



# Bentley Academy Charter School Annual Report 2016-2017

25 Memorial Drive  
Salem, MA 01970  
Phone: 978-740-1260  
Fax: 978-740-1164  
[www.bentleyacademy.org](http://www.bentleyacademy.org)

Marlena Afonso, Head of School  
[marlenaafonso@bentleyacademy.org](mailto:marlenaafonso@bentleyacademy.org)  
July 31, 2017

# Table of Contents

## Introduction

### School Performance and Program Implementation pg. 3

Faithfulness to Charter pg. 3

Mission and Key Design Elements pg. 2

Amendments to the Charter pg.4

Dissemination Efforts pg. 4

### Academic Program Success

Student Performance pg. 5

Program Delivery pg. 5

Social, Emotional, and Health Needs pg. 5

### Organizational Viability

Organizational Structure of the School pg.7

Teacher Evaluation pg. 8

Budget and Finance pg. 8

### Appendices

Appendix A: Accountability Plan Evidence pg. 11

Appendix B: Recruitment and Retention Plan pg. 14

Appendix C: School and Student Data pg. 20

Appendix D: Additional Required Information pg. 21

<b><i>Name of School: Bentley Academy Charter School</i></b>			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann	Location of School (Municipality)	Salem, MA
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	August 24, 2015	Year(s) in which the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	325 (2017-2018) 350 (2018-2019)	Current Enrollment as of July 24, 2017	302 Students
Chartered Grade Span	K-5	Current Grade Span	K-5
# of Instructional Days per school year	190 (Gr. 1-5) 185 (Kindergarten)	Students on Waitlist as of July 24, 2017	18 Students
School Hours	7:30-3:30	Age of School	2 years
<p>Mission Statement</p> <p>Bentley Academy Charter School prepares all of its students for personal and academic success to get to and through college. Through a combination of high academic standards, data-derived instructional methods, and community supports and partnerships, Bentley Academy Charter School establishes the critical foundation necessary for students to thrive as they advance in their academic careers.</p>			

## **School Performance and Program Implementation**

### **Faithfulness to Charter**

The mission of the Bentley Academy Charter School (BACS) is to prepare all students for personal and academic success to get to and through college. The vision of BACS is that BACS students will achieve at the same high levels regardless of socioeconomic status, race, or other elements of privilege or challenge. By applying our key design elements and with vigorous reinforcement of our core values, BACS will eliminate the achievement gap and graduate students with the academic skills and personal mindset to succeed in middle and high school so that a wide range of post- secondary options are available to them.

In order to achieve this mission and vision, the school has six key design elements:

1. Creating a culture of achievement that encourages and supports scholars to reach higher and achieve more. It is a culture of clear, consistent, and high expectations for all based around our five core values: grit, integrity, discipline, collaboration, and zest and on achieving our mission.
2. Teachers and staff develop and implement a rigorous curricula for all scholars.
3. Consistently using data for differentiation and to refine instruction for students based on their needs.
4. Attaining and developing excellence in leadership and teaching through frequent observation, coaching, collaboration, and professional development.
5. An expanded learning day and year that allows scholars to have additional time for instruction, remediation, and enrichment.
6. A commitment to engaging and partnering with families in the educational experience of their scholar(s).

In the second year of operations, BACS continued to focus on improving in the key design areas. During the 2016-2017 school year, teachers received professional development aligned to the key design areas beginning two weeks before the school year. Teachers continued to refine their curriculum through this professional development and continually refined their work throughout the year in grade level common planning, data meetings, and individual coaching sessions. Teachers came together in grade level and content teams at least four times per year to review scholar data and create plans to adapt their instruction based on this plan. The teachers would then meet again after enacting the plan to determine the effectiveness of the changes they had made to their instruction. The teachers focused on helping students to improve writing evidence-based responses to literature and building conceptual knowledge in math through the use of math performance tasks.

Scholars continued participated in weekly Town Hall celebrations focused on celebrating their accomplishments and exposing them to college. During these celebrations, scholars performed their college cheers and received “Shout-Outs” for demonstrating core values. Our kindergarteners visited Endicott College while our older students visited Northeastern University and Boston University.

BACS teachers received professional development on developing strong relationships with families and conducted various home visits and parent teacher conferences. Teachers and staff conducted over 150 home visits. Parents and families were invited and attended various school-

wide events and celebrations throughout the year including new school-wide events Multi-Cultural Night and a Family Fitness Night. These successes along with promising improvements on interim assessments show that BACS has laid the groundwork for the fulfillment of its mission and vision.

During the 2016-2017 school year, the school shed its Level 4 designation and moved to a Level 1 school. BACS celebrated this accomplishment with a school-wide celebration of the scholars' achievements. The Commissioner of Education, the Secretary of Education, and the Governor visited the school during the year.

**Amendments to Charter**

No amendments were made to charter during the 2016-2017 school year.

**Dissemination Efforts**

BACS seeks to share information about its model and best practices with other schools. BACS has an open door policy and welcomes visitors from other schools to visit and attend professional development. This year BACS received one visitor from another charter school in the area. BACS administrators attend Salem Public School District Leadership Team Meetings and have had the opportunity to collaborate with other leaders as well as share some of the work that is happening at the school.

BACS has collaborated and shared information about its model with many schools through partnerships with various organizations, including; Teach For America, Teach Plus, 1647, Achievement Network, and Blueprint.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria</b>	<b>With whom</b>	<b>Result of dissemination</b>
Home Visits and Family Engagement	Presentation at Salem Public Schools District Leadership Team meeting	Marlena Afonso, Head of School	Criteria 7 Culture and Family Engagement	Salem Public School District Leadership and Principals	Agenda
Home Visits and Family Engagement	Presentation at Harvard School of education class on Family and Community Engagement	Marlena Afonso, Head of School Kelly Feurt, teacher Nicole Gibbs, teacher Anjala McAveeney Teachers	Criteria 7 Culture and Family Engagement	Harvard Graduate Students	Agenda

## **Academic Program Success**

### **Student Performance**

a. *Performance on MCAS*

[http://profiles.doe.mass.edu/mcas/achievement\\_level.aspx?linkid=32&orgcode=35110205&orgtypecode=6&](http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=35110205&orgtypecode=6&)

b. *Performance on Interim Assessments*

BACS scholars in grades 2-5 participate in the Achievement Network's interim assessments in reading and math. In all grades, scholars have in the aggregate scored higher than the network (the average of the other schools participating in the interim assessments). The school continued using the STEP assessment for literacy and has seen 10% improvement in performance (scholars achieving grade level benchmarks and/or making adequate progress) in comparison to the 2015-2016 school year

### **Program Delivery**

During school year 2016-2017, BACS did not use the AVID program.

### **Social, Emotional, and Health Needs**

BACS provides many services to ensure the social emotional and health needs of our scholars are met. BACS has a full-time adjustment counselor that conducts social skills groups that are open to all scholars at the Bentley, both General Education and Special Education scholars. In addition to the adjustment counselor, this year we have welcomed a new resource to the Bentley; we now have a Behavioral Therapist on location 2.5 days a week. This addition has been a tremendous support for scholars and a great resource for families to use. The behavioral therapist has been an asset to that school as she has also provided social and emotional support and counseling for scholars during the school day.

To assist with expediting these services to those in need BACS has developed a wrap-around service form. The wrap-around service form is available for staff to fill out as soon as they become aware of a scholar need. The form includes a request for resources around therapy, backpack food programs, physical health and homeless liaison support. The adjustment counselor and Dean of Students Success would receive these forms and follow up with the requested support.

The team is currently creating a social and emotional curriculum that will further assist the needs of each of our scholars individually as well as collectively and will be moving to implement this in the coming school year.

BACS continues to use the behavioral systems described in its charter. BACS has made some improvements to our reflection block, where scholars who are struggling behaviorally during the week meet individually with our Dean of Student Success. During this meeting each scholar attending reflection develops next steps with the assistance of the Dean that will be aid them in improving their behavior and support their learning. Scholars share this plan with their teachers who aid them in meeting their next steps. The Dean then meets with scholars on Wednesday of the following week to follow-up and ensures next steps are followed. As a result of these improvements, less scholars attended reflection and repeat visits to reflection were greatly reduced. BACS also offers alternate behavior plans for scholar's that may struggle with the school-wide systems. Our Dean generally creates these plans and ensures that they are followed.

BACS employs a full time RN in the building that consistently provides care to all of our scholars. In addition to attending to the everyday medical needs the school nurse in partnership with community programming has provided additional services. These services include but are not limited to education surrounding nutrition and movement and a Dental Program that visits the BACS twice a year to visit scholars who don't have access to dental care.

**Organizational Viability**

**Organizational Structure of the School**

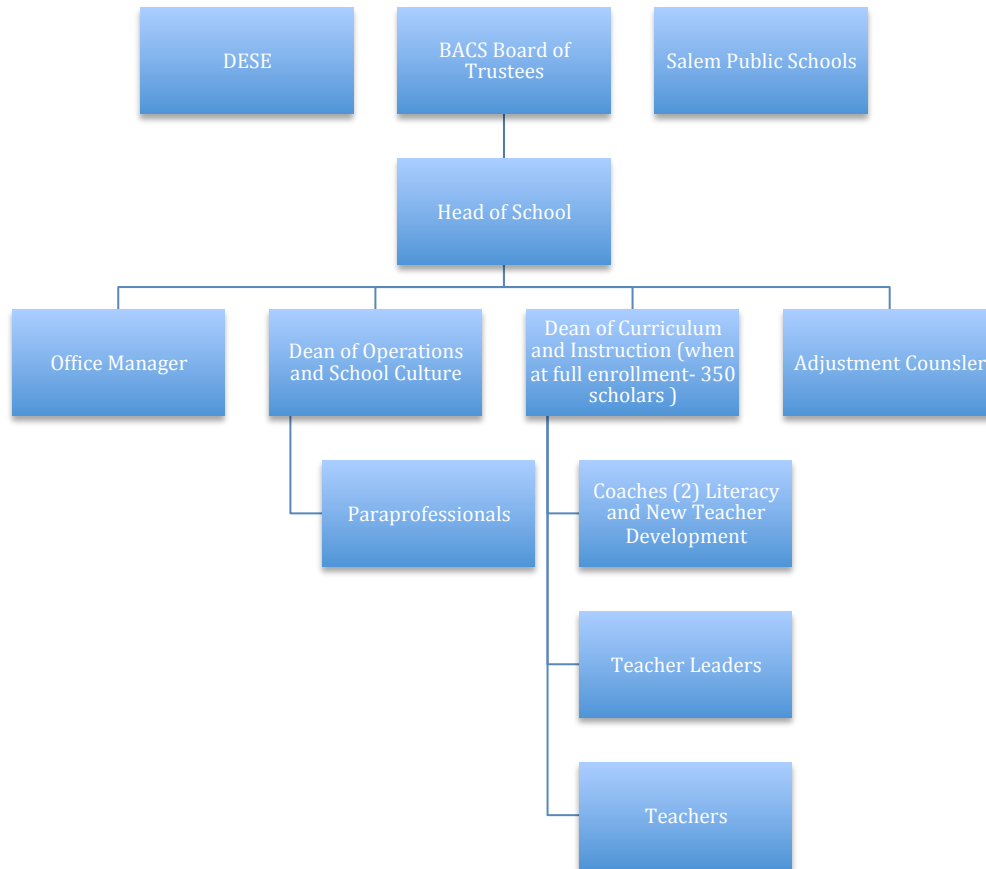
***School Year 2016-2017***



***School Year 2017-2018 Organizational Chart***

Changes to the organizational chart for the 2017-2018, were made based on the feedback collected from teachers, staff, district partners, and the Board of Trustees.





**Teacher Evaluation**

Bentley Academy Charter School uses the Massachusetts Model System for Educator Evaluation. We currently use the TeachPoint system to track evaluations. There have been no changes to this system for the 2016-2017 school year

**Budget and Finance**

**FY17 Income Statement**

	<u>Jul '16 - Jun 17</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
4001 · Tuition - District	2,644,416.28
4002 · Tuition - In Kind	1,073,977.20
4150 · Grants - Federal	117,182.00
4180 · Grants - Private	1,320.00
4450 · Contributions	5,086.47
4900 · Other Income	89.15
<b>Total Income</b>	<u>3,842,071.10</u>
<b>Gross Profit</b>	3,842,071.10
<b>Expense</b>	
5010 · Salaries	2,312,048.52
5225 · Fringe Benefits	265,854.48

5245 · Taxes	30,053.16
5300 · Accounting	27,104.55
5301 · Audit	17,993.00
5302 · Legal	24,663.95
5311 · IT Services	3,850.00
5312 · Contracted Services	131,195.64
5313 · Saturday Prog & Accel Academy	4,765.60
5314 · Math Fellows	30,288.00
5315 · Enrichment	3,295.00
5320 · Instructional Supplies & Materials	27,236.12
5402 · Professional Development	19,034.17
5435 · Office Supplies & Mat-Other	584.75
5440 · Postage	539.98
5451 · Copier & Printer Contracts	1,460.00
5452 · Classroom IT	2,104.26
5514 · Maintenance of Buildings and Gr	212,074.68
5554 · Utilities	28,560.84
5773 · Student Transportation (to and	393,597.72
5811 · SPS Purchased Services	143,938.20
5835 · Staff Culture Program	472.79
5837 · Field Trips	6,399.85
5841 · Recruitment/Advertising	1,788.80
5885 · Insurance (Non-Employee)	2,589.08
5962 · Staff Stipends	40,000.00
5990 · Misc Operating	2,990.07
64900 · Office Supplies	<u>2,427.62</u>

Total Expense 3,736,910.83

Net Ordinary Income 105,160.27

Net Income 105,160.27

## Statement of Net Assets

	<u>Jun 30, 17</u>
<b>ASSETS</b>	
Current Assets	
Total Checking/Savings	243,640.25
Total Accounts Receivable	56,849.05
1300 · Prepaid Expenses	<u>3,950.00</u>
Total Current Assets	<u>304,439.30</u>
<b>TOTAL ASSETS</b>	<u><b>304,439.30</b></u>
<b>LIABILITIES &amp; EQUITY</b>	
Liabilities	
Total Accounts Payable	3,463.74
2100 · Accrued Expenses	<u>16,500.00</u>
Total Liabilities	19,963.74
Equity	

3200 · Retained Earnings	179,315.29
Net Income	<u>105,160.27</u>
Total Equity	<u>284,475.56</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u><u>304,439.30</u></u></b>

Approved Budget for FY18

**FY18 Approved Budget**

<b>REVENUE</b>	
4001 · Tuition - District	2,693,372
4002 · Tuition - In Kind	1,173,579
4150 · Grants - Federal	117,273
4180 · Grants - Private	
4450 · Contributions	
4900 · Other Income	
<b>TOTAL REVENUE</b>	<b><u><u>3,984,224</u></u></b>

**EXPENSES**

5010 · Salaries	2,481,115
5225 · Fringe Benefits	285,328
5235 · Payable to MTRS	-
5245 · Taxes	86,839
5300 · Accounting	27,000
5301 · Audit	17,000
5302 · Legal	-
5311 · IT Services	3,300
5312 · Contracted Services	25,500
5313 · Saturday Math Club	12,000
5314 · Math Fellows	23,000
5320 · Instructional Supplies & Materi	18,600
5402 · Professional Development	90,000
5435 · Office Supplies & Mat-Other	5,000
5452 · Classroom IT	3,000
5514 · Maintenance of Buildings and Gr	218,332
5554 · Utilities	29,418
5773 · Student Transportation (to and	405,406
5811 · SPS Purchased Services	148,256
5835 · Staff Culture Program	-
5836 · Student Culture PProgram	3,000
5837 · Field Trips	5,000
5841 · Recruitment/Advertising	-
5885 · Insurance (Non-Employee)	2,500
5962 · Staff Stipends	27,000
5990 · Misc Operating	20,000
<b>TOTAL EXPENSES</b>	<b><u><u>3,936,594</u></u></b>

## Appendix A

### Accountability Plan Evidence 2016-2017

*Please note: The BACS Accountability Plan has only been provisionally approved by DESE. The plan has been approved by the Board of Trustees and by the Salem School Board.*

#### Faithfulness to Charter

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> <i>BACS scholars will show core values and be on the pathway to college acceptance. (KDE #1 Culture of Achievement)</i>		
<b>Measure:</b> Each year, 80% of BACS 5th graders will be rated proficient, as determined by the Common Core State Standard writing rubric for personal narrative, on their end of year capstone project.	Not Met	This year we implemented a new writing curriculum to help scholar achieve this goal. This year due to the changes in curriculum scholars did not complete this capstone.
<b>Measure:</b> All BACS students will self report on grade specific BACS Core Value Rubric at least twice per year and conference with their teacher to review their progress and set goals.	Not Met	Core Value Rubrics were created and vetted by teachers and staff. This will be in place for the 2017-2018 school year. Teachers provided feedback and through that feedback it was decided to wait to implement the rubrics until a system of advisories was created to better help scholars understand and complete the rubrics.
<b>Measure:</b> Each year, 90% of BACS scholars will reach their BACS Core Value Rubric goals by the end of the school year.	Not Met	See above. This is a priority area for the 2017-2018 school year.
<b>Objective:</b> <i>BACS scholars will engage with a rigorous tailored curriculum based on data that prepares them for success in middle school and eventually college. (KDE #2 Rigorous and comprehensive curricula and KDE #3 Differentiated instruction)</i>		
<b>Measure:</b> Each year, 85% of BACS 5th grade students will demonstrate proficiency (above 75%) on BACS	Partially Met	In reading, about 68% of scholars demonstrated proficiency on the two ELA power standards. In math, about

grade level power standards on their end of year assessment.		60% of scholars demonstrated proficiency on identified math power standards.
<b>Measure:</b> Each year, teachers will complete at least 4 data action plans (based on internal or external assessments) per year and 75% of those each teachers' data action plans will show a clear adjustment to practice as measured by the BACS data action plan performance rubric.	Partially Met	This year, due to our interim schedule teachers completed only 3 data action plans. All action plans received feedback to ensure that all had a clear adjustment to practice based on the BACS rubric. For the upcoming year, teachers will be creating their own interims and will be able to complete the 4 data action plans.
<b>Measure:</b> Each year, 80% of data action plan post-assessments will demonstrate improvement over the initial assessment by moving at least 20% of scholars up one performance level (warning, needs improvement, proficient, advanced)	Partially Met	During Data Reflection Meetings, teachers focused on the improvement of standards. Each data action plan resulted in at least a 10% increase in standard performance. This upcoming year, teachers will move to looking at individual scholar performance levels to measure improvement.
<b>Objective:</b> <i>BACS will provide consistent opportunities for teachers to collaborate in multiple types of team planning to further vertical, content, and grade-level collaboration and consistency. (KDE #4 Excellence in leadership and instruction)</i>		
<b>Measure:</b> Each year, teacher teams (grade level or content teams) will assess their own performance 2 times per school year on the <u>Power of Teacher Teams</u> “A Framework for Evaluating the Effectiveness of Teams” <sup>1</sup> rubric. All teacher teams will be observed and rated by Deans at least “developing” in all categories by June.	Partially Met	Some teams piloted using this rubric this year. They then gave feedback on the implementation. This year all teams will use this metric.
<b>Objective:</b> <i>BACS will form meaningful partnerships with families of students in order to support students in achieving personal and academic growth. KDE #5 Partnership)</i>		
<b>Measure:</b> Each year, 70% of families will receive at least 1 home visit.	Not Met	51% of families received a home visit this year.
<b>Measure:</b> Each year, 80% of families will attend parent teacher conferences twice per year.	Partially Met	For the first parent teacher conferences, there was a 79.8% attendance rate. For the second parent teacher conferences, there was a 68.5% attendance rate. The second round of parent teacher conferences had to be rescheduled due to snow and we believe this impacted the attendance.

<p><b>Measure:</b> Each year, as reflected in a staff survey, 90% of teachers will see family engagement as positively contributing to their students' academic performance and engagement and motivation in their classroom.</p>	<p>Partially Met</p>	<p>This year 15 teachers responded to the survey this represents 52% of teachers. (This is below our 80% participation goal)</p> <p>Of the teachers responding to the survey: 93% of teacher responded that agreed or strongly agreed with the following: The FE strategies have helped improve student academic performance in my class.</p> <p>100% of teacher responded that agreed or strongly agreed with the following: The FE strategies have helped improve student engagement and motivation in my class.</p>
<p><b>Objective:</b> Bentley Academy Charter School will plan for and will share its promising practices with other schools in Salem</p>		
<p><b>Measure:</b> By the end of the school's second year of operation, BACS will have identified 2 school developed best practices that could be disseminated to visitors and other schools in Salem.</p>	<p>Partially Met</p>	<p>Teacher leaders are working on solidifying this. So far the team has selected, home visits and family engagement as an area in which to share best practices.</p>
<p><b>Measure:</b> Bentley Academy Charter School will have an open door policy and will encourage visitors. The school will host at least one visiting group each year.</p>	<p>Partially Met</p>	<p>This year, we had one visiting teacher from a local charter school.</p>
<p><b>Measure:</b> In years 4 and 5, BACS will engage in at least 2 dissemination activities where the school will share best practices with other Salem Schools.</p>	<p>Not Met</p>	<p>This measure is for years 4 and 5.</p>

**APPENDIX B**  
**Charter School Recruitment and Retention Plan Template**

**Recruitment Plan**  
**2017-2018**

School Name: Bentley Academy Charter School

**2016-2017 Implementation Summary:**

The recruitment plan defined in the 2015-2016 reports was implemented. BACS held two additional lotteries in the fall that assisted with filling available seats from scholars whose families relocated into different districts over the summer. The mailing described in the report was sent out to over 1,000 scholars in both English and Spanish and allowed us to reach families across the city. Both efforts were successful and we did not experience challenges implementing either.

For the 2017-2018 school year, we will be increasing our enrollment to up to 325 scholars. We are currently working towards meeting this goal of enrollment and as a result have had three lotteries. As we have not yet reached this enrollment marker we plan on having two additional lotteries in August and one in September. In total, we have had 119 applicants for the lottery. There are currently 18 students on the waiting list. We are still in the process of registering and enrolling these new scholars and as a result do not yet have the demographic data available for them. We believe this new class of students will have demographic data similar to that of our current student populations. Our recruitment efforts were done in both English and Spanish, as this is the most prevalent language spoken by our families. Portuguese materials were also available for the families who needed it. We focused on giving information to families about our program and model through various open house events that were advertised throughout the city.

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

**General Recruitment Activities for 2017-2018:**

All recruitment efforts with target Salem residents. BACS staff will advertise in many of the local housing residences across the city as well as in public locations available to all residents. BACS staff will have materials and applications available for families to view and access in these locations as well as day care facilities across the city. These will be done in English, Spanish, and in Portuguese.

This year BACS staff will attend citywide events in efforts to be more of a presence in the community. At these events at least two staff will be present in Bentley attire and available to answer questions concerning the school and recruitment in both Spanish and Portuguese as needed.

BACS staff will have signs throughout the city advertising our open house events. These will take place twice per week during the months of January and February on Tuesdays and Thursdays. These will be in both English and Spanish. We will also have Portuguese translation available as needed for families.

BACS staff will be sending home a letter to current families asking them to reach out to friends and relatives about the process along with a copy of the application. Additional copies will be available in the front office for families to share in English, Spanish, and Portuguese.

BACS staff will send home a letter to current families asking them to reach out to friends and relatives about the process

Recruitment Plan –Strategies	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 16.3%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 11.3%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <p>In order to ensure that we continue to have a comparative representation of scholars who receive special education services BACS will do the following:</p> <p style="padding-left: 40px;">All application materials will state that students with special needs are welcome at the Bentley Academy Charter Schools and will share information about the special education programs offered at Bentley.</p> <p style="padding-left: 40px;">Have our special education team represented at open house events. We will also try to have a current parent of a scholar receiving special education services attend at least two session to answer the questions of prospective parents and families.</p> <p style="padding-left: 40px;">Continue to focus on recruiting students attending the Early Childhood Center located at the Bentley. Each family will receive a letter and application that will be taken home.</p>
Limited English-proficient students/English learners	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 13.6%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 8.5%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>In order to ensure that we continue to have a comparative representation of scholars who are English Language Learners, BACS will do the following:</p> <p style="padding-left: 40px;">BACS will have information about our ELL program available in all printed material.</p> <p style="padding-left: 40px;">A representative of the ELL department will be present at recruitment events throughout the fall and winter.</p> <p style="padding-left: 40px;">BACS will continue to have multiple lotteries into the summer to allow families who</p>



	<p>arrive to the country over the summer the opportunity to enter the lottery.</p> <p>BACS will invite prospective families and community members to our Heritage Night that will highlight the cultures of our current students.</p> <p>BACS will have parents of students who are ELLs communicate with prospective parents during our recruitment efforts.</p>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 62.6%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 40%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <p>BACS will continue to partner with Head Start (both in the building itself and other locations) to offer students information about the school and the program.</p> <p>BACS will leave applications at different agencies that may serve families that are economically disadvantage; including Department of Children and families, the Department of Transitional Assistance, the WIC Offices, the Department of Mental Health, and the local Mass Health office.</p> <p>BACS will continue to provide all school supplies to all scholars and will ensure that field trips continue to be free. BACS will also continue to offer low-cost uniforms. This will be advertised in recruitment materials.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategies</b></p> <p>BACS will advertise its additional time initiatives including Saturday Scholars Program and the February and April vacation week Acceleration programs in recruitment efforts.</p> <p>BACS will advertise that students at all proficient levels are invited to attend BACS in its recruitment information.</p> <p>BACS will continue to advertise the WIN (What Ever I Need) intervention block to families.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies</b></p> <p>BACS will encourage students who may be at risk of dropping out of school to attend BACS by highlighting the additional time available for those students who may be struggling. This support is offered through in school intervention time as well as Saturday and school vacation academies.</p>

# Retention Plan 2017-2018

## 2016-2017 Implementation Summary:

We were able to continue building strong relationships with families throughout the school year. Each month we held school events that welcomed all families and community members to the school in efforts to provide families with many opportunities to visit. Our staff conducted over one hundred fifty home visits. Home visits have been a great strategy to use when developing and maintaining strong relationships with our families.

Based on our current information BACS is currently at about 94.36% retention rate. (This may change, as scholars have not yet returned from summer vacation.) Of the students we know that are leaving 4 of them are leaving because they are moving out of district and 1 leaving to attend a specialized program at a different Salem Public Schools elementary school.

Last year we used a number of retention strategies that we will use in the year to come. BACS staff will continue to hold monthly events at the school in efforts to build and maintain relationships with our families as well as conduct home visits throughout the year. A newsletter will be sent home once a week to families with any scheduling updates and information needed. In addition to the newsletters families will get a phone call, text or email from their scholar's teacher at least once a month.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	90%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 32.7%</p> <p><b>Third Quartile:</b> 27.2%</p> <p>The school is above third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p>We will create opportunities for scholars with special needs to be recognized for their achievements including at our Town Hall events.</p> <p>We will work on increasing the school's parent presence at the Salem Public Schools DPAC and provide information to parents about these meetings.</p>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p>X Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data</p>

	<p>change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>▪ We will work on increasing the presence of our special education staff at our school events.</li> <li>▪ We will provide parents with information on the ways in which we differentiate work in efforts to support their scholars learning. (For example W.I.N. Block)</li> <li>▪ We have made some changes to our special education programs (moving to a full co-teaching model in kindergarten) that will allow us to better support students with special needs.</li> <li>▪ BACS staff will attend a three-day professional development around differentiating instruction.</li> </ul>
--	--

**Limited English-proficient students/English learners**

	<b>(b) 2016-2017 Strategies</b>
	<p>We will host a cultural night in the fall to highlight the cultures of our scholars and the languages that they speak outside of school.</p> <p>For the 2016-2017 school year, we are adding a Spanish class elective for all students.</p>
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 14.8%</p> <p><b>Third Quartile:</b> 14.2%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p>X Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>▪ BACS staff will attend a three-day professional development around differentiating instruction.</li> <li>▪ BACS has added an ESL teacher leader position for the 2017-2018 school year to ensure that ESL is represented on the school’s teacher leadership team.</li> <li>▪ BACS will continue to ensure our scholar’s families have resources and access to documentation and school newsletters in their preferred language.</li> <li>▪ BACS will host various Town Halls and family events that celebrate the different cultures represented at the BACS.</li> </ul>

**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 14%</p> <p><b>Third Quartile:</b> 19.8%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p>X Below median and third quartile: no enhanced/additional strategies needed</p> <p>We will continue to offer all school supplies to all scholars. We will offer more low-cost uniform options to our families.</p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>We are structuring our intervention blocks to be back-to-back. This means scholars will receive one hour of intervention that can be used for one subject. This way if a scholar is struggling in reading they can have 1 hour of intervention instead of the 30 minutes of intervention they currently receive.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>We will have presentations on colleges and how to apply for and attend college. We will look for presenters that may have been at risk of dropping out to share their journeys.</li> </ul>

**Appendix C**  
School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35110205&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	32	12.5%
Asian	8	3.1%
Hispanic	125	48.6%
Native American	0	0%
White	84	32.7%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	8	3.1%
Special education	42	16.3%
Limited English proficient	35	13.6%
Economically Disadvantaged	161	62.6%

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Marlena Afonso, Head of School	Charter School Leader	May 20, 2016 as Head of School July 1, 2015	
Angel White, Head of Operations	Operations leader	August 18, 2016	June 30, 2017
Elizabeth Jolly, Dean of Elementary	Curriculum and Instruction	July 1, 2016	May 11, 2017
Tiffani Julks, Dean of Primary	Curriculum and Instruction	August 5, 2016	June 30, 2017
Jenna Cripps, Dean of Student Success	School Culture/Discipline	February 22, 2016	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2016-2017 school year</b>	<b>Departures during the 2016-2017 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	30	1	8	1 shorter school day/year 1 changed careers 2 family issues 3 Non-renewals 1 moved back into paraprofessional position 1 unknown
Paraprofessionals	8	1	2	1 reduction in force 2 Became teachers at BACS
Fellows	1	0	1	1 End of Fellowship
Other Staff	1	0	0	
Admin	5	1	4	4 position elimination 1 moved into new role

<b>BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR</b>				
<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</b> (including date of election and expiration)
Ryan Lovell	Chair	HR,	2	7/1/16-6/30/19

		Development, Governance		7/1/15-6/30/16
John Casey	Treasurer	HR, Finance	2	Resigned 1/7/17 7/1/16-6/30/19 7/1/15-6/30/16
Christine Sullivan	Vice-Chair	Education, Development	2	Passed Away 10/26/2016 7/1/16-6/30/19 7/1/15-6/30/16
Sarah Toce	Secretary, Treasurer	Governance	2	7/1/16-6/30/19 7/1/15-6/30/16
Richard Pabich	Member	Development	1	7/1/15-6/30/18
Angel Donahue-Rodriguez	Member, Vice-Chair	Finance, Education	1	7/1/15-6/30/18
Marie Belony	Member	HR	1	7/1/15-6/30/18
Kristine Wilson	Member	Education	1	Resigned 4/20/2017 7/1/15-6/30/18
Jonathan Bailly	Member	Development	1	8/24/16-6/30/19

## Appendix D

### Additional Required Information

Position	Name
Board of Trustees Chairperson	Ryan Lovell
Charter School Leader	Marlena Afonso
Assistant Charter School Leader	Jenna Cripps (Dean of Operations and School Culture)
Special Education Director	Paula Donnelly (Team Chairperson)
MCAS Test Coordinator	Marlena Afonso
SIMS Coordinator	Diane Boyajian
English Language Learner Director	Laura Towey

#### Facilities

BACS has not acquired any additional/new facilities during the 2016-2017 school year.

#### Projected Key Enrollment Dates for School Year 2018-2019

Action	Date(s)
Student Application Deadline	March 5, 2018 May 14, 2018 July 9, 2018 August 13, 2018

Lottery	March 8, 2018 May 17, 2018 July 12, 2018 August 16, 2018
---------	---