



Alma del Mar Charter School Annual Report

2016-2017 School Year

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Introduction

<i>Alma del Mar Charter School (Alma)</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	New Bedford
Regional or Non-Regional?	Non Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	2011	Year(s) in which the Charter was Renewed (if applicable)	2016
Maximum Enrollment	450	Current Enrollment	321
Chartered Grade Span	K-8	Current Grade Span	K-7
# of Instructional Days per school year	190	Students on Waitlist	526
School Hours	Monday-Thursday 8:00- 4:00; Friday 8:00-2:30	Age of School	6 years
Mission Statement Alma del Mar is an inclusive, K-8 Expeditionary Learning school that puts New Bedford students on a college trajectory and challenges them to be service-minded leaders. By engaging in a rigorous academic program with an emphasis on meaningful work, our students will master essential skills and content, take ownership of their learning and think boldly while addressing complex academic and community issues.			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Whole School Design

Alma del Mar is an inclusive, K-8 Expeditionary Learning school that puts New Bedford students on a college trajectory and challenges them to be service-oriented leaders. By engaging in a rigorous academic program with an emphasis on meaningful work, our students will master essential skills and content, take ownership of their learning and think boldly while addressing complex academic and community issues.

Our scholars are steeped in a college-rich culture. Each of our classrooms are named after the alma mater of the lead teacher and year for which that class will graduate from college – this year’s kindergartners are named the Rhode Island College Class of 2033. Scholars work with their class, or “crew,” as we call it, to earn t-shirts with their college logo and year, a proud symbol of their hard work which they are able to wear each Friday. Crews devise chants based on their homeroom colleges to share their school and crew pride. Additionally, every class visits at least one college or college preparatory high school each year.

Service is a key component of Alma del Mar’s culture. Scholars and their families have the opportunity to participate in Family Days of Service, during which the Alma del Mar community comes together to give back. This year, Alma scholars and the families walked in the Veterans Day parade, volunteered at Gifts to Give and collected items for the homeless in the New Bedford community. Alma’s Learning Expeditions also often incorporate a service learning component. For example, the first grade Expedition entitled “Where does our food come from” educates scholars about the ways in which people access healthy food. As part of this Expedition, scholars grow a garden on our own grounds. After harvesting the vegetables, they donate the produce to a local food pantry so that low-income members of our community may have access to healthy food.

Alma del Mar is a high quality educational option for those families who have traditionally had no other option but a failing neighborhood school. We specifically recruit New Bedford’s highest needs students. Every year, Alma staff and families recruit in New Bedford’s lowest income neighborhoods as a way to introduce the school to new families and distribute applications to the Alma lottery. Applications and enrollment materials are distributed in English, Spanish and Portuguese. 54% of our scholars are economically disadvantaged. Alma’s scholars reflect the diverse residents of New Bedford – 47% of our scholars identify as Hispanic, 14% as African American, 32% as Caucasian, 6% as “other,” and 1% as Asian.

Alma del Mar develops strong relationships with families through systems that establish regular communication. All of these efforts resulted in **90% of parents agreeing** that Alma offers them opportunities to be involved in their scholar’s education and communicates with them about their scholar’s academic progress through regular communication. The culture we have built also led to an **“Exceeds” rating on family engagement** on the 2015-16 Charter Renewal Summary of Review. The site visitors wrote that, “Alma develops strong relationships with families from the beginning of the school year, regularly informs parents about the progress of their children, welcomes them to school, and encourages them to take part in school activities.

Parents interviewed by the team as well as those surveyed in June 2015 expressed high levels of satisfaction with the school.”

Alma del Mar combines the best practices of “no excuses” urban charter schools with Expeditionary Learning’s in-depth approach to teaching content. In every subject, Alma del Mar scholars both master the fundamentals and apply their learning in new ways. Learning Expeditions, 6 – 12 week investigations into key topics, focus primarily on science and social studies. Each grade embarks on at least two learning expeditions in elementary school and one year long learning expedition in middle school each year that integrates content knowledge and service-learning opportunities. Scholars gain a rich understanding of a subject and leverage this knowledge to strengthen our community.

Scholars at Alma del Mar benefit from a longer school day and a longer school year. Our school day runs from 8:00 AM to 4:00 PM Monday through Thursday, and from 8:00 AM to 2:30 PM on Friday. Many of our scholars stay at Alma Monday through Thursday until 5:00 PM to participate in our free optional afterschool program which provides them with a safe place to be while their parents are at work. Our school year is 10 days longer than the sending district. This additional time means that our scholars receive approximately 30% more classroom time than children in the school down the street. Consequently, our scholars are able to enjoy co-curricular classes in art, music, instrumental music and physical education several times per week. Alma scholars study great painters such as Rothko, van Gogh and Warhol and then create works in their style. They packed our Community Room with an exhibit of their sculptures, watercolors, oil pastels, and pencil sketches this spring. Music instruction begins in kindergarten and intensifies in fourth grade when every one of our scholars has the opportunity to take up a string instrument.

Alma’s Beliefs and Values

At Alma del Mar, New Bedford students have the opportunity to attend a school that provides more individualized scholar support, an emphasis on service leadership and a curriculum that builds core background knowledge starting in the early grades. Our extended school day and year creates more time for in-depth learning, as well as for co-curricular subjects like music, art and PE. Students for whom English is a second language, students with disabilities and students from low-income backgrounds benefit especially from our integrated curriculum, college-bound culture and use of active pedagogy. Our scholars do rigorous work as members of a school community that emphasizes services, quality, accountability, persistence and integrity.

Alma has been and will continue to be a highly inclusive school. As such, we seek to offer educational opportunity to as many New Bedford students in as many grades as we can within the constraints of our model. Because special education students have struggled within the sending district, we have made a particular commitment to serving these students. Indeed, 71% of our students are classified as high needs and these students are thriving at Alma. 62% of English Language Learners improved by at least one level over the last school year on the ACCESS test and 49% were designated as Formerly Limited English Proficient (FLEP). In addition to serving a high needs population, Alma has managed to reduce its overall attrition over time to 3.2%, a rate that is far below the 8.5% state average.

At our weekly Town Hall gatherings, teachers award scholars certificates for going above and beyond in demonstrating one of the five commitments (persistence, integrity, quality,

accountability, service) during the previous week. Scholars also give their peers “shout-outs” for acts of kindness and expressions of the commitments. These reinforcements of positive behaviors are central to Alma del Mar’s culture. 88% of parents report that, since starting at Alma, their scholar is more likely to do things to help other people.

School’s Curricular Model and Educational Program

Alma del Mar’s educational program is designed to cultivate the knowledge and skills in scholars that will put them on the path to college and enable them to be service-oriented leaders. Our curriculum consists of learning Expeditions – long-term investigations into key topics that teach essential social studies and science content – in addition to research-based literacy and math curricula. By engaging in meaningful work that frequently draws on the rich resources of the Greater New Bedford area, our scholars:

- Master essential skills and content as outlined by the Common Core Standards
- Take increasing responsibility for their own learning
- Approach complex problems thoughtfully
- Learn to appreciate the perspectives of others, and
- Recognize and pursue opportunities for service

Alma del Mar is an Expeditionary Learning school serving the children of New Bedford. All elementary scholars complete a three-month Expedition in social studies each fall and a three-month Expedition in science each spring. All middle school scholars complete one year-long Expedition in social studies. Alma del Mar uses the Singapore math curriculum beginning in kindergarten to give scholars a deep conceptual appreciation of numbers. The math curriculum of Singapore is one of the most rigorous in the world. Singapore ranks #1 worldwide in math performance on the TIMSS examination. Scholars receive 60 – 90 minutes of dedicated instruction in math daily. They also receive daily instruction in reading, grammar and writing.

By the end of Kindergarten, scholars can compare and contrast the experiences of characters in fairy tales. They can also do addition up to 10 and count to 100 by tens. By the end of first grade, scholars are able to write a persuasive letter to an elected official. They can also add and subtract a two-digit number and a one-digit number by using drawings and manipulatives to represent the place value. By the end of second grade, scholars are able to write a five paragraph informational essay. They can also draw a bar graph to represent a data set with up to four different categories and can identify the ways in which an organism’s habitat provides for its basic needs. By the end of third grade, scholars can use descriptive and figurative language in their fiction and nonfiction writing. They can also measure and estimate liquid volumes and masses of objects, and can explain the relationship between the moon and the tides on Earth. By the end of fourth grade, scholars can write persuasive personal essays based on a current event. They can also explain the way force is used in simple machines, such as pulley systems, and can identify the major mountain ranges on a world map. By the end of fifth grade, scholars can identify and explain the major elements of ancient civilizations, create a model electric car, and read and analyze Shakespeare. By the end of the sixth grade, scholars can compare one author’s presentations of real historical events, such as the San Francisco earthquake, with another. Scholars can also explain the motivating factors behind major European explorers and explain why the Mayan and Incan civilizations declined in the 16th century. By the end of seventh grade scholars can write a piece of historical fiction inspired by the figures, setting and events of the Civil War. Seventh graders will also be able to develop a probability model and use it to find probabilities of events.

Amendments to the Charter

The table below describes any Board approved (major) or Commissioner approved (minor) amendments requested by the school's board of trustees during the 2016-2017 school year. Please explain any delay in implementing any recently granted amendment.

Date	Amendment Requested	Approved?
3/15/17	Increase maximum enrollment from 360 to 450	Yes

Dissemination Efforts

Alma del Mar focuses our dissemination activities on the following key areas: Open Professional Development workshops, hosting visitors for best practice sharing, collaboration with the New Bedford Public School District, and contributing to the broader education reform community. Within these key areas, we prioritize efforts that provide free training and share best practices with area teachers. Below is a sampling of major dissemination activities undertaken by Alma del Mar in the 2016-2017 school year.

- Alma del Mar actively engages with the New Bedford School District to share practices. We hosted Superintendent Pia Durkin and Chief Academic Officer Jason DeFalco for a site visit this year to discuss literacy instruction and explore opportunities for collaboration around teacher development. We met for a follow-up meeting to discuss participation in the district's early high school program and shared leadership development. We were also invited to attend the turn-around planning meetings at Hayden-McFadden school.
- We maintain an open door policy and host visitors from schools and communities across Massachusetts. This year these visitors have included members of the New Bedford City Council, Blackstone Valley Prep Charter School, Teach for America, MATCH Education, UP Education Network, and KIPP Massachusetts. These teachers and school leaders observe classrooms and attend events to learn about best practices to implement at their own schools.
- Alma del Mar hosted a workshop led by our staff on delivering Common Core level rigor in literacy instruction. We had teachers, department chairs, and administrators lead small break-out trainings on implementing the multi-media components in the classroom, note taking, reading conferences and analyzing text complexity to share our practice around driving rigor in literacy. Forty educators from across the region attended this session, including teachers from the New Bedford public school district.
- Alma del Mar serves as a resource for current and prospective schools with the Expeditionary Learning Education community through hosting visitors, sharing documents and doing consulting calls. We have met with staff from Christa McAuliffe character school to share practice on developing interim assessments internally. We have also shared resources with Old Sturbridge Academy Charter Public School as they work on a possible character application. Through EL education we have also shared scholar work at a variety of events and conferences.

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)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	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.)
Increasing Complexity by Analyzing Student Work	Open Professional Development session	Director of Curriculum and Instruction; Math Department Chair/First Grade Lead Teacher; Development Manager	Instruction	17 outside educators from Nativity Preparatory School, Global Learning Public Charter School, Greater New Bedford Vocational Technical School, Old Sturbridge Academy Charter Public School, New Bedford Public Schools and Crayon Campus	Implementation of student work protocol and criteria for success by teachers in multiple partner schools
Expeditionary Learning projects	All-day school visit with classroom observations and 1-on-1 with staff	Development Manager, Director of Operations, Director of Curriculum and Instruction, Lead Teachers in 1st, 2nd, 3rd and 6th grade	Mission and Key Design Elements	Old Sturbridge Academy Charter Public School - Director of Teacher and Learning	Adoption of best practices and structures in new school launching this year
Singapore Math	All-day school visit with classroom observations and 1-on-1 with teachers and staff	Development Manager, Director of Operations, Lead teachers in 1st, 2nd and 3rd grade	Curriculum	Old Sturbridge Academy Charter Public School - Director of Teacher and Learning, lead teachers in 1st, 2nd and 3rd grade	Adoption of best practices and structures in new school launching this year
Classroom management and behavior tracking tools	Spent morning in classrooms observing and afternoon speaking with staff	Development Manager, Dean of Culture, Director of Instruction and Curriculum, Executive Director, 2nd grade lead teachers	Instruction	Blackstone Valley Prep Charter School - Lead teachers in 1st, 3rd, 4th and 5th grade	Implementation in several schools of classroom management systems and techniques
Expeditionary Learning projects	Classroom observations, meeting with	Director of Instruction and Curriculum,	Mission and Key Design Elements	Conservatory Laboratory Charter School - Leadership	

	staff, attended Expedition Night	Development Manager, Executive Director		and lead teachers in 3rd, 4th and 5th grade	
Teacher and classroom management	Classroom observations and meeting with staff	Director of Instruction and Curriculum, Dean of Culture, Development Manager	School Leadership	Lynch Leadership	
General best practices	Secondary Schools Fair	Executive Director, Secondary Schools Support Team (5th grade Lead and 1st Grade Co-Teachers)	Family Engagement	Nativity Prep and Our Sisters School, along with representatives from 30 secondary schools in the region	Increased awareness of secondary school options among area families and awareness of New Bedford among a number secondary schools.
General best practices	Classroom visit (Q&A session) and meeting with parents and staff	Executive Director, 1st grade lead teachers, Director of Operations, Director of Curriculum and Instruction, Development Manager	Mission and Key Design Elements	Governor Charlie Baker	

Academic Program Success

Student Performance

Alma Del Mar Charter School's school report card link is:

<http://profiles.doe.mass.edu/analysis/default.aspx?orgcode=04090205&orgtypecode=13&>

Program Delivery

Curriculum

Alma del Mar provides a content-rich curriculum that serves to build foundational skills while providing our scholars with critical background knowledge on a variety of topics. Our curriculum is Common Core aligned and seeks to drive scholar mastery of standards as well as expose scholars to a wide variety of content knowledge. Scholars have daily literacy, math and social studies/science instruction at all grades. In addition, scholars take nine co-curricular classes per week, including music, art, and physical education. Our older scholars also take instrumental music.

Alma del Mar uses a blended literacy approach which combines phonics, reading comprehension, writing, read aloud, guided reading and independent reading each day with thematic learning units. This approach helps scholars build core literacy skills, use rich texts to make meaning, and build essential core knowledge that enhances their understanding of what they read and write.

Alma del Mar employs a Singapore Math approach and curriculum. Singapore Math emphasizes conceptual understanding, skill development and problem-solving strategies rather than rote memorization of formulas. Since the introduction of the Trends in International Mathematics and Science Study (TIMSS) in 1995, Singapore has consistently been a top-performing nation, outperforming the United States by 70 points on average. We develop our math curriculum internally, using some materials from Primary Mathematics and build other materials in-house.

We teach Science and Social Studies primarily through Learning Expeditions, longer term investigations into key topics. In 2016-17 the curriculum team updated the science scope & sequence to align with revised standards. Every fall, scholars at the elementary level embark on a three month social studies Expedition; every spring, they immerse themselves in a three month science Expedition. Expeditions integrate content knowledge and service-learning opportunities. Scholars gain a rich understanding of a subject and leverage this knowledge to strengthen their community. Middle school scholars investigate one theme for an entire year and spend the last quarter of the year on a culminating project that draws together all of their learning. Alma del Mar also hired a full time science teacher for the middle school and plans to hire another in 2017-18.

Our curriculum is created in-house by teachers, department chairs and school leaders. We use vertically and horizontally aligned curriculum maps to build thematic units and then high quality daily lessons and materials. Each subject also has aligned assessments which are used to both design units and measure impact quarterly. Units, lesson and classroom materials are reviewed by school leaders, department chairs and peers for quality and rigor. Revisions are done annually to guiding documents and weekly to classroom documents with teacher input.

Alma del Mar is a full inclusion school that ensures that all scholars master the Common Core standards by ensuring that both classroom and school supports are in place for scholars who need additional instruction or differentiation in order to master the core content. We provide pull-out and push-in support as well as tailored materials for scholars needing additional time or instruction.

Instruction

Alma del Mar selects, trains and coaches our teachers to provide high quality daily instruction. Our commitment is to prepare all scholars for college. Alma scholars engage in challenging work within a highly structured environment. In both content and culture, we are simultaneously demanding and supportive. This balance enables all of our scholars to achieve success.

Alma teachers implement a broad array of instructional practices. We clearly define high quality instruction on our teacher instructional rubric. This rubric focuses on practices that ensure scholars are doing the hard work and thinking in every classroom within a safe environment. Our teachers receive weekly observations and coaching to help them consistently grow and meet instructional expectations. We also provide weekly professional development to share and grow instructional practice across our team.

We share many common instructional practices focused on high school think-ratio and a rigorous, structured classroom where time is preserved for learning. These practices are focused on ensuring scholars are deeply engaged with the rigorous content and remove the barriers to learning and thinking. Some of the practices that are most prominent in our classrooms include the following:

- Alma teachers post daily learning targets for lessons. These scholar-friendly objectives provide scholars with a clear goal for each lesson.
- Lessons are organized into both whole group and independent/small group segments to ensure scholars get sufficient support and the opportunity to practice independently. Groupings are individualized as needed to ensure mastery.
- Teachers frequently ask questions (both verbally and in writing) to provoke scholars' thinking and to check for understanding.
- Scholars use silent hand signals to express their needs (bathroom, pencil, tissue) and to share their opinion during discussions (agreement/disagreement, support, and building). The use of these signals minimizes disruption to the flow of instruction.
- Scholars transition rapidly and efficiently from one activity to another.
- Scholars track the speaker during lessons.
- The theme of college runs throughout the school. Teachers frequently use language referring to college and to "crew."

Together these shared practices, clear expectations and ongoing feedback and training for teachers set a high instructional bar. Alma teachers help hold scholars to high expectations through consistently engaging in high quality instruction and teaching practice.

Assessment and program evaluation

Alma del Mar uses a combination of interim exams, classroom formative assessments, and rubrics that assess high quality work to track scholar mastery and make improvements in our instruction. The combination of these tools allow us to have an accurate snapshot of scholar mastery and make ongoing adjustments to our curriculum, instruction and supports to ensure the success of all scholars. We use a structured data-driven instruction (DDI) system frequently throughout the year to analyze data and make actions plans to close gaps quickly.

Alma del Mar uses a system of internally-designed, MCAS style interim assessments to periodically check progress towards mastery goals in literacy and math K-8 and in science 5-8. Following each interim exam (and unit exams as desired) teachers will analyze results, test in hand, at the question, standard, scholar and class level to determine actions steps needed to ensure all scholars master all content with 80% accuracy. Exams will result in one unified action plan for each

group of scholars that targets their gaps and makes a clear plan for closing them over the coming month.

Alma teachers also use a wide variety of classroom formative assessments to keep track of daily mastery and close gaps in understanding quickly. Formative assessments are used to tailor instruction in the moment and make plans to revisit or reteach content on future days as needed. Teachers also use formative assessments to pull small groups and provide additional support as needed. These formative assessments involve question strategies and classwork that show scholar growth and process, including:

- Check for understanding questions
- Class discussions of texts and math problems
- Use of polling tools such as boogie boards and white boards
- Daily practice of core skills such as phonics patterns and math facts which scholars self-assess and track over time
- Daily exit tickets with mastery questions
- Fitness or music tests to measure improved performance skills

Teachers also use longer-term projects and rubrics to measure scholars' ability to create high quality work over time. Each scholar will complete a minimum of five process pieces across many disciplines that help them make ongoing progress towards work that demonstrates mastery using teacher rubrics, checklists and conferencing to make continuous improvement. These projects are reviewed in progress to tailor supports, improve instruction and determine scholar needs in the classroom.

Supports for diverse learners

Alma serves students with a broad array of needs. Currently, approximately 16% of scholars at Alma del Mar have an IEP or 504 Plan in place and nearly half of our kindergarteners speak a language other than English at home. Scholars currently at Alma del Mar have a wide array of conditions including autism, seizure disorders, ADHD, communication disorders, dyslexia, and other specific learning disabilities.

Alma del Mar Charter School is committed to meeting the needs of all children. Every scholar at Alma del Mar has the opportunity to participate fully in all components of our curriculum and all school-related activities. Teachers implement individualized and dynamic approaches to support the success of all scholars, including but not limited to ELLs or scholars with special needs. Some examples of supports we provide include the following:

- Depending on scholar needs, teachers often pull individual scholars or small groups to review or re-teach material and support independent practice where needed.
- Scholars are grouped based on common needs for guided reading and math interventions.
- At times, scholars work on similar tasks at different levels. For example, scholars participate in customized math facts practice, called "rounds," and read and discuss texts with classmates on a similar reading level.
- Lead teachers, associate teachers, and special education team members all provide push-in and pull-put supports seamlessly throughout the day.
- Social groups and positive behavior supports that support scholar sin meeting our consistently high behavior expectations.
- Daily class time for crew and culture building focused on providing social emotional supports to all scholars and strengthening peer relationships.

Alma del Mar employs two full-time literacy interventionists, a math interventionist, special education interventionist, and paraprofessionals. These team members work with scholars in their classrooms and outside of their classrooms in order to support scholars in reading, writing, math, science, social studies, social needs, and behavior needs. All our lead teachers and associate teachers also collaborate to address the special needs of individual scholars.

Through our partnership with the Schwartz Center for Children, Alma del Mar provides speech therapy, occupational therapy, and physical therapy onsite. Alma del Mar also contracts with a behavioral and educational consultant who supports teachers in devising and implementing plans for struggling scholars. Alma del Mar currently works with Massachusetts General Hospital and the Integrated Center for Child Development to conduct psychological and neurological testing. Alma del Mar provides vision therapy and other individualized treatment programs to address the needs of children as they arise.

Many of our English Language Learners are still working on their speaking, listening, reading, and writing skills in English when they arrive at Alma del Mar. Alma del Mar offers a comprehensive approach to meeting the needs of our English Language Learners. All of our classrooms engage in Sheltered English Immersion practices that support children as they learn English. In addition, we provide direct instruction in English in small groups outside of the general education classroom.

Social, Emotional, and Health Needs

Alma del Mar will deliver a joyful, challenging and content rich learning experience for all scholars everyday by holding scholars to incredibly high expectations while giving them the supports to reach them. We believe that leading with incredible content and extraordinary classroom experience, paired with shared practices is the way in which this work is possible.

Rituals, procedures, and classroom structures allow scholars to be successful. We, at Alma know this to be true. This means that we share best practices in our classrooms and throughout the building. This also means that as a team we have built and operate using consistent out of class consequences, consistent school wide incentives for positive behavior, academics, and attendance. It also means that we have clear school wide procedures.

At Alma, we hold our scholars to incredibly high academic and behavioral standards. We know that not all scholars will reach these expectations the first, second, or even third time they try. In order to help them reach that demand we support them. We support our scholars with consistent and appropriate classroom consequences that focus on consistency and not severity. We support our scholars with consistent, simple, and appropriate classroom incentives that allow them to celebrate their success independently or with their crew. We support our scholars by sweating the small stuff like shirts tucked all the way in and pencils in the groove. As staff members at Alma del Mar, our scholars count on our positive adult tone and adult culture to ensure that not only are we supporting our scholars academically and behaviorally but also supporting their wellbeing.

We believe that over time discipline is learned and eventually is the way in which scholars invest themselves in learning and achievement. Discipline is learned through consequences and incentives that are consistent. We deeply believe that no scholar is born “good” or “bad” but that each has the capability to make positive and negative choices that we at Alma will help them navigate. We do not discipline scholars for discipline’s sake, we believe that discipline is the very vehicle that will cause them to be invested in their learning and in their lives over time. As staff members at Alma del Mar, there will be times where we believe our approach is not working with one individual scholar or a small group of scholars. This can make us think that radical or severe

choices are best but it is important that we wait for the miracle because in our crew we believe in challenges.

At Alma del Mar, it is not enough that they learn and master standards. We want to scholars to deeply understand the world they live in through rich content. We want scholars to go home beaming about what they learned, not how many merits they earned or what color they ended the day on. Those systems are simply a vehicle to academic success and true engagement with their learning. We want their days, weeks, months, and years to be a cohesive learning journey that guides the culture of our scholars, staff, and school community.

This school is ours. It is our ship. Everyone is responsible for success and failures at our school. At Alma del Mar we deeply believe in avoiding passing the buck. We believe that in order to achieve, we must all take responsibility for our school and community. In order to do this we must avoid the culture of nice, and speak the hard truths to each other and our families. We do this out of love and care for our mission and our community.

Organizational Viability

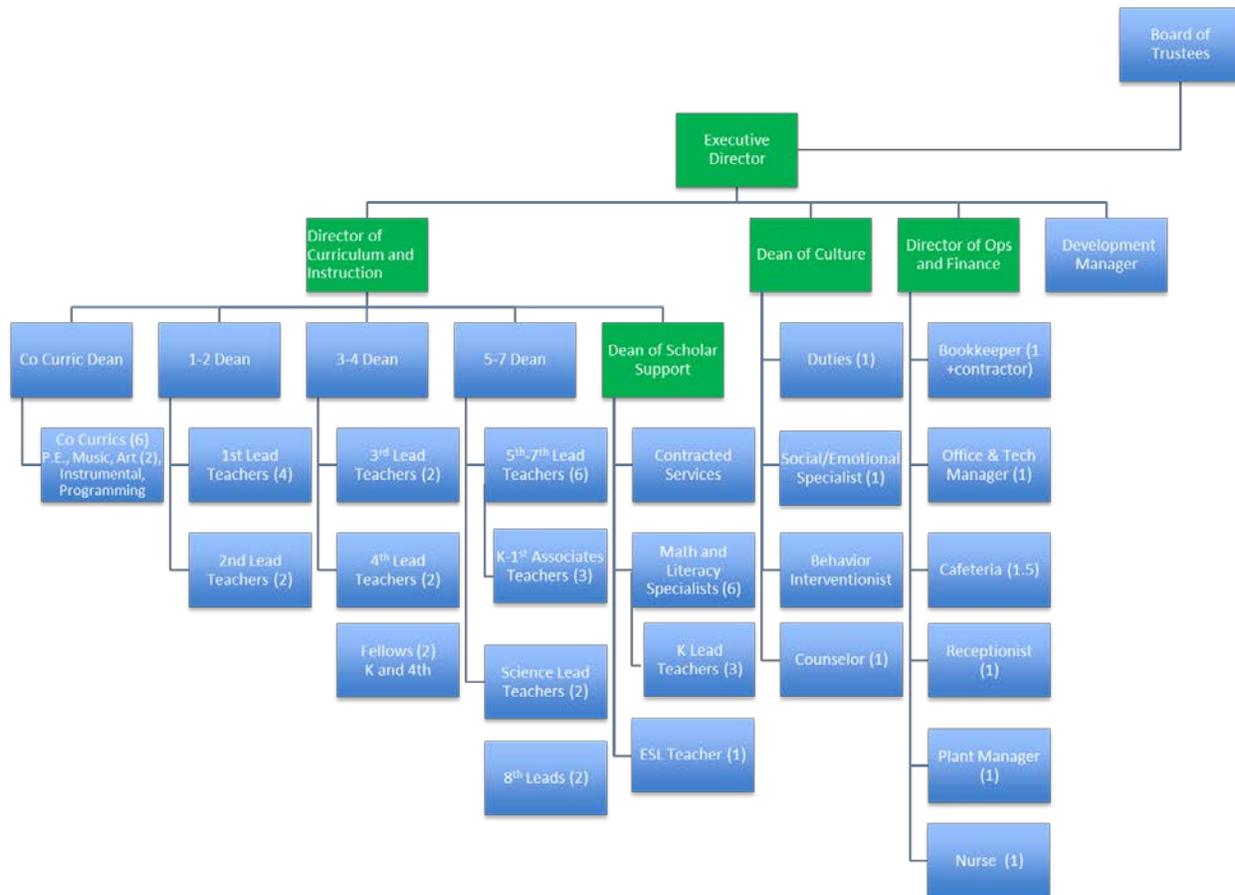
Organizational Structure of the School

Beginning with its recruitment and hiring process, the school holds its leadership team to high standards and invests in its leadership talent for the long term. Alma solicits both internal candidates and casts a wide net beyond our school community when recruiting for leadership openings.

Alma has implemented a long term strategy for developing leadership talent internally. One major piece of this strategy is our Academic role, which was formalized in the 2016-17 school year. This role allows teacher leaders to stay in the classroom while taking on some management and leadership responsibilities. Academic Deans meet weekly with the Director of Curriculum and Instruction during which time they practice the skills of management and discuss schoolwide issues that are impacting teachers on their teams.

In addition to providing a leadership pipeline for Alma for the long term, the Academic Dean role allows for the school to continue its practice of providing every team member with a high level of supervision, coaching and support.

Alma Del Mar Organizational Chart (as of 6/30/17)



Teacher Evaluation

The primary drivers of instructional improvement at Alma are the feedback and coaching that teachers receive from their direct supervisors. Every teacher in the building is observed at least once a week by their supervisor. Likewise, every teacher receives direct (both “growth” and “reinforcing”) feedback from their supervisor as part of their weekly one on one meeting. This continuous cycle of improvement built on incremental changes to each teacher’s practice allows for individualized teacher support and development. Likewise, we have found that by building discussions of each teacher’s performance into our weekly routine, we ensure that teachers receive information about their performance within a timeframe that they are able to adjust their instruction accordingly.

In addition to weekly observation and feedback with direct managers, teacher supervisors conduct an annual review. Alma uses a Teacher Evaluation Rubric (Appendix E) that is a modified version of the Massachusetts Model System of Educator Evaluation.

Budget and Finance

Unaudited Statement of Revenues and Expenses and Change in Net Position as of June 30, 2017

<i>Operating revenues:</i>	
Tuition	\$ 3,881,622
Federal grants	257,280
Food service	203,315
Student activities/other income	260
Total operating revenues	<u>4,342,477</u>
<i>Operating expenses:</i>	
Salaries- Instructors	1,653,381
Salaries- Administrators	757,597
Payroll taxes	39,506
Fringe benefits	229,781
Other non-salary compensation	386,456
Transportation	13,410
Rent	185,127
Facilities maintenance	99,590
Utilities	68,199
Textbooks and materials	57,902
Educational supplies and activities	192,008
Classroom computers and equipment	48,518
Professional fees	86,700
Staff and student recruiting	13,645
Office computers and equipment	48,557
Office supplies and expense	11,434
Insurance	31,293
Food service program	274,232
Bad debts	17,195
Fundraising	19,778
Depreciation and amortization	5,207
Travel	45,550
Total operating expenses	<u>4,285,066</u>
Net operating income	<u>57,411</u>
<i>Non-operating revenues/(expenses):</i>	
Private grants	200
Contribution income	211,977
Miscellaneous income	70,938
Interest and dividend income	(422)
Interest expense	(86,000)
Net non-operating revenues	<u>196,693</u>
Change in net position	254,104
Net position, beginning of the year	<u>1,042,662</u>
Net position, end of the year	<u>\$ 1,296,766</u>

Unaudited Statement of Net Position as of June 30, 2017

Current Assets:

Cash	\$	1,365,735
Accounts and other receivables		51,698
Due from Alma del Mar Foundation, Inc.		55,437
Prepaid expenses		<u>6,840</u>
Total current assets		<u>1,479,710</u>

Noncurrent Assets:

Capital assets, net		<u>24,985</u>
Total noncurrent assets		<u>24,985</u>
Total assets	\$	<u><u>1,504,695</u></u>

Liabilities and Net Position

Current Liabilities:

Accounts payable	\$	67,055
Accrued payroll and taxes		<u>140,874</u>
Total current liabilities		<u>207,929</u>

Net Position:

Unrestricted		<u>1,296,766</u>
Total net position		<u>1,296,766</u>
Total liabilities and net position	\$	<u><u>1,504,695</u></u>

FY18 Approved School Budget

Approved by Alma del Mar Board of Trustees May 27, 2016

FY17-18 Budget

Revenues

4001 · Tuition per pupil	5,056,360
4100 · Government Grants & Funding	289,332
4200 · Nutrition Funding	286,765
4400 · Private Support Funding	250,000
4500 · Student Programs & Misc Fees	
4716 · Interest / Investment Income	
Total Revenues	5,882,457

Expenses

5000 · Personnel Costs	55%
5000 · Salaries and Wages	3,097,266
5520f · Fringe Benefits	371,672
5520m · MTRS Expense	5,000
5520t · Payroll Taxes	61,945
Total 5000 · Personnel Costs	3,535,883

5100 · Administrative Costs

5111 · Contr Serv - Board of Trustees	9,995
5112 · Travel & Other Exp -Board of Trustees	500
5122 · Contr Serv - School Leader	11,000
5132 · Contr Serv - Business & Finance	52,500
5142 · Contr Serv - Human Resources	27,000
5152 · Contr Serv - Legal	5,000
5162 · Contr Serv - IT	18,000
5163 · Supplies & Materials - IT	13,000
5172 · Contr Serv - Development & Fund	8,000
5173 · Fundraising	15,000
5182 · Staff Recruitment and Advertising	9,000
5182s - Student Recruitment and Advertising	3,000
5183 · Travel, Dues & Other Exp -Admin	16,500
5184 · Supplies & Materials - Admin	4,500
Total 5100 · Administrative Costs	192,995

5200 · Instructional Services

5213 · Contr Serv -Instructional Leader	8,000
5214 · Supplies & Matls -Instruc Leader	1,000
5215 · Travel & Other Exp -Instruc Leader	2,000
5234 · Contr Serv - Other Teaching	118,000
5242 · Contr Serv - Prof Development	85,000
5243 · Supplies & Matls - Prof Develop	20,000
5244 · Travel & Other Exp -Prof Develop	30,000
5253 · Contr Serv - Guidance & Testing	40,000
5254 · Supplies & Matls -Guidance&Test	25,000
5261 · Textbooks (Media/Materials)	23,000
5262 · Other Instructional Materials	45,000
5263 · Instructional Equipment	37,500

5264 · General Supplies -Instructional	94,750
5265 · Other Instructional Services	35,000
5266 · Classroom Instructional Tech	22,650
5268 · Instructional Software	6,500
Total 5200 · Instructional Services	593,400
<hr/>	
5300 · Other Student Services	
5320 · Health Services	9,000
5330 · Student Transportation	6,000
5350 · Food Services	329,780
5360 · Athletic Services	-
5370 · Other Student Activities	48,000
Total 5300 · Other Student Services	392,780
<hr/>	
5400 · Operation & Maintenance of Plant	
5420 · Utilities	80,000
5430 · Maint of Buildings & Grounds	80,000
5440 · Maintenance of Equipment	30,000
5450 · Networking & Communications	55,000
5730 · Other costs rel. Cap. Facility	-
5740 · Rental/Lease of Bldg&Grnds	546,394
Total 5400 · Operation & Maint of Plant	791,394
<hr/>	
5500 · Other Fixed Charges	
5530 · Insurance (non-employee)	32,562
5550 · Rental / Lease of Equipment	25,000
5560 · Short-Term Interest	1,000
5725 · Long-Term Interest -nonfacility	
5750 · Depreciation Expense	3,887
5760 · Bad debt/loss on asset disposal	
Total 5500 · Other Fixed Charges	62,449
<hr/>	
5600 · Community Services	
5610 · Dissemination Activities	1,000
5620 · Civic Activities	10,000
Total 5600 · Community Services	11,000
<hr/>	
9999 · Contingency	
DSCR Reserve	235,855
Operating Contingency	66,701
9999 Contingency	302,556
Total Expenses	5,882,457
<hr/>	
Change in Net Operating Position	0
<hr/>	

FY18 Capital Plan

Alma del Mar successfully completed its capital expansion project in 2016-17 and moved into a new 42,000 sq. ft. building on August 8, 2016. No new capital expenditures are planned at this time.

Appendix A: Accountability Plan Evidence 2016-2017

Faithfulness to Charter

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Alma will integrate the EL schools model at every grade level.		
Measure: Every year, every scholar in each “crew” (class) will complete at least one Expedition product that is judged to be high quality (3 or 4 on predetermined rubric) by Alma del Mar teachers and administrators.	Not Met	2016-17: 99% of scholars produced at least one Expedition product that was high quality (3 scholars did not achieve a 3.)
Objective: Alma staff will build mutually accountable relationships with scholars and their families.		
Measure: Teachers will conduct one home visit with each scholar family annually.	Met	2016-17: 100% scholars received a home visit by a teacher or administrator.
Measure: Teachers will conduct at least two family conferences with each scholar family annually.	Met	2016-17: 100% of scholars received at least two family conferences, and in some cases 3-4 conferences, over the course of the year.
Measure: Each year, the communication section on the family survey will have an average score of 3 or above that indicates the majority of parents are satisfied with communication (min. 70% response rate).	Met	2016-17: The average on the communication section was 3.53. (77% response rate)

*Add rows as necessary

Academic Program Success (if applicable)

	2016-2017 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Alma will maintain high expectations for every scholar.		
Measure: The schoolwide average on internally created math interim tests will increase each year to be 80% within 5 years.	Partially Met	2016-17: In math, the schoolwide average increased from 73% to 76% over the course of the year.
Measure: The schoolwide average on internally created literacy interim tests will increase each year to be 80% within 5 years.	Partially Met	2016-17: In literacy the schoolwide average increased from 61% to 73% over the course of the year.
Measure: Each year, 80% of scholars will read on or above grade level by the end of each elementary grade according to Fountas and Pinnell assessments.	Not Met	2016-17: 76% of scholars were reading on grade level by the end of the year.
Measure: Each year, 80% of all scholars on an IEP meet all benchmarks on their plan every quarter.	Not Met	2016-17: 60% of academic benchmarks were met.

Appendix B: Recruitment and Retention Plan

Recruitment Plan 2017-2018

School Name: Alma del Mar Charter School

2016-2017 Implementation Summary:

21% of new scholars admitted in 2016-17 received Special Education services, an 11% increase over the newly admitted scholars in 2015-16. Alma del Mar continues to partner with the Schwartz Center for Children and the Kennedy Donovan Center. In all literature for prospective families, we will continue to highlight our services for children with disabilities.

67% of new scholars admitted in 2016-17 were from low-income families, a 10% increase over the newly admitted scholars in 2015-16. Alma del Mar continues to collaborate very closely with PACE Head Start and distribute literature at public housing developments.

35% of new scholars admitted in 2016-17 were English Language Learners, an 18% increase over the newly admitted scholars in 2015-16. Alma del Mar continues to work closely with community partners including the Immigrants' Assistance Center, neighborhood restaurants, churches, and grocery stores. We distribute all literature for prospective families in English, Spanish and Portuguese.

Our current families are key to our recruitment efforts. Many of our current scholars from a non-English speaking homes received packets of applications in other languages; their families distributed these applications and returned the completed applications to the school. We also reach out to families currently on the waiting list in their home language to invite them to complete applications for siblings who may be of an age to enter kindergarten.

We consistently receive significantly more applications for enrollments than we are able to enroll. In 2013, we received 163 applications for our 40 open seats in kindergarten. In 2015-16 we received 484 applications for 45 open spots. This past year we received 526 applications for 105 open spots. We had 27 siblings apply and we were able to admit 26 across all grade levels.

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

General Recruitment Activities for 2017-2018:

The recruitment and enrollment process is an extensive, citywide outreach effort that includes advertisement at local libraries, community centers, social service agencies and schools. In addition, Alma does the following specific recruitment activities for all students:

- Alma provides information about the school throughout the year to those who are interested.
- Alma makes applications and school information available on its website, www.almadelmar.org.
- Alma provides applications and school information in the home languages of the community.
- Families can call and request an application. Alma will also mail an application to them.
- Applications are available at the school, 515 Belleville Ave, New Bedford, MA 02746.
- Alma mails home an application for siblings each year to all currently enrolled scholars and follows-up with families to make sure they apply by the deadline.

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 16.4%</p> <p>GNT percentage: 8.6%</p> <p>CI percentage: 15.3%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Alma del Mar will distribute information through Early Intervention and rehab providers at the Schwartz Center for Children and at the Kennedy Donovan Center. • Alma del Mar will request that preschool programs within the district for children with special needs distribute Alma del Mar literature to families with children preparing to enter kindergarten. • Alma del Mar will work with local special education advocates to distribute information to families with children with disabilities. • In all literature for prospective families, we will continue to highlight our services for children with disabilities. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p>
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 11.7%</p> <p>GNT percentage: 12.3%</p> <p>CI percentage: 22.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Alma del Mar will continue to distribute literature and applications in Portuguese, Spanish and English. We will provide translation services at recruitment events. • Alma del Mar will post flyers in multiple languages in local businesses, restaurants, and other establishments serving families who do not speak English. • Alma del Mar will employ currently enrolled families who speak other languages to conduct outreach efforts at churches, social gathers and workplaces. • Alma del Mar will continue to distribute literature in communities that are comprised heavily of recent immigrants including the Spanish Church, Immigrants Assistance Center Inc, ESOL Classes and the Guatemala Market. We will also distribute applications and flyers at new locations including the Club Madeirense SS Sacramento, Greater New Bedford Community Health Center, Portuguese coffee shops and the Andrea McCoyo Recreation Center. • Alma del Mar will also disseminate translated materials at the Feast and Expedition Nights throughout the year. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Send Executive Director and/or Spanish-speaking teacher to speak at 3 Spanish or Portuguese community events. This strategy should have an impact in 1 year. • Leave at least 200 translated copies of our flyers and applications at adult ESL programs in the community. This strategy should have an impact in 1 year.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 53.7%</p> <p>GNT percentage: not available</p> <p>CI percentage: 57.1%</p> <p>GNT percentage data was not available the school was <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Alma del Mar will host at least two outreach events aimed at families involved with DCF or other child protective services. • Alma del Mar will distribute 500 applications to all families at PACE Head Start whose children will be entering kindergarten (serves over 350 low-income families throughout the city) • Alma del Mar will distribute 100 flyers at the New Bedford Community Health Center (serving 20% of New Bedford's community at large). • Alma del Mar will conduct recruitment drives at a minimum of five of the low-income housing communities in New Bedford, including United Front Homes, Olympia Apartments, Melville Towers, Casey-Miller Apartments, the Dawson building.
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	<ul style="list-style-type: none"> Alma del Mar will distribute at least 50 flyers at each food pantry in the city. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Distribute recruitment brochures at the Boys and Girls Club of New Bedford as part of the partnership to provide after school program services for current scholars. Recruit current families who live in low-income housing communities to distribute targeted brochures to their neighbors.
<u>Students who are sub-proficient</u>	<ul style="list-style-type: none"> Alma del Mar encourages preschools to refer struggling children. Alma del Mar will collaborate with staff at local homeless shelters serving women and children to connect with families of children entering kindergarten.
<u>Students at risk of dropping out of school</u>	<ul style="list-style-type: none"> Alma del Mar will table and/or hold Information Sessions at PAACA and at the WISE Women program.
<u>Students who have dropped out of school</u>	N/A
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Recent Immigrants: We will continue to work with local agencies including the Immigrants' Assistance Center to reach recent immigrants such that these families learn about Alma del Mar as an educational option. Children from DCF-involved families: We will continue to partner with DCF caseworkers to reach families who may be struggling to provide adequate care for their children and may not be in a position to advocate for their children's educational needs. We will reach out to support groups for grandparents, foster parents, and others who are caring for children who are not in the custody of their parents. We will ensure these families understand that the children may remain enrolled at Alma del Mar as long as they remain somewhere in MA. Homeless children: In collaboration with the homeless shelters, we will distribute information to homeless families and ensure that these families understand the supports that Alma del Mar will provide to their children under McKinney Vento. We will also highlight for these families the features of Alma del Mar that may be particularly important for homeless children including onsite counseling, uniforms, and a "Backpack Club" that provides food for children during the weekends.

Retention Plan 2017-2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

To ensure that families stay with Alma del Mar after they are enrolled, the school focuses heavily on strong family partnerships at both the classroom level and with the administration. This is done through home visits for new families before they begin school and with every family within the first month of school. It also includes parent teacher conferences three times a year and the inclusion of families in a variety of curriculum and community focused events. In addition, both teachers and administrators are available to families through phone calls, notes, and in person meetings. We also employ staff who speak the home languages of many of our parents, ensuring clear communication between all parties.

Alma del Mar also focuses on supporting scholars by developing classroom and school wide support plans in collaboration with teachers, family, special educators, and the administration. These often include data trackers, in class incentive systems, break systems, and teacher buddies who spend additional time with a scholar. The school also ensures clear communication with families around all disciplinary measures and gives parents the opportunity to meet with the appropriate school personnel to discuss concerns with any in class or out of class discipline measures.

These practices have led to an attrition rate of less than 4%. More than half of this attrition occurs from families moving.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 5.1%</p> <p>Third Quartile: 18.3%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Prior to enrolling, all families receive a home visit. At these visits, parents share any concerns about their child expressed by a parent, former teacher, or pediatrician. They also learn about the special education program at Alma. All Kindergarteners participate in Kindergarten screening to ensure that needs could be identified prior to the start of school. As a result, students requiring special education services are fully evaluated immediately upon the start of school and began receiving services shortly thereafter. <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p style="text-align: center;">Above third quartile: additional and/or enhanced strategies</p>
Limited English-proficient students/English learners	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: 17.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Prior to the start of school, Alma del Mar will connect all parents who do not speak English with a staff member who speaks their home language. Through the automatic texting system, Alma del Mar will communicate with families in their home language regarding upcoming events. Alma del Mar will translate documents and other materials to ensure that LEP families were able to engage fully.

	<ul style="list-style-type: none"> Alma del Mar provides intensive intervention for children who arrive not comfortable in English and communicates with families regularly regarding the progress of their children in speaking, listening, reading, and writing. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 6.2% Third Quartile: 18.7%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed Prior to the start of school, Alma del Mar will build the foundation of a relationship with each family through the following efforts: <ul style="list-style-type: none"> Home visit with every family Kindergarten Screening New Scholar Orientation Parent Orientation Alma del Mar also provides financial support to families in purchasing uniforms. Every parent will be given the cell phone number of every adult in the building. Even on evenings and weekends, parents will be invited to reach out to teachers and administrators. When students are not present in school, Alma del Mar immediately contacts the family. If the child is absent due to lack of transportation, the school will find a way to get the child to school. If the parent cannot be reached, Alma staff will contact other emergency contacts. If no adult was reachable, an administrator will visit the home. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>Above third quartile: additional and/or enhanced strategies described below.</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> Alma del Mar offers many supports for students who entered significantly below grade level. Throughout the day, such students receive targeted individual and small group support. Students have the opportunity to stay afterschool for tutoring with their teacher. In cases of students extremely behind, Alma del Mar will create individual support plans.
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2016-2017 Strategies</p> <ul style="list-style-type: none"> The Director of Academic Support will work closely with families who suffer changes in housing status that may make it difficult for children to remain in the school: homelessness, change in foster care, eviction, etc., and connect these families to community partners and agencies who can help with family instability issues.
<p style="text-align: center;"><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2016-2017 Strategies</p> <ul style="list-style-type: none"> N/A
OPTIONAL	(g) 2016-2017 Strategies

Other subgroups of students who should be targeted to eliminate the achievement gap

- If it appears that a student may need to repeat a grade, the teacher and Director of Curriculum and Instruction will begin talking with the family about retention in January. Throughout the winter and spring, the family will receive regular updates about the child's status.

Appendix C: School and Student Data Tables

Alma del Mar Charter School student demographic enrollment data link:

<http://profiles.doe.mass.edu/analysis/enrollment.aspx?orgcode=04090205&orgtypecode=13&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	46	14.2
Asian	2	0.6
Hispanic	154	47.2
Native American	1	0.3
White	103	31.8
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	19	5.9
Special education	53	16.4
Limited English proficient	38	11.7
Economically Disadvantaged	175	53.7

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Will Gardner, Executive Director	The Executive Director holds the primary responsibility for ensuring that Alma del Mar puts students on a college trajectory and creates service-oriented leaders. The Executive Director leads the school's leadership team and is responsible for school finances, fundraising, hiring, HR and community relations. The Executive Director serves as a single point of contact between school staff and Board of Directors in order to facilitate clear lines of communication and efficient decision-making.	3/1/11	N/A
Elizabeth Leiwant, Director of Curriculum and Instruction (DCI)	The DCI is the primary steward of our curriculum and instruction, responsible for ensuring that both fit to our educational philosophy and organizational goals. In addition, the DCI monitors student achievement outcomes on an interim and yearly basis and is held accountable for student achievement targets that will be set by the board with input from the school leadership team. Day-to-day decisions regarding curriculum and instruction are made by the DCI.	8/1/16	N/A
Alice Sheehan, Director of Operations and Finance	The Director of Operations and Finance manages day-to-day school operations, HR, compliance and fiscal management in addition to working the Board, Finance Committee and Leadership Team to set long term strategy.	6/8/15	N/A
Emily Barlow, Director of Academic Support	The Director of Academic Support ensures that scholars are supported in their individual needs. She oversees all SPED and ELL services in addition to managing community partnerships and family communication.	8/1/16	NA

Brittney Sousa, Dean of Culture	The Dean of Culture manages schoolwide systems and routines, behavior management systems, staff culture training, family engagement activities and non-academic scholar needs (e.g. homelessness assistance).	7/1/2015	6/30/2017
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TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-17 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	35	3	6	<ul style="list-style-type: none"> • 2 left to pursue better education related opportunities in Boston • 3 left to switch careers • 3 were not renewed for 2017-18 • 1 had to teacher at child's school in order for child to stay enrolled at the school
Other Staff	16	2	1	<ul style="list-style-type: none"> • 1 left mid-year for a better opportunity • 2 were not renewed for 2017-18
Staff Attrition Summary: Overall, staff retention was very good for Alma del Mar in 2016-17. Only two teachers left who were meeting expectations at the end of the year.				

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Jan Baptist	Chairman	Finance Committee	1	10/7/2016-9/31/2017
Mary Jean Blasdale	Secretary		2	9/1/13-10/30/2017
Bronwen Cunningham	Treasurer	Foundation, Finance (Chair), QALICB	1	10/1/15-10/30/17
Chris Arnold	Member	Development	2	10/1/7-10/30/18
David Eckert	Member	Finance	1	10/1/16-10/30/18
Lucile Hicks	Member		1	6/14/14-10/30/17
Martha Kay	Member	Academic Excellence	2	6/14/14-10/30/17
Bob Unger	Member	Governance	1	3/27/15-10/30/18
Gail Fortes	Member		1	10/30/2016-10/30/2019
Maria Rosario	Member		1	10/1/2017-10/30/2020

Appendix D: Additional Required Information

Position	Name
Board of Trustees Chairperson	Jan Baptist
Charter School Leader	Will Gardner
Assistant Charter School Leader	NA
Special Education Director	Emily Barlow (NEW)
MCAS Test Coordinator	Alice Sheehan
SIMS Coordinator	Alice Sheehan
English Language Learner Director	Emily Barlow (NEW)
School Business Officials	Alice Sheehan
Title I	Alice Sheehan

*Add additional rows as necessary

Facilities

Location	Dates of Occupancy
515 Belleville Avenue, New Bedford, MA 02746	August 8, 2016-Present

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2017-18 school year? Please be reminded of the following regulatory requirements: “Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1st. Every charter school shall conclude its principal enrollment process no later than March 15th of each year” (603 CMR 1.05 (3)(c)).

Action	Date(s)
Student Application Deadline	September 1, 2017 – February 21, 2018
Lottery	February 28, 2018

Appendix E: Teacher Evaluation Rubric 2016-2017

Crew and Work Management: Classroom Environment and Aesthetics

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Classroom is highly organized: all materials are in a designated place and clearly labeled, all papers are in a designated place, teacher area is always free of clutter. All materials are extremely high quality and no errors or sloppiness is ever visible.	Classroom is highly organized: all materials are in a designated place and clearly labeled, all papers are in a designated place, teacher area is always free of clutter.	Classroom is mostly organized, but there may be some items out of place: materials generally have a place but may not be clearly labeled, papers may be piled up, and teacher area is mostly free of clutter.	Classroom is somewhat organized: some materials have a place but usually are not labeled, papers often pile up or do not have a designated place, and teacher area is sometimes free of clutter.
Desks and tables are arranged to allow for clear and easy navigation of the room; arrangements support learning and strategically build crew and scholar skills.	Desks and tables are arranged to allow for clear and easy navigation of the room; arrangements support learning.	Desks and tables are arranged to allow for clear and easy navigation of the room.	Desks and tables are poorly arranged.
Classroom whiteboard or chalkboard is always updated and organized for lessons. Boards are an exemplar of communication and quality.	Classroom whiteboard or chalkboard is always updated and organized for lessons.	Classroom whiteboard or chalkboard is usually updated and organized for lessons.	classroom whiteboard or chalkboard is usually updated but may not be organized for lessons
Always designs materials and space to allow all scholars to be observed while working and their mastery to be assess easily. Standardizes the format of practice materials and demonstrations to allow for easy review and observation.	Designs materials and space to allow all scholars to be observed while working and their mastery to be assess easily. Standardizes the format of practice materials and demonstrations to allow for easy review and observation.	Sometimes designs materials and space to allow all scholars to be observed while working and their mastery to be assess easily. Standardizes the format of practice materials and demonstrations to allow for review and observation.	Rarely designs materials and space to allow all scholars to be observed while working and their mastery to be assess easily. Standardizes the format of practice materials and demonstrations to allow for review or observation.
Always creates and posts instructional supports to reinforce key lessons, vocabulary and content.	Consistently creates and posts instructional supports to reinforce key lessons, vocabulary and content.	Sometimes creates and posts instructional supports to reinforce key lessons, vocabulary and content.	Rarely creates and posts instructional supports to reinforce key lessons, vocabulary and content.
Classroom is always clean and neat: floors are not dirty and desks are wiped frequently.	Classroom is usually clean and neat: floors are not overwhelmingly dirty and desks are wiped frequently enough.	Classroom is sometimes clean and neat: floors and desks are a little dirty or messy	Classroom is not clean or neat: floors and desks are very dirty creating an unwelcoming environment.

Materials arrangements allows for scholars to complete important tasks or jobs mostly independently.

Materials arrangements allows for scholars to complete important tasks or jobs independently.

Materials arrangements allows for scholars to complete important tasks or jobs.

Materials arrangements make it hard for scholars to access them.

Crew and Work Management: Team contributions and collaboration

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
<p>Relationships with colleagues are extremely professional, positive, collaborative, and generous.</p> <p>Upbeat, positive, and does not complain AND exerts a positive influence on the entire staff.</p> <p>Conducts themselves appropriately at all times. In heightened moments or during disagreements, staff is an exemplar of conduct.</p> <p>Always uses and provides high quality feedback to peers in collaborative planning meetings.</p>	<p>Relationships with colleagues are professional, positive and collaborative.</p> <p>Contributes to a professional and supportive tone by being positive; does not complain.</p> <p>Conducts themselves appropriately at all times, including in heightened moments or during disagreements.</p> <p>Consistently uses and provides high quality feedback to peers in collaborative planning meetings.</p>	<p>Relationships with colleagues are uneven, and collaboration is not consistently evident.</p> <p>Contributes to a professional and supportive tone</p> <p>Conducts themselves appropriately, including in heightened moments or during disagreements.</p> <p>Sometimes uses and/or provides high quality feedback to peers in collaborative planning meetings.</p>	<p>Relationships with colleagues are limited or inconsistently effective</p> <p>Inconsistently contributes to a professional and supportive tone</p> <p>Usually conducts themselves appropriately, including in heightened moments or during disagreements.</p> <p>Rarely uses or provides high quality feedback to peers in collaborative planning meetings.</p>
<p>Clearly contributes to team and school meetings and shared work with critical and supportive perspectives.</p> <p>Always and clearly communicates with all stakeholders, including electronic communication. Always chooses the best method for communication.</p> <p>Always proactively names and suggests solutions to school or team problems of importance.</p>	<p>Clearly contributes to staff meetings and shared work with critical and supportive perspectives.</p> <p>Consistently and clearly communicates with all stakeholders, including electronic communication. Consistently chooses the best method for communication.</p> <p>Proactively names and suggests solutions to school or team problems of importance.</p>	<p>Clearly contributes to team meetings and shared work. Perspectives do not always balance critical and supportive comments.</p> <p>Consistently communicates with all stakeholders, including electronic communication. Usually chooses the best method for communication.</p> <p>Sometimes proactively names and suggests solutions to school or team problems of importance.</p>	<p>Occasionally contributes to team meetings and shared work. Perspectives do not always balance critical and supportive comments.</p> <p>Inconsistently communicates with all stakeholders, including electronic communication. Sometimes chooses the best method for communication.</p> <p>Sometimes names and/or suggestions solutions to school or team problems of importance.</p>

Sees issues from multiple viewpoints. Is able to suggest compromise or make decisions for the good of the many.

Strategically surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.

Consistently celebrates and supports colleagues through notes, shout outs, conversation and recognition.

Assumes leadership among colleagues, often supporting them and engaging in professional exchange.

Always holds colleagues accountable for high levels of performance in appropriate and supportive ways.

Always shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff

Consistently seeks out and uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.

Consistently shares promising practices from their own classroom and learns about the practices of peers to replicate.

Often sees issues from multiple viewpoints. Is able to compromise or make decisions for the good of the many.

Surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.

Celebrates and supports colleagues through notes, shout outs, conversation and recognition.

Regularly engages in professional exchange with colleagues.

Consistently holds colleagues accountable for high levels of performance in appropriate and supportive ways.

Consistently shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff.

Seeks out and uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.

Shares promising practices from their own classroom and learns about the practices of peers to replicate.

Sees issues from multiple viewpoints. Is able to compromise.

Sometimes surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.

Sometimes celebrates and supports colleagues through notes, shout outs, conversation and recognition.

Occasionally engages in professional exchange with colleagues.

Sometimes holds colleagues accountable for high levels of performance in appropriate and supportive ways.

Sometimes shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff

Uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.

Sometimes shares promising practices from their own classroom and learns about the practices of peers to replicate.

Limited ability to see issues from multiple viewpoints or compromise.

Rarely surfaces disagreements and conflicts to address them directly and professionally; seeks to resolve issues with peers.

Rarely celebrates and supports colleagues through notes, shout outs, conversation and recognition.

Rarely engages in professional exchange with colleagues.

Rarely holds colleagues accountable for high levels of performance in appropriate and supportive ways.

Rarely shares responsibility for school-wide systems, making suggestions and supporting implementation by all staff

Rarely uses opportunities to collaborate outside of team or grade/subject- level with educators and staff from different roles.

Rarely shares promising practices from their own classroom and learns about the practices of peers to replicate.

Crew and Work Management: Relationships with Families

Advanced (4)

Proficient (3)

Developing (2)

Needs Improvement (1)

<p>Always builds relationships with families through proactive communication and listening – letters home, positive calls, home visits, and sharing scholar work.</p> <p>Makes frequent, pro-active phone calls, keeping families informed of successes and struggles; Returns all phone calls from families within 24 hours. AND shares updates about classroom events, awards, scholar daily performance or other celebratory items</p> <p>Communicates frequently with families about academics, scholar needs, behavior, homework, events and expectations; Uses communication to deepen scholar investment.</p> <p>Always uses home visits and conferences well to build deeper understanding between teachers, scholars and families about scholars needs and achievement.</p> <p>Always resolves issues with families through strong communication and proposing solutions.</p>	<p>Consistently builds relationships with families through proactive communication and listening – letters home, positive calls, home visits, and sharing scholar work.</p> <p>Makes regular, pro-active phone calls, keeping families informed of successes and struggles; Returns all phone calls from families within 24 hours.</p> <p>Communicates frequently with families about academics, scholar needs, behavior, homework, events and expectations.</p> <p>Consistently uses home visits and conferences well to build deeper understanding between teachers, scholars and families about scholars needs and achievement.</p> <p>Consistently resolves issues with families through strong communication and proposing solutions.</p>	<p>Sometimes builds relationships with families through proactive communication and listening – letters home, positive calls, home visits, and sharing scholar work.</p> <p>Makes regular phone calls, keeping families informed of successes and struggles; Returns phone calls from families within 24 hours.</p> <p>Communicates often with families about academics, scholar needs, behavior, homework, events and expectations.</p> <p>Uses home visits and conferences well to build deeper understanding between teachers, scholars and families about scholars needs and achievement.</p> <p>Sometimes resolves issues with families through strong communication and proposing solutions.</p>	<p>Rarely builds relationships with families through proactive communication and listening – letters home, positive calls, home visits, and sharing scholar work.</p> <p>Makes irregular phone calls, keeping families informed of successes and struggles OR phone calls are usually reactive. Inconsistently returns phone calls from families within 24 hours.</p> <p>Communicates with families about academics, scholar needs, behavior, homework, events and expectations.</p> <p>Home visits and conferences are not consistently complete or effective.</p> <p>Rarely resolves issues with families through strong communication and proposing solutions.</p>
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Crew and Work Management: Service and Commitment

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Always willing to lead and/or pitch in with events or other school needs.	Willing to pitch in with events or other school needs.	Willing to pitch in with events or other school needs when asked.	Sometimes willing to pitch in with events or other school needs when asked.

Demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals. Models commitment for others.	Demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals.	Inconsistently demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals.	Sometimes demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals.
Puts in an extraordinary effort to contribute to scholar and school success through leadership of additional projects.	Puts in an extra effort to contribute to scholar and school success through leadership of additional projects.	Puts in sufficient effort to contribute to scholar and/or school success through leadership of additional projects.	Puts in minimal effort to contribute to scholar and school success.
Independently assumes additional responsibilities when necessary and demonstrates leadership.	Often assumes additional responsibilities when necessary, especially when asked.	Occasionally assumes additional responsibilities.	Does not assume additional responsibilities.

Crew and Work Management: Growth and Development

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Consistently uses coaching to make improvements in daily practice AND uses coaching to drive significant gains in skill or scholar achievement.	Consistently uses coaching to make improvements in daily practice.	Often uses coaching to make improvements in daily practice.	Sometimes uses coaching to make improvements in daily practice.
Applies skills and information from professional development to daily practice AND leads training for other staff	Applies skills and information from professional development to daily practice. Deeply engages with training content.	Usually applies skills and information from professional development to daily practice. Engages with training content.	Sometimes applies skills and information from professional development to daily practice. Inconsistently engages with training content.
Makes consistent, high-leverage and strategic improvements AND helps others do the same.	Makes consistent, high-leverage and strategic improvements.	Makes consistent improvements.	Make some improvements over time.
Works closely with peers on their team and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects AND leads others to do the same.	Works closely with peers on their team and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects.	Occasionally works with peers on their team and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects.	Sometimes works with peers on their team and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects.

Crew and Work Management: Meeting deadlines, timeliness, and professionalism

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
<p>Always punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings. Respectfully holds peers accountable for punctuality.</p> <p>Always meets deadlines.</p> <p>Always communicates clearly with supervisor about workload and needs in order to ensure work is done well by deadline. Makes proactive solutions that benefit self and others.</p> <p>Dresses appropriately and professionally for all occasions. Dress is exemplary in building authority with scholars and community.</p>	<p>Always punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.</p> <p>Meets deadlines.</p> <p>Communicates clearly with supervisor about workload and needs in order to ensure work is done well by deadline.</p> <p>Dresses appropriately and professionally for all occasions. Dress clearly communicates authority with scholars and community.</p>	<p>Usually punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.</p> <p>Often meets deadlines</p> <p>Sometimes communicates with supervisor about workload and needs in order to ensure work is done well by deadline. Communication is occasionally last minute.</p> <p>Dresses appropriately and professionally for all occasions.</p>	<p>Inconsistently punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.</p> <p>Sometimes does not make deadlines</p> <p>Rarely communicates with supervisor about workload and needs in order to ensure work is done well by deadline OR communication is last minute or post deadline.</p> <p>Dresses appropriately and professionally for most occasions.</p>

Management and Culture: Tone & Presence

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Beginning (1)
<p>Always builds compliance through Strong Voice (Economy of Language, Quiet Power, Do Not Talk Over, Square Up/Stand Still, and Nonverbal Authority). Exemplar in non-verbal authority.</p>	<p>Always builds compliance through Strong Voice (Economy of Language, Quiet Power, Do Not Talk Over, Square Up/Stand Still, and Nonverbal Authority).</p>	<p>Often builds compliance through Strong Voice (Economy of Language, Quiet Power, Do Not Talk Over, Square Up/Stand Still, and Nonverbal Authority).</p>	<p>Infrequently builds compliance through Strong Voice (Economy of Language, Quiet Power, Do Not Talk Over, Square Up/Stand Still, and Nonverbal Authority).</p>
<p>Always narrates positive scholar behaviors and uses (and differentiates between) praise and acknowledgement to motivate scholars. Written feedback follows this same pattern.</p>	<p>Always narrates positive scholar behaviors and uses (and differentiates between) praise and acknowledgement to motivate scholars.</p>	<p>Usually narrates positive scholar behaviors and uses praise or acknowledgement (but may not differentiate between the two) to motivate scholars.</p>	<p>Narrates negative scholar behaviors and/or inconsistently uses praise or acknowledgement to motivate scholars AND/OR does not motivate scholars.</p>
<p>Always manages classroom through physical use of space, including circulations, body positioning and scanning. Never fails to catch small</p>	<p>Always manages classroom through physical use of space, including circulations, body positioning and scanning. Misses almost nothing.</p>	<p>Consistently manages classroom through physical use of space, including circulations, body positioning and scanning. Misses</p>	<p>Usually manages classroom through physical use of space, including circulations, body positioning and scanning. Misses few items.</p>

things.		very few items.	
The tone of the classroom is always respectful and positive, including the tone scholars use with the teacher. Scholars consistently speak with each other respectfully.	The tone of the classroom is always respectful and positive, including the tone scholars use with the teacher.	The tone of the classroom is usually respectful and positive, including the tone scholars use with the teacher.	The tone of the classroom is inconsistent in respectfulness and positivity, including the tone scholars use with the teacher.
Always uses appropriate volume and varies volume when needed to engage and manage scholars	Consistently uses appropriate volume and varies volume when needed to engage and manage scholars.	Usually uses appropriate volume and varies volume when needed to engage and manage scholars.	Inconsistently uses appropriate volume and varies volume when needed to engage and manage scholars.
Always appropriately balances formal and casual register to achieve desired instructional and disciplinary goals. Uses urgent only when needed.	Appropriately balances formal and casual register to achieve desired instructional and disciplinary goals. Uses urgent only when needed.	Usually appropriately balances formal, casual and urgent register to achieve desired instructional and disciplinary goals. Can overuse one or more at times.	Sometimes appropriately balances formal, casual and urgent register to achieve desired instructional and disciplinary goals. Overuses one or more.
Always circulates, reviews work and checks in on scholars strategically to ensure mastery and growth. Does not get distracted by scholars who want but do not need help.	Consistently circulates, reviews work and checks in on scholars strategically to ensure mastery and growth. Does not get distracted by scholars who want but do not need help.	Usually circulates, reviews work and checks in on scholars strategically to ensure mastery and growth. Does not get distracted by scholars who want but do not need help.	Sometimes circulates, reviews work and checks in on scholars strategically to ensure mastery and growth. Does not get distracted by scholars who want but do not need help.

Management and Culture: Alignment with School Culture

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
All Alma school rules are clearly enforced and consistently emphasized. Exemplar in maintain full compliance.	Alma school rules are clearly enforced and consistently emphasized.	Alma school rules are mostly enforced and emphasized.	Alma school rules are inconsistently and often ineffectively enforced and emphasized.
Sets and maintains the highest of expectations. Sweats the small stuff by defining expectations clearly and supporting scholars to meet them. A model of high expectations.	Sets and maintains high expectations. Sweats the small stuff by defining expectations clearly and supporting scholars to meet them.	Sets and sometimes maintains high expectations. Sometimes sweats the small stuff by defining expectations and supporting scholars to meet them.	Sets low expectations or fails to sweat the small stuff and support scholar sin reaching high expectations

Teaches, models, and always uses and enforces Alma-specific language and behaviors, to include: SLANT, hand signals, voice levels, hallway expectations, etc.	Teaches and usually enforces Alma-specific language and behaviors, to include: SLANT, hand signals, voice levels, hallway expectations, etc.;	Uses Alma-specific language, to include: SLANT, hand signals, voice levels, hallway expectations, etc. but may not always model these behaviors.	Alma-specific language and behaviors, to include: SLANT, hand signals, voice levels, hallway expectations, etc. are not present.
Always connects scholar learning and all conversations to “the why.”	Often connects scholar learning and many conversations to “the why.”	May connect scholar learning or conversations to “the why.”	Does not connect scholar learning or conversations to “the why.”

Management and Culture: Procedures and Directions

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Gives clear and specific directions using steps that can be easily executed by scholars. Steps are numbers and clearly started with a cue. Directions build independence and culture.	Gives clear and specific directions using steps that can be easily executed by scholars. Steps are numbers and clearly started with a cue.	Gives directions using steps. Directions are started with a cue.	Gives unclear or inconsistent directions.
There is a clear and known procedure for everything in the classroom. Scholars can explain why these procedures exist.	There is a clear and known procedure for most things in the classroom, especially the most important or common actions.	There is a clear procedure for many things in the classroom.	There is a clear procedure for a few things in the classroom.
Hallway transitions are a model. They are always professional, smooth, silent and efficient. Wait time is used to review content silently.	Hallway transitions are consistently professional, smooth, silent and efficient.	Hallway transitions are usually professional, smooth, silent or efficient.	Hallway transitions are frequently or sometimes inefficient and noisy.
Always gives What to Do directions that are specific, concrete, sequential, and observable. Directions are short and clearly anticipate issues.	Consistently gives What to Do directions that are specific, concrete, sequential, and observable.	Often gives What to Do directions that are specific, concrete, sequential, and observable but sometimes the directions need to be rephrased for more clarity.	Sometimes gives directions that are not specific, concrete, sequential, AND/OR observable.
The classroom runs like clockwork and scholars are routinized to all procedures. Procedures can be executed silently AND without teacher prompting in all cases.	The classroom runs like clockwork and scholars are routinized to all procedures. Procedures can be executed silently or without teacher prompting in many cases.	The classroom runs efficiently and scholars are routinized to most, if not all, procedures.	Some procedures are routinized and others are not causing a lack of flow in the classroom OR procedures are very poorly executed.

Procedures, roles and directions consistently build scholar independence over time with scholars assuming more responsibility.	Procedures, roles and directions help build scholar independence over time with scholars assuming more responsibility.	Procedures, roles and directions help build some scholar independence over time with scholars assuming more responsibility.	Procedures, roles and directions do not help build scholar independence over time with scholars assuming more responsibility.
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Management and Culture: Building Ritual

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Always uses school-wide rituals and languages to inform positive culture, to include: threshold, school songs, and shout outs/cheers.	Consistently uses school-wide rituals and languages to inform positive culture, to include: threshold, school songs, and shout outs/cheers.	Usually uses school-wide rituals and languages to inform positive culture, to include: threshold, school songs, and shout outs/cheers.	Sometimes uses school-wide rituals and languages to inform positive culture, to include: threshold, school songs, and shout outs/cheers.
Creates and always uses classroom rituals to build investment, celebrate effort and progress and incentivize making good choices.	Creates and uses classroom rituals to build investment, celebrate effort and progress and incentivize making good choices.	Creates but does not consistently use classroom rituals to build investment, celebrate effort and progress and incentivize making good choices.	Inconsistently uses classroom rituals to build investment, celebrate effort and progress and incentivize making good choices.
Always uses aspirational language to inspire scholars to feel invested in crew, culture and academic work. Inspires scholars to use similar language. Creates frequent and customized opportunities to engage and invest scholars in challenges around compliance, culture and academics. Provides frequent, consistent and customized precise praise that describes the scholar behavior and academic action and effort, avoiding over praising or under acknowledging.	Uses aspirational language to inspire scholars to be invested in crew, culture and academic work. Creates opportunities to engage and invest scholars in challenges around compliance, culture and academics. Provides precise praise that describes the scholar behavior and academic action and effort, avoiding over praising or under acknowledging.	Sometimes uses aspirational language to inspire scholars to be invested in crew, culture and academic work. Creates some opportunities to engage and invest scholars in challenges around compliance, culture and academics. Provides some precise praise that describes the scholar behavior and academic action.	Inconsistently uses aspirational language to inspire scholars to be invested in crew, culture and academic work. Rarely creates opportunities to engage and invest scholars in challenges around compliance, culture and academics. Fails to provide praise. Often over praises OR under acknowledges scholar academic and behavior efforts.
Always creates a culture in which error is normalized, and mistakes are a normal part of learning.	Consistently creates a culture in which error is normalized, and mistakes are a normal part of learning.	Sometimes creates a culture in which error is normalized and mistakes are a normal part of learning.	Rarely creates a culture in which error is normalized, and mistakes are a normal part of learning.
Consistently uses all moments to build crew and positive relationship between scholars and about content. Scholars consistently display this investment and	Consistently uses all moments to build crew and positive relationship between scholars and about content.	Uses many moments to build crew and positive relationship between scholars and about content.	Uses some moments to build crew and positive relationship between scholars and about content.

crew relationships.

Always celebrates rigor and achievement daily through use of school-wide tools such as visuals, goals, and crew incentives.	Celebrates rigor and achievement through use of school-wide tools such as visuals, goals, and crew incentives.	Occasionally celebrates rigor and achievement through use of school-wide tools such as visuals, goals, and crew incentives.	Rarely celebrates rigor and achievement through use of school-wide tools such as visuals, goals, and crew incentives.
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Management and Culture: 100% and consequences

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Always scans to notice off-task behavior and observe compliance.	Consistently scans to notice off-task behavior and observe compliance.	Sometimes scans to notice off-task behavior and observe compliance.	Rarely scans and/or noticed off-task behavior or compliance.
Always uses least invasive intervention (positive group, public correction, private correction, anonymous correction, lightening quick). Moves fluidly between them. Consistently and fluidly uses nonverbal directions and corrections to preserve learning time and drive compliance.	Consistently uses least invasive intervention (positive group, public correction, private correction, anonymous correction, lightening quick). Moves fluidly between them. Consistently uses nonverbal directions and corrections to preserve learning time and drive compliance.	Routinely uses least invasive intervention (positive group, public correction, private correction, anonymous correction, lightening quick). Uses some nonverbal directions and corrections to preserve learning time and drive compliance.	Implements intervention strategies but with mixed effectiveness. Uses few nonverbal directions and corrections to preserve learning time and drive compliance OR nonverbal do not drive compliance.
No learning time is lost due to behavior corrections.	Very little learning time is lost due to behavior corrections.	Learning time is sometimes lost due to behavior corrections.	Learning time is often lost due to behavior corrections.
Always gives consequences for appropriate misbehaviors. Always gives consequences and corrections that do not distract from the overall flow and pace of the lesson.	Gives consequences for appropriate misbehaviors. Gives consequences and corrections that do not distract from the overall flow and pace of the lesson.	Sometimes gives consequences for appropriate misbehaviors. Sometimes gives consequences and corrections that do not distract from the overall flow and pace of the lesson.	Does not give consequences for appropriate misbehaviors. Gives consequences and corrections that distract from the overall flow and pace of the lesson.
Always uses the “art of the consequence” where consequences are quick, incremental, consistent and depersonalized.	Uses the “art of the consequence” where consequences are quick, incremental, consistent and depersonalized.	Uses the “art of the consequence” where consequences are three of four: quick, incremental, consistent and depersonalized.	Consequences are not quick, incremental, consistent and/or depersonalized.

<p>Consistently uses positive framing to create a crew oriented culture (assume the best, live in the now, allow plausible anonymity). Inspires scholars to do the same in their interactions with each other</p> <p>Always uses language to communicate calm finesse (focuses on purpose not power, says thank you, uses we language) with scholars.</p> <p>Always uses body language that communicates trust and care, as well as corrects scholars through bright face, space to decide and teacher look.</p> <p>All scholars are on task at all times within given lessons (100%); there are no side conversations or issues.</p> <p>Always delivers consequence by tagging the behavior and uses personalized bounce-back statements allowing teacher, scholar and lesson to get back on track.</p> <p>Always applies consequences consistently using school-wide system. Always gives consequences fairly and responsively.</p> <p>Clearly and consistently communicates with scholars and families about consequences. Families and scholars are clear and invested in consequences.</p>	<p>Consistently uses positive framing to create a crew oriented culture (assume the best, live in the now, allow plausible anonymity).</p> <p>Consistently uses language to communicate calm finesse (focuses on purpose not power, says thank you, uses we language) with scholars.</p> <p>Consistently uses body language that communicates trust and care, as well as corrects scholars through bright face, space to decide and teacher look.</p> <p>All scholars are on task almost all of the time within given day (more than 95%). There are few, if any, side conversations or issues.</p> <p>Delivers consequence by tagging the behavior and uses bounce-back statements allowing teacher, scholar and lesson to get back on track.</p> <p>Applies consequences consistently using school-wide system. Gives consequences fairly and responsively.</p> <p>Clearly and consistently communicates with scholars and families about consequences.</p>	<p>Uses some positive framing to create a crew oriented culture (assume the best, live in the now, allow plausible anonymity).</p> <p>Sometimes uses language to communicate calm finesse (focuses on purpose not power, says thank you, uses we language) with scholars.</p> <p>Sometimes uses body language that communicates trust and care, as well as corrects scholars through bright face, space to decide and teacher look.</p> <p>80-95% of scholars are consistently on task; there are sometimes a few side conversations or issues.</p> <p>Sometimes delivers consequence by tagging the behavior and uses bounce-back statements allowing teacher, scholar and lesson to get back on track.</p> <p>Almost always applies consequences using school-wide system. Generally gives consequences fairly and responsively.</p> <p>Communicates with scholars and families about consequences.</p>	<p>Does not use positive framing to create a crew oriented culture (assume the best, live in the now, allow plausible anonymity). Often reference the past or assumes intent when correcting scholars.</p> <p>Fails to use calm finesse. Language overly focuses on power, fails to demonstrate caring or targets scholars too much.</p> <p>Rarely uses bright face, space to decide, and teacher look. Body language does not communicate caring.</p> <p>Fewer than 80% of scholars are on task; side conversations or issues are frequent and detract the learning.</p> <p>Usually delivers consequence without tagging the behavior and uses bounce-back statements allowing teacher, scholar and lesson to get back on track.</p> <p>Consequences are applied inconsistently, unfairly OR consequences do not respond to behavior.</p> <p>Inconsistently communicates with scholars and families about consequences.</p>
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Management and Culture: Dealing with Challenging Situations

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
<p>Always demonstrates emotional constancy physically (walks slowly, speaks calmly, lowers volume, reduces number of words).</p> <p>Always demonstrates emotional constancy with language (names behaviors not people, depersonalizes, avoids globalizing).</p>	<p>Consistently demonstrates emotional constancy physically (walks slowly, speaks calmly, lowers volume, reduces number of words).</p> <p>Consistently demonstrates emotional constancy with language (names behaviors not people, depersonalizes, avoids globalizing).</p>	<p>Sometimes demonstrates emotional constancy physically (walks slowly, speaks calmly, lowers volume, reduces number of words).</p> <p>Sometimes demonstrates emotional constancy with language (names behaviors not people, depersonalizes, avoids globalizing).</p>	<p>Walks too quick, speaks too loudly or with anger/upset and/or uses too many words in heightened situations.</p> <p>Focuses on traits, globalizes or reacts very personally in heightened situations.</p>
<p>Always knows when and how to diffuse situations with scholars AND prevents the vast majority of misbehavior before outbursts occur.</p> <p>Always knows when to involve behavior interventionist or school leader, never over or under responding to difficult situations AND models this skill for others.</p> <p>Does not engage in scholar excuses when correcting misbehavior; Always maintains high expectations in every difficult situation and always messages them effectively to scholars and parents.</p>	<p>Always knows when and how to diffuse situations with scholars.</p> <p>Applies supports to prevent future issues.</p> <p>Always knows when to involve behavior interventionist or school leader, never over or under responding to difficult situations.</p> <p>Rarely engages in scholar excuses when correcting misbehavior; Frequently maintains high expectations in difficult situations and messages them appropriately to scholars and parents.</p>	<p>Usually knows when and how to diffuse situations with scholars.</p> <p>Applies supports but they are ineffective.</p> <p>Knows when to involve behavior interventionist or school leader; may be too reliant on behavior specialist or school leader.</p> <p>Sometimes engages in scholar excuses when correcting misbehavior; Sometimes maintains high expectations in difficult situations, but may be inconsistent in messaging them to scholars and parents.</p>	<p>Sometimes knows when and how to diffuse situations with scholars. Does not apply supports.</p> <p>Knows when to involve behavior interventionist or school leader; may be too reliant on behavior specialist or school leader Or fail to ask for help at appropriate times.</p> <p>Often or always engages in scholar excuses when correcting misbehavior; High expectations are not present and inconsistently messaged to scholars and parents.</p>
<p>Always deals with challenging situations or scholars in the least invasive way.</p>	<p>Usually deals with challenging situations or scholars in the least invasive way and rarely publicly.</p>	<p>Often deals with challenging situations or scholars in the least invasive way and often publicly.</p>	<p>Inconsistently deals with challenging situations or scholars in the least invasive way and often publicly.</p>

Design and Delivery: Unit, lesson and assessment design

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
<p>Designs units that clearly connect with standards, assessments and clearly provide appropriate practice for core skills, tasks and formats. Units create</p>	<p>Designs units that clearly connect with standards, assessments and clearly provide appropriate practice for core skills, tasks and formats.</p>	<p>Designs units that clearly connect with standards, assessments and clearly provide appropriate practice for core skills, tasks and formats</p>	<p>Does not design units that clearly connect with standards, assessments and clearly provide appropriate practice for core skills, tasks and formats.</p>

<p>an exceptional path to mastery and can be used by others.</p>		<p>with feedback and support.</p>	
<p>Learning targets are measurable, scholar-friendly, focused on new skills/knowledge, clearly taught and reviewed and standards driven AND dramatically improve scholar motivation and knowledge of their learning.</p>	<p>All learning targets are measurable, scholar-friendly, focused on new skills/knowledge, clearly taught and reviewed and standards driven.</p>	<p>Learning targets are generally four of five: measurable, scholar-friendly, focused on new skills/knowledge, clearly taught and reviewed and standards driven OR occasionally includes task oriented learning targets.</p>	<p>Learning targets are generally three or less: measurable, scholar-friendly, focused on new skills/knowledge, clearly taught and reviewed and standards driven OR often includes task oriented learning targets.</p>
<p>Units have clear, well designed assessments that effectively measure the standards and provide for the ability to determine what and to what degree scholars have mastered content and skills AND provide for celebrating scholar mastery with our community. Lessons have clear, well designed assessments that effectively measure the learning targets and provide for the ability to determine what and to what degree scholars have mastered content and skills AND provide for celebrating scholar mastery with our community.</p>	<p>Units have clear, well designed assessments that effectively measure the standards and provide for the ability to determine what and to what degree scholars have mastered content and skills. Lessons have clear, well designed assessments that effectively measure the learning targets and provide for the ability to determine what and to what degree scholars have mastered content and skills.</p>	<p>Units have clear assessments that measure the standards and provide for the ability to determine what scholars have mastered content and skills. Lessons have clear assessments that measure the learning targets and provide for the ability to determine what scholars have mastered content and skills.</p>	<p>Units have assessments that measure the standards AND/OR provide for the ability to determine what scholars have mastered content and skills OR assessments are not well designed in advance. Lessons have assessments that measure the learning targets AND/OR provide for the ability to determine what scholars have mastered content and skills OR assessments are not well designed in advance.</p>
<p>Designs units that build on important unit themes and highlight core knowledge needed by scholars. Units have a lasting and meaningfully impact of scholar thinking. Units are designed clearly in advance to guarantee to standards mastery in allotted timeframe AND maximize scholar motivation and knowledge of their path to mastery.</p>	<p>Designs units that build on important unit themes and highlight core knowledge needed by scholars. Units are designed clearly in advance to lead to standards mastery in allotted timeframe.</p>	<p>Designs units that build on important unit themes and highlight core knowledge needed by scholars with feedback and support. Units are designed in advance to lead to standards mastery in allotted timeframe.</p>	<p>Does not design units that build on important unit themes and highlight core knowledge needed by scholars. Unit design is either not planned well in advance AND/OR does not create a path to standards mastery.</p>

Lessons plans have materials that clearly provide appropriate practice and scaffolding for scholar work. Lesson materials are powerfully branded and presented. Lesson Plans have distinct and well designed “I Do,” “We Do,” and “You Do” sections that provide for instructional practice of the learning target using workshop 1.0 or 2.0 models where appropriate AND provide for extensive grappling. Classroom assessment data is clearly and consistently shared with scholars, colleagues and families in a way that supports scholar development and goal setting’ communication leads to exemplary relationships and results. Classroom assessments are aligned with classroom activities, interim assessments, serve to drive lesson design forward, and create positive culture. Always uses formal classroom assessments, such as exit tickets or independent practice with set standards of work, to measure scholar work without intervention. Data from classroom assessments is always used to plan review or re-teaching with dramatic effect.

Lessons plans have materials that clearly provide appropriate practice and scaffolding for scholar work. Lesson Plans have distinct and well designed “I Do,” “We Do,” and “You Do” sections that provide for instructional practice of the learning target using workshop 1.0 or 2.0 models where appropriate. Classroom assessment data is clearly and consistently shared with scholars, colleagues and families in a way that supports scholar development and goal setting. Classroom assessments are aligned with classroom activities, interim assessments AND serve to drive lesson design forward. Uses formal classroom assessments, such as exit tickets or independent practice with set standards of work, to measure scholar work without intervention. Data from classroom assessments is always used to plan review or re-teaching.

Lessons plans have materials that clearly provide appropriate practice and scaffolding for scholar work with feedback and support. Lesson Plans usually have distinct “I Do,” “We Do,” and “You Do” sections using workshop 1.0 or 2.0 AND/OR lesson parts only sometimes provide for instructional practice of the learning target. Classroom assessment data is shared with scholars, colleagues and families. Classroom assessments are aligned with classroom activities and interim assessments. Uses formal classroom assessments, such as exit tickets or independent practice with set standards, but with some limitations or inconsistencies. Data from classroom assessments is sometimes used to plan review or re-teaching.

Lessons plans have materials, but materials do not allow for appropriate practice or scaffolding. Lesson Plans rarely or ineffectively have distinct “I Do,” “We Do,” and “You Do” sections OR workshop 1.0 or 2.0 are not attempted. Classroom assessment data is inconsistently shared with scholars, colleagues and families. Classroom assessments are inconsistently aligned with classroom activities and interim assessments. Infrequently uses formal classroom assessments, such as exit tickets or independent practice with set standards. Classroom assessments are not given. Data from classroom assessments is not used adjust instruction.

Design and Delivery: Ensure appropriate rigor

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Always selects single learning target	Selects learning targets that	Selects learning targets that a	Selects learning targets that sometimes

that appropriately challenge scholars.	appropriately challenge scholars.	challenge scholars with some exceptions.	fail to appropriate challenge scholars.
Always ensures that scholars give full correct answers and never opt out of answering or eventually figuring it out.	Consistently ensures that scholars give full correct answers and never opt out of answering or eventually figuring it out.	Sometimes ensures that scholars give full correct answers and never opt out of answering or eventually figuring it out.	Does not ensure that scholars give full correct answers and never opt out of answering or eventually figuring it out.
Always builds needed background knowledge with the goal of radically increasing scholar skills.	Effectively builds needed background knowledge with the goal of radically increasing scholar skills.	Builds needed background knowledge.	Sometimes builds needed background knowledge .
Always provides appropriately challenging classroom materials	Provides appropriately challenging classroom materials.	Usually provides appropriately challenging classroom materials	Inconsistently provides appropriately challenging classroom materials
Always ensures scholars answer questions at high quality through complete sentences, correct grammar and at an appropriate volume.	Ensures scholars answer questions at high quality through complete sentences, correct grammar and at an appropriate volume.	Sometimes ensures scholars answer questions at high quality through complete sentences, correct grammar and at an appropriate volume.	Does not ensure scholars answer questions at high quality through complete sentences, correct grammar and at an appropriate volume.
Intervenes rarely when scholars are working on difficult tasks by planning ahead for all needed supports	Avoids intervening too much or too little when scholars are working on difficult tasks.	Usually avoids intervening too much or too little when scholars are working on difficult tasks	Sometimes intervenes too much or too little when scholars are working on difficult tasks
Always stretches learning by rewarding correct answers with harder questions, probing for “why?” and “how do you know?” requires evidence and thinking from scholars.	Continuously stretches learning by rewarding correct answers with harder questions, probing for “why?” and “how do you know?,” requires evidence and thinking from scholars.	Sometimes stretches learning by rewarding correct answers with harder questions, probing for “why?” and “how do you know?” requires evidence and thinking from scholars.	Rarely stretches learning by rewarding correct answers with harder questions, probing for “why?” and “how do you know?” requires evidence and thinking from scholars.
Always sets and communicates high standards for quality work that are both ambitious and reasonable	Sets and communicates high standards for quality work that are both ambitious and reasonable.	Usually sets high standards for quality work that are both ambitious and reasonable	Inconsistently sets high standards for quality work that are both ambitious and reasonable

Design and Delivery: Reaching all learners

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Always assumes full responsibility for scholar achievement, seeks out innovative ways to support them AND produces dramatic results.	Always assumes full responsibility for scholar achievement AND seeks out innovative ways to support them.	Always assumes full responsibility for scholar achievement and support.	Sometimes assumes full responsibility for scholar achievement and support.
Always implements required supports as designated in IEPs and 504s. Lesson plans always include accommodations for scholars with special needs based on their IEP goals, 504 plans, and data from ELL testing designed to increase their outcomes; accommodations positively impact all scholars.	Implements required supports as designated in IEPs and Lesson plans always include accommodations for scholars with special needs based on their IEP goals, 504 plans, and data from ELL testing designed to increase their outcomes.	Inconsistently implements required supports as designated in IEPs and Lesson plans frequently include accommodations for scholars with special needs based on their IEP goals, 504 plans, or data from ELL testing designed to increase their outcomes.	Does not implements required supports as designated in IEPs and 504s. Lesson plans inconsistently include some accommodations for scholars with special needs based on their IEP goals, 504 plans, or data from ELL testing OR accommodations and modifications are not designed to increase scholar outcomes.
Always designs, revisits and redesigns supports for scholars without formal IEP or 504 needs that appropriately support their success with academics and discipline.	Designs, revisits and redesigns supports for scholars without formal IEP or 504 needs that appropriately support their success with academics and discipline.	Sometimes designs, revisits and redesigns supports for scholars without formal IEP or 504 needs that appropriately support their success with academics and discipline.	Rarely designs, revisits and redesigns supports for scholars without formal IEP or 504 needs that appropriately support their success with academics and discipline.
Creates and provides necessary RTI groups and interventions that close scholar gaps quickly. Uses WYN very powerfully and efficiently.	Provides necessary RTI groups and interventions that close scholar gaps quickly. Uses WYN efficiently.	Provides necessary RTI groups and interventions that close scholar gaps.	Provides some RTI and interventions.
Provides exceptional Sheltered English Instruction (SEI) within classroom lessons to support scholar mastery of content.	Provides Sheltered English Instruction (SEI) within classroom lessons to support scholar mastery of content.	Inconsistently provides Sheltered English Instruction (SEI) within classroom lessons to support scholar mastery of content.	Does not provide Sheltered English Instruction (SEI) within classroom lessons to support scholar mastery of content.
Appropriately differentiates where changes will dramatically increase outcomes for scholars AND clearly communicates differentiation to scholars and families in a way that increase clarity and motivation	Appropriately differentiates where changes will dramatically increase outcomes for scholars.	Usually appropriately differentiates where changes will dramatically increase outcomes for scholars	Over or under differentiates AND/OR make changes not centered on increasing outcomes for scholars

Design and Delivery: Instructional strategies

☐ Advanced (4)	☐ Proficient (3)	☐ Developing (2)	☐ Needs Improvement (1)
Always breaks down complex tasks and skills into steps that scholars can take and names those steps so scholars can describe and then execute them.	Breaks down complex tasks and skills into steps that scholars can take and names those steps so scholars can describe and then execute them.	Sometimes breaks down complex tasks and skills into steps that scholars can take and names those steps so scholars can describe and then execute them.	Rarely breaks down complex tasks and skills into steps that scholars can take and names those steps so scholars can describe and then execute them.
Always uses ratio shifting strategies, such as show call, everybody writes, board equals paper, etc.	Consistently uses ratio shifting strategies, such as show call, everybody writes, board equals paper, etc..	Sometimes uses ratio shifting strategies, such as show call, everybody writes, board equals paper, etc.	Rarely uses ratio shifting strategies, such as show call, everybody writes, board equals paper, etc.
Ensures scholars are provided exactly the correct number of guided and independent “at bats” designed to build mastery and independence. Always employs well-structured discussions that allow scholars to explore concepts, ideas and share thinking.	Ensures scholars are provided an appropriate number of guided and independent “at bats” designed to build mastery and independence. Consistently employs well-structured discussions that allow scholars to explore concepts, ideas and share thinking.	Often ensures scholars are provided an appropriate number of guided and independent “at bats” designed to build mastery. Sometimes employs well-structured discussions that allow scholars to explore concepts, ideas and share thinking.	Sometimes ensures scholars are provided an appropriate number of guided and independent “at bats” designed to build mastery. Rarely employs well-structured discussions that allow scholars to explore concepts, ideas and share thinking.
Provides exemplary explanations, methods, strategies, examples/non-examples and procedures to support scholar skill development	Provides clear and effective explanations, methods, strategies, examples/non-examples and procedures to support scholar skill development.	Provides explanations, methods, strategies, examples/non-examples and procedures to support scholar skill development	Sometimes provides explanations, methods, strategies, examples/non-examples and procedures to support scholar skill development
Always presents information clearly to lead to mastery and conceptual understanding. Always provides feedback to scholars to help them improve their performance. Always structures lessons to provide scholars ownership over producing high quality work through rubrics, checklists and tools.	Presents information clearly to lead to mastery and conceptual understanding. Consistently provides feedback to scholars to help them improve their performance. Structures lessons to provide scholars ownership over producing high quality work through rubrics, checklists and tools.	Usually presents information clearly to lead to mastery and conceptual understanding. Sometimes provides feedback to scholars to help them improve their performance. Sometimes structures lessons to provide scholars ownership over producing high quality work through rubrics, checklists and tools.	Sometimes presents information clearly to lead to mastery and conceptual understanding. Rarely provides feedback to scholars to help them improve their performance. Rarely structures lessons to provide scholars ownership over producing high quality work through rubrics, checklists and tools.

Design and Delivery: Checks for Understanding

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Asks exemplary, learning oriented check for understand questions consistently throughout the lesson to proactively diagnose misunderstandings.	Asks high quality, learning oriented check for understand questions consistently throughout the lesson.	Asks learning oriented check for understand questions consistently throughout the lesson.	Asks check for understand questions consistently throughout the lesson inconsistently or does not target learning appropriately.
Always asks questions that break down conceptual, content and procedural knowledge to ensure full mastery.	Asks questions that break down conceptual, content and procedural knowledge to ensure full mastery.	Sometimes asks questions that break down conceptual, content and procedural knowledge to ensure full mastery.	Rarely asks questions that break down conceptual, content and procedural knowledge to ensure full mastery.
Always ensures the full participation of all scholars in answering questions by using strong wait time, cold call and choral response.	Consistently ensures the full participation of all scholars in answering questions by using strong wait time, cold call and choral response.	Sometimes ensures the full participation of all scholars in answering questions by using strong wait time, cold call and choral response.	Rarely ensures the full participation of all scholars in answering questions by using strong wait time, cold call and choral response.
Always asks pre-planned, targeted questions designed to surface scholar misunderstandings. Avoids tipping the answer, so scholar mastery can be assessed.	Consistently asks pre-planned, targeted questions designed to surface scholar misunderstandings. Avoids tipping the answer, so scholar mastery can be assessed.	Sometimes asks pre-planned, targeted questions designed to surface scholar misunderstandings. Avoids tipping the answer, so scholar mastery can be assessed.	Rarely asks pre-planned, targeted questions designed to surface scholar misunderstandings. Avoids tipping the answer, so scholar mastery can be assessed.
Always uses methods that allow scholar thinking and work to be easily reviewed and checked (boogie boards, hand signals, etc.).	Consistently uses methods that allow scholar thinking and work to be easily reviewed and checked (boogie boards, hand signals, etc.).	Often uses methods that allow scholar thinking and work to be easily reviewed and checked (boogie boards, hand signals, etc.).	Sometimes uses methods that allow scholar thinking and work to be easily reviewed and checked (boogie boards, hand signals, etc.).
Uses a variety of routine and ritualized techniques to ensure the maximum number of scholars who are questioned before moving to the next phase of the lesson.	Uses a variety of techniques to ensure the maximum number of scholars who are questioned before moving to the next phase of the lesson.	Uses more than one technique to ensure the maximum number of scholars who are questioned before moving to the next phase of the lesson.	Uses few techniques to ensure the maximum number of scholars who are questioned before moving to the next phase of the lesson.
Always makes sure all scholars are thinking during questioning, using techniques such as turn and talk, unbundling and polling.	Makes sure all scholars are thinking during questioning, using techniques such as turn and talk, unbundling and polling.	Makes sure most scholars are thinking during questioning, using techniques such as turn and talk, unbundling and polling.	Inconsistently makes sure scholars are thinking during questioning, using techniques such as turn and talk, unbundling and polling.
Asks high rigor, thinking-orientated questions that ask scholars to grapple	Asks high rigor, thinking-orientated questions that ask scholars to grapple	Asks rigorous questions that ask scholars to grapple and problem	Does not ask questions that ask scholars to grapple, think and problem solve

and problem solve during lessons AND stretches content for scholars who are able to excel.	and problem solve during lessons.	solve during lessons Or asks low rigor, leading or mixed rigor questions.	during lessons AND/OR asks low rigor questions.
Always uses real-time data from checks for understanding to adjust instruction, where needed AND clearly communicates that data to their class.	Always uses real-time data from checks for understanding to adjust instruction, where needed.	Usually uses real-time data from checks for understanding to adjust instruction, where needed.	Inconsistently uses real-time data from checks for understanding to adjust instruction, where needed.

Design and Delivery: Pace of Lesson

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Lessons are always started and ended on time with clearly communicate systems. Appropriate time is spent on all disciplines and planning prevents over or under runs.	Lessons are always started and ended on time. Appropriate time is spent on all disciplines.	Lessons are usually started and ended on time. Appropriate time is usually spent on all disciplines.	Lessons are sometimes started and ended on time OR appropriate time is not spent on all disciplines.
Classroom time is always considered sacred and time is used wisely and in a highly efficient manner.	Classroom time is considered sacred and time is used wisely and in a highly efficient manner.	Classroom time is used wisely and most time is spent on teaching and learning.	Classroom time is mostly used wisely, but instructional time is lost on behavior management.
Always creates a sense of urgency to meet the goals and learning targets. Crew is invested in the goals and actively encourages each other.	Always creates a sense of urgency to meet the goals and learning targets.	Usually creates a sense of urgency to meet the goals and learning targets.	Lessons often move too quickly or drag on resulting in goals and learning targets not being met.
Always creates momentum and the illusion of speed through language, such as countdowns, saying go, etc.	Consistently creates momentum and the illusion of speed through language, such as countdowns, saying go, etc.	Sometimes creates momentum and the illusion of speed through language, such as countdowns, saying go, etc.	Rarely creates momentum and the illusion of speed through language, such as countdowns, saying go, etc.
Always creates momentum and the illusion of speed by changing the activity frequently and varying the type of activity.	Consistently creates momentum and the illusion of speed by changing the activity frequently and varying the type of activity.	Sometimes creates momentum and the illusion of speed by changing the activity frequently and varying the type of activity.	Rarely creates momentum and the illusion of speed by changing the activity frequently and varying the type of activity.
Always makes adjustments in the moment, where needed, and appropriately varies the pace throughout lessons to reach the learning target.	Makes adjustments in the moment, where needed, and appropriately varies the pace throughout lessons to reach the learning target.	Sometimes makes adjustments in the moment, where needed, and appropriately varies the pace throughout lessons to reach the learning target.	Inconsistently makes adjustments in the moment and inconsistently or inappropriately varies the pace throughout lessons to reach the learning target.

Design and Delivery: Data-Driven Instruction

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Collects scholar performance data daily and organizes/posts/shares it weekly to drive instruction, planning, and communication.	Collects scholar performance data daily and organizes/posts/shares it frequently to drive instruction, planning, and communication.	Collects scholar performance data but may not be regular, shared or used well.	Infrequently collects data or uses it ineffectively or poorly.
Analyzes scholar performance data to draw conclusions regarding class and scholar needs independently and between formal analysis rounds.	Analyzes scholar performance data to draw conclusions regarding class and scholar needs.	Sometimes and/or effectively analyzes scholar performance data.	Rarely or ineffectively analyzes scholar performance data.
Strategically creates opportunities for scholars to know their level of mastery and correct/revise their own work, fostering a culture of accountability for the correct answer.	Consistently creates opportunities for scholars to know their level of mastery and correct/revise their own work, fostering a culture of accountability for the correct answer.	Sometimes creates opportunities for scholars to know their level of mastery and correct/revise their own work, fostering a culture of accountability for the correct answer.	Rarely creates opportunities for scholars to know their level of mastery and correct/revise their own work, fostering a culture of accountability for the correct answer.
Deeply and strategically probes scholar misunderstandings and data to identify root causes or teacher actions that caused underperformance to occur.	Deeply probes scholar misunderstandings and data to identify root causes or teacher actions that caused underperformance to occur.	Probes scholar misunderstandings and data to identify root causes or teacher actions that caused underperformance to occur.	Rarely probes scholar misunderstandings and data to identify root causes or teacher actions that caused underperformance to occur.
Always creates clear DDI action plans, RTI plans and reteach plans that address gaps in scholar understanding.	Consistently creates clear DDI action plans, RTI plans and reteach plans that address gaps in scholar understanding.	Sometimes creates clear DDI action plans, RTI plans and reteach plans that address gaps in scholar understanding.	Rarely creates clear DDI action plans, RTI plans and reteach plans that address gaps in scholar understanding.
Powerfully, appropriately and effectively individualizes instruction to meet scholars' needs.	Appropriately and effectively individualizes instruction to meet scholars' needs.	Appropriately OR effectively individualizes instruction to meet scholars' needs.	Does not individualizes instruction to meet scholars' needs OR does so poorly.
Strategically digs into errors, studies them efficiently and effectively to better understand where scholars struggle.	Strategically digs into errors, studies them effectively to better understand where scholars struggle.	Digs into errors, studies them efficiently and effectively to better understand where scholars struggle.	Rarely digs into errors or does so in the wrong moments or ways.
Frequently adjusts instruction based on analysis of data and communicates about it clearly with colleagues.	Frequently adjusts instruction based on analysis of data.	Sometimes adjusts instruction based on analysis of data, but may be too infrequent or ineffective	Rarely adjusts instruction based on analysis of data OR does so ineffectively to the point of disruption