



**Annual Report for
The Benjamin Franklin
Classical Charter Public School
2016-2017**

The Benjamin Franklin Classical Charter Public School

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Introduction to the School

Name of School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Franklin
Regional or Non-Regional	Regional School	Chartered Districts in Region (if applicable)	Bellingham, Blackstone, Franklin, Holliston, Hopedale, Medway, Mendon, Milford, Millis, Millville, Norfolk, Plainville, Upton, Walpole, Wrentham
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	900	Enrollment as of 6/20/2017)	442
Chartered Grade Span	Kindergarten through Grade Eight	Current Grade Span	Kindergarten through Grade Eight
Number of Instructional Days per School Year	180	Students on Waitlist as of (6/20/2017)	326
School Hours	8:00 am - 3:00 pm	Age of School as of 2016-2017 School Year	21 years
Mission Statement			
<p><i>Our mission is to assist parents in their role as primary educators of their children by providing students with a classical academic education coupled with sound character development and community service. Our mission is supported by four distinct, yet interconnected pillars that provide for a collaborative, rigorous education for all students. These pillars guide, direct and define the school in all it does.</i></p>			

School Performance and Program Implementation: Faithfulness to Charter

Mission and Key Design Elements

The mission of the Benjamin Franklin Classical charter Public School is to assist parents in their role as primary educators of their children by providing students with a classical academic education coupled with sound character development and community service. Four distinct, yet interconnected, pillars that provide for a collaborative, rigorous education for all students, support our mission. These pillars guide, direct and define the school in all it does and are identified as the Key Design Elements in our approved Accountability Plan. Our objectives and measures focused around each Key Design Element are presented in Appendix A of this report.

Key Design Elements:

Parents as Primary Educator	The Benjamin Franklin Classical Charter Public School exists to assist parents in their role as primary educators. The school and home work together in the task of passing on the riches of a classical education. (BFCCPS Charter 2-3)
<p>BFCCPS was founded on the belief that education is most successful when parents, the first educator of their children, work in partnership with the school community in order to fully educate each child. In order to foster this partnership, BFCCPS classroom teacher and specialists prepare a monthly scope and sequence of topics that will be taught in their classrooms for the following month. These documents not only shine a light on the dynamic educational lessons that are being taught each day, but also afford parents the opportunity to enrich and reinforce at home, what their child is learning in school. For the 2016-2017 academic year, we continued issuing our monthly scope and sequence to all parents and posting it to our BFCCPS webpage.</p> <p>To further support parents as the primary educator of their children, BFCCPS also disseminates a Pillars in Action newsletter 3x's/year. These newsletters were sent home with each report card, with the theme of this year's newsletters being ways to disconnect from electronics and reconnect as a family. Topics included how to talk to Teens about school, winter adventures in our area, as well as ways to incorporate curricular topics into family dinners.</p> <p>Pillar Nights give parents the opportunity to learn first hand what their children are learning in school. BFCCPS administrators, teachers, or professionals in the field of education, parenting, or psychology deliver pillar night workshops. These workshops are designed around specific content areas in order to introduce parents to different strategies they can use when helping their children at home. For school year 2016-2017, we held four pillar nights. In February, we offered an introduction and training on our new online parent portal, where parents can login and access information on their children's progress in each of their classes, as well as electronic access to report cards. In March, we held three pillar nights. The first was a presentation through a partnership with FCD Prevention Works that focused on how parents can be a prevention agent in their own home, including the essential role they play in keeping kids alcohol and other drug free during childhood and adolescence. The second pillar night in march was a screening of the movie Screenagers, and a panel discussion with our school psychologist, school counselor, and Head of School on the benefits of limiting screen time, and suggestions of family activities to keep families engaged while unplugging. This viewing also gave us an opportunity to announce our first annual Screen Free Weekend, where BFCCPS offered activities Friday, Saturday, and Sunday to encourage families to unplug and get involved. The third pillar night in March was geared towards our older elementary students and their parents, on educating middle school students, and the difference between elementary school teaching and learning vs. teaching and learning in the middle grades.</p>	
Community Service	At BFCCPS, we foster awareness of our school, local, and global communities through various community service and service learning initiatives. (BFCCPS Charter page 3)
<p>BFCCPS continued to use its tiered structure to plan community service activities that focused on school, local or national and global service. All students participated in a minimum of 3 community service activities this year. Please see table FTC Table 2 in the Appendix E for a detail of community service activities that occurred.</p>	

All 8th grade students completed a culminating community service project and presented it publicly to the BFCCPS community.

New community service benchmarks were used this year to plan and implement grade based community service activities.

Screen-Free Weekend gave families an opportunity to participate in a school-wide community service activity at the Elisha Project. 20 BFCCPS families volunteered their time during screen free weekend making sandwiches, and bagged lunches to serve to underserved populations in Rhode Island. Please see the link [here](#) for a video of our volunteers.

We launched our Community Service Database which is housed on the BFCCPS website and can be utilized as a resource to all schools for community service planning and resources.

Character Education

We believe that character education is a key component of a student’s social, emotional, and academic development. Character Education at BFCCPS is infused throughout the curriculum and taught explicitly. (BFCCPS Charter page 2-3)

BFCCPS continued to recognize students when they displayed positive character choices. Through our Leaves in the Forest Of Virtue ceremonies for students in grades K-4 and our Character in Action recognition ceremonies for students in grades 5-8, faculty and staff members are given the opportunity to celebrate students who have shown good character. We also include faculty and staff in our recognition of good character. Students can nominate a faculty or staff member for demonstrating virtuous behavior. Students create the Character in Action award, and present it to the faculty or staff member during an academic assembly. This added feature allows students to recognize and celebrate good character in the faculty and staff who are modeling it for them.

Our teachers continue to infuse character education throughout the content areas they are teaching following the Character Education guidelines and benchmarks defined by the Faculty Input Team’s Character Education Research Action Team in 2009-2010. We held a Character Education workshop at the beginning of the year where faculty and staff were trained in creating essential character education questions to go along with each unit they are teaching. These questions were added to Curriculum Maps in an effort to document where and how character education is infused throughout the curriculum.

Classical Education

Our school was founded on the belief that a shared “classical” basis of knowledge makes schooling more effective by allowing students to build on a common base of knowledge (BFCCPS Charter page 2).

BFCCPS continues to offer a strong, rigorous academic program that supports our educational philosophy to educate the whole child. Each classroom K-8 teaches the four basic academic content areas of Literacy, Math, Science and History. At BFCCPS, students study two languages: French in grades K-8, and Latin in grades 3-8. In conjunction with strong, foundational educational content, students also take various classes in the Fine and Performing arts, including Art, Music, and Technology, as well as Physical Education. BFCCPS continued to add to the course offerings available in our 6-8th grade Classical Enrichment Block. Students enjoyed the opportunity to choose from classes across the content areas including, visual art design, computer design, cartooning , debate, voice, improv, jazz ensemble, graphic design, and the history of filmmaking. This year, we continued our community partnership with the Franklin School for the Performing Arts. This partnership afforded our students the opportunity to participate in classes taught by their professional and award winning dance and musical theater faculty. Classes taught by the Franklin School for the Performing Arts included beginner and advanced dance and musical

theater. These additional opportunities afforded our students the possibility of exploring an area of classical education they may not have had the privilege of exploring in the past.

Part of the basis of a Classical Education, is the student becoming the teacher. Our students have multiple opportunities to share their knowledge of specific content areas over the course of the year through academic fairs, presentations, and academic assemblies. Our 5-8th grade students participate in a Social Studies Fair, Science Fair, and a French Fair each year. This year, our seventh and eighth grade scientists were eligible to participate in the Regional Science Fair (Region III), with the possibility of being selected to present at the Massachusetts State Science Fair. Three BFCCPS 7th and 8th grade scientists were selected to present at the Region III Science Fair. Of those three, two students received multiple awards and were selected to present at the State Science Fair.

Academic assemblies are a tradition at BFCCPS. Each classroom is responsible for planning and implementing its own academic assembly, starting in Kindergarten and progressing through 8th grade. Students present academic material to students in other grades, parents, teachers, and community members who attend the assemblies. Assemblies can be based on academic topics, such as second graders presenting what they learned about idioms. Assemblies can also be based on character education or understanding the importance of social skills, as was the Fairy Tale play presented by a third grade class this year. This entertaining play introduced the audience to the characters of two stories that they read as part of their ELA program, shining a light on the character traits required for these characters to make good choices. These assemblies give students the opportunity to practice their oratory and public speaking skills, as well as share interesting academic and social content in interactive ways.

BFCCPS continues to develop curriculum maps for all of our content areas. Curriculum Maps for; Science K-8, Math K-8, ELA K-8, Music K-8, Art K-8, French K-8, and Library/Tech K-8, Latin 3-8, and PE K-8 are completed as of the end of the 2016-2017 school year, and were updated to include Character Education Essential Questions. In areas where curriculum maps are complete, the Curriculum Coordinator of the school is working collaboratively with teachers on developing unit plans. During the 2017-2018 school year, BFCCPS will work on incorporating any changes necessary by the revision of the Massachusetts Frameworks in Math and ELA to our already existing maps in these content areas. We will also be documenting what we currently teach in History/Social Sciences, but will wait to align it to the Massachusetts Frameworks until their scheduled revision is complete.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
3/2013	Expansion of Enrollment Cap: DELAYED- In order to expand our enrollment, BFCCPS must acquire a new facility. We are in the process of building a new facility and anticipate opening that facility for the 2018-2019 academic year. We included an updated enrollment timeline with our latest Enrollment Policy Update approved by the Commissioner on October 31, 2016	Approved
10/2016	Enrollment Policy	Approved

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Community Service activities and partnerships	A publicly available Database on the BFCCPS website derived from the work of BFCCPS teachers.	Joseph Perna, Assistant Head of School & Artur Duque Technology Coordinator	Provides innovative models for replication and best practices to other public schools in the district where the charter school is located.	The Database of Community Service lessons was made available publicly on the school's website for any individual or organization to search and reference.	At launch the website include over a dozen entries. We plan to add to the database each year. No grant funding was received for this work.
Understanding Teens and Technology:	BFCCPS held a community discussion led by BFCCPS staff, and sponsored a showing of the documentary Screenagers	Heather Zolnowski, Head of School- Kristin Corcoran, School Psychologist-Julie McCoy, School Counselor	presenting about innovative school practices.	This event was advertised within all 12 districts in the BFCCPS region	80 community members attended in the event and receive information and resources to better support their children in regards to technology. No grant funding was received for this work.
Instruction and Assessment Strategies	BFCCPS used one of its Professional Development days to organize visits for all classroom teachers to area schools for observation, discussion and collaboration	Kelsey Kolic, Curriculum Coordinator, Tiffany Martin 6th Grade teacher	partnerships with other schools implementing key successful aspects of the charter school's program.		** BFCCPS teachers visited ** different schools meeting with individuals and sharing best practices specific to their content areas. These meetings were rated very highly by our faculty laid the foundation for future collaboration and dissemination

					No grant funding was received for this work.
Electronic MCAS Administration	Both our Curriculum Coordinator and Technology Coordinator offered support to other schools in districts implementing electronic PARCC for the first time	Kelsey Kolic, Curriculum Coordinator, and Artur Duque Tech Coordinator	Hosting other educators at the charter school and visiting for onsite support	Our Tech Coordinator responded to inquires from the Norfolk Public Schools district about the setup & logistical issues around implementing electronic testing. 3 colleagues from 3 districts (Taunton, King Philip, Lowell) visited our Curriculum Coordinator to observe electronic testing practices.	Information around technology setup, staff training, responsibilities, tips/tricks/experiences, and testing procedures was exchanged. Follow-up discussions after testing led to further discussions and considerations for next year's round of testing. No grant funding was received for this work.

Academic Program Success

Do not duplicate information already provided in reporting on the school's Accountability Plan.

Student Performance

- A. BFCCPS School Report Card (overview) can be found at:
<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04470205&fycode=2016&orgtypecode=6>
- B. Internal Assessments:

Percentage of Students Meeting DIBELS/Wonders End-of-Year Beginning Reading Diagnostic Benchmarks by Grade

Grade	End-of-Year Diagnostic
K	80%
1	94%
2*	98%
3*	86%
4*	76%

Percentage of Students Meeting Wonders Benchmark Assessment Benchmarks (Grammar & Reading Comprehension) by Grade

Grade	Benchmark 1 (Mid-Year; cumulatively assesses content covered in first half of units)	Benchmark 2 (End-of-Year; cumulatively assesses content covered in second half of units)
K	94%	90%
1	100%	100%
2	74%	94%
3	71%	80%
4	74%	76%

Percentage of Students Meeting Internal Writing Assessment Benchmarks by Grade

Grade	Writing Assessment 1	Writing Assessment 2
4	82%	78%
5	62%	83%
6	74%	96%
7	67%	83%
8	65%	93%

Percentage of Students Meeting Benchmarks on Internal Math Assessments by Grade

Grade	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6	Exam 7	Exam 8	Exam 9
K	78%*	90%	92%	98%	98%				
1	90%*	100%	100%	98%	98%	100%	98%	100%	96%**
2	74%*	80%	94%	94%	96%	100%	98%	92%**	
3	71%*	94%	96%	77%	90%	73%	81%	88%	88%**
4	44%	84%	74%	90%	78%	86%	90%	82%	78%**
5	82%	70%	70%	88%	70%	74%	74%	86%	62%**
6	86%	85%	67%	63%	78%	78%	52%**		
7A	90%	67%	81%	42%	95%	16%	16%		
7B	76%	92%	93%	96%	100%	61%	96%	96%	82%
8A	81%	63%	44%	69%	13%	31%	31%		
8B	96%	96%	100%	93%	96%	85%	75%	93%	71%**

*Beginning of Year Assessment/Baseline

**End of Year Assessment

Program Delivery

The majority of the BFCCPS instructional program remains unchanged from the 2015-2016 academic year with the exception of the following:

- **Student Support Team:** In order to better support diverse learners in and out of the classroom we reformed our SST process through structural changes. All student data was tracked and shared with the team using Google Drive. Referring teachers were responsible for completing a minimum of two intervention and progress monitoring cycles before students were considered for evaluation for special education. More resources were acquired to support the team with developing student-specific interventions and the team helped teachers to develop appropriate progress monitoring forms for specific interventions.
- **Curriculum Mapping:** The BFCCPS faculty continues to map our curriculum with French, 7&8 Latin, Physical Education, Library/Technology, Music, K-5 Art being completed with year. All new and existing maps had Character Education Essential Questions integrated by teachers.
- **Response to Changing Curriculum Frameworks:** K-8 science curriculum maps were aligned to the new Frameworks during the 2014-2015 academic year. BFCCPS has purchased new NGSS-aligned resources, included FOSS kits and the Discovery Education TechBook (grades 5-8), to support the transition to the new standards. The revisions to the Math and ELA Frameworks will be outlined in a summer workshop for staff to be held in August 2017. Teachers will be expected to update curriculum maps in these areas to reflect changes.

Social, Emotional, & Health Needs

There have been no changes during the 2016-2017 academic year in this area, except for the planned changes to the Health Curriculum. The Board of Trustees convened a group of administration, faculty, and parents to respond to the passage of an Act Relative to Substance Use Treatment, Education, and Prevention, which mandates the education of students on this topic in all Massachusetts public schools. In addition to this topic, the group voted to include or exclude each individual Comprehensive Health Framework to create a more robust curriculum for BFCCPS students. All approved frameworks, including those regarding substance use, will be incorporated into a revised health curriculum to be piloted in the 2017-2018 academic year.

Organizational Viability

Organizational Structure of the School

There were no changes made to the organizational structure of BFCCPS during the 2016-2017 school year. If the school is able to expand for the 2018-2019 school year, there are anticipated changes to the organizational structure for the 2017-2018 school year in order to prepare for the expansion of the school. Both organizational charts are included in the appendix section. The anticipated changes will require a charter amendment.

Teacher Evaluation

BFCCPS did not make any systematic changes to its teacher evaluation system during the 2016-2017 school year. We did make significant revisions to the the Formal Observation Tool, Walkthrough form, and Teacher Video Self Reflection and Peer Observation tools.

The BFCCPS teacher evaluation system is similar to the Massachusetts Teacher Evaluation System. Each teacher is assigned an evaluation coordinator. This coordinator is responsible for helping the teacher

complete the evaluation process, but not necessarily the administrator responsible for conducting each evaluation.

Teachers meet with their evaluation coordinators at the beginning of each school year. Teachers are responsible for setting at least one goal related to student achievement, and one professional development goal. They then work with their evaluation coordinator to determine how those goals will be measured, and what evidence they will collect to show that they have met this goal. These goals are shared with each of the evaluation coordinators.

Each teacher receives at least a monthly walkthrough, conducted by one of the five evaluation coordinators. A walkthrough form is completed on the teacher, and shared electronically with the teacher as well as the teacher’s evaluation coordinator.

- In 2016-2017 the Walkthrough Form was revised to include specific data points on how Classical Education was being implemented, and if the lesson was in sync with the content area curriculum map. This has provided BFCCPS the ability to assess the fidelity and trends with our approach to Classical Education.

Each teacher in their first year of employment at BFCCPS receives 3 formal evaluations, conducted by one of the five evaluation coordinators. In their second year of employment they receive two formal evaluations, and in their third year they receive 1. After year three, a teacher can choose to have a peer evaluation, video-taped evaluation, or a formal evaluation.

- In 2016-2017 the Formal Observation Tool was revised and standardized. The Tool now includes three sections, each with multiple components (Planning and Pedagogy, Classroom Environment, Instruction). Administrative staff were trained to provide a specific number of claims with supporting evidence in each section. At least two claims on each observation point towards an area of growth.
- In 2016-2017 the Teacher Video Self Reflection and Peer Observation forms were also revised. The revision was based on the Harvard College “Best Foot Forward” study on video technology and classroom observations. The revision prompts more purposeful feedback that asks teachers to ground observations in evidence.

The results of the evaluation are reviewed with the evaluation coordinator and the teacher. The teachers receive written and verbal feedback on the observations conducted by the evaluator. A copy of the written feedback is also shared with the teacher’s evaluation coordinator.

At the end of each year, the evaluation coordinator and the teacher meet to review progress towards their goals, as well as the evidence they have collected, their walkthroughs over the course of the year, and their evaluations.

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)

	FY17
Operating Revenue:	
Tuition	5,193,481
In-Kind transportation & pension	830,127

Transportation reimbursement	52,109
Grants - Government	97,372
Program fees, net	19,893
Program specific grants/contributions - private	3,443
Total Operating Revenue	<u>6,196,425</u>

Operating Expenses:

Personnel and related:	
Salaries	3,650,561
Payroll taxes and benefits	618,987
In-kind pension	830,127
Recruitment and staff development	19,496
Total personnel and related costs	<u>5,119,170</u>

Occupancy:

Rent	250,000
Facility maintenance	119,736
Utilities	52,721
Total occupancy	<u>422,457</u>

Direct student costs:

Transportation	72,000
Educational program expenses	77,723
Office and classroom supplies	60,883
Technology	34,655
Student activities	12,470
Student recruitment	14,076
Consultants	38,393
Total direct student costs	<u>310,199</u>

Other operating costs:

Professional services	39,027
Furniture and equipment	38,828
Insurance	16,700
Advertising	1,801
Miscellaneous	9,429
Interest	
Printing and postage	7,080
Telephone	5,059
Total other operating costs	<u>117,923</u>

Depreciation

	45,053
Total operating expenses	<u>6,014,803</u>

Change in net position from operations 181,622

General Revenue (Expense):

Capital grants	17,090
Interest and dividends	2,615
Fundraising - general	3,181
Expansion costs	
Total general revenue (expense)	<u>22,887</u>
Change in net position	204,508

Net Position:

Beginning of year	<u>3,047,565</u>
End of year	<u><u>\$3,252,074</u></u>

B. Statement of net assets for FY17(balance sheet)

	<u>Jun 30, 17</u>
ASSETS	
Current Assets	
Cash and cash equivalents	2,356,323.44
Other Receivable-Regional Bus	51,075.00
Due from Foundation	1,251,330.73
Prepays and other	<u>24,000.00</u>
Total Current Assets	3,682,729.17
Total Fixed Assets, net	<u>107,136.38</u>
TOTAL ASSETS	<u><u>3,789,865.55</u></u>
LIABILITIES & NET POSITION	
Current Liabilities	
Accounts Payable and accrued expenses	537,831.53
Net Position:	
Operating	3,145,413.64
Net investment in Fixed Assets	<u>106,620.38</u>
Total Unrestricted net position	<u>3,252,034.02</u>
TOTAL LIABILITIES & NET POSITION	<u><u>3,789,865.55</u></u>

C. Approved School Budget for FY18

	FY18 BUD
Operating Revenue:	
Tuition	5,329,219

In-Kind transportation & pension	-
Transportation reimbursement	102,151
Grants - Government	96,000
Program fees, net	19,000
Program specific grants/contributions - private	3,000
Total Operating Revenue	<u>5,549,370</u>

Operating Expenses:

Personnel and related:	
Salaries	4,143,312
Payroll taxes and benefits	686,095
In-kind pension	-
Recruitment and staff development	21,000
Total personnel and related costs	<u>4,850,407</u>

Occupancy:

Rent	288,000
Facility maintenance	112,000
Utilities	63,250
Total occupancy	<u>463,250</u>

Direct student costs:

Transportation	144,000
Educational program expenses	75,000
Office and classroom supplies	67,500
Technology	25,870
Student activities	14,500
Student recruitment	11,000
Consultants	27,600
Total direct student costs	<u>365,470</u>

Other operating costs:

Professional services	43,555
Furniture and equipment	38,500
Insurance	16,931
Advertising	13,000
Miscellaneous	10,500
Interest	
Printing and postage	7,700
Telephone	5,500
Total other operating costs	<u>135,686</u>

Depreciation

	45,000
Total operating expenses	<u>5,859,813</u>

Change in net position from operations (310,443)

General Revenue (Expense):

Capital grants	16,000
Interest and dividends	6,500
Fundraising - general	6,000
Expansion costs	
Total general revenue (expense)	<u>28,500</u>
Change in net position	(281,943)
Net Position:	
Beginning of year	<u>3,262,036</u>
End of year	<u><u>\$2,980,093</u></u>

APPENDIX A

Accountability Plan Evidence 2016-2017

Faithfulness to Charter	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BFCCPS will support parents in their role as primary educator (KDE - Parents as Primary Educator)		
Measure: Measure: BFCCPS will hold three, parent education nights (Pillar Nights) each year. These nights will be focused on one of the four key components of our mission, and are intended to provide opportunities for parents to develop skills needed to support their children academically and socially.	Met	BFCCPS exceeded this measure by holding four Pillar Nights during the 2016-2017 school year; one night focused on the parents providing academic support and tracking grades (2/6), on how the middle school experience differs from the elementary grades (3/2), another focused on substance abuse awareness (3/16), and one focused on Technology and Social Media (3/30).
Measure: 85% of participants will rate each of the 3 events positively (80% favorable or more), on a survey to be conducted after each event.	Met	3 of the Pillar Nights were rated above 80% positive on a survey of the participants conducted after each event.
Measure: BFCCPS will initiate a newsletter for parents to be distributed at least three times a year, specifically designed to support parents in acting as the primary educator of their child.	Met	BFCCPS issued three editions Three editions are scheduled for the upcoming year. The newsletters are posted to the BFCCPS website and can be found here: http://bfccps.org/whats-new/forms-and-flyers/
Objective:BFCCPS students will engage in a variety of impactful community service experiences each year. (KDE - Community Service)		
Measure: All BFCCPS Students will participate in a minimum of 3 community service projects each year (school, local/national/ and worldwide)	Met	All BFCCPS Students completed the required community service projects. Please see Appendix E.1 for an overview
Measure: 100% of 8 th grade students will publicly present a “Capstone Project” (a culminating individual community service project that incorporates all four BFCCPS pillars), and score a 75% or above on the final capstone rubric.	Met	100% of 8 th grade students completed and publicly presented their “Capstone Project”. The presentations are posted on the BFCCPS website and can be found at the following link: http://bfccps.org/community-service/capstone/past-projects/

Objective: BFCCPS will strengthen its character education program through additional training for BFCCPS staff. (KDE - Character Education)		
Measure: Over the charter term faculty and staff will participate in a minimum of 20 hours of professional development focused on Character Education.	Met	<p>BFCCPS met our yearly target towards meeting this goal over our charter term.</p> <p>BFCCPS held a character education full faculty workshop on August 21st. This workshop reviewed the Character Education Benchmarks and Resource Guide incorporating the new State guidance on Social Emotional Learning, and trained faculty on writing Character Education Objectives.</p> <p>Subsequent full faculty meetings were used to support teachers on incorporating these objectives into the Curriculum Maps.</p>
Measure: 85% of participants will rate each professional development activity positively (80% favorable or more), on a survey to be conducted after	Met	87% of surveys rated this Professional Development favorably.

Academic Program Success	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BFCCPS will ensure its classical education approach can be followed with fidelity as we expand. (KDE- Classical Education)		
Measure: Over the next charter term BFCCPS faculty and administration will collaboratively to complete curriculum maps for each subject area in grades Kindergarten through Eight.	Met	<p>BFCCPS met its yearly target in order to meet this goal by the end of Charter term.</p> <p>Science, Math, French, Library/Technology, and PE are complete. ELA is drafted but will be revised during the summer of 2017 to address recent changes to the standards. Latin, Art curriculum maps are in progress. In June of 2017 the BFCCPS Board of Trustees approved the Health curriculum, and the mapping process is set to be completed during the 2017-2018 school year. Social Studies is scheduled to be completed in 2018.</p>
Measure: Classical Education will be evaluated by the Mission Committee of the BFCCPS board of trustees three times a year, through review of evaluation data gathered during walkthroughs that demonstrate the	Partially Met	<p>BFCCPS has added the sections of the BOT's definition of Classical Education as observable actions on our Walkthrough evaluation forms.</p> <p>The Mission Committee will begin review this data next year.</p>

aspects of Classical Education being implemented		
Measure: 100% of classroom instruction will follow the curriculum maps with a minimum 90% fidelity.	Met	BFCCPS collected data on fidelity of instruction to curriculum maps through our regular walkthroughs. The instruction observed aligned with the curriculum maps 96% percent of the time during the 2016-2017 s/y.

Dissemination	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Reach Objective: BFCCPS administration and faculty will share our model for Community Service and student Capstone projects with other schools in Massachusetts and across the country.		
Measure: By the end of this charter term BFCCPS administration and staff will have presented its model for Community Service and student capstone projects at a National Conference and to, at minimum, one other school within Massachusetts.	Partially Met	BFCCPS is on track to meet this goal by the end of its charter term BFCCPS reported in a previous Annual Report that we have presented to other schools within Massachusetts. BFCCPS continues to research and apply to present at a National Conference.

Reach Objective: Organizational Viability	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: BFCCPS will create an environment in which teaching is seen as a sustainable, lifelong craft.		
Measure: BFCCPS' annual retention rate of instructional staff will be 90% or higher.	Not Met	BFCCPS' teacher retention rate is 89% for the 2016-2017 school year. The detail regarding this is outlined in the Annual Report.

<p>Measure: In a teacher survey with 70% response rate or above, 85% or more of teachers will agree or strongly agree with the statement: I see BFCCPS as a place where I can build a career. (over at least 5-10 years).</p>	<p>Not Met</p>	<p>This task has been assigned to the HR committee for the 2017-2018 school year.</p> <p>During the past year the HR committee worked closely with the BFCCPS Faculty Input Team on revising the Head of School evaluation process, and sought input into improving the compensation package for BFCCPS employees, but did not conduct a survey.</p>
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<p>Reach Objective: Dissemination</p>	<p>2015-2016 Performance (Met/Partially Met/Not Met)</p>	<p>Evidence (include detailed evidence with supporting data or examples)</p>
<p>Objective: BFCCPS will document and make public model community service experiences.</p>		
<p>Measure: BFCCPS will develop a community service database of model projects, and make it public on our school website.</p>	<p>Met</p>	<p>The database was launched and can be found at the following link. (http://bfccps.org/community-service/community-service-projects/) We look forward to updating this database regularly.</p>

Appendix B

Recruitment Plan:

School Name: Benjamin Franklin Classical Charter Public School

2016-2017 Implementation Summary:

The data published in CHART shows that our recruitment strategies for ELL and SPED are proving successful. We have moved our information sessions to the weekends in certain areas of our region, as well as our on-campus sessions. We focused our direct mailing efforts on those cities and towns in our region that have higher percentages of ELL, SPED and ECODIS populations, and offered additional regional bus stops, making it easier for families from outside of Franklin attend BFCCPS. We also added advertising at local indoor sporting venues, where many towns in our region hold youth sporting events, and increased our Social Media presence. Having ELL staff present at both in district and on campus recruitment events was very helpful in detailing the ELL program and Services we are able to provide at BFCCPS.

We have had challenges recruiting students who would be classified as economically disadvantaged. Although the number is growing, it is not enough to meet GNT or CI. We will add enhanced strategies for our 2017-2018 recruitment year in order to address that specific population for the 2018-2019 school year.

General Recruitment Activities for 2017-2018:

1. *Obtain Student Mailing Lists and Labels from all schools within our approved region: Bellingham, Blackstone/Millville, Franklin, Holliston, Hopedale, Millis, Mendon/Upton, Medway, Milford, Norfolk, Plainville, Wrentham, Walpole; for all K-8 Students. Send out Informational Pamphlet, Right to Attend, and Applications to eligible students (K-8) in our approved region*
2. *Advertise in local newspapers (Milford Daily News; Franklin Gazette; Sun Chronicle, as well as on local parent pages (example: Yahoo Parent Pages for each town listed)*
3. *Enrollment Section of the BFCCPS website is given prominence during Enrollment season. Enrollment Materials and Right to Attend notice posted and made available in many languages. Contact information for Enrollment Coordinator listed on both applications as well as the school website to help all families learn about our school, answer questions, and provide tours.*
4. *Information and applications in multiple languages in every town in our approved region at various locations including: local libraries, local town offices (Town Hall, Post Offices and Franklin Recreation Department) as well as community organizations (YMCA). Languages derived from the prevalent languages of students attending BFCCPS as well as schools in our approved region.*
5. *Provide links to videos of information evenings on the internet via the school website for families that may be unable to attend the meetings.*
6. *Advertise in local event bulletins (example: local community theater company playbills, little league parks, local indoor sporting locations)*
7. *Advertise using various social media outlets.*

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 10.7%</p> <p>GNT percentage: 8.4%</p> <p>CI percentage: 10.9%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p align="center">(b) 2015-2016 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Promote the BFCCPS Student Services Department by inviting community members to PAC meetings including special speakers such as Sarah Ward to speak about topics in Special Education, and the strategies that BFCCPS employs to reach all students ● Utilize Parent Advisory Council to advertise enrollment information. ● Invite a student with Special needs as one of the speakers at each of the Information Sessions held or as a tour guide.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 2.5%</p> <p>GNT percentage: 1.1%</p> <p>CI percentage: 2.2%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p align="center">(b) 2015-2016 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Focus recruitment efforts on districts that have higher populations of ELL students (according to data in CHART- Bellingham, Blackstone-Millville, and Hopedale). ● Have ELL Staff attend information sessions ● Invite an ELL student or parent to participate in information sessions ● Create a brochure outlining ELL services provided at BFCCPS
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 5.4%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 10.2%</p> <p>The school is below CI percentages</p>	<p align="center">(b) 2015-2016 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Hold information evenings on weekends. Have planned activities for parents to bring their children to. ● Advertise at after school programs and community centers throughout our approved region. ● Advertise at pre-schools throughout our approved region. ● Target recruitment strategies in districts in our region with higher rates of economically disadvantaged students (Bellingham, Blackstone-Millville, Milford according to CHART). ● Work with local food pantries through our community service efforts to publicize our school and its academic programming. ● Have information sessions in districts with higher populations of economically disadvantaged students on the weekends
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	<p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies 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"> ● Offer an enrollment information session at the Milford WIC office on a Saturday morning. (1 year for data change) ● Deliver flyers and applications to local low-income housing developments in our region. (2-3 years for data change) ● Hold informational sessions at new low-incoming housing developments in our region. (2-3 years for data change)
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2015-2016 Strategies</p> <ul style="list-style-type: none"> ● Highlight our strategic intervention department in marketing materials (Reading and Math intervention for students who are not reaching benchmarks). ● Highlight services offered to students not reaching benchmark (Homework Club, lunch time tutoring; MCAS/PARCC review classes) ● Highlight Parent Enrichment Workshops in marketing materials (ways that parents can help support students at home).
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2015-2016 Strategies</p> <ul style="list-style-type: none"> ● Highlight social and emotional support offered to students such as: School Counselor interventions, school-parent partnerships, academic advising programs, as well as resiliency through our character Education program. ● Conduct a Pre-school information afternoon for teachers and administrators of local Pre-school programs, targeting federally funded preschool programs. ● Offer times for Pre-school teachers/administrators to observe Kindergarten classrooms. ● Provide Preschools with applications and information brochures
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2015-2016 Strategies</p> <ul style="list-style-type: none"> ● Not Applicable- K-8 School

Retention Plan

Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

The activities listed in our retention plan were successful. We continue to maintain students at a very high rate, especially across all four subgroups. In grades K-5, most of our attrition is due to family relocations outside of Massachusetts. We do continue to see the most attrition in grades 5 and 6 to larger, district middle schools. Parents are interviewed when leaving the school, and the reasons given for leaving are: To attend a larger middle school to socially prepare them for a larger high school, to be with their neighborhood friends, and there are more expectations on our students than those of their friends (individual community service projects, more homework, more projects like Science Fair, Social Studies Fair and French Fair). We have continued to adjust our advising program to better address the social and emotional needs of 5th and 6th grade students, including utilizing the Middle School’s Guide to Ruling the World, an organizational, studies skills and note taking handbook. We also held a parent Pillar Night for current 5th and 6th grade parents in February of 2016. At this event, the 6-8th grade school teaching staff presented what BFCCPS 6-8th grade looks like. We also invited current 9th grade students who had graduated the year prior from BFCCPS to attend and answer questions about their transition from our school to a large district high school.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	BFCCPS Strives to maintain 90% of its student population

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 8.7%</p> <p>Third Quartile: 10.3%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2015-2016 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> BFCCPS will be hiring additional Special Education faculty and staff during the 2016-2016 school year, aimed at providing increased social and emotional support to students, as well as academic interventions. These positions include a Behavior specialist, an additional inclusion teacher and two inclusion assistants. BFCCPS will continue to offer high quality special education services, maintain communication with parents, and support students academically, socially and behaviorally. BFCCPS will offer homework club 2 days a week for grades 3-5 and 3 days a week for grades 6-7 at no charge for any student that would like to attend.

	<ul style="list-style-type: none"> ● BFCCPS will continue to offer opportunities for parents of students receiving Special Education services, including educational opportunities offered through our Parent Advisory Council ● BFCCPS will continue to train our educators (both Special Educators and General educators) in the best practices of teaching students with varying disabilities.
Limited English-proficient students/English learners Limited English-proficient students	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 0% Third Quartile: 3.6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2015-2016 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● BFCCPS will continue to offer high quality English Language Learner services, including assessment, accommodations, and modifications to support students academically ● BFCCPS offer ELL support in our Kindergarten and First grade classrooms regardless of documented student need, in order to work with students who have not qualified for ELL services using DESE assessment data, but teacher observations and internal assessment data show some language deficiencies. ● Have classroom teachers and special education teachers SEI trained per department mandate. ● BFCCPS will continue to celebrate the diversity of our community through school wide Cultural celebrations, including, but not limited to Diwali, Chinese New Year, and French Week.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 8.7% Third Quartile: 13.3%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2015-2016 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● BFCCPS will continue to offer financial assistance with field trips, extra-curricular activities, and school sponsored events. ● BFCCPS will continue to offer parent programs at night as well as provide babysitting services when needed.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2015-2016 Strategies</p> <ul style="list-style-type: none"> ● BFCCPS will continue to offer targeted, strategic intervention in reading and math skills to students who are struggling on MCAS, internal assessments, and by teacher request. ● BFCCPS teachers will maintain communication with parents of all

	<p>students, making sure they are kept aware of student progress</p> <ul style="list-style-type: none"> ● BFCCPS will offer homework club 2 days a week for grades 3-5 and 3 days a week for grades 6-7 at no charge for any student that would like to attend. ● BFCCPS will offer parental education opportunities in areas such as math, reading, and writing so that parents can assist their students with work at home.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2015-2016 Strategies</p> <ul style="list-style-type: none"> ● BFCCPS will continue to closely monitor the grades of students, and continue close communication with parents of students who are showing signs of academic, social or behavioral stress. ● BFCCPS will offer homework clubs to students in grades 3-8 to assist with homework and long-term project completion. ● BFCCPS will continue to offer academic, social and behavioral support through our academic advising program. ● BFCCPS will continue to offer emotional and behavioral support through partnerships with our School Counselor, School Psychologist, parents and teachers. ● BFCCPS will continue to work with community counseling organizations to offer out of school support to families.
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2015-2016 Strategies</p> <ul style="list-style-type: none"> ● N/A- K-8 School
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2015-2016 Strategies</p> <ul style="list-style-type: none"> ● BFCCPS will continue to offer students a rigorous academic program, as well as academic, social, emotional, and behavioral supports to students. ● BFCCPS internal assessments will serve to identify academic weaknesses, in order for teachers and staff to better support students who are struggling.

Appendix C

The Benjamin Franklin Classical Charter Public School's student demographic enrollment data link is: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04470000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	7	1.6%
Asian	103	23.3%
Hispanic	12	2.7%
Native American	1	.2%
White	305	69%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	14	3.2%
Special education	56	12.7%
Limited English proficient	13	2.9%
Economically Disadvantaged	32	6%

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Heather Zolnowski, Head of School	Day to day operations of the school. Charter School Leader/Superintendent	July, 2012 (for HOS position, was AHOS from July, 2007-June, 2012)	Currently employed in this role.
Joseph Perna, Assistant Head of School-	Facilities, discipline, student events and activities	July, 2012 (For AHOS position. Was Director of School Operations from July, 2008-June, 2012)	Currently employed in this role
Pat Fairbanks	Director of Student Services	July, 2005	June 30, 2017- Retired
Ben Benjamin	Director of Fine and Performing Arts	December, 1998	November, 2016
Kelsey Kolic	Curriculum Coordinator	July, 2014	Currently employed in this role

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	35	2	2	1 - Was let go during the School Year, , 1 retired during the School Year, 2 Were not renewed.
Other Staff	38	1	5	2 Took a New Position at End of Year, 1 Retired, 1 Took a New Position during School Year , 1 Was not renewed.

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Jason Fine	President	Finance	1	Term 1: 7/1/2014 expires 6/30/2017
Edward Basile	Vice President	Mission	2	Term 1: 7/1/2013, Expires 6/30/2016 Term 2: 7/1/2016 - 6/30/2019
Tom Pacheco	Treasurer	Finance	1	Term 1: 7/1/2015-

				6/30/2018
Joseph Mullen	Trustee	Governance, Finance	2	Term 1: 7/1/2012- 6/30/2015 Term 2:7/1/2015 - 6/30/2018
Cross Barnes	Trustee	Facilities	2	Term 1: 7/1/2014- 6/30/2015 Term 2: 7/1/2015-E 6/30/2018
Anne Marie Palmer	Faculty Representative		1	Term 1: 3/1/2016-Expires 6/30/2016
Ursula McCarthy	Trustee		1	Term 1: 7/1/2015- 6/30/2018
Beth O'Toole	Trustee	Finance	1	Term 1: 7/1/2015- 6/30/2018
Renee Blaine	Trustee	HR	1	Term 1: 7/1/2016 - 6/30/2019
Ian MacDonald	Trustee	Governance	1	Term 1: 7/1/2016 - 6/30/2019

Appendix D

Key Leadership Changes.

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Jason Fine	No Change
Charter School Leader	Heather Zolnowski	No Change
Assistant Charter School Leader	Joseph Perna	No Change
Special Education Director	Pat Fairbanks (2016-2017) Marthali Nicodemus (2017-2018)	No Change for 16/17. Fairbanks retired at the end of the school year.
MCAS Test Coordinator	Kelsey Kolic	No Change
SIMS Coordinator	Deb Leonard	No Change
English Language Learner Director	Pat Fairbanks (2016/2017), Marthali Nicodemus (2017/2018)	No change for 16/17. P. Fairbanks retired at the end of the school year.
School Business Official	Jennifer Powell	No Change
SIMS Contact	Deb Leonard	No Change

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 28, 2018
Lottery	March 5, 2018

Additional Information

Conditions

BFCCPS has not been placed on conditions prior to or during the 2016-2017 academic year.

Complaints

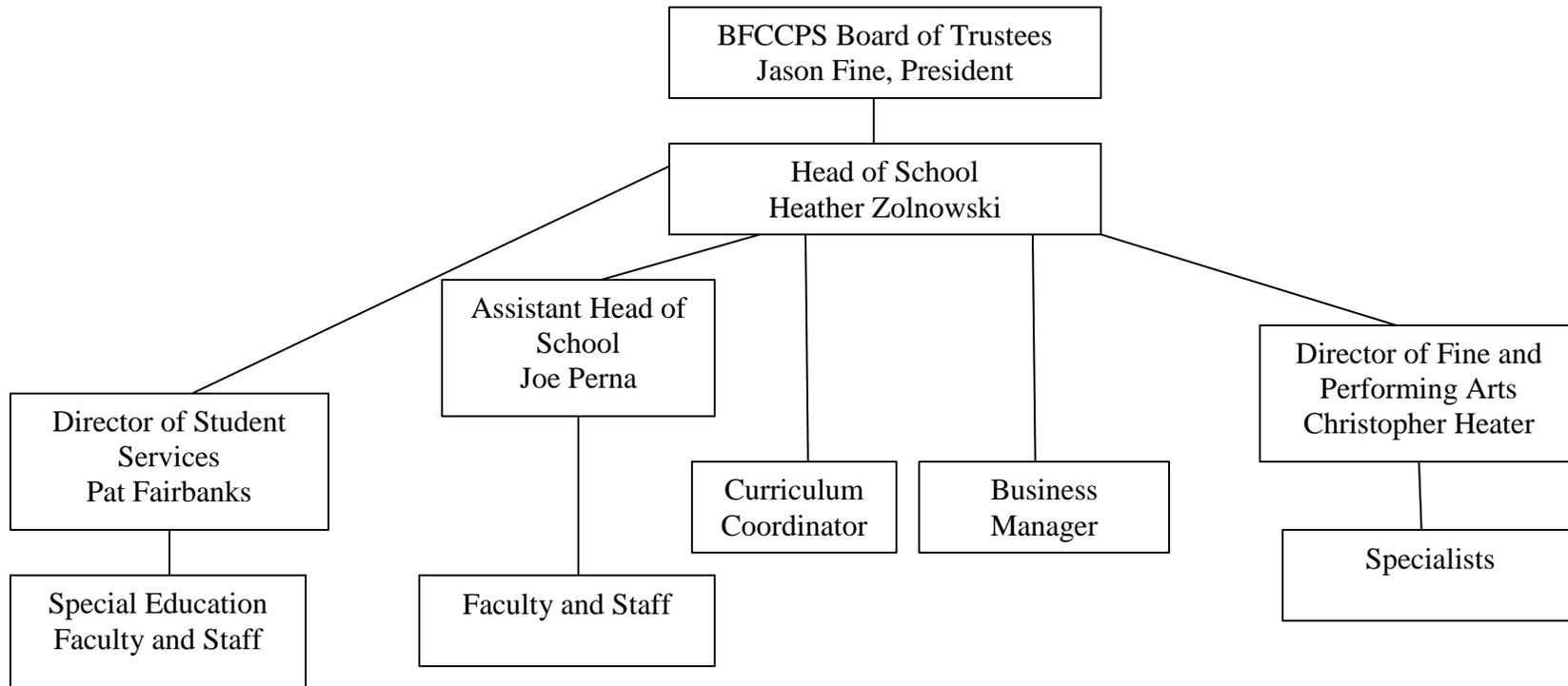
The BFCCPS Board of Trustees received no written complaints during the 2016-2017 academic year.

Appendix E.1

BFCCPS COMMUNITY SERVICE OVERVIEW 2016-2017

K	Read to Feed Fundraiser to benefit Heifer International	Participated in a card drive for United States Military veterans.	Buddy Program with 5 th Grade- Leaf raking, Created bookmarks for the school library
1	Read to Feed Fundraiser to benefit Heifer International	Students made napkin rings for monthly Meals on Wheels deliveries	Book Buddies Program with 3 rd Grade.
2	Read to Feed Fundraiser to benefit Heifer International	Craft projects for the Senior Center and Meals on Wheels	Book Buddies with 4 th Grade
3	Read to Feed Fundraiser to benefit Heifer International	Monthly visits with Senior Buddies and projects with the Franklin Senior Center	Book Buddies Program with 1st Grade.
4	Read to Feed Fundraiser & Pennies for Patient Fundraisers	Volunteered at the Franklin Senior Center	Maintained the BFCCPS community garden
5	Created morning announcement messages to build awareness for Heifer International	Completed a Holiday Mail for Heroes project for United States Military veterans.	Buddy Program with Kindergarten Leaf raking
6	Students created and Valentine Sale fundraiser to benefit Heifer International	Organized a materials drive for the organization Cradles to Crayons.	BFCCPS students buddy program with local Pre-K
7	Students ran a Penny Wars fundraiser for Heifer International	Students volunteered at community cleanups in Bellingham and Franklin.	Students ran the weekly school-recycling program.
8	Students ran a Penny Wars fundraiser for Heifer International	Students volunteered at community cleanups in Bellingham and Franklin	Students ran the weekly school-recycling program.

BFCCPS Organizational Chart 2016-2017



Proposed New Org. Chart Year Prior to Expansion (Green boxes represent new positions)

PROPOSED ORG CHART

Heather Zolnowski | February 3, 2016

