



**RISING TIDE CHARTER PUBLIC SCHOOL
2020-2021 ANNUAL REPORT**

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Plymouth, MA 02360**

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July 30, 2021

**2020-20201 ANNUAL REPORT
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Introduction to the School

Name of School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Plymouth, MA
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Barnstable, Bourne, Carver, Duxbury, Falmouth, Freetown-Lakeville, Halifax, Kingston, Marion, Marshfield, Mashpee, Mattapoisett, Middleborough, Old Rochester (Marion, Mattapoisett, Rochester), Pembroke, Plymouth, Plympton, Rochester, Sandwich, Silver Lake (Halifax, Kingston, Plympton), Wareham
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003, 2008, 2013, 2018
Maximum Enrollment	700	Enrollment as of (fill in the date)	651
Chartered Grade Span	Grades 5-12	Current Grade Span	Grades 5-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (fill in the date)	211
Number of Instructional Days during the 2020-2021 School Year ¹	170		
School Hours (ex: 8:30-3pm M-F)	7:45 am - 3:00 pm	Age of School as of 2020-2021 School Year	23

¹ In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

Mission Statement

“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)

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.



July 30, 2021

Dear Members of the Massachusetts Department of Elementary and Secondary Education:

The recently completed school year was again one of challenges, changes, and adaptation. All members of our community faced uncertainty and stress in our personal and professional lives as we navigated through truly uncharted territory. The ability of our community to react quickly to changing circumstances - to innovate and adopt new approaches and processes - was nothing short of outstanding.

Transitioning between the hybrid, remote, and in-person learning models placed a heavy burden on staff, students, and families. The work we had done over the previous years to build a strong school culture of support, flexibility, and innovation proved invaluable in helping the members of our community shoulder that burden. This was a team effort that demanded unprecedented efforts at all levels

Throughout these changes, we have never wavered in our commitment to provide a rich, challenging, and supportive educational environment for all. Although the worst of the pandemic now seems to be behind us, its impact is in no way over. The coming years are certain to bring additional challenges, both known and unknown, as we work to return to a more normal operational posture. As we move forward, our focus will remain on providing a rigorous academic program based on skill development, maintaining a strong sense of community, and graduating capable, prepared young adults.

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

During the 2020-2021 school year, there were no easy solutions to operating schools, due to the COVID-19 health crisis. The year was incredibly challenging for students, teachers, and parents. Schools are inherently social spaces, where students can grow and learn through relationships with their teachers and their peers, and the health and safety requirements for k-12 public schools presented great obstacles to making connections with one another. Throughout the planning for and implementation of the program for the 2020-2021 school year, Rising Tide worked to creatively fulfill Rising Tide's mission and key design elements through a structure of supportive relationships the approach to teaching and learning. In planning for the 2020-2021 school year, Rising Tide's collaborative planning teams were guided by the following goals:

1. Prioritize safety, support, wellness, and understanding for the entire school community
2. Implement Rising Tide's Key Design Elements:
 - a. Provide a strong academic program that fosters the development of skills
 - b. Provide opportunities for students to connect to the Plymouth region
 - c. Provide students with a strong school community
3. Hold strong to Rising Tide's identity through the challenges

For the 2020-2021 school year, Rising Tide implemented a consistent structure, staffing model, technology platform, and approach to teaching and learning to provide a continuity for learning for each student, regardless of whether the student was learning in school or remotely.

A Strong Academic Program with Skill Development

Rising Tide's inquiry and skills-based approach fosters personal and academic growth in students; the approach encourages students to reflect, take responsibility, ask questions, and think critically. During the 2020-2021 school year, Rising Tide continued to foster the development of skills, the exploration of content knowledge, and the deepening of understanding with each student.

In addition to 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. During the 2020-2021 school year, teachers were guided and supported to keep the end goals of each course in mind, to emphasize the development of skills, and to reassess the student's progress towards the goals of each course.

At Rising Tide, students have access to a curriculum that includes broad and challenging coursework, which continued through the 2020-2021 school year. In the 2020 School Report Card (<https://reportcards.doe.mass.edu/2020/04830305>), 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 82.2% of all high school graduates in Massachusetts. Rising Tide prepares students with the skills to succeed in college and in careers, with 74.6% of students in grades 11 and 12 completing advanced coursework, compared to 65.7% of students in grades 11 and 12 across Massachusetts. In grades 5-12, 96% of students participated in at least one arts course, compared to 80.7% of students across Massachusetts. Rising Tide students have a 100% four-year graduation rate, compared to a four-year graduation rate of 88% across Massachusetts.

Connection to the Plymouth Region

Despite the obstacles presented by the COVID-19 health crisis, Rising Tide teachers continued to integrate direct connections to the Plymouth region in core courses. During the 2020-2021 school year, teachers in each discipline either piloted or further developed a performance task with a connection to the local region for each course. The Curriculum Coordinators team, led by the Academic Director, collaborated to develop a common Local Performance Task Rubric (see Appendix F for the attached rubric), which includes each Schoolwide Objective and select Benchmark Skills. In future years, the Local Performance Task Rubric will be used to measure evidence of student progress in tasks connected to the Plymouth region.

As in previous years, nearly half of the seniors chose to 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. This most recent year, some students were able to participate in their internship remotely.

In July 2021, a group of 9 middle and high school students participated in the first Jill S. Crafts Summer Scholars Program: Citizen Science. In cooperation with the Southeastern Massachusetts Pine Barrens Alliance (SEMPBA), a conservation organization in South Plymouth, the students spent two weeks at SEMPBA's new headquarters engaging with local scientists to explore questions and topics connected to improving the community. The Jill S. Crafts Summer Scholars Program, free of charge for students, was designed and led by Sarah Vendetti, Ed.D, Rising Tide's Science Curriculum Coordinator and Seventh-Grade Science Teacher, along with Leane McCullough, Eighth-Grade Science Teacher.

Strong School Community

As in previous years, 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. During the COVID-19 health crisis, the Advisory program and structure provided essential connection through a challenging year. On

the annual spring student and annual spring parent/guardian survey, Advisory was the highest rated program element at Rising Tide for contributing to a sense of belonging.

Other structures designed to support a strong school community 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.

Although the COVID-19 health crisis prevented the school from hosting community events until the very end of the year, the students, parents, and staff members worked together and demonstrated tremendous flexibility, understanding, and support. Rising Tide sought frequent input from all stakeholders through surveys when approaching solutions to the challenges of the year. Rising Tide used email communication and a Hybrid Learning (and later Spring Learning) page on the website to provide access to information, school support, and school and community resources. It was a challenging year, but the school community stayed strong together.

Amendments to the Charter

Rising Tide did not apply for any amendments to its Charter during the 2020-2021 school year.

Access and Equity: Discipline Data

- A. The most recent, publicly available student discipline data for Rising Tide, from 2019-2020, 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=04830000&orgtypecode=5&=04830000&>
- B. During the 2019-2020 school year, Rising Tide enrolled 671 students; 1.6% of students were suspended in-school and 1.2% of students were suspended 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 2019-2020 subgroups of students and the number of students suspended, either in-school or out-of-school:

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	671	17	1.6	1.2	0.0
English Learner	5	0			
Economically Disadvantaged	108	8	3.7	5.6	0.0
Students with Disabilities	135	8	3.0	4.4	0.0
High Needs	217	9	2.3	2.8	0.0
Female*	347	0			
Male*	324	17	3.4	2.5	0.0
American Indian or Alaska Native	7	0			
Asian	10	0			
African American/Black	6	0			
Hispanic/Latino	25	4			
Multi-race, Non-Hispanic/Latino	43	0			
Native Hawaiian or Pacific Islander	0	0			
White	580	13	1.7	0.9	0.0

*plus 2 nonbinary students

- C. During the 2019-2020 school year, Rising Tide staff members worked collaboratively to reduce the use of in-school and out-of-school suspensions for all students. The school implemented Community Standards Meetings to further promote a culture of Honesty,

Trust, Respect, and taking Responsibility through dialogue between students, Advisors, and Assistant Principals. A faculty workgroup, the Monday Committee, worked collaboratively to identify exemplary adult actions that support exemplary student behaviors.

In-school suspension and out-of-school suspension rates decreased for all students during the 2019-2020 school year. These discipline rates also dropped for students with disabilities, students with high needs.

During the 2020-2021 school year, the faculty Diversity, Belonging, Equity, and Inclusion (DBIE) workgroup explored the ways that race impact each of our lives and the lives of others in the school community and worked to determine practical action steps for increasing DBIE in the school community. The group reviewed the school's discipline data and also discussed anecdotal information from students and teachers related to equity in the approach to the management of student behaviors and discipline.

The addition of two new roles for the 2021-2022 school year, a Middle School Dean of Community and an Upper School Dean of Community, will further support the reduction of the use of in-school and out-of-school suspension rates. These educational leaders will support, along with the Wellness Director, the Advisory program, the practice of circles, and the promotion of restorative practices within the community.

On a weekly basis, our Middle School Student Support Team and our Upper School Student Support Team will continue to monitor the progress of individual students who made mistakes and demonstrated the need for more support and developed and implemented action steps to support the individual students. The Student Support Teams will continue to monitor trends in attendance and discipline for all students and the subgroups of students in the school, including students with disabilities, students who are economically disadvantaged, and male students.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	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.)
Using Rising Tide’s Schoolwide Objectives and Benchmark Skills to Integrate Social-Emotional Learning and Civic Engagement Across the Curriculum	Educator page on the school website (Passive Dissemination): https://risingtide.org/educators/	School Leaders, Faculty Leaders	Any visitor to the website	Website visitors are able to explore Rising Tide’s Schoolwide Objectives and Benchmark Skills, the work to integrate SEL competencies with curriculum planning, implementation, and assessment, and unit plans that demonstrate unit design that integrates these skills.
No Active Dissemination during the 2020-2021 School Year	The COVID-19 health crisis created great obstacles to actively engaging in dissemination efforts.	None	None	None

School Performance and Program Implementation: Academic Program Success

Student Performance

- A. Rising Tide's 2020 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:

[Rising Tide Charter Public School's Report Card \(overview\) link](#)

- B. The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19. The accountability information below represents results from 2019. During the second year of the state's new accountability system, Rising Tide Charter Public School was classified as a school Not Requiring Assistance or Intervention for Substantial Progress Toward Targets. The school achieved an Accountability Percentile rank of 83, 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 83% of middle/high or K-12 schools statewide. Rising Tide is meeting 58% percent of the improvement targets set by the state, showing improvement across most accountability measures. The table below includes the accountability information.
- C. As noted in the 2020-2021 Accountability Plan Evidence, In the 2020-2021 school year, 95% of all students had aggregate benchmark skill scores greater in the 4th term than the 2nd term. 652 students were assessed in the eight Benchmark Skill areas in the 2nd and 4th terms, and 620 students, increased their skills scores. The average increase from the 2nd term to the 4th term was 0.53 on the 1-4 Benchmark skills rubric, an increase of 22.62%.

2020 Official Accountability Report for Rising Tide Charter Public School:	
https://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04830305&orgtypecode=6&&fycode=2020	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	58% - Substantial progress toward targets
Accountability percentile	83

Academic Program

During the 2020-2021 school year, the faculty and staff at Rising Tide worked collaboratively to provide a high-quality academic program that met the needs of all students during the COVID-19 health crisis that presented many obstacles to students, families, teachers, and schools.

Rising Tide implemented a consistent structure, staffing model, technology platform, and approach to teaching and learning to provide a continuity for learning for each student, regardless of whether the student was learning in school or remotely.

As in previous years, each student was assigned the same core course schedule, with the same core teacher for each course section in the schedule, that remained constant through the year, regardless of whether the student participated in the Hybrid Learning Model from September to April, the Full In-Person Learning Model from April to June, or remotely at any point during the year. Each course utilized Google Classroom as a platform for communication for course work, assignments, and resources. For the entire year, during the Hybrid Learning Model, the Full In-Person Learning Model, and the small number of days in December and January in a Remote Learning Model, each class was live-streamed through Google Meet to make the teaching and learning accessible to each student in each course. Each teacher provided formative assessments and culminating assessments for each student in each course, utilizing Rising Tide's standard grading scale.

As in previous years, each student participated as a member of an Advisory group, the center of the school's structure of supportive relationships. Each Advisor continued to be the primary point of communication for parents/guardians through the challenging year.

During the 2020-2021 school year, the schedule times for the Middle School and the Upper School were simplified with intent to reduce confusion for students and families whether learning at school or remotely. In the schedule for the year, blocks were fixed to specific times on each weekday. From September through April, the Wednesday schedule included additional blocks for Advisory programming, skill-building in mini-courses led by Rising Tide educators, and self-directed adaptive skills platforms in English and Math. From April through June, the Wednesday schedule included extra skill-building blocks connected to the core courses in each student's schedule and taught by students' core teachers. Additionally, the school added an academic support block in the schedule, four days a week, for the entire year, when students could get extra support from their teachers beyond the regular class periods. Due to the strains of time in the schedule for an emphasis on skill development and support as well as mask breaks, the Middle School Discover and Expo courses were not implemented during the 2020-2021 school year.

Led by the Academic Director, a faculty work group worked in July 2020 to curate a handful of technology teaching tools to support skill development and student collaboration through the 2020-2021 school year. The group adopted and helped train other teachers in the use of tools such as Formative, Parlay Ideas, FlipGrid, EdPuzzle Pro, Kami, PearDeck Premium, and Screencastify Unlimited. These tools built upon the schoolwide use of Google Meet, Google Classroom, and G-Suite for Education. The school provided school-issued Chromebooks, free of charge, to any students without access to a laptop or Chromebook device at home. During the 2020-2021 school year, Rising Tide also implemented the use of adaptive skills programs such as Success Maker, ALEKS, and LightSail to supplement the development of skills in the core classes.

As in previous years, the curriculum at Rising Tide was aligned with the Massachusetts Curriculum Frameworks and guided by our Mission and Goals and by the four Schoolwide Objectives. By the time each student graduates from Rising Tide, the student should feel confident in the ability to be an effective Communicator, Investigator, Self-Directed Learner, and Community Steward. Teachers use these Schoolwide Objectives to set expectations, design teaching and learning activities, and assess student progress in all school-related activities. The Schoolwide Objectives and Benchmark Skills remain the same across grades levels; however, as students move into higher grade levels, they are expected to complete tasks with greater complexity, independence, and awareness. Additionally, each grade level

has a guiding question, which the faculty uses to design teaching and learning opportunities and connect the work of school with the daily lives of students. Each academic discipline has developed a Guiding Statement and a set of Essential Questions from which to design units of study. Each unit is designed to help students build skills, gain content knowledge, and develop understandings. This process of curriculum development has been strongly influenced by design frameworks such as those found in Understanding by Design (McTighe and Wiggins) and The Teaching for Understanding Guide (Blythe, et al.).

Teachers collaborate to ensure that our courses are aligned with each of the Frameworks: Arts, Comprehensive Health, Digital Literacy and Computer Science, English Language Arts and Literacy, Foreign Languages, History and Social Science, Mathematics, Science and Technology/Engineering, and Vocational Technical Education. The faculty also reviews the national frameworks for various academic disciplines when designing units. Using Rising Tide's inquiry and skills-based approach, teachers have the flexibility and autonomy to teach the students in front of them, differentiating instruction to ensure that all students have opportunities for success. Rising Tide provides a rigorous program in which all students are held to high academic standards. Courses at Rising Tide are not leveled, and the school does not weight grade point averages or rank students. Teachers at Rising Tide foster the development of skills, the exploration of content, and the deepening of understanding. The faculty and staff at Rising Tide are committed to preparing all students for college and beyond.

During an incredibly challenging year due to the COVID-19 health crisis, Rising Tide embraced many initiatives to ensure all students were able to access the academic program. Students were provided a school-issued Chromebook to connect with their classes and classwork when at school and at home. During the Hybrid Learning Model, each class was taught in-person and streamed to students at home. Advisors provided frequent outreach to disengaged students through phone calls and emails home. For students fully remote and disengaged, Principals made home visits with extra Chromebooks and portable wi-fi hotspots. Health, Nutrition, and Wellness resources were shared with families and frequently updated through the year. In the late winter the school launched a virtual Alumni tutoring program to pair Rising Tide graduates with students struggling academically and/or to make connections with teachers and peers at school. At the Upper School, a Benchmark Skills course was revised to provide additional support to students in danger of dropping out or not graduating in four years.

Physical Safety

During the 2020-2021 school year, Rising Tide followed the required health and safety guidelines established by the Department of Elementary and Secondary Education. These requirements included wearing masks, practicing physical distancing, practicing hand washing and hand sanitizing, and staying home when sick. Additionally, the school embraced a stance to reduce risk for students, staff members, and families whenever possible. From September through April, Rising Tide maintained a physical distancing standard of 6 feet. From April through June, Rising Tide practiced a physical distancing standard of 3 feet. From September through December, all mask breaks and lunch were outdoors while observing 6 feet of physical distance. From January through April, mask breaks were outdoors when possible, and only indoors when the weather was unsafe to be outdoors. From January through April, students ate lunch indoors, at 6 feet of distance, in the Atrium and Movement Room, two spaces that could have add extra cross-ventilation of fresh outdoor air.

Rising Tide focused in the summer of 2020 on indoor air quality. The school building at 59 Armstrong Road has an efficient Heating, Ventilation, and Air Conditioning (HVAC) system. The system keeps the air in the building comfortable for students and staff members on hot and cold days. As the building windows do not open, the school explored the best possible ways to increase the indoor air quality. Prior to the start of the 2020-2021 school year, Rising Tide installed bi-polar ionizers to the HVAC roof top units to actively treat the air quality of any recirculating air. The school also installed air purifiers in each classroom and office to supplement the HVAC system. Each unit includes a True Medical Grade HEPA filter that removes 99.97% of all particles larger than 0.3 microns and 95% of all particles larger than 0.1 microns. Each unit also includes a Military Grade HEGA Carbon Cloth, providing an extremely large surface area for adsorption of chemicals, gases, viruses and bacteria.

Accelerated Learning

Rising Tide plans to accelerate learning during the 2021-2022 school year through robust support of teachers from the Instructional Leadership Team as well as a range of targeted support initiatives to support ongoing skill development. In August 2021, Rising Tide is offering two Acceleration Academies, supported by a grant from the Department of Elementary and Secondary Education, to support a select group of rising grade 8 students and a select group of rising grade 10 students prior to the start of the school year.

School Performance and Program Implementation: Organizational Viability

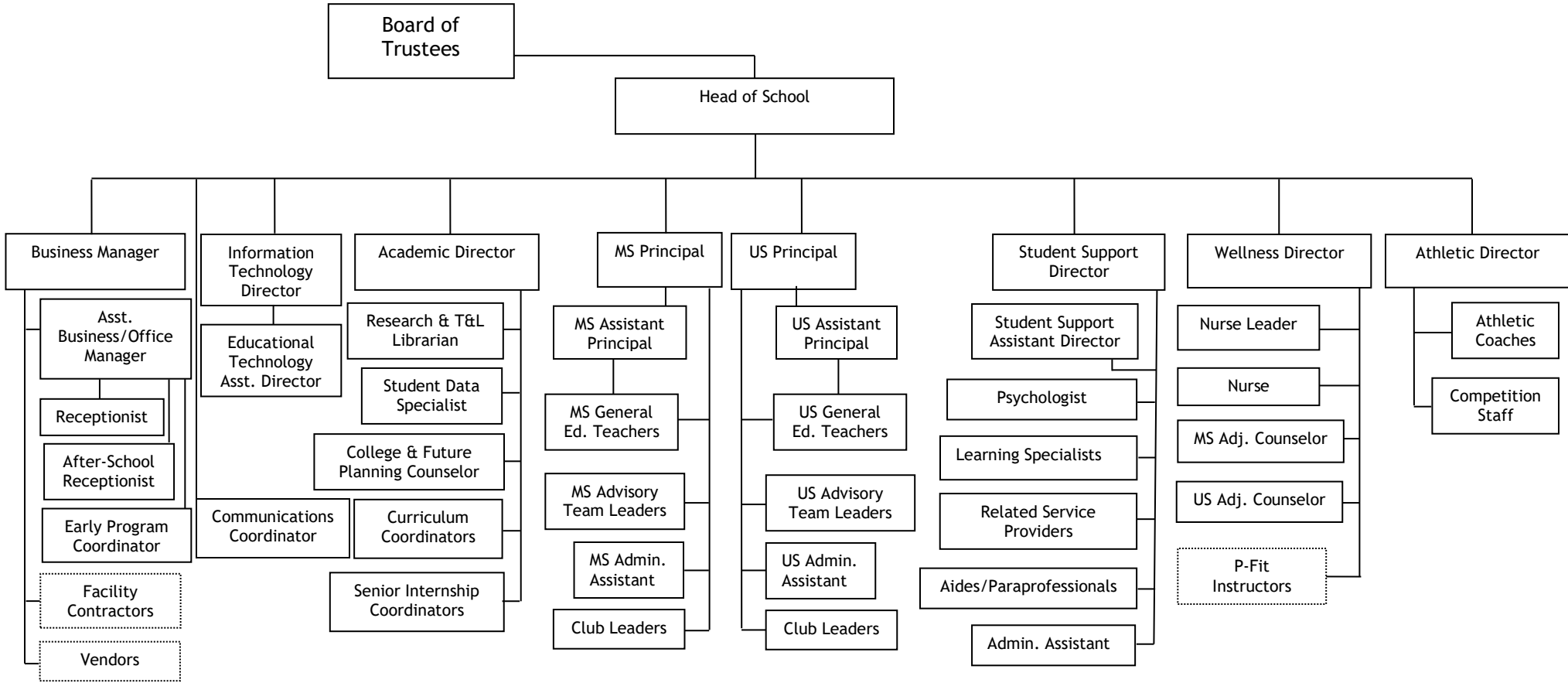
Organizational Structure of the School

There were no changes to the Rising Tide's organizational structure during the 2020-2021 school year. The Board of Trustees provides oversight of the academic program, the faithfulness to the charter, and the organizational viability as well as the Head of School. The Head of School supervised eight school leaders: the Business Manager, the Information Technology Director, the Academic Director, the Middle School Principal, the Upper School Principal, the Student Support Director, the Wellness Director, the Athletic Director. The Communications Coordinator also reported directly to the Head of School. The eight leaders directly supervised the remaining staff members in the areas of business operations, information technology, academic leadership and support services, instructional leadership, student support, wellness, and athletics. While a few temporary instructional support roles were added during the 2020-2021 school year due to additional needs related to the COVID-19 health crisis, those temporary roles did not impact the organizational structure. The Organizational Chart for the 2020-2021 school year appears on the following page.

For the 2021-2022 school year, Rising Tide anticipates some additional leadership and student support roles to support accelerated learning and social and emotional needs. Two educational leaders, the Middle School Dean of Community and the Upper School Dean of Community will report to their respective Principals; these roles will provide increased support to Advisory programming and building community and a sense of place and belonging for each student. The Academic Director will shift roles to become the Curriculum Director and will lead the schools Instructional Leadership Team to better support student skill development. In the 2021-2022 school year, the College and Future Planning Counselor will report to the Upper School Principal.

Rising Tide Charter Public School

Organizational Chart 2020-2021



Budget and Finance

A. Unaudited FY 21 Statement of Revenues, Expenses and Changes in Net Assets

	July 1, 2020 - June 30, 2021
Operating Revenues:	
State Grants	\$ 10,477,952
Federal Grants	\$ 819,267
Other Revenue	\$ 112,647
Food Service revenue	\$ 47,938
On - Behalf Payments	\$ 1,258,000
In-Kind Revenue	\$ 395,000
Total operating revenue	<u>\$ 13,110,804</u>
Operating Expenses	
Administration	\$ 694,533
Instructional Services	\$ 5,602,997
Pupil Services	\$ 1,336,605
Operation & Maintenance of Site	\$ 563,684
Fixed Charges	\$ 1,393,412
Non-Operating / Cap Facilities	\$ 1,138,224
On - Behalf Payments	\$ 1,258,000
In- Kind Revenue	\$ 395,000
Total Operating Expenses	<u>\$ 12,382,455</u>
Operating income (loss)	<u>\$ 728,348</u>
Non-operating revenues and (expenses)	
Change in Net Position	\$ 728,348
Net Position, beginning of the year	<u>\$ 3,985,221</u>
Net Position, end of the year	<u><u>\$ 4,713,569</u></u>

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

B. Statement of Net Assets for FY21 (Balance Sheet)

Current Assets

Cash	\$	2,857,690
Cash Construction Escrow	\$	54,012
Class & Student Funds Held	\$	31,317
Grants and Accounts Receivable	\$	309,880
Prepaid Expenses	\$	<u>69,350</u>
Total Current Assets	\$	3,322,249

Non Current Assets

Due from Related Party	\$	41,681
Capital Assets, Net	\$	<u>17,551,032</u>
Total noncurrent Assets	\$	17,592,713
Total Assets	\$	20,914,962

Current Liabilities

Accounts Payable	\$	98,216
Accrued Expenses	\$	758,018
Deferred Revenue	\$	6,862
Class and Student Funds held	\$	<u>24,456</u>
Total Current Liabilities	\$	887,552

Noncurrent Liabilities:

Note Payable	\$	15,294,696
Capital Lease Obligation	\$	<u>19,145</u>
Total noncurrent Liabilities	\$	15,313,841
Total Liabilities	\$	16,201,392

Net Position:

Net investment in capital assets	\$	2,081,628
Unrestricted	\$	1,903,594
Net Income	\$	<u>728,348</u>
Total net position	\$	4,713,570
Total liabilities and net position	\$	<u>20,914,962</u>

C a. Approved School Budget for FY 22
(Approved by Board of Trustees on May 17, 2021)

Income

State Tuition	\$ 10,616,947
State and Federal Grants	\$ 720,362
Supplemental Fee Revenue	\$ 100,000
Funds Income	\$ 3,000
Other revenue	\$ 147,794
Interest Income	<u>\$ 1,000</u>
Total Income	\$ 11,589,103

Expenses

Administration	\$ 869,426
Instructional Services	\$ 6,025,790
Pupil Services	\$ 1,155,328
Operations and Maintenance	\$ 723,336
Fixed Charges	\$ 1,653,532
Non- Operating/Capital Facility	<u>\$ 1,156,882</u>
Total Expense	\$ 11,584,294

Net Ordinary Income \$ 4,808

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	700
Number of students upon which FY22 budget tuition line is based	665
Number of expected students for FY22 first day of school	680
Please explain any variances: <i>Since March, 20 students have informed us they will not return or will not join the school after registering for the upcoming year. Rising Tide budgets conservatively each year, and with all the uncertainty the new phase of the COVID-19 pandemic, the school will continue to approach the budget conservatively.</i>	

D. Capital Plan for FY22

	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	FYE 2028	FYE 2029	FYE 2030	FYE 2031	Total
Capital Projects:											
1) Computer & Copier Fleet	150,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	1,230,000
2) Classroom Technology Upgrades	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
3) Furniture Replacements	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
4) Infrastructure & Capital Reserves	308,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,208,000
Total Capital Projects	483,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	245,000	2,688,000

10 Year Capital Plan FY 2022 - FY 2031

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

- 1) Computer Fleet:
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 every three years. 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 2022 we plan to complete some minor construction work to provide staff offices in the school building. We also plan to replace our boilers and make repairs to our HVAC system. We plan to have ongoing capital improvements from FY 23 - 31. This annual cost is paid from operating cash flows each year and therefore has no requirement for a capital reserve.

Appendix A: Accountability Plan Performance for 2020-2021

Accountability Plan Evidence 2020-2021

2018-2023 Charter School Accountability Plan

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

	2020-2021 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>		
<p>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></p>	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 2020-2021 school year, 95% of all students had aggregate benchmark skill scores greater in the 4th term than the 2nd term. 652 students were assessed in the eight Benchmark Skill areas in the 2nd and 4th terms, and 620 students, increased their skills scores. The average increase from the 2nd term to the 4th term was 0.53 on the 1-4 Benchmark skills rubric, an increase of 22.62%.</i></p>
<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></p>	Not Met	<p>The Measure begins in Fall 2020</p> <p><i>Starting in 2020, students in grades 7, 9, and 11 will participate in the CWRA+, a performance-based critical-thinking assessment of students. The assessment results include subscores in six areas: Analysis and Problem Solving, Writing Effectiveness, Writing Mechanics, Scientific & Quantitative Reasoning, Critical Reading & Evaluation, and Critique an Argument. There are five mastery levels: Below Basic, Basic, Proficient,</i></p>

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p><i>Accomplished, and Advanced. Student results are shared with Rising Tide after the administration of the CWRA+ test and stored with the Student Data Specialist.</i></p> <p><i>In fall 2015, 50% of grade 9 students achieved a mastery level of Proficient or higher. In fall 2016, 69% of grade 9 students achieved a mastery level of Proficient or higher. In fall 2017, 65% of grade 9 students achieved a mastery level of Proficient or higher. In fall 2018, 55% of grade 9 students achieved a mastery level of Proficient or higher.</i></p> <p><i>Due to the adjustments of schedules and program implementation in the 2020-2021 school year during the COVID-19 health crisis, the CWRA+ testing was not administered in the Fall of 2020. The administration of CWRA+ was then planned for the Spring of 2021. When the grade 11 students were initially required to participate in MCAS testing in the Spring of 2021, the CWRA+ testing for grade 11 students was postponed to the upcoming year.</i></p>
<p>Objective: <i>Rising Tide will provide opportunities for students to connect to the Plymouth Region</i></p>		
<p>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></p>	<p>Not Met</p>	<p><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 platform that produces data reports. The data will be collected and stored by the Student Data Specialist.</i></p> <p><i>In the annual spring student survey, 82.8% of student respondents reported feeling a Partial Connection or greater to the Plymouth region through their participation in the Rising Tide program.</i></p>

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		477, or 73%, of the students completed this question on the survey. 86 students who partially completed the spring survey skipped this question.
Measure: <i>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.</i>	Not Met	The measure begins in 2021 <i>During the 2021-2022 school year, the Curriculum Director with the team of Curriculum Coordinators completed the design of the rubric. Teachers in each discipline developed or revised a performance task connected to the local region.</i>
Objective: <i>Rising Tide will provide students with a strong school community</i>		
Measure: <i>Annually, Rising Tide will have an attendance rate of 95.5% or higher.</i>	Not Met	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. <i>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%</i> <i>In the 2020-2021 school year, the overall attendance rate was 94.4%, or 107,139 student days. Although the school implemented a stable structure and technology to connect when learning during the hybrid learning model during the COVID-19 health crisis, the attendance rate was lower than the standard rate at Rising Tide. The rate for Middle School students in grades 5-8 was 95.97%, just above the measure set for this objective.</i>
Measure: <i>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.</i>	Not Met	<i>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</i>

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p><i>will be designed on a web-based survey platform that produces data reports. The data will be collected and stored by the Student Data Specialist.</i></p> <p><i>In the annual spring student survey, 79.1% of student respondents reported feeling a Sense of Belonging or greater. While it did not meet the measure, 93.5% of student respondents reported feeling a Partial Sense of Belonging or greater to the Rising Tide Community.</i></p> <p><i>524, or 80.3% of the students completed this question on the survey. 39 students who partially completed the spring survey skipped this question.</i></p>

Dissemination: Objectives and Measures Related to Dissemination

	2020-2021 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>	Met	<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>

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		Each teacher involved in the grant project produced a unit plan, two lesson plans, a rubric, peer observation reports, and project-end reflection.
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>	Not Met	The school expects to meet this measure by 2023 In November 2019, the Head of School and Academic Director presented at the <i>Sharing for Success 2019 Dissemination Fair</i> Rising Tide Staff did not make progress towards this measure during the 2020-2021 school year due to the COVID-19 Health Crisis.
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>	Not Met	The school expects to meet this measure by 2023 The COVID-19 health crisis hindered the plans to offer educator workshops in Summer 2020 and during the 2020-2021 school year.
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>	Met	The school's website, which includes a clear and accessible section for educators to share best practices through videos and unit plans.

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2021-2022

School Name: Rising Tide Charter Public School

2020-2021 Implementation Summary:
<p>1. Rising Tide experienced successes and challenges in implementing the school’s recruitment strategies from the 2019-2020 Recruitment plan. Through a third-party mailing house, the school successfully mailed information about the school program directly to the families of each student within the school’s designated region eligible to attend Rising Tide. Such information included notification of the virtual Open House and Q&A sessions and the availability of bus transportation for all students in the school’s designated region. The school successfully utilized direct e-mail, social media, and news stories and videos on the school website to reach out to potential families. This year the school returned to utilizing paid advertising in local print and digital media. Another success was an adjustment to add an Accepted Students Day, which included highly organized structure of small group tours in short windows of time within the health and safety guidelines and an opportunity to speak in-person with current students, teachers, and school leaders.</p> <p>The health and safety guidelines for the broader public as well as for K-12 public schools in Massachusetts created challenges to recruitment, severely limiting the opportunities to bring prospective families into the school building or together in any setting from November through January. Rather than hosting in-person Open House events, the school held four virtual Open House and Q&A sessions, one per month, during the primary enrollment period. The school also needed to mail packets of promotional materials, translated to Portuguese and Spanish, to local community centers rather than bringing them in-person to the locations, and it was more challenging to hang fliers in traditional locations in towns in the region. The school did not host shadow visits due to the challenges within the health and safety requirements.</p> <p>In all communications, the school continued 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.</p> <p>Through the recruitment efforts, the school experienced a 19% decrease in total applications during the primary enrollment period for the upcoming year. The school experienced a slight increase in applications for grades 6,7, and 8 during the primary enrollment period for the upcoming year, which was a success.</p>

2. Of the 412 students who applied for the 2021-2022 school year, 54, or 13% of the applicants were siblings of current students. For applicants to grade 5, the primary entry point to the school, 40 applicants were siblings of current students. When 43.5% of the incoming grade 5 students are siblings of current students, the rate of change in subgroup enrollment figures may be slow.

Providing regional bus transportation for the 2020-201 school year was an important step to increase the opportunity for families in all communities in the school's designated region to consider attending Rising Tide. Although bus transportation was challenging during the COVID-19 health crisis due to the health and safety restrictions, it seems it had a positive impact, along with other initiatives on an increase in the percentage students with disabilities, up to 19.8% from 17.0%, economically disadvantaged students, up to 14.4% from 13.1%, and English learners, up to 1.2% from 0.5% according to the schools June 2021 SIMS report.

3. We are uncertain whether the incoming class of students, as captured in the October 1, 2021, SIMS report will meet the comparison index or the school's gap narrowing targets.
 - a. We would like further discussion with the Department regarding the school's Recruitment Plan once we have submitted the October 1 SIMS data.
 - b. We would also like further discussion with the Department regarding the school's rate of enrolling English learners compared to the Comparison Index.

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

General Recruitment Activities for 2021-2022:

1. Mailings through a third-party mailing house, to every eligible student in the region of twenty-one school districts, 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. Adding hybrid events, to allow families to learn more about the school through asynchronous presentations and also be able to come to tour the school and speak with students, teachers, and school leaders.
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 5,000, including current, former, and prospective families. Rising Tide asks current families to spread the word about Rising Tide and its events to other families.
7. Increase press releases and social media posts, highlighting Rising Tide's program with high expectations for all students.
8. Continue paid advertising in local print and digital media in the region.
9. Send weekly newsletters and periodic press releases to Rising Tide's contact list

10. Through Rising Tide's community partners and with current Rising Tide families, host events promoting Rising Tide outside of the school building.

Recruitment Plan – 2021-2022 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 19.8.0%</p> <p>GNT percentage: 0%</p> <p>CI percentage: 14.4%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) Continued 2020-2021 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 mail house. • 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: 0.5%</p> <p>GNT percentage: 0.7%</p> <p>CI percentage: 0.8%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2020-2020 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 mail house. • 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 markets, St. Mary’s Church, Plymouth Brazilian Jiu Jitsu Academy, and the Harbor Community Health Center
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Recruitment Plan – 2021-2022 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> • 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 EL population.
	<p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Rising Tide will include the school’s full-time ESL teacher in presentations to families at Open House and other promotional events. The school has allotted two years for this specific strategy to impact an increase in the EL population. • Rising Tide will enlist current families to co-host community events to promote the school. The school has allotted two years for this specific strategy to impact an increase in the EL population.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 16.4%</p> <p>GNT percentage: 14.4%</p> <p>CI percentage: 20.4%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" 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 school 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. • Partner with representatives at the Plymouth Coalition for the Homeless, and the Plymouth Housing Authority to distribute recruitment materials to area families.
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Recruitment Plan – 2021-2022 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> • Provide regional transportation, free of charge, to residents of districts in the school’s designated region. The school has allotted two years for this specific strategy to impact an increase in the Economically Disadvantaged population. • 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.
	<p style="text-align: center;">(c) 2021-2022 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"> • Partner with additional affordable housing networks and housing developments to share promotional materials about the school. The school has allotted two years for this specific strategy to impact an increase in the Economically Disadvantaged population. • When at promotional events in the community, bring school laptops to enable families to apply online easily in the same setting. 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 2020-2021 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 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. • 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 – 2021-2022 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> Share written and video testimonials from students and parents/guardians about the ways that Rising Tide can be the right fit for students with different interests. <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2020-2021 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;">2021-2022 Additional Strategy(ies), if needed</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2020-2021 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;">2021-2022 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) 2020-2021 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. Rising Tide leaders will work with the Rising Tide Parent group to make connections with regional organizations supporting Latinx and African American families to encourage more Latinx and African American students to apply to Rising Tide. Rising Tide leaders will develop a Diversity, Belonging, Equity, and Inclusion workgroup comprised of parents/guardians, students, teachers, and school

Recruitment Plan – 2021-2022 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>leaders to collectively work together to address race and inequity in the school community.</p> <p style="text-align: center;">2021-2022 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Work with the Nominating and Governance Subcommittee of the Board of Trustees increase the diversity of the Board of Trustees members.

Retention Plan 2021-2022

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.

2020-2021 Implementation Summary:

Rising Tide's attrition rate increased slightly in the 2020-2021 school year, up to 13.2 from 12.0 in the previous year. The retention rate was 86.8 for the 2020-2021 school year, and Rising Tide did not meet its retention goal of 88 percent. The rise in attrition rate for the 2020-2021 school year can be attributed to a greater number of students transitioning away from Rising Tide after the middle school experience. For a relatively small middle high school program, a school change between middle and high schools is appropriate, as some students seek out vocational schools, larger traditional public schools or private schools. The combined attrition rate for grades 5,6,7,9,10, and 11 for the 2020-2021 school year was 6.0, below the third quartile of 11.9 and the statewide average of 8.7. It is important for the school to implement additional strategies to retain more students in their transition from grade 8 to grade 9.

The attrition rate for students with disabilities increased in the 2020-2021 school year to 13.0 from 8.0 the previous year but was below the attrition rate at Rising Tide for all students. The attrition rate for English learners remained at 0.0, as the school retained all English learners; by the time of the June 2021 SIMS report, Rising Tide increased the percent of English learners to 1.2% of the student population. The attrition rate for economically disadvantaged students decreased to 8.8 in 2020-2021, a decrease for the second year in a row.

During an incredibly challenging year due to the COVID-19 health crisis, Rising Tide embraced many initiatives in addition to the implementation strategies included in the 2020-2021 plan. Each student was provided a school-issued Chromebook to connect with their classes and classwork when at school and at home. During the Hybrid Learning Model, each class was taught in-person and streamed to students at home. Advisors provided frequent outreach to disengaged students through phone calls and emails home. For students fully remote and disengaged, Principals made home visits with extra Chromebooks and portable wi-fi hotspots. Adaptive skills-based programs, such as Success Maker, ALEKS, and LightSail were implemented with students to supplement the work of their core courses. Health, Nutrition, and Wellness resources were shared with families and frequently updated through the year. In the late winter the school launched a virtual Alumni tutoring program to pair Rising Tide graduates with students struggling academically and/or to make connections with teachers and peers at school. At the Upper School, a Benchmark Skills course was revised to provide additional support to students in danger of dropping out or not graduating in four years.

Overall, Rising Tide experienced success in retaining students and increasing a sense of belonging for students.

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

Retention Plan – 2021-2022 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) Continued 2020-2021 Strategies	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 13.0%</p> <p>Third Quartile: 12.3%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</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 • 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. • Provide families with avenues to provide feedback through the Special Education Parent Advisory Council and the Annual Parent Survey. • 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.
	<p style="text-align: center;">(c) 2020-2021 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> <p>Add two full-time special education teachers and two paraprofessionals to increase the flexibility of special education support and improve the ratios of students with IEPs in inclusion classes and increase the hours for the school behavioral therapist consultant. The school has allotted 2 years for this staffing strategy to positively impact the attrition rate for students with disabilities.</p> <p>Restructure the Middle School elective period through a partnership with Plymouth Fitness, a local organization. Plymouth Fitness instructors will provide low-impact wellness mini-courses for students and provide Rising Tide teachers with more flexibility to provide targeted assistance. The</p>

Retention Plan – 2021-2022 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	school has allotted 2 years for this staffing strategy to positively impact the attrition rate for students with disabilities.
Limited English-proficient students/English learners	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 0.0% Third Quartile: 12.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Copy and paste strategies here from last year's approved Annual Report.</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
	<p style="text-align: center;">(c) 2021-2022 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> <ul style="list-style-type: none"> • Add full-time ESL teacher to support the growing population of English learners.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 8.8% Third Quartile: 17.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 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

Retention Plan – 2021-2022 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> • Provide Early Program and After-School homework program, free of charge, to economically disadvantaged students. • Provide all weekly club opportunities free of charge for all students. • Have appointed staff member at Rising Tide work with outside agencies to develop support plans for economically disadvantaged students and their families. • Provide regional bus transportation, free of charge, for all students. • Provide school-issued Chromebooks, free of charge, to all students. <p style="text-align: center;">(c) 2021-2022 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>
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2020-2021 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 • 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. <p style="text-align: center;">2021-2022 Additional Strategy(ies) if needed</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2020-2021 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 • 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. <p style="text-align: center;">2021-2022 Additional Strategy(ies) if needed</p>

Retention Plan – 2021-2022 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students who have dropped out of school</u>	(f) Continued 2020-2021 Strategies <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>	(g) Continued 2021-2021 Strategies <ul style="list-style-type: none"> • Will monitor achievement and data of Latinx 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 Charter Public School's student demographic enrollment data 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 RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	0.9
Asian	1.4
Hispanic	3.8
Native American	1.1
White	86.0
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	6.9
Selected Populations	% of School
First Language not English	2.1
English Language Learner	0.5
Students with Disabilities	19.8
High Needs	32.1
Economically Disadvantaged	16.4

Administrative Roster for the 2020-2021 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	June 30, 2021

Administrative Roster for the 2020-2021 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	
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	October 22, 2020
Chris Dematos, Information Technology Director	Responsible for all information technology including network infrastructure, information systems, staff and student device management, software and hardware tools for staff and students	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 (.5FTE), Digital Literacy Teacher (.5FTE)	2018	
Christina Luciana, Upper School Administrative Assistant	Supports the Upper School Principal and Upper School Assistant Principal	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, and supports the Business Manager and Assistant Business Manager	2017	

Administrative Roster for the 2020-2021 School Year			
Rebecca Chapman, Staff Accountant	Responsible for payroll and accounts payable.	2020	
Beth Lanoue, Special Education Administrative Assistant	Supports the Student Support Director and coordinating meetings and tracking compliance.	2004	June 30, 2021

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	63	3	6	6 - employee chose to end employment 3 – termination or non-renewal of employment contract
Other Staff	35	1	4	3 - employee chose to end employment 0 – termination or non-renewal of employment contract

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	6
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	9

BOARD MEMBERS FOR THE 2020-2021 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
Sandy Kozlowsky	Vice Chairwoman	Communications & Advocacy	2	12/2015-12/2018 12/2018-12/2021
Sean Kelly	Treasurer	Nominating & Governance, Finance & Audit	1	3/2018-3/2021
Amy Norris	Clerk	Communications & Advocacy	1	3/2018-3/2021
Norman DeCoste	Trustee	Finance & Audit	2	3/2017-3/2020, 3/2020-3/2023
Kevin Hennessey	Trustee		1	12/2019-8/2020
Mary Schiess	Trustee		1	5/2021-5/2024

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	Location
July 19, 2021, 7pm	59 Armstrong Road, Plymouth MA
August 16, 2020, 7pm	59 Armstrong Road, Plymouth MA
September 20, 2021, 7pm	59 Armstrong Road, Plymouth MA
October 18, 2021, 7pm	59 Armstrong Road, Plymouth MA
November 15, 2021, 7pm	59 Armstrong Road, Plymouth MA
December 20, 2021, 7pm	59 Armstrong Road, Plymouth MA
January 24, 2022, 7pm	59 Armstrong Road, Plymouth MA
February 28, 2022, 7pm	59 Armstrong Road, Plymouth MA
March 21, 2022, 7pm	59 Armstrong Road, Plymouth MA
April 25, 2022, 7pm	59 Armstrong Road, Plymouth MA
May 16, 2022, 7pm	59 Armstrong Road, Plymouth MA
June 20, 2022, 7pm	59 Armstrong Road, Plymouth MA

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Nominating & Governance	First Friday of Month, 11am	59 Armstrong Road
Finance & Audit	Third Monday of Month, 6:30 pm	59 Armstrong Road

COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR		
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Communications & Advocacy	Second Wednesday of Month, 5pm	59 Armstrong Road
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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
Admissions and Enrollment Coordinator	Melissa Jackson	mjackson@risingtide.org	New Role in Table
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	2021-2022 School Year Date(s)
Student Application Deadline	February 10, 2022
Lottery	February 15, 2022

Appendix E: Anticipated Board Meeting Schedule for 2021-2022

**Rising Tide Charter Public School
Board of Trustees Meetings, FY 22
59 Armstrong Road, 7pm**

Approved May 17, 2021

All board meetings are open to the public and will be held in the Conference Room at 59 Armstrong Road in Plymouth, unless scheduled at a different location with appropriate notice. Due to the COVID-19 health crisis, many board meetings have been held virtually with the meeting available to the public through a live-stream link.

July 19, 2021
August 16, 2021
September 20, 2021
October 18, 2021
November 15, 2021
December 20, 2021
January 24, 2022
February 28, 2022
March 21, 2022
April 25, 2022
May 16, 2022
June 20, 2022

Appendix F: Attachment

Rising Tide Local Performance Task Benchmark Skills Rubric

Student Name:													
Grade / Course:													
Teacher:													
Lesson / Project Title:													
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Teacher Comments:</div> <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>	<p>GRADING KEY</p> <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 25%;">1</td> <td style="text-align: center; width: 25%;">2</td> <td style="text-align: center; width: 25%;">3</td> <td style="text-align: center; width: 25%;">4</td> </tr> <tr> <td style="text-align: center;">Does Not Meet</td> <td style="text-align: center;">Partially Meets</td> <td style="text-align: center;">Meets</td> <td style="text-align: center;">Exceeds</td> </tr> <tr> <td style="text-align: center;">(F)</td> <td style="text-align: center;">(D- to C-)</td> <td style="text-align: center;">(C to B)</td> <td style="text-align: center;">(B+ to A)</td> </tr> </table>	1	2	3	4	Does Not Meet	Partially Meets	Meets	Exceeds	(F)	(D- to C-)	(C to B)	(B+ to A)
1	2	3	4										
Does Not Meet	Partially Meets	Meets	Exceeds										
(F)	(D- to C-)	(C to B)	(B+ to A)										
Communicator: <i>Receptive Skills</i>	<p>-----1-----2-----3-----4-----</p>												
5. Identifies 7. Determines relevant information	-												
Communicator: <i>Expressive Skills</i>	<p>-----1-----2-----3-----4-----</p>												
1. Organizes ideas 4. Considers audience and circumstance 15. Conveys intended meaning													

Investigator: Inquiry Skills	-----1-----2-----3-----4-----
10. Gathers data 11. Analyzes data 13. Synthesizes data	
Investigator: Innovation Skills	-----1-----2-----3-----4-----
10. Creates a vision 13. Designs solutions 14. Makes representations	
Self-Directed Learner: Self-Awareness Skills	-----1-----2-----3-----4-----
11. Identifies own need for guidance, support, or collaboration 16. Recognizes place in the community	
Self-Directed Learner: Skills in Taking Responsibility	-----1-----2-----3-----4-----
12. Manages own time 15. Seeks and uses available resources and supports 17. Revises, practices, and refines work	
Community Steward: Skills in Awareness of Others	-----1-----2-----3-----4-----
13. Makes connections to the experiences, perspectives, and feelings of others	
Community Steward: Collaboration Skills	-----1-----2-----3-----4-----
10. Makes contributions based on own perspectives, experiences, and ideas 11. Seeks out contributions from others based on diverse perspectives, experiences, and ideas	

Final Grade:	<input type="text"/>
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