



## STRATEGIC PLAN

### **MISSION**

The mission of Ben Franklin Academy is to develop young adults with character like America's founding Renaissance man, Benjamin Franklin: well-read, scientifically curious, and civically engaged.

### **VISION**

Our students will excel academically through a challenging, sequenced curriculum that emphasizes math, science, and literacy. We will be a data driven institution, focusing on individual students. Our students, teachers, parents, staff, and leaders will be held accountable for the success of our school. Finally, we recognize that an education is incomplete without fostering the arts, sports, nature, and character.

### **CORE VALUES**

Ben Franklin Academy (BFA) holds the following core values:

- Character development based on Benjamin Franklin's Thirteen Virtues;
- Academic achievement using 21st century technology to implement the Core Knowledge sequence, a rigorous mathematics curriculum, and daily, hands-on science instruction;
- Individual focus on students regardless of achievement, aptitude, or grade level. Students will be taught at their level no matter the challenges and without labels;
- Well-rounded students due to the appropriate balance of academic rigor and child development;
- Financial stability as a priority;
- Parental involvement in their child(ren)'s education;
- Positive culture where educational success is a priority and a love for learning is rampant; and
- Employment of the best, most enthusiastic, and passionate teachers, staff, and administrators.

**SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS) ANALYSIS**

BFA’s competitors provide pre-kindergarten through eighth grade education. This includes all public, private, and charter schools within a 15-mile radius. BFA has various substantial advantages over traditional public schools and has a significant cost advantage over private schools. While less differentiated from other charter schools, BFA is unique in its commitment to the development of well-rounded young adults through its emphasis on math, science, and literacy. BFA also has implemented cross-curricular programming in science, technology, engineering, arts and math (STEAM) to further embrace the Renaissance ideals of its namesake.

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• BFA is a school modeled after the combined successes of other established charter schools.</li> <li>• BFA strives to balance academic rigor and childhood.</li> <li>• BFA provides unique hands-on science and technology programs.</li> <li>• BFA hires dedicated, enthusiastic, and passionate teachers, staff, and administrators.</li> <li>• BFA is run by approachable, experienced administrators.</li> <li>• BFA provides a unique character education program.</li> <li>• BFA has a strong community of families and high parental involvement.</li> <li>• BFA prioritizes financial stability and has established a healthy savings plan while investing in its current students, staff, and community.</li> <li>• BFA increased its long-term financial stability through the bond issuance and buyout of the facility loan in 2016.</li> <li>• BFA utilizes fluid flexible ability grouping.</li> <li>• BFA maintains a healthy wait list for enrollment.</li> <li>• BFA has established a positive reputation in the community.</li> <li>• BFA’s campus is easily accessible from many areas.</li> <li>• BFA has content specialists in technology, literacy, math, and science.</li> <li>• BFA offers a variety of extracurricular activities, including sports.</li> <li>• BFA provides daily science instruction.</li> <li>• BFA has a nurturing, core-knowledge preschool.</li> <li>• BFA has comparatively small class sizes in middle school grades.</li> <li>• BFA has a rigorous curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• BFA faces the challenge of balancing a core-knowledge education with its focus on literacy and STEAM.</li> <li>• BFA’s campus lacks optimal recreational space.</li> <li>• BFA has limited parking options.</li> <li>• BFA must develop a community feel where the student population has diverse addresses and experiences.</li> <li>• BFA is not located within a neighborhood.</li> <li>• BFA has a lack of highly competitive sports options in middle school.</li> <li>• BFA does not offer foreign language in elementary school.</li>   <li>• BFA does not have a feeder high school.</li> <li>• BFA has limited space flexibility.</li> <li>• BFA has no busing options per Douglas County School District policy.</li> <li>• BFA’s middle school is under capacity</li> <li>• BFA has families who do not meet their volunteer commitment.</li> </ul>

<ul style="list-style-type: none"> <li>• BFA has a peer counseling program.</li> <li>• BFA has a Gifted and Talented program.</li> <li>• BFA offers middle school honors classes and a unique advisory period.</li> <li>• BFA has committees focused on science, technology, engineering, arts and mathematics (STEAM) in addition to its curriculum committee.</li> <li>• BFA has opportunities for internal and external community service through the CEC and community council.</li> <li>• BFA has a National Junior Honor Society chapter.</li> <li>• BFA offers curriculum based field trips K-8th (including overnight trips in middle school).</li> <li>• BFA is a school of choice.</li> <li>• BFA offers BASE, summer camp, and spring/fall break camps, when demand is adequate.</li>   <li>• BFA offers priority enrollment in elementary school for preschool students.</li> <li>• BFA offers a foreign language rotation in middle school.</li> <li>• BFA offers a robust list of middle school electives.</li> <li>• BFA offers a life skills rotation in middle school.</li> </ul>	
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<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Dissatisfaction with traditional, neighborhood public schools by general public due to class sizes, teachers, curriculum, etc.</li> <li>• High demand for charter schools as demonstrated by wait lists</li> <li>• Desirability of “schools of choice” and perception of charter schools as a trend</li> <li>• Increased popularity of private sports clubs for middle school age groups</li> <li>• Coordination of engagement between local high schools and BFA middle school students to create a sense of community</li> <li>• Strengthening student role in character programming</li> </ul>	<ul style="list-style-type: none"> <li>• Misunderstanding within the BFA community and general public about charter schools</li> <li>• Prevalence of implementation of Core Knowledge sequence in local charter schools and a general lack of differentiating characteristic.</li> <li>• Reliance on per pupil revenue (PPR) funding</li> <li>• Failing to meet performance matrices</li> <li>• Addition/expansion of new/existing charter and neighborhood schools</li> <li>• General improved perception of traditional, neighborhood public schools if funding increases and class size decreases</li> </ul>

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<ul style="list-style-type: none"> <li>• Better utilization of space capacity in preschool</li> <li>• Evaluation of building use options</li> <li>• Consideration of preschool pricing options for afternoons to increase enrollment</li> <li>• Increased foreign language offerings</li> <li>• Creation of more student leadership opportunities</li> <li>• Larger candidate pool as many teachers and staff are leaving traditional schools</li> <li>• Likely increase in middle school students in the area due to Sterling Ranch housing development, among others</li> <li>• Partnerships between local businesses/professional organizations and BFA middle school students</li> <li>• Renting of the gym, stage and field for potential additional revenue</li> <li>• Marketing of BFA</li> <li>• Less financially stable charter schools in the area</li> </ul>	<ul style="list-style-type: none"> <li>• Option certificates (i.e., vouchers) for private schools allowing for the enrollment of students who wouldn't otherwise choose private education</li> <li>• A change in the political climate of the Douglas County School Board, Colorado Department of Education, and other elected officials</li> <li>• Neighborhood schools increase performance metrics substantially</li> <li>• Students leaving after 5<sup>th</sup> and 6<sup>th</sup> grade to attend traditional neighborhood middle schools for sports programs or to integrate into "feeder" high school at an earlier grade level</li> <li>• Animosity from the community due to the association with Douglas County School District</li> <li>• No current availability of busing options for families</li> <li>• Development around school</li> <li>• Increased traffic surrounding school</li> <li>• Many teachers and staff leaving Douglas County School District</li> <li>• Shifting demographics in Douglas County</li> <li>• Possible development of new charter school in proximity to BFA</li> </ul>
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**GOALS AND OBJECTIVES**

BFA will strive to meet all goals as specified in the DCSD Ben Franklin Academy Contract and the application (collectively, Charter Contract) and the Colorado Department of Education Charter School Grant Program applications as well as those described below.

Long-Term Objectives	Annual Objectives	Functional Strategies	Responsibility/Status
1. Improve educational experience on continual basis	1.1 Improve scores on all student assessments 1.2 Expand integration of technology 1.3 Continue individual student growth 1.4 Implement curriculum with fidelity 1.5 Create and implement opportunities for students within STEAM fields 1.6 Provide students the opportunities to engage in character development 1.7 Expand cross-curricular programming opportunities	1.1.1 Collect and monitor assessment data 1.2.1 Evaluate current uses of technology and revise as appropriate 1.2.2 Identify areas for expansion 1.2.3 Create and follow a replacement plan for technology 1.3.1 Measure through standardized tests, teacher observation, and other school approved assessments 1.4.1 Evaluate efficacy of curriculum and corresponding activities, revising as appropriate 1.4.2 Assure vertical and horizontal alignment 1.5.1 Identify areas for new opportunities 1.5.2 Implement activities and evaluate efficacy 1.6.1 Provide regular character recognition assemblies 1.6.2 Evaluate and implement more character programming initiatives 1.7.1 Identify and evaluate areas for expansion	Curriculum Committee, STEM, Art Committee, Teachers, Admin, SAC, Board ACTIVE

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Long-Term Objectives	Annual Objectives	Functional Strategies	Responsibility/Status
2. Maintain financial stability	2.1 Support core functions fully with PPR and mil levy funds 2.2 Invest in curriculum, human capital, and programming as appropriate 2.3 Build a continually improving financial track record	2.1.1 Utilize conservative budgeting techniques, including substantial reserves 2.2.1 Meet or exceed charter school best practices for financial matrices 2.3.1 Continue to operate at/near maximum capacity with a wait list of 50% or higher of enrollment 2.3.2 Continue to accrue savings at a rate of 3% beyond state mandates 2.3.3 Continue to evaluate investment strategy where applicable 2.3.4 Conduct independent audit of BFA finances annually	Finance Committee, Board, Admin ACTIVE

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Long-Term Objectives	Annual Objectives	Functional Strategies	Responsibility/Status
3. Increase parent satisfaction and demand for enrollment	3.1 Create demand and maintain a strong wait list 3.2 Conduct annual parent and student surveys of teachers and administration as well as experience at BFA 3.3 Improve/increase parental involvement 3.4 Create and maintain goodwill within BFA and the greater community 3.5 Improve/increase parental awareness 3.6 Conduct exit surveys	3.1.1 Develop and implement a marketing/PR plan 3.1.2 Market strengths of BFA to new residential and commercial communities in the surrounding area 3.2.1 Review by Board and address with staff, teachers, and administrators and/or make policy adjustments as necessary 3.3.1 Organize activities within the BFA community 3.3.2 Identify opportunities for parental involvement at BFA and communicate them effectively 3.4.1 Organize activities with the greater community each year 3.4.2 Initiate and maintain involvement in community business organizations 3.5.1 Inform parents as to benefits of curriculum and testing 3.5.2 Encourage discussions between teachers and parents 3.5.3 Ensure consistent messaging 3.6.1 Provide opportunity to complete survey	Board, Admin, PTO, CEC, SAC, Teachers ACTIVE

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Long-Term Objectives	Annual Objectives	Functional Strategies	Responsibility/Status
4. Promote staff and professional development	4.1 Foster a performance culture 4.2 Provide opportunities for professional development 4.3 Utilize a mentor program 4.4 Develop and manage staff 4.5 Implement BFA academic programs with fidelity	4.1.1 Implement a pay for performance program 4.1.2 Conduct teacher surveys annually 4.1.3 Perform formal evaluations annually 4.1.4 Perform monthly teacher observations 4.1.5 Conduct exit surveys and analyze results 4.2.1 Allow time off and funding for professional development 4.3.1 Implement induction program 4.4.1 Provide opportunities (when available) for teachers to grow through new assignments 4.5.1 Perform monthly observations	Admin, Board ACTIVE
5. Maintain and develop facility	5.1 Monitor need for additional space (i.e., instructional or recreational) and plan as needed 5.2 Maintain facility in order to maximize useful life	5.1.1 Identify new financing opportunities as necessary 5.2.1 Follow maintenance plan 5.2.2 Maintain Capital Construction Funds	Facilities Committee, Board, Admin, Finance Committee ACTIVE
6. Renew Charter Contract by June 30, 2019	6.1 Meet annual goals of Charter Contract	6.1.1 Seek maximum renewal term as permitted by district	Board, Admin ACTIVE