



Alma del Mar Charter School  
Annual Report

2017-2018 School Year

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**Alma del Mar Charter School**

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## ***Introduction***

<b><i>Alma del Mar Charter School (Alma)</i></b>			
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	398
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year	190	Students on Waitlist	564
School Hours	Monday-Thursday 8:00- 4:00; Friday 8:00-2:30	Age of School	7 Years
<p>Mission Statement</p> <p>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.</p>			

## 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 – one of this year’s kindergarten scholar groups is named the Rhode Island College Class of 2034. 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. This year, Alma’s Learning Expeditions in each grade incorporated the bulk of our schoolwide service work. 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. Additionally, our eighth grade scholars worked with local organizations to donate shoes to New Bedford residents in need. They also collaborated with GiftstoGive for a day of service and giving back to the community. Service opportunities are essential to our scholars’ development as leaders and positive contributors to our city.

Alma del Mar is a high quality educational option for many families who have historically had no other option besides 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. In 2017-18, 53% of new scholars were low income and over 70% of new scholars were English Language Learners. Alma’s youngest grades are made up of 50% of scholars who are either current or former English Language Learners. Alma’s overall percentage of ELLs is lower than the sending district of New Bedford due to the strong instruction that our ELLs receive, leading them to be exited from the program in their first years with the school. Alma expects over 40% of scholars to be current or former ELLs in the coming school year and are dedicated to continuing our high demand, high support model to support

these scholars and their families.

Alma del Mar develops strong relationships with families through systems that establish regular communication. All of these efforts resulted in **95% 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 the highest performing 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. Alma has a larger high needs population having higher needs, than compared to the sending district. Alma's high needs scholars outperformed the general population of students citywide on the MCAS. Additionally, **98% of Alma families report satisfaction** with our special education program. This makes clear that Alma's high support model leads *all* of our scholars to achieve to their potential.

At our weekly Town Hall gatherings, teachers award scholars certificates for going above and beyond in demonstrating one of Alma's three Habits of Character (responsibility, consideration, 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.

#### **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 in addition to daily science instruction aligned to the Next Generation Science Standards. 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 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 events leading to the Revolutionary War. 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 16<sup>th</sup> century. By the end of seventh grade, scholars can use variables to represent quantities and construct simple equations. Scholars also engage in authentic Response to Injustice projects which culminate in fundraising or community outreach efforts. By the end of eighth grade, scholars meaningfully reflect on their academic work and personal growth through the creation and presentation of a Passage Project.

## ACCESS AND EQUITY

In the 2017-2018 school year, there was an overall increase in In-School and Out-of-School suspensions. In-School suspensions increased by 1.4%, which we attribute to growing pains as we enrolled 87 new scholars at all grade levels. Our Out-of-School suspension rate more than doubled, increasing from 3.1% in the 2016-2017 school year to 8.7% in the 2017-2018 school year. We also saw a sharp increase in the percentage of Students with Disabilities earning out of school suspensions during the 2017-2018 school year.

After working closely with teachers, families, and staff, it became clear that there was a serious mental health need that the school needed to address. A social worker was hired in November 2017, and the school strengthened its partnerships with local mental health organizations in the community to provide 65.3% of suspended scholars with mental health supports. Notably, we ensured that the majority of Students with Disabilities received mental health supports, with 76.9% actively receiving support. An additional 10.5% were offered supports. We have similarly high rates of mental health supports for our other subpopulations, totaling over 50% for each population.

Schoolwide, 36.9% of suspended scholars were put on behavior plans to help regulate their behavior. Staff were trained by the Dean of Culture, the Behavior Interventionist, and the Social Emotional Specialist in order to implement these plans to fidelity. The Dean of Culture and staff members also consulted closely with families of suspended scholars to ensure consistency between school and home.

As a result of these efforts, 89% of Alma families surveyed in May 2018 agreed that their scholar “has the opportunity to learn from their mistakes and correct their behavior,” our highest rating since June 2016. We will continue to provide these supports in the 2018-2019 school year.

<b>Alma del Mar AY17-18 Disciplinary Data</b>							
<b>Student Group</b>	<b>Students</b>	<b>Students Disciplined</b>	<b>% In-School Suspension</b>	<b>% Out-of-School Suspension</b>	<b>% Expulsion, Emergency Removal</b>	<b>% Receiving MH Supports</b>	<b>% MH Supports Offered</b>
All Students	413	46	4.8	8.7	0	65.3	10.7
ELL	91	4	1.1	3.2	0	50.0	25.0
Students w/ disabilities	65	19	12.3	24.6	0	76.9	10.5
Female	225	23	4.4	5.7	0	56.5	8.6
Male	188	28	5.3	12.2	0	60.7	17.8
Amer. Ind. or Alaska Nat.	3	0					
Asian	2	0					

Afr. Amer./Black	53	7	5.6	7.5	0	57.1	14.2
Hispanic/Latino	210	25	5.2	9.5	0	64.0	12.0
Multi-race, Non-Hisp./Lat.	24	0					
Nat. Haw. or Pacif. Isl.	0	0					
White	121	13	4.9	9	0	69.2	15.3

#### 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. Below is a sampling of major dissemination activities undertaken by Alma del Mar in the 2017-2018 school year.

- Alma del Mar actively engages with the New Bedford School District to share practices. For example, we hosted a group of teachers from Pacheco Elementary School this spring to share best practices on how to instruct students to produce more authentic writing pieces. The school’s principal and K-1 teaching team observed writing instruction at Alma and then had a follow-up session with some of our Master Teachers to dig deeper into the strategies our teachers use.
- 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

- New Bedford School Committee
- Bristol Community College
- South Coast Chamber
- South Coast Young Professionals Network
- Springfield Prep Charter School
- Conservatory Lab Charter School
- Nativity Preparatory School
- Pioneer Institute
- Lynch Leadership
- Carlos Pacheco Elementary School - New Bedford

These teachers and school leaders observed classrooms and attended events to learn about best practices to implement at their own schools. Principals in the Lynch Leadership program visited Alma to observe classroom instruction by our Master Teachers and meet with members of our leadership team.

- Our practices around creating a high demand/high support model were recently documented by the Pioneer Institute. They spent a day at Alma del Mar capturing footage of our math, literacy and ESL specialists using our “High Demand, High Support” model with small groups of scholars and interviewed our Principal, Dean of Culture and one kindergarten teacher.
- 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 Springfield Prep and welcomed them into our elementary classrooms. Through EL Education we have also shared scholar work at a variety of events and conferences.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria</b> that best aligns to the shared best practice	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (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.)
“High Demand, High Support” model of instruction and culture	interviews and video footage captured of math, literacy, and ESL instruction	Principal, Dean of Culture, Master Teacher, other teaching staff	Instruction and Culture	Pioneer Institute	Video compilation of lessons and interviews for dissemination by other partner schools of the Pioneer Institute in alignment with their data-driven approach to education reform
Writing instruction: Criteria for Success - Revision tools	Master teacher delivered PD at district elementary school	Founding Master Teacher (1st grade), Director of Curriculum and Instruction	Instruction	Carlos Pacheco Elementary School - Leadership and staff	Partner school implementing Criteria For Success model of revision across grades and content areas
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, 1st grade team	Instruction and Culture	Carlos Pacheco Elementary School	Partner school implementing classroom management systems and techniques
Integration of EL model in Middle School Social Studies	classroom observations and meeting with curricular leaders	Curriculum Coordinator, Middle School Expedition Dept. Chair	Curriculum & Instruction	Nativity Prep	Increased complexity, craftsmanship, and authenticity in Nativity Prep scholar work through adoption of EL work protocols
School culture and instruction	Presentation from Exec. Director, Classroom observations and meeting with staff	Director of Instruction and Curriculum, Dean of Culture, Development Manager	School Leadership and Instruction	Lynch Leadership Academy (aspiring principals from district, charter and parochial urban schools)	Aspiring principals from Lynch Leadership Academy visited to observe best practices to implement at their own campuses (district, charter, and parochial)
General best practices	Secondary Schools Fair	Executive Director, Secondary Schools Support Team	Family Engagement and School Leadership	Nativity Prep and Our Sisters School, New Bedford High	Increased awareness of secondary school options among area families and awareness of New Bedford among a number secondary schools.

				School, along with representatives from 30 secondary schools in the region	
Classroom culture and Instruction	Classroom observations	Development Manager, DCI, Master Teachers	Instruction & Culture	Springfield Prep	Teachers had opportunity to observe high-performing Alma teachers and consider best practices to inform their own instruction

## *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 and programming

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, Math in Focus, EngageNY and build other materials in-house.

We teach Science and Social Studies primarily through Learning Expeditions, longer term investigations into key topics. 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. 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. 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 have a science class every day.

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 interim or benchmark assessments which are used to both design units and measure impact quarterly. Unit guides are reviewed by department chairs during quarterly feedback and revision cycles. Revisions are done annually to guiding documents (Scope and Sequences and interim exams) 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 supportive 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 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 re-teach 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 whiteboards
- 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 four 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 24% of scholars at Alma del Mar have an IEP or 504 Plan in place

and over half of our kindergarteners are English Language Learners. Scholars currently at Alma del Mar have a wide array of conditions including language based disabilities, ADHD, autism, seizure 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 disabilities. Some examples of supports we provide include the following:

- Small group and individual instruction for all scholars as needed, both within the classroom as “push-in” support or outside of the classroom as “pull-out” support
- This support can be focused on targeted skills that individual scholar(s) need to work on, reteaching previously taught content, or differentiating the method of lesson delivery or content of the lesson.
- Scholars are grouped based on common needs for Targeted Learning Time on a daily basis

Alma del Mar employs three full-time literacy interventionists, three full-time math interventionists, an English Language Learning Specialist, as well as academica 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, expedition, and social emotional support. All our lead teachers and associate teachers also collaborate to address the needs of individual scholars.

Through our partnership with the Meeting Street, 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 local psychologists to conduct educational and psychoeducational testing. Alma del Mar provides 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 delivers a joyful, challenging, and content rich learning experience for all scholars by holding high expectations and providing supports to help scholars reach them. Our High Demand, High Support model allows us to create a well structured and rigorous learning environment designed to push scholars above and beyond, both academically and as members of our community.

An essential part of our model includes thoughtful incentives and appropriate consequences as a regular part of each classroom’s routine. We believe that the right incentives inspire curiosity and a love of learning, and logical consequences allow scholars to develop stronger habits of learning and character. Our staff collaborates closely schoolwide to ensure our behavior management systems foster a growth mindset in our scholars. We believe that no scholar is innately a “good” or “bad” student, and we use our systems to emphasize the importance of hard work and effort to achieve our goals.

Many of our scholars come to Alma with a host of non-academic needs that impact their success at school. The first line of intervention is our classroom teachers. Teachers schedule daily class time for culture building (called Crew, Morning Meeting, and Closing Circle), during which scholars have the opportunity to practice academic or professional skills and strengthen peer relationships. Additionally, our teachers regularly communicate with families, with 95% of families agreeing that they are able to reach their child’s teacher when they need to do so. Teachers use this regular communication to build strong, trusting relationships with scholars and families. This allows teachers to readily receive crucial information and identify challenges that scholars may face. Teachers readily implement interventions such as breaks, additional time with trusted adults or scholars, or individual incentive plans to support scholars within the classroom.

For scholars who require additional interventions, staff can refer struggling scholars to our Culture Team. Overseen by the Dean of Culture, one of the Culture Team’s primary responsibilities is to ensure that scholars who need additional social emotional and mental health support receive it promptly. Alma employs a Behavior Interventionist, a Social Emotional Specialist, a Social Worker, and multiple Behavior Fellows to address the myriad of needs scholars may have. Supports that the Culture Team provides include:

- Creating and implementing weekly small group interventions that target topics such as organization, planning, task initiation, self-regulation, self-esteem, healthy peer relationships, and coping skills
- Writing and reporting on social emotional IEP goals
- Providing support for high need scholars inside and outside of the classroom
- Collaborating with teachers and families to develop Behavior Intervention Plans
- Individual and family counseling sessions

The Dean of Culture manages contracted services to provide families with additional options for mental health supports. Alma collaborates with multiple local organizations such as Child and Family Services, North Star Learning Services, Children’s Counseling and Trauma Treatment, and private clinicians. In the 2017-2018 academic year, **65 scholars (15%) received mental health support services schoolwide** through school-based referrals.

# Organizational Viability

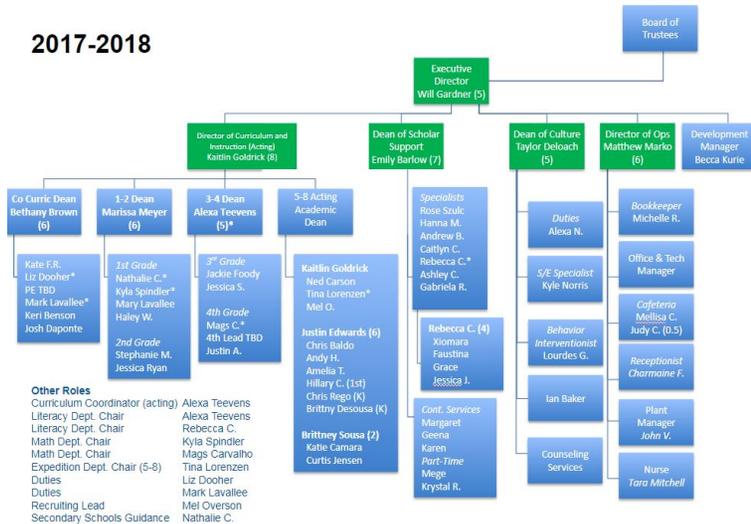
## ORGANIZATIONAL STRUCTURE OF THE SCHOOL

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 Dean 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 Jan 1, 2018



## 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 quarterly reviews. Alma uses a Teacher Evaluation Rubric (Appendix E) that is a modified version of the Massachusetts Model System of Educator Evaluation.

## Budget and Finance

**FY18 UNAUDITED STATEMENT OF REVENUES, EXPENSES AND NET ASSETS**

**OPERATING REVENUES:**

TUITION	\$	4,977,366	
FEDERAL AND STATE GRANTS		335,942	
FOOD SERVICE		236,718	
IN-KIND TRANSPORTATION AND OTHER SERVICES		-	
ON-BEHALF FRINGE BENEFITS		-	
STUDENT ACTIVITIES/OTHER INCOME			4,823
TOTAL OPERATING REVENUES		5,554,849	

**OPERATING EXPENSES:**

SALARIES - INSTRUCTORS		2,438,345	
SALARIES - ADMINISTRATORS		714,061	
PAYROLL TAXES		52,955	
FRINGE BENEFITS		341,122	
CONTRACTED SERVICES		563,390	
TRANSPORTATION		-	
RENT EXPENSE/(INCOME) - RELATED PARTY			172,000
FACILITIES MAINTENANCE		106,006	
UTILITIES		79,234	
TEXTBOOKS AND MATERIALS		67,460	
EDUCATIONAL SUPPLIES AND ACTIVITIES		172,582	
CLASSROOM COMPUTERS AND EQUIPMENT		35,117	
PROFESSIONAL FEES		70,397	
STAFF AND STUDENT RECRUITING		40,820	
OFFICE COMPUTERS AND EQUIPMENT			95,583
OFFICE SUPPLIES AND EXPENSE		9,870	
INSURANCE		35,183	
FOOD SERVICE PROGRAM		341,689	
ON-BEHALF FRINGE BENEFIT		-	
IN-KIND TRANSPORTATION		-	
DEPRECIATION AND AMORTIZATION			14,250
BAD DEBT/LOSS ON ASSET		-	
FUNDRAISING EXPENSE		14,569	
TRAVEL		91,798	
MISCELLANEOUS EXPENSE			351
TOTAL OPERATING EXPENSES		5,456,782	
NET OPERATING LOSS		98,067	

<b>NON-OPERATING REVENUES/(EXPENSES):</b>		
<b>MEDICAID REIMBURSEMENT</b>	<b>23,431</b>	
<b>CONTRIBUTION INCOME</b>	<b>-</b>	
<b>CONTRIBUTION FROM/(TO) RELATED PARTY</b>		<b>250,642</b>
<b>INTEREST AND DIVIDEND INCOME</b>	<b>1,202</b>	
<b>INTEREST EXPENSE</b>	<b>-</b>	
<b>NET NON-OPERATING REVENUES/(EXPENSES)</b>		<b>275,275</b>
<b>CHANGE IN NET POSITION</b>	<b>373,342</b>	
<b>NET POSITION, BEGINNING OF THE YEAR</b>		<b>1,173,505</b>
<b>NET POSITION, END OF THE YEAR</b>	<b>\$ 1,546,847</b>	

## Y18 UNAUDITED STATEMENT OF NET ASSETS

### CURRENT ASSETS:

CASH \$	1,967,591	
ACCOUNTS AND OTHER RECEIVABLES		45,977
DUE FROM/(TO) RELATED PARTY	-	
UNCONDITIONAL PROMISES TO GIVE	-	
PREPAID EXPENSES	38,130	
TOTAL CURRENT ASSETS	2,051,698	

### NONCURRENT ASSETS:

UNCONDITIONAL PROMISES TO GIVE	-	
CAPITAL ASSETS, NET	44,236	
CASH-RESTRICTED	-	
NOTE RECEIVABLE	-	
TOTAL NONCURRENT ASSETS		44,236
TOTAL ASSETS \$	2,095,934	

### LIABILITIES AND NET POSITION

#### CURRENT LIABILITIES:

ACCOUNTS PAYABLE - OPERATING\$	67,545	
ACCOUNTS PAYABLE - CONSTRUCTION	-	
ACCRUED EXPENSES	-	
ACCRUED PAYROLL AND TAXES	238,096	
NOTES PAYABLE - CURRENT	-	
DEFERRED RENT PAYABLE/(RECEIVABLE)		243,446
TOTAL CURRENT LIABILITIES	549,087	

#### NONCURRENT LIABILITIES:

LONG-TERM DEBT	-	
TOTAL NONCURRENT LIABILITIES	-	
TOTAL LIABILITIES	549,087	

#### NET POSITION:

INVESTED IN CAPITAL ASSETS, NET OF RELATED DEBT		44,236
RESTRICTED	-	
UNRESTRICTED	1,502,611	
TOTAL NET POSITION	1,546,847	
TOTAL LIABILITIES AND NET POSITION \$	2,095,934	

## UNAUDITED FY19 APPROVED SCHOOL BUDGET

### REVENUES

4001 · TUITION PER PUPIL	\$5,496,024.00
4100 · GOVERNMENT GRANTS & FUNDING	\$295,788.00
4200 · NUTRITION FUNDING	\$247,827.00
4400 · PRIVATE SUPPORT FUNDING	\$559,250.00
4500 · STUDENT PROGRAMS & MISC FEES	\$0.00
4716 · INTEREST / INVESTMENT INCOME	\$0.00
<b>TOTAL REVENUES</b>	<b>\$6,598,889.00</b>
<b>\$ PER SCHOLAR</b>	<b>\$15,065.96</b>

### EXPENSES 56%

#### 5000 · PERSONNEL COSTS

5000 · SALARIES AND WAGES	\$3,649,647.84
5520F · FRINGE BENEFITS	\$454,328.73
5520M · MTRS EXPENSE	\$5,000.00
5520T · PAYROLL TAXES	\$72,992.96
<b>TOTAL 5000 · PERSONNEL COSTS</b>	<b>\$4,181,969.53</b>
<b>\$ PER SCHOLAR</b>	<b>\$9,547.88</b>

#### 5100 · ADMINISTRATIVE COSTS

5111 · CONTR SERV - BOARD OF TRUSTEES	\$9,995.00
5112 · TRAVEL & OTHER EXP -BOARD OF TRUSTEES	\$500.00
5122 · CONTR SERV - SCHOOL LEADER	\$11,000.00
5132 · CONTR SERV - BUSINESS & FINANCE	\$45,000.00
5142 · CONTR SERV - HUMAN RESOURCES	\$29,000.00
5152 · CONTR SERV - LEGAL	\$5,000.00
5162 · CONTR SERV - IT	\$16,000.00
5163 · SUPPLIES & MATERIALS - IT	\$19,000.00
5172 · CONTR SERV - DEVELOPMENT & FUND	\$1,500.00
5173 · FUNDRAISING	\$15,000.00
5182 · STAFF RECRUITMENT AND ADVERTISING	\$29,000.00
5182s - STUDENT RECRUITMENT AND ADVERTISING	\$2,000.00
5183 · TRAVEL, DUES & OTHER EXP -ADMIN	\$16,500.00
5184 · SUPPLIES & MATERIALS - ADMIN	\$4,500.00
<b>TOTAL 5100 · ADMINISTRATIVE COSTS</b>	<b>\$203,995.00</b>
<b>\$ PER SCHOLAR</b>	<b>\$465.74</b>

**5200 · INSTRUCTIONAL SERVICES**

5213 · CONTR SERV -INSTRUCTIONAL LEADER	\$8,000.00
5214 · SUPPLIES & MATLS -INSTRUC LEADER	\$1,000.00
5215 · TRAVEL & OTHER EXP -INSTRUC LEADER	\$2,000.00
5234 · CONTR SERV - OTHER TEACHING	\$175,000.00
5242 · CONTR SERV - PROF DEVELOPMENT	\$85,000.00
5243 · SUPPLIES & MATLS - PROF DEVELOP	\$10,000.00
5244 · TRAVEL & OTHER EXP -PROF DEVELOP	\$30,000.00
5253 · CONTR SERV - GUIDANCE & TESTING	\$110,000.00
5254 · SUPPLIES & MATLS -GUIDANCE&TEST	\$15,000.00
5261 · TEXTBOOKS (MEDIA/MATERIALS)	\$30,000.00
5262 · OTHER INSTRUCTIONAL MATERIALS	\$20,000.00
5263 · INSTRUCTIONAL EQUIPMENT	\$7,500.00
5264 · GENERAL SUPPLIES -INSTRUCTIONAL	\$100,000.00
5265 · OTHER INSTRUCTIONAL SERVICES	\$35,000.00
5266 · CLASSROOM INSTRUCTIONAL TECH	\$10,000.00
5268 · INSTRUCTIONAL SOFTWARE	\$7,000.00
TOTAL 5200 · INSTRUCTIONAL SERVICES	\$645,500.00
\$ PER SCHOLAR	\$1,473.74

**5300 · OTHER STUDENT SERVICES**

5320 · HEALTH SERVICES	\$20,000.00
5330 · STUDENT TRANSPORTATION	\$6,000.00
5350 · FOOD SERVICES	\$356,016.00
5360 · ATHLETIC SERVICES	
5370 · OTHER STUDENT ACTIVITIES	\$48,000.00
TOTAL 5300 · OTHER STUDENT SERVICES	\$430,016.00
\$ PER SCHOLAR	\$981.77

**5400 · OPERATION & MAINTENANCE OF PLANT**

5420 · UTILITIES	\$80,000.00
5430 · MAINT OF BUILDINGS & GROUNDS	\$80,000.00
5440 · MAINTENANCE OF EQUIPMENT	\$10,000.00
5450 · NETWORKING & COMMUNICATIONS	\$40,000.00
5730 · OTHER COSTS REL. CAP. FACILITY	
5740 · RENTAL/LEASE OF BDLG&GRNDS	\$610,405.84
TOTAL 5400 · OPERATION & MAINT OF PLANT	\$820,405.84
\$ PER SCHOLAR	\$1,873.07

<b>5500 · OTHER FIXED CHARGES</b>	
<b>5530 · INSURANCE (NON-EMPLOYEE)</b>	<b>\$33,000.00</b>
<b>5550 · RENTAL / LEASE OF EQUIPMENT</b>	<b>\$45,000.00</b>
<b>5560 · SHORT-TERM INTEREST</b>	<b>-</b>
<b>5725 · LONG-TERM INTEREST -NONFACILITY</b>	<b>-</b>
<b>5750 · DEPRECIATION EXPENSE</b>	<b>\$12,000.00</b>
<b>5760 · BAD DEBT/LOSS ON ASSET DISPOSAL</b>	<b>-</b>
<b>TOTAL 5500 · OTHER FIXED CHARGES</b>	<b>\$90,000.00</b>
<b>\$ PER SCHOLAR</b>	<b>\$205.48</b>
<b>5600 · COMMUNITY SERVICES</b>	
<b>5610 · DISSEMINATION ACTIVITIES</b>	<b>\$1,000.00</b>
<b>5620 · CIVIC ACTIVITIES</b>	<b>\$10,000.00</b>
<b>TOTAL 5600 · COMMUNITY SERVICES</b>	<b>\$11,000.00</b>
<b>\$ PER SCHOLAR</b>	<b>\$25.11</b>
<b>TOTAL EXPENSES</b>	<b>\$6,382,886.37</b>
<b>\$ PER SCHOLAR</b>	<b>\$14,572.80</b>
<b>CHANGE IN NET OPERATING POSITION</b>	<b>\$216,002.63</b>

## **FY18 CAPITAL PLAN**

### **CAPITAL PROJECT DESCRIPTION AND TIMING**

Alma began the capital planning process in 2012 by conducting a feasibility study in partnership with Build with Purpose. As a result of this process and subsequent work by our Capital Planning Committee, the Board approved our current Capital Plan, which entailed purchasing our current site and building a two story building on the lot adjacent to our current facilities that will be able to house our entire K-8 population. Over the past year, we finalized the purchase of our current building and 2.3 acre property from the City of New Bedford for \$93K. This purchase represents a groundbreaking agreement for the sale of unused district property between a municipality and a charter school in Massachusetts. The Capital Project remains on deadline and on budget. We are on track to move into the new school building in the Fall of 2016 and complete demolition of the old building and construction of a soccer field and parking lot before December 2016. In 2017-18 we have used capital money only for furniture, and improvements on our security systems.

### **FINANCIAL PLAN FOR CAPITAL EXPANSION**

In determining the feasibility of pursuing this project, Alma employed financial consulting firm Affirmative Investments, who worked with school leadership to build 20 year financial projections for the school. Based on these projections we have determined that Alma will be able to assume the debt costs associated with a new building project while allowing contingencies in our projections that would cover any drops in tuition funding in future years.

The total cost of the project, including construction, is \$17.4 million. 56% of the funds came from a tax exempt bond from a private lender. 28% of the funds came from New Market Tax Credits. 16% of the funds came from our \$2.9 million capital campaign and school reserves. In determining the feasibility of pursuing this project, Alma employed financial consulting firm Affirmative Investments, who worked with school leadership to build 20 year financial projections for the school. Based on these projections we have determined that Alma will be able to assume the debt costs associated with a new building project while allowing contingencies in our projections that would cover any drops in tuition funding in future years.

## Appendix A: Accountability Plan Evidence 2017-2018

### Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Alma will integrate the EL schools model at every grade level.</b>		
<b>Measure:</b> Every year, every scholar in each “crew” will complete at least one Expedition product that is judged to be high quality (3 or 4 on rubric) by Alma del Mar teachers and administrators.	<b>Not Met</b>	<b>2017-2018:</b> 99% of scholars produced at least on Expedition product that was high quality.
<b>Objective: Alma staff will build mutually accountable relationships with scholars and their families.</b>		
<b>Measure:</b> Teachers will conduct one home visit with each scholar family annually.	<b>Met</b>	<b>2017-2018:</b> 100% of scholars received a home visit by a teacher or member of administration.
<b>Measure:</b> Teachers will conduct at least two family conferences with each scholar family annually.	<b>Met</b>	<b>2017-2018:</b> 100% of scholars received at least two family conferences, in some cases 3-4 occurred over the course of the year.
<b>Measure:</b> 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)	<b>Met</b>	<b>2017-2018:</b> The average for this section was 3.2.

\*Add rows as necessary

**Academic Program Success (if applicable)**

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Alma will maintain high expectations for every scholar</b>		
<b>Measure:</b> The schoolwide average on internally created math interim tests will increase each year to be 80% within 5 years.	<b>Not Met</b>	<b>2017-2018:</b> In math our average remained steady at 75%, down from 76% last year.
<b>Measure:</b> The schoolwide average on internally created literacy interim tests will increase each year to be 80% within 5 years.	<b>Not Met</b>	<b>2017-2018:</b> In math our average remained steady at 73% which was same last year.
<b>Measure:</b> Each year, 80% of scholars will read on a or above grade level by the end of each elementary grade according to Fountas and Pinnell assessments.	<b>Not Met</b>	<b>2017-2018:</b> 74% of scholars were reading on grade level by the end of the year.
<b>Measure:</b> Each year, 80% of scholars on an IEP meet all benchmarks on their plan every quarter.	<b>Not Met</b>	<b>2017-2018:</b> 41% of scholars met all benchmarks in Q4.

## **Appendix B: Recruitment and Retention Plan**

**Recruitment Plan  
2018-2019  
Alma del Mar Charter School**

**2017-2018 Implementation Summary:**

Alma del Mar currently enrolls more high needs scholars than our sending district. Our success in recruiting and serving these populations is due to our community-based recruitment strategy and our commitment to providing multiple layers of support for our scholars.

Alma del Mar continues to collaborate very closely with PACE Head Start surrounding student recruitment efforts. Alma del Mar visits PACE regularly, provides banners and recruitment materials, and sends an application home with every child who will be entering kindergarten.

We also reached low-income families through recruitment efforts at public housing developments, the Joseph Abboud clothing factory, and the local fishhouses. We have strong family connections to many local church congregations as well, where Alma families reach out on our behalf.

Alma del Mar continues to work with community partners to reach children who may have been involved in Early Intervention. We distributed materials and information through the Schwartz Center for Children, the Kennedy Donovan Center, and a local special education advocate.

We distributed materials in multiple languages through the WIC offices, the Immigrants' Assistance Center, neighborhood restaurants, grocery stores, and other non-profit organizations that serve families in need.

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. This past year, we received 190 applications for our 45 open seats in kindergarten. We had 30 siblings apply and we were able to admit 25 across all grade levels. Each year, roughly 10% of New Bedford's kindergarten eligible population (approximately 1,200 children) applies for a seat in our school.

This was also the first year Alma del Mar used an electronic lottery system, which made the evening much smoother and easy on Alma families.

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

**General Recruitment Activities for 2018-2019:**

The recruitment and enrollment process is an extensive, citywide outreach effort that includes advertisements at local libraries, in local Spanish and Portuguese newspapers, at social service agencies, and other schools. Alma also provides the following:

- Provides Information about the school throughout the year to those interested.
- Provides Applications and school info are made available on website.
- Provides applications in multiple languages.
- Provides applications at front office of school.
- Provides mailed home sibling applications for sibling families to ensure applications are in before deadlines.

**Recruitment Plan –Strategies**

**List strategies for recruitment activities for each demographic group.**

<b>Demographic Group</b>	<b>Strategies</b>
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**Special education students**

**School percentage: 15.7%**

**GNT percentage: 9.9%**

**CI percentage: 14.9%**

**The school is Above GNT percentages and Above CI percentages**

- 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 perspective families, we will continue to highlight our services for children with disabilities.

**Limited English-proficient students**

School percentage: **22%**

GNT percentage: **23.6%**

CI percentage: **14.3%**

The school is **Below** GNT percentages and **Above** CI percentages

- 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 McCoy Recreation Center.
- Alma del Mar will also disseminate translated materials at the Feast and Expedition Nights throughout the year.

<p><b>Students eligible for free or reduced lunch</b></p> <p><b>School percentage: 58.4%</b>  <b>GNT percentage: 55.2%</b>  <b>CI percentage: 60.8%</b></p> <p><b>The school is Above GNT percentages and Below CI percentages</b></p>	<ul style="list-style-type: none"> <li>• Alma del Mar will host at least two outreach events aimed at families involved with DCF or other child protective services.</li> <li>• Alma del Mar will distribute applications to all families at PACE Head Start whose children will be entering kindergarten (serves over 350 low-income families throughout the city)</li> <li>• Alma del Mar will distribute flyers at the New Bedford Community Health Center (serving 20% of New Bedford’s community at large).</li> <li>• 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.</li> <li>• Alma del Mar will distribute literature at all food pantries. Alma del Mar will partner with WIC and DTA to get materials to families receiving benefits.</li> </ul>
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<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> <li>• Alma del Mar encourages preschools to refer struggling children.</li> <li>• Alma del Mar will collaborate with staff at local homeless shelters serving women and children to connect with families of children entering kindergarten.</li> </ul>
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<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> <li>Alma del Mar will table and/or hold Information Sessions at PAACA, at the WISE Women program, and at the local vocational high school.</li> </ul>
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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, transportation home at 5:00 PM, free uniforms, and a "Backpack Club" that provides food for children during the weekends.</li> </ul>

## Retention Plan

### 2017-2018 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 10%. More than half of this attrition occurs from families moving.

Overall Student Retention Goal

<b>Annual goal for student retention:</b>	95%
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<b>Retention Plan –Strategies</b> List strategies for retention activities for <u>each</u> demographic group.	
<b>Demographic Group</b>	<b>Strategies</b>
<p><b>Special education students</b></p> <p><b><u>(a) CHART data</u></b></p> <p><b>School percentage: 5.5%</b> <b>Third Quartile: 16.1%</b></p> <p><b>The school's attrition rate is <u>Below</u> third quartile percentages.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Limited English-proficient students**

**(a) CHART data**

**School percentage: 5.3%**

**Third Quartile: 18.6%**

**The school's attrition rate is Below third quartile percentages.**

- 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.
- 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><b>Students eligible for free or reduced lunch</b></p> <p><b>(a) CHART data</b></p> <p><b>School percentage: 4.1%</b> <b>Third Quartile: 17.5%</b></p> <p><b>The school's attrition rate is <u>Below</u> third quartile percentages.</b></p>	<ul style="list-style-type: none"><li>● Prior to the start of school, Alma del Mar will build the foundation of a relationship with each family through the following efforts:</li><li>● Home visit with every family</li><li>● Kindergarten Screening</li><li>● New Scholar Orientation</li><li>● Parent Orientation</li><li>● Alma del Mar also provides financial support to families in purchasing uniforms.</li><li>● Every parent will be given the cell phone number of every staff member in the building.</li><li>● When students are not present in school, Alma del Mar immediately contacts the family. If the parent cannot be reached, Alma staff will contact other emergency contacts. If no adult was reachable, an administrator will visit the home.</li></ul>
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<p><b>Students who are sub-proficient</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Students will also have the opportunity to stay afterschool for tutoring with their teacher.</li> <li>● In cases of students extremely behind, Alma del Mar will create individual support plans.</li> </ul>
<p><b>Students at risk of dropping out of school</b></p>	<p>The Dean of Culture 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>
<p><b>OPTIONAL</b> <b>Other subgroups of students who should be targeted to eliminate the achievement gap</b></p>	<p>If it appears that a student may need to repeat a grade, the teacher and Dean of Scholar Support 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.</p>

## 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&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	36	9%
Asian	26	6.9%
Hispanic	84	20%
Native American	2	.2%
White	233	60%
Native Hawaiian, Pacific Islander	2	.1%
Multi-race, non-Hispanic	15	3.6%
Special education	75	19%
Limited English proficient	75	19%
Economically Disadvantaged	248	62%

<b>ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR</b>			
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
Alice Sheehan, Director of Operations and Finance	The Director of Operations and Finance manages day-to-day school operations, HR, compliance and fiscal management.	6/8/15	6/25/18

Emily Darrow, Dean of Scholar Support	The Dean of Scholar Support ensures that every scholar at Alma is supported based on their individual educational needs. She oversees all Special Education and ELL services including managing special education and ELL teachers and service providers. She also manages all aspects of school compliance related to IEPs and 504 plans including the evaluation process, annual and triennial IEP meetings, and the dissemination of scholar information to relevant teachers and staff members.	7/18/2016	N/A
Taylor DeLoach, Dean of Culture	The Dean of Culture ensures that every scholar receive the behavioral, social, and emotional supports necessary for their success. The Dean of Culture oversees schoolwide systems and routines, behavior management systems, staff culture trainings, and family engagement initiatives. The Dean of Culture identifies supports for non-academic scholar needs (eg. homelessness assistance, counseling) and manages contracted services with mental health service providers and the Department of Children and Families.	7/1/2017	NA

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2017-2018 school year</b>	<b>Departures during the 2017-2018 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	42	4	6	<ul style="list-style-type: none"> <li>• 1 wanted to pursue a career in expeditionary consulting</li> <li>• 5 moved away for personal/family reasons</li> <li>• 4 were not invited to return</li> </ul>

Other Staff	16	0	2	<ul style="list-style-type: none"> <li>2 moved away for personal/family reasons</li> </ul>
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<b>BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Jan Baptist	Chairman	Capital Steering Council, Governance (Chair)	1	10/1/2016-10/30/2020
Mary Jean Blasdale	Secretary		2	9/1/13-10/30/2019
Bronwen Cunningham	Treasurer	Finance (Chair), Foundation, Capital Plan Task Force	2	10/1/2015-10/30/2018
Chris Arnold	Member		2	9/1/13-10/30/18
Lucile Hicks	Member	Finance	1	6/14/14-10/30/20
Martha Kay	Member	Academic Excellence, Foundation	2	6/14/14-10/30/20
John Polk	Member	Development	1	10/1/17-10/30/19
Bob Unger	Member	Governance	1	3/27/15-10/30/18
David Eckert	Member		2	10/1/16-10/30/19
Gail Fortes	Member		1	10/30/2016-10/30/2019

## Appendix D: Additional Required Information

<b>Position</b>	<b>Name</b>
Board of Trustees Chairperson	Jan Baptist
Charter School Leader	Will Gardner
Assistant Charter School Leader	NA
Special Education Director	Emily Darrow
MCAS Test Coordinator	Matt Marko (NEW)
SIMS Coordinator	Matt Marko (NEW)
English Language Learner Director	Emily Darrow
School Business Officials	Matt Marko (NEW)
Title I	Matt Marko (NEW)

\*Add additional rows as necessary

### **Facilities**

<b>Location</b>	<b>Dates of Occupancy</b>
515 Belleville Avenue, New Bedford, MA 02746	Starting August 8, 2016

### **Enrollment**

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2016-2017 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)).

<b>Action</b>	<b>Date(s)</b>
Student Application Deadline	September 1, 2018 – February 25, 2019
Lottery	February 27, 2019



## Appendix E: Teacher Evaluation Rubric 2017-2018

### Teacher Evaluation Form 2017-2018

<b>Teacher name:</b>	<b>Grade/subject:</b>	<b>Date:</b>
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Overall Performance					
Strongly Exceeding Expectations	Exceeding Expectations	Consistently Meeting Expectations	Meeting Most Expectations (Meeting novice Teacher Expectations)	Meeting Some Expectations	Not Yet Meeting Expectations

Results							
Goal	Current	Goal	Current	Goal	Current	Goal	Current

**COMMENTS** (Strengths/ Areas of Growth/ Areas for Growth)

High Quality Work	RATING 1, 2, 3, 4	Mastery of Rigorous Content and Skills	RATING 1, 2, 3, 4	Developing Character	RATING 1, 2, 3, 4	Crew and Work Management	RATING 1, 2, 3, 4
Plans and implements meaningful tasks		Intentionally plans lessons and units that center on high leverage skills		Scholars implement strong rituals, routines, procedures		Shows service and commitment	
Sets a high bar and clear criteria for scholar work		Creates an environment for productive struggle		Scholars reflect on growth and learning		Contributes to and collaborates with team	
Consistently analyzes scholar work		Plans and executes high		Builds strong relationships		Consistently grows and develops	

		leverage questions		with families		in teaching practice	
Provides high leverage feedback to scholars		Consistently monitors scholar progress		Builds strong relationships with scholars		Acts Professionally	
		High demand, high support for all scholars		Fosters a culture of error		Meets deadlines	

The below indicates a level 3 for each category on the teacher evaluation tool

<b>High Quality Work</b>	
Plans and implements meaningful tasks	All units include real word and/or complex tasks that allow scholars to demonstrate and deepen their learning and connect to real world tasks/ authentic task types. All lesson plans align and allow scholars the opportunity to demonstrate mastery lesson implementation consistently allows scholars the opportunity to demonstrate mastery
Sets a high bar and clear criteria for scholar work	Clear expectations always articulated to scholars for quality of work expectations (ex. rubrics, CFS, exemplars, models, written/verbal directions and established class expectations) All projects and written process pieces work are graded on clear rubrics and/or criteria for success that are at the appropriate level of rigor Craftsmanship, authenticity, and complexity are included in rubrics/criteria for success
Consistently analyzes scholar work	Scholar work is analyzed on a daily, weekly, and unit basis Analysis is used to make high leverage adjustments to instruction
Provides high leverage feedback to scholars	Feedback on academic work and habits is given to scholars at least weekly Scholars implement feedback either through improving/ revising the piece of work or setting a goal for their next piece of work
<b>Mastery of Content and Skills</b>	
Intentionally plans lessons and units that center on high leverage skills	All unit plans are aligned with standards and lead to mastery of key skills at a grade appropriate level Daily lessons include mastery tasks that align to standard and interim (where applicable) Distributed practice of skills from current and earlier units appears in unit guides and lesson plans
Creates an environment for productive struggle	Scholars consistently grapple with complex ideas in a variety of ways Scholars reflect on their learning and set goals to improve mastery

Plans and executes high leverage questions	Lesson plans include key questions Teacher talk is used to ask questions that move discussion forward and deepen scholar understanding. Teacher does not talk too much or too little Scholars ask each other clarifying questions and question each others ideas respectfully
Consistently monitors scholar progress	Scholar progress towards goals is clearly tracked in the classroom Scholars know where their achievement is relative to goals and have a plan to reaching the goal
High demand, high support for all scholars	Lessons are appropriately differentiated to meet the needs of all scholars in the classroom. All IEP and 504 accommodations are consistently implemented ELL and struggling scholars are held to the same expectations as other scholars with appropriate accommodations and instruction to help them meet these goals
<b>Developing Character</b>	
Scholars implement strong rituals, routines, procedures	Transitions in class and around the building are consistently smooth, silent and efficient. There is a clear and known procedure for most things in the classroom, especially the most important or common actions. Procedures can be executed silently or without teacher prompting in many cases. Procedures, roles and directions help build scholar independence over time with scholars assuming more responsibility. Celebrates rigor and achievement through use of school-wide tools and classroom rituals such as visuals, goals, and crew incentives. Provides precise praise that describes the scholar behavior and academic action and effort, avoiding over praising or under acknowledging.
Scholars reflect on growth and learning	Scholars regularly reflect on learning targets or unit goals and provide evidence for meeting them Scholars regularly reflect on their progress on habits of learning and goal set to improve their habits. Often connects scholar learning and many conversations to “the why.” Gives scholars the opportunity to discuss and write about “the why” Yearlong goals are reflected on at least quarterly.
Builds strong relationships with families	Communicates proactively at least twice a month with families about academics, scholar needs, behavior, homework, events and expectations. Consistently resolves issues with families through strong communication and proposing solutions. Consistently uses home visits and conferences well to build deeper understanding between teachers, scholars and families about scholars needs and achievement.

Builds strong relationships with scholars	<p>Consistently uses all moments to build crew and positive relationship between scholars and about content.</p> <p>Consistently uses positive framing to create a crew oriented culture.</p> <p>Consistently uses language to communicate calm finesse (focuses on purpose, says thank you, uses “we” language) with scholars.</p> <p>Consistently uses body language that communicates trust and care, as well as corrects scholars.</p> <p>Always knows when and how to diffuse challenging situations with scholars: Applies supports to prevent future issues. Involves behavior interventionist or school leader when appropriate, never over or under responding to difficult situations.</p>
Fosters a culture of error	<p>Consistently creates a culture in which error is normalized, and mistakes are a normal part of learning.</p> <p>Uses aspirational language to inspire scholars to be invested in crew, culture and academic work.</p> <p>Celebrates effort and progress and incentivize making good choices.</p> <p>Creates opportunities to engage and invest scholars in challenges around culture and academics.</p>
<b>Crew and Work Management</b>	
Shows service and commitment	<p>Willing to pitch in with events or other school needs.</p> <p>Demonstrates commitment to the mission and vision of the school, seeking to make decisions and take actions that support our shared goals.</p> <p>Puts in an extra effort to contribute to scholar and school success through leadership of additional projects.</p> <p>Often assumes additional responsibilities when necessary, especially when asked.</p>
Contributes to and collaborates with team	Models kind and generous peer relationships with other adults
Consistently grows and develops in teaching practice	<p>Consistently uses coaching to make improvements in daily practice.</p> <p>Applies skills and information from professional development to daily practice. Deeply engages with training content.</p> <p>Makes consistent, high-leverage and strategic improvements.</p> <p>Works closely with peers on their team and on other teams to gather new ideas, feedback, and suggestions; collaborates on important projects.</p>
Acts Professionally	<p>Chooses best form of communication for a given task</p> <p>Dresses appropriately and professionally for all occasions. Dress clearly communicates authority with scholars and community.</p> <p>Actions and words are professional with all stakeholders at all times</p> <p>Maintains confidentiality of families, scholars, and other staff members</p>
Meets deadlines	<p>Always punctual for the school day, scheduled classes, pick-up &amp; drop-off times, and/or meetings.</p> <p>Meets all deadlines from manager, peers, and school wide.</p> <p>When an extension is needed, requests with ample time and effectively communicates to all stakeholders impacted</p> <p>Communicates clearly with supervisor about workload and needs in order to ensure work is done well by deadline.</p>

## Scoring Guidance

	<b>Overall Performance</b>					
	<b>Strongly Exceeding Expectations</b>	<b>Exceeding Expectations</b>	<b>Consistently Meeting Expectations</b>	<b>Meeting Most Expectations (Meeting novice Teacher Expectations)</b>	<b>Meeting Some Expectations</b>	<b>Not Yet Meeting Expectations</b>
Results	Meets at least 75% of goals	Meets at least 75% of goals OR Nearly meets* all goals	Meets at least 50% of goals OR Nearly meets* all goals	Meets at least 50% of goals OR Nearly meets* at least 75% of goals	Meets fewer than 50% of goals	Meets fewer than 50% of goals
Points on input areas	70-75	62-72	52-64	48-60	38-50	below 38

\*nearly meets=within 10% of meeting goal (i.e. if goal is for 90% of scholars to be on track in reading, teacher must have at least 80% of scholars on track)

NOTE: For teachers whose results and points differ by more than one category, managers will use discretion as to overall performance category

Percent	Average	Points
50	2	50
65	2.6	48.75
70	2.8	52.5
80	3.2	60
90	3.6	67.5
95	3.8	71.25
100	4	75