



Alma del Mar Charter School Annual Report

2014-2015 School Year

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INTRODUCTORY DESCRIPTION OF ALMA DEL MAR

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	New Bedford, MA
Regional or Non-Regional?	Non-regional	Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) Renewed (if applicable)	N/A
Maximum Enrollment	360	Current Enrollment	237
Chartered Grade Span	K-8	Current Grade Span	K-5 (2014-2015) K-6 (2015-2016)
# of Instructional Days per school year	190	Students on Waitlist	880
School Hours	Regular day: 7:30 AM – 3:30 PM Afterschool program: 3:30 PM – 5:00 PM	Age of School	4 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

A. Faithfulness to the 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 2031. 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. This year, our fourth graders even completed an overnight visit to Hamilton College. After second grade scholars visited Boston University, Professor David Stolow remarked:

“Alma students and their teacher are incredibly impressive. The students are attentive listeners who track the person speaking. They are enthusiastic and respectful. When I greeted them they gave a firm handshake and maintained good eye contact. I hope that in a few years we will welcome some of them back when they enroll as college students here.”

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 volunteered at the Francis Farm Walk for Autism. 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 hold cookouts 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. 80% of our scholars are from low-income

families. Additionally, for scholars admitted to kindergarten for the 2013-2014 and 2014-2015 school years, only 26% of parents had completed a college degree of two or more years. Alma's scholars reflect the diverse residents of New Bedford – 44% of our scholars identify as Hispanic, 19% as African American, 28% as Caucasian, 7.5% as “other,” and 1.5% as Asian.

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 each year that integrate content knowledge and service-learning opportunities. Scholars gain a rich understanding of a subject and leverage this knowledge to strengthen our community.

Alma del Mar combines the best practices of “no excuses” urban charter schools with Expeditionary Learning’s in-depth approach to teaching content. Our scholars are achieving at the high levels necessary to propel them forward on the path to college. Results from the 2013-2014 MCAS (most current available data) show that Alma scholars are already outperforming their peers in New Bedford and are performing on par with students in more affluent areas. On the nationally normed Iowa Test of Basic Skills, our kindergarten scholars scored in the 99th percentile in reading and 97th percentile in math.

Alma del Mar believes that an inclusive school is a stronger school. 26% of our scholars currently receive special education services and 14% are English language learners. We serve scholars with autism, epilepsy, ADHD, specific learning disabilities, dyslexia and dysgraphia. Currently, all scholars are fully included in a general education classroom.

Alma's Beliefs and Values

At Alma del Mar, New Bedford students have the opportunity to attend a school that provides more individualized student 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 students do rigorous work as members of a school community that emphasizes services, quality, accountability, persistence and integrity.

Alma del Mar believes that an inclusive school is a stronger school. We are a high quality educational option for those families who have traditionally had no other option but a failing neighborhood school. 79% of our scholars come from low-income families. Our percentage of English Language Learners (14%) is more than twice the local district average (6%). Additionally, approximately 20% of our students have disabilities. In 2014, the Massachusetts Department of Elementary & Secondary Education named Alma del Mar a model school in the areas of Access and Equity, and Culture and Family Engagement.

Scholars at Alma del Mar benefit from a longer school day and a longer school year. Our school day runs from 7:00 AM to 3:30 PM Monday through Thursday, and from 7:00 AM to 2:00 PM on Friday. Many of our scholars stay at Alma Monday through Thursday until 5:00 PM to participate in our 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 each 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 the Crapo Gallery at the University of Massachusetts Dartmouth Starr Store Campus in downtown New Bedford with an exhibit of their sculptures, watercolors, oil pastels, and pencil sketches this winter. Music instruction begins in kindergarten and intensifies in third grade when every one of our scholars has the opportunity to take up a string instrument. This year, our scholars performed in a joint concert with students from Friends Academy.

At our weekly all-school Town Hall gathering, teachers award scholars certificates for going above and beyond in demonstrating one of the five commitments 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. 95% of parents report that, since starting at Alma, their scholar is more likely to do things to help other people. 94% of parents report that their scholar feels respected by his or her teacher and that their scholar believes that his or her teacher cares about him or her. Perhaps most exciting, 95% of parents report that their scholar is motivated to succeed.

School’s Curricular Model and Educational Program

Alma del Mar’s educational program is designed to cultivate the knowledge and skills in students 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 students:

- 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 scholars complete a three-month Expedition in social studies each fall and a three-month Expedition in science each spring. 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.

Amendments to the Charter

Date	Amendment Requested	Approved?
7/31/15	Increase maximum enrollment from 360 to 450	In Process

Dissemination efforts

Alma del Mar focuses ours dissemination activities on the following key areas: Open Professional Development workshops, providing support to 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 since our founding:

- Alma del Mar actively engages with the New Bedford School District, with other charter schools across the state, and with members of the national education reform community. We maintain an open door policy and regularly welcome educators from other schools to observe our classrooms and talk with our staff about our work. These visitors have included members of the New Bedford City Council, Renaissance Innovation School, Blackstone Valley Prep Charter School, Rocky Mountain Prep Charter School, Match Education, Pioneer Institute, and researchers from University of San Diego Center for Education Policy and Law. At a Department of Elementary and Secondary Education sponsored panel in 2013-2014, the superintendent of the New Bedford School District cited Alma del Mar as evidence of the success that is possible for New Bedford kids.

- March 2014: Alma del Mar hosted a workshop led by our Head of School and Literacy Interventionist designed to address reading diagnostics. Thirty educators from across the region attended this session, including teachers from the New Bedford public school district.
- Fall 2014: Alma del Mar was selected by the US Department of Education as one of three schools in the country to be highlighted as a case study of how to serve English Language learners effectively. As part of this project, Alma del Mar welcomed a video crew to conduct comprehensive interviews and classroom observations for two full days. The videos were shared through the National Charter School Resource Center.
- November 2014: Alma del Mar held an Open Professional Development workshop entitled: "Writing Common Core Level Questions." This workshop was free and open to all educators in the region. Approximately 30 educators from local public, private and charter schools attended.
- December 2014: Alma del Mar's Head of School presented a master class workshop at the Expeditionary Learning National Conference. Her workshop focused on observing teachers. The conference was attended by approximately 1,000 educators, with roughly 40 educators attending her workshop.

B. Academic Program Success

Student Performance

Alma Del Mar Charter School's school report card link is: <http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04090205&fycode=2014&orgtypecode=6&>

Additional Assessment Data				
Assessment Name: IOWA Test of Basic Skills (ITBS)		Grades Assessed: K, 1 st , 2 nd		
Date Implemented: June 2015		Date Discontinued: N/A		
Description of Achievement Trends:				
The ITBS is a nationally normed standardized test that offers educators a diagnostic look at how their students are progressing in key academic areas. Alma kindergarteners were in the 90 th percentile in all subjects. Alma 1 st graders were above average in all subjects and 2 nd graders were above average in reading and language.				
		Reading Percentile Rank	Language Percentile Rank	Math Percentile Rank
Kindergarten				
	National Student Norms	99	91	89

	National School Norms	99	99	97
First Grade				
	National Student Norms	71	73	58
	National School Norms	82	87	61
Second Grade				
	National Student Norms	64	57	47
	National School Norms	75	58	46

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 many 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, 6-12 week investigations into key topics. Every fall, scholars 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.

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 share 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 eight times per year to analyze data and make actions plans to close gaps quickly.

Alma del Mar uses a system of internally-designed, PARCC 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 25% 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, Tourette's Syndrome, 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-out supports seamlessly throughout the day.
- Social groups and positive behavior supports that support scholar in 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 a full-time literacy 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.

C. Organizational Viability

Organizational Structure of the School

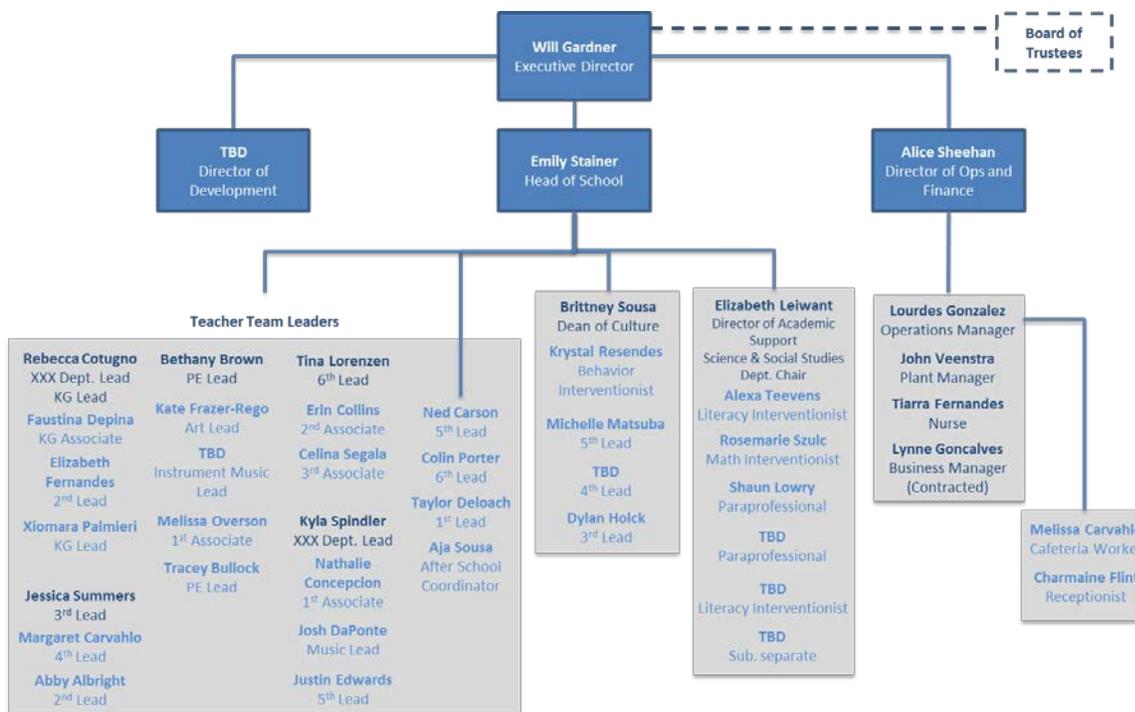
Beginning with its recruitment and hiring process, the school holds its leadership team to high standards and invests in its leadership talent for the long term. Alma solicits both internal candidates and casts a wide net beyond our school community when recruiting for leadership openings.

Alma has implemented a long term strategy for developing leadership talent internally. One

major piece of this strategy is our Teacher Team Leader role, which was formalized in the 2014-15 school year. This role allows teacher leaders to stay in the classroom while taking on some management and leadership responsibilities. Teacher Team Leaders meet weekly during which time they practice the skills of management.

In addition to providing a leadership pipeline for Alma for the long term, the Teacher Team Leader role allows for the school to continue its practice of providing every team member with a high level of supervision, coaching and support. By taking on one or more direct reports, Teacher Team Leaders ensure that no one manager has too many individuals to supervise.

Alma Del Mar Organizational Chart (as of 7/20/15)



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

FY15 Unaudited Income Statement

Alma del Mar Charter School
Statement of Revenues, Expenses and Change in Net Position
as of June 30, 2015

	Approved Budget	YTD Actual	% to Budget	FY14 Audited Financials
Revenues				
4001 · Tuition	2,851,200	2,854,424	100%	2,335,675
4100 · Government Grants & Funding	234,000	217,327	93%	213,148
4200 · Nutrition Funding	163,020	140,644	86%	128,317
4400 · Private Support Funding	300,000	347,656	116%	557,879
4500 · Student Programs & Misc Fees	500	1,185		2,095
4716 · Interest / Investment Income	500	865		291
Total Revenues	3,549,220	3,562,103	100%	3,237,407
Expenses				
5000 · Personnel Costs	1,947,431	1,799,985	92%	1,528,516
5100 · Administrative Costs	214,515	201,618	94%	164,665
5200 · Instructional Services	548,750	485,001	88%	413,390
5300 · Other Student Services	421,775	405,039	96%	471,441
5400 · Operation & Maint of Plant	244,735	222,347	91%	211,832
5500 · Other Fixed Charges	115,500	91,448	79%	88,832
5600 · Community Services	12,000	9,027	75%	7,519
9999 · Contingency	42,768	-	0%	-
Total Expenses	3,547,474	3,214,469	91%	2,886,197
Change in Net Position	1,746	347,634		351,209

Alma del Mar Charter School
Statement of Net Position
as of June 30, 2015

	<u>FY15</u>	<u>FY14</u>	<u>Change</u>
ASSETS			
Current Assets			
Cash and Cash Equivalents	517,904	273,225	244,679
Accounts Receivable	12,500	599,256	(586,756)
Due from Related Parties	792,593	5,050	787,543
Prepaid Expenses	34,534	50,259	(15,726)
Total Current Assets	<u>1,357,531</u>	<u>927,790</u>	<u>429,741</u>
Fixed Assets			
Building/Leasehold Improvement	200,204	200,204	-
Furniture and Equipment	48,137	48,137	-
Less Accumulated Depreciation	(140,727)	(76,188)	(64,539)
Total Fixed Assets	<u>107,614</u>	<u>172,153</u>	<u>(64,539)</u>
TOTAL ASSETS	<u>1,465,145</u>	<u>1,099,943</u>	<u>365,202</u>
LIABILITIES			
Accounts Payable			
Accounts Payable	117,125	68,478	48,646
Total Accounts Payable	117,125	68,478	48,646
Other Current Liabilities			
Accrued Expenses/Accrued Payroll	161,649	149,955	11,695
Current Deferred Revenue	-	500	(500)
Due to Related Parties	2,726	-	2,726
Current Debt Payable - Line of Credit	-	-	-
Total Other Current Liabilities	164,375	150,455	13,921
TOTAL LIABILITIES	<u>281,500</u>	<u>218,933</u>	<u>62,567</u>
NET POSITION			
Temporarily Restricted	-	45,000	(45,000)
Unrestricted	1,183,645	836,010	347,635
TOTAL NET POSITION	<u>1,183,645</u>	<u>881,010</u>	<u>302,635</u>
TOTAL LIABILITIES & NET POSITION	<u>1,465,145</u>	<u>1,099,943</u>	<u>365,202</u>

FY16 Approved School Budget

**Alma del Mar Charter School
FY16 Budget (Board Approved May 22, 2015)**

	FY16 Budget
Major Assumptions	
Per Pupil Tuition	12,000
Enrollment	280
Staff FTE	43.0
Staff to Student Ratio	7:1
Income	
4001 · Tuition	3,360,000
4100 · Government Grants & Funding	238,000
4200 · Nutrition Funding	196,000
4400 · Private Support Funding	300,000
4500 · Student Programs & Misc Fees	0
4500 · Student Programs & Misc Fees	0
4716 · Interest / Investment Income	0
Total Income	4,094,000
Expense	
5000 · Personnel Costs	
Total 5000 · Personnel Costs	2,456,747
5100 · Administrative Costs	
5111 · Contr Serv - Board of Trustees	8,000
5112 · Travel & Other Exp -Board of Tr	600
5122 · Contr Serv - School Leader	15,000
5132b · Bank Service Charges	500
5132 · Contr Serv - Business & Finance	40,000
5142 · Contr Serv - Human Resources	22,000
5152 · Contr Serv - Legal	5,000
5162 · Contr Serv - IT	24,000
5163 · Supplies & Materials - IT	10,000
5172 · Contr Serv - Develpment & Fund	6,000
5173 · Fundraising	30,000
5182 · Recruitment and Advertising	16,750
5183 · Travel, Dues & Other Exp - Admin	15,000
5184 · Supplies & Materials - Admin	5,616
Total 5100 · Administrative Costs	198,466

FY16 Approved School Budget (cont.)

5200 · Instructional Services

5213 · Contr Serv -Instructional Leadr	10,000
5214 · Supplies & Matls -Instruc Leadr	1,000
5215 · Travel & Other Exp - Instruc Ldr	2,000
5234 · Contr Serv - Other Teaching	135,000
5242 · Contr Serv - Prof Development	95,000
5243 · Supplies & Matls - Prof Develop	20,500
5244 · Travel & Other Exp -Prof Develp	20,000
5253 · Contr Serv - Guidance & Testing	25,000
5254 · Supplies & Matls - Guidance&Test	25,000
5261 · Textbooks (Media/Materials)	20,000
5262 · Other Instructional Materials	50,000
5263 · Instructional Equipment	52,000
5264 · General Supplies - Instructional	70,000
5265 · Other Instructional Services	42,000
5266 · Classroom Instructional Tech	35,000
5268 · Instructional Software	3,000

Total 5200 · Instructional Services **605,500**

5300 · Other Student Services

5320 · Health Services	10,000
5330 · Student Transportation	119,547
5350 · Food Services	215,200
5370 · Other Student Activities	52,140

Total 5300 · Other Student Services **396,887**

5400 · Operation & Maint of Plant

5420 · Utilities	50,000
5430 · Maint of Buildings & Grounds	80,000
5440 · Maintenance of Equipment	30,000
5450 · Networking & Communications	35,000
5730 · Other costs rel. Cap. Facility	0
5740 · Rental/Lease of Bdlg&Grnds	60,000

FY16 Approved School Budget (cont.)

Total 5400 · Operation & Maint of Plant	255,000
5500 · Other Fixed Charges	
5530 · Insurance (non-employee)	20,000
5550 · Rental / Lease of Equipment	15,000
5560 · Short-Term Interest	4,000
5750 · Depreciation Expense	80,000
5760 · Bad debt/loss on asset disposal	0
Total 5500 · Other Fixed Charges	119,000
5600 · Community Services	
5610 · Dissemination Activities	1,000
5620 · Civic Activities	11,000
Total 5600 · Community Services	12,000
1718 - Restricted Surplus	0
9999 · Contingency Fund	50,400
Total Expense	4,094,000
Net Income	0

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 entails 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 (including the additional 90 students we are applying to receive). 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 break ground early in the Fall of 2015 and complete construction before December 2016.

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 estimated project cost is \$17.2M. Our financial plan for funding the new facility is below (Table 1). The school’s equity for this project will come from both our capital reserves (\$760,000 as of June 30, 2015) which we’ve been able to set aside as we do not pay significant rent on our current property, in addition to our capital campaign. Our minimum capital campaign contribution needed for construction is \$2.8M. Currently we have over \$2.7M in donations and pledges toward this campaign and a goal of reaching \$3.4M in commitments within the next year.

TABLE 1: Project Financing Schedule	Net Project Funding
Senior Debt – Boston Private	<i>\$8,500,00</i>
Subordinate Debt – Boston Community Capital	<i>1,000,150</i>
New Market Tax Credits (\$14M Allocation)	<i>4,439,850</i>
Pledge Line – Boston Private	<i>900,000</i>
School Equity	
Capital Project Reserve	<i>760,000</i>
Capital Campaign (Goal is \$3.4M)	<i>1,450,000</i>
Total	<i>\$17,050,000</i>

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Please report on the school's performance on its approved accountability plan for the charter term. If the accountability plan has been revised, and approved, report on the most recently approved plan (which may only relate to Faithfulness to Charter). If needed, please attach any additional evidence to explain performance after this template as a part of Appendix A. Evidence should reflect performance during the course of the charter term. Please **DO NOT PDF** this document, submit this section in Word only.

Faithfulness to Charter

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	Year 1	Year 2	Year 3	Year 4	
Objective: Alma scholars gain the knowledge, skills, and habits to be on the course to college.					
<p>Measure: Each year, scholars will visit at least one college preparatory high school or college campus.</p>	N/A **	Met	Met	Met	<p>Year 2: Kindergartners visited Boston College. First graders visited Boston University and Tabor Academy. Second graders visited Harvard University and Boston University or Bowdoin College. Third graders visited Franklin Pierce University. Year 3: First graders visited Tabor Academy. Second graders visited Boston University or Harvard University. Third graders visited Franklin Pierce University. Fourth graders participated in overnight trips to Keene State or Hamilton College. Year 4: 1st and 5th grade visited Tabor Academy, 2nd grade visited Boston University and Bridgewater State University, 3rd grade visited University of Rhode Island and Franklin Pierce University, 4th grade visited Hamilton College and Keene State College.</p>
<p>Measure: On an annual parent survey, at least 70% of parents* will agree with the following statement: "my scholar is learning what he or she needs to be on the path to college."</p>	Met	Met	Met	Met	<p>Year 1: In an anonymous survey, 97% of Alma del Mar parents indicated that they "agree" (14%) or "strongly agree" (83%) with the statement. Year 2: On our year-end parent survey, 104 of 127 families responded. 100% indicated that they agreed with the statement. Year 3: On our year-end parent survey, 114 of the 115 respondents agreed with the statement. 92 of these respondents indicated that they "strongly agree" with the statement. Year 4: On our year-</p>

					end parent survey, 96% of parents agreed with the statement.
Objective: Scholars will engage in service projects.					
Measure: Each year, every scholar will participate in at least two service-oriented activities.	Met	Met	Met	Met	Year 1: Alma scholars in each grade completed at least 1 service-oriented activity as part of their learning, including: selling American Symbol notecards that they created to raise money for supplies for care packages for US troops overseas, and creating and selling “freaky frogs” postcards to raise money for the conservation of local frog habitats. Year 2: Alma del Mar hosted three Family Days of Service this year. Scholars also participated in service through their Expedition work. Years 3&4: Scholars participated in Family Days of Service. Expeditions included a service component whereby scholars used their work to improve our community. The afterschool program offered service opportunities.
Measure: On the annual parent survey, at least 70% of parents* will agree with the following statement: “Since starting at Alma, my scholar is more likely to do things to help other people.”	N/A **	Met	Met	Met	Year 2: On our year-end parent survey, 104 of 127 families respond. 95% indicated that they agreed with the statement. Year 3: On our year-end parent survey, 105 of 117 respondents (91%) agreed with the statement. Year 4: On our year-end parent survey, 85% of respondents agreed with the statement.

Academic Program Success

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	Year 1	Year 2	Year 3	Year 4	
Objective: Through Expeditionary Learning, scholars will gain research skills and deep content knowledge in					

science and social studies and create high quality work.					
<p>Measure: Each year, each scholar will complete two long-term learning Expeditions that align to the Common Core standards for the grade level.</p>	Met	Met	Met	Met	<p>Year 1: Kindergartners participated in “Jobs in Our Community” and “We are Biologists.” First graders participated in “This Land is Our Land” and “Farm to Table.” Second graders participated in “Mapping Our Heritage” and “Frogs from around the World.” Year 2: Kindergartners participated in “The Pilgrims & Wampanoag” and “We are Biologists.” 1st graders participated in “This Land is Our Land” and “Farm to Table.” 2nd graders participated in “E Pluribus Unum” and “Frogs from around the World.” Third graders participated in “Colonial America” and “The Land, Sea, and Sky of Buzzards Bay” Year 3: Kindergarten and 1st Grade scholars participated in the same Expeditions as last year. Second graders participated in the Expeditions “E Pluribus Unum” and “Giants of the Sea.” Third graders participated in the Expeditions “Colonial America” and “Super Storms: Earth, Wind, and Fire.” Fourth graders participated in the Expeditions “the American Revolution” and “Simple Machines.” Year 4: In addition to the Expeditions from the previous year, we added 5th grade Expeditions: “Ancient Governments and Civilizations” and “Energy: Electric Cars.”</p>
<p>Measure: Every year, every scholar in each “crew” (class) will contribute to at least one Expedition product that is judged to be high quality (3/4 on predetermined rubric) by a panel comprised of Expeditionary Learning staff and Alma del Mar teachers and administrators.</p>	N/A **	Met	Not Met	Met	<p>Year 2: Every scholar created two final products that were reviewed by consultants from Expeditionary Learning and by the community at large. Year 3: Alma del Mar has developed a rubric to assess the quality of Expedition Work. The Head of School has conducted an assessment of Expedition work using this rubric. According to this assessment, each scholar contributed to the creation of at least one high quality Expedition product. We did not have the opportunity to engage</p>

					Expeditionary Learning staff and teachers in the formal evaluation process. Year 4: Alma del Mar continues to use the rubric created last year to assess high quality work. This year 97% of scholars did 5 high quality work pieces.
Objective: Alma del Mar scholars will be reading at or above grade level by the end of fifth grade.					
Measure: 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	Met	Met	Met	Year 1: Met for Kindergarten (97.5% of students ended the year at or above grade level). Not met for 1 st and 2 nd grade, despite significant gains in each. Year 2: 88% of scholars are reading at or above grade level. 75% of scholars are reading above grade level. On average, scholars are reading 0.6 years above grade level. Year 3: According to Fountas and Pinnell year-end assessments, 185 of 200 (93%) scholars are currently reading on or above grade level. Year 4: According to Fountas and Pinnell year-end assessment, 171 of 200 (86%) scholars are currently reading on or above grade level.
Measure: 70% of scholars reading below grade level at the end of the year will have grown the equivalent of more than one year during the course of the year according to Fountas and Pinnell assessments.	N/A **	Met	Met	Not Met	Year 2: On average, scholars who are reading below grade level grew 1.1 years in their reading level. 73% of scholars who remain below level grew more than one year during the 2012-2013 school year. Year 3: There were 15 scholars reading below grade level. Of these scholars, 11 (70%) grew more than one year. 3 of the other 4 scholars grew between 0.8 of a year and 1.0 year. Year 4: Alma Del Mar recalibrated our use of end of year F&P benchmarks for each grade level. For example, the 2013-14 end of year benchmark for 3 rd grade was P. In 2014-15 the beginning of year benchmark for 3 rd was P. This year 42 scholars were not a reading level at the end of the year. 12 scholars (29%) grew the equivalent of more than one year during the course of the year.
Objective: Scholars will demonstrate competency on grade-level standards in literacy and math.					
Measure: 75% of scholars will score	N/A	Met	Met	Not	Year 2: 85% of scholars scored 80%

<p>“proficient” (80% or higher) on internally created, final math and literacy exams.</p>	<p>**</p>			<p>Met</p>	<p>or higher on the final math exam. 81% of scholars scored 80% or higher on the final literacy exam. Year 3: 85% of scholars scored proficient on the final math exam. 83% of scholars scored proficient on the final literacy exam. Year 4: This year Alma significantly increased rigor to align with new PARCC assessments. 77% of scholars scored 80% or higher on the final math exam. 54% of scholars scored 80% or higher on the final literacy exam.</p>
<p>Measure: All scholars will receive a standards based report card at the end of each quarter that incorporates both interim assessment data and other classroom assessments. At the end of the year, the school wide average for literacy and math will be at least 2.5 on a 4 point scale.</p>	<p>N/A **</p>	<p>N/A **</p>	<p>Met</p>	<p>Met</p>	<p>Year 3: All scholars received a standards based report card at the end of each quarter. In literacy, the school wide average was 2.9 on a 4 point scale. In math, it was 3.1.</p>

*With a minimum 70% response rate on the survey

** This measure was not set during this year and, consequently, data is not available.

APPENDIX B: RECRUITMENT AND RETENTION PLAN

Recruitment Plan

School Name: Alma Del Mar Charter School

Date: 7/22/2015

2014-15 Recruitment Plan Implementation Report

Alma del Mar currently enrolls a higher percentage of low income, ELL, and Special Needs scholars than our sending district. Furthermore, our ability to successfully recruit these populations into our lottery has improved with each year of our operation. 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. This year, 34 students from Head Start applied to Alma del Mar.

We also reached low-income families through recruitment efforts at the Harbour House and Donovin House shelters for homeless families, public housing developments, the Joseph Abboud clothing factory, and the local fishhouses.

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, hair salons, and other non-profit organizations that serve families in need.

Our current families are key to our recruitment efforts. 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. The following year, we received 290 applications for approximately 50 open seats school-wide. We currently have 880 children on our waiting list, including 9 siblings of students who are already enrolled in our school. Each year, roughly 10% of New Bedford's kindergarten eligible population (approximately 1,200 children) applies for a seat in our school. We are currently applying for a charter amendment to increase our enrollment from 250 to 360 in order to serve more scholars.

General recruitment activities intended to reach all students:

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 also provides applications at its Information Sessions, which are held between November and February of each year for interested applicants. Attendance at Information Sessions is not a condition of enrollment.
- 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.
- If a family is unable to attend an Information Session, Alma will mail an application to them. Applications are also available at the school, 26 Madeira Avenue, New Bedford, MA 02746.

2015-16 Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students (comparable population to district)	<p>Alma del Mar will distribute information through Early Intervention and rehab providers at the Schwartz Center for Children and at the Kennedy Donovan Center.</p> <p>Alma del Mar will work with the Special Education Parent Council to connect with other families of children with special needs.</p> <p>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.</p> <p>Alma del Mar will work with local special education advocates to distribute information to families with children with disabilities.</p> <p>In all literature for perspective families, we will continue to highlight our services for children with disabilities.</p>
Limited English-proficient students (comparable population to district)	<p>Alma del Mar will continue to distribute literature and applications in Spanish, Portuguese, and Vietnamese. We will provide translation services at recruitment events.</p> <p>Alma del Mar will post flyers in multiple languages in local businesses, restaurants, and other establishments serving families who do not speak English.</p> <p>Alma del Mar will continue to host evening English language classes; these classes help us to build relationships within non-English speaking communities.</p> <p>Alma del Mar will work with currently enrolled families who speak other languages to conduct outreach efforts within their communities.</p> <p>Alma del Mar will continue to distribute literature in communities that are comprised heavily of recent immigrants.</p>

<p>Students eligible for free or reduced lunch (comparable population to district)</p>	<p>Alma del Mar will host at least two outreach events aimed at families involved with DCF or other child protective services.</p> <p>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)</p> <p>Alma del Mar will distribute flyers at the New Bedford Community Health Center (serving 20% of New Bedford’s community at large).</p> <p>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.</p> <p>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.</p>
<p>Students who are sub-proficient</p>	<p>Alma del Mar encourages preschools to refer struggling children.</p> <p>Alma del Mar will collaborate with staff at local homeless shelters serving women and children to connect with families of children entering kindergarten.</p>
<p>Students at risk of dropping out of school</p>	<p>Alma del Mar will table and/or hold Information Sessions at PAACA, at the WISE Women program, and at the local vocational high school.</p>
<p>Students who have dropped out of school</p>	<p>N/A</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Retention Plan

2014-15 Retention Plan Implementation Report

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 to other states.

2015-16 Overall Student Retention Goal

Annual goal for student retention (percentage):	95%
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Retention Plan – Goals and Strategies

List goals and strategies for retention activities for each demographic group.

Demographic Group	Goals and Strategies
Special education students	<p>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.</p> <p>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.</p> <p>Alma del Mar maintains a Special Education Parent Council comprised of parents of children with special needs. Through monthly meetings, this group provides input into special education programming at Alma del Mar. Parents in this group also support one another to get through tough times and remain engaged with Alma del Mar. Alma del Mar will also</p>

<p>Limited English-proficient students</p>	<p>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.</p> <p>Through the automatic phone calling 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.</p> <p>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> <p>In partnership with the city of New Bedford, Alma del Mar offers free onsite English classes for adults.</p> <p>As a new initiative this school year Alma Del Mar will sponsor a Multilingual Parent Council. The multilingual parent council will promote parent engagement in the development and modification of programs for English language instruction.</p>
<p>Students eligible for free or reduced lunch</p>	<p>Prior to the start of school, Alma del Mar will build the foundation of a relationship with each family through the following efforts:</p> <ul style="list-style-type: none"> • Family Day of Service held before the first day of school • Home visit with every family • Kindergarten Screening • Parent Orientation <p>Alma del Mar also provides financial support to families in purchasing uniforms.</p> <p>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.</p> <p>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 contacted other emergency contacts. If no adult was reachable, an administrator will visit the home.</p>

<p>Students who are sub-proficient</p>	<p>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.</p> <p>Alma del Mar will provide a structured afterschool program that includes tutors from the University of Massachusetts – Dartmouth and other community mentors. Students struggling academically receive up to 90 minutes of help afterschool each day (Monday through Thursday). This program is free to all low-income students.</p> <p>Students will also have the opportunity to stay afterschool for tutoring with their teacher.</p> <p>In cases of students extremely behind, Alma del Mar will create individual support plans.</p>
<p>Students at risk of dropping out of school</p>	<p>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>
<p>Students who have dropped out of school</p>	<p>N/A</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>If it appears that a student may need to repeat a grade, the teacher and Principal 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's school report card link

is: <http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04090205&fycode=2014&orgtypecode=6&>

2014-15 STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	36	15.4%
Asian	2	0.8%
Hispanic	108	45.4%
Native American	6	2.5%
White	70	29.6%
Native Hawaiian, Pacific Islander	1	0.4%
Multi-race, non-Hispanic	14	5.8%
Special education	43	18.3%
Limited English proficient	67	28.4%
Economically Disadvantaged	126	53.3%

ADMINISTRATIVE ROSTER FOR THE 2013-2014 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
Emily Stainer, Head of School	The Head of School 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 Head of School 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 Head of School.	8/1/13	N/A

Alice Sheehan, Director of Operations and Finance	The Director of Operations and Finance manages day-to-day school operations, compliance and fiscal management.	6/8/15	NA
Elizabeth Leiwant, 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.	7/1/2014	NA

TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	22	0	5	Not asked to renew contract Moving closer to home Change of location End of TFA commitment
Other Staff	16	0	4	Moving closer to home Accepted higher paying job

Overall teacher retention remains strong for an urban charter. Continuing to work to develop talent with local ties to increase retention.

BOARD MEMBERS FOR THE 2014-2015 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Christopher Arnold	Chairman	Capital Steering Council, Development, Governance (Chair)	1	4/13/13-10/30/15
Jan Baptist	Vice Chairman	Academic Excellence, Governance	1	6/14/14-6/14/17
Mary Jean Blasdale	Secretary		1	9/1/13-9/1/16
David Cabral	Treasurer	Foundation, Capital Plan	2	3/3/11-3/2/16

		Task Force, Finance		
Bronwen Cunningham	Member	Finance (Chair), Foundation, Capital Plan Task Force	1	10/25/13- 10/25/15
Lucile Hicks	Member	Finance	1	6/14/14- 6/14/17
Martha Kay	Member	Academic Excellence, Foundation	2	6/14/14- 6/14/17
Kris Tomlinson	Member	Academic Excellence (Chair)	2	1/20/12-3/2/16
Jeanne Eagle	Member	Development	1	11/21/2014- 11/21/2017
Bob Unger	Member	Governance	1	3/27/15- 3/27/18

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and please input any changes in this survey for the key positions listed below (and simply input "NA" if there is no change). Your directory administrator can contact Lee DeLorenzo at ldelorenzo@doe.mass.edu or 781-338-3227 for assistance.

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA
Director of Operations	Alice Sheehan

*Add additional rows as necessary

Facilities

No change in facilities location in 2014-15.

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)).

Action	Date(s)
Student Application Deadline	February 23, 2016
Lottery	March 1, 2016



Learn. Lead. Serve. Succeed!

APPENDIX E: TEACHER EVALUATION RUBRIC 2014-2015

Teacher Name:

Grade:

Date of Evaluation:

Design and Delivery	
Unit and lesson design	
Ensure appropriate rigor	
Reaching all learners	
Instructional strategies	
Classroom Assessments	
Checks for understanding	
Pace of lesson	
Data-Driven instruction	
Classroom environment and aesthetics	
Management and Culture	
Tone and presence	
Alignment with school culture	
Classroom procedures	
Building ritual and positive culture	
100% and managing misbehavior	
Dealing with challenging situations	
Team	
Team contributions and collaboration	
Relationships with families	
Service and commitment	
Growth and development	
Meeting deadlines and timeliness	
Professionalism	
Total Score	

Overview of Performance		
Teacher rating		
Comments		
Strengths		
Areas of Growth		
Areas for Growth		
	Goal	Result
Proficient or advance on interims	90/90	
High quality work	100%	
Parent communication	80%	
Reading Levels Growth	90%	

Design and Delivery: Unit and lesson design			
<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
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	Units are designed clearly in advance to lead to standards mastery in allotted timeframe	Units are designed in advance to lead to standards mastery in allotted timeframe	Unit design is either not planned well in advance AND/OR does not create a path to standards mastery
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	All learning targets are measurable, scholar-friendly, focused on new skills/knowledge, clearly taught and reviewed and standards driven	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	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
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	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	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	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

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 that appropriately challenges scholars	Selects learning targets that appropriately challenges scholars	Selects learning targets that a challenges scholars with some exceptions	Selects learning targets that sometimes fail to appropriate challenge scholars
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
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 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)
Lesson plans always includes needed 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	Lesson plans always includes needed accommodations for scholars with special needs based on their IEP goals, 504 plans, and data from ELL testing designed to increase their outcomes	Lesson plans frequently includes needed accommodations for scholars with special needs based on their IEP goals, 504 plans, or data from ELL testing designed to increase their outcomes	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 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.
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			
<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
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
Ensures scholars are provided exactly the correct number of guided and independent “at bats” designed to build mastery and independence	Ensures scholars are provided an appropriate number of guided and independent “at bats” designed to build mastery and independence	Often ensures scholars are provided an appropriate number of guided and independent “at bats” designed to build mastery and/or independence	Sometimes ensures scholars are provided an appropriate number of guided and independent “at bats” designed to build mastery or independence
Always presents information clearly to lead to mastery and conceptual understanding	Presents information clearly to lead to mastery and conceptual understanding	Usually presents information clearly to lead to mastery and conceptual understanding	Sometimes presents information clearly to lead to mastery and conceptual understanding

Design and Delivery: Classroom assessments

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Units and lessons have clear, well designed assessments that effectively measure the learning targets or 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	Units and lessons have clear, well designed assessments that effectively measure the learning targets or standards and provide for the ability to determine what and to what degree scholars have mastered content and skills	Units and/or lessons have clear assessments that measure the learning targets or standards and provide for the ability to determine what scholars have mastered content and skills	Units and/or lessons have assessments that measure the learning targets or standards AND/OR provide for the ability to determine what scholars have mastered content and skills OR assessments are not well designed in advance
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 assessment data is clearly and consistently shared with scholars, colleagues and families in a way that supports scholar development and goal setting	Classroom assessment data is shared with scholars, colleagues and families	Classroom assessment data is inconsistently shared with scholars, colleagues and families
Classroom assessments are aligned with classroom activities, interim assessments, serve to drive lesson design forward, and create positive culture	Classroom assessments are aligned with classroom activities, interim assessments AND serve to drive lesson design forward	Classroom assessments are aligned with classroom activities and interim assessments	Classroom assessments are inconsistently aligned with classroom activities and interim assessments.
Always uses formal classroom assessments, such as exit tickets or independent practice with set standards of work, to measure scholar work without intervention	Uses formal classroom assessments, such as exit tickets or independent practice with set standards of work, to measure scholar work without intervention	Uses formal classroom assessments, such as exit tickets or independent practice with set standards, but with some limitations or inconsistencies	Infrequently uses formal classroom assessments, such as exit tickets or independent practice with set standards
Data from classroom assessments is always used to plan review or re-teaching with dramatic effect.	Data from classroom assessments is always used to plan review or re-teaching.	Data from classroom assessments is sometimes used to plan review or re-teaching.	Classroom assessments are not given. Data from classroom assessments is not used adjust instruction.

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 that diagnose misunderstandings quickly	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
Uses a variety of routine and ritualized techniques to ensure the maximum number of scholars are questioned before moving to the next phase of the lesson	Uses a variety of techniques to ensure the maximum number of scholars are questioned before moving to the next phase of the lesson	Uses more than one technique to ensure the maximum number of scholars are questioned before moving to the next phase of the lesson	Uses few techniques to ensure the maximum number of scholars are questioned before moving to the next phase of the lesson
Always makes sure all scholars are thinking during questioning, using techniques such as cold call, unbundling, boogie boards and polling	Makes sure all scholars are thinking during questioning, using techniques such as cold call, unbundling, boogie boards and polling	Makes sure most scholars are thinking during questioning, using techniques such as cold call, unbundling, boogie boards and polling	Inconsistently makes sure scholars are thinking during questioning, using techniques such as cold call, unbundling, boogie boards and polling
Asks high rigor, thinking-orientated questions that ask scholars to grapple and problem solve during lessons AND stretches content for scholars who are able to excel	Asks high rigor, thinking-orientated questions that ask scholars to grapple and problem solve during lessons	Asks rigorous questions that ask scholars to grapple and problem solve during lessons Or asks low rigor, leading or mixed rigor questions	Does not ask questions that ask scholars to grapple, think and problem solve 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 in an age appropriate way.	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.
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 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.
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.

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.
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

Design and Delivery: 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.
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
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 noticeably dirty.	Classroom is not clean or neat: floors and desks are very dirty creating an unwelcoming environment.
Quality and updated/recent scholar work is posted weekly.	Quality and updated/recent scholar work is posted frequently.	Quality scholar work is posted and may not be recent.	Scholar work is not posted.
Creates and weekly updates attractive bulletin boards that focus scholars on long-term goals, recent content and quality work	Creates and frequently updates attractive bulletin boards that focus scholars on long-term goals, recent content and quality work	Infrequently updates bulletin boards AND/OR bulletin boards are not focused on long-term goals, recent content and quality work	Does not use bulletin boards OR they are poorly updated OR content is off topic

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

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.
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: Classroom Procedures

<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
The classroom runs like clockwork and scholars are routinized to all procedures. Procedures can be executed silently or 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.
Hallway transitions are a model. They are always smooth, silent, and efficient. Wait time is used to review content silently	Hallway transitions are consistently smooth, silent, and efficient.	Hallway transitions are usually 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.
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.

Management and Culture: Ritual and positive culture			
<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.
Consistently uses all moments to build crew and positive relationship between scholars and about content. Scholars consistently display this investment and crew relationships when away from the teacher.	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.
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 AND/OR celebrations are for low quality work or effort only.

Management and Culture: 100% and misbehavior			
<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Implements management strategies so well that all behaviors are prevented. Routinely uses public correction, private correction, anonymous correction, challenge etc.	Implements management strategies so well that most if not all behaviors are prevented. Routinely uses public correction, private correction, anonymous correction, challenge etc.	Implements many management strategies so that many behaviors are prevented. Routinely uses public correction, private correction, anonymous correction, challenge etc.	Implements management strategies but with mixed effectiveness. Scholar behaviors can distract learning.
All scholars are on task at all times within given lessons (100%); there are no side conversations or issues.	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.	80-95% of scholars are consistently on task; there are sometimes a few side conversations or issues.	Fewer than 80% of scholars are on task; side conversations or issues are frequent and detract the learning.
Always notices and addresses off-task behaviors using the least invasive form of intervention without major adjustments to the pace of instruction.	Consistently notices and addresses off-task behaviors using the least invasive form of intervention	Does not always notice AND/OR address off-task behaviors AND/OR does not use the least invasive form of intervention	Rarely notices and addresses off-task behaviors and does not use the least invasive form of intervention. Much class time is wasted with efforts to refocus the class
Always applies consequences consistently using school-wide system. Always gives consequences fairly and responsively.	Applies consequences consistently using school-wide system. Gives consequences fairly and responsively.	Almost always applies consequences using school-wide system. Generally gives consequences fairly and responsively.	Consequences are applied inconsistently, unfairly OR consequences do not respond to behavior.
Clearly and consistently communicates with scholars and families about consequences. Families and scholars are clear and invested in consequences.	Clearly and consistently communicates with scholars and families about consequences.	Communicates with scholars and families about consequences.	Inconsistently communicates with scholars and families about consequences.

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)
Always knows when and how to diffuse situations with scholars AND prevents the vast majority of misbehavior before outbursts occur	Always knows when and how to diffuse situations with scholars	Usually knows when and how to diffuse situations with scholars	Sometimes knows when and how to diffuse situations with scholars
Always knows when to involve behavior interventionist or school leader, never over or under responding to difficult situations AND models this skill for others	Always knows when to involve behavior interventionist or school leader, never over or under responding to difficult situations	Knows when to involve behavior interventionist or school leader; may be too reliant on behavior specialist or school leader.	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
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.	Rarely engages in scholar excuses when correcting misbehavior; Frequently maintains high expectations in difficult situations and messages them appropriately to scholars and parents.	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.	Often or always engages in scholar excuses when correcting misbehavior; High expectations are not present and inconsistently messaged to scholars and parents.
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 deals with challenging situations or scholars in the least invasive way.	Usually deals with challenging situations or scholars in the least invasive way and rarely publicly.	Often deals with challenging situations or scholars in the least invasive way and often publicly.	Inconsistently deals with challenging situations or scholars in the least invasive way and often publicly.

Team: 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)
Clearly contributes to team and school meetings and shared work with critical and supportive perspectives.	Clearly contributes to team meetings and shared work with critical and supportive perspectives.	Clearly contributes to team meetings and shared work. Perspectives do not always balance critical and supportive comments.	Occasionally contributes to team meetings and shared work. Perspectives do not always balance critical and supportive comments.
Always proactively names and suggestions solutions to school or team problems of importance.	Proactively names and suggestions solutions to school or team problems of importance.	Sometimes proactively names and suggestions solutions to school or team problems of importance.	Sometimes names and/or suggestions solutions to school or team problems of importance.
Relationships with colleagues are extremely positive, collaborative, and generous.	Relationships with colleagues are positive and collaborate.	Relationships with colleagues are uneven, and collaboration is not consistently evident.	Relationships with colleagues are limited or inconsistently effective
Assumes leadership among colleagues, often supporting them and engaging in professional exchange.	Regularly engages in professional exchange with colleagues.	Occasionally engages in professional exchange with colleagues.	Rarely engages in professional exchange with colleagues.
Upbeat, positive, and does not complain AND exerts a positive influence on the entire staff.	Contributes to a professional and supportive tone by being positive; does not complain	Contributes to a professional and supportive tone	Inconsistently contributes to a professional and supportive tone

Team: Relationships with Families			
<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Communicates frequently with families about academics, scholar needs, behavior, homework, events and expectations; Uses home visits and conferences well to build deeper understanding AND shares observations about the emotional and social development	Communicates frequently with families about academics, scholar needs, behavior, homework, events and expectations; Uses home visits and conferences well to build deeper understanding	Communicates often with families about academics, scholar needs, behavior, homework, events and expectations; Uses home visits and conferences well	Communicates with families about academics, scholar needs, behavior, homework, events and expectations; home visits and conferences are not consistently complete or effective
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	Makes regular, pro-active phone calls, keeping families informed of successes and struggles; Returns all phone calls from families within 24 hours.	Makes regular phone calls, keeping families informed of successes and struggles; Returns phone calls from families within 24 hours.	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.

Team: Service and Commitment			
<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Puts in an extraordinary effort to contribute to scholar and school success.	Puts in an extra effort to contribute to scholar and school success.	Puts in sufficient effort to contribute to scholar and/or school success.	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.
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.

Team: 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 professional development for other staff	Applies skills and information from professional development to daily practice. Deeply engages with professional development content.	Usually applies skills and information from professional development to daily practice. Engages with professional development content.	Sometimes applies skills and information from professional development to daily practice. Inconsistently engages with professional development 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

Team: Meeting deadlines and timeliness			
<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Always punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings. Respectfully holds peers accountable for punctuality.	Always punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.	Usually punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.	Inconsistently punctual for the school day, scheduled classes, pick-up & drop-off times, and/or meetings.
Always meets deadlines.	Meets deadlines.	Often meets deadlines	Sometimes does not make deadlines
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.	Communicates clearly with supervisor about workload and needs in order to ensure work is done well by deadline.	Sometimes communicates with supervisor about workload and needs in order to ensure work is done well by deadline. Communication is occasionally last minute.	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.

Team: Professionalism			
<input type="checkbox"/> Advanced (4)	<input type="checkbox"/> Proficient (3)	<input type="checkbox"/> Developing (2)	<input type="checkbox"/> Needs Improvement (1)
Dresses appropriately and professionally for all occasions. Dress is exemplary in building authority with scholars and community.	Dresses appropriately and professionally for all occasions. Dress clearly communicates authority with scholars and community.	Dresses appropriately and professionally for all occasions.	Dresses appropriately and professionally for most occasions.
Always and clearly communicates with all stakeholders, including electronic communication. Always chooses the best method for communication.	Consistently and clearly communicates with all stakeholders, including electronic communication. Consistently chooses the best method for communication.	Consistently communicates with all stakeholders, including electronic communication. Usually chooses the best method for communication.	Inconsistently communicates with all stakeholders, including electronic communication. Sometimes chooses the best method for communication.
Conducts themselves appropriately at all times. In heightened moments or during disagreements, staff is an exemplar of conduct.	Conducts themselves appropriately at all times, including in heightened moments or during disagreements.	Conducts themselves appropriately, including in heightened moments or during disagreements.	Usually conducts themselves appropriately, including in heightened moments or during disagreements.