



**RISING TIDE CHARTER PUBLIC SCHOOL  
2022-2023 ANNUAL REPORT**

59 Armstrong Road  
Plymouth, MA 02360

**SCHOOL CONTACT:**  
Michael O'Keefe  
Head of School

Telephone: 508-747-2620, ext. 512

Fax: 508-747-1826

Email: [mokeefe@risingtide.org](mailto:mokeefe@risingtide.org)

Website: [www.risingtide.org](http://www.risingtide.org)

August 1, 2023

# 2022-2023 ANNUAL REPORT

## TABLE OF CONTENTS

Introduction to the School	2
Letter from the Chairperson of the Board of Trustees	3
School Performance and Program Implementation:	
Faithfulness to the Charter	4
Criterion 1: Mission and Key Design Elements	4
Criterion 2: Access and Equity	6
Criterion 4: Dissemination	8
Academic Program Success	9
Criterion 5: Student Performance	9
Criterion 6: Program Delivery	9
Organizational Viability	16
Criterion 10: Finance	16
Appendix A: Accountability Plan Evidence 2022-2023	21
Appendix B: Recruitment and Retention Plan	25
Appendix C: School and Student Data Tables	34
Appendix D: Additional Required Information	37
Appendix E: Conditions, Complaints, Attachments	38

## Introduction to the School

<b>Rising Tide Charter Public School (RTCPS)</b>			
<b>Type of Charter</b>	<b>Commonwealth</b>	<b>Location</b>	<b>Plymouth</b>
<b>Regional or Non-Regional</b>	Regional	<b>Districts in Region</b>	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
<b>Year Opened</b>	1998	<b>Year(s) Renewed</b>	2003, 2008, 2013, 2018, 2023
<b>Maximum Enrollment</b>	700	<b>Enrollment for 2022-23</b>	634
<b>Chartered Grade Span</b>	5-12	<b>Grade Span for 2022-23</b>	5-12
<b>Number of Instructional Days per School Year (as stated in the Charter)</b>	180	<b>Students on Waitlist for 2022-23</b>	108
<b>Number of Instructional Days during the 2022-23 School Year</b>	180		
<b>School Hours</b>	7:45 a.m. - 3:00 p.m. (Monday, Tuesday, Thursday, Friday)  7:45 a.m. - 12:00 p.m. (Wednesday)	<b>Age of School in 2022-23</b>	25
<b>Mission Statement:</b>			
<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 31, 2023

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

With the pandemic disruptions now well behind us, we have been able to shift our focus more clearly towards setting an agenda for the future of Rising Tide. Towards that end, the school leadership recently completed an in-depth strategic planning review process during which we defined the key strategic initiatives that will guide our efforts over the next several years.

The guiding principle that was affirmed during this process is to “positively impact our communities and the world by developing capable and prepared citizens who exemplify the schoolwide objectives; modeling diversity, belonging, inclusion, and equity; fostering a positive professional experience for each staff member; telling our story; and building financial resources.” This strategic framework was then expanded into specific, actionable goals for both the staff and the board over the near and medium term.

These strategic principles will form the basis for the decisions we make regarding organizational structure, finances, curriculum, metrics, and all other aspects of school leadership, and will align our ongoing efforts towards maintaining and growing a rich, supportive, and rigorous educational and professional environment for all our stakeholders.

Respectfully submitted,

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

# School Performance and Program Implementation

## Faithfulness to the Charter

### CRITERION 1: 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 Charter Public School (Rising Tide) staff members, along with support from the Director of the Office of Charter Schools and 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 2022-2023 school year Rising Tide's mission and key design elements continued to be the foundation for the goals, the planning, and the implementation of the program.

#### ***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 2022-2023 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 design courses and units that work to develop Schoolwide Objectives and Benchmark Skills. The school sets high and universal expectations of 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. Annually, teachers are guided to keep the end goals of each course in mind, to emphasize the development of skills, and to assess the students' progress towards the goals of each course.

At Rising Tide, students have access to a curriculum that includes broad and challenging coursework. In the [2022 School Report Card](#), the most recent, publicly available report for Rising Tide, 100% of Rising Tide high school graduates completed the MassCore Program of Studies, compared to 83.8% of all high school graduates in Massachusetts. Rising Tide values the arts as an integral part of a high-quality school program, with 94.6% of all students participating in at least one arts course, compared to 81.1% of students across Massachusetts. Rising Tide provides students with access to a rigorous program, with 76.0% of 11th and 12th grade students completing at least one advanced course, compared to 64.9% of students across Massachusetts. With data from 2021, Rising Tide students have a 98.5% four-year graduation rate, compared to a four-year graduation rate of 89.8% across Massachusetts.

#### ***Connection to the Plymouth Region***

During the 2022-2023 school year, Rising Tide teachers continued to innovate and integrate direct connections to the Plymouth region in core courses. During the 2022-2023 school year, each teacher designed a Local Performance Task for each course, utilizing the Local Performance Task Rubric developed collaboratively by the Curriculum Coordinators team in the 2020-2021 school year.

In the 2022-2023 school year, approximately 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. The internship program provides students the opportunity to immerse themselves in a local worksite and connect with adults and organizations in our region as they explore their interests, values, and skills in a professional setting. Students interned at a variety of partner organizations, including the Arc of Plymouth and Upper Cape Cod, Bay State Physical Therapy, Congressman Bill Keating's Regional Office, Planet Subaru, Plymouth Antiquarian Society, Starboard Academy, Sustainable Plymouth, and the Whale and Dolphin Conservation.

In June, 2023, Rising Tide grade eleven students hosted Civics Night, an evening event that was the culmination of a months-long research project about local and national civic issues. Through this capstone project, students applied their skills as Investigators, Communicators, Self-Directed Learners, and Community Stewards in order to practice civic engagement in the real world. Each of the four Civics and Economics sections explored an issue with local implications for the Plymouth region. Students then work together in small groups to research their topics thoroughly in order to learn about local challenges, educate the public, and engage civically with an issue that impacts their local community. The local issues explored by the students included Challenges to our Coastal Environment, Food Sustainability, Mental Health Concerns, and Issues in Pollution.

During the 2022-2023 school year, a number of Middle School Discovery courses and Upper School Elective courses – including Marine Biology, Gardening in New England, Journalism, and History of Me: Intro to Genealogy – provided students with additional opportunities for students to make connections with the region. Students at Rising Tide also participate in community service projects through courses, advisory programming, or clubs such as the Community Action Club, the Junior Classical League, the Service Learning Club, and the National Honor Society.

### ***Strong School Community***

The Advisory program at Rising Tide remains 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 in the areas of Community Building and Future Planning.

Other structures of support for students include the Wellness Team, composed of counselors and nurses, and the Middle School and Upper School Student Support Teams, each of which includes the Student Support Director, Principal, Assistant Principal, Dean of Community, Counselors, and the Nurse Leader. Also central to a strong school community at Rising Tide are the four core principles that guide Rising Tide's culture and philosophy. These core principles are those of *Honesty*, *Respect* for one another, *Trust*, and taking increasing *Responsibility* for oneself. These principles grew out of the school's mission statement and offer important guidelines for decision-making and student behavior and standards in all aspects of school life. Teachers cite these core principles in situations involving academic rigor and standards as well as in behavioral situations.

Morning Meetings for the Middle School and the Upper School bring together the students and teachers together on each side of the building twice a week. These community meetings may include announcements about school events, presentations from students and/or teachers, poetry readings, and sports announcements. In addition, teachers, school leaders, or students may share ideas and thoughts with the wider school community.

Throughout the year, the school hosted a number of community events with planning and implementation provided by students, staff members, and families including the Rising Tide Parent Group. Successful events included Open House, Back to School Night, Homecoming, two Arts Night events, Muffins in the Morning family visiting day to the Middle School, Accepted Students Day, and a community 5K Run and Health Fair.

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
2/28/2023	Revision of the Charter Public School Bylaws	Approved 4/6/2023
3/21/2023	Revision to Enrollment Policy and Application	Approved 4/6/2023

## CRITERION 2: ACCESS AND EQUITY

The most recent, publicly available student discipline data for Rising Tide for 2021-22, may be found on the school's Department of Elementary and Secondary Education profile page and viewed through the following link:

[2021-22 RTCPS Student Discipline Data Report](#)

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	676	76	4.7	8.6	3.7
English Learner	10	2	-	-	-
Low Income/ Economically Disadvantaged	175	29	6.9	13.7	6.3
Students with Disabilities	164	36	7.9	18.3	10.4
High Needs	290	50	6.2	14.1	7.2
Female	341	22	2.6	4.7	1.5
Male	333	54	6.9	12.6	6.0
American Indian or Alaska Native	7	3	-	-	-
Asian	11	0	-	-	-
African American/Black	7	2	-	-	-

Hispanic/Latino	30	2	-	-	-
Multi-race, Non-Hispanic/Latino	49	6	2.0	10.2	4.1
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	572	63	4.7	8.4	3.7

During the 2021-22 school year, when Rising Tide returned to a full in-person model, challenging student behaviors increased, and the number of Community Standards Meetings and Principals Hearings increased as well. After three consecutive years in which in-school suspension and out-of-school suspension rates decreased for all students as well as for students with disabilities and students with high needs, the discipline rates increased. In anticipation of a challenging year in 2021-22, the school added a Middle School Dean of Community and an Upper School Dean of Community to support students and manage student behaviors. On a weekly basis, our Student Support Teams monitored the progress of individual students who made mistakes and demonstrated the need for more support; the Student Support Teams also developed and implemented action steps to support the individual students.

During the 2021-22 school year, the faculty Diversity, Belonging, Equity, and Inclusion (DBIE) workgroup reviewed the school's discipline data and also discussed perceptual data from students and teachers related to equity in the approach to the management of student behaviors and discipline. The faculty DBIE workgroup focused on ways to support and empower teachers to immediately address any incidents of hate or bias. Additionally, the Wellness Team, the Deans of Community, and the Assistant Principals worked together to implement interventions, reparative work, and educational workshops in response to student incidents.

At the start of the 2022-23 school year, school leaders and faculty members committed to upholding high standards for student academic and personal growth, with an emphasis on the core principles of the Community Standards of Behavior: honesty, trust, respect, and responsibility. Through Advisory programming and community gatherings, school leaders and faculty members also worked proactively to build positive relationships among students, staff, and families, celebrating the individuals in the school community. The Middle School faculty also began to integrate components of Positive Behavioral Interventions and Supports (PBIS) with the practice of the Community Standards of Behavior during the 2022-23 school year.

During the 2022-23 school year, the in-school suspension and out-of-school suspension rates decreased for all students. The Student Support Teams will continue to monitor trends in discipline for all students as well as the subgroups of students in the school, including students with disabilities, students who are economically disadvantaged, and students of color.



## CRITERION 4: DISSEMINATION

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	<a href="#">Educator page</a> on the school website (Passive Dissemination):	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.
Integrating Rising Tide's Schoolwide Objectives and Benchmark Skills with Language Learning	Educator Visit to Rising Tide	Zahra Williams, World Languages Curriculum Coordinator Cristina Reilly, Spanish Teacher; Kristen Zuckerman, Spanish Teacher	Teachers from Abington HS	Visiting teachers were able to learn about the integration of Rising Tide's Benchmark Skills with Comprehensible Input, student work in the different communicative modes, and the use of authentic texts

# Academic Program Success

## CRITERION 5: STUDENT PERFORMANCE

The 2022 School Report Card for Rising Tide can be accessed through the following link:

[2022 School Report Card](#)

The Department of Elementary and Secondary Education (DESE) will use data from the Spring 2022 MCAS testing as a baseline for future school accountability reporting. Due to the impact of the pandemic on school operations, Massachusetts Comprehensive Assessment System (MCAS) testing was canceled in Spring 2020; in Spring 2021, MCAS testing was delayed and implemented in an abbreviated fashion for diagnostic purposes. The impact of the pandemic is evident in the variation of student achievement through the grade level and subject areas. Overall, Rising Tide performs better than 80% of middle/high or K-12 schools statewide.

One internal measure for student performance is student progress in the Schoolwide Objectives and Benchmark Skills, as assessed by teachers for each course on the second and fourth term report cards. This measure has been included in *Appendix A: Accountability Plan Evidence*. The College and Career Readiness Assessment, an external measure implemented in the fall of 2022 for students in grades 7, 9, and 11, is also included in *Appendix A: Accountability Plan Evidence*.

During the 2022-23 school year, Rising Tide also implemented Star Assessments, from Renaissance Learning, in reading and math for all students in grades 5-9. In the first year of implementation of these benchmarks, 58% of students tested increased their percentile rank in mathematics between the fall test and the spring test, and 56% of students tested increased their percentile rank in reading between the fall and spring. Percentile Rank is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. In the first year of using this measure, the focus of school leaders and teachers was to identify students for targeted support during academic support time in addition to providing appropriate scaffolds within core classes.

## CRITERION 6: PROGRAM DELIVERY

During the 2022-2023 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, implementing a full in-person model throughout the school year. The schedule times shifted slightly for the Middle School to extend the length of each academic period to 58 minutes, include a morning walk/snack break for each grade, 5-8, and provide 50 minutes of academic support time for all students twice a week. The Upper School schedule continued with its alternating block schedule with 85-minute academic periods and 40 minutes of academic support time for all students twice a week and 25 minutes of academic support time once a week. To further build the professional development of staff members and foster collaboration among teachers, Rising Tide also implemented early release days each week, a shift from twice a month, and added three full professional development days during the school year in addition to three professional development days prior to the first day of school.

As in previous school years, Rising Tide provided a school-issued Chromebook to every student, and teachers utilized educational technology tools such as Formative, FlipGrid, EdPuzzle Pro, Kami, GoGuardian, Google Classroom, G-Suite for Education, PearDeck Premium, and Screencastify Unlimited.

### *Curriculum*

The curriculum at Rising Tide is aligned with the Massachusetts Curriculum Frameworks and guided by the 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 design the curriculum and ensure that the 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. In addition to core classes, Rising Tide offers students elective courses at every grade level. In the Middle School program, the elective courses are skills-based mini-courses that meet twice a week for one term; in the Upper School program, the elective courses are semester-long credit-bearing courses. Skills classes in Library Skills and Digital Literacy skills are also designed for Middle School students.

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.

Rising Tide teachers are required to review and document updated course plans, updated unit plans, and any other supporting resources and documents annually; this documentation is stored in the curriculum folder within the school's shared drive. Annually, Curriculum Coordinators and School Leaders review these unit plans to monitor vertical and horizontal alignment as well as for anti-bias in course materials and instructional design.

For the 2022-2023 school year, Rising Tide acquired additional high quality instructional materials, some through a High Quality Instructional Materials (HQIM) grant from DESE. For English Language Arts Courses in grades 5 and 6, teachers utilized Wonders from McGraw Hill in addition to primary texts; for grades 7-10, teachers had access to McGraw Hill's StudySync as an additional resource to primary texts. For Math courses in grades 5-8, teachers utilized enVisionmath from Savvas as the primary resource for instructional materials; for Algebra I, Algebra II, and Geometry courses, teachers utilized Reveal from McGraw Hill as the primary resource for instructional materials.

### ***Instruction***

As in previous years, teachers at Rising Tide take an inquiry and skills-based approach to teaching and learning, for both personal and academic growth, in which 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.

The inquiry and skills-based approach is used to support personal growth by encouraging students to reflect, take ownership for their actions, and build skills to resolve conflicts. Questioning is at the heart of the inquiry and skills-based approach. When a challenging social or disciplinary issue arises

with a student, the adult takes time to listen to and question the student about the situation. In this way, the student is given an opportunity to reflect upon the situation and is supported in the process of understanding and resolving the issue. Student mistakes are treated as teachable moments from which students may learn and grow. In a social or disciplinary setting, this approach encourages students to take responsibility, advocate for themselves, and develop an awareness of themselves and others. The inquiry and skills-based approach is used to support academic growth by encouraging students to think critically and ask questions. Teaching and learning at Rising Tide is approached as a process of exploration rather than a reporting of information and memorization of facts. In an inquiry and skills-based classroom, teachers and students engage in meaningful questions and discussions, collect and analyze information, draw conclusions, and communicate an understanding of the material.

The inquiry and skills-based approach is not limited to project-based learning; the approach may be used in posing challenges where direct skill instruction is taking place, such as working with a piece of literature, a mathematical pattern, or a scientific problem. In this academic environment, a teacher acts as a facilitator for student learning, encouraging and leading the questioning, listening and directing student discovery, and constructively critiquing for better understanding or development of skills. At Rising Tide, each student is acknowledged as a critical thinker who brings valuable prior knowledge and experiences to the classroom. Students are expected to be active learners, and teachers are expected to help students build skills as well as navigate and make sense of the world. This approach embraces trust in each student as a learner, and supports a culturally sustaining environment, honoring and providing space for the different experiences and perspectives of the students in the room.

### ***Assessment***

As in previous years, teachers at Rising Tide designed formative and summative assessments that aligned with the goals of each course for the development of skills, content knowledge, and understandings. Teachers work to provide ongoing feedback to students and families regarding the growth and development of each student.

In 2022-23, to better supplement teacher-designed diagnostic assessments and ongoing formative assessments, Rising Tide implemented Star Assessments from Renaissance Learning in reading and math for all students in grades 5-9. These assessments, taken by students in September, January, and March, provided scores in different skill domains for individual students and curriculum areas; data from these tests was available for teachers to make targeted decisions for adjustments to instruction and support of individual students. Annual assessment results from MCAS as well as CCRA+ was also utilized by teachers and school leaders to understand patterns of need and determine next steps in helping each student's growth.

As in the previous year, all teachers designed a Local Performance Task, an assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning. In each course, students completed at least one authentic performance task based on subject matter or raw data related to the local region.

As in previous years, teachers provided assessment of student progress on the Schoolwide Objectives and Benchmark Skills on the second and fourth term report cards. 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.

Instructional Leaders, Student Support Teams, Curriculum Teams, and Advisory Teams review, analyze, and consider available the assessment data described above in addition to student attendance data, student discipline data, report card grade distribution data, and reports from teachers and teaching teams. Individuals and teams consider this quantitative and qualitative data for all students, and available disaggregated quantitative and qualitative data, to modify instruction, determine targeted supports, and improve outcomes for all students and for subgroups of students.

### ***Accelerated Learning***

To further support accelerated learning in the 2022-23 school year, school leaders emphasized the use of high quality instructional materials, described above, the design of high quality assignments, and the focus on the development of critical and prerequisite skills.

By implementing the Star Assessments, school leaders and teachers had access to valid results data for students regarding progress in different skill domains close to the time of instruction, supplementing teacher designed diagnostics and assessments.

Teachers were able to provide students with consistent access to grade level work and use the academic support time within the schedule to provide targeted instruction.

### ***Supports for All Learners***

During the 2022-23 school year, Rising Tide remained committed to effectively identifying and addressing all students' strengths and needs for academic, behavioral, and social-emotional development. The Student Support Director worked collaboratively with the Principals, Assistant Principals, Director of Wellness, Safety, and Equity, the Deans of Community, the Adjustment Counselors, and the Nurse Leader to support each learner with academic, social/emotional, and behavioral development.

The Middle School Student Support Team, which meets weekly, is led by the Middle School Assistant Principal. The Upper School Student Support Team, which meets weekly, is led by the Upper School Assistant Principal. The Student Support Director, Director of Wellness, Safety, and Equity, Nurse Leader, and Adjustment Counselors are additional members of these teams. These teams review available student data for academic, behavioral, and social-emotional needs. Data reviewed includes attendance, discipline, academic progress, as well as data available through DESE's Early Warning Indicator System (EWIS). New for the 2022-23 school year, Rising Tide participated in the second cohort of DESE's Social and Emotional Learning Indicator System (SELIS) project, administering the SELIS tool to students in grades 5, 8, 9, and 10 in the fall and the spring.

Additionally, the Student Support Team members attend weekly grade level Advisory Team meetings to discuss any students in need of additional support. The Student Support Teams determine necessary supports and interventions for individual students and recommend action steps which may include targeted academic support, NHS mentor pairings, or referrals for special education testing.

The following supports are provided to all students at Rising Tide:

#### ***Academic***

- Inquiry and Skills-based approach to teaching and learning in all classrooms
- Student reflection and goal-setting in Future Planning strand of Advisory programming
- Academic Support time, scheduled at least twice a week for all students, is an opportunity for students to get additional support beyond class time from each of their teachers
- Library Skills and Digital Literacy workshops for Middle School students

- Additional instruction with STEM grade level standards in grade five; Additional instruction with Humanities standards in grade six.
- Student/Advisor/Parent Conferences twice a year

*Behavioral/Social Emotional*

- Community Building experiences through Advisory programming
- Community Standards Meetings available to all students
- Wellness curriculum participation through Wellness classes
- Regular Advisory group meetings to create small communities within the community
- Access to Adjustment Counselor
- National Honor Society Mentor Program for Middle School students

The following assessments are used to identify students' strengths and needs for academic, behavioral, and social emotional development:

*Academic*

- STAR Assessments in Reading and Math for grades 5-9, administered three times a year. Data is able to be disaggregated by FLNE, ELL, L-I, SWD, High Needs, Gender, Race/Ethnicity.
- Massachusetts Comprehensive Assessment System (MCAS), administered annually to students in grade 5-10. Data is able to be disaggregated by FLNE, ELL, L-I, SWD, High Needs, Gender, Race/Ethnicity.
- College and Career Readiness Assessment (CCRA+), administered annually in grades 7, 9, 11. Data is able to be disaggregated by FLNE, ELL, L-I, SWD, High Needs, Gender, Race/Ethnicity.
- ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), administered annually for high school Spanish Scholars.
- National Latin Exam (NLE), administered annually for Latin Scholars in grades 8-12.

*Other data:*

- Teacher-designed formative and summative assessments for each course, administered frequently, utilizing the Schoolwide Objectives and Benchmark Skills. The Local Performance Task is an example of an assessment that measures student performance annually for the majority of courses at the school. The data is able to be disaggregated by FLNE, ELL, L-I, SWD, High Needs, Gender, Race/Ethnicity.

*Behavioral/Social Emotional*

- Rising Tide participated in DESE's SELIS project, administered the SELIS tool to students in grades 5, 8, 9, and 10 in the fall and the spring. The data is able to be disaggregated by FLNE, ELL, L-I, SWD, High Needs, Gender, Race/Ethnicity.

*Other data:*

- Social and Emotional learning is assessed through teacher-designed formative and summative assessments for each course, administered frequently, utilizing the Schoolwide Objectives and Benchmark Skills.
- The school's data on Community Standards Meetings and Principal's Hearings is reviewed. The data is able to be disaggregated by FLNE, ELL, L-I, SWD, High Needs, Gender, Race/Ethnicity.
- Attendance data is also reviewed by the Student Support Teams on a weekly basis. The data is able to be disaggregated by FLNE, ELL, L-I, SWD, High Needs, Gender, Race/Ethnicity
- We now review, on an annual basis, data on visits to the adjustment counselors and nurses.

In the 2022-23 school year, Rising Tide continued to provide academic and behavioral/social emotional tiered supports and interventions for students.

## *Academic*

### Tier 2:

- Re-teaching
- Pacing adjustments
- Modified grading
- Re-doing assignments
- Modified workload
- Extended time
- Alternate assessment responses (oral/written)
- Parent contact/Meeting
- Special materials
- After school tutoring
- Scheduled, frequent breaks
- Dropout Prevention meeting
- Targeted Support/Title I
- Benchmark Skills Course
- Re-entry plan for extended absences
- Home/Hospital tutoring
- Schedule change
- Incomplete/medical excusals on report card

### Tier 3:

- Referral for Evaluation
- 504
- IEP
- Reduced course load
- Dropout Prevention Plan
- Small group classes

## *Behavioral/Social Emotional*

### Tier 2:

- Social skills group (Adjustment Counselor or BCBA)
- Emotional Regulation support (Adjustment Counselor or BCBA)
- Behavior Plans
- Safety Plans
- Occupational Therapy
- Reading Specialist
- Use of calming strategies: frequent breaks, fidgets, etc
- Teach organizational skills
- Counseling (Individual or Group)
- Transition Room
- Self-monitoring strategies
- Kinesthetic support
- Transition support
- Referral to admin for investigation
- Community Standards Meeting or Principal's Hearing
- Referral to community based counseling supports
- Parent meeting
- Attendance follow up: letters, calls, meetings

### Tier 3:

- Referral for evaluation
- Regular meetings with school Adjustment counselor
- Regular meetings with BCBA
- Behavioral Intervention Plan (BIP)

- Functional Behavior Assessment
- Crisis Response Plan and Non-Violent Interventions
- Individualized reward system or contract
- Principal Hearings with Restorative work
- Referral for CRA or state agency



# Organizational Viability

## CRITERION 10: FINANCE

### A. Unaudited FY 23 Statement of Revenues, Expenses and Changes in Net Assets

July 1, 2022 - June 30, 2023

#### Operating Revenues:

State Grants	\$ 11,208,878
Federal Grants	\$ 513,678
Other Revenue	\$ 158,088
Food Service revenue	\$ 188,918
On - Behalf Payments	\$ 1,214,703
In-Kind Revenue	\$ 583,944
Total operating revenue	\$ 13,868,209

#### Operating Expenses

Administration	\$ 970,025
Instructional Services	\$ 6,793,959
Pupil Services	\$ 1,338,253
Operation & Maintenance of Site	\$ 837,530
Fixed Charges	\$ 1,580,904

Non-Operating / Cap Facilities	\$ 1,127,403
On - Behalf Payments	\$ 1,214,703
In- Kind Revenue	\$ 583,944
Total Operating Expenses	\$ 14,446,721
Operating income (loss)	\$ (578,511)

Non-operating revenues and (expenses)

<b>Change in Net Position</b>	\$ (578,511)
Net Position, beginning of the year	\$ 4,594,660
Net Position, end of the year	\$ 4,016,149

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

**B. Statement of Net Assets for FY23 (Balance Sheet)****Current Assets**

Cash	\$	1,712,427
Class & Student Funds Held	\$	19,357
Grants and Accounts Receivable	\$	366,597
Prepaid Expenses	\$	<u>108,829</u>
Total Current Assets	\$	2,207,210

**Non Current Assets**

Due from Related Party	\$	59,049
Capital Assets, Net	\$	<u>16,966,222</u>
Total noncurrent Assets	\$	17,025,271
Total Assets	\$	<b>19,232,481</b>

**Current Liabilities**

Accounts Payable	\$	148,673
Accrued Expenses	\$	457,152
Deferred Revenue	\$	5,763
Class and Student Funds held	\$	<u>13,595</u>
Total Current Liabilities	\$	625,182

## Noncurrent Liabilities:

Note Payable	\$	14,591,150
Total noncurrent Liabilities	\$	14,591,150
Total Liabilities	\$	15,216,332

**Net Position:**

Net investment in capital assets	\$	2,428,676
Unrestricted	\$	2,165,984
Net Income	\$	<u>(578,511)</u>
Total net position	\$	4,016,149
Total liabilities and net position	\$	<b><u>19,232,481</u></b>

**C. Approved School Budget for FY 24**  
*(Approved by Board of Trustees on April 24, 2023)*

**Income**

State Tuition and Transportation Reimb.	\$ 12,162,837
State and Federal Grants	\$ 238,747
Supplemental Fee Revenue	\$ 220,000
Funds Income	\$ 3,000
Other revenue	\$ 113,975
Interest Income	<u>\$ 850</u>
Total Income	\$ 12,739,409

**Expenses**

Administration	\$ 942,760
Instructional Services	\$ 6,518,796
Pupil Services	\$ 1,366,782
Operations and Maintenance	\$ 941,811
Fixed Charges	\$ 1,829,967
Non- Operating/Capital Facility	<u>\$ 1,089,617</u>
Total Expense	\$ 12,689,732

**Net Ordinary Income** \$ 49,677

<b>FY24 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2023 submission	700
Number of students upon which FY24 budget tuition line is based	635
Number of expected students for FY24 first day of school	650
<i>Since March 2023, some students have informed us they will not return or will not join the school after registering for the upcoming year. Rising Tide continues to budget conservatively, budgeting for 10-15 fewer students than expected.</i>	

Capital Plan for FY24

	FYE 2024	FYE 2025	FYE 2026	FYE 2027	FYE 2028	FYE 2029	FYE 2030	FYE 2031	FYE 2032	FYE 2033	Total
<b>1 Computer &amp; Copier Fleet</b>	160,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000	1,200,000
<b>2 Classroom Technology Upgrades</b>	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
<b>3 Furniture Replacements</b>	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	100,000
<b>4 Infrastructure &amp; Capital Reserves</b>	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,000,000
<b>Total Capital Projects</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>285,000</b>	<b>2,850,000</b>

## 10 Year Capital Plan FY 2024 - FY 2033

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 2024 we plan to build a capital reserve amount to complete future building construction work. We plan to have ongoing capital improvements from FY 24 - 33. This annual cost is paid from operating cash flows each year and therefore has no requirement for a capital reserve.

# Appendix A: Accountability Plan Evidence 2022-23

## 2018-2023 Charter School Accountability Plan

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

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> <i>Rising Tide will provide for students a strong academic program that will foster the development of skills</i>		
<p><b>Measure:</b> <i>Annually, 80% of all students will have aggregate benchmark skills scores that are greater in the 4<sup>th</sup> term than in the 2<sup>nd</sup> term.</i></p>	<p><b>Met</b></p>	<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 2022-2023 school year, 97.9% of all students had aggregate benchmark skill scores greater in the 4<sup>th</sup> term than the 2<sup>nd</sup> term. 598 students were assessed in the eight Benchmark Skill areas in the 2<sup>nd</sup> and 4<sup>th</sup> terms, and 586 students increased their skills scores. The average increase from the 2<sup>nd</sup> term to the 4<sup>th</sup> term was 0.54 on the 1-4 Benchmark skills rubric, an increase of 23.26%.</i></p>
<p><b>Measure:</b> <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>	<p><b>Not Met</b></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 &amp; Quantitative Reasoning, Critical Reading &amp; Evaluation, and Critique an Argument. There are five mastery levels: Below Basic, Basic, Proficient, 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>During the pandemic, the College Work and Readiness Assessment (CWRA+) changed its name to College and Career Readiness Assessment (CCRA+). The Testing was not administered in 2020 or 2021. In spring of 2022, 50% of students in grade 11 achieved a mastery level of Proficient or higher. In the fall of 2022, students in grades 7, 9, and 11 participated in the CCRA+, and 44% of students in grade a mastery level of Proficient or higher. When the test was rebranded the CCRA+, the group changed some of the subcore categories as well as the calibration for assessing the student performance.</i></p>

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> <i>Rising Tide will provide opportunities for students to connect to the Plymouth Region</i>		
<b>Measure:</b> <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>	<b>Not Met</b>	<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>  <i>Rising Tide did not conduct the same annual spring student survey in the final year of the charter term, instead gathering feedback from students through a spring Diversity, Belonging, Inclusion and Equity (DBIE) survey.</i>
<b>Measure:</b> <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>	<b>Met</b>	<i>During the 2022-2023 school year, students participated in a local performance task in the majority of their courses. 98.0% of students, or 597 students, earned a score of proficient or above on at least three local performance tasks connected to the Plymouth region in their core courses.</i>
<b>Objective:</b> <i>Rising Tide will provide students with a strong school community</i>		
<b>Measure:</b> <i>Annually, Rising Tide will have an attendance rate of 95.5% or higher.</i>	<b>Not Met</b>	<i>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>  <i>In 2016-2017 and 2017-2018, the two completed years since Rising Tide 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 2022-2023 school year, the overall attendance rate was 93.4%, or 104,935 days present out of 112,352 member days.</i>
<b>Measure:</b> <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>	<b>Not Met</b>	<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 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>  <i>Rising Tide did not conduct the same annual spring student survey in the final year of the charter term, instead gathering feedback from students through a spring Diversity, Belonging, Inclusion and Equity (DBIE) survey. In response to the question "All members of the community know that they are welcome and belong," 81% of students respondents (324 out of 397), agreed or strongly agreed.</i>

**Dissemination: Objectives and Measures Related to Dissemination**

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Objective:</b> <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>		
<p><b>Measure:</b> <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><b>Met</b></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><b>Measure:</b> <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><b>Not Met</b></p>	<p>In November 2019, the Head of School and Academic Director presented at the <i>Sharing for Success 2019 Dissemination Fair</i></p> <p>In June 2022, the Curriculum Director and Math &amp; Computer Science Coordinator presented at the <i>LearnLaunch K12 Innovation Summit</i>.</p> <p>Rising Tide staff did not present at a third conference during the charter term.</p>
<p><b>Measure:</b> <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><b>Not Met</b></p>	<p>Directly and indirectly, the COVID-19 health crisis hindered the plans to offer educator workshops.</p>



	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Measure:</b> <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><b>Met</b></p>	<p>The school’s website, which includes a clear and accessible section for educators to share best practices through videos and unit plans.</p>

# Appendix B: Recruitment and Retention Plan

## RECRUITMENT PLAN 2023-24

### 2022-2023 Implementation Summary:

1. Through implementing the school's recruitment strategies from the 2022-2023 Recruitment plan, 421 students submitted an application to attend Rising Tide, a 3% decrease overall from the previous year. Applications for grades 6,8, and 11 increased from the previous year, while applications for grades 5, 7, 9, and 10 decreased from the previous year. Rising Tide has been successful enrolling students from subgroup populations, with the percentage of students with disabilities increased to 24%. In the 2022-2023 school year, the percentage of English learners was 0.9%, a decrease from 0.5% the previous year; Rising Tide's rate of students whose First Language is not English was 3.3%, an increase of 0.6%. The percentage of low income students was 22.9%, a slight decrease; however, Rising Tide has a high annual average increase of 3.35% over five years, which is higher than the statewide average, GNT, and Comparison Index.
2. 10% of the total number of applicants for the 2022-2023 school year were siblings of current students, which may have impacted the rates of certain subgroup populations. In fall 2022, roughly 100 migrant families were relocated to Kingston and Plymouth, with many students entering public schools, which may have impacted the Comparison Index and GNT for Rising Tide for the percentage of English learners.
3. Rising Tide expects the incoming class of students, as captured in the October 1, 2023, SIMS report will meet the comparison index for students with disabilities and low income students, and aspires to meet the school's gap narrowing target for English learner populations.
  - a. Rising Tide would like further discussion with the department regarding the school's recruitment plan once the school has submitted the October 1 SIMS demographic information.
  - b. Rising Tide would like further discussion with the department regarding the school's rates 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 2022-2023:

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. Share 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 – 2023-2024 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p>School percentage: 24.0%</p> <p>GNT percentage: 0%</p> <p>CI percentage: 15.3%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages <input type="checkbox"/></p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Continue to work with districts in the school’s designated region to send accurate addresses of all students to third party mail house.</li> <li>• Rising Tide’s Student Support Director and parents involved with the school’s SEPAC reach out to SEPAC parents at other schools.</li> <li>• In brochures and marketing materials, include language that clearly states that students with special education needs are welcome at Rising Tide.</li> <li>• 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.</li> </ul>
---	---

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p>School percentage: 0.9%</p> <p>GNT percentage: 1.7%</p> <p>CI percentage: 1.7%</p> <p>The school is <u>below</u> GNT percentages and CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to work with districts in the school’s designated region to send accurate addresses of all students to third party mail house.</li> <li>• 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.</li> <li>• Place fliers/posters with information about open houses in targeted neighborhoods.</li> <li>• Make information about Rising Tide available in Spanish and Portuguese to families.</li> </ul>
---	---

**Recruitment Plan – 2023-2024 Strategies**  
**List strategies for recruitment activities for each demographic group.**

	<ul style="list-style-type: none"> <li>● Provide translation services on Rising Tide’s website so that all information about the school can be viewed in other languages.</li> <li>● Provide Portuguese and Spanish translated fliers in appropriate areas, once a year.</li> <li>● 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</li> <li>● Rising Tide will provide translation services in Portuguese and Spanish at 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
--	---

	<p>☒ Did not meet GNT/CI: enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Rising Tide will offer consistent and transparent stipend compensation for any staff members who provide any written or oral translation. The school has allotted two years for this specific strategy to impact an increase in the EL population.</li> <li>● Rising Tide will add a phone interpretation service with many languages available for instant interpretation to the number of vendors available to staff members. The school has allotted two years for this specific strategy to impact an increase in the EL population.</li> </ul>
--	--

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

<p><b>(a) CHART data</b></p> <p>School percentage: 22.9%</p> <p>GNT percentage: 20.2%</p> <p>CI percentage: 26.1%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center"><b>(b) Continued 2020-2021 Strategies</b></p> <p>☒ Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Mail school information to all regional families using mailing lists provided by regional school districts.</li> <li>● 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.</li> <li>● 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</li> </ul>
---	---

**Recruitment Plan – 2023-2024 Strategies**  
**List strategies for recruitment activities for each demographic group.**

	<p>to apply for free/reduced lunches if their family income is reduced at any time by \$500 or more.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Provide application materials and information packets to organizations and clubs that service economically disadvantaged children and their families.</li> <li>● Partner with representatives at the Plymouth Coalition for the Homeless, and the Plymouth Housing Authority to distribute recruitment materials to area families.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
--	--

<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>
---	---

<b>Recruitment Plan – 2023-2024 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Meet with prospective students and families whose child may be at risk of dropping out to go over strategies to being successful and how Rising Tide may be able to help.</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Rising Tide leaders will develop a Diversity, Belonging, Equity, and Inclusion workgroup composed of parents/guardians, students, teachers, and school leaders to collectively work together to address race and inequity in the school community.</li> <li>• Work with the Nominating and Governance Subcommittee of the Board of Trustees to increase the diversity of the Board of Trustees members.</li> </ul>

## RETENTION PLAN 2023-24

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2022-2023 Retention Plan.
2022-2023 Implementation Summary:

Rising Tide’s overall attrition rate in the 2022-2023 school year was 16.8%, a slight increase from the previous year. The retention rate was 83.2% for the 2022-2023 school year, and Rising Tide did not meet its retention goal of 88 percent. As in previous years, the primary reason for the attrition rate can be attributed to students transitioning away from Rising Tide after the middle school experience. The combined attrition rate for grades 5,6,7,9,10, and 11 for the 2021-2022 school year was 10.33%, compared to the state rate of 9.03% for those grade levels combined. It is important for the school to continue to implement strategies to retain more students in their transition from grade 8 to grade 9.

In the 2022-2023 school year, the attrition rate for students with disabilities and low income/economically disadvantaged students was similar to the rate for all students. The attrition rate for English learners remained at 0.0%, as the school retained all English learners.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	85%

Retention Plan – 2023-202 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 19.7%</p> <p><b>Third Quartile:</b> 9.8%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p><b>(b) Continued 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Regular contact with families through Advisor and/or learning specialists</li> <li>● Work consistently at school with learning specialist</li> <li>● Academic Support time available to all students on a regular basis</li> <li>● Families are invited to regular SEPAC meetings with learning specialists</li> <li>● Learning specialist present at student/advisor/parent conferences twice a year</li> <li>● Accessibility to student advisor, learning specialists, and special needs coordinator</li> <li>● Implement weekly Student Support Team meetings for the Middle School program and the Upper School program for staff to discuss strategies and support for individual students with disabilities.</li> <li>● Provide families with avenues to provide feedback through the Special Education Parent Advisory Council and the Annual Parent Survey.</li> <li>● For students who are struggling to achieve academic success, the Advisory team, with support from the Student Support Team, will develop strength-based strategic plans to help the student find small successes that build into greater successes.</li> </ul>

<b>Retention Plan – 2023-202 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
	<p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></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"> <li>● Ensure that special education teachers, general education teachers, and members of the Student Support Team collaborate with the use of data and instructional strategies to support students with disabilities in meeting or exceeding expectations for MCAS achievement. The school has allotted 2 years for this strategy to positively impact the attrition rate for students with disabilities.</li> </ul>
<b>Limited English-proficient students/English learners</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0.0%</p> <p><b>Third Quartile:</b> 12.2%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Provide SEI Training Courses at the School for Rising Tide Teachers</li> <li>● In addition to meeting ESL requirements, ensure English Language Learners are receiving academic support from general education teachers.</li> <li>● Provide translation services at parent conferences</li> <li>● Employ full-time ESL teacher to support the growing population of English learners.</li> </ul>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 18.0%</p> <p><b>Third Quartile:</b> 9.0%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Reduction of student fees for low income students. These reductions include fees for books, field trips, sports, college entrance exams, and college applications</li> <li>● Include language in regular communication to families about the reduction in fees for low income students</li> <li>● Personal attention for all students through the Advisor Program</li> <li>● School Counselor available for consultation</li> <li>● Use of <i>Virtual Gateway</i> to help identify families who receive food stamps and qualify for Free and Reduced lunch</li> </ul>



<b>Retention Plan – 2023-202 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
	<ul style="list-style-type: none"> <li>● Title I Reading Specialist available to assist students with reading challenges</li> <li>● Math Skills Course and Literacy Course available for two terms in the middle school</li> <li>● Academic Support time for all students built into the academic day</li> <li>● Math Skills Course during elective block available for Upper School students who are struggling academically</li> <li>● Provide Early Program and After-School homework program, free of charge, to economically disadvantaged students.</li> <li>● Provide all weekly club opportunities free of charge for all students.</li> <li>● Have an appointed staff member at Rising Tide work with outside agencies to develop support plans for economically disadvantaged students and their families.</li> <li>● Provide regional bus transportation, free of charge, for all students.</li> <li>● Provide school-issued Chromebooks, free of charge, to all students.</li> </ul>
	<p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p>☒ 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"> <li>● Provide child care for families at school events. The school anticipates it may take up to two years to see the positive impact on attrition rates for low income students.</li> </ul>
<u>Students who are sub-proficient</u>	<p style="text-align: center;"><b>(d) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● Personal attention for all students through the Advisor Program</li> <li>● Title I Reading Specialist available to assist students with reading challenges</li> <li>● Math Skills Course and Literacy Course available for two terms in the middle school</li> <li>● Math Skills Course during elective block available for Upper School students who are struggling academically</li> <li>● Extended Learning Time built into the academic day</li> <li>● School Counselor available for consultation</li> <li>● 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.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● Personal attention for all students through the Advisor Program</li> <li>● Title I Reading Specialist available to assist students with reading challenges</li> <li>● Math Skills Course and Literacy Course available for two terms in the middle school</li> </ul>

<b>Retention Plan – 2023-202 Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
	<ul style="list-style-type: none"> <li>● Skills Course during elective block available for Upper School students who are struggling academically</li> <li>● Academic Support time for all students built into the academic day</li> <li>● School Counselor available for consultation</li> <li>● Regular meetings with families to discuss retention strategies</li> <li>● 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.</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● Follow up phone calls and letters to families and students asking them to meetings to discuss options that are available to them</li> <li>● Offer of academic counseling for students who may be interested in returning</li> </ul>
<p><b>OPTIONAL</b>  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>

## Appendix C: School and Student Data Tables

### STUDENT DEMOGRAPHIC INFORMATION

Rising Tide Charter Public School's student demographic information can be found on DESE's Profiles page through the links below.

#### [Enrollment by Race/Ethnicity \(2022-23\)](#)

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	1.3%
Asian	1.9%
Hispanic	5.0%
Native American	0.8%
White	83.4%
Native Hawaiian, Pacific Islander	0.0%
Multi-Race, Non-Hispanic	7.6%

#### [Selected Populations \(2022-23\)](#)

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	3.3%
English Language Learner	0.9%
Low-income	22.9%
Students with Disabilities	24.0%
High Needs	41.3%

### ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
Michael O'Keefe	Head of School	2018 in Current Role 2003 at School	
Eric Mello	Business Manager	2010	

Lauren Macpherson	Student Support Director	2017 in Current Role 2006 at School	
Shawna Weekly	Director of Wellness, Safety, and Equity	2017 in Current Role 2014 at School	June 2023
Mary Ellen Janeiro	Middle School Principal	July 2022	June 2023
Beth Choiniere	Upper School Principal	July 2022	June 2023
Karen Baynes	Curriculum Director	July 2022	June 2023
Anthony Papillo	Middle School Assistant Principal	2017 in Current Role 2005 at School	
Terri Cardé	Upper School Assistant Principal	2021 in Current Role 2017 at School	
Justin Howard	Middle School Dean of Community	2022 in Current Role 2017 at School	
Wendy Prentiss	Upper School Dean of Community	2021 in Current Role 2019 at School	
Bryan Mardit	IT Director	2022 in Current Role 2018 at School	
Cynthia Favret	Humanities Instructional Coach	2022 in Current Role 2004 at School	
Theresa Szczepanski	STEM Instructional Coach	2022 in Current Role 2012 at School	
Melissa Jackson	Data and Assessment Manager	2014	
Kelsey Kincade	Athletic Director	2018	
Isabella Trauttmansdorff	College & Future Planning Counselor	2022	
Maureen Herrmann	Assistant to the Head of School	2021	
Rebecca Chapman	Staff Accountant	2020	
Ashley Carlucci	Receptionist	2021	
Christina Centrella	Middle School Administrative Assistant	2022	
Christina Luciana	Upper School Administrative Assistant	2017	
Susan Kenney	Student Support Assistant	2021 in Current Role 2017 at School	

Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	62	5	9	9 - employee chose to end employment 5 - termination or non-renewal of employment contract
Other Staff	36	1	8	5 - employee chose to end employment 4 - termination or non-renewal of employment contract

## INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2022-23 School Year				
Name	Position on the Board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)
Christopher Schelleng	Chairperson	Nominating and Governance; Strategic Planning	4	10/2012-10/2015; 10/2015-10/2018; 10/2018-10/2021; 10/2021-10/2024
Sandy Kozlowsky	Vice Chairperson	Communications and Advocacy; Strategic Planning	3	12/2015-12/2018; 12/2018-12/2021; 12/2021-12/2024
Sean Kelly	Treasurer	Nominating and Governance; Finance & Audit	2	3/2018-3/2021; 3/2021-3/2024
Amy Norris	Clerk	Communications and Advocacy; Strategic Planning	2	3/2018-3/2021; 3/2021-3/2024
Norman DeCoste	Trustee	Finance and Audit	2	3/2017-3/2020; 3/2020-3/2023
Mary Schiess	Trustee		1	5/2021-5/2024 <i>Resigned 9/2022</i>
Laura Stearns Flynn	Trustee		1	6/2023-6/2026

[Board of Trustee and Committee Meeting Notices](#)

## Appendix D: Additional Required Information

### FACILITIES

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

### ENROLLMENT

Action	2023-2024 School Year Date(s)
Student Application Deadline	February 13, 2024
Lottery	February 15, 2024

## Appendix E: Conditions, Complaints, and Attachments

### A. Conditions

Rising Tide has not been placed under any conditions by the Commissioner or the Board of Elementary and Secondary Education.

### B. Complaints

February 2023, the Rising Tide Board of Trustees received a letter of complaint regarding a staff member from a Rising Tide family. The Board of Trustees worked with the Head of School to address the concern. In March 2023, the Rising Tide Board of Trustees letter of complaint from a former staff member. The Board of Trustees worked with the Head of School to address the concern.