



**RISING TIDE CHARTER PUBLIC SCHOOL
2024-2025 ANNUAL REPORT**

59 Armstrong Road
Plymouth, MA 02360

SCHOOL CONTACT:

Michael O'Keefe
Head of School

Telephone: 508-747-2620, ext. 512

Fax: 508-747-1826

Email: mokeefe@risingtide.org

Website: www.risingtide.org

August 1, 2025

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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, Mattapoissett, Middleborough, Old Rochester (Marion, Mattapoissett, 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	Chartered Grade Span	5-12
<p style="text-align: center;">Mission Statement:</p> <p>The Rising Tide Charter Public School will provide a strong academic program rooted in the history of Plymouth, Massachusetts. Our students will harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history. We want children to hone skills through rigorous studies, but skills alone do not make a whole education. The Rising Tide Charter Public School will also cultivate within its students a sense of belonging to our community, a tie with those who have come before them and a seed of continuity between the Plymouth of today and the Plymouth of tomorrow. The Rising Tide Charter Public School will graduate capable and prepared young adults who have already sown within themselves a sense of place and belonging that will be the bounty of the future, whether they remain among us or venture from our harbor.</p>			



August 1, 2025

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

This year at Rising Tide has been marked by solid progress in keeping with our goals to provide high level academic instruction, increased family and community engagement, and a strong financial position.

Academically, Rising Tide has continued to be able to provide a high caliber of educators who are invested in our larger mission statement of investigative learning as well as able to demonstrate the professionalism needed to adjust to each individual student as needed. There has been a strong push to further explore empirical student data through our STAR testing. This testing is occurring throughout the year and is being used to inform real-time student need identification and individual support implementation. These efforts have led to daily scheduling adjustments that have allowed for consistent implementation of targeted help which has then demonstrated concrete progress in student growth percentiles. We are pleased to see the direct results of these efforts on student learning and look to continue to further develop these efforts moving forward.

This past year has also seen increased familial involvement and connection with the school at large. We have expanded our familial offerings to include a wide range of school events, including sporting events, art nights, student drama presentations, and academic presentations to connect families and the community to the school's efforts with the goal of strengthening connections between students, families, and our school community. Additionally, the recent addition of a family component to our 8th Grade Celebration has been well received by families.

Financially, we had a strong year due to a carefully developed budget. This allowed us to have funds available to address some larger projects, including repairs to our parking lot. We remain in the position to continue to refine and expand the student experience over the long term.

Moving forward, we will continue to improve and grow these initiatives as we expand the support for both our individual students and the larger Rising Tide community.

Respectfully submitted,

Laura Stearns Flynn
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 2024-2025 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 2024-2025 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. Rising Tide teachers provide feedback to students at the end of each of the four marking periods through a set of report card comments that are aligned with the Schoolwide Objectives and Benchmark Skills.

At Rising Tide, students have access to a curriculum that includes broad and challenging coursework as seen in the [2024 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 83.7% of all high school graduates in Massachusetts. Rising Tide values the arts as an integral part of a high-quality school program, with 96.9% of all students participating in at least one arts course, compared to 81.5% of students across Massachusetts. Rising Tide provides students with access to a rigorous program, with 79.0% of 11th and 12th grade students completing at least one advanced course, compared to 67.2% of students across Massachusetts. In the 2024-2025 school year, Rising Tide continued a Dual Enrollment partnership with Southern New Hampshire University (SNHU) and collaborated with Cape Cod Community College (4Cs) on the 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 2024-2025 school year, Rising Tide teachers continued to innovate and integrate direct connections to the Plymouth region in core courses. As in previous years, 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 2024-2025 school year, as in past years, 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, Cat Clinic of Plymouth, Congressman Bill Keating's Regional Office, GreenSea IQ, Pilgrim Memorial Hall, Plymouth Rock TV, SHP Financial, Sprezzatura Boutique, Sustainable Plymouth, and Woodside School.

In June, 2025, Rising Tide grade eight students hosted families for Civics Presentations for the second year in a row, 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, health and wellness, pollution, and racial justice.

During the 2024-2025 school year, a number of Middle School Discover courses and Upper School Elective courses — including Passion Project, Community Service, and Schoolyard Nature, 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 DBIE Student Work Group, the Junior Classical League, the National Honor Society, and Student Government. This year, Advisory groups from the Middle and Upper School paired up to create Thanksgiving baskets with donated goods for local families supported by the South Shore Resource and Advocacy Center. Middle school students initiated a pop-up marketplace in the spring to raise support for local not-for-profit organizations.

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. Members of the Rising Tide Parent group organized a successful family gathering in June to

connect incoming middle school students and their families with returning Rising Tide families. 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.

In the 2024-25 school year, over 78% of Rising Tide students participated in at least one school-based extracurricular activity, an indicator of students having strong connections within the school community.

CRITERION 2: ACCESS AND EQUITY

- [Enrollment by Race/Ethnicity \(2024-25\)](#)
- [Selected Populations \(2024-25\)](#)
- [2023-24 Student Discipline Data Report](#)

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Using Rising Tide's Schoolwide Objectives and Benchmark Skills to Integrate Social-Emotional Learning and Civic Engagement Across the Curriculum	Educator page on the school website (Passive Dissemination):	School Leaders, Faculty Leaders	Any visitor to the website	Website visitors are able to explore Rising Tide's Schoolwide Objectives and Benchmark Skills, the work to integrate SEL competencies with curriculum planning, implementation, and assessment, and unit plans that demonstrate unit design that integrates these skills.

Academic Program Success

CRITERION 5: STUDENT PERFORMANCE

The 2024 School Report Card for Rising Tide can be accessed through the following link:

[2024 RTCPS School Report Card](#)

MCAS and DESE Accountability

Within the DESE Accountability System, Rising Tide scored in the 86th percentile for public schools serving similar grade spans in Massachusetts. In 2024, Rising Tide was classified as making Substantial Progress Towards Targets with a 55% on accountability criteria. The school is designated as Not Requiring Assistance.

The weighted accountability criteria score of 55% in 2024 is based upon the average of the 2023 accountability criteria score of 44% and the 2024 accountability criteria score of 63%. The 2024 accountability criteria score is a summary score that combines the middle school grades, 5-8, with 44% the upper school grades, 9-12, with 92%. A significant highlight of the student performance in 2024 within the accountability criteria score was the achievement of the upper school students, earning 12 out of 12 possible accountability points. Growth for students was solid in the middle school with 4 out of 8 possible accountability points as well as the upper school with 5 out of 8 possible accountability points.

Star Reading and Math Assessments

During the 2024-25 school year, Rising Tide implemented Star Assessments, from Renaissance Learning, in reading and math for students in grades 5-10 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 demonstrated significant progress in their reading and math achievement. On the spring Star Reading assessment, 84% of all students were at or above the reading benchmark, 17% points above the achievement from the previous year. On the spring Star Mathematics assessment, 77% of all students were at or above the mathematics benchmark, 6% points above the achievement from the previous year.

In the spring Star Reading assessment, there were significant highlights in student growth in grades 6 (67.5), grade 7 (58), and grade 9 (57). In the spring Start Mathematics assessment, there were significant highlights in student growth in grades 5 (58) and 7 (68).

CRITERION 6: PROGRAM DELIVERY

During the 2024-2025 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. As in the previous two years, Rising Tide implemented early release days each week. The school also included two full professional development days during the school year in addition to four 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 2024-2025 school year, Rising Tide continued the Dual Enrollment partnership with SNHU, in which students earned credit for successfully completing advanced Rising Tide courses in addition to earning college credit from SNHU. Rising Tide also continued a unique Aviation Maintenance Pathways Program, a partnership with Cape Cod Community College.

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 2024-2025, for a third 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. By implementing the Star Assessments, school leaders and teachers have 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.

As in the previous two years, 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.

Once again, 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 2024-2025 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.

Supports for All Learners

During the 2024-2025 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).

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

Organizational Viability

CRITERION 10: FINANCE

A. *Unaudited FY 25 Statement of Revenues, Expenses and Changes in Net Assets*

July 1, 2024 - June 30, 2025

Operating Revenues:	
State Grants	\$ 12,277,285
Federal Grants	\$ 259,849
Other Revenue	\$ 230,386
Food Service revenue	\$ 248,156
On - Behalf Payments	\$ 1,768,480
In-Kind Revenue	\$ 498,646
Total operating revenue	<u>\$ 15,282,802</u>
Operating Expenses	
Administration	\$ 866,433
Instructional Services	\$ 6,453,281
Pupil Services	\$ 1,545,944
Operation & Maintenance of Site	\$ 959,544
Fixed Charges	\$ 1,545,714
Non-Operating / Cap Facilities	\$ 1,095,223
On - Behalf Payments	\$ 1,768,480
In- Kind Revenue	\$ 498,646
Total Operating Expenses	<u>\$ 14,733,265</u>
Operating income (loss)	<u>\$ 549,537</u>
Non-operating revenues and (expenses)	
Change in Net Position	\$ 549,537
Net Position, beginning of the year	\$ 4,312,382
Net Position, end of the year	<u>\$ 4,861,919</u>

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

B. Statement of Net Assets for FY25 (Balance Sheet)

Current Assets

Cash	\$	2,663,169
Class & Student Funds Held	\$	13,585
Grants and Accounts Receivable	\$	241,222
Prepaid Expenses	\$	<u>121,050</u>
Total Current Assets	\$	3,039,026

Non-Current Assets

Due from Related Party	\$	79,864
Capital Assets, Net	\$	<u>16,322,530</u>
Total noncurrent Assets	\$	16,402,394
Total Assets	\$	<u>19,441,420</u>

Current Liabilities

Accounts Payable	\$	192,758
Accrued Expenses	\$	521,521
Deferred Revenue	\$	5,120
Class and Student Funds held	\$	<u>8,466</u>
Total Current Liabilities	\$	727,865

Noncurrent Liabilities:

Notes Payable	\$	13,851,636
Total noncurrent Liabilities	\$	13,851,636
Total Liabilities	\$	14,579,501

Net Position:

Net investment in capital assets	\$	2,376,689
Unrestricted	\$	1,935,693
Net Income	\$	<u>549,538</u>
Total net position	\$	4,861,920
Total liabilities and net position	\$	<u>19,441,420</u>

C. Approved School Budget for FY 26
 (Approved by Board of Trustees on April 28, 2025)

Income

State Tuition and Transportation Reimb.	\$ 11,982,938
State and Federal Grants	\$ 494,640
Supplemental Fee Revenue	\$ 243,796
Funds Income	\$ 5,000
Other revenue	\$ 413,950
Interest Income	<u>\$ 30,000</u>
Total Income	\$ 13,170,324

Expenses

Administration	\$ 948,297
Instructional Services	\$ 6,747,057
Pupil Services	\$ 1,666,562
Operations and Maintenance	\$ 875,636
Fixed Charges	\$ 1,764,338
Non- Operating/Capital Facility	<u>\$ 1,060,921</u>
Total Expense	\$ 13,0626,811

Net Ordinary Income **\$ 107,513**

<i>FY26 Enrollment Table</i>	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	670
Number of students upon which FY25 budget tuition line is based	610
Number of expected students for FY25 first day of school	630
<i>Since March 2025, 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 15-20 fewer students than expected.</i>	

D. Capital Plan for FY26

Current or Future Capital Plans

Table: Current or Future Capital Plans				
Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Camera Equipment	in progress	Jul-25	\$ 12,540	Cash Reserves
Computer Fleet and Projectors	in progress	May-25	\$ 199,950	Cash Reserves

* Our school maintains an annual computer purchase plan to replace 1/3 of the total fleet.

Appendices

Appendix A: Accountability Plan Evidence 2024-2025

2023-2028 Charter School Accountability Plan

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

	2024-25 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>		
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>	NM	<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 Spring, 493 students in grades 5-10 took the Star Reading and Mathematics assessments. In the Spring 2025 assessment, 83.6% of All Students met or exceeded the Reading proficiency benchmark, and 77.2% of All Students met or exceeded the Math proficiency benchmark. This year, we exceeded the goal for STAR reading assessments, a 16.8 percentage point increase from the previous year, and made significant progress toward the STAR Mathematics goal, with a 7.4 percentage point increase from the previous year.</i></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>	NM	<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>This year, we exceeded our goal in the Reading proficiency benchmark but we did not meet the goal for the Mathematics proficiency benchmark.</i></p> <p><i>83.6% of All Students met or exceeded the Reading proficiency benchmark. 72.5% of High Needs Students who tested for the Spring STAR Reading assessment met or exceeded the</i></p>

	2024-25 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p><i>Reading proficiency benchmark. Comparatively, there was an 11.1% difference between the High Needs Students and All Students.</i></p> <p><i>77.2% of All Students met or exceeded the Mathematics proficiency benchmark. 61.6% of High Needs Students who tested for the Spring STAR Mathematics assessment met or exceeded the Mathematics proficiency benchmark. Comparatively, there was a 15.6% difference between the High Needs Students and All Students.</i></p>
<p>Measure: <i>Annually, beginning in 2024-2025, 80% of students in grades 11 and 12 will successfully complete at least one advanced course.</i></p>	<p>M</p>	<p>Data to be reported:</p> <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> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Collected and reported by DESE</i> <p><i>In the 2024-2025 school year, 85.47% of all Grade 11 and Grade 12 students successfully completed at least one advanced course.</i></p>
<p>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></p>	<p>M</p>	<p>Data to be reported:</p> <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> <p>Data collection plan:</p> <ul style="list-style-type: none"> ● <i>Collected and reported by DESE</i> <p><i>In the 2024-2025 school year, 85.47% of all Grade 11 and 12 students successfully completed at least one advanced course. 75.56% of High Needs Grade 11 and 12 Students successfully completed at least one advanced course. Comparatively, there was a 9.91% 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></p>

	2024-25 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
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>	M	<p>Data to be reported:</p> <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> <p>Data collection plan:</p> <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> <p><i>In the 2024-2025 school year, 100% of Rising Tide students participated in at least one community service initiative with the intent to positively impact the community in the Plymouth region. All Rising Tide students played a role in organizing a food drive and basket donation for the South Shore Resource and Advocacy Center, which offers support for families escaping domestic abuse. Middle school students also organized a pop-up marketplace in the Spring to raise support for local non-profit organizations.</i></p>

	2024-25 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Measure: <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>	M	<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 2024-2025 school year, 54.7% of the Senior class, 29 students, participated in the internship program. All of these students (100%) earned a passing grade for the course.</i></p>
Objective (for KDE 3): <i>Rising Tide will provide students with a strong school community.</i>		
<p>Measure: <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>	M	<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 2024-2025 school year, 78.1% of All Students participated in at least one school-based extra-curricular program.</i></p>

	2024-25 Performance M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Measure:</p> <p><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>	M	<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>During the 2024-2025 school year, 73.2% of High Needs students participated in at least one school-based extra-curricular program.</p> <p>Rising Tide narrowly met this measure, with a 4.9% difference in participation rates between students identified by DESE as High Needs and All Students.</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>	NM	<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>In the 2024-2025 school year, school leaders and faculty members developed two draft rubrics to measure the results of student performance in community-building initiatives, but did not implement the use of either rubric.</p>

Dissemination

	2024-25 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<p>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></p>		

	2024-25 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
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, implementation, 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 2024-2025 school year, Rising Tide did not offer any regional educator workshops within the school's designated region. This measure needs to be met by June 2028.
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 2025-26

Recruitment Plan 2025-26

2024- 25 Implementation Summary:

- Through implementing the school’s recruitment strategies from the 2024-2025 recruitment plan, 426 students submitted an application to Rising Tide, a 9.2% decrease overall from the previous year.
- The portion of Rising Tide students with disabilities grew this year, to 25.8%. This percentage is 4.9 percentage points higher than the overall percentage of students with disabilities in public schools across the state. Additionally, this marks the seventh consecutive year that Rising Tide has seen an increase in the proportion of students with disabilities.
- Rising Tide's English Learner population slightly decreased from 1.9% to 1.3% this year.
- The percentage of Rising Tide students whose first language is not English increased from 3.9% to 4.5%, a rise of 0.6%. This increase marks a positive movement in the gap between Rising Tide and the comparison index for this population. 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 .7% over the past year, compared to a -.1% decrease across the state. In the past five years, this percentage has risen by 9.7%. 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.
- Rising Tide held additional enrollment periods for Upper School students after the primary enrollment lottery in February. There was one additional enrollment period for grades 9-12 in March and we announced bi-weekly deadlines for these grades through the first week of September.

Recruitment Plan - 2025-26 Strategies

Students with disabilities

(a) Charter School Dashboard data

School percentage: 25.8%
 CI percentage: 15.9%
 The school above CI percentages

(b) Continued 2024-25 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 house.
- Rising Tide’s Student Support Director and parents involved with

Recruitment Plan - 2025-26 Strategies	
	<p>the school’s SEPAC reach out to SEPAC parents at other schools.</p> <ul style="list-style-type: none"> ● 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
English learners	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 1.5%</p> <p>CI percentage: 2.3%</p> <p>The school is <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> ● 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 vendors available to staff members. The school has allotted two

Recruitment Plan - 2025-26 Strategies	
	<p>years for this specific strategy to impact an increase in the EL population.</p> <ul style="list-style-type: none"> ● Rising Tide will continue to use the ParentSquare communication platform to automatically translate all communications with families to their preferred language.
	<p style="text-align: center;">(c)2025-26 Additional Strategy(ies)</p> <p style="text-align: center;">Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> ● Rising Tide will offer more highly structured childcare programming to families for evening events ● Rising Tide will convene a focus group with the families of students who are English learners to better reach other EL families ● Rising Tide will make translation of the school’s website more simple and clear

Low-income	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 26.1%</p> <p>CI percentage:25.3%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2024-25 Strategies</p> <p>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 school districts in Rising Tide’s region. ● 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 provide a free school lunch on the day of the shadow visit. The school has allotted two years for this specific

	<p>strategy to impact an increase in the Economically Disadvantaged population.</p> <ul style="list-style-type: none"> ● Promote shoulder programming, including Early Program, After-School Homework Program, designed to support family schedules and transportation challenges, to prospective families. The school has allotted two years for this specific strategy to impact an increase in the Economically Disadvantaged population. ● 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><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2024-25 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>(e) Continued 2024-25 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></p>	<p>(f) Continued 2024-25 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

<p><u>*only schools serving students who are 16 and older</u></p>	<p>students and families to discuss options, or if necessary, alternate school programs.</p>
<p>OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2024-25 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 2025-26

2024-25 Implementation Summary:
<ul style="list-style-type: none"> ● Rising Tide's retention rate for the 2024-2025 school year was 82.3%, a notable 3.2% decrease from last year, dropping below the retention goal. ● In recent years, the school has lost a larger percentage of students after completion of their Middle School experience. Despite extensive recruitment and retention efforts, the attrition rate for grade 8 students was 45.3%. These trends have impacted our school wide attrition rates and Rising Tide continues to strategize toward increasing our retention. ● In the 2024-2025 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 slower rate than all students. ● This year, Rising Tide devised several new opportunities for middle school students and their families to learn about the Upper School experience and the impressive program we offer students in grades 9-12. For example, every Grade 7 student participated in a shadow day event where they were paired with student advisory groups and got to experience a day in the Upper School first hand. We also developed a "Gear Up for Grade 9" checklist for families in the Fall to prompt them to start thinking about their Upper School opportunities and next steps.

Overall Student Retention Goal	
<i>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.</i>	
Annual goal for student retention (percentage):	84%

Retention Plan 2025-26	
Students with disabilities	
<p>(a) Charter School Dashboard data</p> <p>School percentage: 16.4%</p> <p>1 Standard Deviation: 15.76%</p> <p>The school's attrition is <u>above</u> 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <ul style="list-style-type: none"> ● Regular contact with families through Advisor and/or learning specialists ● Work consistently at school with learning specialist ● Academic Support time available to all students on a regular basis ● Families are invited to regular SEPAC meetings with learning specialists ● Learning specialist present at student/advisor/parent conferences twice a year ● Accessibility to student advisor, learning specialists, and special needs coordinator ● Implement weekly Student Support Team meetings for the Middle School program and the Upper School program for staff to discuss strategies and support for individual students with disabilities. ● Provide families with avenues to provide feedback through the Special Education Parent Advisory Council and the Annual Parent Survey. ● For students who are struggling to achieve academic success, 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.

Retention Plan 2025-26	
	<p>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</p> <p>Above 1 standard deviation: list additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • During the weekly Department meetings on Wednesday afternoons, rotate special education teachers to meet with each department quarterly to collaborate on high leverage instructional practices for students with disabilities. The school has allotted 2 years for this strategy to positively impact the attrition rate for students with disabilities. • Increase the consulting time that Advisory Teams have with the school BCBA to keep improving proactive strategies and practices. The school has allotted 2 years for this strategy to positively impact the attrition rate for students with disabilities.
English learners	
Limited English-proficient students	
<p>(a) Charter School Dashboard data</p> <p>School percentage:0%</p> <p>1 Standard Deviation: 23.76%</p> <p>The school's attrition is <u>above/at/below</u> 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p>At or below 1 standard deviation: 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
Low Income	
<p>(a) Charter School Dashboard data</p> <p>School percentage:16.2%</p> <p>1 Standard Deviation: 18.4%</p> <p>The school's attrition rate is <u>above/at/below</u> 1 standard deviation.</p>	<p>(b) Continued 2024-25 Strategies</p> <p>At or below 1 standard deviation: 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

Retention Plan 2025-26	
	<ul style="list-style-type: none"> ● 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.
<u>Students who are sub-proficient</u>	<p>(d) Continued 2024-25 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>(e) Continued 2024-25 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

Retention Plan 2025-26	
	<ul style="list-style-type: none"> 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>	(f) Continued 2024-25 Strategies <ul style="list-style-type: none"> Follow up phone calls and letters to families and students asking them to meetings to discuss options that are available to them Offer of academic counseling for students who may be interested in returning
OPTIONAL <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2024-25 Strategies <ul style="list-style-type: none"> Will monitor achievement and data of Latinx and African American students in relation to other demographic groups at the school to ensure the success rates are similar to other demographic groups at the school.

Appendix C: School Data Tables

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2024-25 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	January, 2025
Jennifer Dennehy	Interim Middle School Dean of Community	January 2025 in Current Role 2023 at School	

Administrative Roster During the 2024-25 School Year			
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	
Theresa Szczepanski	Academic Dean	2024 in Current Role 2012 at School	
Holly Weeden	Data Management Specialist	February 2024	
Thomas Holdgate	Athletic Director	2024 in Current Role 2021 at School	
Joseph Fisher	College & Future Planning Counselor	August 2024	
Rebecca Chapman	Staff Accountant	2020	
Laura Sullivan	Receptionist	August 2024	
Christina Luciana	Program Administrator	2024 in Current Role 2017 at School	
Susan Kenney	Student Support Assistant	2021 in Current Role 2017 at School	

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	59	1	9	5 - employee chose to end employment 5 - 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 2024-25 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	29-30
Ian Rivera-Colon	Secretary	Communications and Advocacy	1	11/23-11/26	<i>Resigned 01/25</i>
Amy Norris		Communications and Advocacy	3	03/18-03/21; 03/21-03/24; 03/24-03/27	29-30
John Polvere	Trustee	Finance and Audit	1	11/23-11/26	35-36
Chris Talamo	Trustee		1	08/24-8/27	36-37
Erin Koh	Trustee/ Secretary		1	11/24-11/27	36-37

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

Appendix D: 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 2024-25 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.

C. Attachments

There are no attachments.