



Board of Directors

2026-2027 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, the arts, 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 social emotional development, character, sports, and nature.

STRATEGIC GOALS: 2026-2027

- (1) Focus on the responsible use of technology by students and staff, including overall device usage for school-related purposes.
- (2) Advance academic excellence and individual student growth.
- (3) Foster a developmentally-appropriate Pre-K - 8th grade student experience that supports continuous growth in character, independence, accountability, and social-emotional maturity.
- (4) Maintain financial stability and transparency with a focus on the future.
- (5) Promote engagement through effective communication and partnerships.
- (6) Hold all stakeholders accountable to BFA's policies and procedures.

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, including an emphasis on visual and performing arts, 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;



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- 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, including all neighborhood, private, and charter schools within a 15-mile radius. BFA has various substantial advantages over traditional 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
• BFA is a school modeled after the combined successes of other established charter schools. • BFA strives to balance academic rigor and childhood. • BFA provides unique hands-on science and technology programs. • BFA hires dedicated, enthusiastic, and passionate teachers, staff, and administrators. • BFA is run by approachable, experienced administrators. • BFA provides a unique character education program. • BFA has a strong community of families and high parental involvement. • BFA prioritizes financial stability and has established a healthy savings plan while investing in its current students, staff, and community. • BFA increased its long-term financial stability through the bond issuance and buyout of the facility loan in 2016. • BFA utilizes fluid flexible ability grouping. • BFA maintains a healthy wait list for enrollment. • BFA has established a positive reputation in the community.	• BFA faces the challenge of balancing a core-knowledge education with its focus on literacy and STEAM. • BFA must develop a community feel where the student population has diverse addresses and experiences. • BFA is not located within a neighborhood. • BFA does not offer foreign languages in elementary school. • BFA does not have a feeder high school. • BFA has limited space flexibility. • BFA has no busing options per Douglas County School District policy. • BFA has families who do not meet their volunteer commitment.



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● BFA's campus is easily accessible from many areas. ● BFA has content specialists in technology, literacy, math, arts and science. ● BFA offers a variety of extracurricular activities, including sports. ● BFA provides daily science instruction. ● BFA has a nurturing, core-knowledge preschool. ● BFA has comparatively small class sizes in middle school grades. ● BFA has a rigorous curriculum. ● BFA has a peer counseling program. ● BFA has a Gifted and Talented program. ● BFA offers middle school honors classes and a unique advisory period. ● BFA has committees focused on science, technology, engineering, and mathematics (STEM) in addition to its curriculum committee. ● BFA has a team of parents dedicated to assisting the visual and performing arts. ● BFA has opportunities for internal and external community service through the CEC and community council. ● BFA has a National Junior Honor Society chapter. ● BFA offers curriculum-based field trips K-8th (including overnight trips in middle school). ● BFA is a school of choice. ● BFA offers BASE ● BFA offers summer camp, and spring/fall break camps, when demand is adequate. ● BFA offers priority enrollment in elementary school for preschool students. ● BFA offers a life-skills rotation in middle school. ● BFA offers a grade-level musical performance, grades K-5 ● BFA offers theater and musical performance electives in middle school ● BFA offers art electives in middle school, i.e. ceramics, sculpting, jewelry making, etc. ● BFA has optimal recreational spaces, which can also produce additional revenue opportunities	
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● BFA has introduced and offers a focus on social skills ● BFA has an innovative outdoor classroom to enhance the educational experience ● BFA has deployed Second Step curriculum to enhance social and emotional well-being ● BFA has a comprehensive student uniform policy	
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OPPORTUNITIES	THREATS
● Dissatisfaction with traditional, neighborhood public schools by general public due to class sizes, teachers, curriculum, etc. ● High demand for charter schools as demonstrated by wait lists ● Desirability of “schools of choice” and perception of charter schools as a trend ● Increased popularity of private sports clubs for middle school age groups ● Coordination of engagement between local high schools and BFA middle school students to create a sense of community ● Strengthening student role in character programming ● Increase foreign language offerings ● Creation of more student leadership opportunities ● Larger candidate pool as many teachers and staff are leaving traditional schools ● Likely increase in BFA students in the area due to Sterling Ranch housing development, among others ● Partnerships between local businesses/professional organizations and BFA middle school students ● Renting of the gym, stage and field for potential additional revenue ● Marketing of BFA ● Less financially stable charter schools in the area ● Strengthening the visual and performing arts program ● Improve communication for engagement opportunities geared towards working parents ● Increased physical activity and exercise with new turf field and gym ● Further expansion of the Second Step Program ● Further improve procedures around health and safety	● Misunderstanding within the BFA community and general public about charter schools ● Prevalence of implementation of Core Knowledge sequence in local charter schools and a general lack of differentiating characteristics. ● Reliance on per pupil revenue (PPR) funding ● Failing to meet performance matrices ● Addition/expansion of new/existing charter and neighborhood schools ● General improved perception of traditional, neighborhood schools if funding increases and class size decreases ● A change in the political climate of the Douglas County School Board, Colorado Department of Education, and other elected officials ● Neighborhood schools increase performance metrics substantially ● Students leaving after 6th and 7th grade to attend neighborhood middle schools for social reasons, to integrate into “feeder” high schools at an earlier grade level, or to guarantee their admission into their high school of choice ● Animosity from the community due to the association with Douglas County School District ● No current availability of busing options for families ● Development around school ● Increased traffic surrounding school ● Many teachers and staff leaving Douglas County School District ● Shifting demographics in Douglas County ● New community school(s)



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- Revamp middle school electives.

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 with a Positive School Culture and a Focus on Middle School Electives.	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	Curriculum Committee, STEM, Visual and Performing Arts Department, Teachers, Admin, SAC, Board ACTIVE



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Long-Term Objectives	Annual Objectives	Functional Strategies	Responsibility/Status
		1.7.1 Identify and evaluate areas for expansion	
2. Maintain Financial Stability and Transparency with a Focus on Facility Management and Improvement.	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 2.4 Monitor need for additional space (i.e., instructional or recreational) and plan as needed 2.5 Maintain facility in order to maximize useful life	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 2.3.5 Identify new financing opportunities as necessary 2.3.6 Follow maintenance plan 2.3.7 Maintain Capital Construction Funds 2.3.8 Maintain receptiveness to suggestions for additional improvement opportunities from key stakeholders	Finance Committee, Board, Admin. Facilities ACTIVE
3. Increase Parent Satisfaction and Engagement 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	3.1.1 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	Board, Admin, PTO, CEC, SAC, Teachers ACTIVE



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Long-Term Objectives	Annual Objectives	Functional Strategies	Responsibility/Status
	3.5 Improve/increase parental awareness 3.6 Conduct exit surveys 3.7 Host volunteer fair in the summer to engage parents, especially new joiners to BFA, and teach team about the different committees and other volunteer opportunities	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	
4. Retain and Recruit High Quality Staff.	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



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Long-Term Objectives	Annual Objectives	Functional Strategies	Responsibility/Status
5. Accountability of All Stakeholders for the Success of BFA.	5.1 Board review of BFA policies and ensure the Principal is creating/managing procedures and holding students and staff accountable. 5.2 Conduct annual parent and student surveys of teachers and administration as well as experience at BFA 5.3	5.1.1 Create annual policy schedule 5.1.2 Ensure ongoing communication with Administration regarding policy enforcement. 5.2.1 Review by Board and address with staff, teachers, and administrators and/or make policy adjustments as necessary.	Board, Admin ACTIVE
6. High Functioning Board and Quality Governance.	6.1 Adopt a strong governance model to guide Board decision-making. 6.2 Develop a strong training model for incoming Board members (not just training modules). 6.3 Completion of training modules for all Board members. 6.4 Creation of appropriate succession plans for Principal and Board Members, including President.. 6.5 Provide meaningful and frequent communication with stakeholders.	6.1.1 Encourage preparedness and accountability of Board with focus on mission and vision. 6.1.2 Meet or exceed Charter School best practices. 6.2.1 Create an onboarding program and assign a mentor. 6.3.1 Implementation of deadline for completion and obtaining certificate. 6.4.1 Review succession plans and address opportunities and needs with Administration. 6.5.1 Implement communications schedule and ensure timely and meaningful communication to Stakeholders regarding Board action.	Board ACTIVE
7. Renew Charter Contract by June 30, 2024.	7.1 Meet annual goals of Charter Contract 7.2 Submit a timely and complete application for contract renewal	7.1.1 Seek maximum renewal term as permitted by district	Board, Admin ACTIVE