



**RISING TIDE CHARTER PUBLIC SCHOOL
2018-2019 ANNUAL REPORT**

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**2019 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	Enrollment as of 6/17/2019	642
Chartered Grade Span	Grades 5-12	Current Grade Span	Grades 5-12
# of Instructional Days per School Year	180	Students on Waitlist as of 6/17/2019	225
School Hours	7:45 am - 3:00 pm	Age of School as of 2018-2019 School Year	21 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>			



July 29, 2019

Dear Members of the Massachusetts Department of Elementary Education:

I have served on the Rising tide Charter Public School Board of Trustees for 7 years. In July of 2018, I took over the position of Chairman from Harry Salerno, who retired from the board at the end of June 2018. I also serve on the Nomination and Governance subcommittee.

After a series of significant transitions, the past year has been one of relative stability. The 2018-2019 school year was the first full year in our new facility, and the monumental task of finding and outfitting the building is now in the past. Our Head of School, Michael O'Keefe, completed his first year in this position at the end of June 2019. We held our fifth Upper School commencement exercises in May.

Throughout these changes, we have never wavered in our commitment to provide a rich, challenging, and supportive educational environment for all. While we celebrate the successful navigation of these recent challenges, we remain focused as always on continually improving our institution to better serve our students, families, staff, and community.

Respectfully submitted,

Christopher Schelleng
Chairman, Rising Tide Charter Public School Board of Trustees

School Performance and Program Implementation: Faithfulness to Charter

Mission and Key Design Elements

Through the process of developing a Charter School Accountability Plan for the 2018-2023 charter term, the Board of Trustees and the Rising Tide staff members, along support from the Director of the Office of Charter Schools and School Redesign, identified three key design elements drawn from the school's mission statement, the school's original charter and past accountability reports:

1. A Strong Academic Program with Skill Development
2. Connection to the Plymouth Region
3. Strong School Community

A Strong Academic Program with Skill Development

In addition the aligning the 5-12 curriculum with the MA Curriculum Frameworks, the faculty at Rising Tide designs courses and units that work to develop Schoolwide Objectives and Benchmark Skills. The school sets high expectations for all students, and all students are expected to become excellent Communicators (Receptive Skills and Expressive Skills), Investigators (Inquiry Skills and Innovation Skills), Self-Directed Learners (Self-Awareness Skills and Skills in Taking Responsibility), and Community Stewards (Skills in Awareness of Others and Collaboration Skills). At Rising Tide, academic growth and development is integrated with social and emotional growth and development, and occurs in core classes, elective courses, and extra-curricular programs.

At Rising Tide, students have access to a curriculum that includes broad and challenging coursework, World Languages and the Arts are considered core disciplines for students in grades 5-12, and nearly all students in grades 5-12 participate in at least one Arts course each year. Students in grades 5-12 also have access to a selection of high-interest elective courses. In the 2018 School Report Card (<http://reportcards.doe.mass.edu/2018/04830305/>), the most recent, publicly available accountability report for Rising Tide, 100% of Rising Tide high school graduates completed the MassCore program of studies, compared to 81.1% of all high school graduates in Massachusetts. Rising Tide prepares students with the skills to succeed in college and in careers, with 94% of students in the graduating class of 2017 enrolled in post-secondary education, compared to 73.6% of students across Massachusetts.

Connection to the Plymouth Region

At Rising Tide, all teachers are expected to include some direct connection to the Plymouth region to each course plan. These connections range from an individual assignments asking students to observe something in their neighborhood, to term-long collaborative projects working to understand broad challenges for the local community and work to develop solutions.

All Middle School Exposition courses work to explore a universal, generative question that is applied to the Plymouth region. For example, a question such as "Where does our food come from?" is explored in the Farm to Fork Exposition course. Many other core and elective courses explicitly explore topics connected to the Plymouth Region, including Upper School courses Local Horticulture, Local History, and Local Ecology Lab. In 2018-2019, seniors in the Software Development: ARCore course collaboratively developed an App to provide local voters with clear information for elections.

In 2018-2019, approximately one third of the seniors participated 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.

Students at Rising Tide also participate in service learning projects and community service projects through courses, advisory programming, or the *Community Action Club*. Community partners this year included Wildlands Trust, Gifts to Give, the South Shore Resource and Advocacy Center, and the Plymouth Coalition for the Homeless.

Strong School Community

The Advisory program at Rising Tide is at the center of a structure of supportive relationships. With their Advisory groups, Advisors create a smaller community within the school, serve as the primary support and advocate for the student within the school, and serve as the primary contact between home and school. Grade level Advisory Teams work collaboratively to develop Advisory curriculum within the following three strands: Community Building, Future Planning, and Wellness. Other structures of support include the Wellness Team, comprised of counselors and nurses, and the Middle School and Upper School Student Support Team, which include Principals, Assistant Principals, Counselors, Nurses, Special Education Leaders, and the College and Future Planning Counselor.

This year, the Head of School worked with parent volunteers to revive a Rising Tide Parent Group to support community building events with students and families. The school also held a number of events for families, including two Arts Nights, Middle School Special Visitors Day, STEM Night, Civics Night, Middle School Poetry Night, Classics Night, and a Parent Education Program (PEP) event.

In an effort to better support students and families, Rising Tide teachers met weekly in Professional Learning Groups to continue to build a professional learning community that fosters educator inquiry and quality collaboration.

In order to have a strong school community, students need to feel safe and develop a sense of belonging. One indicator that students at Rising Tide feel connected to the school community is the attendance rate and the chronic absenteeism rate, found in the 2018 School Report Card. In 2018, 5.2% of students at Rising Tide were chronically absent, compared to 13.2% of students across Massachusetts.

Amendments to the Charter

During the 2018-2019 school year, Rising Tide applied for two amendments to its Charter. The Commissioner of Elementary and Secondary Education approved the school’s Enrollment Policy and Application update in August 2018, prior to the first day of school. The Commissioner approved the updated Charter School Accountability Plan for 2018-2023 in July 2019.

Date	Amendment Requested	Pending or Approved?
7/24/2018	Enrollment Policy and Application	Approved 8/17/2018
7/2/2019	Charter School Accountability Plan 2018-2023	Approved 7/18/2019

Access and Equity: Discipline Data

- A. The most recent, publicly available student discipline data for Rising Tide, from 2017-2018, can be found on the school’s Department of Elementary and Secondary Education profile page and viewed through the following link:
<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04830305&orgtypecode=6&=04830305&>
- B. During the 2017-2018 school year, Rising Tide enrolled 678 students; 31 students, or 4.5% of students, 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 2017-2018 subgroups of students and the number of students suspended, either in-school or out-of-school:

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	678	31	2.5	2.5	0.0
EL	0				
Economically Disadvantaged	84	5			
Students with Disabilities	127	18	8.7	7.9	0.0
High Needs	189	19	5.8	5.8	0.0
Female	339	7	0.6	1.8	0.0
Male	338	24	4.4	3.3	0.0
American Indian or Alaska Native	2				
Asian	18	3			
African American/Black	9	1			

Hispanic/Latino	18	2			
Multi-race, Non-Hispanic/Latino	33	3			
Native Hawaiian or Pacific Islander	0				
White	598	22	2.0	2.0	0.0

- C. During the 2018-2019 school year, Rising Tide staff members worked collaboratively to reduce the use of in-school and out-of-school suspensions. The work of promoting a culture of Honesty, Trust, Respect, and taking Responsibility needs to remain active through individual and group relationships.

This year, Student Support teams implemented protocol discussions around alternative ways for students to learn from their own mistakes and make things right with others whom they negatively affected through their actions. Advisory teams discussed strategies for students exhibiting behaviors that demonstrated a sense of disconnection from the community. Principals also discussed ideas with student leaders about ways to strengthen the school community and collectively address challenges to the culture of Honesty, Trust, Respect, and Taking Responsibility.

Principals worked with Assistant Principals, one another, Wellness Team members, and Special Education leaders on to balance ways to support the individual students who made mistakes with the need for the rest of the community to feel safe. Principals worked to reduce in-school and out-of-school suspensions, when appropriate.

Dissemination Efforts

<p>Best Practice Shared</p>	<p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p>	<p>Who at the school was involved with the dissemination efforts? (Title)</p>	<p>With whom did the school disseminate its best practices? (Partners and Locations)</p>	<p>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.)</p>
<p>Using Rising Tide’s Schoolwide Objectives and Benchmark Skills to Integrate Social-Emotional Learning and Civic Engagement Across the Curriculum</p>	<p>Rising Tide implemented the second year of a two-year project cycle involving school leader workgroup sessions, teacher and school counselor workshops, and peer observations.</p>	<p>Rachel Ezell, Grant Project Director</p> <p>Michael O’Keefe, Head of School</p> <p>Maureen Chapman, Academic Director</p> <p>Tyler Post, Middle School Principal</p> <p>18 Rising Tide Teachers and 2 Rising Tide Counselors</p>	<p>Assistant Superintendent, Curriculum Coordinators, and Middle School Principals, and Literacy Coach from the Plymouth Public Schools</p> <p>23 Middle School Teachers and 5 Counselors from Plymouth Middle Schools</p> <p>Workshops were held at Rising Tide Charter Public School at 59 Armstrong Road in Plymouth</p> <p>Workgroup meetings were held at Rising Tide Charter Public School, Plymouth Public Schools District Office, Plymouth South Middle School, and Plymouth Community Intermediate School</p>	<p>This project was funded through a MA DESE Grant 537. The Grant Project Director submitted an interim report in April 2019.</p> <p>Each teacher involved in the grant project produced a unit plan, two lesson plans, a rubric, peer observation reports, and project-end reflection.</p>

School Performance and Program Implementation: Academic Program Success

Student Performance

A. Rising Tide’s 2018 School Report Card, the most recent publicly available student performance data, is available on the Department of Elementary and Secondary Education website and viewed through the following link:

<http://reportcards.doe.mass.edu/2018/04830305/>

B. In the first year of the state’s new accountability system, Rising Tide Charter Public School was classified as a school Not Requiring Assistance or Intervention for Partially Meeting Targets. The school achieved an Accountability Percentile rank of 85, a rank that compares Rising Tide with other public schools in Massachusetts that include high school and middle/elementary grade levels; Overall, Rising Tide performs better than 84% of middle/high or K-12 schools statewide. Rising Tide is meeting 65 percent of the improvement targets set by the state, showing improvement across most accountability measures. The table below includes the accountability information.

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
<p>Not requiring assistance or intervention</p> <p>Reason for classification: Partially Meeting Targets</p>	<p>Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx</p> <p>85 Percentile</p>	<p>Meeting 65 percent of Improvement targets</p>

Program Delivery

During the 2018-2019 school year, the faculty and staff at Rising Tide worked collaboratively to deepen the development of the teacher-designed curriculum, the inquiry and skills-based approach instructional model, and varied assessment methods. The school did add a number of new courses, including targeted assistance courses to increase support for all learners. The school added the following courses for the 2018-2019 school year:

1. **Middle School Skills Workshops.** The school added skills workshops for each middle school student in four areas: Digital Literacy, Library Skills, Mindfulness, and Team Dynamics. Students participated in each workshop met once in the schedule cycle (every six days) for a term. Through the workshops, students practiced Benchmark Skills while exploring topics central to their experiences as students.
2. **Digital Literacy and Computer Science Principles.** Each grade nine student participated in a semester course that introduced the foundational concepts of computer science and challenged students to explore the way that computing devices and technology impact the world. Students explored programming, physical computing/networking, data, and digital citizenship.
3. **Upper School Arts Courses:** Additional Arts courses were available to students in grades eleven and twelve during the 2018-2019 school year. These courses included Upper School Dance: Cultural Traditions, Upper School Music: Cultural Traditions, Upper School Theater: Directing and Technical Design, and Upper School Visual Art: Sculpture.

4. **Targeted Assistance English Language Arts and Math Courses.** The school developed targeted assistance English Language Arts and Math courses for students in each Middle School grade to further support the improvement of skills. These courses ran during the elective block in the Middle School; students assigned to the courses based upon their performance in their core courses and their performance on MCAS. The school also developed a semester-based Math Foundations course for Upper School students new to Rising Tide.

School Performance and Program Implementation: Organizational Viability

Organizational Structure of the School

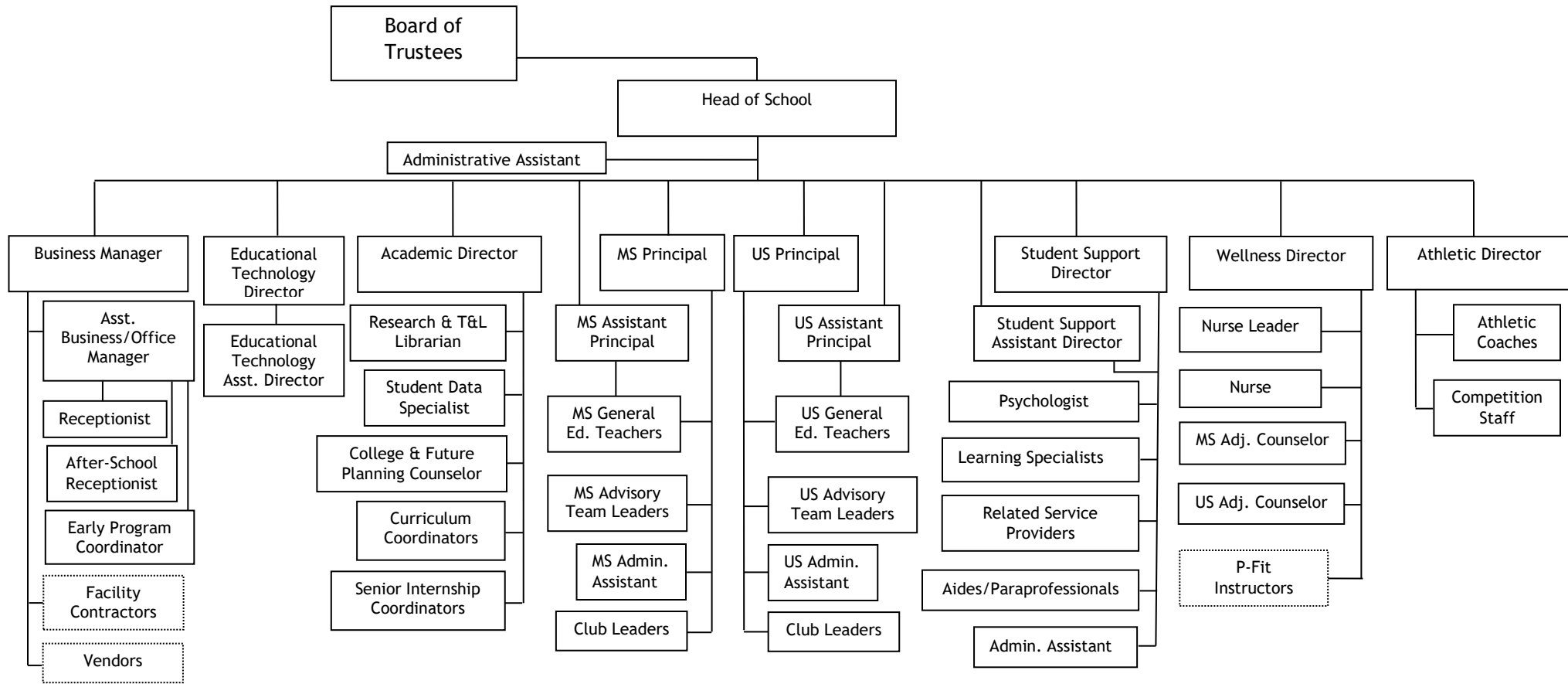
For the 2018-2019 school year, the school slightly updated the organizational structure in response to the retirement of the former Head of School in June 2018. Eleven (11) school leaders reported directly to the Head of School. These leaders directly supervised the remaining staff members in the areas of business operations, educational technology, academic leadership and support services, instructional leadership, student support, wellness, and athletics. In the previous year, the Educational Technology Director, Academic Director, and Athletic Director reported directly to the Assistant Head of School. In the 2018-2019 school year, the school eliminated the Assistant Head of School role, and the Educational Technology Director, Academic Director, and Athletic Director reported directly to the Head of School. The Organizational Chart for 2018-2019 appears on the following page. The school anticipates another slight adjustment to the organizational structure for the upcoming school year to enable greater continuity within the school program. In the revised structure, the Middle School Assistant Principal will report directly to the Middle School Principal; the Upper School Assistant Principal will report directly to the Upper School Principal; and the Assistant Director of Student Support will report directly to the Director of Student Support.

Teacher Evaluation

Rising Tide made no changes this year to its teacher evaluation process.

Rising Tide Charter Public School

Organizational Chart 2018-2019



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

A. Unaudited FY 19 Statement of Revenues, Expenses and Changes in Net Assets

	July 1, 2018 - June 30, 2019
Operating Revenues:	
State Grants	\$ 9,311,441
Federal Grants	\$ 316,673
Other Revenue	\$ 160,021
Food Service revenue	\$ 108,127
On - Behalf Payments	\$ 1,258,000
In-Kind Revenue	\$ 395,000
Total operating revenue	<u>\$ 11,549,262</u>
Operating Expenses	
Administration	\$ 729,873
Instructional Services	\$ 5,258,833
Pupil Services	\$ 629,943
Operation & Maintenance of Site	\$ 623,176
Fixed Charges	\$ 1,253,421
Community Services	\$ 147,820
Non-Operating / Cap Facilities	\$ 1,131,387
On - Behalf Payments	\$ 1,258,000
In- Kind Revenue	\$ 395,000
Total Operating Expenses	<u>\$ 11,427,452</u>
Operating income (loss)	<u>\$ 121,810</u>
Non-operating revenues and (expenses)	
Change in Net Position	\$ 121,810
Net Position, beginning of the year	<u>\$ 3,592,431</u>
Net Position, end of the year	<u><u>\$ 3,714,241</u></u>

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

B. Statement of Net Assets for FY19 (Balance Sheet)

Current Assets

Cash	\$	1,404,002
Cash Construction Escrow	\$	133,165
Class & Student Funds Held	\$	31,951
Grants and Accounts Receivable	\$	939,838
Prepaid Expenses	\$	<u>126,106</u>
Total Current Assets	\$	2,635,062

Non Current Assets

Due from Related Party	\$	25,557
Capital Assets, Net	\$	<u>18,041,017</u>
Total noncurrent Assets	\$	18,066,574
Total Assets	\$	20,701,636

Current Liabilities

Accounts Payable	\$	74,452
Accrued Expenses	\$	716,949
Deferred Revenue	\$	13,524
Class and Student Funds held	\$	<u>28,691</u>
Total Current Liabilities	\$	833,616

Noncurrent Liabilities:

Note Payable	\$	15,966,107
Capital Lease Obligation	\$	<u>187,674</u>
Total noncurrent Liabilities	\$	16,153,781
Total Liabilities	\$	16,987,397

Net Position:

Net investment in capital assets	\$	2,366,128
Unrestricted	\$	1,226,302
Net Income	\$	<u>121,809</u>
Total net position	\$	3,714,239
Total liabilities and net position	\$	<u>20,701,636</u>

C. Approved School Budget for FY 20
(Approved by Board of Trustees on April 22, 2019)

Income

State Tuition	\$ 9,665,396
State and Federal Grants	\$ 175,901
Supplemental Fee Revenue	\$ 75,000
Funds Income	\$ 3,000
Other revenue	\$ 131,015
Interest Income	<u>\$ 1,200</u>
Total Income	\$ 10,051,512

Expenses

Administration	\$ 777,256
Instructional Services	\$ 5,377,603
Pupil Services	\$ 694,665
Operations and Maintenance	\$ 643,379
Fixed Charges	\$ 1,451,715
Community Services	\$ 10,000
Non- Operating/Capital Facility	<u>\$ 1,094,585</u>
Total Expense	\$ 10,049,203

Net Ordinary Income \$ 2,309

D. Capital Plan for FY20

	FYE 2020	FYE 2021	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	FYE 2028	FYE 2029	Total
Capital Projects:											
1) Computer & Copier Fleet 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) Facility Improvements	270,470										270,470
3) Infrastructure & Capital Reserves	-	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	900,000
Total Capital Projects	<u>390,470</u>	<u>220,000</u>	<u>220,000</u>	<u>220,000</u>	<u>220,000</u>	<u>220,000</u>	<u>220,000</u>	<u>220,000</u>	<u>220,000</u>	<u>220,000</u>	<u>2,370,470</u>

10 Year Capital Plan FY 2020 - FY 2029

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) Facility Improvements:
During FY 2020 the school is having the roof re-surfaced. The total cost for the roof work is \$240,470. The school will pay \$161,138 out of cash reserves and pay the remaining \$79,332 from construction financing held in escrow. Also in FY 2020 the school will hire a contractor to add additional doors in selected classrooms. The estimated cost for this work is \$30,000 and will be funded with the school’s cash reserve balance.

- 3) Building Infrastructure & Capital Reserves:
During FY 2021 through 2029 we are planning to set aside approximately \$100,000 per year in capital reserves for repairs and replacement of building equipment.

Appendix A: Accountability Plan Performance for 2018-2019

Accountability Plan Evidence 2018-2019

2018-2023 Charter School Accountability Plan

Faithfulness to Charter: Objectives and Measures Related to Mission & Key Design Elements

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: <i>Rising Tide will provide for students a strong academic program that will foster the development of skills</i>		
Measure: <i>Annually, 80% of all students will have aggregate benchmark skills scores that are greater in the 4th term than in the 2nd term.</i>	Met	<p><i>Student report card data, generated by teacher assessment of student progress, will provide, on an annual basis, evidence of successful growth of each student in each Benchmark Skill assessed. The Benchmark Skills rubric includes eight areas of assessment within the four Schoolwide Objectives: Communicator (Receptive, Expressive), Investigator (Inquiry, Innovation), Self-Directed Learner (Self-Awareness, Taking Responsibility), and Community Steward (Awareness of Others, Collaboration). Students earn a score of 1-4 on the Benchmark Skills rubric on the second and fourth term report card. Aggregate data for each student will be collected after the second and fourth terms, and measured for growth annually by the Student Data Specialist.</i></p> <p><i>In the 2018-2019 school year, 640 students were assessed in the eight Benchmark Skill areas in the 2nd and 4th terms. 592 Students, or 92.2% of students, had aggregate benchmark skills scores greater in the 4th term than the 2nd term.</i></p>
Measure: <i>Annually, beginning in 2020, 80% of grade 11 students will achieve a mastery level of Proficient or higher on the College Work and Readiness Assessment (CWRA+).</i>	Not Met	The measure begins in 2020
Objective: <i>Rising Tide will provide opportunities for students to connect to the Plymouth Region</i>		
Measure: <i>Annually, as demonstrated by the annual spring student survey, 90% of all students will report feeling a Partial Connection or above to the Plymouth region through their participation in the Rising Tide program. 80% of students will complete the survey each year.</i>	Not Met	<i>In the annual spring student survey, students will be asked to report on their feeling of connection to the Plymouth region through their school participation. Students will have the option to choose from the following responses: Strong Connection, Connection, Partial Connection, No Connection. The annual student surveys will be administered during a scheduled time to ensure high levels of participation. The survey will be designed on a web-based survey</i>

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>platform that produces data reports. The data will be collected and stored by the Student Data Specialist.</p> <p>In the annual spring student survey, 69.1% of student respondents reported feeling a Partial Connection or greater to the Plymouth region through their participation in the Rising Tide program.</p> <p>580, or 90.1%, of the students completed this question on the survey.</p>
<p>Measure: Annually, beginning in 2021, 95% of all students will successfully complete, by earning a score of proficient or above on the school's rubric, three performance tasks connected to the Plymouth region in their core courses.</p>	Not Met	The measure begins in 2021
<p>Objective: Rising Tide will provide students with a strong school community</p>		
<p>Measure: Annually, Rising Tide will have an attendance rate of 95.5% or higher.</p>	Met	<p>Attendance data is collected daily at the school and reported to the DESE. Annual attendance rates are available to the public on the DESE school profile.</p> <p>In 2016-2017 and 2017-2018, the two completed years since Rising Tide has had approximately 300 students in grades 9-12, the attendance Rate was 95.9%. In 2016-2017 and 2017-2018, the state average attendance rate was 94.6%</p> <p>In the 2018-2019 school year, the overall attendance rate was 95.7%. For the 180 session days of the school year, there were 117,330 member days for students and 112,329 present days for students.</p>
<p>Measure: Annually, as demonstrated by the annual spring student survey, 90% of all students will report feeling a Sense of Belonging or greater to the Rising Tide school community. 80% of students will complete the survey each year.</p>	Not Met	<p>In the annual spring student survey, students will be asked to report on their feeling a Sense of Belonging to the Rising Tide school community. Students will have the option to choose from the following responses: Strong Sense of Belonging, Sense of Belonging, Partial Sense of Belonging, No Sense of Belonging. The annual student surveys will be administered during a scheduled time to ensure high levels of participation. The survey will be designed on a web-based survey platform that produces data</p>

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p><i>reports. The data will be collected and stored by the Student Data Specialist.</i></p> <p><i>In the annual spring student survey, 68.1% of student respondents reported feeling a Sense of Belonging or greater. While it did not meet the measure, 90% of student respondents reported feeling a Partial Sense of Belonging or greater to the Rising Tide Community.</i></p> <p><i>559, or 87.1%, of the students completed this question on the survey.</i></p>

Dissemination: Objectives and Measures Related to Dissemination

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: <i>Over the course of the charter term, Rising Tide will share with other educators the school's best practices in the integration of the Schoolwide Objectives and Benchmark Skills</i>		
<p>Measure: <i>Through 2019 Rising Tide will continue the working partnership it has established with the Plymouth Public Schools to share best practices to support social and emotional learning through the use of the Schoolwide Objectives and Benchmark Skills.</i></p>	<p>Met</p>	<p>Workgroup meetings including, at various times during the 2018-2019 school year, four Rising Tide administrators and 10 Plymouth Public School administrators were held at Rising Tide Charter Public School, Plymouth Public Schools District Office, Plymouth South Middle School, and Plymouth Community Intermediate School</p> <p>Workshops were held at Rising Tide Charter Public School at 59 Armstrong Road in Plymouth during the 2018-2019 school year and included 18 Teachers and 2 Counselors from Rising Tide, and 23 Middle School Teachers and 5 Counselors from Plymouth Middle Schools.</p> <p>The Grant Project Director submitted an interim report in April 2019 for the period through February, 2019. The report is included in the following <i>Appendix A: Exhibit 1, DESE Grant 537 Interim Report</i></p> <p>Each teacher involved in the grant project produced a unit plan, two lesson plans, a rubric, peer observation reports, and project-end reflection.</p>
<p>Measure: <i>By 2023, Rising Tide staff will present best practices in the integration of its Schoolwide Objectives and Benchmark Skills at a minimum of three educator conferences.</i></p>	<p>Not Met</p>	<p>The school expects to meet this measure by 2023</p>
<p>Measure: <i>By 2023, Rising Tide will offer educator workshops open to all public educators in the region, sharing the best practices in the integration of Schoolwide Objectives and Benchmark Skills, a minimum of three times.</i></p>	<p>Not Met</p>	<p>The school expects to meet this measure by 2023</p>
<p>Measure: <i>On an annual basis over the course of the charter term, Rising Tide share best practices, through the school website, of teacher curriculum plans and rubrics that demonstrate the integration of Schoolwide Objectives and Benchmark Skills</i></p>	<p>Not Met</p>	<p>While some best practices, including the Schoolwide Objectives and Benchmark Skills, have been shared through the school website, model curriculum plans and rubrics have not been easily accessible to other educators through the website during the 2018-2019 school year. The school is redesigning the website for the upcoming year and will include a clear and accessible section to share best practices with other educators.</p>

Appendix A: Exhibit 1, DESE Grant 537 Interim Report

Narrative Summary of Dissemination Grant Project Results through February 2019

Participating teachers completed 19 observation days in January and February. When observing at another school, teachers visited many classes, some of teachers currently or formerly involved in the project and some of teachers uninvolved. Observing teachers filled out observation forms, taking note of general trends and looking for implicit and explicit inclusion of Self-Directed Learner and Community Steward Skills (See attached sample form and analysis of completed forms). There were completed forms for 46 classes: eight from PCIS, 17 from PSMS, and 21 from Rising Tide. Of the 46 classes, 25 were of involved teachers and 21 were of uninvolved teachers. Observing teachers also completed a reflection after each observation day. The following are some notable findings from the observation forms and reflections:

Observation Forms

- In 45% of the observed classes, skills related to social-emotional were explicitly taught
 - Self-Awareness Skills: 48%
 - Skills in Taking Responsibility: 59% (with this category actually being observed more in classes of teachers uninvolved in the project)
 - Skills in Awareness of Others: 37%
 - Collaboration Skills: 35%
- In 34% of the observed classes, students explicitly practiced skills related to social-emotional learning
 - Self-Awareness Skills: 37%
 - Skills in Taking Responsibility: 54% (with this category actually being observed more in classes of teachers uninvolved in the project)
 - Skills in Awareness of Others: 20%
 - Collaboration Skills: 24%
- In 33% of the observed classes, students were given explicit feedback related to social-emotional skills
 - Self-Awareness Skills: 35%
 - Skills in Taking Responsibility: 43% (with this category actually being observed more in classes of teachers uninvolved in the project)
 - Skills in Awareness of Others: 26%
 - Collaboration Skills: 26%

When combined with implicit instruction, practice, and feedback, social-emotional skills were taught and practiced in 83% of observed classes, and students received feedback on social-emotional skills in 53% of observed classes. There are obvious limitations with this sample size and with what is possible to observe in one class period. That being said, it seems giving students meaningful, timely feedback on social-emotional, as well as academic, skills could be an area for improvement. Not surprisingly, Skills in Taking Responsibility were the most addressed skills. This category connects most to traditional student skills, which teachers tend to be comfortable with and adept at addressing. Skills in Awareness of Others and Collaboration Skills were less observed. It seems that sometimes, it is assumed that students already have these skills by middle and high school, though in reality, people of all ages can further develop these important life skills.

Teacher Reflections

The following are some highlights from reflections that teachers completed after their observation days:

Self-Directed Learner Skills

“I did notice a trend of asking students to consider a problem and offer solutions themselves.”

PCIS teacher at Rising Tide

“Another [teacher] drew explicit connections between course material and students’ own lives and experiences.”

Rising Tide teacher at PSMS

“Students identified their own needs for guidance, support, and collaboration.”

PCIS teacher at Rising Tide

“Students were given a task and were kind of “sent on their way” to complete it.”

PCIS teacher at Rising Tide

“One of the teachers I observed really made clear the importance of incorporating direct instruction and reflection opportunities related to becoming a more self-directed learner, especially in the area of being mindful of strengths, challenges and feelings related to their own learning.”

PSMS teacher at Rising Tide

“Students asked for assistance when needed, and managed their time to achieve the goal for the class.”

Rising Tide teacher at PCIS

“Most of the classes that I observed had limited lecture time and instead emphasized more of the class time to student work and practice.”

Rising Tide teacher at PCIS

Community Steward Skills

“In virtually all of the classes, students were asked to look at experiences from diverse viewpoints.”

PCIS teacher at Rising Tide

“Students were expected to act with respect towards one another and towards the building itself.”

Rising Tide teachers at PSMS

“In all cases, I witnessed students actually listening and [in] some instances answering or clarifying other students’ questions or thoughts during class.”

PSMS teacher at Rising Tide

“The classes that explicitly taught Community Steward skills provided the class with more engaging and creative ways to collaborate because the students had explicitly reviewed and practiced the required skills.”

PSMS teacher at Rising Tide

General Observations & Takeaways

“Students were working on skills more so than focused on content.”

PCIS teacher at Rising Tide

“Most teachers made a point of making students feel safe.”

PCIS teacher at Rising Tide

“The teachers created a positive learning environment which encouraged students to take chances in their learning and embrace learning from mistakes.”

PSMS teacher at Rising Tide

“I found this observation to be an extremely helpful reminder of the importance of variety and allowing students multiple ways to show their understanding.”

Rising Tide teacher at PCIS

“I observed some wonderful evidence of clearly stating expectations and giving the students opportunities to make their own decisions about how to complete their work, and how to work with others successfully.”

Rising Tide teacher at PSMS

Again, the observation days have been a highlight of the project. These days, as well as the workshop sessions, have given teachers the opportunity to foster their own social-emotional skills: reflecting on their own practice, setting goals, collaborating with one another, and valuing different viewpoints. Just as students need time and space to practice these important skills, teachers also need authentic opportunities to focus on their own social-emotional well-being, and meaningful, engaging work with colleagues is one way to accomplish that.

Accomplishments and Status of the Project

The first weeks of the school year were spent recruiting candidates for the second year of the project. Many participants expressed interest last spring, so their interest was confirmed, and new teachers signed up. There were three groups of participants formed: teachers new to the project, teachers returning for a second year of the project, and counselors. The numbers in each group from each school are below:

- Rising Tide: 7 teachers new to the project, 6 teachers returning to the project, 2 counselors
- Plymouth Community Intermediate School (PCIS): 8 teachers new to the project, 4 teachers returning to the project, 2 counselors
- Plymouth South Middle School (PSMS): 5 teachers new to the project, 4 teachers returning to the project, 3 counselors

Though new to the school year project, some of the participating Plymouth teachers completed the assessment workshop last summer. All of the Plymouth teachers who did the

school year project last year returned for the second year. The Rising Tide Project Director and Plymouth Project Coordinator continued to work together to plan and jointly implement all workshop sessions. Workshop sessions were held on Tuesdays and Thursdays after school to allow more participants to attend.

There were four workshop sessions held in late September through October with the new Rising Tide teachers. These workshops focused on connecting the Rising Tide Schoolwide Objectives and Benchmark Skills to social-emotional learning. Participating teachers read articles, watched videos, took part in collaborative discussions, and worked together to further incorporate Self-Directed Learner and Community Steward Skills into their classes.

The new Plymouth teachers joined the project the week of November 27. They, along with the new Rising Tide teachers, completed six workshop sessions (half of the project) by the end of February. These sessions focused on what social-emotional learning (SEL) is, how SEL connects to the MA Curriculum Frameworks, how to design curriculum around goals and essential questions that incorporate social-emotional skills, and how to design lessons that highlight Self-Directed Learner Skills. Rising Tide's Student Support Director and Wellness Director both attended the last session in February and provided strategies for working with students in the classroom who have more significant social-emotional needs.

The Rising Tide and Plymouth teachers who returned to the project joined the group for two sessions, the week of January 22 and February 5. They worked with the new teachers on unit planning and incorporating Self-Awareness Skills in lessons, while also spending time as a group reflecting on how they've incorporated what they learned last year from the project into their classes and setting goals for further sharing this work in their respective schools.

Like last year, participating teachers had the opportunity to observe at the other schools. Between January 15 and February 28, 10 Plymouth teachers visited Rising Tide. Participating Rising Tide teachers made nine visits to the Plymouth schools. Again, these observation days are proving to be a highlight of the project with teachers feeling more connected to one another and often discovering useful strategies to try in their own classes.

The counselor group had three sessions, January 17 and 31, and February 14. These sessions focused on connecting the work of counselors to the work of classroom teachers. The group came to a common understanding of what SEL is and how Rising Tide's Schoolwide Objectives and Benchmark Skills can connect social-emotional and academic learning. The counselors regularly discussed strategies for themselves and for teachers to address students' social-emotional needs. It was new to the project for this year to add the counselor sessions, and the group helped to provide important insights into students' social-emotional needs as well as unique perspectives on school culture.

Two meetings were scheduled with the project leaders and school and district leaders. The first, on November 15, took place at PCIS and was attended by the Principal of PCIS, the Plymouth Assistant Superintendent, the Rising Tide Head of School, the Rising Tide Middle School Principal, the Project Director, and Project Coordinator. The PSMS Principal called into the meeting. The goal of this meeting was to provide updates on the project and to set the agenda for the year for the group, framing the discussions around the question, "How can we ensure that our schools are safe, supportive, and conducive to teaching and learning?" The participants completed a visualization exercise connected to the question and reviewed

indicators of schoolwide SEL. They then used these indicators to reflect on their own school communities and set topics for future discussions. From the responses, student discipline and family engagement were chosen as the topics for the remaining two meetings. The second meeting took place at Rising Tide on February 14. In addition to Rising Tide and project leaders, only the principal from PSMS was able to attend. Though a smaller group, it was still a productive meeting around the challenges of student discipline and restorative practices.

New to the project for this year was the addition of three meetings with the Plymouth district Curriculum Coordinators. Because the focus of this project is on integrating Self-Directed Learner and Community Steward Skills across the curriculum, these meetings felt critical to furthering the work beyond the teachers directly involved in the project. The first meeting was held at the Plymouth District Central Office on October 16. All five Coordinators attended as well as the Plymouth Assistant Superintendent, the Rising Tide Head of School, the Rising Tide Academic Director, the Project Director, and the Project Coordinator. This meeting focused on giving updates on the project, sharing resources from the project, including Rising Tides' Schoolwide Objectives and Benchmark Skills, and discussing goals for integrating SEL across the curriculum. The second meeting took place with the same group at Rising Tide on January 17. The group discussed schoolwide and classroom indicators of SEL integration, the implicit inclusion of social-emotional skills within the discipline-specific practices in the MA Curriculum Frameworks, and strategies for teachers to incorporate these skills.

Challenges and Lessons Learned

Recruiting Rising Tide teachers for the school-year project remained a challenge this year, with only seven teachers joining the project as new participants. Again, this seemed to be due to other commitments and the time and workload expectations of this project. Understandably, many teachers expressed a preference for the summer workshops.

Now in the second year of the project, it is becoming clear that participants want the work to have an impact beyond individual classrooms. The grant project was purposefully structured around skills that any teacher could incorporate into any subject area, and participants have been very willing to use the language of the Schoolwide Objectives in their curriculum planning and implementation and find ways to regularly address social-emotional skills. Many of the resources that have been used throughout the project, however, stress the importance of a schoolwide approach to social-emotional learning. Participants seem eager to use their learning to make a broader impact on their school communities but are unsure where to start, especially since this is the last school year of the project. Reflecting on the project, it would have been helpful to combine some of the different stakeholders for workshop sessions, bringing teachers, counselors, and principals together to discuss schoolwide SEL.

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2019-2020

School Name: Rising Tide Charter Public School

2018-2019 Implementation Summary:

1. Rising Tide experienced successes and challenges in implementing the school's recruitment strategies from the 2018-2019 Recruitment plan. The school held four successful information Open House events, one per month, during the primary enrollment period. Rising Tide mailed information about the school program, including notification of Open House events directly to the families of each student within the school's nineteen-town region eligible to attend Rising Tide. The school also directly mailed information to the families of students in the region in third grade, a year before they are eligible to submit an application to Rising Tide. The school continued to utilize e-mail and social media in order to reach out to potential families. With support from The Pioneer Institute, Rising Tide shared a video during the enrollment period on the school's website and through social media; the video highlighted the school's design of a strong academic program with an emphasis on skills and a safe and supportive environment.

Rising Tide continued to reach out to English Language Learners through promotional materials and enrollment lottery applications to Spanish and Portuguese, the two most prevalent languages in this region other than English. In all communications, the school worked to demonstrate access and equity with high expectations for all students, including student with disabilities, economically disadvantaged students, and students who have previously not been successful in school.

Through the recruitment efforts, the school experienced a 19% increase in Upper School applications during the primary enrollment period for the upcoming year, a great success. The school also experienced a decrease in grade five applications by 23% during the primary enrollment period for the upcoming year, a challenge; this decrease is likely attributed to grade span fluctuations between elementary and middle schools within districts in Rising Tide's designated region. Another recruitment challenge is the lack of available transportation for families who reside in towns other than Plymouth.

2. On an annual basis, over 30 percent of the students entering Rising Tide are siblings of current students. During the 2018-2019 school year, over 40 percent of the students attending Rising Tide were siblings. This relatively high percentage of siblings can impact the subgroup enrollment figures. The lack of available transportation for families who reside in the other eighteen towns in

Rising Tide's designated region does impact the enrollment figures for economically disadvantaged students.

3. We are uncertain whether the incoming class of students, as captured in the October 1, 2019 SIMS report will meet the comparison index or the school's gap narrowing targets. We would like further discussion with the Department regarding the school's Recruitment Plan once we have submitted the October 1 SIMS data.

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

General Recruitment Activities for 2019-2020:

1. Mailings through a third party mailing house, to every eligible student in the region of nineteen towns, as well as to students in the region who will be eligible for Rising Tide enrollment in future years.
2. Fliers about upcoming Open Houses placed in a variety of locations in regional towns.
3. Posting on school website and social media about upcoming Open Houses and events.
4. Information Open Houses in the evenings and on Saturdays in order to accommodate busy family schedules.
5. Shadow visits offered to prospective students so they can visit the school with a student host and attend classes.
6. 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.
7. Redesign and update school website, highlighting Rising Tide's program.
8. Increase press releases and social media posts, highlighting Rising Tide's program with high expectations for all students.

Recruitment Plan – 2019-2020 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 14.8%</p> <p>GNT percentage: 0%</p> <p>CI percentage: 13.5%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2018-19 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 education 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 districts in school’s designated region to send accurate addresses of all students to third party mailhouse. • Rising Tide’s Student Support Director 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 education 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: 0.4%</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 2018-2019 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 districts in school’s designated region to send accurate addresses of all students to third party mailhouse. • 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 areas, once a year. • Reach out to specific community centers in the region where Brazilian and Spanish speaking families congregate, such as special
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Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>markets, St. Mary’s Church, Plymouth Brazilian Jiu Jitsu Academy, and the Harbor Community Health Center</p> <hr/> <p style="text-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> <ul style="list-style-type: none"> • Rising Tide is beginning to see some gains in attracting English Language Learners. Although not reflected in the most recent, publicly available, CHART data, 0.45% of the student population at Rising Tide classified as English Language Learners through WIDA testing; this improvement is above GNT percentages, but below CI percentages. • Rising Tide will continue to reach out to specific community centers in the region where Brazilian and Spanish speakers congregate throughout the year. Rising Tide implemented this approach two years ago, and designated at least 2-3 years for this strategy to become effective. • Rising Tide will provide translation services in Portuguese and Spanish Open House events to support Portuguese- and Spanish-speaking prospective families. The school has allotted two years for this specific strategy to impact an increase in the ELL population.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 9.5%</p> <p>CI percentage: 16.3%</p> <p>The school is <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-19 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.

Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> Partner with representatives at the Plymouth Coalition for the Homeless, and the Plymouth Housing Authority to distribute recruitment materials to area families.
	<p style="text-align: center;">(c) 2019-2020 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> <ul style="list-style-type: none"> Provide prospective students with flexible shadow visits, either half-day or full-day, and providing a free school lunch on the day of the shadow visit. The school has allotted two years for this specific strategy to impact an increase in the Economically Disadvantaged population. Promote shoulder programming, including Early Program, After-School Homework Program, designed to support family schedules and transportation challenges, to prospective families. The school has allotted two years for this specific strategy to impact an increase in the Economically Disadvantaged population.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 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. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> In written materials, website content, and informational Open Houses, promote the intentional balance of the Rising Tide core program, which gives equal significance and schedule priority to the arts and world languages, and has many high-interest elective courses from which students can choose at every grade level.

Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 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. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 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. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p>
OPTIONAL <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> <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. <p style="text-align: center;">2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Rising Tide leaders will work with the Rising Tide Parent group to make connections with regional organizations supporting Latino and African American families to encourage more Latino and African American students to apply to Rising Tide.

Retention Plan 2019-2020

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

Rising Tide's attrition rate slightly increased in the 2018-2019 school year, to 13.6 from 13.3 in the previous year. The school narrowly missed meeting its retention goal of 88 percent. Even though Rising Tide continues to do relatively well in terms of student retention, the school still room for improvement. On an annual basis, approximately 30 percent of the students who complete the middle school program seek a change for their high school experience. 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. The retention rate for all students, outside of the attrition between middle and high school, remains high.

The attrition rate increased in the 2018-2019 year for students with disabilities and economically disadvantaged students. The school is working on a number of strategies to increase a sense of belonging for students in these subgroups.

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

Retention Plan – 2019-2020 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 18.0% Third Quartile: 14.2%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-19 Strategies</p> <p><input 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 style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" 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> <ul style="list-style-type: none"> • Implement weekly Student Support Team meetings for the Middle School program and the Upper School program for staff to discuss strategies and supports for individual students with disabilities. 1 year is allotted for a change in data. • Provide families with avenues to provide feedback through the Special Education Parent Advisory Council and the Annual Parent Survey. 1 year is allotted for a change in data. • For students who are struggling to achieve academic success, have the Advisory team, with support from the Student Support Team, developed strength-based strategic plans to help the student find small successes that build into greater successes. 1 year is allotted for a change in data.
Limited English-proficient students/English learners	
(a) CHART data	<p style="text-align: center;">(b) Continued 2018-19 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

Retention Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>School percentage: N/A Third Quartile: 11.1%</p>	<p>Copy and paste strategies here from last year’s approved Annual Report.</p> <p>No retention strategies were previously needed, as no English Language Learners were enrolled in past years.</p>
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input checked="" type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p> <p>According to the most current, publicly available CHART data, Rising Tide did not enroll any English Language Learners during the 2018-2019 school year; however, 0.45% of students were identified as English Language Learners. The following are 2019-2020 Strategies:</p> <ul style="list-style-type: none"> • Provide SEI Training Courses at the School for Rising Tide Teachers • In addition to meeting ESL requirements, ensure English Language Learners are receiving academic support from general education teachers. • Provide translation services at parent conferences
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 17.0%</p> <p>Third Quartile: 12.5%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input 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

Retention Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> • 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 checked="" 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> <ul style="list-style-type: none"> • Provide Early Program and After-School homework program, free of charge, to economically disadvantaged students. 1 year is allotted for a change in data. • Provide all weekly club opportunities free of charge for all students. 1 year is allotted for a change in data. • Have appointed staff member at Rising Tide work with outside agencies to develop support plans for economically disadvantaged students and their families. The school has allotted 2-3 years to show a change in data.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 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 • School Counselor available for consultation <p style="text-align: center;">2019-2020 Additional Strategy(ies) if needed</p> <ul style="list-style-type: none"> • Work with teachers in Curriculum Teams to better identify areas for skill improvement through which teachers can support students through core course teaching and learning time.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 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

Retention Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p style="text-align: center;">2019-2020 Additional Strategy(ies) if needed</p> <ul style="list-style-type: none"> • Monitor Early Warning Indicator System (EWIS) as well as internal indicators of all students, including students in grades five and six, who may demonstrate signs of being at-risk for dropping out of school.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 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
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Will monitor achievement and data of Latino and African American students in relation to other demographic groups at the school to ensure the success rates are similar to other demographic groups at the school.

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/profiles/student.aspx?orgcode=04830305&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	7	1.1%
Asian	16	2.4%
Hispanic	22	3.4%
Native American	3	0.5%
White	574	87.5%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	34	5.2%
Special education	97	14.8%
Limited English proficient	0	0%
Economically Disadvantaged	62	9.5%

Administrative Roster for the 2018-19 School Year			
Name, Title	Brief Job Description	Start Date	End date (if no longer employed at the school)
Michael O'Keefe, Head of School	Primary responsibility for all aspects of academic and organizational oversight, and state and federal compliance.	2018 in Current Role 2003 at School	
Tyler Post, Middle School Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2009 at School	
James Simons, Upper School Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2011 at School	
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.	2017 in Current Role 2005 at School	
Luz Sprague, Upper School Assistant Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2011 at School	

Administrative Roster for the 2018-19 School Year			
Anthony Papillo Middle School Assistant Principal	Provides instructional leadership, and teacher and student accountability	2017 in Current Role 2005 at School	
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.	2017 in Current Role 2006 at School	
Shawna Weekly, Wellness Director	Oversees nursing and counseling services and Rising Tide's Wellness curriculum	2017 in Current Role 2014 at School	
Mary Moore, Assistant Student Support Director	Works with special education and regular education teachers to provide services for special needs' students.	2017 in Current Role 2015 at School	
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	January, 2019
Melissa Jackson, Data Specialist	Maintains, updates and analyzes student data	2014	
Bryan Mardit Assistant Director of Educational Technology	Supports teachers and students with help desk services, part-time	2018	
Christina Luciana, Upper School Administrative Assistant	Supports the Upper School Principal and Upper School Assistant Principal	2018	

Administrative Roster for the 2018-19 School Year			
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, and supports the Business Manager and Assistant Business Manager	2017	
Beth Lanoue, Special Education Administrative Assistant	Supports the Student Support Director and Assistant Director of Student Support, Coordinating meetings and tracking compliance.	2004	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018- 2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	63	2	5	2 - employee chose to end employment 4 – termination or non-renewal of employment contract
Other Staff	32	1	1	1 - employee chose to end employment 1 – termination or non-renewal of employment contract

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	5
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	9
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	0

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Christopher Schelleng	Chairman	Nominating & Governance	3	10/2012-10/2015; 10/2015-10/2018; 10/2018-10/2021
Sharon Riley	Vice Chairwoman	Finance	3	5/2012-5/2-15; 5/2015-5/2018; 5/2018-6/2019
Christen Gurney	Clerk		3	2/2-12-2/2015; 2/2015-2/2018; 2/2018-6/2019
Sheila Sheridan	Treasurer	Finance	1	1/2018-4/2019
Sean Kelly	Treasurer (as of 5/2019)	Nominating & Governance, Finance	1	3/2018-3/2-21
Amy Norris	Trustee	PR & Advocacy	1	3/2018-3/2021
Sandy Kozlowsky	Trustee	PR & Advocacy	2	12/2015-12/2018 12/2018-12/2021
Norman DeCoste	Trustee	Finance	1	3/2017-2/2020

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Christopher Schelleng	cschelleng@risingtide.org	No Change
Charter School Leader	Michael O'Keefe	mokeefe@risingtide.org	No Change
Assistant Charter School Leader (Academic Director)	Maureen Chapman	mchapman@risingtide.org	No Change
Special Education Director (Student Support Director)	Lauren Macpherson	lmacpherson@risingtide.org	No Change
MCAS Test Coordinator	Maureen Chapman	mchapman@risingtide.org	No Change
SIMS Coordinator	Melissa Jackson	mjackson@risingtide.org	No Change
English Language Learner Director	Lauren Macpherson	lmacpherson@risingtide.org	No Change
School Business Official	Eric Mello	Eric.mello@risingtide.org	No Change
SIMS Contact	Melissa Jackson	mjackson@risingtide.org	No Change
Upper School Principal	James Simons	jsimons@risingtide.org	No Change
Middle School Principal	Tyler Post	tpost@risingtide.org	No Change

Facilities

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

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 6, 2020
Lottery	February 10, 2020

Appendix E: Anticipated Board Meeting Schedule for 2019-2020

Rising Tide Charter Public School Board of Trustees Meetings, FY 20

All board meetings are open to the public and will be held in Conference Room 248 at 59 Armstrong Road in Plymouth, unless scheduled at a different location with appropriate notice.

Monday, July 15, 2019, 7:00 pm
Monday, August 19, 2019, 7:00 pm
Monday, September 16, 2019, 7:00 pm
Monday, October 21, 2019, 7:00 pm
Monday, November 18, 2019, 7:00 pm
Monday, December 16, 2019, 7:00 pm
Monday, January 27, 2020, 7:00 pm
Monday, February 24, 2020, 7:00 pm
Monday, March 16, 2020, 7:00 pm
Monday, April 27, 2020, 7:00 pm
Monday, May 18, 2020, 7:00 pm
Monday, June 15, 2020, 7:00 pm

Appendix F: Complaints

In June 2019, the Rising Tide Board of Trustees received a copy of a complaint that a former Rising Tide parent made directly with the Department of Elementary and Secondary Education's Problem Resolution System Office. The Board of Trustees and the Head of School are working with the Department of Elementary and Secondary Education to resolve the complaint.