



**Boston Renaissance Charter Public School  
K-6 Program Institutional Self-Evaluation Recommendations  
October 2019  
Community Report**

The Boston Renaissance Charter Public School conducted its annual institutional self-evaluation for the academic school year 2018-2019 in order to evaluate and improve all student access to academic and non academic programs. In supporting BRCPS Priority 1- Maintain and Strengthen BRCPS Model of Whole-Child education, the Boston Renaissance emphasis on the academic, social, emotional, and artistic development of each child is recognized as a significant strength and a differentiator from other educational approaches. Continued focus on the development of the whole child will strengthen BRCPS's practices and outcomes in keeping with the vision of the school and its founding charter. Areas of improvement include student performance outcomes, strengthening program delivery models, and programmatic alignment for optimal student impact.

The results of the survey yield some areas that we have implemented and will continue to strengthen through out the school year so that we yield the quality of student impact that is intended. As a result of the evaluations BRCPS has identified a need to strengthen teachers' use of social-emotional learning practices (Second Step curriculum, Restorative Justice practices) through the implementation of SEL (with the support of Social Emotional Coaches) for school year 2019-2020. BRCPS has also adjusted our tiered system to include restorative practices by matching classroom systems and Student Support actions to RJ (Restorative Justice). Another goal for SY 2019-2020 is around communication of RJ practices and mindset to families and the community, providing resources and information for in and out of school.

Through its institutional Self-Evaluation BRCPS has refined the use of data to evaluate student access to both academic and artistic programs and plan improvement through incorporating student subgroups and participation rates in programs when analyzing student data. We did this through student, family and teacher surveys. Additionally, the Self-Evaluation Committee met to analyze the data and plan action steps for equitable participation amongst programming and to review opportunities for increased programming.

In order to provide an equitable academic experience, the Self-Evaluation Committee identified practices to refine and improve upon such as data cycles, lesson/unit planning, and equal devotion of instructional time to all content areas in the academic schedule. To begin School Year 2019-2020 all grade levels are participating in on-going DataWise data cycles that allow teachers to drive their analysis of student data and instructional practices that impact outcomes. Additionally, teacher teams are working collaboratively to plan high impact daily lesson and revise unit plans to ensure equal access for all students to the content and rigorous expectations. Finally, the Leadership Team analyzed past academic schedules and adjusted this year's schedules to include a more equitable approach between ELA, Math, Science and Social Studies. Through consistent planning, data use and an equitable schedule, we're monitoring and reviewing the impact for all learners and the outcomes we're seeing from all subgroups and all students.

Through this impactful Self-Evaluation process we identified several areas, outlined above, to improve equity and access for all children, while always strengthening our commitment to our mission and educating the whole child. We are looking forward to this continued annual review and the opportunities it affords us to grow as adult learners and support all students in developing to their full potential as well.