



**RISING TIDE CHARTER PUBLIC SCHOOL
2017-2018 ANNUAL REPORT**

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**2018 ANNUAL REPORT
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Introduction to the School

Rising Tide Charter Public School			
Type of Charter	Commonwealth	Location of School	Plymouth, MA
Regional or Non-Regional?	Regional	Districts in Region	Barnstable, Bourne, Carver, Duxbury, Falmouth, Lakeville, Marshfield, Mashpee, Middleborough, Old Rochester, Pembroke, Plymouth, Sandwich, Silver Lake, Wareham
Year Opened	1998	Years Renewed	2003, 2008, 2013, 2018
Maximum Enrollment	700	Current Enrollment	651 (6/21/2018)
Chartered Grade Span	Grades 5-12	Current Grade Span	Grades 5-12
# of Instructional Days during the 2014-2015 school year	180	Students on Waitlist	327 (6/21/2018)
School Hours	7:45 am - 3:00 pm	Age of School	20 Years
<p>Mission Statement</p> <p>“To become intimate with your home region, to know the territory as well as you can, to understand your life as woven into the local life does not prevent you from recognizing and honoring the diversity of other places, cultures and ways. On the contrary, how can you value other places if you do not have your own? If you are not placed, then you wander the world like a sightseer, a collector of sensations, with no gauge for measuring what you see. Local knowledge is the grounding for global knowledge.” (Scott Russell Sanders)</p> <p>The Rising Tide Charter Public School will provide a strong academic program rooted in the history of Plymouth, Massachusetts. Our students will harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history. We want children to hone skills through rigorous studies, but skills alone do not make a whole education. The Rising Tide Charter Public School will also cultivate within its students a sense of belonging to our community, a tie with those who have come before them and a seed of continuity between the Plymouth of today and the Plymouth of tomorrow. The Rising Tide Charter Public School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging that will be the bounty of the future, whether they remain among us or venture from our harbor.</p>			



Dear Members of the Massachusetts Department of Elementary Education,

I have served on the Rising Tide Charter Public School (Rising Tide) Board of Trustees for eleven years. For the past five years, I have held the role of Chairman of the Board of Trustees. I am also a member of the Executive Committee and the Finance Committee. The 2017-2018 school year has been one of transitions.

After ten years of searching for a facility adequate to house Rising Tide's Middle and Upper Schools, the school community moved into a new facility in October 2017. Even though the moving date was later than planned, the whole community worked together so that the transition to a new building was relatively smooth. A few days after the move, founders, parents, students, alumni, and staff gathered in the new building for a celebration of the school and the new facility.

Within two weeks of moving to the new facility, Rising Tide hosted a Charter School Renewal Site Visit Team from the Massachusetts Department of Elementary and Secondary Education (DESE) for the school's twenty-year charter renewal visit. The visit and subsequent renewal process went well and Rising Tide's charter has been renewed for the fourth time without conditions. We celebrate our successes with the full realization that we still and always will have work to do in order to become a school that challenges all students while providing each student adequate support to succeed.

During the 2017-2018 school year, the Board of Trustees conducted a Head of School search as Jill Crafts, the current Head of School, plans to retire at the end of June. After creating and following a hiring process, the Board of Trustees selected Michael O'Keefe, the current Assistant Head of School, to become the new Head of School upon Mrs. Crafts' retirement.

After twelve years on the Rising Tide Board of Trustees, I am retiring from the board at the end of June. It has been a pleasure to serve on the board for a number of years.

Respectfully submitted,

Harry Salerno
Chairman
Rising Tide Charter Public School Board of Trustees

School Performance and Program Implementation

Mission and Key Design Elements

There have been no changes in the 2017-2018 school year.

Over the course of the past seven years, the Rising Tide Charter Public School (Rising Tide) has expanded from a grades 5-8 school to a nearly fully-enrolled grades 5-12 school. Throughout this period of rapid growth, the leadership and teaching staff have made a conscious effort to remain true to Rising Tide's original charter and to maintain an age-appropriate but consistent school culture, grades 5-12. The school has accomplished this goal of consistency by remaining true to a consistent interpretation of the school's Mission and Key Design Elements. These design elements are directly connected to the school's Mission.

1. Mission and Key Design Elements in Rising Tide's Academic Program.

Rising Tide's mission states that the school "...will provide a strong academic program", and that the school "...wants students to hone skills through rigorous studies..." School Leaders and faculty remain committed to providing a strong academic program with an emphasis on building replicable and transferable skills. The school's founders wanted Teachers to challenge every student, with the recognition that students reach academic goals in a variety of manners and paces. Key design elements in Rising Tide's strong academic program include the following elements:

a. High Academic Standards for All Students

Rising Tide's academic program is college preparatory, even as the staff recognizes that not every Rising Tide student may plan to attend college; the faculty wants each student to be prepared and qualified to apply to college when it is appropriate. As Rising Tide has expanded to eight grade levels, the staff has worked to maintain challenging courses and high standards for all students. All courses at Rising Tide are rigorous and challenging courses for all students, regardless of future plans.

b. Commitment to Skill Development

In the second year of the school, Rising Tide Teachers developed the *Schoolwide Objectives* and *Benchmark Skills*. These skills are designed to go beyond those listed in the Massachusetts Curriculum Frameworks. Benchmark Skills cross disciplines and are measured in every class; twice a year, a student's skill development on Benchmark Skills is quantified on a rubric, included in the quarterly report card. These skills are measured in individual classes as well as in the school's cross curricular assessments.

c. Inquiry and Skills-Based Approach to Teaching and Learning

The inquiry and skills-based approach to teaching and learning is used to support academic growth by encouraging students to think critically and ask questions. Teaching and learning at Rising Tide is approached as a process of exploration rather than a reporting of information and memorization of facts. In an inquiry and skills-based classroom, Teachers and students engage in meaningful questions and discussions, collect and analyze information, draw conclusions, and communicate an understanding of the material.

d. Attention to the Individual Student

Rising Tide's founders recognized that each student is unique and that students learn in different ways and at different rates. Teachers are committed to differentiating and individualizing instruction in order to meet student needs. Some students require special services through federal programs such as special education and civil rights; however, all students need Teachers to recognize their individual needs. In addition to

the regular support Teachers provide to students during class time, Rising Tide offers regular Academic Support to all students two times per schedule rotation.

e. *Maintaining a Strong Faculty Who Design Curriculum*

A core belief at Rising Tide is that, if the school nurtures and maintains an academically talented and motivated faculty who truly enjoy working with adolescents, students will tend to be more motivated to enjoy learning and succeed in school. 73% of Rising Tide’s faculty have advanced degrees in their subject area. At Rising Tide, faculty design and teach their own curriculum, so that Teachers believe in what they are teaching. In turn, when Teachers are invested in their curriculum, students are inclined to be more motivated to learn.

f. *Maintaining Small Class Sizes*

Rising Tide is committed to maintaining relatively small class sizes so that each student may receive an adequate amount of individual attention from Teachers. Class size ranges from ten students to twenty-four students, depending on the section.

2. Mission and Key Design Elements in Developing in Students a Connection to the Region

Rising Tide’s Mission states that the school will provide a “strong academic program rooted in the history of the Plymouth.” The Mission Statement ends by stating that “the Rising Tide Charter Public School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging...” Key design elements in Rising Tide’s program intended to connect students to the region include the following elements:

a. *Connections to the Region in Academic Courses*

In every full year course at Rising Tide, grades 5-12, Teachers include a connection to the Plymouth region. The founders were interested in providing all Rising Tide’s students the opportunity to feel grounded and to understand the region from which they come. The founders felt that a small community is a microcosm of the global community; therefore, the skills utilized in learning about one’s own small community would be similar to those used to uncover the global community.

b. *Electives Courses Connected to the Region*

- Upper School Course Offerings in Social Studies
 1. The grade 11 course offering for Social Studies is *Civics and Economics*, where part of the course is to choose a local problem, conduct field research, collect and analyze data, and work together to create a presentation.
 2. *Local History* is offered to students as an upper level course choice in Social Studies. In this course, students explore local history through a partnership with Pilgrim Hall Museum, exploring archives and researching artifacts.
- Middle School Exposition Program
Designed by the middle school faculty, the Exposition course meets two times in a six-day cycle for a quarter of the school year. Every middle school student has the opportunity to choose an Exposition course each year. Twice during the course, students have the opportunity to go out in the community to participate in field work, uncovering knowledge about the community in which they live. Examples of Exposition courses from past year are *Shellfishing; Farm to Fork; Native Skills and Survival; Fin-Tastic Fisheries of New England*
- Upper School Electives Courses

Rising Tide's Upper School has a rich and varied Electives Program, created to extend academic offerings for Rising Tide students. Some of these Electives Courses have direct ties to the region. A few recent Electives Courses with ties to the region include *Local Fish and Fisheries*, *Marine Biology*, *Observational Painting*, and *History of Food*

- Senior Internship Course
Seniors may participate in the Senior Internship Course, a community-based internship program that takes place during the elective block for one semester. Students gain career experience in a non-paid internship of their choice, and meet regularly with a faculty member to practice professional job skills. In recent years, Rising Tide has made a connection to one of the local Rotary Clubs. Each month, two Rising Tide seniors attend Rotary meetings to speak about themselves and their future plans.

c. Service Learning Opportunities Connected to the Region

In the middle and upper schools, students have the opportunity to participate in service learning projects with ties to the region in their Advisories. For example, in grade 7, all students participate in a regional environmental service learning program. Other local organizations with whom Rising Tide has partnered for Service Learning projects include the *Plymouth Coalition for the Homeless*, *South Shore Resource and Advocacy Center*, and *Wildlands Trust*.

3. Mission and Key Design Elements in Building a Strong School Community

Rising Tide's Mission Statement mentions, first, the value of a strong academic program. The statement then quickly asserts that "...skills alone do not make a strong education. The Rising Tide Charter Public School will also cultivate within its students a sense of belonging to our community..." Rising Tide has built a strong community through careful planning and a consistent philosophy. The key design elements that make Rising Tide a strong community are listed below and begin with the Rising Tide staff:

a. Cohesive and Strong Leadership Team who Model School Culture

Over the years, as Rising Tide has grown, the leadership team has also grown in numbers. The school has a culture of promoting from within, so that staff members who have been working at the school for several years and who embrace the school culture can be placed into leadership roles. This leadership team is collaborative among themselves and portrays cohesion and consistency both within and outside of the organization. The leadership group fully discusses any issues facing the school and arrives at consensus before discussing issues with the rest of the community. This practice ensures consistency with the mission and key design elements of the school. The leader group models the school's guiding principles of *Honesty*, *Trust*, *Respect*, and *taking Responsibility*

b. Team Approach to Staff Structure

Rising Tide's staff is structured by teams; for example, the *Operations Team*, *Grade Level Advisory Teams*, *Curriculum Area Teams*, *Leadership Team*. These teams are collaborative and work together on a variety of issues. This team approach sets an example to staff and students about working together to solve problems.

c. Rising Tide Advisor Program

Rising Tide's unique Advisor Program, designed to support the personal and academic growth of students, is consistent with the school's mission in allowing the school to focus on individual students needs as well as building a strong community of learners. Advisory is the center of a student's life at school and assists students academically as well as socially and emotionally. The Advisor creates a sense of community within the Advisory,

serves as the primary support and advocate for the student within the school, serves as the primary contact between home and school, and provides administrative support for each student.

d. *Maintaining Core Principles in Academic and Social Situations, Grades 5-12*

Four core principles guide Rising Tide's culture and philosophy. These core principles are those of *Honesty*, *Respect* for one another, *Trust*, and taking increasing *Responsibility* for oneself. These principles grew out of the school's mission statement and offer important guidelines for decision-making and student behavior and standards in all aspects of school life. Teachers cite these core principles in situations involving academic rigor and standards as well as in behavioral situations.

e. *Regular School and Family Events*

1. *Morning Meeting*: Twice a week, on Mondays and Fridays, middle and upper school students attend Morning Meeting to begin and end the week. These community meetings may include announcements about school events, presentations from students and/or Teachers, poetry readings, and sports announcements. In addition, Teachers, School Leaders, or students may share ideas and thoughts with the wider school community.
2. *School Social Events*: Periodically, throughout the year, Rising Tide holds social events for students. School social events are intended to provide students an opportunity to socialize with one another in a safe environment different than the academic day.
3. *Family Events*: Throughout the year, Rising Tide has several family events for the school community. In September, there is *Back to School Night* for parents. During the year, *Special Visitor Day* in the Middle School is a regular event where parents have the opportunity to experience a school day in operation. *Family STEM Night*, *Verse and Visuals*, *Civics Night*, and various arts performances are evening events that highlight the work of students and Teachers. New events will continue to develop as the school grows.
4. *Community Celebration Committee*: During the summer of 2017, a group of nineteen Board Members, parents and guardians, and School Leaders created a committee to plan a celebration of the opening of Rising Tide's new building. The committee organized a successful New Building Celebration for the entire community on October 4, 2017.

5. *Mission and Key Design Elements in Organizational Viability*

In order to maintain academic strength and commitment to individual students and the community, Rising Tide has developed a strong and highly functional Board of Trustees and Operations team to support the work of the school.

a. *Strong and Functional Board of Trustees*

Rising Tide's Board of Trustees takes responsibility for overseeing the operation of the school. Evidence of the strength of the board may be found in two areas:

1. *Overseeing facility development*: Over the course of ten years, the board and School Leaders have been searching for a facility adequate to house the Middle and Upper schools. Through collaboration and strong leadership, a facility was located, a group of school leaders worked with a design team to create a school building, the building was renovated, and the whole school community moved into the building in October 2017.
2. *Overseeing the annual budget and school finances*: On a monthly basis, the Board of Trustees looks carefully at Rising Tide's financial statements and

provides input to the Business Manager. The board also oversees creation and development of the annual budget, looking at several iterations of the budget as it is being developed. Involving the board in the financial dealings of the school has been particularly important as Rising Tide has searched for and then secured financing for the new facility.

b. Operations Team

The Operations Team, under the leadership of the Head of School, consists of two groups, *Program* and *Operations*. This group meets weekly to discuss and make decisions pertaining to school calendar, enrollment, student data, admissions, college and future planning, technology, facility, and school finance.

Amendments to the Charter

During the 2017-2018 school year, Rising Tide applied for no amendments to its Charter.

Access and Equity

During the 2016-2017 school year, the most recently available Student Discipline Data on the school’s DESE profile page, Rising Tide enrolled 679 students; 35 of those students, or 5%, were suspended either in-school or out-of-school. During that same time period, Rising Tide had no expulsions, no students sent to alternate placement, and no emergency removals. The chart below reflects 2016-2017 subgroups of students and the number of students suspended, either in-school or out-of-school:

Subgroup	Number of Students	Number of Students Suspended, ISS or OSS
African American	8	2
Economically Disadvantaged	73	7
High Needs	167	18
Students with Disabilities	108	13
White	608	29
Total	679	35

Rising Tide has a school culture of *Trust, Respect, Honesty*, and encouraging students to take increasing *Responsibility* for themselves. Part of the school’s culture is to have active Advisory and Wellness Programs and to address students’ social and emotional needs in every classroom as well as in Advisory. Rising Tide actively promotes prevention work with students, with a policy of Teachers and Advisors addressing the small things so that they do not grow into big things. If serious incidents occur, Rising Tide treats them as “teachable moments”, working with the student to take responsibility for mistakes, reflect, and then learn how to not repeat the mistakes.

If students do need to be suspended, Rising Tide’s Principals first recommend in-school suspension (ISS) rather than out-of-school suspension (OSS) except for very serious incidences. During ISS, teachers, special education teachers, and school counselors set aside time to work with students so that the time away from the classroom is productive and the student also takes time to process his or her mistake and reflect on the outcome and prevention work for the future. If a student has an OSS, Advisors gather coursework and ensure that the work is sent home with the student.

A few years ago, Rising Tide began actively avoiding any type of suspensions unless it was absolutely necessary. Advisors, counselors, teachers and principals work diligently with students in order to try to prevent situations where suspension becomes necessary.

Dissemination Efforts

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	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.)
Integrating Social-Emotional Learning and civic Engagement Across the Curriculum	2017-2018	MA DESE Grant 537	Social, Emotional, Health Needs	Plymouth Public Schools middle school leaders and teachers	Each teacher involved in the grant project will produce a unit plan, two lessons, a rubric, and project-end reflection. The Grant Coordinator has written a mid-project report for the state, and will be writing a year-end report.
Curriculum Design and Teaching Practices	2017- 2018	Rising Tide’s website	Curriculum	Rising Tide families and schools and families from Rising Tide’s region	

Academic Program Success

Student Performance

- A. Rising Tide's School Report Card on the Department of Elementary and Secondary Education website may be accessed through the below link:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04830305&fycode=2017&orgtypecode=6>

- B. Additional Assessment Data

Additional Assessment Data	
Assessment Name: College and Work Readiness Assessment Plus (CWRA+)	Grades Assessed: 9 and 12
Date Implemented: 2012-2013	Date Discontinued: n/a (if applicable)
Description of Achievement Trends: During the 2012-2013 school year, Rising Tide began assessing its grade 9 students with the CWRA, an assessment that seemed to fit well with Rising Tide's academic program. In 2014-2015, when Rising Tide first enrolled students in grade 12, the school assessed students in grades 9 and 12 in order to determine whether or not students demonstrated growth over time in the skills assessed on the CWRA. In 2014-2015, the CWRA was revised and became the CWRA+, so Rising Tide can report only three years of comparative data on the CWRA+. Rising Tide students in grades 9 and 12 participate in the CWRA+ in the fall of each school year. Rising Tide admits a number of new grade 9 students to its program each year, so the fall grade 9 scores indicate a baseline for some students who have attended Rising Tide's middle school plus students new to the program. The grade 12 fall scores provide a better benchmark for whether or not students improve their skill levels over time because Rising Tide admits few students to grades 11 and 12. Compared to Fall 2016, Rising Tide grade 9 and grade 12 Mastery Levels by class for 2017 decreased by 11 points, from 1035 to 1024; Rising Tide grade 12 Mastery Levels increased from 2016 to 2017 by three percentage points. Grade 9 Mean Mastery Level has remained for three years in the Proficient range. Over three years, Grade 12 Mean Mastery Level has moved from Proficient to Accomplished.	

Additional Assessment Data		
Assessment Name: National Latin Exam	Grades Assessed: 8-12	
Date Implemented: 2008	Date Discontinued: n/a (if applicable)	
<i>National Latin Examination</i>		
<p>Studying Latin has been a requirement for Rising Tide middle school students since the school opened in 1998. By the time Rising Tide students complete Grade 8, the majority has completed the equivalent of Latin I and are prepared to move onto Latin II in Grade 9. The Latin program has maintained its strength over the years and, each year, many students choose to move into Latin II in high school. One manner in which the Rising Tide staff has elected to gauge the success of its Latin program is to administer the National Latin Exam to all Grade 8 students, starting in 2008. Now that Rising Tide has added the high school grades to its program, all Rising Tide Latin students, beginning with Grade 8, take the National Latin Exam in March. Since 2011, Rising Tide students, in the aggregate, have scored above the national average on the National Latin Exam. This year, 48.05 percent of Rising Tide's Latin students earned awards on the National Latin Exam which is 9.85 percent above the average of 38.2 percent for all students earning awards internationally.</p> <p style="text-align: center;"><i>Comparison Between 2018 National Latin Examination Average Scores and Rising Tide Charter Public School Averages</i></p>		
Exam Level	International Percentage of Students who Earned Awards	Rising Tide Percentage of Students who Earned Awards
Latin I	45.49	41.11
Latin II	48.10	57.14
Latin III	46.56	58.62
Prose IV	46.14	14.29
Poetry IV	46.60	71.43
Latin 5	44.12	85.71

Additional Assessment Data	
Assessment Name: ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)	Grades Assessed: 9-12
Date Implemented: 2016	Date Discontinued: n/a (if applicable)
<p>Description of Achievement Trends: For the past two years, the world languages teachers assessed all students taking courses in Spanish using the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL). In previous years, the department has assessed students using the National Spanish Examination. Students were assessed using AAPPL in order to use real-world tasks to provide evidence of students' Spanish language skills in the three modes of communication: Interpretive, Interpersonal, and Presentation, using real-world tasks (as explained at http://aappl.actfl.org/).</p> <p>On the 2017 AAPPL exam students were assessed in four categories of communication: Interpersonal Listening and Speaking; Presentational Writing; Interpretive Listening; Interpretive Reading. Rising Tide's Spanish teachers set expectations for students, based upon the Spanish course criteria. The Rising Tide Spanish I students performed at or above the expectations the Rising Tide Spanish department set for this assessment 79.01% of the time on average across the four categories of communication. The Rising Tide Spanish II students performed at or above the expectations 71.02% of the time on average across the four categories of communication. The Rising Tide Spanish III students performed at or above the expectations 56.73% of the time on average across the four categories of communication. The Rising Tide Spanish IV students performed at or above expectations 48.44% of the time on average across the four categories of communication. The Rising Tide Spanish V students performed at or above expectations 63.80% of the time on average across the four categories of communication. In the aggregate, Rising Tide Spanish students from all levels performed at or above expectations 60.00% of the time on average across the four categories of communication, an increase of 2% from the 2016 results.</p>	

Program Delivery

During the 2017-2018 school year, Rising Tide made no changes to the school's basic curriculum, instructional model, assessment methods, and supports for diverse learners. Some updates and additions to the curriculum and supports for diverse learners were made. Rising Tide moved to a new facility, enabling the community to upgrade science labs, add an ICP-OES spectrometer machine, include a larger dance studio, and provide a better performance space.

Changes to Courses:

1. Updated Social Studies offerings with Rising Tide's mission and goals at the center of the decision-making process, adding Local History with strong connections to local historical institutions, Comparative Religion, International Relations, and Modern Global History.
2. Added an Advanced Chemistry course and an Engineering & Technology course.

3. Shifted upper level Music offerings to include a greater focus on playing Music, including Improvisation Studio and Musicianship
4. Updated Advisory Curriculum and adjusted titles of strands
5. In the Middle School, changed grades 5 and 6 Communications and Investigations course to STEM in grade 5 and Humanities in grade 6.

Support for Diverse Learners:

1. Implemented program changes related to Dropout Prevention Plans

Organizational Viability

Organizational Structure of the School

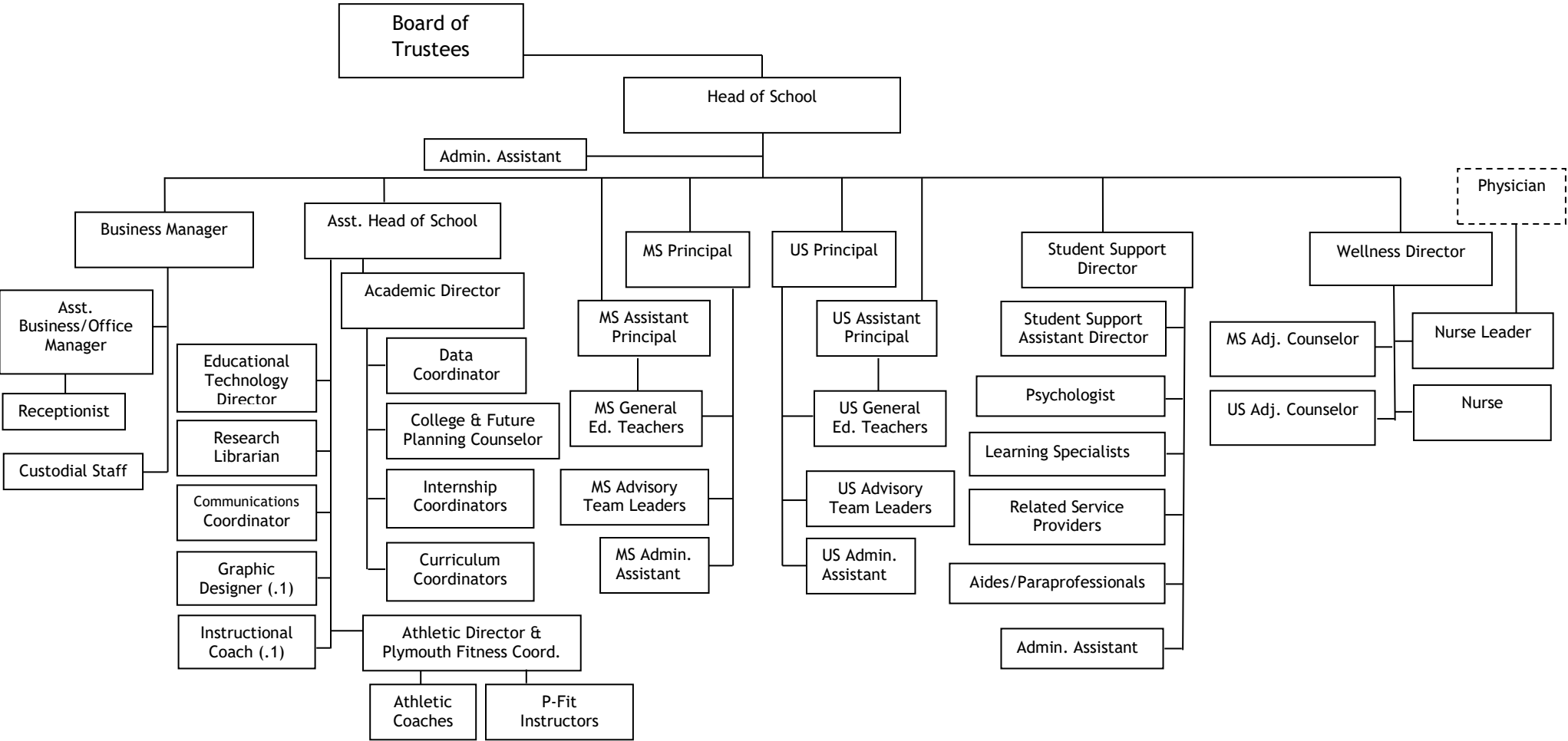
In October 2017, Rising Tide's two divisions, Middle School and Upper School, merged into one building. At the end of June 2018, Rising Tide's twenty-year Head of School is planning to retire. In anticipation of these two changes, Rising Tide's Head of School and Assistant Head of School designed a new leadership structure that was put in place during the 2017-2018 school year. The new structure provided the Head of School an opportunity to mentor new leaders in their roles. In the new leadership model, each manager supervises a manageable number of staff members so that each School Leader, Teacher, and Operations staff member can feel fully supported. The Organizational Chart for 2017-2018 appears on the following page.

Teacher Evaluation

Rising Tide made no changes this year to its teacher evaluation process; however, using the new Organizational Chart with more supervisors, everyone in the organization was observed, provided with feedback, and evaluated at the end of the school year.

Rising Tide Charter Public School

Organizational Chart 2017-2018



Budget and Finance (This section was prepared by Eric Mello, Business Manager)

A. Unaudited FY 18 Statement of Revenues, Expenses and Changes in Net Assets

	July 1, 2017 - June 30, 2018
Operating Revenues:	
State Grants	\$ 9,050,474
Federal Grants	\$ 261,779
Other Revenue	\$ 240,483
Food Service revenue	\$ 79,220
On - Behalf Payments	\$ 250,000
In-Kind Revenue	\$ 300,000
Total operating revenue	<u>\$ 10,181,956</u>
Operating Expenses	
Salaries	\$ 5,338,553
Payroll Taxes	\$ 135,938
Fringe Benefits	\$ 911,672
Occupancy	\$ 127,093
Telephone & Utilities	\$ 691,658
Professional Services	\$ 61,301
Insurance	\$ 52,661
Student Activities/Direct Education Exp.	\$ 599,632
Office Expenses	\$ 38,478
Food Service Program	\$ 80,434
Training & Development	\$ 15,965
Postage	\$ 6,471
Repairs and Maintenance	\$ 112,926
Travel	\$ 3,859
Advertising & Marketing	\$ 32,323
Dues	\$ 42,917
In-Kind Expenses	\$ 250,000
On behalf payments	\$ 300,000
Interest Expenses	\$ 422,490
Depreciation	\$ 351,049
Total Operating Expenses	<u>\$ 9,575,420</u>
Operating income (loss)	<u>\$ 606,536</u>
Nonoperating revenues and (expenses)	
Change in Net Position	\$ 606,536
Net Position, beginning of the year	<u>\$ 3,149,393</u>
Net Position, end of the year	<u><u>\$ 3,755,929</u></u>

* Operating Income surplus will be used to fund new facilities and other capital purchases

B. Statement of Net Assets for FY18 (Balance Sheet)

Current Assets

Cash	\$	1,554,481
Cash Construction Escrow	\$	329,712
Class & Student Funds Held	\$	23,253
Grants and Accounts Receivable	\$	783,402
Prepaid Expenses	\$	<u>125,682</u>
Total Current Assets	\$	2,816,530

Non Current Assets

Due from Related Party	\$	17,360
Capital Assets, Net	\$	<u>18,274,926</u>
Total noncurrent Assets	\$	18,292,286
Total Assets	\$	21,108,816

Current Liabilities

Accounts Payable	\$	89,749
Accrued Expenses	\$	974,775
Deferred Revenue	\$	14,455
Class and Student Funds held	\$	<u>25,339</u>
Total Current Liabilities	\$	1,104,318

Noncurrent Liabilities:

Note Payable	\$	16,144,109
Capital Lease Obligation	\$	<u>104,458</u>
Total noncurrent Liabilities	\$	16,248,567
Total Liabilities	\$	17,352,885

Net Position:

Net investment in capital assets	\$	3,149,395
Unrestricted	\$	3,149,395
Net Income	\$	<u>606,536</u>
Total net position	\$	3,755,931
Total liabilities and net position	\$	21,108,816

C. Approved School Budget for FY 19
(Approved by Board of Trustees on April 23, 2018)

Income

State Tuition	\$ 9,199,080
State and Federal Grants	\$ 327,189
Supplemental Fee Revenue	\$ 75,000
Funds Income	\$ 3,000
Other revenue	\$ 127,465
Interest Income	<u>\$ 1,200</u>
Total Income	\$ 9,732,934

Expenses

Staff Expenses	\$ 6,993,000
Food Services	\$ 83,000
Student Fee Expenses	\$ 18,600
Direct Educational Expenses	\$ 682,935
General and Administrative	\$ 231,000
Marketing and Enrollment	\$ 28,000
Facilities Operations	\$ 1,182,018
Depreciation and Amortization	<u>\$ 500,000</u>
Total Expense	\$ 9,718,553

Net Ordinary Income \$ 14,382

D. Capital Plan for FY19

	FYE 2019	FYE 2020	FYE 2021	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	FYE 2028	Total
Capital Projects:											
Computer & Copier Fleet											
1) Leasing	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	1,200,000
2) Classroom Technology Upgrades	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
3) Furniture Replacements	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
4) Infrastructure & Capital Reserves	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,000,000
Total Capital Projects	245,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	2,450,000

10 Year Capital Plan FY 2019 - FY 2028

The school has received approval from the DOE to expand to a high school with a total of 700 students.

The following capital projects expected to occur over the next ten years:

- 1) Computer Fleet Lease:
In accordance with the school's technology plan, the computer fleet maintenance cost reflects the annual investment required to upgrade and replace computers and related equipment in our media labs and classrooms. We have entered into computer lease agreements for our computer fleet. This annual cost is paid from operating cash flows each year and therefore has no requirement for a capital reserve.
- 2) Classroom Technology Upgrades:
These costs are related to replacement of technology and continued expansion of new technology into the classrooms and will be paid from operating cash flows each year and therefore have no requirement for a capital reserve.
- 3) Furniture Replacements:
Periodically classroom and administration furniture is replaced. This cost reflects the annual cost to replace existing furniture throughout the school including classroom desks, storage lockers, art room tables, lunch tables, filing cabinets and various other items. This annual cost is paid from operating cash flows each year and therefore has no requirement for a capital reserve.
- 4) Building Infrastructure & Capital Reserves:
During FY 2019 and FY 2020 we plan to complete some minor construction work to finish our new building project. We are setting aside approximately \$50,000 per year in capital reserves for repairs and replacement of building equipment.

Appendix A

Accountability Plan Evidence 2017-2018

2013-2018 Accountability Plan

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Rising Tide’s professional staff will create and maintain a strong academic program based upon the Rising Tide Schoolwide Objectives and Benchmark Skills.		
<p>Measure 1: By June 2016, Rising Tide’s Schoolwide Objectives and Benchmark Skills will be included in teacher unit and assessment planning, as evidenced in subject area curriculum Binders.</p>	Met	<p>The Rising Tide Schoolwide Objectives and Benchmark Skills were first created in 1999. Since that time, they have been further developed and updated through a collaborative effort between school leaders and teachers. As the school has grown, consistent use of the Benchmark Skills has been uneven, as new teachers have been added to the organization. The effort to hone the Schoolwide Objectives and Benchmark Skills into a coherent cross-curricular list of transferable skills is ongoing. During the 2017-2018 school year, work on the Dissemination Grant has aided Rising Tide in further defining and developing the Benchmark Skills. One example of a unit plan that includes these skills may be found in Appendix A, Exhibit I.</p>
<p>Measure 2: By June 2018, in order to develop a program with high academic standards, students will be able to successfully demonstrate proficiency, at least once in the middle school and once in the upper school, on integrated skills assessments of Rising Tide’s Schoolwide Objectives and Benchmark Skills, as reflected in assessment rubrics.</p>	Met	<p>Rising Tide school leaders and teachers have been working for several years to develop integrated skills’ assessments that demonstrate proficiency on Schoolwide Objectives (SWO) and Benchmark Skills. Work over several years on</p>

		<p>creating and developing the Benchmark Skills has been part of an effort to develop a framework for these multidisciplinary assessments. In 2017-2018, all Rising Tide grade 8 students completed research projects in Social Studies' classes for National History Day (NHS). These projects met the criteria for integrated skills' assessments. In grade 11, all students completed culminating projects in Biology class that also met the criteria for integrated skills' assessments. The rubric for the Biology project may be found in Appendix A, Exhibit II.</p>
<p>Objective: Objective II: Rising Tide's professional staff will offer students a program that includes strong connections to the regional community.</p>		
<p>Measure 1: By 2018, all Rising Tide students, grades 5-12, will have the opportunity to participate in at least four Service Learning projects, two in the middle school and two in the upper school, as documented in the academic or advisory curriculum and demonstrated in student reflections.</p>	<p>Met</p>	<p>During the 2017-2018 school year, Middle School students in grades 6 and 7 participated in service learning projects, involving food waste in grade 6, and environmental stewardship in grade 7. In the Upper School, grade 10 students created Thanksgiving baskets for the <i>South Shore Resource and Advocacy Center</i>. During an Upper School field work day, all seniors participated in various service projects in partnership with local organizations: Gifts to Give, Wildlands Trust, and Plimoth Plantation. In addition to opportunities for service learning in grade levels teams, Upper School students may also participate in a <i>Community Action Club</i>, an active group who participate in service</p>

		learning in local communities. An example of an Advisory Planning Template may be found in Appendix A, Exhibit III.
<p>Measure 2: Each year, at least 90% of Rising Tide Middle School students will successfully complete the Exposition Program that reflects the school’s mission. Successful completion is reflected in an average score of <i>needs improvement</i> or above, over four years, on a report card rubric</p>	Met	Rising Tide Middle School students have met this goal for the past four years and continue to meet it this year. In 2018, 99.2% of Rising Tide Middle School students received a grade of needs improvement or above; 2017, 99.5% of Rising Tide Middle School students received a grade of needs Improvement or above. In 2016 and 2015, the percentage of needs improvement or above was 98.5%; in 2014, the rate was 97%.
<p>Measure 3: By 2018, all Rising Tide full year courses, grades 5-12, will include at least one connection to the Plymouth region, as evidenced in subject area curriculum binders and reflected in samples of student work.</p>	Met	Rising Tide teachers met this goal by the end of the 2016-2017 school year. An example of these connections may be found in Appendix A, Exhibit IV.
<p>Objective III: Rising Tide’s teachers will utilize an inquiry and skills-based approach to teaching and learning that includes real-world experiences and critical thinking skills.</p>		
<p>Measure 1: Each year, all teaching units will reflect use of an inquiry and skills-based approach to teaching and learning, reflected in unit planning design and in year-end teacher evaluations. Teacher units are collected at the end of each school year, electronically, in curriculum area folders</p>	Met	Rising Tide leaders and teachers have been working on this goal since 2013, and have almost reached it for many of those years. This year, 2017-2018, all Rising Tide teachers have incorporated examples of an inquiry and skills-based approach to teaching and learning into their unit plans. An example of a unit plan may be found in Appendix A, Exhibit V.

Appendix A
Exhibits I through V

Appendix A: Exhibit I

Rising Tide Charter Public School
UNIT PLANNING TEMPLATE

Designer: Vendetti

Unit Topic:
Technology and Engineering

Subject Area Essential Question (s):

How can we use technology to extend our ability to make observations and collect evidence?
How do models help us represent and develop abstract ideas?
How do we appropriately use technology to address global challenges?

Unit Level Essential Question(s):

What is technology?
Why is the technology design process essential?
How is technology related to society?

Goals

A: Skills (Students will be able to - ACTIONS)

- Apply the components of a technological system to examples of technology. ETS3.A; COM: Rec
- Use the technology design process to imagine a new invention. ETS1.A-C; INV: Inn
- Use the technology design process to design and build a solar car. ETS1.A-C; INV: Inn
- Use hand tools safely to modify material. ETS2.A; SDL: SAw, SDL: Rsp
- Construct a prototype based on design plan to solve a given problem. 7.MS-ETS1-7; INV: Inn
- Analyze data collected during testing and modify prototype appropriately. 7.MS-ETS1-4; COM: Rec, INV: Inq

B: Content Knowledge (Students will know - FACTS, FIGURES, DEFINITIONS)

- Describe the goal of technology ETS3.A; COM: Exp
- Name the classifications of technology ETS3.B; COM: Exp
- Identify factors that cause technology to progress COM: Rec
- Describe the components of a technological system ETS3.A; COM: Exp
- Identify the components and explain the functioning of a communication system (source, encoder, transmitter, receiver, decoder, and storage) 7.MS-ETS3-1; COM: Rec
- Use an electrical generator to describe the effect of distance and magnitude of electric charge on the strength of electric forces. 7.MS-PS2-3
- Use a DC motor to observe and describe evidence to argue that electric fields exist. 7.MS-PS2-5
- Describe how technology is developed through history COM: Exp
- Know the safe functioning of a variety of common hand tools. ETS2.A; SDL: SAw, SDL: Rsp

C: Understandings (Students will GENERALIZE [UNDERLYING CONCEPTS], INTERNALIZE, FIND EVIDENCE, EXPLAIN, REPRESENT IN NEW WAYS, TRANSFER)

- Analyze technological systems using the Universal Systems Model. 7.MS-ETS3-5; COM: Rec
- Compare the benefits and drawbacks of various communication systems. 7.MS-ETS3-2; COM: Rec, INV: Inn
- Explain what is involved in each step of the technology design process ETS1.A-C; COM: Exp
- Explain how technology affects people in both positive and negative ways COM: Exp
- Explain how analyzing the risks and benefits can help people make decisions about technology COM: Exp
- Compare and evaluate competing solutions to a design problem to determine criteria and constraints. 7.MS-ETS1-2; COM: Rec, INV: Inn

<p>Evidence of Student's Reaching Goals: (Ways to assess the demonstration of understanding skills, knowledge and understandings)</p> <p><i>Discussion</i> - daily class discussion related to warm up <i>Formal assessment</i> at the end of the unit <i>Performance task/ Challenge</i> - Design and build a car that will move on solar energy alone <i>Group work</i> - Paper airplane design lab, Technology systems lab</p>	<p>Formal Informal Formative Summative In Class Independent Work Group Work Discrete Skill Integrated Skills Verbal Response Discussion Presentation Written Response Paper Quiz/Test Performance Task Challenge/Problem</p>
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<p>Inquiry - and Skill-Based Teaching and Learning Ideas:</p> <p><i>Entry points:</i> Daily “warm up” questions that require students to think about the upcoming topic of the day and always results in a discussion.</p> <p><i>Clear information:</i> Provided through teacher instruction</p> <p><i>Model skills:</i> Demonstrations</p> <p><i>Skills instruction/Practice skills:</i> Laboratory investigations and projects</p> <p>Solar Car Project</p> <p>Areas of Technology group poster project</p> <p>Backpack solution</p> <p>defining technology quick activity</p> <p>Paper airplanes</p>	<p>Entry Points Clear Information Model Skills Skill Instruction Practice Skills Ongoing Feedback Inquiries Investigations Assignments Challenges For Individuals For Small Groups For Whole Class Multiple Modes Verbal Visual Kinesthetic Pacing Choices Flexible Groupings Varied Assignments</p>
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<p>Key Texts and Resources:</p> <p>Kemp, A.C. & Miaoulis, B. (2009). <i>The nature of science and technology</i>. Upper Saddle River, NJ: Pearson.</p>

Massachusetts Department of Elementary and Secondary Education. (2016). *Massachusetts science and technology /engineering curriculum framework*. Malden, MA: MADESE.

Appendix A: Exhibit II

Demonstration of Benchmark Skills Achievement for Biology Final Project

Name: _____

Meeting Expectations for Benchmark Skills in Science	Points	Exceeded Expectations				Met Expectations				Did Not Meet Expectations			
		A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Communicator: Receptive: <ul style="list-style-type: none"> The student reads scientific journal articles and other texts, and comprehends the meaning of the data. The student identifies a suitable essential question for that topic and units. 													
Communicator: Expressive: <ul style="list-style-type: none"> The student demonstrates how their chosen units relate to each other in a cohesive manner. The student's written work contains adequate background research. 													
Investigator: Inquiry: <ul style="list-style-type: none"> The student uses evidence to support conclusions drawn in their paper/presentation. The student provides an appropriate level of depth in their project for this point in their education (11th grade). 													
Investigator: Innovation: <ul style="list-style-type: none"> The student makes interesting and new connections between two seemingly-unrelated units (or courses). The student answers the essential question by drawing from information from the two chosen units 													
Self-Directed Learner: Self-awareness: <ul style="list-style-type: none"> The student applies content knowledge from the course in order to complete the project. The student recognizes how personal bias can influence their observations and strives to maintain objectivity. 													

Meeting Expectations for Benchmark Skills in Science	Points	Exceeded Expectations				Met Expectations				Did Not Meet Expectations			
		A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Self-Directed Learner: Taking Responsibility: <ul style="list-style-type: none"> The student uses vocabulary and concepts from the course in order to assemble their project. The student follows the directions of the assignment, and includes each section of project, and project length. 													
Community Steward: Awareness of Others: <ul style="list-style-type: none"> The student maintains patience and courtesy for other students and is respectful as an audience member during presentations. The student cites their sources appropriately, both in the body of the text/presentation and as a separate list at the end of the paper or presentation. 													

Community Steward: Collaboration: <ul style="list-style-type: none"> ▪ The student is responsible with the class time provided to complete the project, and is not disruptive to other students as they perform their own research. ▪ The student recognizes the need to share information through the scientific community in a responsible manner. 		A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

_____ Final Grade

Rising Tide Charter Public School

Grade 7 2015-2016 Advisory Planning Template

Mayuri Prasad, Sarah Vendetti, Rachel Lenkei, Lauren Palulis and Kathleen Gamache

Grade Level Guiding Questions

Overall: Who am I?
Grade Five: What is my place in the community?
Grade Six: How can I connect with others?
Grade Seven: How can we face challenges?
Grade Eight: How can we take responsibility for ourselves and one another?
Grade Nine: How can we recognize and demonstrate courage?
Grade Ten: How can we recognize and demonstrate integrity?
Grade Eleven: How can we be mindful of and prepare for the future?
Grade Twelve: What is my place in the world?

Goals of Advisory

To help students become better Communicators, Investigators, Self-Directed Learners, and Community Stewards by:

- Encouraging students' personal and academic growth
- Developing meaningful relationships
- Building community

Other goals specific to the grade level?

- to successfully implement a service learning curriculum around the topics community action and citizen stewardship (CACS) during the first term of the year.
- to successfully incorporate wellness curriculum from C&I into the 7th grade Advisory curriculum.
- help students navigate the change to 7th grade and work to build skills in time management, organization and setting/meeting priorities.

Ideas for Themes, Special and Culminating Events, Service Learning, and Wellness Topics connected to the Guiding Question and Goals

Grade Level	7
Theme/Generative Topic	Facing challenges and persevering through obstacles

Special Events	September to Camp Wing CACS fair CACS fieldwork
Culminating Events	Greek Week
Service Learning Connections	CACS - becoming stewards and participating citizens within our community and educating our school (and beyond, perhaps) about the challenges we face regarding a variety of issues and how we can work together to help.
Wellness Connections	Facing anxiety and stress (mindfulness) Friendship issues Changing relationships Puberty Various health topics

Ideas for activities that connect to the Guiding Question and Goals

	<p>One time activity</p> <p>Recurring activity</p> <p>In individual advisories</p> <p>With whole grade level</p> <p>Inquiry Challenge/Problem</p> <p>Self-Reflection</p> <p>Team-Building</p> <p>Service Learning</p> <p>Discussion</p> <p>Project</p> <p>Wellness Topic</p>
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Advisory Agenda

Date:	Objective/ Topic:	Lesson/Activity Ideas:
	Getting Settled	<ul style="list-style-type: none"> ● Set Advisory Expectations ● Distribute agendas and schedules ● Middle of the day schedule (Lunch/Recess) ● Etiquette: hallway, bathroom policies, snack, organization, etc. ● “Getting to know you” activity (scavenger hunt, name game, etc.)
	Policies	<ul style="list-style-type: none"> ● Spend time going over sections of the handbook (excerpts will be available) <ul style="list-style-type: none"> ○ Community Standards of Behavior and expectations of behavior ○ Dress code ○ Phone use (talk to students about <u>not</u> calling home to have parents bring in forgotten work or materials - these will not be accepted in class) ○ Need a hall pass to go to the nurse or front office ● Introduce grade level guiding question (can design an activity around this) - worksheet on Challenges ● Goal-setting (this can be an opportunity to incorporate a questionnaire or some way to get to know students) ● Interest Inventory
	Week 1 Debrief	Debrief the week <ul style="list-style-type: none"> ● questions/concerns about schedule ● what went well/did not go well Activity
	Wellness	Following Directions quiz, Passive v. Active studying, Good study environments.
	Service Learning	Introduction to Service Learning Project <ul style="list-style-type: none"> - Discuss what is Recycling and what we do to promote recycling at the school - Recycling program <ul style="list-style-type: none"> - expectations for grade - why recycling is important - Make posters to promote recycling

		<ul style="list-style-type: none"> - One group in each advisory make a Public Service Announcement about Recycling
	Service Learning	<p>Introduction to Service Learning Project</p> <ul style="list-style-type: none"> - Summer Reading: “Hoot” <ul style="list-style-type: none"> - Environmental messages in the book (The students have talked a lot about this in class, so if you don’t feel comfortable talking about the book, you can skip this or talk about it briefly - each class has also brainstormed ways that they can try and solve an environmental problem, so they should all have some good ideas) - Solving environmental problems <ul style="list-style-type: none"> - ID issue/research issue - Formulate & design solution - Communicate solution
	Service Learning	<p>Introduction to Service Learning Project</p> <ul style="list-style-type: none"> - Specific focus (air, energy, earth, water, human impact) - Overview of related issues (videos) - Start research of problem
	Service Learning	Researching problem (can work on research skills, demonstration of topics-labs, etc.)
	Service Learning	Finish researching problem, brainstorm solution ideas
	Wellness: Team building	Activities on the field
	Service Learning	Design solution (what is being done, what can be done differently, innovative ideas, prototypes)
	Service Learning	Design solution
	Service Learning	Design solution
	Wellness: Time management	Discuss the types of after school activities students are involved with and the amount of time it takes

		during the week Fill out schedule for the week (worksheet)
	Service Learning	Design Solution Communication of Solution
	Service Learning	Communication of Solution (How can we tell the community about our ideas: "Idle no more" campaign, letters to a lawmaker, bag project)
	Service Learning	Communication of Solution
	Service Learning	Communication of solution
	Service Learning	Communication of solution
	Service Learning	Prepare presentations
	Service Learning	Prepare presentations
	Service Learning	Prepare presentations
	Service Learning	CACS Fair
	Wellness:	Begin Mindfulness Discussion Academic Support in Advisories
	Wellness	Discover Choice Selections Mindfulness Based Stress Reduction Stress vs. Anxiety Coping Skills
	Wellness	Mindfulness Based Stress Reduction Stress vs. Anxiety Coping Skills
	Wellness: Being Accepting of Others	Bag Creation

		Talent Show Rotations: Design challenge thing
	Wellness	-Discuss new elective period schedule for the year -Discuss schedule shift for Monday 1/25 & 1/27 -Review Mindfulness (zen doodling) -Discuss being accepting of others and being mindful of others (tolerance)
	Wellness	5th & 6th period will switch 5th period 1:06-2:00 Advisory 2:00-2:10 6th period 2:10-3:10 Adjustment Counselors will have a discussion about friendships, conflict resolution, and internet safety with the students (two groups)
	Wellness	5th & 6th period will switch 5th period 1:06-2:00 Advisory 2:00-2:10 6th period 2:10-3:10 Counselors will have a discussion about friendships will have a discussion about romantic relationships with the students (two groups)
	Wellness	*Puberty Review (Gender specific) *Discussion will also touch on hygiene *Hormones and the Brain: https://www.youtube.com/watch?v=hiduiTq1ei8 *Decision Making around Sexual Behaviors Training
		*Expo Choices *Review study skills, use the homework and demonstrate active methods of studying
		*Internet Safety in terms of online relationships
		*Intro to Mental Health Eating disorders *Emotional Intelligence: https://www.youtube.com/watch?v=weuLejJdUu0
		Stress & Anxiety & healthy coping skills

		Adjustment Counselor - Follow-up on relationships discussions
		<p>5th & 6th period will switch 5th period 1:06-2:00 Advisory 2:00-2:10 6th period 2:10-3:10</p> <p>*Adjustment Counselor will discuss depressions, stress & anxiety, suicide with students</p>

Advisory Time Ideas: study skills, time management, organization, acquiring effective communication skills, problem solving, current events, wellness topics

Appendix A: Exhibit IV

Course Planning Template

Course Title: Local History

Course-Long Guiding/Essential Questions:				
<p>How do we understand the past? How is history recorded?</p> <p>How do we identify credible sources? What process steps are involved with independent research?</p>				
By the end of the course,	What are the most important <u>skills</u> students should be able to demonstrate?	What is the most critical <u>content knowledge</u> students should be able to recall?	What are the most enduring <u>understandings</u> students should have developed?	Ideas for end-of-course assessments that require synthesis of the skills, content knowledge, and understandings:
	<p>Researching- Students will work independently and collaboratively as historians. This includes contacting libraries, museums, and content experts; conducting field work; identifying, reading, and analyzing primary sources and artifacts. Skills most heavily assessed are those of the Inquiry skills of an Investigator.</p>	<p>2017-2018 Focus: Pilgrim Hall Museum Archival Research</p>	<p>Understanding the past requires piecing together pieces of evidence. The perspectives presented in those pieces of evidence, as well as how those pieces are preserved, interpreted, and valued can change one's understanding of history.</p> <p>Tradition, myth, and history can often be mistakenly interchanged. To understand historic</p>	<p>Annotated bibliography</p> <p>Presenting one's research</p> <p>Final Project- connections to an artifact</p> <p>Reflecting on the work of a historian</p>

	<p>Perspective taking- Students will investigate historical places from multiple perspectives. This includes reading various primary sources and analyzing the significance of key historical places. Skills most heavily assessed are those of a Community Steward and the Inquiry skills of an Investigator.</p> <p>Historical writing and presenting- Students will work independently and collaboratively to share research findings. This includes summarizing the content and importance of sources and artifacts; synthesizing information to write knowledgeable and accurate historical accounts; transcribing oral histories (where appropriate); and formally and informally presenting research to an audience. Skills most heavily assessed include the Expressive skills of a Communicator and the Innovation skills of an Investigator.</p>		<p>events one must use evidence to support claims.</p> <p>Historians often disagree about the past and can interpret events through various lenses. Understanding multiple perspectives is essential to historical inquiry.</p> <p>While historic sites may appear ordinary today, in the past they may have held major social, cultural, political, military, or economic significance.</p>	
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Ideas for Unit Topics	Ideas for Resources
<ol style="list-style-type: none">1. Historical Context2. Researching like a Historian3. Writing like a Historian4. Presenting Research	<p>Massachusetts Curriculum Frameworks: http://www.doe.mass.edu/frameworks/hss/final.pdf</p>

Appendix A: Exhibit V
Rising Tide Charter Public School
UNIT PLANNING TEMPLATE

Designer: Charlotte Rosen

Unit Topic:

Dance History Unit-Social dances of the 1920-1980s

Subject Area Essential Question(s):

Unit Level Essential Question(s):

How can we look at a time period of dance and better understand the culture?

How does the music, costumes, mood, and tone of dance give us clues as to what the culture expressed through dance?

How could decades of the past look at the social dancing of today?

Where is the future of dance going?

What is the function of social dances?

How do social dances differ across decades?

How do I draw connections between dances and major events of the time period?

What important questions are raised by this topic? What questions will guide inquiry into it?

Goals

A: Skills (Students will be able to – ACTIONS)

Strands 5.11, 5.15. 1.6-1.8

Execute and identify the following dances:

- The Charleston
- Pecking
- The twist
- The mashed potato
- The jitterbug
- East coast/west coast swing
- Various Line dancing of the disco era
- Breaking/hip-hop

They will also be able to learn dance off of video and teach it to their peers through the small group decades research project.

What specific skills, related to this topic, are stated or implied in the MA Curriculum Framework? In our Schoolwide Objectives and Benchmark Skills? Are there any other specific skills that should be introduced or practiced in this unit?

B: Content Knowledge (Students will know – FACTS, FIGURES, DEFINITIONS)

Strands 5.11, 5.15.

Students will understand the context in which the aforementioned dances occurred including

Major events
 Social, political, and economic climate
 Principles and key features of the dance
 Tone of the dance
 Signature moves of the dance
 Video mapping

What factual knowledge must students acquire to fully explore the topic? What content standards from the MA Curriculum Framework connect to this topic?

C: Understandings (Students will GENERALIZE [UNDERLYING CONCEPTS], INTERNALIZE, FIND EVIDENCE, EXPLAIN, REPRESENT IN NEW WAYS, TRANSFER)

Strands 5.11, 5.15.

Students should come to understand that you cannot just look at a dance and take it at face value with a modern lens. In order to understand a dance and how dance is evolving over time, you must look at what is coming before and after. What appears antiquated by modern standards was once revolutionary and totally new. By having a better framework of social dances over time, we can better understand our own past and what was important to past generations, and how they expressed that through dance. They will come to understand that although many social dances of the 1920s-1980s have an unmistakable upbeat tone, there was a lot of social upheaval that accompanied these dances. The dances were used as a form of escape and expression.

What should students come to understand as they explore this topic, practice these skills, and grapple with these essential questions?

Evidence of Students’ Reaching Goals:

(Ways to assess the demonstration of understanding skills, knowledge and understandings)

Strands 5.11, 5.15, 2.13, 2.14, 3.12

Students will work on small group projects researching a decade of their choice. They will answer the following questions. These answers will set the groundwork for their poster which will have visual images to help give us a taste for the decade. In addition, students will teach themselves a 16 count phrase of choreography from the decade. They will rehearse this and present it to their peers. As a group, they will then teach it to their peers.

Worksheet:

- 1.) What are the defining features of the decade? [social, economic, political, arts, etc.]

In Class
 Independent Work
 Group Work
 Discrete Skill
 Integrated Skills
 Verbal Response
 Discussion
 Presentation
 Written Response
 Paper Quiz/Test
 Performance Task
 Challenge/Problem

<p>2.) What are some general patterns found within the dance style?</p> <p>3.) What is the mood of the dance?</p> <p>4.) What type of environment is this dance genre typically utilized in?</p> <p>5.) What style of music is usually accompanied with this dance genre?</p> <p>6.) Where did the dance originate?</p> <p>7.) Are there any key figures associated with this dance style?</p> <p>8.) How does the style of dance relate to what was happening socially/culturally/politically at the time?</p> <p>9.) How would you define this dance genre to someone who has never seen it?</p> <p>10.) Find 1 current pop reference of this style of dance.</p> <p>Once all presentations have taken place, students will have a culminating written test that asks questions pertaining to all decades 1920s-1980s.</p> <p><i>How will students demonstrate that they have achieved the goals of this unit? What real-world tasks, challenges, or transfer performances will reveal students' understanding and proficiency?</i></p>	
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<p>Inquiry – and Skill-Based Teaching and Learning Ideas:</p> <p>Completion of student led research</p> <p>Design of poster, creativity and 3 dimensions encouraged</p> <p>Approach to teaching and leading peers when sharing decade choreography</p> <p>Group discussion centered on the following questions:</p> <p>Strands 5.11, 5.15,</p> <ul style="list-style-type: none"> ● How can we look at a time period of dance and better understand the culture? 	<p>Entry Points</p> <p>Clear Information</p> <p>Model Skills</p> <p>Skill Instruction</p> <p>Practice Skills</p> <p>Ongoing Feedback</p> <p>Inquiries</p> <p>Investigations</p> <p>Assignments</p> <p>Challenges</p>
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<ul style="list-style-type: none"> ● How does the music, costumes, mood, and tone of dance give us clues as to what the culture expressed through dance? ● How could decades of the past look at the social dancing of today? ● Where is the future of dance going? ● What is the function of social dances? ● How do social dances differ across decades? ● How do I draw connections between dances and major events of the time period? <p><i>What lessons and assignments will help students acquire the knowledge and skills, make meaning of the important ideas, and transfer their learning to new situations? What connections can be made to our local region?</i></p>	<p>For Individuals For Small Groups For Whole Class Multiple Modes Verbal Visual Kinesthetic Pacing Choices Flexible Groupings Varied Assignments</p>
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Key Texts and Resources:

NY Times Anthology
Prezi on the Charleston with various historical clips and modern day references.
Student led research for decades project.

**Appendix B
Charter School Recruitment and Retention Plan**

**Recruitment Plan
2018-2019**

School Name: Rising Tide Charter Public School

2017-2018 Implementation Summary:

1. Rising Tide implemented all of the recruitment strategies outlined in the 2017-2018 Annual Report and was successful in reaching a broader audience through increased community outreach.

The most successful strategies for attracting students remain providing regional families with two mailings each year, mailings that reach every family with eligible students in Rising Tide's nineteen-town region, and word of mouth from satisfied students and parents. This year, the school also utilized e-mail and social media in order to reach out to potential families about upcoming open houses and enrollment information. Through use of some paid promotional advertising, Rising Tide was able to target posts directly to social media users located in our general region.

Rising Tide was able to reach out to non-English speaking families by translating the school's promotional materials and enrollment lottery applications to Spanish and Portuguese, the two most prevalent languages in this region other than English. This year, Rising Tide delivered translated enrollment information to several local community centers who are dedicated to Spanish and Portuguese-speaking community members. Probably due to these efforts, Rising Tide saw an increase in applications from families whose first language is not English.

2. Rising Tide siblings entering grade 5 average approximately 38-40% of available spaces each year. As a result of this high percentage of sibling enrollment in grade 5, access to enrollment at Rising Tide is somewhat limited for subgroups.

Similar to previous years, Rising Tide continued to try to attract more English Language Learners(ELL). A number of factors contribute to the low numbers of ELL students at Rising Tide. First, the ELL population in Rising Tide's region is relatively low compared with other areas of the state. For example, the Plymouth Public School enrollment of ELL students is only 1.3%, Pembroke is 0.6%, Carver 0.7%, Silver Lake at 0.2%, and Wareham and Middleborough at 1.1%. In addition to these statistics, Rising Tide's entry grade level is grade 5; many students whose first language is not English have placed out of ELL programs by the time they reach grade 5.

3. Rising Tide's incoming class of students for 2018-2019 should continue to help the school to increase the comparison index for Students with Disabilities, in addition to continuing to close the gap on High Needs student enrollment. Rising Tide has no Gap Narrowing Targets (GNT) for either of these subgroups. The GNT of 2.0% for First Language Not English students and the GNT of 10.6% for Low Income/Economically Disadvantaged students may not be met with the 2018-2019 enrollments; however,

last year's new recruitment activities, targeting these two subgroups, should be realized in student yield within two to three years.

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

General Recruitment Activities for 2018-2019:

1. Two mailings each year, through a third party mailing house, to every eligible student in the region of nineteen towns.
2. Two mailings each year that also reach students in the region who will be eligible for Rising Tide enrollment in future years.
3. Posters/Fliers about upcoming open houses placed in a variety of locations in regional towns.
4. Posting on school website and social media about upcoming open houses and events.
5. Information Open Houses in the evenings and on Saturdays in order to accommodate busy family schedules.
6. Shadow visits offered to prospective students so they can visit the school with a student host and attend classes.
7. E-mails regarding open houses and lottery information sent to Rising Tide's contact list of approximately 3,000, including current and prospective families. Rising tide asks current families to spread the word about Rising Tide and its events to other families.
8. Continuous updating of the Rising Tide website in order to actively highlight all of the programs that the school offers to students, including programs offered for sub-groups.
9. Videos of Rising Tide events on school website.

Recruitment Plan – 2018-2019 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.9%</p> <p>GNT percentage: 0%</p> <p>CI percentage: 13.2%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • At Information Open Houses and in recruitment mailings, make clear to families that charter schools are for all students and that special education services are available for students. • Continue to have a member of Rising Tide’s Special Education team attend all Information Open Houses in order to meet separately with parents of applicants with Special Needs. The meetings include information about Rising Tide’s program and provide an opportunity for prospective parents to ask individual questions about the school program. • Continue to work with regional school districts in order to obtain accurate listings of all students and their addresses for mailings. • Rising Tide’s SPED Coordinator and parents involved with the school’s SEPAC reach out to SEPAC parents at other schools. • In brochures and marketing materials, include language that clearly states that students with special needs are welcome at Rising Tide. • Parents of Rising Tide’s special education students will be invited to attend the December and January Information Sessions so that they can meet with prospective students and their families.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>GNT percentage: 0.3%</p> <p>CI percentage: 0.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to work with regional school districts in order to obtain accurate mailing lists of current students in the districts. Mail information about Rising Tide to all regional families about Rising Tide’s program. • School staff will continue to conduct demographic studies of the region in order to identify target areas in the region for non-English speaking populations. • Place fliers/posters with information about open houses in targeted neighborhoods. • Make information about Rising Tide available in Spanish and Portuguese to families. • Provide translation services on Rising Tide’s website so that all information about the school can be viewed in other languages. • Provide Portuguese and Spanish translated fliers in appropriate
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Recruitment Plan – 2018-2019 Strategies
List strategies for recruitment activities for each demographic group.

	<p>areas, once a year.</p> <ul style="list-style-type: none"> • Reach out to specific community centers in the region where Brazilian and Spanish speaking families congregate, such as special markets, St. Mary’s Church, Plymouth Brazilian Jiu Jitsu Academy, and the Harbor Community Health Center, 2 years <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" 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> <p>Although our percentage went up slightly from last year, Rising Tide did not meet the GNT. Rising Tide will continue to reach out to specific community centers in the region where Brazilian and Spanish speakers congregate throughout the year. This approach was implemented last year, and Rising Tide designated at least 2-3 years for this strategy to become effective.</p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 9.8%</p> <p>CI percentage: 16.9%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2017-18 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Mail school information to all regional families using mailing lists provided by regional school districts. • Post fliers about upcoming Information Open Houses at the Plymouth Boys’ and Girls’ Club and other clubs in the Rising Tide region that tend to service economically disadvantaged families and their children. • Continue to make the application for free/reduced lunch easily accessible to all Rising Tide families by having it available on the school’s website, mailed along with the summer mailing, and reminding families, through the weekly parent newsletter, that the application is available. Rising Tide also encourages families to apply for free/ reduced lunches if their family income is reduced at any time by \$500 or more. • Make contact with community resources used by low-income families, including food stamp programs, food pantries, and social service agencies. Provide contact people with flyers and information regarding enrollment and information open houses. • Provide application materials and information packets to organizations and clubs that service economically disadvantaged children and their families. 2-3 years. • Speak to representatives at the Plymouth Coalition for the Homeless, and the Plymouth Housing Authority to ask if they will partner with Rising Tide to distribute recruitment materials to area families. 2-3 years.
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Recruitment Plan – 2018-2019 Strategies List strategies for recruitment activities for each demographic group.	
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>☒ 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> <ul style="list-style-type: none"> Although Rising Tide did not meet the Comparison Index or Gap Narrowing Target, the school did see an increase in the number of Economically Disadvantaged students that enrolled last year. As indicated in last year’s Annual Report, Rising Tide will continue to foster a relationship between the school and organizations that service economically disadvantaged children and their families. This approach was implemented last year and was designated to take up to 2 to 3 years to be successful.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Rising Tide explicitly states on the mailings and social media posts advertising the school that Rising Tide is open to all students regardless of prior academic achievement. Discuss with prospective families all the different ways that Rising Tide helps all families to achieve success in a traditional public school setting, such as specialized math and literacy classes, extended school day, and one on one support. At informational Open Houses Rising Tide will continue to discuss all the different options available for families whose child may be sub-proficient by informing participants of the special support classes for students who may be struggling.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> At Open Houses, include in the presentation some of the strategies Rising Tide has utilized to prevent students from dropping out of school, including the Advisor program, counseling services, and flexibility in program to provide more time at school for homework and assistance. Meet with prospective students and families whose child may be at risk at dropping out to go over strategies to being successful and how Rising Tide may be able to help.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Rising Tide will continue to offer academic counseling for students who have dropped out of school by holding meetings with the students and families to discuss options, or if necessary, alternate school programs.

Recruitment Plan – 2018-2019 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<p style="text-align: center;">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Distribute information and applications to homeless shelters/group homes in the area to ensure that families understand the supports that Rising Tide provides to students under McKinney-Vento. • Continue to build relationships with community centers to ensure that families are aware of Rising Tide and what the school has to offer all students.

Retention Plan 2018-2019

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

2017-2018 Implementation Summary:

Between 2014 and 2017, Rising Tide's attrition rate for all students increased, from 82.9% to 90.6%. In 2018, the attrition rate decreased slightly for all students, to 86.7%. Attrition rates continued to increase for some subgroups. The slight decrease in the overall attrition rate this year was most likely due to two factors:

1. The Rising Tide school community moved from two buildings to one after school began in 2017, during the first week of October.
2. The attrition rate for students moving from grades 8 to 9, from middle school to upper school, is better than in previous years but still higher than the school staff would like it to be.

The retention rate in 2018 for students with disabilities was 92.4%, a 2.9% increase from the previous year. Attrition rates for High Needs students decreased by 2%. Attrition rates for students in other subgroups did not fluctuate significantly from previous years. The retention rate for Low Income students showed a 0.9% decrease but is close to the state average. Because Rising Tide has no ELL students, there is no comparison for that demographic.

The general success of Rising Tide's student retention may be attributed to some of the school's guiding principles and program elements, including small school and class size, the Advisor program that addresses students' academic as well as social-emotional needs, regular communication between school and home, individual attention regularly provided to students, community standards of behavior, and the strong sense of community among students and staff members.

Even though Rising Tide continues to do relatively well in terms of student retention, the school still has work to do to improve in this area. One area identified for needing continuous improvement is the retention rate for students transitioning from Middle School, grade 8, to Upper School, grade 9. For some students, a school change between middle and upper schools is appropriate, as some students seek out vocational schools and/or private schools; however, retaining more students between the middle and upper schools remains one of Rising Tide's goals.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	88%

<p><u>(a) CHART data</u></p> <p>School percentage: 7.6%</p> <p>Third Quartile: 10.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Regular contact with families through Advisor and/or learning specialists • Work consistently at school with learning specialist • Academic Support time available to all students on a regular basis • Families are invited to regular SEPAC meetings with learning specialists • Learning specialist present at student/advisor/parent conferences twice a year • Accessibility to student advisor, learning specialists, and special needs coordinator
	<p>(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><u>(a) CHART data</u></p> <p>School percentage: N/A</p> <p>Third Quartile: 9.5%</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Copy and paste strategies here from last year's approved Annual Report.</p> <p>Rising Tide has never had any Limited English Proficient Students enrolled.</p>
	<p>(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</p>

	<p>change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input checked="" 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>(a) CHART data</p> <p>School percentage: 11.1%</p> <p>Third Quartile: 13.8%</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> <ul style="list-style-type: none"> • Reduction of student fees for low income students. These reductions include fees for books, field trips, sports, college entrance exams, and college applications • Include language in regular communication to families about the reduction in fees for low income students • Personal attention for all students through the Advisor Program • School Counselor available for consultation • Use of <i>Virtual Gateway</i> to help identify families who receive food stamps and qualify for Free and Reduced lunch • Title I Reading Specialist available to assist students with reading challenges • Math Skills Course and Literacy Course available for two terms in the middle school • Academic Support time for all students built into the academic day • Math Skills Course during elective block available for Upper School students who are struggling academically <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><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Personal attention for all students through the Advisor Program • Title I Reading Specialist available to assist students with reading challenges • Math Skills Course and Literacy Course available for two terms in the middle school • Math Skills Course during elective block available for Upper School students who are struggling academically • Extended Learning Time built into the academic day

	<ul style="list-style-type: none"> • School Counselor available for consultation
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Personal attention for all students through the Advisor Program • Title I Reading Specialist available to assist students with reading challenges • Math Skills Course and Literacy Course available for two terms in the middle school • Skills Course during elective block available for Upper School students who are struggling academically • Academic Support time for all students built into the academic day • School Counselor available for consultation • Regular meetings with families to discuss retention strategies
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Follow up phone calls and letters to families and students asking them to meetings to discuss options that are available to them • Offer of academic counseling for students who may be interested in returning
<p style="text-align: center;">OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2018-2019 Strategies</p>

Appendix C

School and Student Data Tables

Rising Tide's School Profile on the Department of Elementary and Secondary Education website may be accessed through the following link:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04830305&orgtypecode=6>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	9	1.4%
Asian	17	2.6%
Hispanic	16	2.4%
Native American	2	0.3%
White	584	88.5%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	32	4.8%
Special education	105	15.9%
Limited English proficient	0	0%
Economically Disadvantaged	65	9.8%

Administrative Roster for the 2017-18 School Year			
Name, Title	Brief Job Description	Start Date	End date (if no longer employed at the school)
Jill Crafts, Head of School	Primary responsibility for all aspects of academic and organizational oversight, and state and federal compliance.	1999	June 30, 2018
Michael O'Keefe, Assistant Head of School	Deputy director for all aspects of academic and organizational oversight, and state and federal compliance.	2003	
Tyler Post, Middle School Principal	Provides teacher and student accountability and services that are shared with teachers.	2009	
James Simons, Upper School Principal	Provides teacher and student accountability and services that are shared with teachers.	2011	

Maureen Chapman, Academic Director	Oversees academic program under the direction of the Head of School. Develops curriculum and instructional materials, and oversees staff professional development.	2005	
Anthony Papillo, Middle School Assistant Principal	Provides student accountability and services that are shared with teachers.	2005	
Luz Sprague, Upper School Assistant Principal	Provides student accountability and services that are shared with teachers.	2011	
Lauren Macpherson, Student Support Director	Oversees student support services, including IEP's 504's CAP Plans, Title I. Oversees personnel associated with student support and assessment.	2006	
Shawna Weekly, Wellness Director	Oversees nursing and counseling services and Rising Tide's Wellness curriculum	2014	
Mary Moore, Assistant Student Support Director	Works with special needs and regular education teachers to provide services for special needs' students. Oversees the inclusion program.	2015	
Eric Mello, Business Manager	Plans, organizes, and directs the school's financial management program, including accounting and revenue administration. Oversees and maintains physical plant.	2010	
Kimberly Harnais, Assistant Business Manager	Responsible to the Business Manager and Head of School for finance, human resources and facilities management.	2007	
Aaron Valente, Educational Technology Director	Provides leadership in the areas of computer and data infrastructure, data management, technology curriculum and classroom integration strategies.	2012	
Melissa Jackson, Data Specialist	Maintains and updates student data	2014	

Lisa Hughes, School Nurse	Provides nursing services to students and staff members. Keeps track of student immunizations, screens students for vision and hearing.	2015	
Kimberly Jamieson, School Nurse	Provides nursing services to students and staff members. Keeps track of student immunizations, screens students for vision and hearing.	2017	
Stephanie Betts, Upper School Administrative Assistant	Supports the Upper School Principal and Upper School Assistant Principal	2017	June 30, 2018
Andrea Campbell, Middle School Administrative Assistant	Supports the Middle School Principal and Middle School Assistant Principal	2017	
Susan Kenney, Receptionist	Works the front desk, answers telephones, greets visitors, sorts mail.	2017	
Beth Lanoue, Special Education Assistant	Maintains paperwork necessary for the Special Needs' Program. Coordinates meetings, provides proper forms, keeps track of compliance.	2004	

Teachers and Staff Attrition for the 2017-2018 School Year			
	Number as of the last day of 2017-18 school Year	Departures during the 2017-18 school year	Departures at the end of the school year
Teachers	61	2	9
Other Staff	31	1	3

During the 2017-2018 school year, two staff members resigned from Rising Tide during the school year, one to change career paths and the other for personal reasons.

At the end of the school year, nine full time teachers left Rising Tide; three moved out of state, three not asked back, and the others left to pursue other opportunities.

Of the three staff members who left Rising Tide at the end of the school year, one retired, and two decided to pursue other opportunities.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	8
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	9

Rising Tide Charter Public School Board of Trustees 2017-2018				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Harry Salerno	Chairman	Finance, Executive	4	4/2007-4/2010; 5/2010-4/2013; 5/2013-5/2016; 6/2016-6/2018
Matthew Quinn	Vice Chairman	Facilities, Executive	4	4/2007-4/2010; 5/2010-4/2013; 5/2013-5/2016; 6/2016-6/2018
Christen Gurney	Clerk	Executive	2	2/2-12-2/2015; 2/2015-2/2018; 2/2018-2/2021
Sharon Riley	Treasurer	Finance; Executive	2	5/2012-5/2-15; 5/2015-5/2018; 5/2018-5/2021
Chris Schelleng	Trustee	Finance	2	10/2012-10/2015; 10/2015-10/2018; 10/2018-10/2021
Sandy Kozlowsky	Trustee		1	12/2015-12/2018
Norman DeCoste	Trustee		0	3/2017-2/2020
Sean Kelly	Trustee		0	3/2018-3/2-21
Amy Norris	Trustee		0	3/2018-3/2021
Sheila Sheridan	Trustee		0	1/2018-1/2021

Appendix D

Additional Required Information

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Chris Schelleng	New
Charter School Leader	Michael O'Keefe	New
Assistant Charter School Leader	n/a	n/a
Special Education Director	Lauren Macpherson	No Change
MCAS Test Coordinator	Maureen Chapman	No Change
SIMS Coordinator	Melissa Jackson	No Change
English Language Learner Director	Lauren Macpherson	No Change
School Business Official	Eric Mello	No Change
SIMS Contact	Melissa Jackson	No Change
Academic Director	Maureen Chapman	No Change
Upper School Principal	James Simons	No Change
Middle School Principal	Tyler Post	No Change

Facilities

Location	Dates of Occupancy
59 Armstrong Road, Plymouth, MA	October 2017

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 12, 2019
Lottery	February 15, 2019

Complaints:

1. On October 9, 2017, a Rising Tide parent sent a letter of complaint to the Rising Tide Chairman of the Board of Trustees concerning a sports eligibility issue. The Head of School investigated the matter and it was settled with the parent.
2. Between January 26 and February 5, 2018, four parents sent letters of complaint to the Rising Tide Chairman of the Board of Trustees concerning Rising Tide's decision to not renew its cooperative football program with another school. After parent conversations with board members and school leaders, followed by a thorough investigation by school leaders, the matter was resolved.
3. On May 22, 2018, the parent of a grade 12 Rising Tide student wrote to the Chairman of the Rising Tide Board of Trustees to express her disappointment that some of her child's student records did not reach colleges to which he was applying. The Head of School investigated the matter and resolved the situation.