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Baltimore
Curriculum
Project
**IMPACT
REPORT
1996-2026**



The Baltimore Curriculum Project School Network



Above, from left: Matt Hornbeck, Hampstead Hill Academy Principal; Bernarda Kwaw, Govans Elementary School Principal; Nneka Warren, Pimlico Elementary/Middle School Principal; Tetra Jackson, Frederick Elementary School Principal; Mark Gaither, Wolfe Street Academy Principal; Dr. Rhonda Richetta, City Springs Elementary/Middle School Principal.



From left: Mike Niccolini; Laura Doherty; and George Hess at the 2023 *Are You Smarter Than a BCP Student?* Gala.

Dear Friends,

This year, we celebrate 30 years of service to Baltimore's students, families, and educators. Since 1996, the Baltimore Curriculum Project (BCP) has grown from a bold idea into a citywide network of neighborhood conversion charter schools serving more than 3,000 students.

Founded during a time of significant challenge for public education in Baltimore, BCP sought to bring proven, research-based teaching methods to the classrooms that needed them most. Our journey began as a partnership with Baltimore City Public Schools (City Schools), The Abell Foundation, and a few selected public schools in Baltimore that showed interest.

Today, we are proud to operate six charter schools across multiple neighborhoods in Baltimore City. Our schools — City Springs Elementary/Middle School, Frederick Elementary School, Govans Elementary School, Hampstead Hill Academy, Pimlico Elementary/Middle School, and Wolfe Street Academy — offer strong academics, supportive climates, and deep family engagement.

Through the decades, we have learned from setbacks, adapted our strategies, and celebrated many successes, while always staying grounded in our mission. This Impact Report captures the milestones of BCP's journey, the stories of our schools, and the people who have made it all possible. Thank you for believing in the power of public education and in BCP's mission.

With gratitude,

Laura Doherty, President and CEO, Baltimore Curriculum Project

George Hess and Mike Niccolini, Board Co-Chairs

OUR MISSION: To develop, implement, and advocate for an equitable, sustainable, and replicable education model that improves student outcomes. In so doing, BCP will help to raise educational standards and opportunities for all youth in Baltimore City schools.

The First Decade: 1996-2006

IN THE MID-1990s, Baltimore was navigating a period of profound transition. Years of population loss and economic disinvestment had taken a toll on many neighborhoods, and City Schools felt that strain acutely — facing declining enrollment, limited resources, and persistently low student achievement. In 1997, the State of Maryland intervened, taking partial control of the district as part of a broader effort to stabilize and strengthen the school system.

Concurrent national conversations about education reform were gaining momentum. School choice, research-driven instruction, and innovative school models were sparking interest among educators and policymakers. In Baltimore, these shifts inspired local leaders to find better ways to support teachers and improve student learning.



In January 1996, seasoned educator Dr. Muriel Berkeley, left, founds BCP to create effective curriculum solutions to help students succeed and improve teaching in City Schools. After extensive national research, she and BCP choose Direct Instruction as the most effective teaching method, as demonstrated by successful assessment outcomes.

1996



With five-year funding from The Abell Foundation and in partnership with City Schools, in 1996, BCP implements Direct Instruction with coaching, resources, and professional development in six elementary schools: Arundel, Robert Coleman, General Wolfe, pictured, Roland Park, Hampstead Hill, and City Springs.



The Baltimore Sun article from July 21, 1996, featuring Siegfried Engelmann founder of Direct Instruction.

1996

BCP's use of Direct Instruction makes headlines with several Baltimore Sun features in the late 1990s. City Springs Teacher Harriet Brown, right, points out sounds within different words to her students. Phonics is the foundation for Direct Instruction's carefully scripted reading lessons.

1997



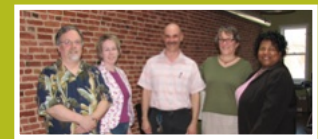
The Second Decade: 2006-2016

By the mid-2000s, City Schools faced significant pressure to meet federal and state accountability standards. Under the No Child Left Behind Act of 2001, schools were required to demonstrate progress through Adequate Yearly Progress (AYP) targets, with Maryland using the Maryland School Assessments (MSA) in grades 3-8 for reading and math. This testing emphasis shifted classroom time heavily toward math and reading, sometimes at the expense of other subjects. Schools also were integrating technology into instruction, expanding college and career readiness programs, and developing community school initiatives to support students and families. New security protocols post-9/11 reflected the multiple pressures and priorities shaping education regionally and nationally.

General Wolfe (now Wolfe Street) and BCP are pioneers in the community schools model, which provides wraparound services, enrichment programs, and strong neighborhood partnerships. Today, nearly all City Schools have adopted community schools practices to better support students and families in high-poverty areas.



Dr. Rayner Browne Elementary School and General Wolfe convert to BCP charter schools, expanding the BCP network to five schools.



In 2007, BCP purchases three rowhomes in southeast Baltimore for its headquarters at 2707 E. Fayette St. From left: Don Crawford, Director of Academics; the late Brenda Kahn, Academic Coach; Harry Schilling, Academic Coach; Dr. Muriel Berkeley, BCP Founder and CEO; and Marvelyn Johnson, Academic Coach.

2006

2007

After a two-year pilot program at City Springs, BCP introduces Restorative Practices at Hampstead Hill with OSI-Baltimore and Goldsmith Family Foundation funding. Following its success at BCP schools, City Schools and other Maryland districts begin adopting Restorative Practices to strengthen relationships, support student growth, and improve school culture.



Part of the Restorative Practices classroom is a daily circle, a facilitated group discussion between students and teachers designed to build community, resolve conflicts, teach social-emotional skills, and foster a culture of respect, understanding, and accountability.

2008



BCP launches the Leading Minds Symposium: Challenging Conversations About Public Education, pictured left, an annual forum that brings together educators, policymakers, and community leaders to discuss pressing issues in education, to foster collaboration, and provide professional development for all BCP teachers and staff.

In response to increasing pressure for accountability, BCP begins using the nationally normed Northwest Educational Assessment (NWEA) Measures of Academic Progress (MAP) assessment to track student progress in reading and math and help teachers tailor instruction to individual student growth.

2008

2008

City Schools does not renew the BCP charter for Dr. Rayner Browne Academy because of poor AYP as defined by the No Child Left Behind Act. However, achievement had risen in both math and reading in the short three years of BCP operation.

2010

Dr. Berkeley steps down as BCP CEO after more than 15 years of visionary leadership. Laura Doherty, a longtime educator and BCP leader in Direct Instruction, is named CEO and President. Pictured right, center, with Dr. Rhonda Richetta, City Springs Principal, and Matt Hornbeck, Hampstead Hill Principal.

2012



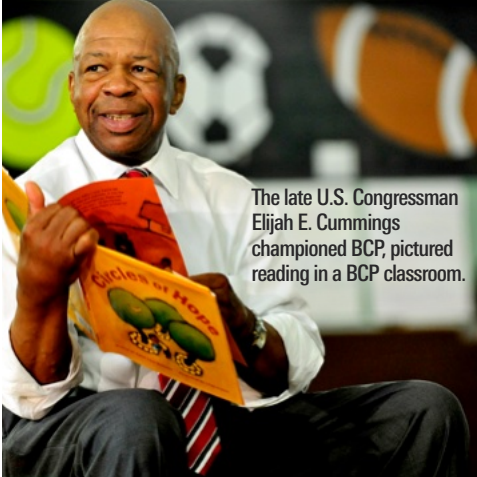
BCP launches its annual *Are You Smarter Than a BCP Student?* Gala, a signature fundraiser that brings the community together to celebrate students' achievements and support BCP programs and initiatives. Adults pictured, from left: 98 Rock Radio host Mickey Cucchiella; Houston Texans football player Bryant Johnson; City Schools CEO Dr. Andres Alonso; and Mayor Stephanie Rawlings-Blake.

2012



In true partnership, BCP returns more than \$800,000 in carry-over funding intended for Collington Square's operational expenses to City Schools, an unprecedented action.

2014



The late U.S. Congressman Elijah E. Cummings championed BCP, pictured reading in a BCP classroom.

City Schools does not renew the BCP charter for Collington Square, providing BCP with valuable insight about the complexities of school management, the importance of ongoing support, and the need for strong partnerships between schools, communities, and educational leaders.

2013



BCP converts Govans into a neighborhood conversion charter school, expanding its presence and impact into Northeast Baltimore. Pictured left is Govans Principal Linda Taylor, who championed the school's conversion into a charter school. Pictured right, a Govans classroom.

2015



The Third Decade: 2016-2026

At the start of BCP's third decade, City Schools were dealing with the lingering social and emotional impact of the 2015 Freddie Gray uprisings, which highlighted demands for police reform and racial justice amid longstanding community neglect and inequities. That year, City Schools appointed Dr. Sonja B. Santelises, former City Schools Chief Academic Officer, as CEO. She launched the "Blueprint for Success," focusing on high-quality curricula, equity, and family engagement, while the 21st Century School Buildings Program began modernizing aging school facilities. In 2020, the district navigated the disruptions of the COVID-19 pandemic, first by moving to virtual learning and then addressing pandemic-related learning loss. Expanded summer programs, tutoring, and after-school supports — made possible by City Schools' strategic use of federal, state, and philanthropic funding — helped students recover and succeed.



BCP partners with City Schools to merge Frederick and Samuel F.B. Morse Elementary into a unified campus. The newly combined school is converted into a BCP neighborhood conversion charter school, strengthening academic programs and community partnerships on Baltimore's West Side.



In 2017, Frederick unveils its food pantry in partnership with Maryland Food Bank and Bon Secours Community Works, Frederick's lead community partner.

2017

Wolfe Street becomes the first school in Baltimore City and Maryland to receive an eight-year charter renewal, a milestone awarded in recognition of 12 years of strong performance, stable leadership, and deep community engagement.

2019



BCP schools quickly adapt to support families during the COVID-19 pandemic by distributing technology devices and internet access for remote learning, offering meal programs, and maintaining regular communication to assist students and families despite unprecedented challenges. When students return to in-person learning, BCP adopts safety protocol. Pictured right, Pimlico kindergarten students.

2020



BCP converts Pimlico into a neighborhood conversion charter school, expanding the network to six schools and strengthening support for students and families in Northwest Baltimore.

2021



Hampstead Hill is awarded an eight-year charter renewal, recognizing its sustained excellence in academics, school culture, and community impact.

2022

Ego Nwodim, Baltimore-born actor and *Saturday Night Live* cast member, (pictured, center, working with Govans Teachers), creates a unique, nationally recognized partnership with BCP schools, beginning with City Springs, to teach improv techniques to strengthen listening and life skills. In 2025, Johns Hopkins University's Innovation Fund for Community-Academic Partnerships funds ongoing assessment on the BCP's improv program.

2025



At the September 29, 2025, film premiere, from left: George Hess, Founding Board Member; Harold S. Henry Jr., BCP Chief of Schools; BCP Founder Dr. Muriel Berkeley; BCP President and CEO Laura Doherty; and Ryan Galloway, Board Member and Treasurer.

2025

Governor Wes Moore, Baltimore City Mayor Brandon Scott, Maryland Comptroller and Hampstead Hill parent Brooke Lierman, and several state and local elected officials visit Hampstead Hill to participate in the school's innovative middle school-focused Leaders Go Places academic and character development program, pictured right.

2025



Baltimore Mayor Brandon Scott, left, and Maryland Governor Wes Moore at Hampstead Hill.

BCP forms a math work group to evaluate curricula and identify best practices. After a yearlong review, the group selects Reveal Math and implements it at City Springs, Frederick, and Pimlico for the school year 2024-25.

2023



BCP launches an attendance initiative with grants from the Abell and Sherman foundations to reduce chronic absenteeism across its network.

2025



City Springs, pictured right, and Hampstead Hill are featured in a short documentary, *Restorative Practices Make Strong Schools*, produced by Maryland nonprofit Voices for Restorative Schools, which premieres at Hampstead Hill, pictured left. [Watch the documentary.](#)



From left: BCP Chief of Schools Harold S. Henry Jr.; Principals: Matt Hornbeck, Hampstead Hill; Nneka Warren, Pimlico; Bernarda Kwaw, Govans; Mark Gaither, Wolfe Street; Tetra Jackson, Frederick; Dr. Rhonda Richetta, City Springs; BCP President and CEO Laura Doherty.

2026

Snapshot of BCP Today

6 BCP schools across Baltimore City:

3 Pre-K-5th grade

3 Pre-K-8th grade

3,000+
students enrolled

50+
Teachers and staff are trained at the annual National Institute for Direct Instruction (NIFDI) conference

18+
academic coaches supporting teachers

81 years
of combined tenure for BCP's six Principals



Dr. Muriel Berkeley at Hampstead Hill.

Awards and Recognition

BCP has earned numerous accolades for its leadership, innovation, and sustained excellence in urban education.

Citywide Recognition

- Principals Matt Hornbeck (Hampstead Hill) and Mark Gaither (Wolfe Street) received the Heart of the School Award from the Fund for Educational Excellence (Hornbeck in 2018 and Gaither in 2020), which recognizes exceptional leaders who have built exemplary school cultures through their innovation, execution, and leadership.
- Wyatt Oroke, City Springs 7th Grade English Language Arts and Social Studies Teacher, was selected as Baltimore City Public School Teacher of the Year (2019) and Maryland State Teacher of the Year (2020).
- Kat Locke-Jones, Hampstead Hill 7th Grade English Language Arts Teacher, was named Baltimore City Public School Teacher of the Year (2024) and Maryland State Teacher of the Year (2025).
- Mark Gaither (Wolfe Street) in 2014, Harold S. Henry Jr. (then principal of Frederick) in 2022, and Bernarda Kwaw (Govans) in 2025 received City Schools' Transformational Principals recognition for their leadership.
- Matt Hornbeck (Hampstead Hill) and Dr. Rhonda Richetta (City Springs) were honored as Distinguished Principals by City Schools in 2022, after being recognized as Transformational Principals in 2014 and 2015, respectively.



Matt Hornbeck, Hampstead Hill Principal, center, with other City Schools Heart of the School award winners in 2018.



Every BCP school has a full-day pre-kindergarten program, accredited by the Maryland State Department of Education (MSDE).



From left at the 2025 Maryland State Teacher of the Year ceremony: Dr. Joshua Michael, Maryland State Board of Education President; Dr. Sonja Santelises, City Schools CEO; Kat Locke-Jones, Hampstead Hill Teacher; and Dr. Carey Wright, Maryland Superintendent of Schools.

Statewide Recognition

- MSDE recognized BCP for its innovative curriculum development and implementation on the Baltimore City Public Schools' report card (2005).
- MSDE awarded Wolfe Street Top Performing Title I School honors for exceptional student performance and closing the achievement gap (2014, 2017, and 2020).
- MSDE awarded Hampstead Hill Excellence in Gifted and Talented Education recognition for its advanced academic offerings and support of gifted learners (2015, 2020, 2025).
- BCP schools, including Hampstead Hill and Govans, begin receiving Maryland Center for Character Education Awards for exemplary character education programs starting in this period.
- MSDE Pre-K accreditation awarded to Frederick, Govans, Pimlico, and Wolfe Street (2024), and City Springs and Hampstead Hill (2025).
- City Springs and Hampstead Hill are nationally recognized for their work with Restorative Practices, hosting visitors from across Maryland, the nation, and world to see how the schools implement the program.

National Recognition

- Collington Square's kindergarten Teacher, Delores Scott, named the Patrick Groff Teacher of the Year by the National Right to Read Foundation, recognizing her dedication to ensuring students achieve reading proficiency before leaving kindergarten (2005).
- Wolfe Street selected as a National Title I Distinguished School, one of two Maryland schools honored for closing achievement gaps and exceptional student outcomes (2014).
- BCP identified by the Charter School Growth Fund as a high-potential charter management organization (2015).
- City Springs featured on *The Ellen DeGeneres Show* for its student-led fundraiser supporting hurricane relief efforts (2017).
- Brenda Kahn, City Springs, posthumously won the National Institute for Direct Instruction (NIFDI) Siegfried Engelmann Excellence in Education Award for outstanding contributions to education (2019).
- Wolfe Street and Govans recognized by the Coalition for Community Schools for exemplary community school practices as National Community Schools Award Finalists (2018, 2021).



In 2017, City Springs and Teacher Wyatt Oroke received national attention on *The Ellen DeGeneres Show*.

- Hampstead Hill won the NIFDI Wesley Becker Excellent School Award for exceptional fidelity in Direct Instruction (2024).
- Kate Walsh-Little, Govans Teacher/Librarian, won the NIFDI Siegfried Engelmann Excellence in Education Award (2024).
- BCP received the inaugural NIFDI Silver Star Schools Award, honoring long-term commitment to implementing Direct Instruction with fidelity, one of three international organizations to be selected (2025).



BCP President and CEO Laura Doherty, center with award, and BCP educators receive the inaugural NIFDI Silver Star Schools Award at the 2025 NIFDI national conference.

BCP Annual Awards

Brenda Kahn Memorial Award for Educational Excellence



Brenda Kahn, a BCP educator and Academic Coach, was a Direct Instruction enthusiast. She first taught at Collington Square where she was recognized as an exceptional teacher before becoming an academic coach. A frequent national lecturer and NIFDI Siegfried Engelmann

Excellence in Education Award winner in 2019, Mrs. Kahn worked at City Springs from 2011 until her retirement in 2019.

Throughout her 26-year career, Mrs. Kahn positively influenced many teachers and their students with her skill, wisdom, and honesty. In 2019, following Mrs. Kahn's brief illness before her passing, BCP created the Brenda Kahn Memorial Award for Educational Excellence to honor the craft and compassion that she brought to her students and colleagues.



2026 Brenda Kahn winner Ashley Green, center, with Mark Gaither, Wolfe Street Principal, and BCP President and CEO Laura Doherty.

Brenda Kahn Memorial Award for Educational Excellence Recipients:

- 2020: Marvelyn Johnson, Academic Coach, Frederick
- 2021: Dorothy Glewwe, Kindergarten Teacher, City Springs
- 2022: Stacey Hicks, Academic Coach, City Springs, and Victoria Jennings, Assistant Principal, Govans
- 2023: Brian White, 7th Grade Math Teacher, Hampstead Hill
- 2024: Danielle Parker, 3rd Grade Math Teacher, City Springs, and Jen Pintuck, Pre-K Teacher, Wolfe Street
- 2025: Corey Isaacs, 7th Grade ELA Teacher, Pimlico
- 2026: Ashley Green, Academic Coach, Wolfe Street.

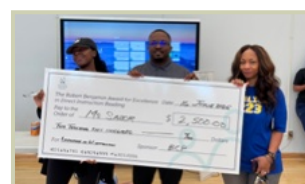
The Robert Benjamin Award for Excellence in Direct Instruction Reading



Passionate about education, Robert Irving "Bob" Benjamin, a former staff member at *The Baltimore Sun* and local politician, joined the BCP Board in 2015, and served as Chair of the Education Committee. In the 1970s, Mr. Benjamin researched effective reading and school

improvement models and authored *Making Schools Work: A Reporter's Journey Through Some of America's Most Remarkable Schools*, in 1981, which received favorable reviews from *The New York Times* and featured insights from Direct Instruction author Siegfried Engelmann.

In 2023, a year before Mr. Benjamin passed, he established the Robert Benjamin Award for Excellence in Direct Instruction Reading, which awards a \$2,500 prize to a BCP Teacher excelling in this instructional method.



From left: Juwariyah Saboor, 2025 co-recipient of the Robert Benjamin Award; BCP Chief of Schools Harold S. Henry Jr.; and Pimlico Principal Nneka Warren.

Robert Benjamin Award for Excellence in Direct Instruction Reading Recipients:

- 2023: Christa Kinsey, 3rd Grade Teacher, City Springs
- 2024: Jacqueline Clary Thomas, 1st Grade Teacher, Hampstead Hill
- 2025: Juwariyah Saboor, 1st Grade Teacher, Pimlico, and Brianna Spady, 4th and 5th Grade Teacher, Wolfe Street.



Wolfe Street students learning to read.

Driving Academic Growth to Read Through Direct Instruction

Every BCP school has a unique story, but all share the same goal: provide high-quality, equitable education grounded in proven teaching practices. The backbone of this success is Direct Instruction, a highly structured, carefully engineered teaching model designed to accelerate learning for all students.

A curriculum and catalyst for student growth, teacher efficacy, and school transformation at each of our schools, Direct Instruction:

- Provides structure and consistency across classrooms.
- Enables data-driven instructional decisions, helping teachers group and regroup students based on need.
- Empowers students through routine, clarity, and a clear path to success.

Perhaps no two schools better represent this shared vision from different perspectives than Hampstead Hill and Pimlico.



“Reading to mastery through Direct Instruction changes everything, meeting children where they are and moving them toward literacy very quickly. Decades before ‘the science of reading’ became a buzzword, BCP was doing it.”

— Matt Hornbeck
Principal



Matt Cobb, Leaders Go Places (LGP) Director, with LGP students.

THE SIGNIFICANCE OF THE 50TH PERCENTILE

In 2008, BCP began using NWEA to better track students’ progress in reading and math. 50% percentile means the student’s growth is equivalent to that of the norm group (average/expected growth). “Average” growth is a positive sign, indicating the student is on track based on their previous performance. Growth is calculated based on the change between test events (e.g., fall to spring) and measures progress, allowing a student with lower overall achievement to still show high (above 50th) growth.



Long recognized as a top academic-performing school in Baltimore and Maryland, Hampstead Hill received a five-star rating by MSDE in 2025. Pictured with top students at an 8th grade closing ceremony is Mike Lucas, Hampstead Hill Assistant Principal for grades 5-8.

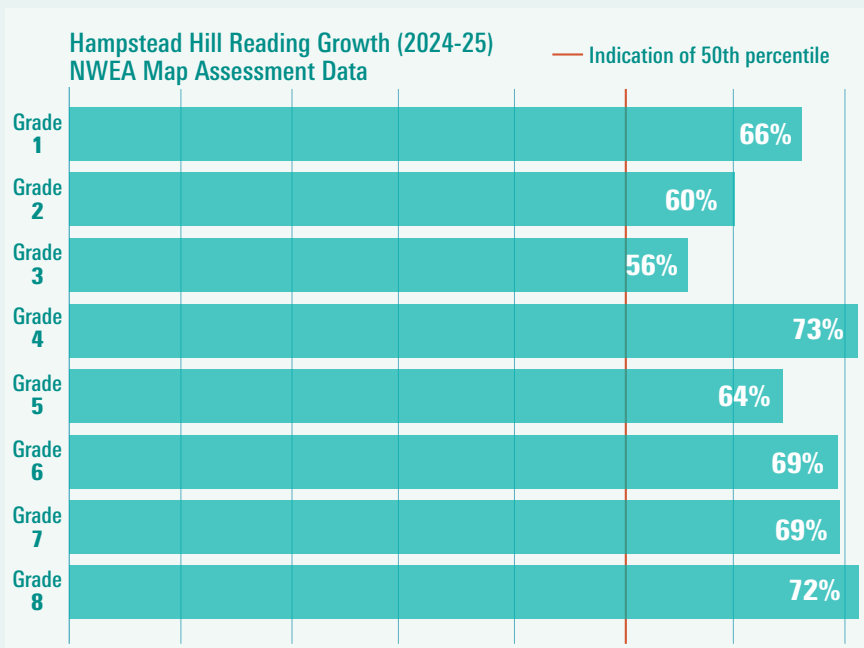
Hampstead Hill

Located in Southeast Baltimore near Patterson Park, Hampstead Hill has a diverse student population. Since 1996 the school has been implementing Direct Instruction with fidelity across Pre-K-5th grades in reading. Teachers follow research-based scripts and deliver fast-paced, data-driven lessons that emphasize mastery, frequent practice, and immediate correction.

Hampstead Hill’s culture of rigor and warmth inspires each child to excel. Middle school students may enroll in honors-level science and social studies. The school’s unique Leaders Go Places program teaches leadership, community, and tools for academic and personal success. Robust after-school and summer enrichment programs also create numerous opportunities for student discovery. In 2005, Hampstead Hill and Friends School of Baltimore were the first partnership through the nonprofit Middle Grades Partnership as part of an innovative program matching Baltimore public schools with private schools for enrichment and community-building.

Student Reading Growth

From fall 2024 to spring 2025, Hampstead Hill students showed strong reading growth, ranking higher than most students nationwide. Overall, they were in the 67th percentile for growth, meaning they made more reading progress than about two-thirds of students across the country.





Academic achievement at Pimlico also includes the application-only Middle Grades Health Sciences Program in partnership with LifeBridge Health and Sinai Hospital for talented students to explore STEM and careers in medicine and health; the annual White Coat Ceremony is pictured.

Pimlico

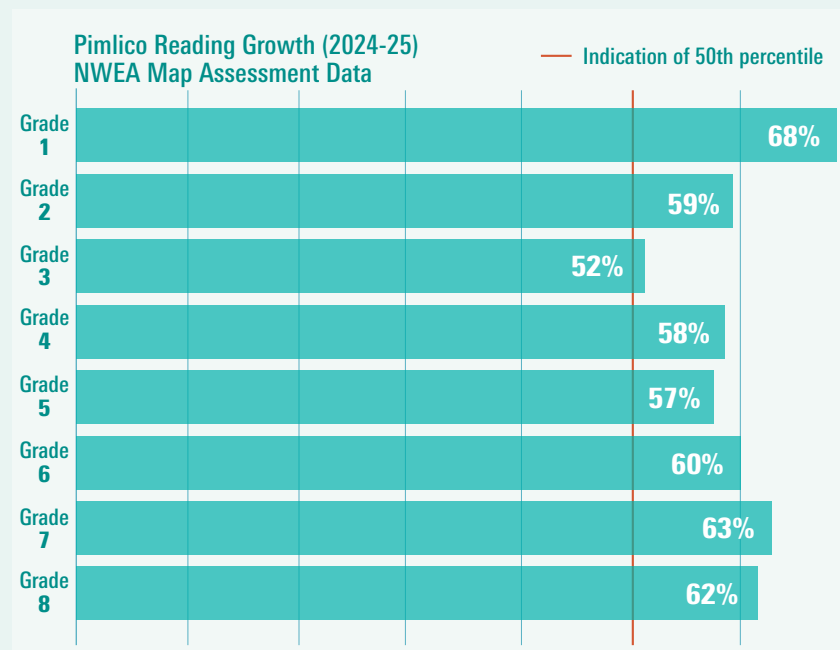
At the heart of the historic Park Heights, Pimlico has a revitalized mission. Since becoming a BCP neighborhood conversion charter school in 2021, Pimlico has undergone a transformation physically, academically, and as a school culture.

Teachers lead students through Reading Mastery and Corrective Reading with Direct Instruction precision. Lessons are timed, scripted, and based on continual progress monitoring, ensuring no student falls through the cracks.

Coupled with wraparound supports such as trauma-informed practices, arts enrichment, and strong family partnerships, Pimlico, while still early in its BCP journey, is proving that the right tools, combined with strong leadership and a committed team, can create rapid and meaningful change.

Student Reading Growth

From fall 2024 to spring 2025, Pimlico students showed above-average reading growth, ranking in the 60th percentile overall. On average, the school's students made more progress than about 6 out of 10 students nationwide.



“BCP’s support and Direct Instruction really saved Pimlico. We were one of the lowest-achieving schools in Maryland. Our literacy scores rose quickly.”

— Nneka Warren,
Principal

MIDDLE GRADES HEALTH SCIENCES PROGRAM

Middle Grades Health Sciences Program is a three-year, grades 6-8 partnership among LifeBridge Health, Sinai Hospital, and Pimlico, the only BCP school with this program. The partnership provides students with advanced science classes, hands-on labs, health experts as guest lecturers, and hospital tours to explore health care careers with medical professionals.

The Impact of Restorative Practices

We believe every child deserves to attend a school where they feel safe, valued, and understood. Strong academics matter, but so does the environment in which students learn. That's why Restorative Practices are central to how BCP schools build positive school culture.

Frederick and City Springs stand as powerful examples of what is possible when Restorative Practices take root. Schools become safer, relationships deepen, and students gain the confidence to thrive.



“When you walk into our school now, you see smiling faces because of Restorative Practices. We have tools and a shared language to move from managing behavior to building trust, voice, and belonging.”

— Dr. Rhonda Richetta,
Principal

WHAT IS RESTORATIVE PRACTICES?

A framework for building community, fostering relationships, and resolving conflict by focusing on proactively repairing harm rather than solely punishing misconduct through teaching social-emotional skills to prevent conflict.

Restorative Circles are structured conversations that enable students to share, empathize, and establish shared value, creating a safe, inclusive environment.



Restorative Practices creates a classroom and schoolwide framework for respect and cooperation among peers and across the school community.

City Springs

Since 1966, City Springs has served families from the former Perkins Homes public housing and other Southeast Baltimore neighborhoods. After a decade of academic gains with BCP, City Springs became the first school in Baltimore City and Maryland to adopt Restorative Practices, an approach that soon became embedded in City Springs' climate, instruction, and leadership.

In 2024, Todd Wade, City Springs' Director of Restorative Practices, launched a Peer Mediation Program to train students to facilitate restorative conversations with their peers. He has since expanded this innovative, student-led model to all six BCP schools, empowering students across the city to lead with empathy and accountability.

CITY SPRINGS FAMILY SURVEY RESULTS (SPRING 2024-25, PANORAMA EDUCATION)

- **School Climate:** 95% of families reported a positive school climate, significantly above the district average of 83%.
- **Overall Satisfaction:** 94% of families reported being satisfied with the school, also well above the district average of 83%.



Restorative Practices is used daily in every class and with every age level.

Frederick

In 2017, Frederick opened in a newly modernized building and as a BCP school, but the challenges ran deep. The school was formed by the merger of two long-struggling schools in one of Baltimore's most underserved communities. It was a rare moment of complete reinvention: new leadership, new staff, new facilities, new systems, and a bold new vision.

From the beginning, Frederick knew that improving test scores would require rebuilding trust between staff and students, between families and the school, and between the school and its community. That's why Restorative Practices became a cornerstone of Frederick's identity from day one. The school implemented:

- Morning circles in every classroom to build community
- Restorative conversations and conferences to address conflict
- Ongoing training for teachers and staff in de-escalation and reflective practice

FREDERICK FAMILY SURVEY RESULTS (SPRING 2024-25, PANORAMA EDUCATION)

- **School Climate:** 89% of families reported a positive school climate, above the district average of 83%.
- **Overall Satisfaction:** 84% of families reported being satisfied with the school, slightly above the district average of 83%.



“Restorative Practices was instrumental in blending the two merged schools to create a unified school culture and community.”

— Tetra Jackson,
Principal



Wolfe Street's Wolfest, the school's annual, daylong street festival, brings the school and neighborhood together in a joyous celebration of the community's diversity.

Community at the Center

Schools are more than places to learn. They are community anchors. Wolfe Street and Govans exemplify what happens when schools adopt a community schools model: students thrive, families are empowered, and neighborhoods grow stronger together. This holistic approach transforms schools into hubs of academic achievement, health and wellness support, family and neighborhood engagement, and student social-emotional development. The results of the national Community Schools approach, where academics, wraparound services, and meaningful family engagement work hand-in-hand, speak for themselves.

Wolfe Street

Tucked in Southeast Baltimore, Wolfe Street is a small school with a big reputation. Known for its deep ties to its mostly Latino immigrant community, Wolfe Street adopted the Community Schools model in 2006, one of Baltimore's earliest pioneers in this work. The school is a nationally recognized model for supporting the whole child and whole family. Wolfe Street's Spanish-speaking Community School Coordinator works with families, ensuring access to resources such as food pantry, annual dental and eye examinations, and after-school and summer programming.



“Community schools address the non-academic needs of kids and families so that poverty, hunger, immigration policy, pandemics — whatever the world throws at us — don't become barriers to learning.”

— Mark Gaither,
Principal

WOLFE STREET FAMILY SURVEY RESULTS (SPRING 2024-25, PANORAMA EDUCATION)

- **School Climate:** 95% of families rated the school positively, well above the district average of 82%.
- **Overall Satisfaction:** 97% of families reported feeling engaged, significantly above the district average of 84%.



Govans students and “Govie,” the school mascot, on a scavenger hunt during Family Literacy Night.

Govans

In the heart of North Baltimore, Govans is proving how the Community Schools model can revitalize a historic neighborhood. Since becoming a BCP charter in 2015, Govans has combined rigorous academics with full family support. Resources include a clothing/uniform closet, tutoring, and Dragons After Dismissal, the robust after-school program, and summer enrichment programs. Each spring, Govans hosts an International Day festival where the school and neighborhood celebrate inclusivity and the school’s diverse community.

GOVANS FAMILY SURVEY RESULTS (SPRING 2024-25, PANORAMA EDUCATION)

- **School Climate:** 90% of families rated the school positively, above the district average of 82%.
- **Overall Satisfaction:** 94% of families reported feeling engaged, above the district average of 84%.



As a Community School, Govans provides enrichment programs for families and students like after-school and summer enrichment activities like athletic programs.



“We address our students’ needs beyond the classroom, so they can focus on discovering their strengths and families and neighborhoods can build a future full of possibility.”

— Bernarda Kwaw,
Principal

Facilities and Capital Improvements

As neighborhood conversion charter schools, BCP schools are located in city-owned buildings, with City Schools partnering with BCP for major maintenance and capital repairs. While we operate within this public infrastructure, BCP takes its role seriously as a steward of school facilities, working diligently to enhance each building to better serve students, staff, and the broader community.

A public school should be the anchor of its neighborhood — a safe, welcoming, and vibrant place where children learn, families gather, and communities grow stronger. That’s why BCP invests in upgrades and improvements to ensure our schools are not only functional but inspiring and fully equipped to meet the evolving needs of the neighborhoods they serve. Since 2005, BCP, in partnership with City Schools and other community partners, has made significant investments in our schools’ facilities designed to support students’ growth and success.



In 2011, with the help of grants from the Baltimore City Charter School Facilities Improvement Grant, Legg Mason, and the Weinberg Foundation, and donations from parents, community members, and other individual donors, Hampstead Hill built an early learning wing for Pre-K students. From left at the ribbon cutting: Dr. Andres Alonso, CEO of City Schools; Mayor Stephanie Rawlings-Blake; Principal Matt Hornbeck; Hampstead Hill Teacher Tony Berry; and BCP Founder and CEO Dr. Muriel Berkeley.

In 2014, City Springs became one of the first elementary/middle schools in the city to install a “Ravens purple” turf football field, a unique and vibrant space for school and community use, pictured right.

In 2025, Pimlico began construction of its own turf field, further expanding access to high-quality athletic facilities.



In partnership with Home Depot and KaBOOM! Hampstead Hill built a new playground in 2005, pictured right. In spring 2026, a new, updated playground will be built.



To support Wolfe Street’s space needs, BCP purchased a rowhouse adjacent to the school in 2022, which is used for offices, pull-out services, and storage.



Pavement art of the Ghana Adinkra symbols for community, leadership, and wisdom, Frederick's values, were installed in 2023.



Funded by the Maryland State Arts Council, Wolfe Street's commissioned, custom mural, created in 2024, celebrates the school's rich heritage and cultural identity.



Govans artists, guided by Loyola University Maryland students, painted the school's historic horse sculpture in 2024.

In 2025, Hampstead Hill built a new addition, including the Newstead Gym, with help from the Abell, Richman, Sherman, France-Merrick, Middendorf, and Bauer foundations and donations from parents, community members, and other individuals, pictured right.



BCP helped purchase school vans for Hampstead Hill (2016), City Springs (2018), Frederick (2025), and Pimlico (2025) to provide more flexibility and ease of access to field trips, activities, and sports.

Frederick (2017), Pimlico (2018), and Govans (2021) received new 21st-century buildings, built through the city/state facility plan. City Springs is scheduled to receive a brand new 21st-century facility in 2028.

FREDERICK



PIMLICO

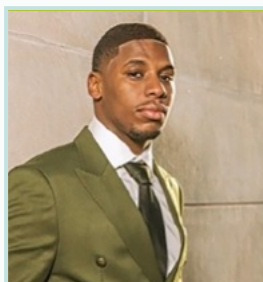


GOVANS



BCP Alumni: Ready, Confident, and Inspired

Equipped with the academic skills, confidence, and support needed to thrive well beyond their exceptional BCP foundation, students navigate key transitions — elementary to middle school, and middle to high school — with personalized school choice support. BCP graduates are regularly accepted into Baltimore’s top high schools, including: Baltimore City College; Baltimore Polytechnic Institute; Baltimore School for the Arts; Dunbar High School; Western High School; and other private, charter, and vocational programs throughout Baltimore City and County.



“As an engineer, I’m comfortable with the uncomfortable. At City Springs I learned to talk to anyone and debate ideas.”

— Darren Meredith,
Electrical Engineer,
Northrop Grumman

Are you a BCP graduate, or do you know someone who is? We’d love to hear from you and share your story. Visit baltimorecp.org/about-bcp/bcp-alum/ or email us at info@baltimorecp.org.



University of Maryland Law School Dean Phoebe Haddon and City Springs student Darren Meredith, April 16, 2012.

Student Spotlight: Darren Meredith

Darren Meredith’s journey from City Springs to Northrop Grumman illustrates the transformative power of a BCP education. A top student who developed leadership skills through debate and athletics, in 2012, as an 8th grader, Darren

shared his inspiring story at the Association of Fundraising Professionals Baltimore Chapter event, pictured above. He spoke about the critical role of early academic preparation, mentorship, and community support in unlocking opportunities for young people from urban neighborhoods.

At Baltimore Polytechnic Institute, he thrived in its rigorous STEM curriculum and in athletics. He graduated in 2019, with the Most Improved Student Award and the Edward Fenimore Award for perseverance and academic growth.

Darren received his B.S. in Electrical Engineering from Morgan State University in 2023, interning with Goldman Sachs’ 10,000 Small Businesses program and in avionics engineering at the U.S. Department of Defense’s Naval Air Warfare Center Aircraft Division. As an associate pathways electrical engineer with Northrop Grumman, his City Springs’ roots of resilience, community support, and a growth mindset still inspire his journey.

Read more BCP alumni stories like Darren’s at baltimorecp.org/about-bcp/bcp-alum.

Financial Overview and Investing in the Future

Philanthropic support is what allows BCP to go above and beyond for the thousands of students we serve, bringing special programs, capital improvements, and life-changing opportunities to our school communities.

\$3.1 million
2025-26 BCP Annual Operating Budget

THE MURIEL BERKELEY INNOVATION FUND

Established in 2016 to honor BCP’s visionary founder, the Muriel Berkeley Innovation Fund is a long-term investment in the future of our students, staff, and schools. Please consider a gift today to support strategic planning and bold innovations that help Baltimore’s neighborhood schools thrive now and for decades to come.

Every Dollar Makes a Difference.
 Visit baltimorecp.org/donate to support BCP.

HONORING OUR STAFF

BCP’s impact is built on the dedication of our staff, past and present. Their passion, commitment, and belief in our students have played a vital role in shaping our programs and advancing our mission.



BCP Staff 2026, from left: Lead Academic Coach Maura Farrell; Lead Attendance Monitor Jayla Pope; Grants and Special Projects Coordinator Kindra Green; Human Resources Assistant Shandra Womack; President and CEO Laura Doherty; Data and Marketing Assistant Charlotte Edwards; Director of Facilities Blaine Lipski; Director of Human Resources and Purchasing Angela Scott; Director of Operations and Development Brianna Kaufman; and Chief of Schools Harold S. Henry Jr.

Thank you to all our supporters over the years. We would especially like to express our deep appreciation to those who have served on our Board of Directors.

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