



Bentley Academy Charter School Annual Report 2017-2018

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<i>Name of School: Bentley Academy Charter School</i>			
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	340 (2018-2019) 350 (2019-2020)	Current Enrollment as of July 17, 2018	340 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 17, 2018	120 Students
School Hours	7:30-3:30	Age of School	3 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).

During the third year of operation, Bentley Academy continued to focus and improve in the key designs elements listed above. A new leadership structure was introduced, and instructional coaches were added to the school staff. Teacher leadership continued to develop and expand through the Bentley Academic Leadership Team (BALT) and the Family Engagement Leadership Team (FELT). Teachers continued meeting in grade level and content teams twice per week and engaged in over 100 hours of professional development throughout the year. Teachers worked to vertically align curriculum and instructional methods across the school.

Our climate team continued to plan and create school wide events that celebrated our scholars and their hard work. Scholars attended Town Halls and special “Earned It” events throughout the year for showing their core values. We implemented an advisory program in grades 3-5 and saw decreases in office referrals and suspension rates. Scholars continued to visit colleges across the state.

The teachers and staff continue to maintain and develop strong partnerships with families. This year we added an additional goal of communicating positively with families at least once per month. We were consistently communicating with 99% of families per month with positive news about their scholars. The FELT continued to grow this year and delivered professional development to their peers about engaging with families.

During the 2017-2018 school year, we saw the highest rates of staff retention and higher overall staff stratification with the school and the development they are receiving. We also had a successful recruitment season and will be at full capacity for the 2018-2019 school year.

Amendments to Charter

Date	Amendment Requested	Pending or Approved?
6-20-2018	Revise the accountability plan to establish goals and measures for its first charter term.	Approved

Access and Equity

In 2016-2017, overall rate of suspension was 1.5%. There were three in-school suspensions and one out-of-school suspension. Of the four scholars disciplined, 25% or 1 student was African-American, 75% or 3 scholars were Latino, 25% or 1 one scholar was on an IEP and was an ELL and 100% were male. In 2017-2018, we had a rate 0.7% of suspension with 1 in-school suspension and 1 out-of-school suspension. Both scholars disciplined are African-American. While overall rates of suspension are low, we see over representation of our African-American population in this data. As a result of this data, this year we will be engaging cultural responsive teaching professional development throughout the summer and fall.

Another intervention we implemented this year is City Connects through the Salem Public Schools. City Connects a program that supports students through assessing individual needs in four domains; academic, social emotional well being, health and family. The teachers meet with City Connects Coordinator twice per year to review every scholar in their class around these domains.

Weekly, there is a Student Support Team Meeting to review students who are referred either through the whole class review process or by a specific teacher based on concerns.

The objectives of this meeting are to:

- Assess the strengths and identified needs of the student through a comprehensive discussion by a diverse team of professionals
- Develop an Individual Student Support Plan for the student that clearly identifies:
 - Specific and measurable goals that are related to academic, social/emotional/behavioral, health, and/or family needs
 - Strategies and/or interventions to address issues and achieve each goal, e.g., referral for specific services
 - Person(s) responsible for implementing each strategy or intervention
 - Timeframes for achieving student goals
- Implement the Student Support Plan by initiating the strategies and/or interventions, e.g., identifying a community- or school-based program that matches the student's strength or need and connecting the student to that service
- Identify specific timeframes to monitor the student's progress toward achieving his or her goal

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.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	Criteria	With whom	Result of dissemination
Home Visits and Family Engagement	Presentation at Salem Public Schools ESL meeting	Laura Towey, ESL Teacher and Team lead, Rebecca Faigen ESL teacher	Criteria 7 Culture and Family Engagement	Salem Public School ESL teachers	Agenda
Culture of Achievement	School Visit	Marlena Afonso, Head of School	Criteria 7 Culture and Family Engagement	Principal of another school in the district	Agenda

Academic Program Success

Student Performance

- a. *Performance on MCAS Next Generation Assessment*

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=35110205&orgtypecode=6&

- b. *Performance on Interim Assessments*

BACS scholars in all grade now take the The Strategic Teaching and Evaluation of Progress (STEP™) Literacy Assessment System. (Previously only scholars in grades K-3 used the assessment). We continue to see improvement and growth on this assessment especially in lower elementary. We also began using the Iready assessment for grades 2-5 and saw improvements of about 36% in proficiency in each of the grade levels.

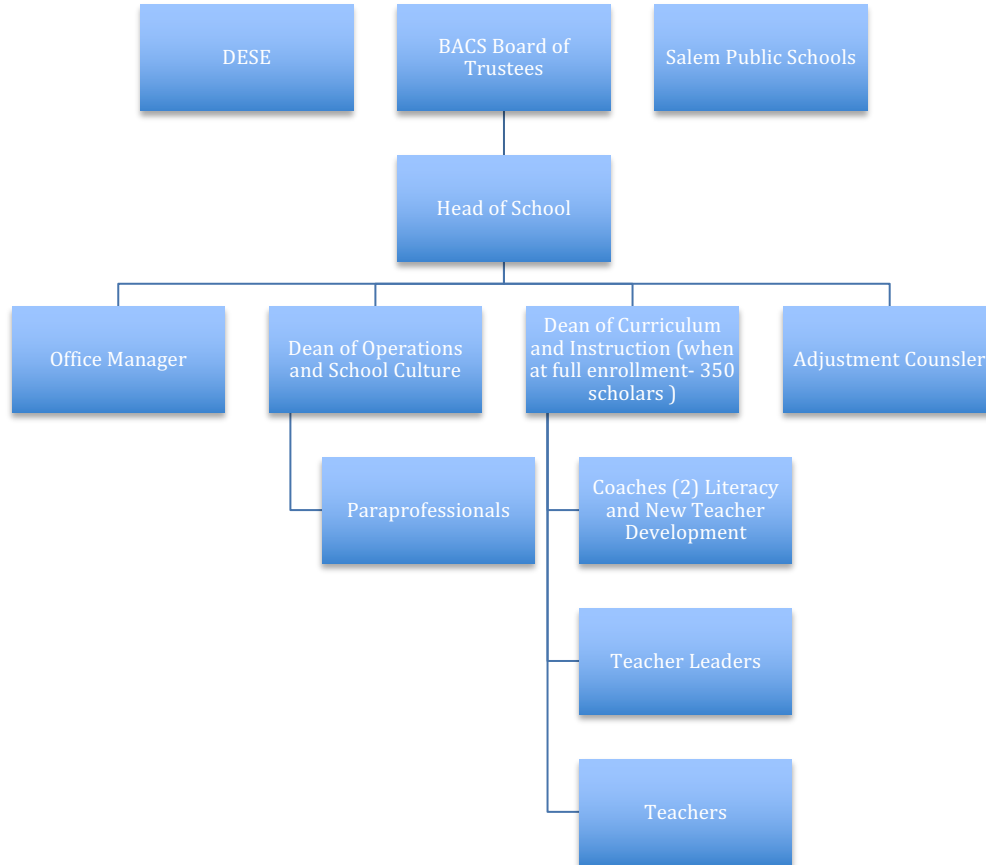
Program Delivery

During school year 2017-2018, BACS did not use the AVID program.

Organizational Viability

Organizational Structure of the School

School Year 2017-2018 Organizational Chart



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 2017-2018 school year

Budget and Finance
Income Statement

Jul '17 - Jun 18

Ordinary Income/Expense

Income

4001 · Tuition - District	2,693,229.96
4002 · Tuition - In Kind	1,349,856.24
4150 · Grants - Federal	126,823.00
42700 · Consulting Income	3,645.00
4450 · Contributions	2,054.22
4900 · Other Income	5,950.44

Total Income

4,181,558.86

Gross Profit

4,181,558.86

Expense

5010 · Salaries	2,376,207.00
5225 · Fringe Benefits	546,527.64
5245 · Taxes	30,890.64
5300 · Accounting	27,212.66
5301 · Audit	17,537.04
5302 · Legal	5,296.00
5311 · IT Services	3,950.04
5312 · Contracted Services	39,750.00
5313 · Saturday Prog & Accel Academy	600.00
5314 · Math Fellows	23,000.04
5315 · Enrichment	762.47
5316 · Summer Program	2,952.50
5320 · Instructional Supplies & Materi	25,871.99
5402 · Professional Development	67,916.97
5435 · Office Supplies & Materials	3,149.79
5440 · Postage	617.09
5451 · Copier & Printer Contracts	1,460.00
5452 · Classroom IT	6,722.31
5454 · Technology and Equipment	1,253.00
5500 · Purchases	177.86
5514 · Maintenance of Buildings and Gr	210,439.56
5554 · Utilities	28,350.72
5701 · Depreciation	1,178.64
5773 · Student Transportation (to and	390,750.72
5811 · SPS Purchased Services	142,896.96
5835 · Staff Culture Program	423.08
5836 · Student Culture PProgram	477.56
5837 · Field Trips	3,317.27

5841 · Recruitment/Advertising	158.90
5885 · Insurance (Non-Employee)	2,588.98
5962 · Staff Stipends	48,185.80
5990 · Misc Operating	12,400.00
64900 · Office Supplies	-1,782.00
66700 · Professional Fees	<u>2,850.00</u>
Total Expense	<u>4,024,091.23</u>
Net Ordinary Income	<u>157,467.63</u>
Net Income	<u><u>157,467.63</u></u>

Statement of Net Assets

	<u>Jun 30, 18</u>
ASSETS	
Current Assets	
Total Checking/Savings	213,532.64
Total Accounts Receivable	215,774.87
<u>1300 · Prepaid Expenses</u>	<u>24,403.54</u>
Total Current Assets	453,711.05
Fixed Assets	
1560 · Computers	7,072.00
1600 · Accumulated Depreciation	<u>-1,178.64</u>
Total Fixed Assets	<u>5,893.36</u>
TOTAL ASSETS	<u><u>459,604.41</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	6,319.00
<u>2100 · Accrued Expenses</u>	<u>10,500.04</u>
Total Current Liabilities	<u>16,819.04</u>
Total Liabilities	16,819.04
Equity	
3200 · Retained Earnings	285,317.74
Net Income	<u>157,467.63</u>
Total Equity	<u>442,785.37</u>
TOTAL LIABILITIES & EQUITY	<u><u>459,604.41</u></u>

FY19 Approved Budget

2019 Approved Budget

REVENUE

4001 · Tuition - District	3,238,571
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4002 · Tuition - In Kind	1,122,513
4150 · Grants - Federal	117,273
4180 · Grants - Private	
4450 · Contributions	
4900 · Other Income	
<hr/>	
TOTAL REVENUE	4,478,357
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EXPENSES

5010 · Salaries	2,898,422
5225 · Fringe Benefits	333,318
5235 · Payable to MTRS	-
5245 · Taxes	101,445
5300 · Accounting	27,000
5301 · Audit	17,000
5302 · Legal	5,000
5311 · IT Services	3,300
5312 · Contracted Services	57,500
5313 · Saturday Math Club	12,000
5314 · Math Fellows	-
5320 · Instructional Supplies & Materi	120,700
5402 · Professional Development	88,500
5435 · Office Supplies & Mat-Other	10,000
5452 · Classroom IT	25,332
5514 · Maintenance of Buildings and Gr	224,882
5554 · Utilities	30,300
5773 · Student Transportation (to and	417,568
5811 · SPS Purchased Services	15,000
5835 · Staff Culture Program	1,000

5836 · Student Culture PProgram	2,000
5837 · Field Trips	5,000
5841 · Recruitment/Advertising	3,000
5885 · Insurance (Non-Employee)	2,500
5962 · Staff Stipends	12,000
5990 · Misc Operating	15,000
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TOTAL EXPENSES	4,427,767
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Surplus/Deficit	50,591

Appendix A

Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
Objective: <i>BACS scholars will show core values and be on the pathway to college acceptance. (KDE #1 Culture of Achievement)</i>		
Measure: 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.	Partially Met	This projected was implemented and scholars were assessed on a rubric. 100% of scholars were rated proficient on Common Core Standard of conventions. Scholars did not reach the 80% mark on other components of the rubric.
Measure: 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.	Met	Scholars rated themselves on the grade specific rubrics and met with teachers to discuss during advisories in grades 3-5. In grades K-2 scholars rate themselves during a whole class town hall.
Measure: Each year, 90% of BACS scholars will reach their BACS Core Value Rubric goals by the end of the school year.	Not Met	This was the first of using the rubrics and will serve as a baseline for scholars creating goals for next year and in year 5 of the charter.
Objective: <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>		
Measure: Each year, 85% of BACS 5th grade students will demonstrate proficiency (above 75%) on BACS grade level power standards on their end of year assessment.	Partially Met	In reading, about 61% of scholars were proficient on standard RI 5.1 and 73% of scholars were proficient on RL5.1. In math,
Measure: 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 teacher created interim schedule teachers completed only 3 data action plans for grades 3-5 in ELA. In the lower grades, data action plans were created for STEP assessments. Math data action plans were also created three times per year and reviewed during common planning time.

		All action plans received feedback to ensure that all had a clear adjustment to practice based on the BACS rubric.
Measure: 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	Again this year, we tracked overall growth and improvement after the assessments. Given that we also completed data action plans around the STEP assessment we saw improvements but are unable to categorize the improvement in the way originally laid out. On 100% of post assessments scholars made improvements.
Objective: <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>		
Measure: 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” ¹ rubric. All teacher teams will be observed and rated by Deans at least “developing” in all categories by June.	Met	All teacher teams completed this rubric all teams were rated at least developing on the rubric.
Objective: <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>		
Measure: Each year, 70% of families will receive at least 1 home visit.	Partially Met	59% of families received a home visit this year. This is an increase of 7% from the previous year.
Measure: Each year, 80% of families will attend parent teacher conferences twice per year.	Met	For the first parent teacher conferences, there was an 89% attendance rate. For the second parent teacher conferences, there was an 88% attendance rate.
Measure: 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.	Partially Met	This year 22 teachers responded to the survey this represents 63% of teachers. (This is below our 80% participation goal) This year’s survey included new questions. Of the 7 questions around family engagement, 3 were rated above 90%. As compared to the national results on the same questions, Bentley’s teacher responses were in the 90 th percentile.

Objective: Bentley Academy Charter School will plan for and will share its promising practices with other schools in Salem

Measure: 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.

Met

The team has selected family and community engagement and culture of achievement to disseminate to visitors and other schools.

Measure: 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.

Met

This year, we had visiting teachers from a local charter schools and Salem Public teachers and staff come in to observe at the school.

Measure: 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.

Not Met

This measure is for years 4 and 5.

Appendix B
Charter School Recruitment and Retention Plan

Recruitment Plan
2018-2019

School Name: Bentley Academy Charter School

2017-2018 Implementation Summary:

The recruitment plan defined 2016-2017 reports was implemented. We held four lotteries, two taking place within the summer and fall months that assisted with filling available seat from scholars who 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 2018-2019 school year we will be increasing our enrollment to 340 scholars. Thus far we have held three lotteries totaling 295 applicants. There were 30 siblings accepted across three grades, siblings accounted for 31% of our accepted applicants for the 2018-2019 school year. We currently have 120 students on our waitlist.

We believe this incoming class of students will have demographic data similar to that of our current population. All recruitment efforts were done in English and Spanish with Portuguese translation available for families in need.

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

General Recruitment Activities for 2018-2019:

All recruitment efforts target Salem residents. We will advertise in many of the local housing residences across the city as well as in public locations available to all residents. We will have materials and applications available for families to view and access in these locations as well as day care facilities across the city. As a school we have developed a volunteer Recruitment Team made up of a diverse group of educators from our school across all content areas. The recruitment team will assist in recruitment events and efforts on a voluntary basis. We will hold community events at these locations such as “Pizza with the Principal” with multiple members of our recruitment committee present.

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

This year we will continue to attend citywide events in efforts to maintain a presence in the community. At these events at least two staff from our Recruitment Committee will be present in Bentley attire and available to answer questions concerning the school and recruitment.

We 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.

We will continue to foster relationships with the additional communities in our building that include two preschools. This has assisted in an increase of scholars in need of special education services applying due to the community ECC being located on site.

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 17.2%</p> <p>GNT percentage: 12.3%</p> <p>CI percentage: 12.4%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input checked="" 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 receive special education services BACS will do the following:</p> <p>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>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 sessions to answer the questions of prospective parents and families.</p> <p>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>
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. 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>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 18.5#%</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input checked="" 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>

Recruitment Plan – 2018-19 Strategies
List strategies for recruitment activities for each demographic group.

<p>GNT percentage: 9.3#%</p> <p>CI percentage: 16.6#%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>BACS will have information about our ELL program available in all printed material.</p> <p>A representative of the ELL department will be present at recruitment events throughout the fall and winter.</p> <p>BACS will continue to have multiple lotteries into the summer to allow families who 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> <hr/> <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 66.9%</p> <p>CI percentage: 47.5%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> 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> <hr/> <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet 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>
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Recruitment Plan – 2018-19 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students who are sub-proficient</u>	<p>(d) 2018-2019 Strategies</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>
<u>Students at risk of dropping out of school</u>	<p>(e) 2018-2019 Strategies</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>
<u>Students who have dropped out of school</u>	<p>(f) 2018-2019 Strategies</p> <p>N/A</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) 2018-2019 Strategies</p> <p>N/A</p>

Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2017-2018 Retention Plan.

2017-2018 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 165 home visits this year, resulting in 58% of our families receiving a visit. Home visits have been a great strategy to use when developing and maintaining strong relationships with our families.

Based on our current information we are currently at 95% retention rate. (This may change, as scholars have not yet returned from summer vacation.) Of the students we know that are leaving 8 of them are leaving because they are moving out of district, 1 is leaving to attend a specialized program and 3 are moving to schools that are closer to their residence.

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

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan -2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 10.3%</p> <p>Third Quartile: 22.6%</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</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>

Retention Plan -2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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>
Limited English-proficient students/English learners	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 2.9%</p> <p>Third Quartile: 19.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <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>BACS will host various Town Halls and family events that celebrate the different cultures represented at the BACS.</p> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> 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> <p><input type="checkbox"/> No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 7.9%</p> <p>Third Quartile: 20.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> 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>We will continue to work with community partners to provide access to food for scholars in need over the weekends.</p>

Retention Plan -2018-19 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	(c) 2018-2019 Additional Strategy(ies), if needed <input type="checkbox"/> 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.
<u>Students who are sub-proficient</u>	(d) 2018-2019 Strategies 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.
<u>Students at risk of dropping out of school</u>	(e) 2018-2019 Strategies 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.
<u>Students who have dropped out of school</u>	(f) 2018-2019 Strategies
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) 2018-2019 Strategies

Appendix C

School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	43	14.5
Asian	11	3.7
Hispanic	144	48.6
Native American	0	0
White	92	31.1
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	6	2.0
Special education	51	17.2
Limited English proficient	56	18.9
Economically Disadvantaged	198	66.9

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Marlena Afonso, Head of School	Charter School Leader	August 2014	
Jenna Cripps, Dean of Operations and School Culture	Operations Leader and School Culture/Discipline	February 2016	

*Add additional rows as necessary

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	30	0	4	Moving out of State, Licensure
Other Staff	14	0	2	Moving to teaching

				roles within school
BOARD MEMBER INFORMATION				
Number of commissioner approved board members as of August 1, 2018			9	
Minimum number of board members in approved by-laws			7	
Maximum number of board members in approved by-laws			15	

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Ryan Lovell	Chair	HR, Development, Governance	2	7/1/16-6/30/19 7/1/15-6/30/16
Sarah Toce	Secretary, Treasurer	Governance	2	7/1/16-6/30/19 7/1/15-6/30/18
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
Jonathan Bailly	Member	Development	1	8/24/16-6/30-19
Carli Kusiolek	Secretary	Education Committee	1	1/16/17-8/24/19
Mary Hayes	Member	Development Committee	1	8/17/17-6/24/20
George Atkins	Member	Governance Committee	1	8/17/17-6/24/20

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Ryan Lovell	
Charter School Leader	Marlena Afonso	No change
Assistant Charter School Leader	Jenna Cripps	New
Special Education Director	Monique Osgood	New
MCAS Test Coordinator	Marlena Afonso	No Change
SIMS Coordinator	Diane Boyajian	No Change
English Language Learner Director	Laura Towey	No Change
School Business Official	Jenna Cripps	New
SIMS Contact	Diane Boyajian	No Change

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	March 5, May 13, July 15
Lottery	March 7, May 16, July 18