



**RISING TIDE CHARTER PUBLIC SCHOOL
2023-2024 ANNUAL REPORT**

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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	11
Organizational Viability	16
Criterion 10: Finance	16
Appendix A: Accountability Plan Evidence 2023-2024	21
Appendix B: Recruitment and Retention Plan	26
Appendix C: School Data Tables	36
Appendix D: Additional Required Information	39
Appendix E: Conditions, Complaints, Attachments	39
Attachment I: Report Card Comment List	40
Attachment II: Tiered Interventions	41

Introduction to the School

Rising Tide Charter Public School (RTCPS)			
Type of Charter	Commonwealth	Location	Plymouth
Regional or Non-Regional	Regional	Districts in Region	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) Renewed	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	700	Enrollment for 2023-24	623
Chartered Grade Span	5-12	Grade Span for 2023-24	5-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 2023-24	228
Number of Instructional Days during the 2023-24 School Year	180		
School Hours	7:45 a.m. - 3:00 p.m. (Monday, Tuesday, Thursday, Friday) 7:45 a.m. - 12:00 p.m. (Wednesday)	Age of School in 2023-24	26
Mission Statement:			
<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, 2024

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

This past year has been one of solid progress across multiple areas, including our educational offerings, organizational structure, financial position, and family engagement.

Rising Tide significantly expanded the educational experience available to students with initiatives that include a college-level dual-enrollment program with Southern New Hampshire State University; an Aviation Maintenance program in collaboration with Cape Cod Community College; and the Massachusetts state Seal of Biliteracy certification. These opportunities add to the already rich and unique learning opportunities that our school provides.

Organizationally, we transitioned to a structure with a single Principal overseeing both the middle and upper school, and elevated our department chairs to be assistant supervisors of the teachers in their departments. This has improved communication, consistency, and professional support for our teaching and administrative staff.

As a result of these and other operational improvements, the school remains in a very strong financial condition and is well-positioned to continue to refine and expand the student experience over the long term.

Finally, we continue work to improve our family and community engagement through initiatives such as the now bi-weekly distribution of student grades via our community portal, and the greater integration of metrics such as the STAR assessment to ensure that we fully understand, track, and communicate the progress of all students regardless of ability, achievement, or background.

The ultimate goal of these changes is as always to continue to improve and expand the vibrant, challenging, and rewarding educational program that we provide to the students and families in our region.

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

Rising Tide Charter Public School (Rising Tide) has 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 2023-2024 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 2023-2024 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 support student growth with 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. This year, the Rising Tide faculty developed a set of report card comments aligned with the Schoolwide Objectives and Benchmark Skills that were utilized by teachers on the report cards for the four marking periods (*see Attachment I*).

At Rising Tide, students have access to a curriculum that includes broad and challenging coursework as seen in the [2023 School Report Card](#), the most recent, publicly available report for Rising Tide. As in previous years, 100% of Rising Tide high school graduates completed the MassCore Program of Studies, compared to 83.4% of all high school graduates in Massachusetts. Rising Tide values the arts as an integral part of a high-quality school program, with 97.4% of all students participating in at least one arts course, compared to 81.7% of students across Massachusetts. Rising Tide provides students with access to a rigorous program, with 74.8% of 11th and 12th grade students completing at least one advanced course, compared to 65.8% of students across Massachusetts. In the 2023-2024 school year, Rising Tide added a Dual Enrollment partnership with Southern New Hampshire University (SNHU) and collaborated with Cape Cod Community College (4Cs) to develop the first Aviation Maintenance Pathways program; each of these programs provided additional opportunities for students to develop important skills through a strong academic program.

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. As in the previous year, each teacher designed a Local Performance Task for each course, asking students to engage in an authentic task based upon a

subject matter or data set related to our local region.

In the 2023-2024 school year, over 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 Bay State Physical Therapy, Congressman Bill Keating's Regional Office, Plymouth Antiquarian Society, Positively Partners, Plymouth Youth Development Collaborative, Southeast Mass Pine Barrens Alliance, Sustainable Plymouth, and the Whale and Dolphin Conservation.

In June, 2024, Rising Tide grade eight students hosted families for Civics Presentations, an event during the school day that was the culmination of a months-long collaborative research project about local civic issues. Through this 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 collaborative group, composed of 4-5 grade 8 students, explored and presented on an issue with local implications for the Plymouth region. The local issues explored by the students included climate change, education funding, local waterways, and mental health.

During the 2023-2024 school year, a number of Middle School Discover courses and Upper School Elective courses – including Cultural Ancestry, Gardening, Local History, and Science in our Local Region, 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. This year, a number of Upper School Students participated in the PhotoVoice project in collaboration with High Point Treatment Center focused on the dangers of gambling. Additionally, Upper School grade levels have participated in full-day community service projects in the area.

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. In September 2023, the school held a gala to celebrate the first 25 years of Rising Tide. Other 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.

Amendments to the Charter between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
9/21/2023	New Accountability Plan for 2023-2028	Approved 10/11/2023

CRITERION 2: ACCESS AND EQUITY

Student Demographic Information

The most recent, publicly available, enrollment and student discipline data for Rising Tide may be found on the school’s Department of Elementary and Secondary Education profile page and viewed through the following links:

[Enrollment by Race/Ethnicity \(2023-24\)](#)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	2.7
Asian	2.1
Hispanic	5.3
Native American	.5
White	81.1
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	8.3

[Selected Populations \(2023-24\)](#)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	3.9
English Language Learner	1.9
Low-income	25.4
Students with Disabilities	24.1
High Needs	42.9

2022-23 Student Discipline Data Report

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	660	50	6.7	3.2	1.1
English Learner	8	1			
Low Income	164	23	12.2	6.7	1.8
Students with Disabilities	182	27	13.2	7.7	3.3
High Needs	299	37	10.7	6.0	2.0
Female	331	14	3.9	1.8	0.9
Male	325	35	9.2	4.6	1.2
American Indian or Alaska Native	6	0	-	-	-
Asian	13	0	-	-	-
African American/Black	9	1	-	-	-
Hispanic/Latino	32	2	-	-	-
Multi-race, Non-Hispanic/Latino	50	2	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	550	45	7.3	3.5	1.3

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 integrated components of Positive Behavioral Interventions and Supports (PBIS) with the practice of the Community Standards of Behavior during the 2022-23 school year.

In the 2022-2023 school year, the percentage of students disciplined decreased significantly, including All Students, Students with Disabilities, and students designated at Low Income. Additionally, the out-of-school suspension rates and emergency removal rates dropped significantly. While there is strong evidence that the work from the Deans of Community, Wellness Team, and Assistant Principals to implement interventions, reparative work, and educational workshops is having a positive impact on the rates of student discipline, the efforts must continue. Additionally, during the 2023-2024 school year, the leadership team at Rising Tide focused attention on increasing student engagement in extracurricular curricular activities to increase a sense of belonging for each student.

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 designated as Low Income, 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.)
<p>Using Rising Tide's Schoolwide Objectives and Benchmark Skills to Integrate Social-Emotional Learning and Civic Engagement Across the Curriculum</p>	<p>Educator page on the school website (Passive Dissemination):</p>	<p>School Leaders, Faculty Leaders</p>	<p>Any visitor to the website</p>	<p>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.</p>
<p>How the Analysis of Data Can Guide Targeted Support to Improve Student Achievement</p>	<p>Conference Presentation</p>	<p>Theresa Szczepanski, STEM Instructional Coach & Math Department Chair</p>	<p>Participants in the UMass Amherst Data Analytics and Computational Social Science Symposium</p>	<p>Participants were able to learn about this year's efforts, led by Ms. Szczepanski, to conduct a deep analysis of student performance and the ways such analysis can guide targeted support to improve student achievement.</p>

Academic Program Success

CRITERION 5: STUDENT PERFORMANCE

The 2023 School Report Card for Rising Tide can be accessed through the following link:

[2023 School Report Card](#)

Within the DESE Accountability System, Rising Tide earned a 82 Accountability Percentile as compared to other public middle/high or K-12 schools statewide. Rising Tide is designated at Not Requiring Assistance and has made Moderate Progress Towards Targets (44%). Below is a chart to demonstrate the student performance in Spring 2023 MCAS testing within the context of the Spring 2022 and Spring 2019 results for Rising Tide and the state:

ELA

Grade	2023					Mean SGP	% M or E Change Compared to		2023	2023
	% NM	% PM	% ME	% EE	% M or E		2022	2019	STATE M&E	%DIF w/STATE M&E
5	7	36	54	3	57	42	+12	+14	44	+13
6	11	34	48	7	54	53	-7	-9	42	+12
7	3	45	49	3	52	41	+6	0	40	+12
8	13	37	41	9	49	46	-18	-7	44	+5
10	5	32	50	13	63	46	+10	-15	58	+5

MATH

Grade	2023					Mean SGP	% M or E Change Compared to		2023	2023
	% NM	% PM	% ME	% EE	% M or E		2022	2019	STATE M&E	%DIF w/STATE M&E
5	3	48	44	5	49	37	+15	-9	41	+8
6	10	43	42	4	47	53	-4	-19	41	+6
7	9	36	47	8	55	57	+21	-9	38	+17
8	14	42	40	5	44	52	-1	+3	38	+6
10	5	47	48	0	48	50	-6	-31	50	-2

STE

Grade	2023					Mean SGP	% M or E Change Compared to		2023	2023
	% NM	% PM	% ME	% EE	% M or E		2022	2019	STATE M&E	%DIF w/STATE M&E
5	7	42	47	4	52	n/a	-4	-3	42	+10
8	8	47	43	2	45	n/a	-6	-9	41	+4
10									46	

2023

Not Requiring Assistance
Moderate Progress Towards Targets (44%)
82% Accountability Percentile

2022

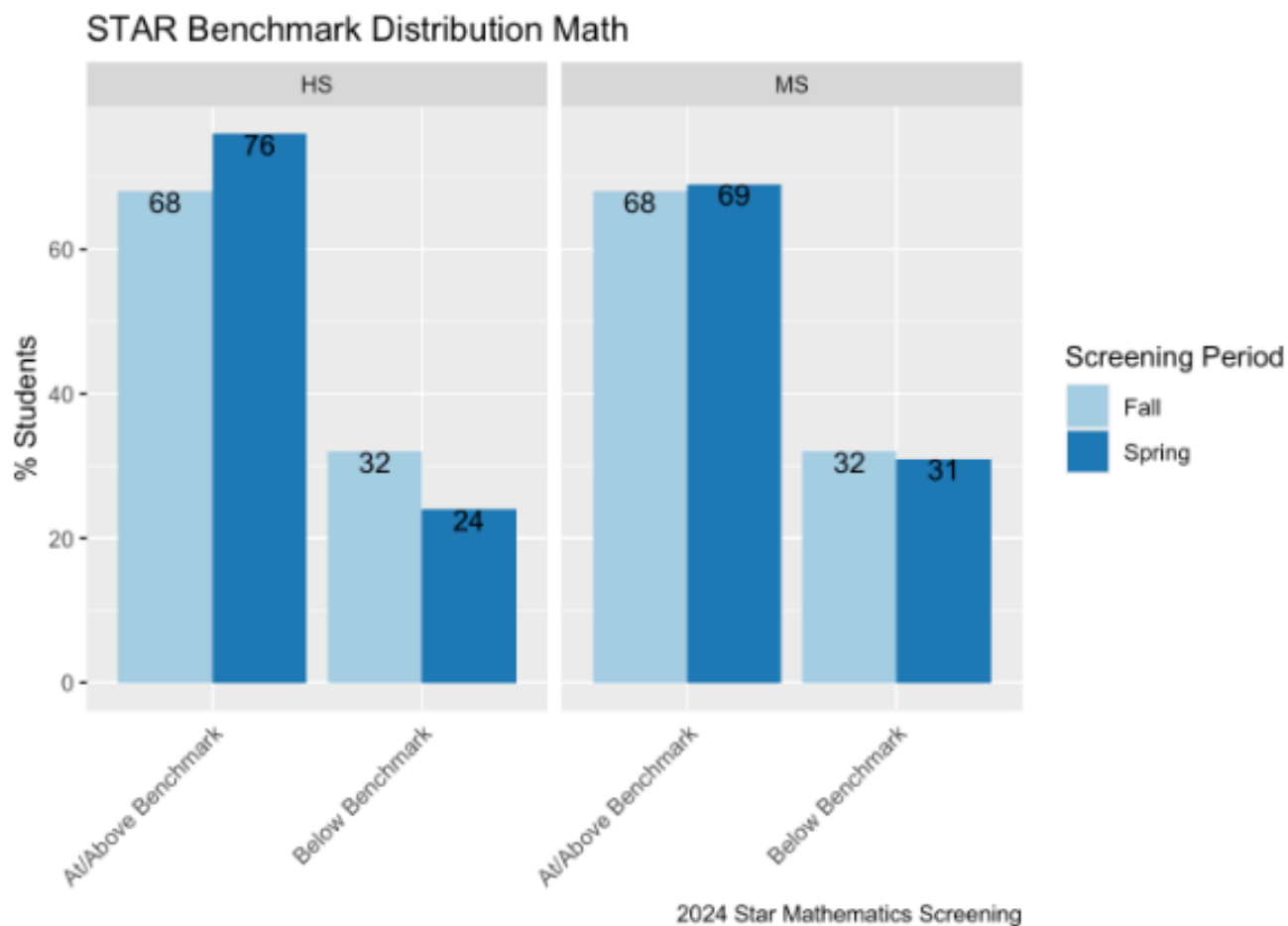
Not Requiring Assistance
81% Accountability Percentile

2019

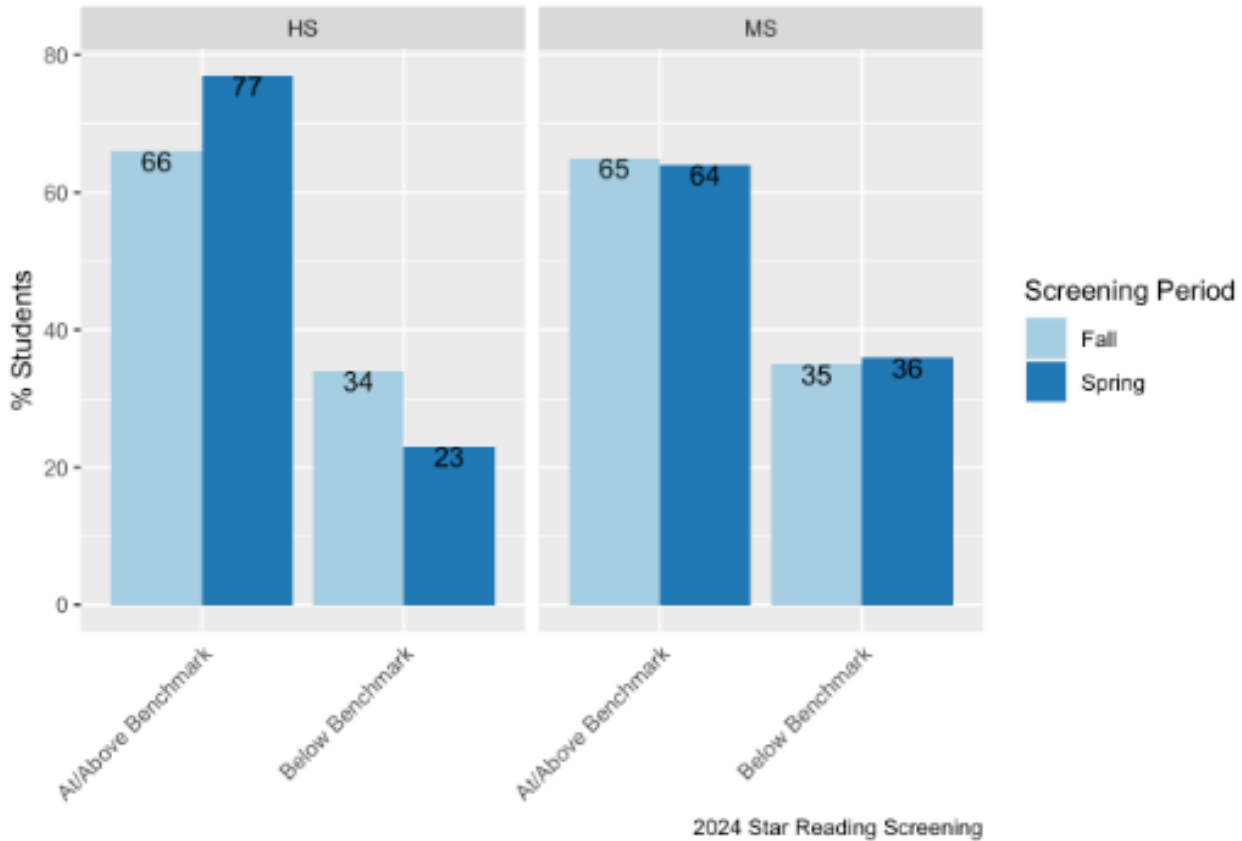
Not Requiring Assistance
Substantial Progress Towards Goals (58%)
83% Accountability Percentile

During the 2023-24 school year, Rising Tide also implemented Star Assessments, from Renaissance Learning, in reading and math. This year students in grades 10 were included along with students in grades 5-9. Students in grades 5-10 participated in Star assessments in the fall, winter, and spring. The goal is to monitor student growth in their skills for school leaders and teachers to identify students for targeted support during academic support time in addition to providing appropriate scaffolds within core classes.

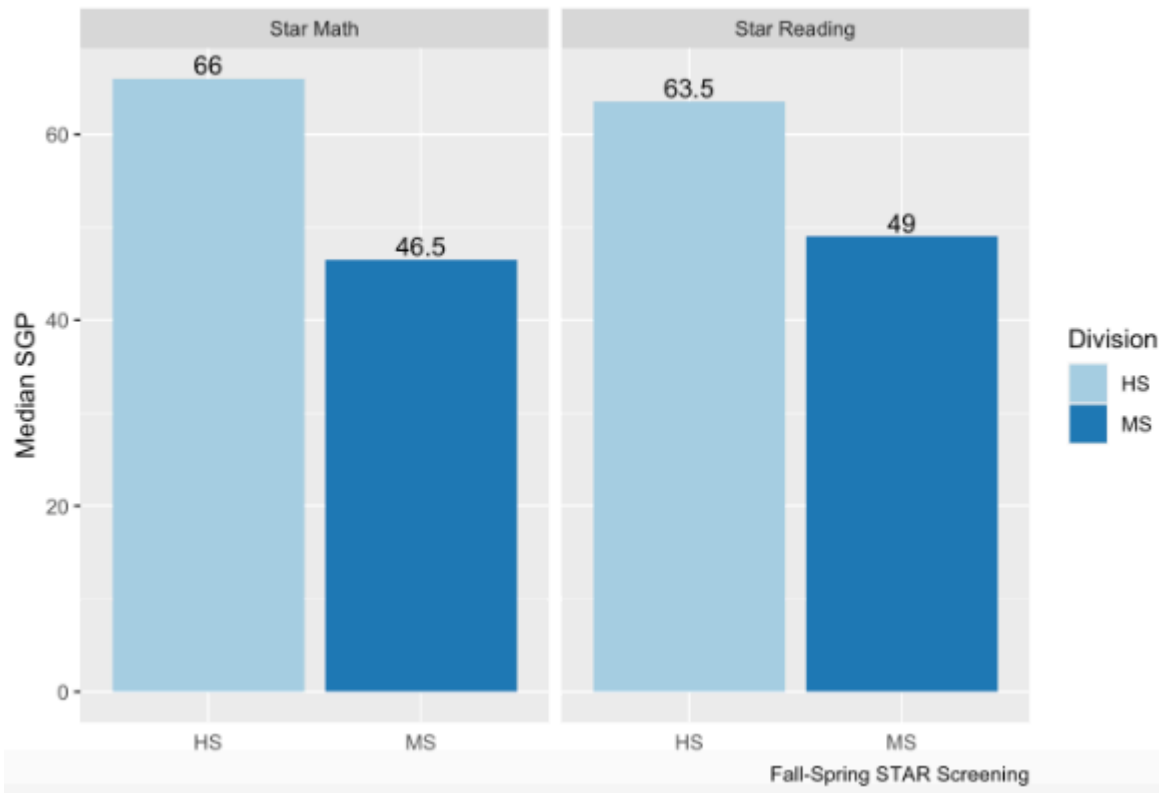
Overall, students in grades 9 and 10 showed statistically significant progress in their literacy and math achievement as well as growth. The achievement and growth for students in grades 5-8 was more mixed, and the mixed results for these grades has been informing discipline-specific support to improve student achievement. For the 2024-2025 school year, Rising Tide will be adopting Castle Learning as a platform for an additional resource for Department Chairs and teachers to use for providing additional skill practice for students during targeted support sessions. Below are three charts that illustrate the significant progress for students in the high school grades during the 2023-2024 school year.



STAR Benchmark Distribution ELA



STAR 2024 Growth by Division and Subject



CRITERION 6: PROGRAM DELIVERY

During the 2023-2024 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 Upper School to increase the amount of academic support time for all students. As in the previous year, Rising Tide implemented early release days each week and included three full professional development days during the school year in addition to three professional development days prior to the first day of school. The professional development of staff members and opportunities for meaningful collaboration remains a core priority at Rising Tide to be able to deliver a high quality program.

As in previous school years, Rising Tide provided a school-issued Chromebook to every student, and teachers utilized educational technology tools such as Formative, 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. Annually, Department Chairs 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. Teachers continue to use High Quality Instructional Materials (HQIM) for English Language Arts Courses as well as Mathematics Courses.

For the 2023-2024 school year, Rising Tide implemented two new programs. 56 students, primarily in grades 11 and 12, participated in at least one dual enrollment course as a part of a new Dual Enrollment partnership with SNHU. The students earned credit for successfully completing these advanced courses in addition to earning college credit from SNHU. 14 students in grade 11 participated in the inaugural Aviation Maintenance Pathways Program, a partnership with 4Cs.

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 2023-2024, for a second year, Rising Tide implemented Star Assessments from Renaissance Learning in reading and math for all students in grades 5-10 to supplement teacher-designed diagnostic assessments and ongoing formative assessments.

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.

For the first time in the 2023-2024 school year, teachers utilized common report card comments that are aligned with the Schoolwide Objectives and Benchmark Skills. Additionally, grades were released to students and families through the Community Portal every two weeks. During the 2023-2024 school year, the Department Chairs led an initiative for all teachers to develop or revise appropriate summative assessments for every course (finals in the Upper School and culminating assessments in the Middle School).

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 2023-2024 school year, school leaders emphasized the use of high quality instructional materials, 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. During the 2023-2024 school year, the Humanities Instruction Coach and STEM Instructional Coach worked closely with the other Department Chairs and teachers to review and understand the available data to inform instructional practices.

Supports for All Learners

During the 2023-2024 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, Deans of Community, the Adjustment Counselors, and the Nurse Leader to support each learner with academic, social/emotional, and behavioral development.

The Student Support Teams (one for the Middle School and one for the Upper School), meets on a weekly basis to 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). Rising Tide also participated in an additional year 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. To see the ways that the staff members at Rising Tide work to support all students, please see the Rising Tide Tiered Interventions (*Attachment II*).

Organizational Viability

CRITERION 10: FINANCE

A. *Unaudited FY 24 Statement of Revenues, Expenses and Changes in Net Assets*

July 1, 2023 - June 30, 2024

Operating Revenues:

State Grants	\$ 11,710,593
Federal Grants	\$ 312,752
Other Revenue	\$ 174,370
Food Service revenue	\$ 188,918
On - Behalf Payments	\$ 1,214,703
In-Kind Revenue	\$ 583,944
Total operating revenue	<u>\$ 14,260,992</u>

Operating Expenses

Administration	\$ 890,525
Instructional Services	\$ 6,288,920
Pupil Services	\$ 1,346,124
Operation & Maintenance of Site	\$ 817,581
Fixed Charges	\$ 1,695,102

Non-Operating / Cap Facilities	\$ 1,087,025
On - Behalf Payments	\$ 1,214,703
In- Kind Revenue	\$ 583,944
Total Operating Expenses	<u>\$ 13,923,924</u>
Operating income (loss)	<u>\$ 337,068</u>
Non-operating revenues and (expenses)	

Change in Net Position	\$ 337,068
Net Position, beginning of the year	\$ 4,006,329
Net Position, end of the year	<u>\$ 4,343,397</u>

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

B. Statement of Net Assets for FY24 (Balance Sheet)

Current Assets

Cash	\$	2,064,961
Class & Student Funds Held	\$	13,813
Grants and Accounts Receivable	\$	435,433
Prepaid Expenses	\$	<u>65,976</u>
Total Current Assets	\$	2,580,183

Non-Current Assets

Due from Related Party	\$	69,706
Capital Assets, Net	\$	<u>16,561,206</u>
Total noncurrent Assets	\$	16,630,912
Total Assets	\$	19,211,095

Current Liabilities

Accounts Payable	\$	159,003
Accrued Expenses	\$	448,423
Deferred Revenue	\$	12,114
Class and Student Funds held	\$	<u>8,051</u>
Total Current Liabilities	\$	627,591

Noncurrent Liabilities:

Notes Payable	\$	14,240,107
Total noncurrent Liabilities	\$	14,240,107
Total Liabilities	\$	14,867,698

Net Position:

Net investment in capital assets	\$	2,376,689
Unrestricted	\$	1,629,640
Net Income	\$	<u>337,068</u>
Total net position	\$	4,343,397
Total liabilities and net position	\$	<u>19,211,095</u>

C. Approved School Budget for FY 24
(Approved by Board of Trustees on May 3, 2024)

Income

State Tuition and Transportation Reimb.	\$ 12,070,170
State and Federal Grants	\$ 243,062
Supplemental Fee Revenue	\$ 240,000
Funds Income	\$ 5,000
Other revenue	\$ 134,025
Interest Income	<u>\$ 40,000</u>
Total Income	\$ 12,732,257

Expenses

Administration	\$ 955,690
Instructional Services	\$ 6,485,492
Pupil Services	\$ 1,399,801
Operations and Maintenance	\$ 847,997
Fixed Charges	\$ 1,863,935
Non- Operating/Capital Facility	<u>\$ 1,065,763</u>
Total Expense	\$ 12,618,678

Net Ordinary Income **\$ 113,580**

<i>FY25 Enrollment Table</i>	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	700
Number of students upon which FY25 budget tuition line is based	620
Number of expected students for FY25 first day of school	635
<i>Since March 2024, 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>	

D. Capital Plan for FY25

	FYE 2025	FYE 2026	FYE 2027	FYE 2028	FYE 2029	FYE 2030	FYE 2031	FYE 2032	FYE 2033	FYE 2034	Total
1) Computer Fleet	199,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000	160,000	1,639,000
2) Classroom Technology Upgrades	8,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	143,000
3) Furniture Replacements	0	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	90,000
4) Infrastructure & Capital Reserves	110,000	110,000	110,000	110,000	110,000	110,000	110,000	110,000	110,000	110,000	1,100,000
Total Capital Projects	317,000	295,000	295,000	295,000	295,000	295,000	295,000	295,000	295,000	295,000	2,972,000

10 Year Capital Plan FY 2025 - FY 2034

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 2025 we plan to build a capital reserve amount to complete future building construction work. We plan to have ongoing capital improvements from FY 25 - 34. This annual cost is paid from operating cash flows each year and therefore has no requirement for a capital reserve.

Appendices

Appendix A: Accountability Plan Evidence 2023-2024

2023-2028 Charter School Accountability Plan

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

	2023-24 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective (for KDE 1): <i>Rising Tide will provide students with a strong academic program that will foster the development of skills.</i>		
<p>Measure: <i>Annually, through the charter term, more than 80% of students participating in STAR Mathematics and Reading will be at or above the proficiency benchmark in Mathematics and Reading on the spring test.</i></p>	<p>NM</p>	<p><i>Students in grades 5-10 will participate in Star Reading and Mathematics assessments in the fall, winter, and spring. Aggregated results of student performance on the spring test will be reported. The Data and Assessment Manager will gather, analyze, and report the data. The data will be collected from Renaissance Learning and shared in a dashboard with the Principal and Department Chairs for analysis and informing instructional support. The data will be stored electronically within the school's domain.</i></p> <p><i>In the fall, winter, and spring, 503 students in grades 5-10 took the Star Reading and Mathematics assessments. In the Spring 2024 assessment, 66.8% of All Students met or exceeded the Reading proficiency benchmark, and 69.8% of All Students met or exceeded the Math proficiency benchmark.</i></p>
<p>Measure: <i>Annually, beginning in 2024-2025, there will be less than a 15% difference between the percentage of students at or above the proficiency benchmark in Mathematics and Reading on the spring test between students identified by DESE as High Needs and All Students.</i></p>	<p>NM</p>	<p><i>Students in grades 5-10 will participate in Star Reading and Mathematics assessments in the fall, winter, and spring. Aggregated results of student performance on the spring test will be reported. The Data and Assessment Manager will gather, analyze, and report the data. The data will be collected from Renaissance Learning and shared in a dashboard with the Principal and Department chairs for analysis and informing instructional support. The data will be stored electronically within the school's domain.</i></p> <p><i>Rising Tide will measure this objective beginning in 2024-2025.</i></p>

	2023-24 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: <i>Annually, beginning in 2024-2025, 80% of students in grades 11 and 12 will successfully complete at least one advanced course.</i>	NM	Data to be reported: <ul style="list-style-type: none"> ● <i>Percentage of students who have completed at least one advanced course, as reported by the Department of Elementary and Secondary Education.</i> Data collection plan: <ul style="list-style-type: none"> ● <i>Collected and reported by DESE</i> <i>Rising Tide will measure this objective beginning in 2024-2025.</i>
Measure: <i>Annually, beginning in 2024-2025, there will be less than a 15% difference between students in grades 11 and 12 identified by DESE as High Needs and All Students who successfully complete at least one advanced course.</i>	NM	Data to be reported: <ul style="list-style-type: none"> ● <i>Percentage of students who have completed at least one advanced course, as reported by the Department of Elementary and Secondary Education.</i> Data collection plan: <ul style="list-style-type: none"> ● <i>Collected and reported by DESE</i> <i>Rising Tide will measure this objective beginning in 2024-2025.</i>
Objective (for KDE 2): <i>Rising Tide will provide opportunities for students to connect to the Plymouth Region</i>		
Measure: <i>Annually, beginning in 2024-2025, 90% of all students will participate in at least one community service initiative with the intent to positively impact the community in the Plymouth region.</i>	NM	Data to be reported: <ul style="list-style-type: none"> ● <i>Student participation in community service initiatives, including civics projects, volunteer internships, service-learning components connected to local performance tasks, and community service projects, will be maintained in the Student Information System by the Data and Assessment Manager.</i> Data collection plan: <ul style="list-style-type: none"> ● <i>Successful participation in community service initiatives will be entered into the Student Information System. The Data and Assessment Manager will produce reports on student participation rates.</i> <i>Rising Tide will measure this objective beginning in 2024-2025.</i>

	2023-24 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Measure:</p> <p><i>Annually, through the charter term, 95% or more of seniors who elect to participate in the internship program will earn a passing grade of D- or better for the course.</i></p>	<p style="text-align: center;">M</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>All seniors have the option to participate in the Senior Internship Course. Successful completion of the course is defined as earning a passing grade of D- or better for credit for the course. The course includes the following components: MA Work-Based Learning Plan; submission of weekly timesheets; participation in a weekly career-readiness course; and participation in mid-semester and end-of-semester public presentations on their internship assignments. Grades for each student will be recorded in the Student Information System and reported on the student report card.</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Successful completion of the Senior Internship Course will be entered into the Student Information System. The Data and Assessment Manager will produce reports on successful completion rates.</i> <p><i>During the 2023-2024 school year, 55% of the Senior class, 26 students, participated in the internship program. All of these students (100%) earned a passing grade for the course.</i></p>
<p>Objective (for KDE 3): <i>Rising Tide will provide students with a strong school community.</i></p>		
<p>Measure:</p> <p><i>Annually, starting in the 2024-2025 school year, 75% of students will participate in at least one school-based extra-curricular program.</i></p>	<p style="text-align: center;">M</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Student participation in athletics, arts productions, clubs, and other school-based extra-curricular programming will be reported.</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Individual participation in extra-curricular groups will be recorded and maintained within the school's student information system by the Data Assessment Manager.</i> <p><i>During the 2023-2024 school year, 77.4% of All Students participated in at least one school-based extra-curricular program.</i></p>

	2023-24 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Measure: <i>Annually, for each year of the charter term, there will be less than a 5% difference between students identified by DESE as High Needs and All Students for participation rates in school-based extra-curricular programs.</i></p>	<p style="text-align: center;">NM</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>Student participation in clubs, athletics, arts productions, and other school-based extra-curricular programming will be reported.</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Individual participation in extra-curricular groups will be recorded and maintained within the school's student information system by the Data Assessment Manager.</i> <p><i>During the 2023-2024 school year, 72.2% of High Needs students participated in at least one school-based extra-curricular program.</i></p> <p><i>Rising Tide narrowly missed meeting this measure, with a 5.2% difference in participation rates between students identified by DESE as High Needs and All Students.</i></p>
<p>Measure: <i>Annually, starting in the 2024-2025 school year, 90% of students will successfully complete, by earning a score of proficient or above on a community-building rubric, at least one community-building initiative in Advisory.</i></p>	<p style="text-align: center;">NM</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> ● <i>School leaders and faculty members will develop a rubric to measure the results of student performance in community-building initiatives in Advisory.</i> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>The results of student performance on the community building rubric will be collected through the Student Information System, managed by the Data and Assessment Manager</i> <p><i>Rising Tide will measure this objective beginning in 2024-2025.</i></p>

Dissemination

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: <i>Rising Tide will share with other educators the school's best practices in the integration of the Schoolwide Objectives and Benchmark Skills</i>		
Measure: By June 2028, Rising Tide will offer educator workshops open to all educators within the school's designated region, sharing the school's best practices in the design, implantation, and assessment of Local Performance Tasks	NM	Data to be reported: <ul style="list-style-type: none"> • <i>Workshop agendas, participation lists, and presentation materials will be collected for each workshop.</i> Data collection plan: <ul style="list-style-type: none"> • <i>The data will be collected and stored by the Data & Assessment Manager.</i> During the 2023-2024 school year, Rising Tide did not offer any regional educator workshops within the school's designated region.
Measure: <i>Annually, through the charter term, Rising Tide will share best practices of teacher plans and rubrics that demonstrated the integration of Schoolwide Objectives and Benchmark Skills.</i>	M	Data to be reported: <ul style="list-style-type: none"> • <i>Exemplar plans and rubrics that demonstrate the integration of Schoolwide Objectives and Benchmark Skills will be available at www.risingtide.org</i> Data collection plan: <ul style="list-style-type: none"> • <i>The Principal and Department Chairs will select exemplar plans and rubrics to be collected and shared on the school's website.</i> The school's website includes a clear and accessible section for educators to share best practices through videos and unit plans. Schoolwide objectives and Benchmark Skills are posted on Rising Tide's educator resources page.

Appendix B: Recruitment and Retention Plan 2024-25

Recruitment Plan 2024-25

2023- 24 Implementation Summary:

- Through implementing the school's recruitment strategies from the 2023-2024 recruitment plan, 475 students submitted an application to Rising Tide, a 12.8% increase overall from the previous year and the largest applicant pool for the school since 2020.
- The portion of Rising Tide students with disabilities grew slightly this year, to 24.1%. This percentage is 8.2 percentage points higher than the overall percentage of students with disabilities in public schools across the region. Additionally, this marks the sixth consecutive year that Rising Tide has seen an increase in the proportion of students with disabilities.
- Rising Tide's English Learner population increased from 0.9% to 1.9% this year, more than doubling. This narrowed the gap with the comparison index, suggesting our targeted strategies are effective, though additional measures may still be needed.
- The percentage of Rising Tide students whose first language is not English increased from 3.3% to 3.9%, a rise of 0.6%. This is the second consecutive year that the gap between Rising Tide and the comparison index for this population has widened. Rising Tide continues to strategize opportunities for engagement with these students and their families.
- The percentage of low-income students at Rising Tide increased by 2.5% over the past year, a rate significantly higher than the region's proportionate percentage. In the past five years, this percentage has risen by 15.9%. Our recruitment strategies are helping to close the gap, but we continue to seek new ways to engage these students and their families.

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

General Recruitment Activities for 2024-25:

- 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.
- Fliers about upcoming Open Houses placed in a variety of locations in regional towns.
- Posting on school website and social media about upcoming Open Houses and events.
- 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.
- Shadow visits offered to prospective students so they can visit the school with a student host and attend classes.
- 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.
- Share press releases and social media posts, highlighting Rising Tide's program with high expectations for all students.
- Continue paid advertising in local print and digital media in the region.
- Send weekly newsletters and periodic press releases to Rising Tide's contact list
- Through Rising Tide's community partners and with current Rising Tide families, host events promoting Rising Tide outside of the school building.

Recruitment Plan - 2024-25 Strategies

List strategies for recruitment activities for each demographic group.

Students with disabilities/ Special education students

(a) CHART data

School percentage:
24.1%
CI percentage: 15.9%

The school above CI percentages

(b) Continued 2023-24 Strategies

Met CI: no enhanced/additional strategies needed

- 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 the school's designated region to send accurate addresses of all students to third party mail

Recruitment Plan - 2024-25 Strategies
List strategies for recruitment activities for each demographic group.

	<p>house.</p> <ul style="list-style-type: none"> ● 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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English learners/ Limited English-proficient students

	<p>(b) Continued 2023-24 Strategies</p>
<p>(a) CHART data</p> <p>School percentage: 1.9%</p> <p>CI percentage: 2.2%</p> <p>The school is <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> □ Met CI: no enhanced/additional strategies needed ● Continue to work with districts in the 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 ● 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. ● 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. ● 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. ● Rising Tide will add a phone interpretation service with many languages available for instant interpretation to the number of

Recruitment Plan - 2024-25 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	vendors available to staff members. The school has allotted two years for this specific strategy to impact an increase in the EL population.
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> ● Rising Tide will adopt an additional communication platform that automatically translates all communications with families to their preferred language. ● Rising Tide will offer informal childcare to families at evening events.

Low-income/ Students eligible for free or reduced lunch	
	(b) Continued 2023-24 Strategies
<p>(a) CHART data</p> <p>School percentage: 25.4%</p> <p>CI percentage:26.3%</p> <p>The school is <u>below</u> CI percentages</p>	<p><input type="checkbox"/> Met 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. ● 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,

	<p>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> <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. ● Collaborate with local community centers and non-profits in our region to provide “pop-up” enrollment informational sessions in the community. <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> ● Rising Tide will offer informal childcare to families at evening events.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 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. ● 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><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 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 of dropping out to go over strategies to being successful and how Rising Tide may be able to help.
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p style="text-align: center;">(f) Continued 2023-24 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;">OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) Continued 2023-24 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 composed of parents/guardians, students, teachers, and school leaders to collectively work together to address race and inequity in the school community. ● Work with the Nominating and Governance Subcommittee of the Board of Trustees to increase representation on the Board.

Retention Plan 2024-25

List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.

2023-24 Implementation Summary:

- Rising Tide's retention rate for the 2023-2024 school year was 85.10%, just surpassing the approved goal of 85% from the previous year. Rising Tide's rate of attrition decreased by 1.90% overall but remains above the third quartile.
- In recent years, the school has lost a larger percentage of students after completion of their Middle School experience. Of important note, the attrition rate for grade eight decreased by 12.7%. This decrease in the grade eight attrition rate indicates that our strategies to improve student retention are taking effect.
- In the 2023-2024 school year, the attrition rate for Rising Tide students with disabilities, low income, and English Learners were above the third quartile. According to this data, students from these three populations have withdrawn from Rising Tide at a faster rate than all students.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

Annual goal for student retention
(percentage):

85.5%

Retention Plan - 2024-25 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School
percentage: 17.7%
Third Quartile: 8.1%

The school's attrition rate is above third quartile percentages.

(b) Continued 2023-24 Strategies

- At or below third quartile: no enhanced/additional strategies needed
- 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 support for individual students with disabilities.

Retention Plan - 2024-25 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> ● 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, 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. ● 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. ● 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.
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Build upon professional development initiative for all instructional staff in high level instructional practices designed for Students with Disabilities.
Limited English-proficient students/English learners Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 25%</p> <p>Third Quartile: 14.7%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed.</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 ● Employ full-time ESL teacher to support the growing population of English learners
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3</p>

Retention Plan - 2024-25 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	<p>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 adopt an additional communication platform that automatically translates all communications with families to their preferred language. ● Rising Tide will offer informal childcare to families at evening events.

Students eligible for free or reduced lunch (low-income)	
<p>(a) CHART data</p> <p>School percentage: 18.8%</p> <p>Third Quartile: 9.6%</p> <p>The school's attrition rate is <u>above</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input type="checkbox"/> At or below 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 Virtual Gateway 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 ● 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 an 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) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

	<ul style="list-style-type: none"> ● Renew communication efforts to highlight the access for all students to clubs and extra-curricular activities.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2023-24 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.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2023-24 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. ● Provide additional and/or enhanced strategies needed.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;">(f) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● Follow up phone calls and letters to families and students asking them to meetings to discuss options that are available to them ● Offer of academic counseling for students who may be interested in returning
OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) Continued 2023-24 Strategies</p> <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 Data Tables

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	End date (if no longer employed at the school)
Michael O'Keefe	Head of School	2018 in Current Role 2003 at School	
Zahra Williams	Principal/Assistant Head of School	2023 in Current Role 2017 at School	
Eric Mello	Director of Finance, Facilities, and Human Resources	2010	
Lauren Macpherson	Student Support Director	2017 in Current Role 2006 at School	
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	
Benjamin Quinn	Upper School Dean of Community	2024 in Current Role 2016 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	June 2024
Theresa Szczepanski	STEM Instructional Coach	2022 in Current Role 2012 at School	
Melissa Jackson	Data & Assessment Manager	2014	February 2024
Holly Weeden	Data Management Specialist	February 2024	
Kelsey Kincade	Athletic Director	2018	June 2024
Isabella Trauttmansdorff	College & Future Planning Counselor	2022	June 2024
Maureen Herrmann	Assistant to the Head of School	2021	March 2024

Administrative Roster During the 2023-24 School Year			
Rebecca Chapman	Staff Accountant	2020	
Ashley Carlucci	Receptionist	2021	June 2024
Christina Centrella	Middle School Administrative Assistant	2022	June 2024
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 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	60	2	9	7 - employee chose to end employment 1- employee retired 3 - termination or non-renewal of employment contract
Other Staff	36	2	4	4 - employee chose to end employment 2 - termination or non-renewal of employment contract

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2023-24 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)	Final year of service possible based on term limits in bylaws
Christopher Schelleng	Chairperson	Nominating and Governance	4	10/13-10/16; 10/16-10/19; 10/19-10/22; 10/22-10/25	25-26
Lauran Stearns Flynn	Vice Chairperson	Nominating and Governance	1	06/23-06/26	34-35
Sean Kelly	Treasurer	Nominating and Governance; Finance & Audit	3	03/18-03/21; 03/21-03/24; 03/24-03/27	26-27

Board Membership During the 2023-24 School Year					
Amy Norris	Clerk	Communications and Advocacy	2	03/18-03/21; 03/21-03/24; 03/24-03/27	26-27
Sandy Kozlowsky	Trustee	Communications and Advocacy	3	12/15-12/18; 12/18-12/21; 12/21-12/24	<i>Resigned 03/24</i>
Ian Rivera-Colon	Trustee		1	11/23-11/26	36-37
John Polvere	Trustee		1	11/23-11/26	36-37
Norman DeCoste	Trustee	Finance and Audit	2	03/17-03/20; 03/20-3/23	<i>Resigned 08/23</i>

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

Appendix D: Additional Required Information

FACILITIES

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

ENROLLMENT

Action	2024-2025 School Year Date(s)
Student Application Deadline	February 11, 2025
Lottery	February 13, 2025

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

[Board of Trustees Contact Information](#)

During the 2023-2024 school year, the Rising Tide Board of Trustees did not receive any written complaints pursuant to the state's charter regulations, 603 CMR 1:09.

Attachment I: Report Card Comment List Aligned with Schoolwide Objectives and Benchmark Skills

Number	Expectations	Number	Progress	Number	Recommendations
Self-Directed Learner		Self-Directed Learner		Self-Directed Learner	
100	Uses feedback to improve and refine skills	1500	Is making progress on incorporating feedback to improve and refine skills	1900	Should work on incorporating feedback to improve and refine skills
101	Actively studies for assessments	1501	Is making progress on effectively studying for assessments	1901	Should work on effectively studying for assessments
102	Asks questions in order to further understand a problem or concept	1502	Is making progress on asking clarifying questions in order to further understand a problem or concept	1902	Should work on asking clarifying questions in order to further understand a problem or concept
103	Consistently manages time well and is well-prepared	1503	Is making progress on managing time and preparing better for class	1903	Should manage time better and prepare better for class
104	Takes notes, follows directions, and completes work accurately and efficiently	1504	Is making progress on completing assignments and meeting deadlines	1904	Should work on completing assignments and meeting deadlines
105	Reviews work thoroughly before submitting	1505	Is making progress on reviewing work carefully before submitting	1905	Should review work carefully before submitting
106	Demonstrates the ability to work independently on assigned tasks	1506	Is making progress on working more independently	1906	Should strive to work more independently
107	Puts forth effort even when faced with challenges	1507	Is making progress on effectively working through challenges	1907	Should strive to put forth more effort even when faced with challenges
Community Steward		Community Steward		Community Steward	
200	Consistently respects classroom expectations	2500	Is making progress on consistently respecting classroom expectations	2900	Should work on consistently respecting classroom expectations
201	Recognizes and demonstrates respect for different perspectives	2501	Is making progress on recognizing and demonstrating respect for different perspectives	2901	Should work on recognizing and demonstrating respect for different perspectives
202	Contributes ideas in class and during group work in order to further understand for oneself as well as those of peers	2502	Is making progress on contributing more effectively during class discussions and group work	2902	Should work on contributing more effectively during class discussions and group work
203	Identifies similarities and differences in the products, practices, and perspectives of others	2503	Is making progress on identifying similarities and differences in the products, practices, and perspectives of others	2903	Should work on identifying similarities and differences in the products, practices, and perspectives of others
Communicator		Communicator		Communicator	
300	Articulates ideas with academic vocabulary in written and/or verbal expression	3500	Is making progress on acquiring and using academic vocabulary	3900	Should work on acquiring and using academic vocabulary
301	Regularly incorporates new vocabulary into presentations and writing	3501	Is making progress on incorporating new vocabulary into presentations and writing	3901	Should work on incorporating new vocabulary into presentations and writing
302	Communicates ideas with clarity and accuracy	3502	Is making progress on communicating ideas clearly and accurately	3902	Should work on communicating ideas clearly and accurately
303	Adapts writing to different styles, depending on context	3503	Is making progress on adapting writing to different styles depending on context	3903	Should work on adapting writing to different styles depending on context
304	Reads grade level texts with purpose and understanding	3504	Is making progress on reading grade level texts with purpose and understanding	3904	Should work on reading grade level texts with purpose and understanding
305	Determines relevant information in texts/graphs/charts/expression of others	3505	Is making progress on determining relevant information in texts/graphs/charts/expression of others	3905	Should work on determining relevant information in texts/graphs/charts/expression of others
306	Writing demonstrates a logical progression of ideas with a clear focus	3506	Is making progress on organizing ideas in a logical progression and with a clear focus	3906	Should work on organizing ideas in a logical progression and with a clear focus
307	Demonstrates excellent technical skills and produces work that displays a clear understanding of the concepts presented	3507	Is making progress on applying the technical and conceptual skills taught	3907	Displays a growing understanding of some of the technical and conceptual skills taught, but requires additional practice to meet expectations
308	Effectively conveys meaning through presentation	3508	Displays a growing use of creative expression and presentation skills in their work	3908	Should continue to explore creative expression and presentation skills in future work
Investigator		Investigator		Investigator	
400	Appropriately goes beyond the expectations of assigned work by making connections to other lessons or experiences	4500	Is making progress on applying concepts from prior lessons/units	4900	Should work on applying concepts from prior lessons/units
401	Uses valid reasoning and relevant, sufficient evidence	4501	Is making progress on citing sufficient, valid evidence to support a claim	4901	Should work on citing sufficient, valid evidence to support a claim
402	Breaks down complex problems into smaller parts	4502	Is making progress on breaking down complex problems into smaller parts	4902	Should work on breaking down complex problems into smaller parts
403	Recognizes trends and/or patterns	4503	Is making progress on recognizing trends and/or patterns	4903	Should work on recognizing trends and/or patterns
404	Uses logic to check solutions in the context of a problem	4504	Is making progress on applying logic and considering context to review solutions when problem solving	4904	Should work on applying logic and considering context to review solutions when problem solving
405	Summarizes information from a source	4505	Is making progress on summarizing using a logical sequence	4905	Should work on summarizing using a logical sequence
406	Makes inferences based upon facts	4506	Is making progress on making inferences to support conclusions	4906	Should work on making inferences to support conclusions
407	Analyzes data to support or reject proposed hypothesis, and revises hypotheses	4507	Is making progress on analyzing data to support or reject a proposed hypothesis	4907	Should work on analyzing data to support or reject a proposed hypothesis
408	Analyzes source materials for relevant, sufficient, and unbiased information	4508	Is making progress on analyzing source material for relevant, sufficient, and unbiased information	4908	Should work on analyzing source material for relevant, sufficient, and unbiased information
409	Synthesizes information from multiple sources	4509	Is making progress on synthesizing information from multiple sources	4909	Should work on synthesizing information from multiple sources
410	Uses creative thinking to problem solve	4510	Is making progress on identifying multiple approaches to solve problems	4910	Should work on identifying multiple approaches to solve problems
411	Takes reasoned risks	4511	Is making progress on taking reasoned risks	4911	Should work on taking reasoned risks



Rising Tide Charter Public School Tiered Interventions

Advisor and Grade- Level Advisory Teams- Tier 1 Support:

At Rising Tide, each student is assigned a faculty Advisor, and the advisory groups are deliberately kept small so that each Advisor can provide individual attention to each student. Advisories meet twice a day in the Middle School and several times a week in the Upper School. Advisors are the point person for each student, regularly communicating with parents and the student’s other teachers regarding each student’s development, as a whole person, academically, socially and emotionally.

Grade Level Advisory Teams meet together weekly and dedicate much of their meeting time to discussing student needs. Teams keep confidential meeting notes so that concerns regarding students can be tracked over time and communicated to the Student Support Team and/or other staff who need to know. Grade Level Advisory Teams will also track strategies used for each student. Some examples of strategies employed are noted below.

Tier	Academic Interventions	Behavioral/Social Emotional Interventions
<p style="text-align: center;">Tier 1</p> <p>Whole Class</p>	<ul style="list-style-type: none"> ● Individual or small group assistance with the teacher or paraprofessional ● Peer Support/Tutoring ● Differentiated instruction ● Special materials - (teaching with, or student using) ● Computer assisted instructional programs ● Pre-teaching/ Scaffolding ● Modeling ● Short, explicit directions ● Social Emotional Learning Objectives embedded in instruction <ul style="list-style-type: none"> ○ Communicator <ul style="list-style-type: none"> ■ Receptive skills ■ Expressive skills ○ Investigator 	<ul style="list-style-type: none"> ● Praise and positive comments ● Clear behavioral expectations ● Provision of choices/logical consequences ● Positive contact with Principal, Assistant Principal & Dean of Community ● Parent contact & conferences ● Advisor check-ins ● Grade level team meetings and Student Support Team meetings ● School/ classroom Positive Reward System ● Classroom Contracts ● Clear expectations and rules ● Social Emotional Learning Objectives embedded in instruction

	<ul style="list-style-type: none"> ■ Inquiry skills ■ Innovation skills ○ Self Directed Learner <ul style="list-style-type: none"> ■ Self Awareness Skills ■ Skills in Taking Responsibility ○ Community Steward <ul style="list-style-type: none"> ■ Skills in Awareness of Others ■ Collaboration Skills <ul style="list-style-type: none"> ● Use of manipulatives ● Checks for understanding during class ● Use peer discussion to build knowledge and understanding ● Rubrics ● Parent contact by Teacher/Advisor ● Academic Support (meeting with specific teachers) ● Advisory support with organizational skills and use of agenda ● Access to assistive technology on 1:1 chromebook 	<ul style="list-style-type: none"> ○ Self-Awareness skills ○ Self-Management skills ○ Social Awareness/Awareness of Others ○ Relationship Skills ○ Responsible decision-making <ul style="list-style-type: none"> ● Planned ignoring ● Teacher proximity ● Structured group work ● Previewing schedule for the day ● Strategic seating ● Structured transitions ● Structured schedule ● Positive Verbal Feedback ● Use of verbal de-escalation skills ● Visual cues ● Verbal reminders ● Leadership opportunities ● Wellness class/SEL curriculum
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Student Support Team- Tier 2 Support:

A Student Support Team meeting is convened weekly for each division, Middle School and Upper School. The Student Support Team consists of the Principal, Student Support Director, Assistant Principal, Dean of Community, Nurse, and School Adjustment Counselor. The College and Future Planning Counselor also participates in the Upper School meeting.

The Student Support Team reviews data from a variety of sources, including but not limited to, EWIS (Early Warning Indicator System) risk levels, MCAS scores, STAR screening results, attendance rates and student grades. The Student Support Team looks for trends across grades and subgroups, but is primarily focused on individual student needs. Team members also bring concerns raised at Grade Level Advisory Teams that may need to be addressed by the members of the Student Support Team. Examples may include ongoing medical issues, concerns with mental health, behavior, social skills, or academics, or other needs which may involve coordinated support, such as attendance concerns, homelessness, or drop out risk. The Student Support Team formulates action steps for each student the team discusses each week, and keeps a record of these action steps. Some of these action steps may involve the advisor and grade level team.

<p>Tier 2</p> <p>Individual (Small group)</p>	<ul style="list-style-type: none"> ● Re-teaching ● Pacing adjustments ● Modified grading ● Re-doing assignments ● Modified workload ● Extended time ● Alternate assessment responses (oral/written) 	<ul style="list-style-type: none"> ● Social skills group (Adjustment Counselor or BCBA) ● Emotional Regulation support (Adjustment Counselor or BCBA) ● Behavior Plans ● Safety Plans ● Occupational Therapy ● Reading Specialist
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	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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
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Child Study Process/ Referral for Testing- Tier 3 Support

The Student Support Team may recommend initiation of a Child Study for a student. The Child Study is a process that typically takes 4-6 weeks where a student's teachers identify areas of strength and weakness and work to identify and test out different strategies with the student to see if any prove beneficial. The student's progress is assessed on a weekly basis, based on work samples, observations, and performance on various classroom assessments. At the end of the Child Study process, the team may conclude that the concerns with the student have resolved, or recommend that strategies continue under a CAP (Curriculum Accommodation Plan). If classroom strategies have had limited benefit and the student continues to have difficulty, the team may refer the child for an initial evaluation.

<p>Tier 3</p>	<ul style="list-style-type: none"> ● Referral for Evaluation ● 504 ● IEP ● Reduced course load ● Dropout Prevention Plan ● Small group classes 	<ul style="list-style-type: none"> ● 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
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