to develop a set of restorative discipline practices that promote building relationships among students and between students and teachers.
	Codify our current practices and supplement with best practices from a Positive Behavior Interventions and Supports system.
	Partner with local courts to identify and require additional supports to be provided to the student and family.

APPENDIX C: SCHOOL AND STUDENT DATA

BART’s school profile can be found at the following site:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04140305&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	44	12.4%
Asian	12	3.4%
Hispanic	31	8.8%
Native American	1	0.3%
White	250	70.6%
Native Hawaiian, Pacific Islander	1	0.3%
Multi-race, non-Hispanic	15	4.2%
Special education	77	21.8%
Limited English proficient	4	1.1%
Economically disadvantaged	150	42.4%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director James C. White II	Responsible for oversight of academic program, organizational viability, and adherence to mission.	June 19, 2017	N/A
Health & Wellness Coordinator Erin Egan	Responsible for oversight of health and wellness curriculum and supports (physical, mental, emotional).	July 2015 (Joined BART as the Student Adjustment Counselor in August 2007)	N/A
Director of Technology (0.5) J.P. Henkel	Responsible for technology infrastructure and utilization (including integration).	August 2007	N/A
Data & Assessment Coordinator Brendan Longe	Responsible for oversight and implementation of all assessment systems.	July 2015	N/A
Director of Special Education Susan Lubell	Responsible for entire special education program and delivery.	July 2015 (Employed at BART since August 2007, in various other positions)	N/A
Business Manager Julia Marko	Responsible for financial procedures, budgeting, fund management, facility management, and human resources.	January 2017	N/A
Director of College Readiness Kate Merrigan	Responsible for oversight of all college and career counseling programs.	August 2014	N/A
Grants Coordinator (.55) Brian O'Grady	Writing, monitoring and reporting of all grants	June 2004	N/A
Principal April West	Responsible for all academic instruction in building, including supervision of teachers.	July 2013 (Joined BART in August 2006)	June 30, 2018
Assistant Principal & Learning Services Coordinator Erin Hattaway	Responsible for safe school, positive school climate. Responsible for oversight and delivery of ELL and 504 Plans, DCAP process.	July 2016 (Joined BART in August 2012, as a teacher)	N/A
Director of Development Leah Thompson	Responsible for donor cultivation and giving.	November 2012	N/A
Enrollment Counselor & Communications Coordinator Monique Nottke	Responsible for student enrollment and school communications.	September 2007	June 30, 2018

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Jonathan Butler	Trustee	Finance & Audit	1	6/2016-6/2018 6/2018-6/2021
Cindy Brown	Trustee	Charter & Accountability	3	8/2010-6/2012 6/2012-1/2015 1/2016-6/2017 2/2017-6/2020
Patrice Cohoon	Trustee	Development	1	1/2015-6/2016 6/2016-10/2017
Dianne Cutillo	Chair	All	4	6/2006-6/2009 6/2009-2/2012 6/2012-6/2014 12/2015-6/2017 2/2017-6/2020
Maura Delaney	Trustee	Charter & Accountability	1	8/2017-6/2019
Jennifer Kerwood	Treasurer	Finance & Audit, Executive	1	8/2015-6/2017 6/2017-6-2020
Chris Perkins	Vice-Chair	Charter & Accountability, Governance, Executive	2	6/2012-6/2014 6/2014-6/2017 6/2017-6-2020
Bill Polk	Trustee	Governance, Finance & Audit	3	3/2011-6/2012 6/2012-6/2015 6/2015-6/2018
Gina Puc	Trustee	Governance, Development	1	6/2018-6/2020
Fred Puddester	Trustee	Finance & Audit, Development	2	6/2013-6/2015 6/2015-6/2018 6/2018-6/2021
Geraldine Shen	Secretary	Development, Executive	2	6/2013-6/2015 6/2015-6/2018 6/2018-6/2021
Bob Stegeman	Trustee	Charter & Accountability, Governance, Development	3	7/2010-6/2012 6/2012-6/2015 6/2015-6/2018 6/2018-6/2021
Charles Swabey	Trustee	Finance & Audit	3	12/2010-6/2012 6/2012-6/2015 6/2015-6/2018 6/2018-6/2021

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the 2017-2018 school year	Reason(s) for Departure
Teachers	37	3	5	Contract not renewed Other employment Moving out of area Personal
Other Staff	31	3	3	Contract not renewed Other employment Moving out of area Personal

APPENDIX D: ADDITIONAL INFORMATION REQUIRED

Key Leadership Changes for the 2017-2018 School Year

Position	Name
Board of Trustees Chairperson	Diane Cutillo (No change)
Charter School Leader	James C. White II (No change)
Assistant Charter School Leader	April West (July 1, 2017 - June 30, 2018)
Assistant Charter School Leader	Sean Keogh (As of July 1, 2018)
Special Education Director	Susan Lubell (No change)
MCAS Test Coordinator	Brendan Longe (No change)
Student Information Management System (SIMS) Coordinator	Marti Mellor (No change)
English Language Learner Director	Erin Hattaway (No change)

Facilities

BART has not relocated or acquired a new facility within our district.

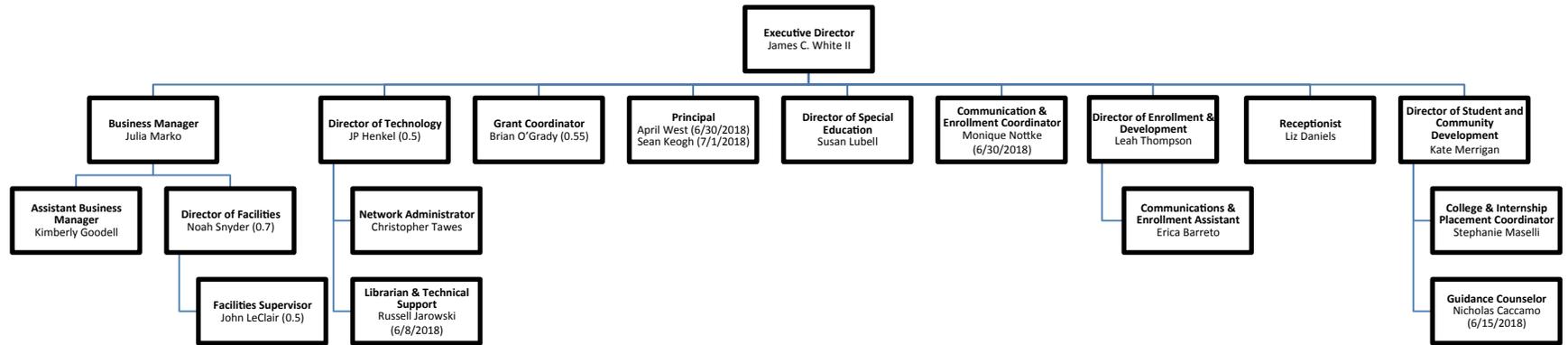
Enrollment

Action	Date(s)
Student Application Deadline	March 1, 2018
Lottery	March 1, 2018

Complaints

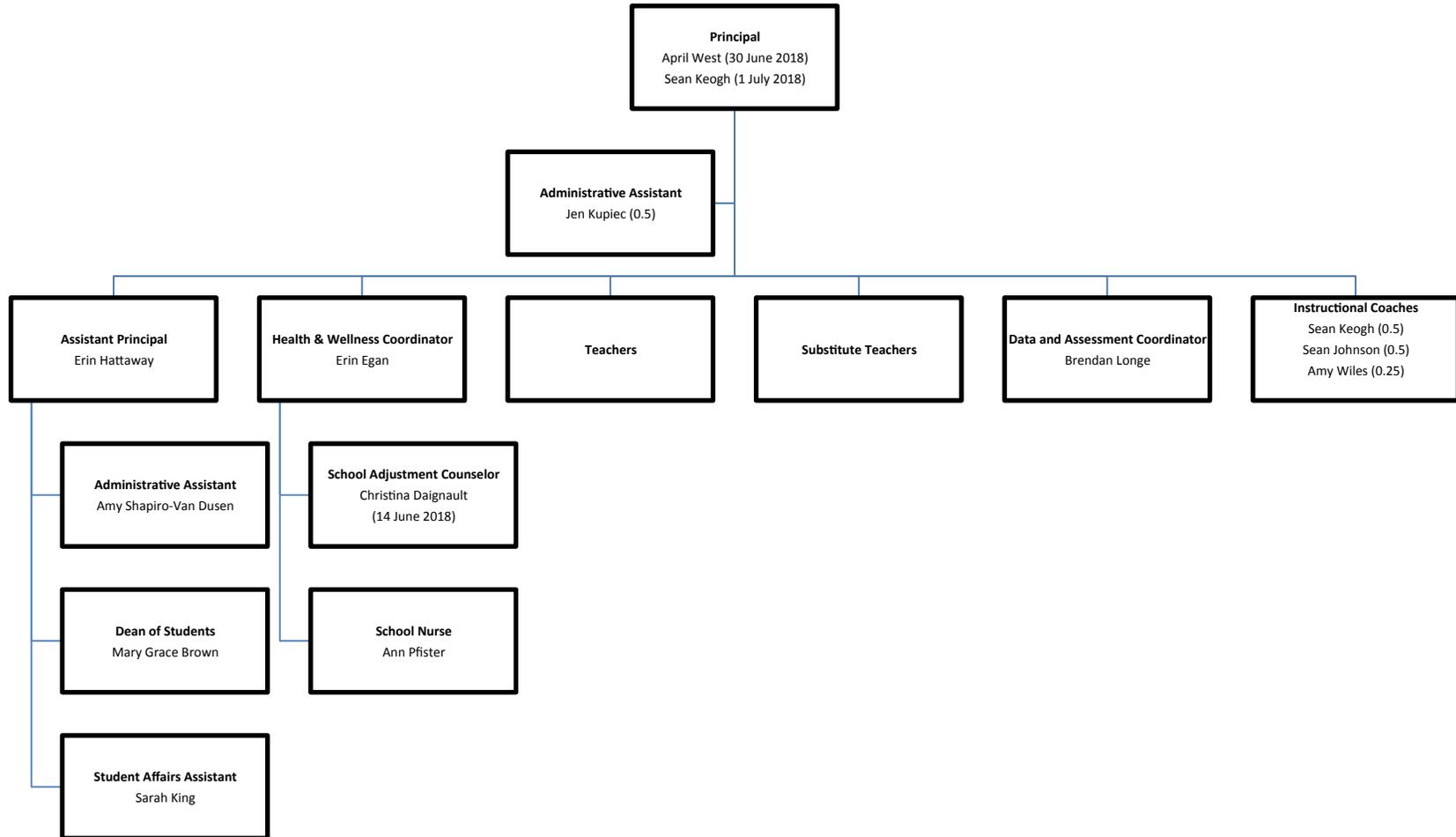
The Board of Trustees received one written complaint during the 2017-2018 school year. That complaint regarding student bullying was made by the parents of a middle school student to the Chair of the BART Board of Trustees and simultaneously directly to the Department of Elementary and Secondary Education. The complaint was investigated by the School under the direction of DESE, resolved, and the case closed.

BART Charter Public School Organization Chart 2017-2018 District / Facility Staff



Organization Chart 2017-2018

Instructional Team



Organization Chart 2017-2018

Special Education Department

