



# BRIDGE BOSTON

## CHARTER SCHOOL

# ANNUAL REPORT

## 2013 – 2014

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<b>Bridge Boston Charter School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	2 McLellan Street Dorchester, MA 02121
<b>Regional or Non-Regional?</b>	Non-Regional (Boston residents)	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2011	<b>Year(s) Renewed</b> (if applicable)	N/A
<b>Maximum Enrollment</b>	335	<b>Current Enrollment</b>	146
<b>Chartered Grade Span</b>	K1 – 8	<b>Current Grade Span</b>	K1 – 2
<b># of Instructional Days during the 2013-2014 school year</b>	190	<b>Students on Waitlist</b>	1519
<b>School Hours</b>	8:00 – 5:00	<b>Age of School</b>	3 years
<p><b>Mission Statement</b></p> <p>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 academically in 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>			

Dear Friends,

The Bridge Boston Charter School Board of Trustees extends our thanks to our hard-working students and exceptionally talented staff for great progress during our third year of operation in the 2013-2014 school year!

Our oldest students in second grade excelled in our first year using Achievement Network assessments to allow data-driven analysis of our teaching. Our students scored third, on average, of 98 schools across the state. Our younger students also made impressive gains on age-appropriate standardized assessments, including Fountas and Pinnell, DIBELS, and Kathy Richardson. Bridge Boston relies on individualized instruction and response to all of our students' needs. We believe that students also respond to the joy within our school's walls; our focus on music, art, and PE, as well as academic subjects; our attention to social and emotional learning; and, our optional summer program offered to families at nominal cost.

Student achievement also reflects strong work by our full-service support team, which provides comprehensive, high-quality medical and social services, with many partnerships with Boston-area social service agencies.

Our students lean on the partnership between the school and families. Our staff makes a personal home visit for each accepted student, to learn about each family's dreams for their child. We follow up with a regular review of each child, newsletters and frequent calls to families. Family events with the school community, including a kick-off barbecue, winter concert, spring concert and fair, bring together hundreds of people to celebrate our students. Families demonstrate their faith in Bridge Boston through strong marks in our annual parent survey and by our waiting list of about 1,500 children, compared to our enrollment of 146 students last year.

We welcome Yully Cha as our Executive Director, following an extensive national search with about a hundred applicants. Yully previously served as the Chief Operating Officer for The Steppingstone Foundation, which also works to expand educational access for urban families. We thank Jug Chokshi, who worked tirelessly as our Executive Director since our doors first opened; Jug advised us about a year ago of his desire for a smooth transition as he moved on to an opportunity to work for Resiliency for Life, a drop-out prevention program at Framingham High School.

Finally, we thank all those who support our students with their talents and resources. Three separate foundations have generously given or pledged \$1MM each to help us with our profound need for a permanent home! We are grateful to them and to all the individuals, families, and foundations that enable us to open our doors every day and, with our search for our permanent schoolhouse, envision service to Boston families for future decades.

For my colleagues on the Bridge Boston Board of Trustees,

Sincerely,



Cheryl Alexander, Board President  
Bridge Boston Charter School

ACCOUNTABILITY PLAN OBJECTIVES AND MEASURES

	2013 - 2014 Performance (Met/ Not Met)	Evidence
<b>Objective: The school will build a nurturing community by deliberately engaging parents.</b>		
<b>Measure:</b> Annually, at least 75% of ratings on each question on the parent survey will be 4 or above (on a scale of 1 to 5) and at least 75% of parents will complete the survey.	Met	76% of our families completed our annual Family Survey and 97% of families who responded to the survey rated the school at a 4 or above (on a scale of 1 to 5) for each question.
<b>Measure:</b> Annually, at least 75% of parents/guardians will attend at least 2 of the 3 Progress Report meetings.	Met	94% of our parents came to 2 of the 3 parent conferences. 84% came to all 3. In addition, every parent attended at least one conference.
<b>Measure:</b> Annually, the School will hold 3 Cultural Performances and 3 Admin-Parent Dinners. Annually, at least 75% of parents/guardians will attend at least 3 of these events.	Met	The school held 3 performances: December 20, March 16, and June 20. Over 90% of parents attended all 3 performances. We also had 3 Parent-Admin dinners. The attendance at each of these events averaged 64%.
<b>Measure:</b> Teaching staff will communicate with families at least once per month about student progress. Families will receive at least one Newsletter per month. Annually, at least 75% of families will rate the school at a 4 or above (on a scale of 1-5) for communication in the Parent Survey.	Met	All advisors communicated with parents at least monthly. We have recently updated and improved the way this is monitored and documented. Families received, on average, two newsletters per month. 100% of our families who responded to our annual Family Survey rated the school at a 4 or above (on a scale of 1-5) for communication in the Parent Survey.
<b>Objective: The school will provide a full service program that removes obstacles to children’s learning and meets their health and social-emotional needs.</b>		
<b>Measure:</b> Annually, at least 75% of parents/guardians surveyed say that the school has been or would be helpful to them in obtaining needed services.	Met	94% of parents who responded to our annual Family Survey indicated that the school has been or would be helpful in obtaining needed services.

<p><b>Measure:</b> Annually, the school will maintain at least 10 partnerships with community organizations that strengthen the school and the community as a whole.</p>	<p>Met</p>	<p>The school maintained existing partnerships as well as adding new partnerships with community organizations. Current partnerships include:</p> <ul style="list-style-type: none"> <li>• Cradles to Crayons</li> <li>• Forsyth Dental</li> <li>• New England Eye</li> <li>• Northeastern University Audiology</li> <li>• Boston Medical Center- Grow Clinic and Boston Medical Center- Health and Fitness for Life</li> <li>• Home for Little Wanderers</li> <li>• MSPCC</li> <li>• Department of Children and Families</li> <li>• Horizons for Homeless Children</li> <li>• Families First</li> <li>• South Bay Mental Health</li> <li>• Brookline Mental Health</li> <li>• Smart From the Start</li> <li>• Boston Public Health Commission</li> <li>• Homestart</li> <li>• Friends of the Children - Boston</li> </ul>
<p><b>Measure:</b> Annually, at least 3 classes/workshops will be offered for parents/guardians in such areas as nutrition, positive discipline strategies, mental health, academic readiness, school partnership, ESL, financial literacy, or resume writing.</p>	<p>Not Met</p>	<p>This year the school offered a workshop for male caregivers about school partnership that was well received and resulted in an additional volunteer opportunity for male caregivers to apply the skills discussed in the workshop. These two sessions will be followed up with a third summer session that will allow currently involved male caregivers to reach out to new male caregivers whose students are joining the school. Several individual families received informational support on the topic of nutrition through our partnership with Boston Medical Center and on the topic of positive discipline strategies through our partnership with South Bay Mental Health. At this time we are not including the individual family work as “classes” or “workshops” and will therefore emphasize planning these offerings on our school calendar during the summer work session prior to the school year.</p>
<p><b>Measure:</b> Annually, 100% of students that have consented will receive a dental exam, cleaning, and fluoride treatment.</p>	<p>Met</p>	<p>100% of students that had consented received a dental exam, cleaning, and fluoride; students who consented early in the year received as many as three treatments during the school year.</p>
<p><b>Objective: The school will build relationships with the external community to enhance whole-child development.</b></p>		

<p><b>Measure:</b> Annually, Bridge Boston students will perform at least once at an open community venue and invite members of the external community to attend.</p>	<p>Met</p>	<p>The Bridge Boston End of Year Celebration Concert was held on June 20 at Franklin Park. The performance, which involved singing as well as violin and cello ensemble performances, was open to the public. At least 300 people were in attendance.</p>
<p><b>Measure:</b> Annually, volunteers will contribute at least 1,000 hours to the school.</p>	<p>Met</p>	<p>Wheelock College brought 86 students to do 5 hours of service – painting, planting, clean up and the like. Students from Park School (18), Epiphany (9), and BB&amp;N (25) came and did major academic projects. Another 15 volunteers come on average two hours per week, adding another 1100 plus hours of service.</p>
<p><b>Measure:</b> Annually, at least 10 volunteers or community agencies will come to a student assembly and showcase a skill or hobby to all students.</p>	<p>Met</p>	<ol style="list-style-type: none"> <li>1. Park School Indian Dance</li> <li>2. Epiphany School Poetry Slam</li> <li>3. MIT Rockets program</li> <li>4. Harpist</li> <li>5. Brass Ensemble</li> <li>6. String Quartet from NEC</li> <li>7. Thread Ensemble and contemporary improvisation</li> <li>8. Firefighters</li> <li>9. Veteran of the War in Iraq</li> <li>10. Double bass</li> <li>11. Opera Singer – The Magic Flute</li> <li>12. French Horn trio from the Boston Symphony</li> <li>13. Story telling with violin</li> <li>14. Demonstration of harmony through partner songs.</li> </ol>
<p><b>Measure:</b> Annually, each grade will take at least 3 field trips to access rich cultural/environmental experiences.</p>	<p>Met</p>	<p>K1 – Science Museum, Harvard Museum of Natural History Museum, Pumpkin Picking  K2 – Duxbury Farm, Franklin Park Zoo, Ward Farm, Arboretum, Apple Picking  Grade 1 – Blue Hills Observatory, Zoo, Boston Aquarium  Grade 2 – Whale Watch, Nahant Tidal Pools, New Bedford Whaling Museum, Museum of America and the Sea</p>
<p><b>Objective: The school will develop future urban educators.</b></p>		
<p><b>Measure:</b> Annually, at least 25% of our teaching fellows will pursue a master’s degree in urban education while employed at Bridge Boston.</p>	<p>Met</p>	<p>During the year, we had 11 teaching fellows. Of this number, 4 pursued their Masters degrees. 3 through the Donovan Program at Boston College and 1 at Lesley University.</p>

### Mission

The following are Bridge Boston's Founding Core Beliefs from the Charter Application:

1. Students learn best in a *comprehensive, individualized, rigorous academic program* that both teaches basic skills and inspires students to have rich intellectual lives.
2. Students learn best in a deliberate thoughtful, *nurturing community* in which each person is well known, encouraged, and supported.
3. Students learn best in a school that has an intentional focus on the *elimination of barriers to learning* through vibrant community partnerships that allow the school to meet the health and social service needs of its students.

When we first wrote our charter, our mission was clear. We wanted to recruit and retain students from traditionally underserved neighborhoods who were at risk, due to a number of factors, of failing to complete high school. We wanted to provide them with strong academics, a community where they were known and supported, and full service programming that ensured that the obstacles typically erected by poverty and trauma were removed.

Three years later, we see Bridge Boston as a school living deeply into these three commitments. The academics are challenging. Excellent teachers work long hours and an extended school year to shape curricula that deliberately build skills while ensuring that children engage in thematic, hands-on projects and experiences. In every classroom at Bridge Boston, an observer will see teachers involved in direct teaching with clear objectives, but they will also see engaging centers wherein children access materials at their own pace and skill level. She/he will see homogeneous reading groups and numeracy games, as well as a daily Individual Block wherein each child works on academic goals tailored specifically for them.

In addition, the school is nurturing. A critical part of the work we are doing is building an intentional community that can function as a second family. We have school assemblies twice a week. During these times, faculty members make presentations on everything from working as fire fighters to life in Thailand, from the importance of recycling to a reflection on singing in choirs. Children or teachers also nominate one another to stand in front of the community for displaying outstanding moments of kindness, teamwork, or excellence. Another weekly ritual is when children stand up and let everyone know about times in the previous week when they have felt proud or worried or joyful or sad. We take children's emotions and their ability to form friendships seriously. Open Circle is our central social and emotional curriculum. All teachers use it twice a week in intentional circles wherein children talk about everything from tattling to using calming breathing. Their classrooms are small. Their days are long. The three major performances and potlucks we share during the year further cement the students' sense that we are doing something profound and important together.

Finally we work daily to erase barriers or obstacles that might get in the way of a child's success. We have formed relationships with important community partners who enable us to intentionally target the needs of our students including: Cradles to Crayons, Forsyth Dental, New England Eye, Northeastern University Audiology, Boston Medical Center- Grow Clinic, Boston Medical Center- Health and Fitness for Life, Home for Little Wanderers, MSPCC, Department of Children and Families, Horizons for Homeless Children, Families First, South Bay Mental Health, and Brookline Mental Health. We believe that our full-service commitment includes our attitude as well as the provision of specific services like eye glasses or asthma action plans. To us, it means inculcating the determination to do whatever is needed in order to keep a child on track towards success. The fact that 94% of parents stated on a recent Family Survey that there are "resources at the school to help me meet my child's medical and social needs" indicates that we have been successful in communicating our willingness to support our students and their families through all manner of challenges. Bridge Boston is indeed living into its mission and vision.

## Key Design Elements

We believe that Bridge Boston has developed a rigorous academic program that teaches basic skills, inspires children, and educates the whole child. The program is challenging. By the end of K1, students are expected to be able to identify all upper and lower case letters and know 20 of their sounds. They are expected to be able to demonstrate one-on-one correspondence. Furthermore, they are asked to talk deliberately about books and ideas. This year there was a unit introduced to the class on wordless books. The students had to supply the text and match teacher sentence strips to the pages. They then created their own wordless books. This unit expanded our efforts to build foundational vocabulary. Another new initiative involved literacy play centers. The teachers worked to set up “play” areas (such as a restaurant) to elicit the use of specific vocabulary. The K1 students learned hard skills as well as how to explain their thoughts and ideas to the class.

By the end of K2, our students are expected to be reading on a Fountas & Pinnell level D (as prescribed by curricular benchmarks). They are asked to do deliberate writing of small moment stories and how-to books. They are also asked to compose and decompose numbers to 10, to begin addition and subtraction, and to move numbers to 100. They are asked to think and to spend serious time considering the farm: the way that things grow, the life cycle of chicks (which they raise from eggs), the nutritional movement of food from farm to table, and the lifestyle differences between people in urban and rural environments. At the end of the year, they need to be able to present to the school about what they have learned and articulate why it mattered. Once they overcame their excitement about the chrysalis to butterfly transformation that unfolded in their midst, each K2 student, with the use of a document camera, presented to the school the non-fiction books they had authored and illustrated.

By the end of first grade, our students are expected to be reading on a Fountas and Pinnell level J (as prescribed by the curricular benchmarks). They are asked to write non-fiction books and extended narratives. They are asked to add and subtract with regrouping and borrowing. They begin multiplying. They do extensive geometry. They study different habitats – the Arctic, the desert, our local habitat, and they spend the last months of the year on the rain forest. They learn about the different forest layers where the animals live, the water cycle, and the Yanomami people. This year chess overtook the first grade, becoming the most sought after activity during choice periods. This obsession culminated in a chess tournament involving 36 students and a rousing finals match.

By the end of second grade, students are to be reading on a level M, and composing and decomposing numbers to 1000s. Their writing skills should be developed to the point where writing explicit paragraph in response to reading is solidified. The thematic emphasis is on the ocean, beginning with a trip to the Nahant tidal pools and culminating with a whale watch. The children share their newfound knowledge in reports and in assemblies.

In addition, the school has indeed educated the whole child. We offer challenging math and ELA classes, but we also teach Social Studies and Science where we do thematic education complete with projects. The students have music four times a week and the first graders all study violin; second-grade students were given the opportunity to learn cello. The students have both art and PE twice a week. Our curriculum is structured so as to focus on deliberate skill building, but also works hard to inspire students. Our commitment to rigor, direct teaching, repetition, and studying does not lessen our deep commitment to joy, readily apparent to visitors.

Bridge Boston Charter School’s mission statement declares our pivotal commitment to educate children with all different skill sets and needs. Whether students enter below grade level, with special educational needs, with psycho-social challenges, as English Language Learners, or with behaviors that interfere with learning, our program provides services to move all students towards academic success.

In response to growing needs, we have increased our ELL staffing to a 1.0 FTE, while we continue to support and provide professional development and collaboration time for classroom teachers to serve students assessed with limited English proficiency. Students qualifying for Special Education during this school year received services including the following:

- A. Consultation- speech and language, occupational therapy, counseling, Special Education teacher
- B. Special Education and related services in General Education classroom- behavioral support, counseling, one-on-one aides, math, literacy, speech and language, occupational therapy
- C. Special Education and related services in other settings- academic support, counseling, social skills group, literacy, math, occupational therapy, speech and language therapy

Bridge Boston classes are small with 18-20 students in a class with 2 teachers. One of these teachers is a master teacher and the other is a college-graduate fellow who provides ample opportunity for small group and even one-on-one instruction. Fellows allow for a lower teacher-student ratio and more individualized attention. There is also an extensive network of volunteers who come to the school to provide one-on-one reading opportunities. This translates into each class being thoroughly planned and the instruction being differentiated so as to meet each child where they are in their skills and interests.

#### AMENDMENTS TO THE CHARTER

Approved by Commissioner Chester on December 11, 2013, the school accelerated enrollment growth by increasing our maximum class size from 18 to 20 beginning in the 2014-2015 school year. While our size at maturity is unchanged, this amendment maximizes enrollment and revenue during our search for a permanent facility.

Pending approval, the school submitted a request to change the calendar year from 190 to 183 required days. In response to greater need and desire for collaborative planning time, several half-days will be replaced by full-days. While the school will plan for a 186-day school year for 2014-2015, this flexibility will reduce the number of days required to add at the end of the year due to snow days; the time between the end of the school year and start of our optional and virtually free summer session (in which over 80% of our students enroll) and teacher planning for the following year is critical.

Date	Amendment Requested	Approved by BESE?
December 11, 2013	Approved by Commissioner Chester, the school increased its maximum class size from 18 to 20.	Yes

## Recruitment Plan

2014 – 2015

School Name: Bridge Boston Charter School

Date: Updated July 1, 2014

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

### Implementation Summary:

Our best source for applicants continues to be our community partners: Horizons for Homeless Children, Associated Day Care and DCF all send us children who they feel will benefit from Bridge's learning community and support system. As stated in our plan last year, we did work with Tufts Medical Center and speak with an Early Intervention site. We did not go to any Vietnamese gatherings, but we did have a young man, Aly Tran, reach out to that community, and we were successful in getting our Haitian and Nigerian families to do the same deliberate recruiting in their communities. Sean Bulger, a first grade teacher, was very involved in the recruitment effort. He built relationships with Smart from the Start and the Family Nurturing Center. Staff members from both of these agencies came and toured the school and attended our annual concert. Both of these agencies referred children who applied. We feel they will continue to be strong community partners. Finally, we participated this year in a grant from the Department of Public Health to identify and prevent trauma. In this work we partnered with 5 preschools. The Director of Students Services and Head K1 teacher spent 6 full days this past year in training with these preschools, as well as participating in numerous phone calls and on an online collaborative platform. As a result of this interface, we were able to gain another valuable resource for the referrals of more vulnerable children to the school.

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

**General Recruitment Activities:**

1. Bridge Boston makes its application, which is a half-page, very simple to complete, and available on January 4. This application is also available on our web site in 5 different languages.
2. The Principal, Director of Student Services, or one of our teachers speaks at any venue willing to have us; for example, Horizons for Homeless Children, St. Stephens in the South End, Epiphany School in Dorchester, The Academy Homes.
3. We have a Parent/Guardian Open House over February break complete with a tour, presentation, and question and answer session.
4. We are consciously not a part of any charter school fairs, believing that families who seek out educational opportunities might not benefit the most from our mission.
5. We target outreach in specific housing developments and neighborhoods
6. We send packets to all of our community partners and follow them up with visits or phone calls.
7. We do not drop children from our “accepted” list until parents definitively tell us they do not want the spot. We write letters, make phone calls, and go to people’s houses – leaving notes under the door. We want to ensure that parents are consciously turning down an opportunity rather than just being unable to complete the enrollment steps.

**Recruitment Plan –Strategies**

**List strategies for recruitment activities for each demographic group.**

<b>Demographic Group</b>	<b>Strategies</b>
Special education students	<ul style="list-style-type: none"> <li>• Continue working with Early Intervention Office</li> <li>• Continue working with trauma grant partners</li> <li>• Have a tab on website written by parents of a SPED student about how Bridge Boston has served their child</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>• Continue outreach to Haitian, Nigerian, and Vietnamese neighborhoods</li> <li>• Speak at the Somali Development Center</li> <li>• Outreach to St. Brendon’s Church – Cape Verdean Mass</li> </ul>
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> <li>• Continue working with Community Partners</li> <li>• Partner with Jump Start to reach college tutors to make referrals for students with whom they work</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• Build relationship with Early Intervention Center on Amory Street</li> </ul>

<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> <li>• All traumatized, high-poverty students are in danger of dropping out, especially children in foster care. As such, we will expand our relationship with DCF</li> <li>• Build a partnership with St Mary’s Home, an agency that supports pregnant teens</li> <li>• Explore expanding school definition of “sibling” to include foster children living in the home so that we can admit foster children based on sibling preference</li> </ul>
<p>Students who have dropped out of school</p>	<p>N/A – Currently our oldest students are 3<sup>rd</sup> graders</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>Boys of color are a major concern</p> <ul style="list-style-type: none"> <li>• Establish a strong group for fathers of boys</li> <li>• Become a member of Coalition of Schools Educating Boys of Color</li> </ul>

# Retention Plan

2014 – 2015

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

### Implementation Summary:

As always the crux of our retention plan revolves around communication with families. Once again the Principal or Director of Students Services conducted a home visit to every family. In addition, we continue to have an advisor system wherein every family received a call home twice a month. We also have three parent conferences a year, which involved 30-minute meetings between the parent and the two teachers in the classroom. We continued to work on our IEP process, making it more transparent to our families. Only one of our students who left was a SPED student, and his mother voiced great appreciation for the work Bridge Boston did on his behalf; the family moved away from Boston. We also implemented ELL summary sheets which explained to parents each child's testing and placement for ELL pull-out or push-in services. We had an optional table reserved for Spanish-speaking parents with a Spanish-speaking administrator at each of our parent-administration dinners. We benefited from the support of the Parent Council to talk about how we communicated with parents if their child was likely to repeat a grade. We began the conversation with the parent of every child who will be repeating in the upcoming year. Achievement Network assessments turned out to be a valuable tool to identify students who were starting to lag and thus required added layers of intervention. Finally, our full-service model allowed us to work with families who were becoming homeless.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	96%

## Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> <li>• Increase participation in the SEPAC thus encouraging parent understanding and buy in</li> <li>• Continue to work for transparency and open communication around IEP's</li> </ul>
Limited English-proficient students	<ul style="list-style-type: none"> <li>• Add an optional Haitian-Creole speaking table hosted by a Creole-speaking teacher at the next parent-admin dinners</li> <li>• Do a PD around how teachers should explain and communicate individual student ELL plans to parents</li> </ul>
Students eligible for free or reduced lunch	<ul style="list-style-type: none"> <li>• Build relationships with Mass Housing and other agencies who can help with families facing insecure housing</li> <li>• Continue to ensure that full-service programming meets family needs for food, clothing, heat, medical care, etc.</li> <li>• Explore the Backpack Program with the Boston Food Bank which sends food home every weekend in a special backpack for hungry families.</li> </ul>
Students who are sub-proficient	<ul style="list-style-type: none"> <li>• Continue aggressive RTI process along with five assessment periods to identify those students falling behind and enact specific interventions</li> <li>• Continue use of Saturday classes, one-on-one tutoring, home visits, etc.</li> </ul>
Students at risk of dropping out of school	<ul style="list-style-type: none"> <li>• Continue advisor program to maintain frequent contact</li> <li>• Work on frequent, meaningful academic interventions; develop plans through weekly roster review meetings</li> <li>• Have speakers come for first time to 3<sup>rd</sup> grade assembly to talk about importance of high school and college completion</li> </ul>
Students who have dropped out of school	N/A
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> <li>• Build and support Bridge Father's Group</li> <li>• Establish relationship with Big Brother/Big Sisters to provide more mentoring relationships for our students outside of school</li> </ul>

## DISSEMINATION EFFORTS

Bridge Boston is mindful of its commitment to share what we are learning about being a successful school. To this end, we have been involved in a number of outreach efforts this year. The Principal spent a morning at Dudley Street Charter School conducting an observation and then participating in a round table discussion with a number of people and the administration in a mock site visit. She shared successful programs from Bridge Boston. As well, she visited the Sarah Greenwood and UP Academy, Dorchester. Achievement Network invited the Principal to speak at a seminar about the data-driven efforts to improve instruction at Bridge Boston.

Both the Principal and the Director of Student Services have worked all year with the Department of Health for an early childhood initiative revolving around the recognition and treatment of trauma. This effort has allowed us to share a number of our endeavors, including our use of in-class calm-down areas and parent communication strategies with other early education sites, as well as through social media. Through this lens, our work is being intensely studied.

The President of our Board participated as a reviewer of a prospective full-service charter school. She and our Principal participated in a full-day seminar for all charter schools hosted by the Charter School Office. Also, our Principal served as a panelist as part of a discussion about successful recruitment and retention strategies.

A number of people have come to study our El Sistema music program. They are specifically interested in Bridge Boston's focus on teaching every student a stringed instrument. Finally, we are expecting to collaborate with UP Academy next year on a Singapore Math initiative and to share a health fair with the Sarah Greenwood in the fall.

	2013 - 2014 Performance (Met/Not Met)	Evidence
<b>Objective: The school will ensure that the academic program is both rigorous and engaging.</b>		
<p><b>Measure:</b> Each year the Academic Excellence Committee of the Board will choose one area of the curriculum to evaluate for excellence and rigor. The evaluation will typically consist of 2-3 days of classroom visits and observations by one or more educators specifically trained in said area of curriculum. The individual/individuals will then issue a comprehensive report containing specific examples of where the school is meeting or falling short of its goals to provide an excellent and rigorous education for all students.</p>	Met	<p>Bill Atwood of the Collins Writing Program came and spent two days at the school over the course of the year. He looked at our curriculum, our student writing, and met with the kindergarten, first grade, and 2<sup>nd</sup> grade teaching teams to review their goals and provide ideas for planning writing units, implementing rubrics, and instituting focus correction areas. Bill praised the stamina of our student writers as well as the excellence of the teacher’s planning. He also noted the consistent emphasis on rigor and higher order thinking. Bill believed there should be more writing across the curriculum, more daily grammar practice, and that teachers should be more clear about the number of writing products they should expect to see per unit</p>
<p><b>Measure:</b> The teachers will write and continually update and revise at least 50 grade level benchmarks, aligned to the Massachusetts Curricular Frameworks. Parents/guardians will receive progress reports four times per year, and two of these reports will include in-depth narratives.</p>	Met	<p><b>Met:</b> The teachers meet in the summer to update and revise the benchmarks. Parents/guardians received progress reports on Nov. 22, Jan. 17, April 21, and July 2. The Jan. 17 and July 2 progress reports included page-long narratives written by the student’s advisor.</p>
<p><b>Measure:</b> At least 75% of students will meet 75% or more of their academic grade level benchmarks by the end of each year.</p>	Met	<p><b>Met:</b> School-wide 85% of the students met 75% or more of their academic grade level benchmarks. Specifically, in K1 78% of children met 75% or more, K2 met 89%, 1<sup>st</sup> met 82%, 2<sup>nd</sup> met 89%.</p>
<p><b>Measure:</b> The school will set 5 assessment periods during the school year. Data gathered from these assessments will be used during Roster Reviews and Collaboration Meetings to improve and target instruction.</p>	Met	<p><b>Met:</b> The School held 5 assessment periods: Sept. 9-13, Oct. 28-31, Jan. 21-24, March 28-28, and May 27-30. A greatly improved system for recording data was implemented and the data was processed at Roster Reviews and during CPT.</p>
<p><b>Measure:</b> On the DIBELS assessment, at least 75% of students will meet the</p>	Met	<p><b>Met:</b> On DIBELS, 84% of K2 students met the benchmark, 76% of 1<sup>st</sup> grade students met the</p>

grade level benchmarks by the end of each year.		benchmark, and in 2 <sup>nd</sup> 80% of students met the benchmark.
<b>Measure:</b> On the Kathy Richardson assessment (for K1-3); at least 75% of students will meet 75% of grade level benchmarks by the end of each year.	Met	On Kathy Richardson, 79% of the students met the grade level benchmarks by the end of the year.
<b>Measure:</b> On Singapore Math assessments, at least 75% of students will score 75% or higher on unit tests given in the final quarter of each year.	Met	On Singapore Math, 80% of students scored a 75% or higher on the unit tests.
<b>Measure:</b> On Fountas & Pinnell assessments, at least 75% of students will reach the benchmark level of reading for the grade by the end of the year. (K2 – Level D; 1st Grade - Level J; 2 <sup>nd</sup> Grade – Level M; etc.)	Met	<b>Met:</b> More than 75% of students at each grade level met the benchmark set for that grade. K2 – 86% reading at Level D or above 1 <sup>st</sup> – 83% reading at Level J or above 2 <sup>nd</sup> – 91% reading at Level M or above
<b>Measure:</b> Annually, at least 75% of students will score “proficient” on the final two A-Net assessments. (Note: These assessments apply to Grades 2 and higher.)	Met	<b>Met:</b> On the 3 <sup>rd</sup> ELA A-Net assessment, our students scored on average 72%, while the Network average of 98 schools was 58%. For math, our students scored 76%, while the Network average was 61%. On the 4 <sup>th</sup> assessment, in ELA, our students scored 75%, Network average was 61%; in math, our students scored 82%, Network average was 62%. Out of 98 schools, we were 3 <sup>rd</sup> in ELA and math on all assessments.

## STUDENT PERFORMANCE

Bridge Boston will give the PARCC test for the first time in the spring of 2015. We do not yet have students old enough to take the MCAS. We are primarily focused on the following assessments:

Fountas and Pinnell Benchmark Assessment

PALS

DIBELS

Singapore Math Assessments

Kathy Richardson

A-Net ELA and Math

The results of all of these, except the PALS, are located in the Accountability Plan.

We have been very excited about the student achievement trends this year. In particular, we were very pleased with our performance on the A-Net assessment and about our students' achievement in terms of meeting the Fountas and Pinnell reading benchmarks. We felt that our goals were ambitious and the fact that 85% of our students met or exceeded these benchmarks is notable. We are also focused on the fact that our student scores on the challenging Singapore math assessments are improving and their conceptual understandings and abilities to be nimble with numbers are noted through the Kathy Richardson interviews.

The data we accumulated this year helped us to identify specific academic priorities, school-wide as well in individual grades. School-wide, we focused on deepening our instructional expectations, especially focused on student engagement, student ability to explain daily objectives, and the tracking of work completion. Similarly, in February we did a half day workshop specifically focused on enhancing and improving our writing program. For the upcoming school year, our priorities are fourfold:

- Deliberately increasing student time on task when working independently
- Deepening our work with CLOZ reads so as to improve reading comprehension around the upcoming PARCC test
- Committing to a new math initiative wherein students work every day at the beginning of math with a specific number – figuring out different ways to “make” it, representing it with money or with time or on a bar graph, assigning its place value, etc. Also committing to every student having a math tool kit
- Continuing to work on new writing initiatives with both teacher and student rubrics

The biggest change of the 2013-14 school year involved the partnership with A-Net. Participating in the frequent assessments, being observed by and meeting with coaches, attending professional developments, and meeting regularly to look at data and then use it for the purpose of intentional re-teaching were all new and exciting initiatives for us.

During 2013-2014, the number of students qualifying as Special Education or English Language Learners both increased dramatically; from 13% to 18% of all students for Special Education, and from 21% to 34% of (37 out of 110) eligible students for ELL. In order to best accommodate these diverse learners, we instituted a number of new initiatives. The Special Education team expanded to include a greater number of aides, teachers, and administrators, and the service providers for counseling, speech and language, and occupational therapies increased their hours in the building. This growing team established a monthly meeting time in order to regularly review progress of students and the overall functioning of the program. As a product of these programmatic reviews, teachers were provided additional professional development internally on topics such as modification of classwork and homework, and implementation of effective behavior plans. The Special Education teacher roles have been expanded such that they are much more involved in the scope and sequences for different classrooms to better assist their students in keeping pace and achieving their Individualized Education Plan goals in an inclusion setting. Due to the growing ELL needs of the school, in addition to the significant statewide changes, staff also participated in four internal professional development sessions covering the writing of language objectives, best practices for sheltered instruction, self-assessment of teacher readiness to provide instruction to ELL students, and additional topics. The team looked closely at ways to continue to ensure the Least Restrictive Environment for each student while ensuring

progress towards rigorous IEP goals, and this included significant conversation and experimentation with the implementation of more services in grid B, or within the classroom, and less services in grid C, or in a pull-out setting.

## ORGANIZATIONAL VIABILITY

### COMPLAINTS

The Board of Trustees received no official written complaints during the 2013-2014 school year.

### BUDGET AND FINANCE

Unaudited FY14 statement of revenues, expenses, and changes in net assets (income statement) and Approved School Budget for FY15

<b>Income Statement</b>		
	<b>FY2014 Actual unaudited</b>	<b>FY2015 Budget approved</b>
<b>REVENUE</b>		
Tuition	2,294,329	2,947,968
Public Grants and Funding	445,023	388,909
Private Contributions and Other Revenue	560,524	300,000
<b>TOTAL REVENUE</b>	<b>3,299,876</b>	<b>3,636,877</b>
<b>EXPENSES</b>		
Personnel Costs	1,467,943	1,940,124
Organizational Costs	305,528	246,133
Direct Program Costs	418,159	472,019
Facility and Other Fixed Costs	509,290	694,905
<b>TOTAL EXPENSES</b>	<b>2,700,920</b>	<b>3,353,181</b>
<b>NET CHANGE IN ASSETS</b>	<b>598,956</b>	<b>283,696</b>

Statement of net assets for FY 14 (balance sheet)

**Bridge Boston Foundation & Bridge Boston Charter School  
Combined Financial Statements**

**Balance Sheet**  
as of June 30, 2014

**ASSETS**

Cash and Cash Equivalents	1,778,398
Accounts Receivable and Other Assets	694,917
Fixed Assets (net)	<u>157,529</u>

**TOTAL ASSETS**

**2,630,844**

**LIABILITIES**

Deferred Revenue	4,585
Accounts Payable and Accrued Expenses	<u>152,963</u>

**TOTAL LIABILITIES**

**157,548**

**NET ASSETS**

Temporary Restricted Assets	1,265,510
Unrestricted Assets	608,830
Net Change in Assets	<u>598,956</u>

**TOTAL NET ASSETS**

**2,473,296**

**TOTAL LIABILITIES AND NET ASSETS**

**2,630,844**

Capital Plan for FY15

The current school building at 2 McLellan Street, Dorchester MA will hold grades K1-2, and we are planning for our 3<sup>rd</sup> grade to be at a nearby space previously occupied by a school. However, that building for FY2015 will only be large enough for one grade. We will still need to explore temporary space for FY2016 that will hold our growing school, grades K1-4.

Concurrently, the school continues its active search for a permanent school facility. This past year, we have identified several possibilities, and we have a purchase and sale agreement on a property in Grove Hall, with beginning due diligence. We are estimating a 35,000-38,000 square foot building to house 340 to 375 students in grades K1-8. The permanent school facility is being designed to include 20 bright, large classrooms, outdoor play-space, break-out classroom space to support special education, English Language Learners, and counseling needs, a science lab, a cafeteria and multi-purpose space to allow for assemblies and physical education, a library, music and art rooms, and space for staff planning and professional development.

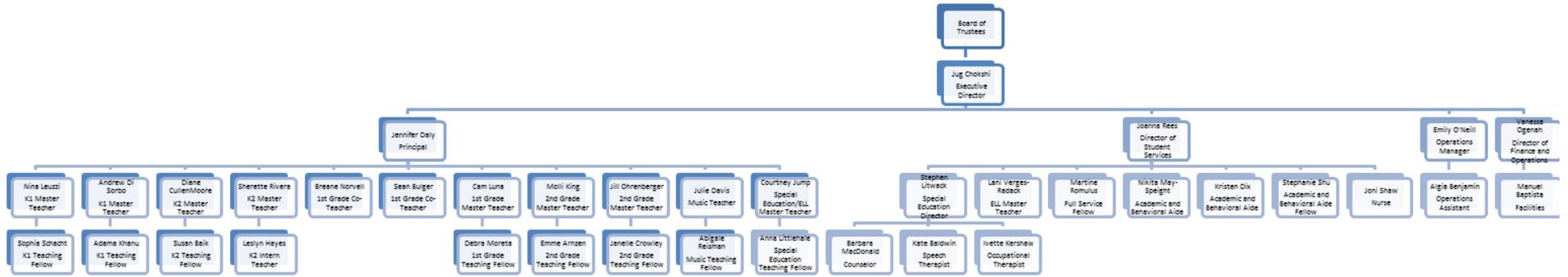
Bridge Boston is in the midst of a capital fundraising campaign to pay for at least 20% of the cost of the project. Since December, we have received gifts or pledges for \$3.9MM, including three gifts of \$1MM each, a \$500,000 matching challenge, and over \$400,000 in other gifts and pledges. We have \$1.27MM currently in temporary restricted assets as of June 30, 2014. The school is seeking roughly \$15MM of construction-to-permanent financing to start construction in early 2016 in order to open the facility in

August 2017. In March 2014 the school was awarded \$3,9MM of Qualified Zone Academy Bond Allocation which will be incorporated into the financing to generate \$165,000 annually to off-set part of the debt service cost. We have term sheets from two potential lenders and anticipate interest from several other banks and lenders.

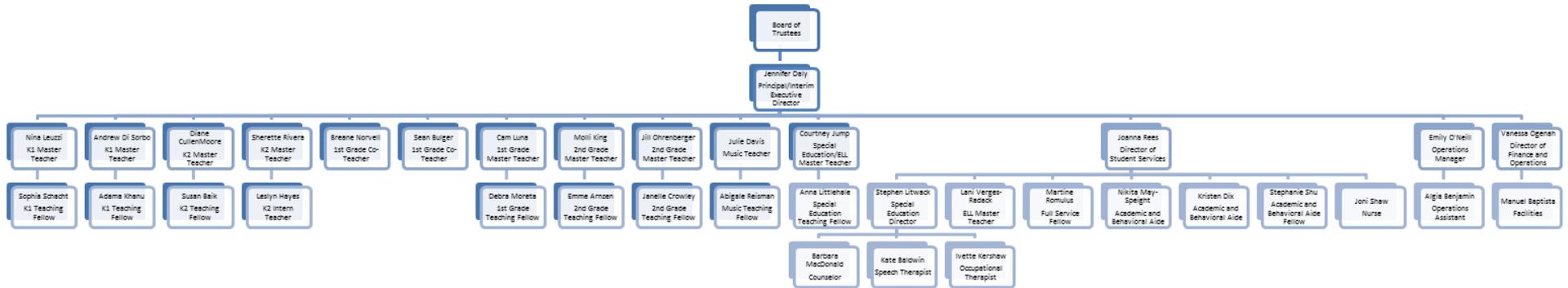
## ORGANIZATIONAL STRUCTURE OF THE SCHOOL

See attached organizational charts below.

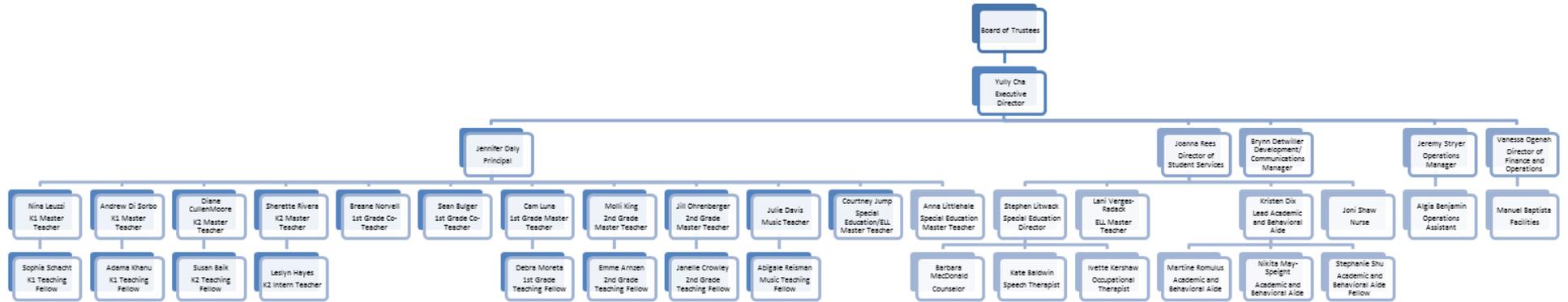
Through March 21 2014:



April 2014 – June 2014:



June 2014 - 2015:



## NETWORK STRUCTURE

Bridge Boston is not part of a network structure.

## ADDITIONAL INFORMATION

## SCHOOL AND STUDENT DATA

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	90	62%
Asian	2	1%
Hispanic	43	29%
Native American	0	0%
White	0	0%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	11	8%
Special education	27	18%
Limited English proficient	37	25%
Low income	125	86%

**ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR**

Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Yully Cha, 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 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.	5/1/14	N/A
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. The Principal is also responsible for developing school culture and ensuring the school supports each student.	3/21/11	N/A

Joanna Rees, Director of Student Services	The Director of Student Service is responsible for creating and coordinating the web of full-service programming that supports our students and families and also serves as the special education and ELL administrator. Under the full-service title, the DSS develops, maintains, and evaluates community partnerships to meet students' medical and social needs and families' extraordinary needs, if possible.	7/1/11	N/A
Emily O'Neill, Operations Manager	The Operations Manager is responsible for the overall management of day-to-day school operations, including: transportation, scheduling, administrative functions, food service, IT, and data management.	5/2/11 (Formerly the Administrative Assistant)	7/18/14
Vanessa Ogenah, Director of Finance and Operations	The Director of Finance and Operations is responsible for the management of financial operations, facilities, and human resources	11/18/13	N/A
Jeremy Stryer, Operations Manager	The Operations Manager is responsible for the overall management of day-to-day school operations, including: transportation, scheduling, administrative functions, food service, IT,	6/2/14	N/A

	and data management.		
Brynn Detwiller, Development & Communications Manager	The Development & Communications Manager is responsible for the management of individual giving, grants, and events; also, this position manages print and online publications and channels.	6/2/14	N/A

<b>TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2013- 2014 school year</b>	<b>Departures during the 2013-2014 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	11 Master Teachers	0	2	Compensation and school fit
Teaching Fellows	11 Teaching fellows	0	2	Moving out of state, completed the program
ELL Teacher	1	0	1	Did not want a 1.0 FTE position
Administration	7	0	1	Moving out of state

**BOARD MEMBERS FOR THE 2013-14 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Cheryl Alexander	President	Academic, Development, Committee on Trustees, Facilities, Finance	1	2/29/11-9/1/14 and 9/1/14-9/1/17
<i>Yully Cha</i>	Ex-Officio, Non-voting	Academic, Development, Committee on Trustees, Facilities, Finance	N/A	Approval-termination
Torylee Cigna	Trustee	Academic	1	9/1/12-9/1/15
Beth Friedman	Trustee	Academic	<1	6/26/14-9/1/17
Beth Kressley Goldstein	Trustee	Development	<1	3/28/14-9/1/17
Marina Hatsopoulos	Trustee	Finance	1	1/10/13-9/1/15
Danielle Heard	Vice President	Academic, Committee on Trustees	1	2/28/11-9/1/14
Marjorie Janvier	Trustee	Parent Council	<1	7/26/14-9/1/17
Paul Karger	Trustee	Development, Facilities, Finance	1	9/1/12-9/1/15
Peter Keating	Trustee	Development	1	9/1/12-9/1/15

Anne Marcus	Trustee	Committee on Trustees, Development	1	7/1/11-9/1/14 and 9/1/14-9/1/17
Makeeba McCreary	Trustee	Committee on Trustees, Development	1	9/1/12-9/1/15
Tom Pappas	Trustee	Finance	<1	6/26/14-9/1/17
Ian Reynolds	Treasurer	Facilities, Finance	<1	3/7/13-9/1/16
Michelle Sanchez	Clerk	Academic, Committee on Trustees	1	9/1/13-9/1/16
James Sperling	Trustee	Facilities	1	9/1/13-9/1/16

*Names in italics are awaiting DESE approval.*

## Additional Required Information

### Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Cheryl Alexander
Charter School Leader	Yully Cha
Assistant Charter School Leader	Jennifer Daly
Special Education Administrator	Stephen Litwack
MCAS Test Coordinator	Jeremy Stryer
SIMS Coordinator	Jeremy Stryer
English Language Learner Director	Joanna Steffey

### Facilities

Location	Dates of Occupancy
2 McLellan St. Boston, MA 02121	July 1, 2012-present

### Enrollment

Action	Date(s)
Student Application Deadline	March 1, 2014
Lottery	March 13, 2014

## CONDITIONS

The school has not been placed on conditions.