RISE PREP
MAYORAL ACADEMY

Request for Woonsocket Enrollment Cap Removal

Proposed Expansion of Woonsocket Seats for Fall 2023

Respectfully Submitted to the Rhode Island Department of Education by:
RISE Prep Mayoral Academy Board of Directors
June 6, 2023

For questions or additional information, please contact:
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1. Cover Sheet

Name of Charter: RISE Prep Mayoral Academy Charter **Type:** Mayoral Academy

Location of Charter School: Woonsocket

Enrolling Communities: Woonsocket. North Smithfield, Burrillville

Primary Contact Name: Rosalind DaCruz **Primary Contact Signature:**

Primary Contact Role: Superintendent **Date**: June 6, 2023

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Charter	Grade Levels Served	Enrollment	Communities Served
AY23-24 Current Charter	**K-8**	**540**	**Woonsocket, North Smithfield** *Currently 50% enrollment cap for Woonsocket seats*
AY23-24 Proposed Charter	**K-8**	**540**	**Woonsocket, North Smithfield** *Request: no enrollment cap for any community*

Signature of Charter Board Chair: **Print Name**: Mayor Lisa Baldelli-Hunt

Organization/Title: RISE Prep Mayoral Academy, Board Chair **Date:** June 6, 2023

Name of Establishing Entity: RISE Prep Mayoral Academy

Signature of Establish Entity Representative:

Print: Rosalind DaCruz **Position/Title:** Superintendent **Date:** June 6, 2023

2. Executive Summary

RISE Prep Mayoral Academy (RPMA) opened as a Rhode Island Mayoral Academy in September 2015, serving the communities of Woonsocket, North Smithfield, and Burrillve, and creating an intentionally diverse public charter school located in Woonsocket, Rhode Island. The mission of RPMA is to educate K-12 scholars for success in college and a life of community engagement. The three main pillars of RPMA's mission are a highly structured learning environment, rigorous college-preparatory curriculum, and character education.

The purpose of this major amendment application is to serve as a formal request to lift the current enrollment cap for Woonsocket students attending RPMA's flagship K-8 school, which limits the school to enrolling only 50% of its students from Woonsocket each year. While RISE Prep's recently approved expansion does not include an enrollment cap at the high school (opening 2024) or the second K-8 (opening 2028), its flagship campus, with the longest waitlists, has open seats unable to be filled by families waiting for their scholars to be enrolled due to the cap on Woonsocket enrollment. To be clear, RPMA is chartered to enroll 540 scholars in its original charter and is not requesting to serve more scholars than originally chartered. This request is to lift the Woonsocket cap so as to not limit the seats of any community within the total enrollment of 540.

When RPMA prepared to open in 2015, it faced significant opposition resulting in litigation from both the sending city and town councils as well as the sending school committees. In an effort to ease tensions at the time, and in hopes of a less tumultuous opening, RPMA proposed an enrollment cap of 50% of Woonsocket scholars, enrolling no more than 40 Woonsocket scholars per grade. This proposal was set forth in a written letter by Mayor Baldelli-Hunt, RPMA's Board Chair, and was submitted to the Rhode Island Department of Education prior to opening in 2015.

Despite the cap, litigation continued well into 2018. Over the past 8 years of operation, none of RPMA's sending communities (Woonsocket, North Smithfield or Burrillville) experienced negative district school budget impacts due to enrollment shortages caused by RPMA. In fact, most of RPMA's sending districts have seen healthy surpluses each year that RPMA has been open.

Since its inception, RPMA's waitlist has grown and currently receives approximately 10x the applications for seats available each lottery. RPMA was intentionally located in Woonsocket as there was a glaring need for high quality, tuition-free, public school options in the city. RPMA leadership also knew that enrollment would always be in highest demand in Woonsocket, over the school's other two sending communities: North Smithfield and Burrillville. The intentionally diverse model of enrolling both urban and suburban communities is one that RISE Prep fully believes in and intends to continue to maintain. However, RPMA currently faces the reality of having approximately 60 open seats that are not being filled by North Smithfield and Burrillville students and that, under the current enrollment cap, are not able to be offered to Woonsocket students. We feel it is both our responsibility and our promise to families in the city of Woonsocket, to lift the enrollment cap and allow more students to fill the seats that currently sit empty. Since RPMA opened in 2015, the demand for enrollment has steadily increased each year. The school has filled seats in every grade RPMA serves and has built a consistent and growing waitlist in each sending community.

Sadly, RPMA's waitlist currently averages 10x the amount of seats available for enrollment each year. In the lottery for the 2023-2024 school year, there were 616 applications for 65 open seats.

In order to preserve the intentionally diverse mayoral academy model, if the enrollment cap is lifted, RPMA intends to first fill 50% of the available seats with North Smithfield and Burrillville scholars, and the remaining 50% of seats with Woonsocket seats in each lottery. If there are empty North Smithfield and Burrillville seats after running the first round of the lottery, RPMA's lottery vendor will run an additional selection round to fill those seats with additional Woonsocket scholars. RPMA is committed to intentional diversity and believes that this procedure would preserve the school's mission while ensuring that the school serves as many scholars as possible.

Due to the structure and timing of funding, RPMA is requesting that the Council of Elementary and Secondary Education consider this request for a vote at the June 20, 2023 meeting in order for RPMA's enrollment and funding to reflect full enrollment of 540 for FY24.

RPMA has a strong track record of student achievement and operational performance. In its original charter, RPMA set out to achieve 80% proficiency in ELA and Math on statewide standardized assessments. In its first testing year, RPMA's founding third grade scholars achieved 76% proficiency in ELA and 67% proficiency in Math. The 2019 RICAS results were among the highest in the state, and RPMA, currently a 3 STAR public school, notably achieved the highest MLL ELP growth index in the state in the 2022-23 school year. RPMA's leadership has developed a strong plan to address pandemic learning loss and accelerate learning to increase academic outcomes and performance and return to 75%+ proficiency over the next 4 academic years. RPMA has historically outperformed Woonsocket in RICAS as well as ACCESS growth.

With the local share reduction RPMA received in May 2023, RPMA's FY24 budget will be short $338,040.00 in originally planned funding, assuming that Woonsocket enrollment cap (50% cap on Woonsocket scholar enrollment) continues as-is. This is a reduction of just under 43% for Woonsocket students, and would mean significant staffing layoffs, programmatic changes, and school model pivots, at the very least, that do not serve RPMA scholars in the way that the school promises to families, the communities RPMA serves, and the state as RPMA's authorizer.

While RPMA leadership and board recognizes that this reduction is part of the funding formula and the school will need to address that through the legislative process separately, RPMA humbly and urgently request that RPMA be granted approval to lift the enrollment cap to take effect for the upcoming school year, as it would offset this significant funding reduction, and offer opportunities to Woonsocket scholars on the waitlist.

This application includes additional information regarding RPMA's educational programming, strategic goals, governance, finances, facilities and other key components of the organization's operations to demonstrate the strength and ability of the flagship K-8 school to serve more Woonsocket scholars, with quality, by lifting the current Woonsocket enrollment cap and providing access to more Woonsocket scholars who currently wait for the opportunity on RPMA's growing waitlist.

3. Mission Statement

The mission of RPMA Mayoral Academy (RPMA) is to educate all K-12 scholars for success in college and a life of community engagement through a structured learning environment, rigorous college preparatory academic program, and character education. This mission has not and will not change from when RPMA's leadership first submitted the original charter application in 2014. The promise of an education that prepares scholars for the academic and social rigor and environment of college is both ambitious and demanding but RPMA remains unwavering that it is the type of education that all scholars deserve. While the mission statement of RPMA remains unchanged and ever critical, the demand for K-8 seats as seen in RPMA's historic lottery and waitlist data, calls for the original 50% enrollment cap for Woonsocket students to be lifted, to support true fulfillment of, and access to, RPMA's mission.

4. Proposed New Student Seats & Enrollment

As noted in RPMA's recently approved charter expansion in December 2022, RPMA's flagship K-8 campus intends to reach full enrollment of approximately 540 scholars by Fall of 2023. This total enrollment has been the anticipated enrollment number since the original charter application that was submitted in 2014. The key change RPMA requests is to allow the school to enroll freely among its three catchment communities of Woonsocket, North Smithfield, and Burrillville, without a cap on Woonsocket students who are able to enroll up to the approved number of 540. Lifting the cap allows for currently open seats to be filled by Woonsocket students that would otherwise be unfilled by North Smithfield and Burrillville students.

The need to lift the enrollment cap in Woonsocket comes from the growing demand for seats as demonstrated by the annual lottery. In the past 8 years, RPMA has seen a significant increase in applications, and last year alone, was able to fill only 65 seats for the 616 applications received.

Now, more than ever, the academic gaps from the lingering pandemic have created a more dire need for high quality options for Rhode Island's students and RPMA is invested in widening its impact slowly and with quality on behalf of the students within its sending communities.

RPMA remains committed to intentionally serving a socioeconomically and racially diverse population. RPMA originally chose to open in Woonsocket as it is the highest area of need in alignment with RPMA's mission. Woonsocket, as a community, makes up 1/4 of the urban core in Rhode Island. According to Rhode Island Kids Count data from 2021, Woonsocket students and families are faced by the challenging realities such as 34.8% of Woonsocket families living in extreme poverty, a 64% high school graduation rate, and 32% college enrollment rate. Academically, only 13% of Woonsocket eighth graders are proficient in ELA and 6% are proficient in Math. Providing additional quality public school options for more families in Woonsocket, as well as an option for a smaller, academic-focused K-8 and eventually now a high school, is critical particularly in light of current academic trends within the community and the intensive learning needs due to the pandemic.

A full enrollment projection table for all RPMA schools, current, and approved for future openings, is shown in **Attachment 1.**

5. Goals and Track Record of Academic Performance

Track Record of Academic Success

RPMA has a proven track record of high performance that was taken into account when considering expansion. As an organization grounded in data and performance, RPMA has assessed its ability to expand while building back to, in the wake up the pandemic, and sustaining excellence and quality at each of its operating schools. There are many ways to measure success and growth as a school but RPMA closely aligns its organizational and academic goals to both the statewide Star Rating Accountability system and internal and statewide academic assessment performance. As a school, RPMA believes that the Star Rating System rigorously holds each individual school accountable for all areas of student success including: attendance, discipline, academic performance, performance of special education and multilingual scholars, among other key metrics. Within this system, every student's growth and achievement is accounted for in varying levels and measures. In Fall of 2019, after receiving RPMA's first year of testing results, RPMA was the only non testing urban public school in Rhode Island to receive a Five Star Rating. As an intentionally diverse school, with the largest number of scholars enrolling from Woonsocket, RPMA, as a district, had the highest statewide ELA proficiency average of 76% and the second highest Math proficiency average of 66% during the Spring 2019 RICAS assessment window. During this testing year, RPMA outperformed all three of its sending communities: Woonsocket, North Smithfield, and Burrillville in both ELA and Math, as well as outperformed the state average in both ELA (38.5%) and Math (30%) by approximately 38 percentile points and 36 percentile points respectively.

As seen throughout every community, but particularly hard-hitting throughout the urban core in Rhode Island, the pandemic had a devastating impact on the growth and academic outcomes of RPMA's scholars as evidenced in the Spring 2021 testing window. Despite experiencing a dramatic drop in performance due to interrupted learning and learning loss, RPMA's proficiency average for ELA and Math was higher than the statewide average in both ELA and Math

- RPMA ELA: 48%, Statewide ELA: 33%
- RPMA Math: 23%, Statewide Math: 20%

RPMA outperformed both Woonsocket and Burrillville sending districts and was not far off of North Smithfield's performance results.

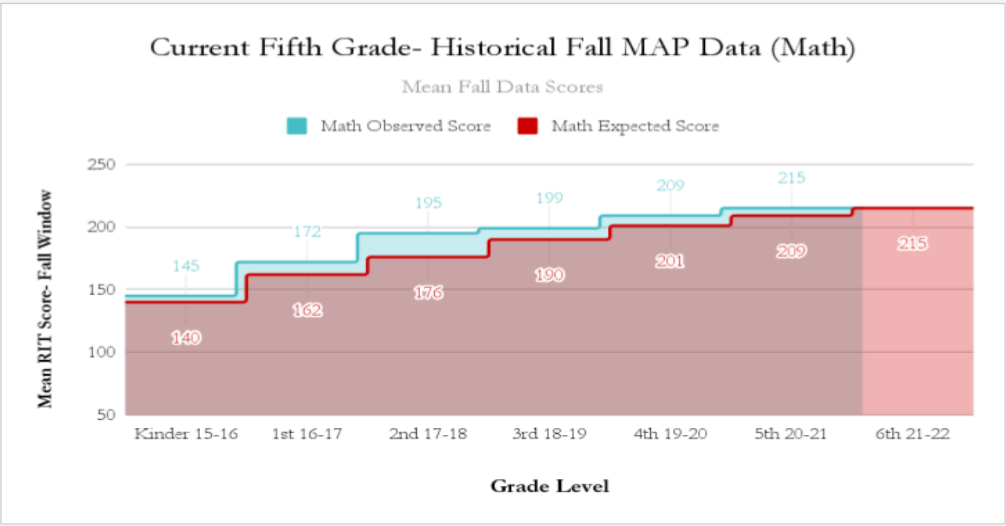
- RPMA ELA: 48%, North Smithfield ELA: 54.6%
- RPMA Math: 23%, North Smithfield Math: 36.1%

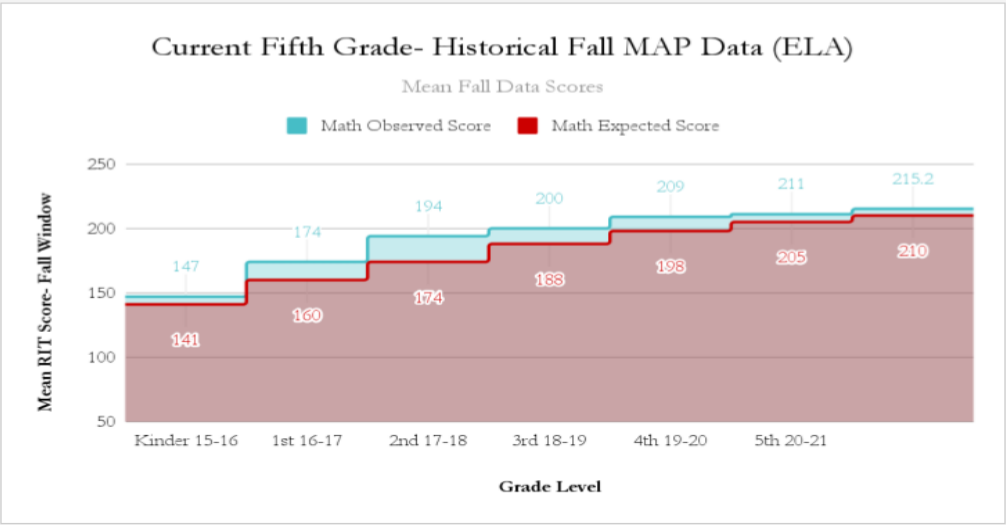
As a whole, RPMA outperformed most urban communities in the state, and has intensely targeted the areas of gaps and learning loss to provide instruction and opportunities for RPMA's scholars.

NWEA MAP Nationally Normed Historic Data

RPMA's founding class NWEA MAP nationally normed data shows that RPMA scholars consistently outperformed the national RIT norm on ELA and Math Winter MAP assessments from Kindergarten (AY 2015-16) through 5th Grade (AY 2020-2021), and saw only slight underperformance (-.4 in Math and -1.4 in ELA) last year in 6th grade, almost two full years after schools closed due to the pandemic in March 2020.

The charts below highlight that RPMA has a proven capacity to build a strong educational foundation of skills and content knowledge that can withstand interrupted learning, and the organizational strength to increase statewide assessment performance again.





Building Excellent Schools National Comparisons

Since its inception, RPMA has participated in a quarterly data share with Building Excellent Schools in Boston, MA which shares full internal NWEA MAP assessment data for national comparisons. Over the past 7 years, RPMA scholar performance has consistently ranked among the top 10 schools in every grade in both ELA and Math in a comparison to typically 30-50 Building Excellent Schools Fellow-founded schools participating nationally.

Academic Goals

As a data-driven organization, RPMA uses rigorous goals to consistently track, monitor, and measure progress towards organizational and academic goals within the school. The same model would be implemented for each new school RPMA proposes to open. RPMA tracks progress against three sets of goals: 1) goals outlined in RPMA's final charter, 2) RPMA's annual Strategic Plan goals (**Attachment A**), and 3) RPMA's Star Rating on the statewide accountability system.

Like all public schools, RPMA's academic results saw a steep decline during the first and second year of COVID-19 pandemic testing. Due to attendance challenges from quarantines for both scholars and staff, as well as missed content and skills during distance learning, particularly in Spring 2020-Spring 2021, academic performance and scholar growth and achievement decreased in comparison to its pre-pandemic results and its projected results prior to the pandemic. RPMA has crafted new goals based on new programming targeting the needs of scholars based on data before and after the pandemic. To address gaps and learning loss from the pandemic, RPMA leadership has made high quality curriculum shifts, implemented a continuation of the co-teacher model in grades K-8, and individualized social emotional and academic supports and accelerated learning efforts to ensure that within the next 4 years, RPMA scholars are on track to achieve 75%+ proficiency in ELA and Math on RICAS, and 70%+ proficiency on NGSS Science Assessments.

Below are the schoolwide RICAS proficiency goals for academic years 2022-23 through 2025-2026, based on RPMA scholars' current performance and anticipated growth based on trimester NWEA MAP growth and performance analysis. All growth and performance goals are calibrated with Massachusetts' rigorous MCAS cut percentages: 68th percentile for ELA, and 63rd percentile for Math, which historically equates to proficiency on Rhode Island's statewide assessments. RPMA fully intends to achieve proficiency of 75%+ in ELA and 70%+ in Math by the second year of the proposed high school being opened. While this accounts for the schoolwide average of grades 3-8, targeted and additional efforts are planned for the inaugural 8th graders to ensure their grade-level average is 70%+ proficient in ELA and Math on RICAS. This accelerated effort is to prepare rising 9th graders with the skills and content needed to access rigorous levels of college prep, honors, and AP courses within the proposed RPMA high school.

Academic Year	ELA RICAS Proficiency Goal	Math Proficiency Goal
2022-2023	55%	45%
2023-2024	65%	50%
2024-2025	70%	60%
2025-2026	75%	70%

Progress towards RPMA's original academic goals

RPMA has a strong track record of student achievement and operational performance. In its original chart, RPMA set out to achieve 80% proficiency in ELA and Math on statewide standardized assessments. In its first testing year, RPMA's founding third grade scholars achieved 76% proficiency in ELA and 67% proficiency in Math. RPMA leadership is confident in the school's ability to rebuild academic results in the wake of the pandemic and strengthen its overall program to be stronger and more effective than its founding years as it grows.

Organizational Goals: Expansion

As in its original charter, RPMA's organizational viability will be measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization and a faithful steward of public funds. To gauge the continuing need and demand for the school, we also will measure enrollment, retention, and parent satisfaction.

The school demonstrates fiduciary and financial responsibility.

- External, annual audit reports will demonstrate that the school meets or exceeds professional accounting standards.
- Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets.
- All state and lender required metrics will be met consistently on an annual basis.

The school is fully enrolled, with high levels of attendance/re-enrollment.

- The school's waiting list will equal 50% of kindergarten enrollment annually.
- 90% of scholars who begin the school year will remain throughout the year.
- 90% of scholars completing the school year will re-enroll the following year.
- The school will average 95% (+) daily student attendance annually.
- The school will maintain waitlists in each of its sending communities each year.

Families are satisfied with RPMA's academic program and communication.

- Parent satisfaction with clear, open communication by staff, as measured by annual end-of-year surveys, on average will exceed 90%, with a minimum of 85% of families responding.
- Parent satisfaction with the academic program, as measured by annual end-of-year surveys, on average will exceed 90% with a minimum of 85% of families responding.

The Board of Directors provides effective school oversight.

- The Board will conduct a formal annual review of the Superintendent.
- The Board will conduct an annual self-evaluation to assess the Board's strengths/weaknesses.
- The Board will conduct formal annual review of Bylaws and policies.
- The Board will review progress towards organizational, operational, and academic goals at each monthly board meeting.

Despite opposition and costly litigation in its founding years, RPMA has met and exceeded organizational health metrics on the state accountability system and the school's rigorous internal metrics and is committed to continuing to deliver on its goals throughout the proposed expansion.

6. Community Need and Support

RPMA's Board of Directors includes representatives from each community that RPMA serves who weigh in on and share challenges, needs, and advocacy that comes directly from the community. Strong partnerships through enrollment, and before and after school programming, with local organizations such as Woonsocket Head Start, YMCA, Woonsocket Boys and Girls Club have also been helpful in identifying needs of the families in RPMA's enrollment communities who are not enrolled in RPMA or remain on RPMA's waitlist. Most significantly, RPMA's current Woonsocket families and Woonsocket families who have been placed on the waitlist, some who have been placed on the waitlist each year since the school's inception, have been the primary motivation and voice to apply to lift the enrollment cap for Woonsocket seats at the flagship K-8. As recently determined in RPMA's December 2022, the flagship would be the only of the projected 3 RPMA schools to have a cap for Woonsocket families and students.

Since RPMA opened in 2015, the Board of Directors, local community organizations serving school-aged children most impacted by high quality education, and the families of our current scholars as well as the families on RPMA's waitlist, remain consistently and steadfastly involved in the school community, its goals, and its direction. As a Mayoral Academy, RPMA's Board chair, Woonsocket Mayor Lisa Baldelli-Hunt, has remained committed to ensuring that the increasing demand for school choice for Woonsocket families is met with action. RPMA has always believed that the school's families are partners in the efforts to bring quality education to its scholars. With this in mind, RPMA leadership has spent significant amounts of time informally, conversationally, formally through polls and surveys, and anecdotally gathering input, feedback, and hopes from the parents and guardians of current and waitlisted families over the past 7 years regarding future opportunities for enrollment at RPMA. RPMA feels that there is no greater indicator of the need to expand than that of academic and organizational data and historic performance, and the wants and needs of the K-8 families and students in Woonsocket. The request to lift the enrollment cap for Woonsocket is prompted by a growing waitlist each year and a demand for more seats by Woonsocket families.

7. Educational Program

Guiding Principles

As stated in RPMA's original charter, RPMA remains committed to upholding its core guiding principles which inform the culture, academic program, and mission at the flagship school as well as the proposed expansion schools. The sole requested amendment is to allow RPMA to offer its educational programming and school community to more Woonsocket scholars on the waitlist.

RPMA's vision encompasses a rigorous focus on academics, character, and community.

> **Academic Vision.** All scholars will leave grade eight prepared for the demands of high school; all scholars will be prepared with the confidence and academic foundation in both content and skills to pursue college. Beginning in kindergarten, all scholars will have access to a rigorous academic curriculum aligned to Common Core State Standards and focusing on the skills and knowledge necessary to achieve success in school and in life.

> **Character Vision.** All scholars will leave grade eight with the behavior, habits, and mindsets needed to persist through high school, thrive in college, and lead in their communities. RPMA will provide a joyful and structured culture that emphasizes the school's RISE values – Respect, Integrity, Self-Determination, and Excellence.

Community Vision. Within and outside of formal character education classes, RPMA will teach scholars how to positively contribute to their immediate communities within their individual classrooms and grade levels and eventually into the broader city, state, and global community.

When considering character, current research encourages educators to focus on the mindsets and traits that will foster the perseverance needed to graduate from college. Increasingly, researchers indicate that for scholars to succeed in school and in life, they must have "persistence, self-control, curiosity, conscientiousness, grit, and self-confidence. Economists refer to these as non-cognitive skills, psychologists call them personality traits, and the rest of us sometimes think of them as character."[1]

To ensure strong character development, and in pursuit of individual and community achievement, RPMA employs and sustains a joyful and structured school culture that emphasizes the school's RISE values: **R**espect - We are kind to and supportive of others and know that every person is worthy of dignity. **I**ntegrity - We do the right thing because it is the right thing, and that is who we are. **S**elf-determination - We know that hard work will make anything possible. **E**xcellence - We give everything our very best, and know that excellence is a learned habit. The RISE values will permeate all existing and proposed classrooms K-12 in age-appropriate and meaningful ways as scholars develop their own identities and sense of selves.

RPMA's community engagement vision centers around helping scholars understand that they are responsible members of their communities and that their choices and actions impact a larger group of people outside of themselves. Scholars will be taught how to contribute and engage in their immediate communities in the early grades, expanding into the greater community beyond the school in the upper grades.

The RPMA Model

RPMA continues to study and learn from the highest performing schools in the nation as it did when founding the flagship K-8 through the Building Excellent Schools Fellowship. Our model remains grounded in three core beliefs:

- All scholars can achieve at high levels.
- College preparation starts in kindergarten.
- Character education has a significant impact on educational achievement.

Informed by these beliefs, each school model within the current and proposed K-12 RPMA system, is built upon six critical elements:

1. Implement a rigorous college preparatory program focused on literacy and math

To put RPMA scholars on the path to college, RPMA implements a rigorous, college preparatory academic curriculum, rooted in the Common Core Standards and relentlessly driving towards the strong early foundation necessary for later college success**.** RPMA provides triple the traditional instructional time in literacy in grades K-3, and double the instructional time in grades 4-8. RPMA also provides additional instructional time in math in all subjects at all grades, and focuses on the mastery of foundational skills leading to conceptual understanding and application necessary to excel as scholars move throughout elementary school and middle school, and prepare for high school.

[1] Tough, Paul. *How Children Succeed: Grit Curiosity, and the Hidden Power of Character*. New York, NY: Houghton Mifflin, 2013. xv.

2. Establish a joyful culture with structure and discipline

RPMA will continue to establish and sustain a joy-infused culture of high expectations, urgency, and discipline with an emphasis on demonstration of RISE values –Respect, Integrity, Self-determination, and Excellence. Clear systems, routines, structures, and discipline will free all scholars to focus on learning and support all scholars to do their best at all times.

3. Recruit and develop excellent teachers

RPMA will continue to recruit and develop excellent teachers who will consistently create, deliver, and sustain a rigorous curriculum and joy-infused culture aligned with RPMA's mission and vision. To drive academic success, RPMA will recruit committed and capable teachers and invest deeply in their development. Leadership will provide annual, cyclical, and weekly coaching and professional development (approximately 32 days per year and 2 hours per week). All teachers will maintain high expectations for academics and behavior, consistently monitoring student growth and performance.

4. Create more time for more learning (K-8)

RPMA's extended school day in grades K-8 allows more time for instruction necessary for dramatically improved outcomes. RPMA provides scholars with approximately two additional hours of instruction per day to remediate gaps and will challenge and support all scholars to meet and exceed grade level expectations as demonstrated on rigorous state and national assessments. The extended day (7:40am – 4:00pm) allows time to teach RISE values and celebrate academic and character growth during daily and weekly school-based rituals. More time will create the opportunity in grades 5-8 to develop and execute community engagement projects and deeper application of content and skills. To allow for a well-rounded high school experience inclusive of extracurriculars, athletics, internships, and volunteer work, the high school day will follow that of a traditional 7-hour high school day.

5. Partner with families and communities

RPMA is privileged to serve the families of RPMA's enrollment communities and will continue to prioritize and initiate productive partnerships with families to ensure all scholars are supported on their journey to college. RPMA teachers conduct Home Meet and Greets with families each new academic year, and will hold annual Open House nights. The school has established a Family Leadership Council, sends daily behavior reports to all families through Schoolrunner's comprehensive reporting system, holds trimester Family/School Conferences, and will continue to look for opportunities to partner with local organizations for enrichment and extracurricular opportunities.

6. Use data to strategically propel student achievement

Collecting data frequently from rigorous assessments and analyzing that data thoughtfully on a question-, standard-, and student-specific basis is one of the most powerful levers for effectively and consistently building scholar achievement. RPMA's targeted use of quality assessments will allow for effective oversight and development of curriculum over time and for the implementation of highly individualized scholar supports and interventions every day. RPMA teachers and leaders will continue to analyze student performance, including a close monitoring of core content performance and growth, adjust instruction as needed, and provide individualized tutoring and acceleration to ensure all scholars achieve mastery of every critical skill taught, and are challenged to exceed grade level expectations in content areas in which they are excelling.

Curriculum & Coursework: K-8

The RPMA Academic Leadership Team has worked relentlessly over the past two years to vet, pilot, and implement high quality curriculum in RPMA's K-8 Program. For a detailed description of each content's curriculum(s) as well as the roles and responsibilities between co-teachers during implementation and instruction, see **Attachment B** for Elementary School grades K-4, and **Attachment C** for Middle School grades 5-8. The data analysis of growth and performance throughout and after 3+ of implementation with fidelity will drive any significant adjustments or improvements made to the K-8 academic program. Daily data collected through Checks for Understanding or Exit Tickets will be used to differentiate and remediate curriculum the next day on an individual, small group, or whole class basis.

Learning Environment and Pedagogy

In RPMA's flagship K-8 school, each classroom has a two teacher, co-teaching model to support scholars as they build the foundational skills and knowledge necessary to be reading and computing on grade level by grade 3, and on grade level each grade after third grade. Each class has 30 scholars to keep both small group and whole class instruction learning ratio low between the two full time co-teachers. RPMA's middle school model is departmentalized and scholars will have the same advisory teachers daily but subjects will be departmentalized to prepare scholars for the design of most high schools and colleges. All RPMA middle school classrooms with the exception of History and Science in 7th and 8th grade are fully co-taught.

Each classroom layout lends itself to a variety of instructional methods and always emphasizes order, organization, and a calm place for scholars to focus on learning.

Intentional & Meaningful Instruction

Instruction at RPMA's flagship is rigorous and challenging and it keeps all scholars engaged and holds them accountable with their own work and learning. The following are the instructional practices that leadership and teachers are held accountable for modeling, practicing, and mastering within their respective roles, accessible for all types of learners, thus providing the structure and engagement necessary for all scholars to access the instruction and content. All instructional techniques have been evaluated for effectiveness, and continuously improved upon, over the past 8 years at RPMA's flagship K-8 school.

Gradual Release Model. RPMA's primary instructional model is the "I Do, We Do, You Do" approach (teach new content or skill, work through content/skill with scholars, then give scholars the opportunity to practice independently) as this provides a scaffolding approach to skill and content mastery. While all grade levels use the same techniques and approach to instruction, the gradual release model shifts from elementary to middle school. As scholars enter middle school, RPMA transitions instruction to prepare our scholars to be more independent in order to be successful in college preparatory high schools. There is greater emphasis placed on the "You do" and opportunities for scholars to explore and grapple with challenging concepts and problems as a gateway into content. Teachers guide scholars through experiential and deeper learning experiences as well as direct instruction to be able to participate in Socratic seminars, spider discussions, and evidence-based debates. In a balanced manner with direct instruction, scholars will master material strategically and resourcefully.

Teach Like a Champion. RPMA will continue to use *Teach Like a Champion* (TLaC) instruction techniques to implement clear, actionable strategies that will help teachers get student engagement with material, as well as clear techniques to implement in real-time coaching. RPMA leadership will train

teachers on these methods during intensive Summer Professional Development and provide weekly coaching and practice to improve mastery of these methods. Below is a sample of the foundational strategies we will incorporate in our instructional delivery:

- **Ratio.** This is the proportion of the cognitive work that scholars do. By putting more of the academic work on scholars as soon as they are ready, they will develop more skills, faster, and be more engaged in class.
- **Positive Framing**. Teachers will make corrections using constructive and positive language. Instead of focusing on bad habits, teachers will narrate what they want scholars to do, and praise them for doing so. This will give struggling scholars positive models to mimic and also will build momentum in the classroom.
- **Check for Understanding.** The best teachers will constantly assess what their scholars can do and use that information to inform future instruction. They will do so by frequently collecting data (e.g., with exit tickets, and observation) and respond to the data by re-teaching with a different approach (e.g., explaining the meaning of a difficult key word, slowing down the pace, or adding more practice) or providing individualized supports as needed.
- **100%.** Strong teaching and high student achievement happens when 100% of scholars are following the directions and on task. Teachers will consistently uphold 100% expectation for following directions and working on the correct task in every classroom.
- **Control the Game.** Utilized most frequently with literacy in every classroom, the teacher will keep reading out loud unpredictable in regards to duration and the next reader to be called on. This fast-paced technique will engage all scholars and will keep their attention focused to the task at hand.
- **Joy Factor.** Scholars will work harder when they enjoy what they are doing.

Although execution of the *TLAC* techniques will depend on a teacher's style, all teachers will use *TLaC* techniques along with warmth and humor to keep scholars engaged and excited about their work.

Universal Design for Learning. RPMA embraces the principles of Universal Design for Learning (UDL), an approach to developing instruction that minimizes barriers and maximizes learning opportunities for all scholars and all learners. Teachers and academic leaders will be guided by the three UDL principles:

- **Multiple means of representation**. Instruction will incorporate the use of physical objects when possible to give scholars the opportunity to interact with concepts in a tactile manner and use spatial models to provide frames of reference.
- **Multiple means of action and expression**. To support scholars with difficulty organizing and managing information and resources, teachers will incorporate tools like graphic organizers. When possible, teachers will also provide scholars with a variety of ways to express themselves (for example, by giving an oral report in addition to an essay).
- **Multiple means of engagement**. Teachers will give scholars various tools to gather information, offer different types of rewards and recognitions, and design activities with authentic outcomes.

Instruction is frequently and consistently observed and coached on to ensure RPMA's teachers are supported, instructional practices are effective, a strong culture of learning is being built, and the work yielding results.

School Culture

To deliver on all aspects of our mission, RPMA firmly believes in the necessity of a positive school culture centered around character and community development as well as behavioral expectations and performance. Studies have long demonstrated a direct correlation between discipline and academic achievement, and therefore, to maximize achievement RPMA will minimize any disciplinary issues that will undermine scholar success. RPMA will continue to provide a small, safe, structured, and culturally-responsive environment in which adults consistently model and uphold clear behavioral expectations, develop and reinforce strong character traits and community membership, and sweat the details to always uphold the highest expectations for RPMA scholars each day. The goal of upholding clear expectations is to maximize student time on task as well as foster enthusiasm and engagement around learning.

RPMA teachers and leaders explicitly teach and model clear behavioral expectations, first by training teachers in summer professional development to a common vision and common set of expectations, and then most immediately through student orientation and culture week at the start of the year, continuing throughout the year through a common language of expectations.

All rules and routines will reinforce RPMA's core values, align with the mission, and drive scholar achievement. To promote professionalism and instill a mindset around professional appearance and its correlation to focused study and work, as well as promote equity and unity, all RPMA scholars will continue to wear school uniforms.

RPMA's code of conduct is based on the belief that scholars will demonstrate positive and productive behavior when the behavioral expectations have been made clear through modeling, rehearsing, and a consistently applied set of expectations held and executed by all staff members. RPMA's approach to discipline first holds leadership and staff accountable for (a) explicitly teaching and practicing the behavioral expectations and systems with scholars, (b) consistently creating engaging and challenging lessons that invoke enthusiasm, joy, and engagement from scholars, limiting the opportunity for disruptive behaviors, and (c) modeling and applying our RISE values as they teach and interact with one another. Above all else, the RPMA leadership and teaching team remain committed to building and sustaining excellent relationships with all RPMA scholars and families.

The purpose for RPMA's highly structured and disciplined culture is to allow for a joyful environment focused on learning, support, and achievement. When staff and scholars are able to focus on learning, there is more time and space created for celebration, classroom college cheers, recognitions, and scholars feel part of a joyful environment in which learning and growth is recognized and supported at all times. Social growth and belonging is essential for academic success. With a warm and intentional approach to supporting the development of all scholars, RPMA will continue to strive to create a safe space for scholars to build confidence, content, and skill, necessary to engage as productive community members inside and outside of the classroom.

Specific Populations

RPMA is committed to holding all scholars to high expectations. To serve the diverse, unique needs of individual scholars, RPMA provides individualized services for scholars to access a rigorous curriculum aligned to Common Core State Standards. RPMA employs both small group and 1-on-1 instruction within the daily schedule to ensure each scholar has the targeted supports and interventions in place to access and master content according to their grade level standards as well as their individual goals. RPMA has dedicated resources, time, effort, and intense priority within its strategic plans to building a strong program for scholars receiving Special Education and Multilingual learning services. Additionally, RPMA has brought on a Literacy

Specialist to support reading gaps that resulted from the pandemic, and plans to hire a Math Specialist as the network grows.

As RPMA grows each year, the organizational staffing structure includes one fully certified special educator as well as one fully certified multilingual learning teacher per each grade. *Note: each grade is 2 classes of 30 scholars per classroom.* Special education leads provide high quality direct services, support classroom teachers with differentiated instruction, and lead all IEP/504 meetings with the Director of Special Education. In the Middle School years (grades 5-8) there is one dedicated full time special educator. Special educators at RPMA use Athlos, GoalBook and internal progress reporting to ensure that scholars receiving special education services are consistently achieving their individual growth and performance goals.

RPMA has built an internal MLL Fellowship Certification Program in which fellows complete 2 years of MLL work to become a certified MLL teacher at RPMA. In the first year of the Fellowship, RPMA's Director of Multilingual Learners educates fellows on MLL programming, domains, and effective service delivery. In the second year, RPMA provides tuition for fellows to attend RWU's MLL Certification Program in which they participate in practice-based learning opportunities as well as coursework to prepare them to take the MLL Praxis and be certified MLL teachers in Rhode Island. Each grade-level MLL Lead will provide high quality integrated services to MLL learners. Through internal assessments, observation and feedback cycles, and ACCESS and WIDA result analysis, MLL Leads will ensure that MLL scholars are receiving targeted and high quality services that result in MLL scholar individualized growth and achievement.

Assessment Systems

RPMA uses data to make strategic choices regarding curriculum and assessment. As an organization, RPMA believes that high quality assessments and frequent data collection are essential to informing meaningful and differentiated instruction. In addition to using data to make informed decisions regarding the academic needs of scholars, RPMA cares deeply about providing a rigorous education that prepares RPMA scholars to academically compete with their grade-level peers both statewide as well as nationally. To that end, RPMA will continue to emphasize the importance of 100% participation on all mandatory statewide assessments in testing grades: RICAS, NGSS, as well as NAEP when requested, and NWEA MAP assessments 3 times per year to provide nationally normed data on scholar's progress and performance.

In the flagship K-8, the following regular internal assessments will continue to be used. All assessments directly align to high-quality curriculums selected from the state curated list of rigorous curriculum options.

Humanities Assessments

Fundations
Grades: K-3 **Program/Curriculum/Content:** Foundational ELA program **What it measures:** Mastery of foundational ELA CCSS **Frequency:** every 2-3 weeks

Lexia Core 5 (K-5) & Lexia Power Up (6-8)

Grades: K-8
Program/Curriculum/Content: Personalized online platform for ELA
What it measures: Proficiency of all ELA CCSS
Frequency: 2-4/week depending on grade

DIBELS

Grades: K-4 *(5-8 scholars at risk)*
Program/Curriculum/Content: Curriculum-Based Measurement; Dynamic Indicators of Basic Early Literacy Skills
What it measures: Indicators of risk and progress in overall reading, as well as risk for dyslexia and other reading difficulties.
Frequency: 3 times/year

NewsELA

Grades: 3-8
Program/Curriculum/Content: CCSS aligned articles (available at 5 different reading levels), quizzes, annotations, and writing prompts for ELA, Social Studies, and Science content
What it measures: ELA CCSS: Reading level, average quiz score, average annotations per article, average power word score, reading skills (what the text says, main idea/key details/summarization, connecting people/events/ideas, word meaning and choice, text structure, point of view and purpose, interpret multimedia, arguments and claims)
Frequency: 1-3/week depending on grade

Wit and Wisdom (K-7) Exit Tickets/Assessments

Grades: K-7
Program/Curriculum/Content: ELA Curriculum
What it measures: Proficiency of Reading, Writing, Listening & Speaking CCSS
Frequency: 2-3 times/week; Assessments- every 2–3 weeks depending on unit

History Exit Tickets, Quizzes, Assessments

Grades: 5-8
Program/Curriculum/Content: Middle School History curriculum assessments
What it measures: History Standards, including content, reading of texts, reading of visuals, research, and writing
Frequency: Approximately 18 graded assignments per unit

STEAM Assessments

Zearn / Eureka Math Squared (EM2)

Grades: Zearn K-4, EM2 5-8
Program/Curriculum/Content: Interactive online platform for Math
What it measures: Proficiency of Math CCSS aligned with math curriculum; measures fluency progress (Zearn sprint alerts) and content mastery (Zearn tower alerts)
Frequency: 4-5/week

Zearn/EM2 - Exit Tickets/Mid & End of Mission/Module Assessments

Grades: K-8
Program/Curriculum/Content: Math Curriculum
What it measures: Proficiency of Math CCSS
Frequency: Exit tickets - 2-3/week; Assessments - every 4-6 weeks depending on unit

MAP Accelerator

Grades: 3-8
Program/Curriculum/Content: personalized learning tool that ties scores from MAP Growth Math Assessments to learning pathways in Khan Academy to provide differentiated lessons, videos, and practice problems individual to each scholar with immediate feedback, remediation, and enrichment
What it measures: Math CCSS skills and mastery
Frequency: 1-3/week depending on grade

FOSS i-Checks / End of Kit Assessment

Grades: 1-8
Program/Curriculum/Content: Science curriculum assessments
What it measures: proficiency of NGSS, Science & Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts
Frequency: iChecks approximately every 4-6 weeks depending on grade level; Assessment: End of each kit

Promotion, Grading, and Graduation Policy

RPMA recognizes the risk factor of grade retention, and thus have designed RPMA's academic program, longer daily schedule and annual calendar, data-driven instruction and daily supports so that all scholars are best able to meet all grade level academic expectations. RPMA also recognizes the risk factor of social promotion, which can lead to the significant academic gaps middle school and high school scholars can experience when they are not ready for more advanced work. RPMA anticipates that this school design along with RPMA's multi-tiered support system (Response To Intervention) will allow scholars to earn promotion each year. If a scholar does not demonstrate readiness for the next grade even with such support, the scholar will be retained and RPMA will develop an individualized plan with teachers and the family to support student success in the following year.

Three primary factors are considered in promotion decisions: attendance, social/emotional needs, overall reading and math level, and grade-level standard mastery, as specified on the report card

and on nationally normed and internal district assessments. In all grades, scholars who accumulate more than 15 absences during the school year are considered for retention in their current grade-level. Absences resulting from out-of-school suspensions are not excused.

Scholars who are not reading on grade level by the end of the academic year in any grade K-4 will be eligible for retention and any scholars who are reading more than one year below grade level, or more than one year below grade level in math according to Spring MAP will be considered for retention. Families of scholars who are in jeopardy of being retained will receive notice of this as soon as a scholar approaches one of the retention risk factors. Families are included as an integral part of the conversation and planning for retention needs.

K-6 Grading

Elementary (grades K-4) and early middle school scholars (grades 5-6) receive standard-based report cards that reflect student progress toward mastering the power standards for each grade level. scholars will be expected to master all standards by the end of each grade level. K-6 scholars will be graded on a scale of 0 to 4.

Report Card Scale: Grades K-6

1	**Insufficient Evidence Towards Proficiency**	There is a lack of evidence to determine proficiency of the grade level standards. Scholars produce evidence that is significantly below grade level.
2	**Minimal Proficiency**	The scholar is not demonstrating understanding of the grade level standards. Scholars produce evidence that is below grade level.
3	**Approaching Proficiency**	The scholar is able to demonstrate partial understanding of the grade level standards. Scholar produces evidence that contains some errors.
4	**Proficient**	The scholar consistently demonstrates mastery of the grade level standards. Evidence shows ability to apply concepts in a variety of contexts.

1	Not yet meeting the EOY benchmark; No mastery of the command
2	Partially meeting the EOY benchmark; Minimal Command
3	Approaching the EOY benchmark; Partial Command
4	Consistently meeting or exceeding the EOY benchmark; Strong Command

Exit Ticket & Quiz Grading Scale

Points	Grade	Mastery Descriptor	Points	Grade	Mastery Descriptor
1-2	1	No mastery of objective	1-12	1	No mastery of objective
3-4	2	Minimal mastery of objective	14-16	2	Minimal mastery of objective
5-7	3	Partial mastery of objective	16-18	3	Partial mastery of objective
8-10	4	Strong mastery of objective	18-20	4	Strong mastery of objective

Exams & Assessment Scale

#	K-6 Report Card Grade

4	**4**
3.75	
3.5	
3	**3**
2.75	
2.5	
2	**2**
1.75	
1.5	
<1.5	**1**

Middle School (Grades 7-8) Grading

Middle School scholars receive letter and percentage grades for each academic course in core content areas, electives, and enrichment courses.

% Range	1-4 Scale	Letter Grade	Core Subject Middle Grading Weights			
97-100	4	A+	**English Language Arts**		**History**	
93-96	3.75	A	Tests	40%	Tests	40%
90-92	3.5	A-	Quizzes	25%	Quizzes	25%
87-89	3	B+	Essays	20%	Essays	20%
83-86	2.75	B	Exit Tickets	15%	Exit Tickets	15%
80-82	2.5	B-	**Mathematics**		**Science**	
77-79	2	C+	Tests	45%	Tests	40%
73-76	1.75	C	Quizzes	30%	Quizzes	25%
70-72	1.5	C-	Exit Tickets	20%	Essays	20%
67-69	1	D+	Projects	5%	Exit Tickets	15%
63-66	0.75	D				
60-62	0.5	D-				
50-59	0	F				

Scholars who do not receive a passing grade in two or more of their major classes for the year

are eligible to be retained in their current grade level. Scholars may also be retained in their current grade level if they end the year performing below grade level in ELA or Math according to interim assessment data collected frequently. In all cases, the criteria in making such decisions shall be the scholar's readiness, academically and socially, to succeed in the next grade level. In addition to retaining or promoting, the school may also promote a student on the condition that they successfully complete a summer session offered or approved by the school.

Families of middle school scholars who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester and will attend a meeting with the Principal to discuss a plan of action.

Summer Session

All scholars performing below grade level in reading or math at the end of the academic year may be required to attend summer session. Summer session is an intensive, targeted instructional program that aims to develop reading, writing, and math skills in a small classroom setting. Summer sessions will be provided free of cost.

8. Organizational Capacity

Close attention to, and investment in, organizational capacity remains one of the highest priorities in approaching this expansion application. The current organizational structure has already made shifts in the past year to support the growth and development of school-based leadership, and slowly begin to separate out district-level leadership supports that will eventually be able to coach, guide, and provide accountability measures and support for each school site. There are no additional staffing changes needed at the K-8 flagship school to serve more Woonsocket scholars if the Woonscoket enrollment cap if lifted. The school is already built to serve 540 scholars per its original chartered enrollment plan.

The full staffing projections and models for the flagship is included in **APPENDIX B, Attachment 2** which also outlines the staffing model for the full organization when full growth is achieved for all three approved RPMA schools.

Lifting the enrollment cap will not impact or change the school's governing board. Currently, RPMA's board of directors consists of Woonsocket's elected official as board chair fulfilling the Mayoral statute, community members from each enrollment community that RPMA serves, a combination of community members working in both public and private sectors, and strategic expertise areas. RPMA will continue to nominate, add to, and fill vacant board seats in the coming years to reach the ideal size of 9-11 board members at maximum capacity.

RPMA firmy believes that families are partners in the important work of educating RPMA scholars. Families often highlight appreciation for being able to connect and communicate frequently and consistently with teachers, leaders, and staff to ask questions, provide feedback, or share concerns. Since RPMA's founding year, it has been a priority to provide a welcoming space in which families feel heard, understood, and feel confident that their hopes and goals for their scholars are being worked towards on a daily basis at school. As a public charter school, RPMA's model of governance is open in accordance with Rhode Island's Open Meeting Laws. All Board of Directors meetings are posted, inclusive of agenda and materials, on the Secretary of State website, and board meeting dates are shared with our families through internal calendars. Families are

welcome to speak at board meetings and share thoughts, questions, or concerns. With that in mind, many families connect directly with teachers, the Principal, and the Superintendent on a regular and ongoing basis with specific needs or discussion. RPMA remains committed to having family representation on the Board of Directors and has since its earliest years of establishment. The Board currently has a parent serving as a board member and will continue to keep one or more seats on the Board available to parent/guardians if future vacancies arise to ensure family perspective is included in all decision-making at the board-level. Additionally, RPMA currently does have parents who are currently employed as staff members at the school who assist in both instructional and operational areas of the school. This dual role is helpful in having both a staff and parent perspective when making decisions within the school.

Various opportunities for meeting and discussion as well as school-formed groups are available to ensure parents at RPMA are empowered and supported. The Principal holds monthly virtual meetings to discuss parts of the program or model, ask for feedback on areas of improvement, brainstorm potential solutions to challenges, and get suggestions for enrichment or programming from families. Families who have scholars with special education services are also encouraged to join RPMA's local advisory council (LAC) which meets quarterly to discuss special education programming, progress, feedback, and advocacy. While RPMA includes progress reports, quarterly report cards and conferences, and weekly and monthly communication around scholar academic progress and character education, it is RPMA's communication policies that have continuously been the foundation of support and collaboration between families and teachers. Each RPMA staff member is issued a school cell phone and is available for communication with families from 7:00AM-7:00PM each day. Within these communication hours, families and staff are able to consistently initiate communication and provide updates on scholar progress, needs, and strengths. Lastly, grade-level teaching teams empower and support families at home by providing content resources to share the strategies, content, and skills that scholars are working on at school and step-by-step ways to support content being practiced at home.

RPMA's approach to communication has always been to provide many avenues for providing feedback and asking questions (surveys, meetings, conferences, questionnaires, committees) and to do so consistently. The school's goal is to make families feel part of the decision making and feedback process while also remaining clear in direction and pursuit of the school's ambitious mission. RPMA staff aims to create both formal and informal ways for families to connect, request, and receive support, and is committed to finding ways to empower families as partners in their scholar's academic success. Through this approach of open communication at all times, RPMA gathers satisfaction and critical feedback from our families consistently in both more structured surveys or by phone call, email, or text message based on a strong availability and partnership between families and staff. RPMA, since its inception, has had strong family retention rates outside of families who move out of RPMA's enrollment communities.

9. Facilities

RPMA purchased the facility for its flagship K-8 school building in 2018 and is currently building a gymnasium addition. There is no additional facilities needs or changes as the flagship facility is built to serve 540 scholars.

10. Operations

RPMA believes that strong and strategic operations allow the school to run efficiently and safely and

maximize time for instruction and learning within the classrooms. The flagship school has included a Dean of Operations (DOO) role since its founding year. The Dean of Operations leads all non-instructional operational aspects of the school including managing transportation, food, custodial, supplies, and facility maintenance vendors. This role reports to the Principal to ensure that each RPMA building meets the highest standards of excellence for physical standards within the building, as well as tight and intentional systems and routines that allow for the focus of educators and scholars to remain solely on learning. The Superintendent provides oversight and feedback around the effectiveness of operations and the maintenance of facilities to the Principal in weekly check-ins which is streamlined to the Dean of Operations in weekly standing check-ins with the Principal. The Dean of Operations role is further supported by the Office Manager and the Chief Financial Officer to create a clear and thoughtful delineation around which role is responsible for various aspects of the non-instructional facing components of RPMA. This model of operations has served RPMA well over the past 7 years and is continuously evaluated and improved upon to ensure that the operational systems of the school remain safe and effective. Through this model, RPMA has maintained strong state reporting compliance since its inception in 2015.

11. Finance and Budget

RPMA is currently in a strong financial position. The FY22 audit shows the school meeting all financial performance metrics, with no material findings. The flagship's FY23 budget is built around 540 scholars with no Woonsocket enrollment cap so that the Council can review the proposal from both an academic standpoint as well as a fiscal.

Revenue & Costs Analysis

Enrollment

In May 2023, RPMA leadership learned that RPMA's local share amount would be reduced by approximately $400,000 due to the procedures outlined in R.I. Gen. Laws § 16-7.2-5 (c). The statue compares each traditional district's unique costs across six categories to the average of all charter expenditures. If the traditional district spends more than the average of all charters, it is entitled to withhold a portion of the local share from all charters AND withhold an additional amount from the local share paid to Mayoral Academies that is equal to the unfunded pension liability on a per pupil basis. In practice, this means that even though RISE Prep spent more across the six relevant categories than Woonsocket, the school will receive 42.8% less per Woonsocket scholar than traditional charter schools that educate Woonsocket students. In effect, RISE Prep has been held accountable for expenditures outside of its control. Because the reductions are based on UCOA data from the prior fiscal year, the school has no way to model or predict local share reductions as it does not have access to the data prior to the release of the calculation, usually in late May.

Federal Funds

RPMA has assumed that the Federal Title funds will scale with enrollment. Title I requires that the LEA create an objective method for allocating funds to schools. RPMA intends to use a per-pupil basis for all Federal funds.

Staffing

RPMA is committed to hiring enough staff to effectively carry out the school's mission. **Appendix B, Attachment 2** outlines the full staffing plan. Salaries and benefits will increase each year as the school adds positions and increases its overall headcount. RPMA benchmarks salaries every three years using a variety of data sources, including union contracts from Rhode Island's core cities, UCOA data, and data shared through RIASBO.

The LEA will grow alongside the schools. While principals are ultimately responsible for the performance of their schools, the LEA team will be able to provide support and greater efficiencies. With approximately 160 employees in AY2028, the LEA will need additional staff to manage payroll, benefits, HR, and other business functions.

Instructional Costs

RPMA has projected costs for its Flagship K-8. Internally, Leadership uses MIP accounting software and a comprehensive excel spreadsheet to predict and track expenses by school, including detailed staffing costs.

Operational Costs

RPMA has carefully considered the background costs required to keep schools running smoothly. To that end, the school has made reasonable assumptions, using historical budget data, regarding transportation costs, maintenance, utilities, and other related costs.

Facilities

The budget included accounts for RPMA's Flagship facility that was purchased in 2018. It includes the gym addition that will be completed in June 2023. Outside of improvements and maintenance, RPMA does not have additional facility needs for its Flagship school.

12. Variances

As a Mayoral Academy, RPMA's proposed expansion would continue to operate under the statute governing Mayoral Academies and the exemptions provided within that statute. RPMA elects to have the subsection in RIGL 16-77.4.2 (13 i-iii) continue to not apply to its teachers, administrators, and employees in proposed expansion schools as originally chartered. These include that:

> (i) Teachers and administrators in a mayoral academy shall be entitled to prevailing wages and benefits as enjoyed by other public school teachers and administrators;
> (ii) Teachers and administrators in a mayoral academy shall be entitled to participate in the state teachers' retirement system under chapter 8 of title 36; and
> (iii) Employment in a mayoral academy shall be considered "service" as that term is defined in chapter 16 of this title.

RPMA has made these choices in order that it may have the maximum flexibility to design and implement hiring, compensation, and retention policies to assemble and manage excellent teams of professionals, and to allocate funds and time to the activities most likely to generate exceptional results. As outlined in sections above, RPMA is committed to fair hiring and compensation practices, similarly implemented by other successful mayoral academies.

13. Charter School Program Grant

RPMA will not apply for any CSP grant money. The current budget is already built around 540 scholars which would be the number of scholars enrolled if the Woonsocket cap were to be lifted at the flagship school.

Appendix B: Required Proposal Attachments

Attachment 1: Enrollment Table

School Year	Grade Levels Served	Total Enrollment	School Districts
2023/24	K-8	540	Woonsocket, North Smithfield, Burrillville *Note: This amount includes no enrollment cap for any of the 3 sending districts (the current request).*
2024/25	9	100	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only*
2025/26	HS: 9, 10,	200	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only*
2026/27	HS: 9, 10, 11	300	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only*
2027/28	HS: 9, 10, 11, 12	400	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only*
2028/29	HS: 9, 10, 11, 12 K-8 #2: K, 1	HS: 400 K-8 #2: 120	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only* K-8 #2: Woonsocket, Burrillville
2029/30	HS: 9, 10, 11, 12 K-8 #2: K, 1, 2	HS: 400 K-8 #2: 180	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only* K-8 #2: Woonsocket, Burrillville
2030/31	HS: 9, 10, 11, 12 K-8 #2: K, 1, 2, 3	HS: 400 K-8 #2: 240	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only* K-8 #2: Woonsocket, Burrillville
2031/32	HS: 9, 10, 11, 12 K-8 #2: K, 1, 2, 3, 4	HS: 400 K-8 #2: 300	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only*

			K-8 #2: Woonsocket, Burrillville
2032/33	HS: 9, 10, 11, 12 K-8 #2: K, 1, 2, 3, 4, 5	HS: 400 K-8 #2: 360	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only* K-8 #2: Woonsocket, Burrillville
2033/34	HS: 9, 10, 11, 12 K-8 #2: K, 1, 2, 3, 4, 5, 6	HS: 400 K-8 #2: 240	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only* K-8 #2: Woonsocket, Burrillville
2034/35	HS: 9, 10, 11, 12 K-8 #2: K, 1, 2, 3, 4, 5, 6, 7	HS: 400 K-8 #2: 480	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only* K-8 #2: Woonsocket, Burrillville
2035/36	HS: 9, 10, 11, 12 K-8 #2: K, 1, 2, 3, 4, 5, 6, 7, 8	HS: 400 K-8 #2: 540	HS: Woonsocket, Burrillville, *Flagship North Smithfield scholars only* K-8 #2: Woonsocket, Burrillville

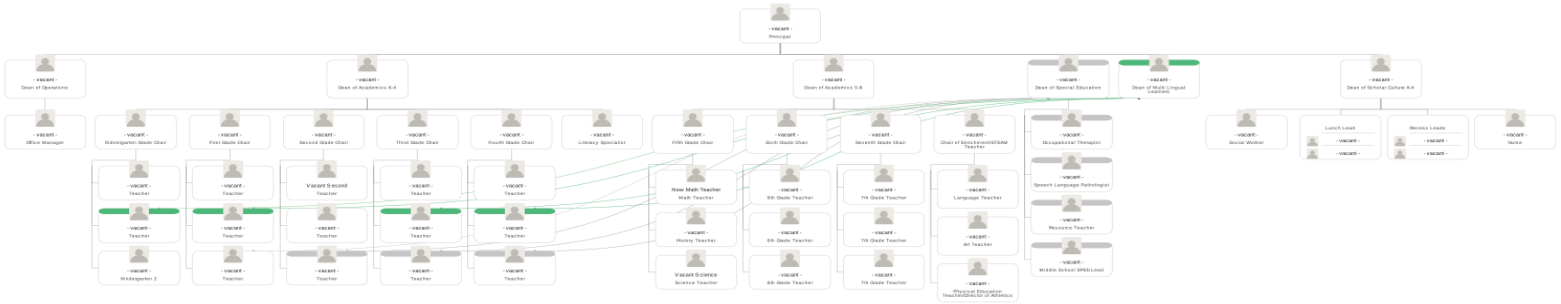
Attachment 2: RPMA Organizational Charts

Flagship 2023

RISEPREP MAYORAL ACADEMY

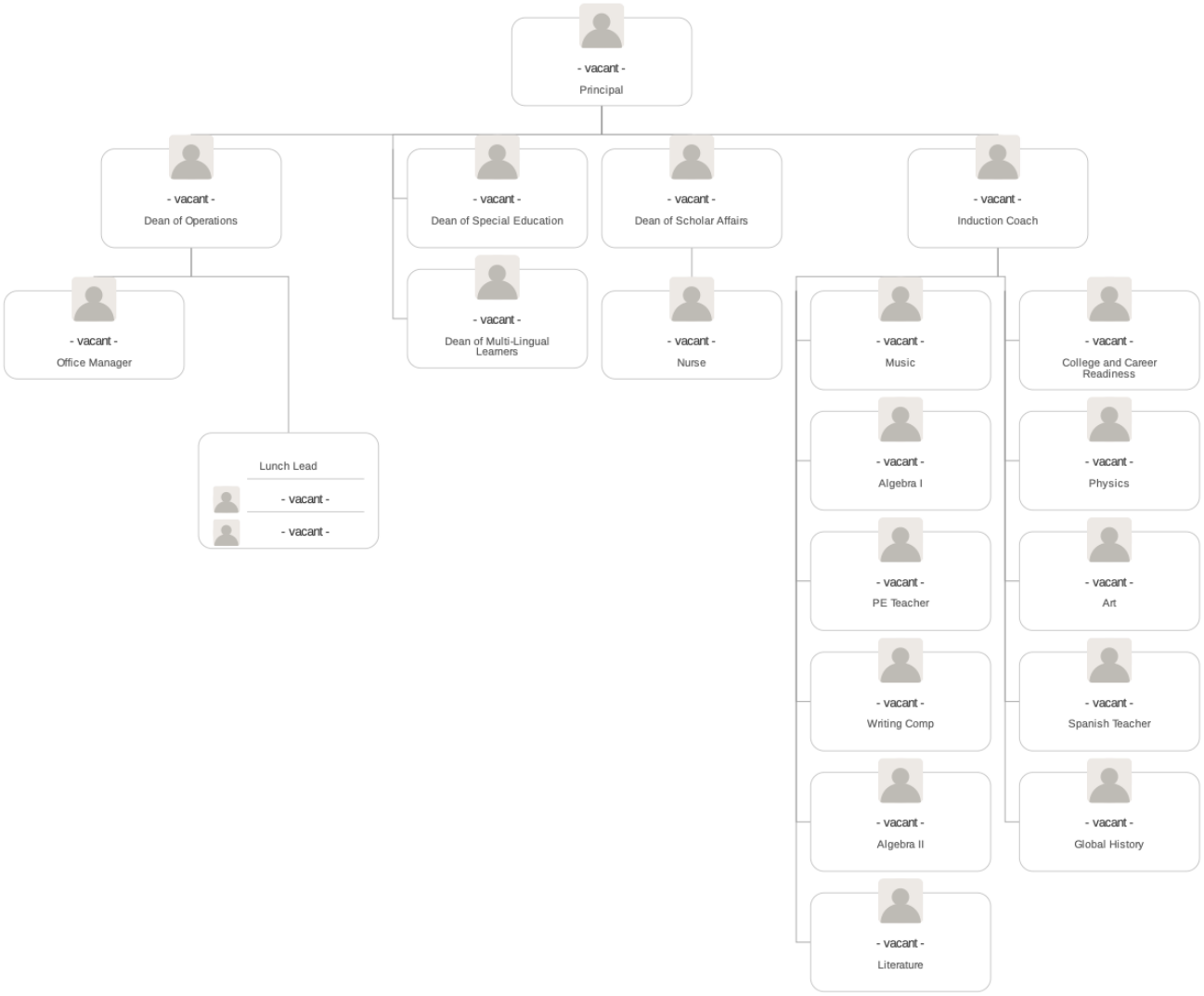
Legend

- Multilingual Learners
- Special Education



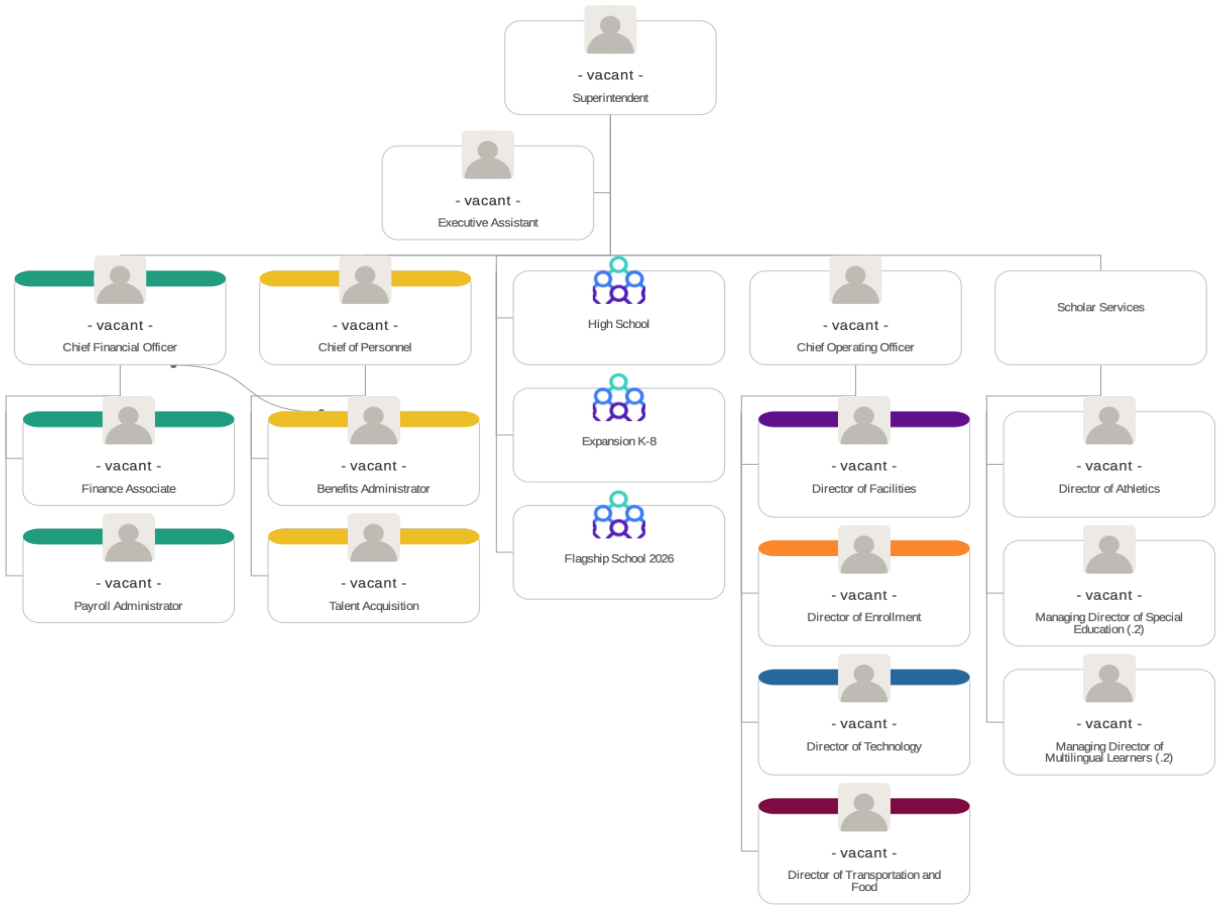
High School Year 1: 2024-25

RISEPREP MAYORAL ACADEMY



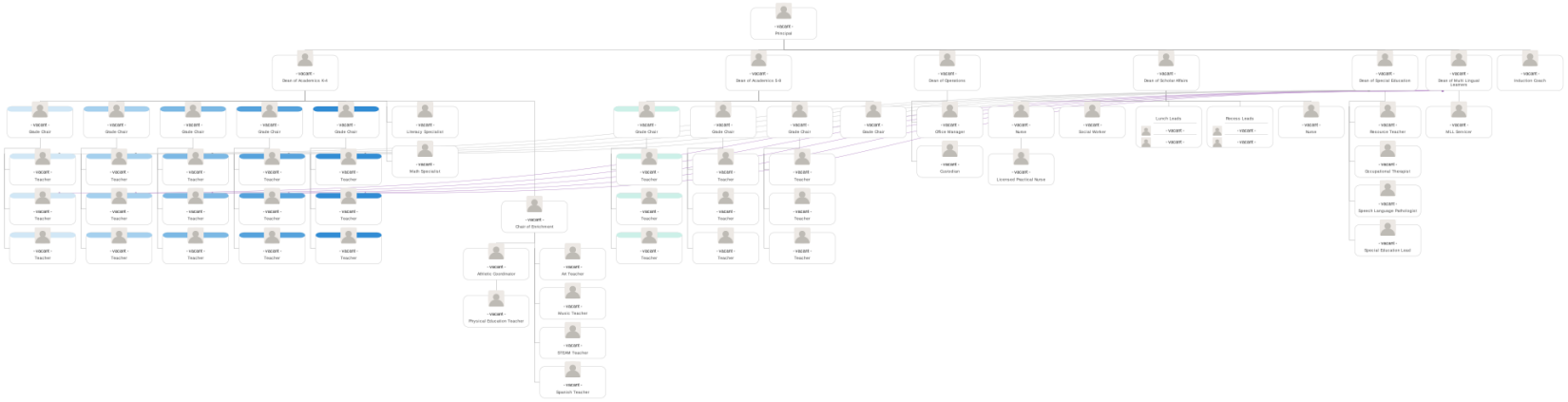
Network 2025-2028: Full Scale

Network 2028



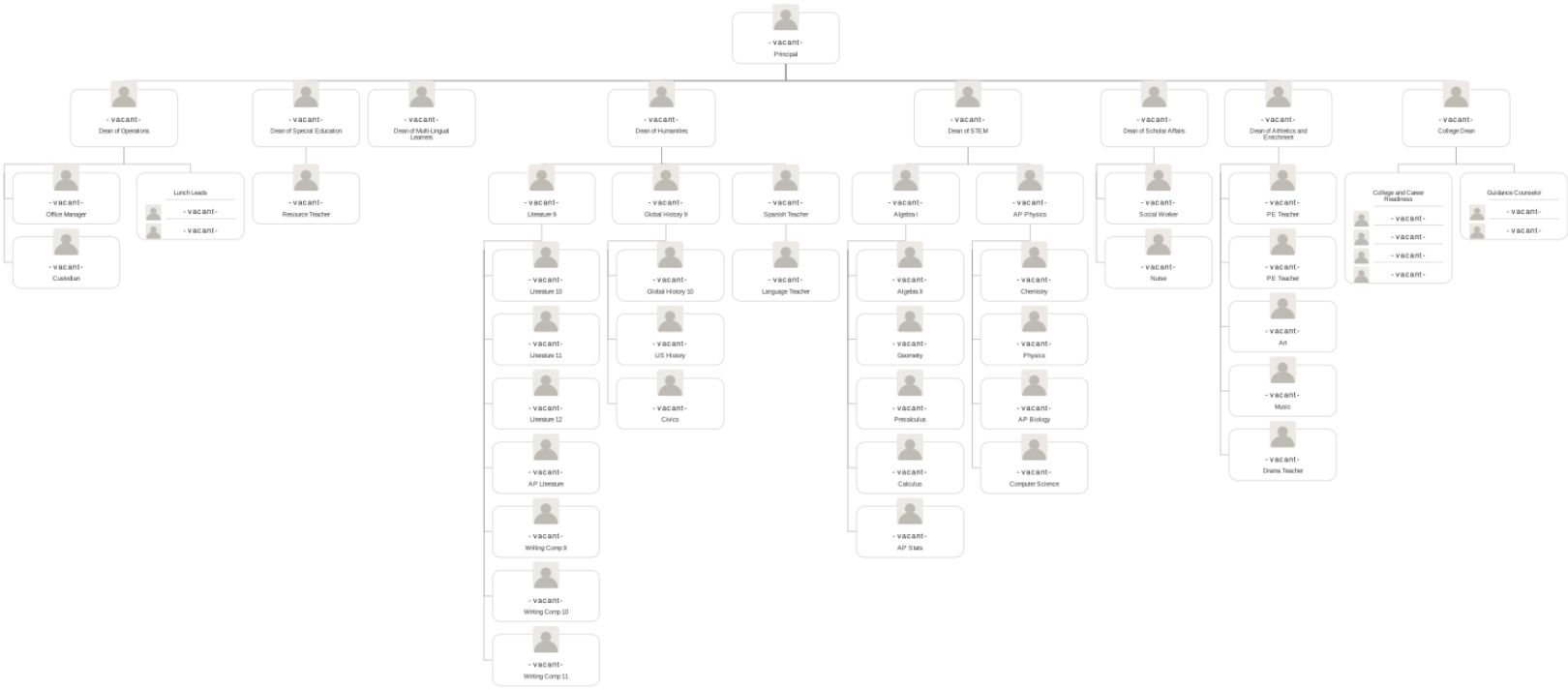
Flagship 2024 and Expansion K-8 2036: Full Scale

K-8 Elementary: Full Scale



High School 2028

RISEPREP MAYORAL ACADEMY



Attachment 3: RPMA Budget Projections

STATE OF RHODE ISLAND
CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: RISE Prep Mayoral Academy

			Implementation and Operations				
			FY2024	FY2025	FY2026	FY2027	FY2028
	MAJOR ASSUMPTIONS						
A	Average local aid per pupil		3,735.00	3,742.00	3,735.00	3,726.00	3,693.00
B	Average state aid per pupil		10,532.00	10,532.00	10,532.00	10,532.00	10,532.00
C	Student Enrollment		540	634	743	854	943
D	Gross Square Footage (GSF) of facility		45,000	53,750	53,750	153,750	153,750
E	*Staffing*						
	E1. School Principals/Asst Principals		2.0	2.0	2.0	2.0	2.0
	E2. Director of Finance/HR & Director of Operations		8.0	8.0	8.0	8.0	8.0
	E3. Executive Director/Superintendent		1.0	1.0	1.0	1.0	1.0
	E4. Dean of Operations		5.0	9.0	11.0	9.0	11.0
	E5. Program/Operations Support Staff		1.0	3.0	3.0	3.0	3.0
	E6. Teachers		58.0	67.0	81.0	85.0	86.0
	E7. Paraprofessionals		3.0	3.0	3.0	3.0	3.0
	E8. Pupil Support		3.0	4.0	7.0	9.0	9.0
	E9. Teacher Support		3.0	5.0	5.0	5.0	7.0
	E10. Program Management		4.0	4.0	4.0	4.0	4.0
	E11. Special Services		1.0	1.0	2.0	2.0	2.0
	E12. Facilities Maintenance		0.0	1.0	2.0	2.0	2.0
F	Staff FTE	Subtotal:	89.0	108.0	129.0	133.0	138.0
	OPERATING REVENUES						
1	Local Revenue		2,016,702.00	2,372,246.00	2,774,878.00	3,182,266.00	3,482,037.00
2	State Revenue		5,687,413.95	6,675,615.81	7,832,222.32	9,012,492.02	9,986,561.82
3	Grants - Charter Schools Program		369,000.00	0.00	0.00	0.00	0.00
4	Grants - Private		322,061.00	250,000.00	250,000.00	250,000.00	0.00
5	Federal formula funds (inc. Title I, III and IDEA)		528,614.00	574,272.00	724,064.00	819,568.00	899,584.00
6	Capital Projects Funds		379,329.00	483,414.00	501,099.00	1,385,800.00	1,385,800.00
7	Other:		0.00	0.00	0.00	0.00	0.00
8	**TOTAL OPERATING REVENUES**		9,303,119.95	10,355,547.81	12,082,263.32	14,650,126.02	15,753,982.82
	OPERATING EXPENDITURES						
	School Management						
9	Salaries: Principals and Assistant Principals		185,469.55	196,519.65	203,429.14	210,581.57	214,529.51
10	Salaries: Support Staff		218,897.85	370,704.12	397,309.77	411,243.45	419,982.88
11	School Office		46,062.40	65,172.63	77,293.00	69,347.53	70,395.00
12	Other:		0.00	0.00	0.00	0.00	0.00
13		Subtotal:	450,429.80	632,396.40	678,031.90	691,172.55	704,907.39
	Program/Operations Management						
14	Salaries: Executive Director or Superintendent		150,000.00	155,250.00	160,683.75	166,307.68	172,128.45
15	Salaries: Deputies and Administrators		404,394.02	787,232.34	1,031,352.32	773,189.51	1,102,067.33
16	Salaries: Support Staff		63,289.00	180,459.00	194,235.00	203,012.75	212,596.00
17	Legal		33,000.00	33,000.00	33,000.00	33,000.00	15,000.00
18	School Board		5,071.00	5,071.00	5,071.00	5,071.00	5,071.00
19	Business Operations		62,999.00	95,199.00	95,199.00	95,199.00	95,199.00
20	Information Management and Technology		117,182.00	69,764.00	69,764.00	118,577.82	66,577.82
21	Other:		0.00	0.00	0.00	0.00	0.00
22		Subtotal:	835,935.02	1,325,975.34	1,589,305.07	1,394,357.76	1,668,639.60
	Instruction						
23	Salaries: Teachers		3,035,329.40	3,643,529.58	4,421,292.55	5,573,178.16	6,419,645.63
24	Salaries: Paraprofessionals		125,700.92	131,682.12	138,294.49	167,728.40	174,820.21
25	Stipends and Bonuses		11,183.00	0.00	60,744.00	133,185.00	133,185.00
26	Pupil-Use Technology, Hardware, and Software		73,647.27	81,236.72	117,961.30	178,321.60	156,321.60
27	Instructional Materials Supplies		55,450.00	95,585.00	117,835.00	192,991.00	148,976.00
28	Other:		0.00	0.00	0.00	0.00	0.00
29		Subtotal:	3,301,310.59	3,952,033.42	4,856,127.34	6,245,404.16	7,032,948.45

	Instructional Support						
30	Salaries: Pupil Support		65,000.00	116,828.00	120,978.00	126,770.75	133,187.25
31	Salaries: Teacher Support		178,119.10	184,353.27	190,805.63	262,483.83	327,483.83
32	Salaries: Program Management		190,805.63	197,483.83	204,395.76	194,374.51	197,600.69
33	Salaries: Special Services		120,381.00	124,832.00	130,324.00	183,046.00	189,169.00
34	Guidance and Counseling		0.00	0.00	0.00	0.00	0.00
35	Library and Media		4,128.00	16,000.00	16,000.00	22,000.00	12,000.00
36	Extracurricular		0.00	0.00	0.00	0.00	0.00
37	Student Services, Outreach, Recruitment		22,044.00	29,794.00	34,643.92	33,044.00	33,044.00
38	Student Health Services		8,562.80	8,562.80	8,562.80	8,562.80	8,562.80
39	Academic Interventions		10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
40	Curriculum Development		0.00	0.00	0.00	0.00	0.00
41	In Service, Staff Development, and Support		75,245.00	56,645.00	73,220.00	47,045.00	47,045.00
42	Assessment		0.00	0.00	0.00	0.00	0.00
43	Other:		36,000.00	50,000.00	50,000.00	120,000.00	85,000.00
44		Subtotal:	710,285.53	794,498.89	838,930.11	1,007,326.89	1,043,092.57
	Operations						
45	Salaries: Facilities Maintenance		0.00	0.00	77,961.82	80,713.88	83,563.07
46	Transportation		262,497.20	419,025.25	494,717.50	417,343.00	417,343.00
47	Food Services		6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
48	Safety		0.00	0.00	0.00	0.00	0.00
49	Building Upkeep and Maintenance		19,755.00	29,035.00	32,363.00	42,571.00	43,518.00
50	Maintenance Contracts		124,728.00	256,940.00	278,473.00	370,658.00	381,777.00
51	Utilities		79,476.00	158,725.00	183,701.00	269,011.00	276,120.00
52	Lease		2,425.00	110,925.00	110,925.00	1,177,031.00	1,273,950.00
53	Debt Service		1,604,696.52	1,604,696.67	1,156,085.31	603,896.00	603,895.57
54	Capital Projects		0.00	0.00	0.00	0.00	-
55	Other:		0.00	0.00	0.00	0.00	0.00
56		Subtotal:	2,099,577.72	2,585,346.92	2,340,226.63	2,967,223.88	3,086,166.65
	Other Obligations						
57	Fringe Benefits		524,098.95	666,280.27	824,915.54	1,020,891.29	1,127,761.70
58	Insurance (non-employee)		28,334.00	56,410.00	66,477.00	97,358.00	100,223.00
59	Retiree Benefits		119,081.00	221,712.00	295,976.00	329,214.00	367,202.00
60	Purchased Management Services		0.00	0.00	0.00	0.00	0.00
61	Other:		0.00	0.00	0.00	0.00	0.00
62		Subtotal:	671,513.95	944,402.27	1,187,368.54	1,447,463.29	1,595,186.70
	Community Services						
63	Community Service Operations		0.00	0.00	0.00	0.00	0.00
64	Other:		0.00	0.00	0.00	0.00	0.00
65		Subtotal:	0.00	0.00	0.00	0.00	0.00
66	**Budgeted Contingencies**		0.00	0.00	0.00	0.00	0.00
67	**TOTAL OPERATING EXPENDITURES**		8,069,052.60	10,234,653.25	11,489,989.60	13,752,948.52	15,130,941.35
68	**SURPLUS/(DEFICIT)**		1,234,067.35	120,894.56	592,273.72	897,177.49	623,041.47

Attachment 4: Evidence of Community Support per RIGL § 16-77.4-1(a) - Letter from Mayor Baldelli-Hunt re: Lifting Woonsocket Enrollment Cap

RISE PREP
MAYORAL ACADEMY

RISE Prep Mayoral Academy
30 Cumberland Street
Woonsocket, Rhode Island 02895

Commissioner Angélica Infante-Green
Rhode Island Department of Education
255 Westminster Street
Providence, Rhode Island 02903

March 20, 2023

Dear Commissioner Infante-Green,

In my capacity as Board Chair of RISE Prep Mayoral Academy, and after careful deliberation and discussion with the RISE Prep Board of Directors, please accept this letter as an official request to lift the current enrollment cap for Woonsocket students attending RISE Prep's flagship K-8 school, which limits the school to enrolling only 50% of its students from Woonsocket each year. While RISE Prep's recently approved expansion does not include an enrollment cap at the high school (opening 2024) or the second K-8 (opening 2028), its flagship campus, with the longest waitlists, has open seats unable to be filled by families waiting for their scholars to be enrolled due to the cap on Woonsocket enrollment.

When RISE Prep prepared to open in 2015, it faced opposition resulting in litigation from both the sending city and town councils as well as the sending school committees. In an effort to ease tensions at the time, and in hopes of a less tumultuous opening, RISE Prep proposed an enrollment cap of 50% of Woonsocket scholars, enrolling no more than 40 Woonsocket scholars per grade. This proposal was set forth in a written letter by myself which was submitted to the Rhode Island Department of Education prior to opening in 2015.

Despite the cap, litigation continued well into 2018. Over the past 8 years of operation, none of RISE Prep's sending communities (Woonsocket, North Smithfield or Burrillville) experienced negative district school budget impacts due to enrollment shortages caused by RISE Prep. In fact, most of RISE Prep's sending districts have seen healthy surpluses each year that RISE Prep has been open.

Since its inception, RISE Prep's waitlist has grown and currently receives approximately 10x the applications for seats available each lottery. RISE Prep was intentionally located in Woonsocket as we knew there was a need for high quality, tuition-free, public school options in the city. We also knew that enrollment would always be in highest demand in Woonsocket, over our other two sending communities: North Smithfield and Burrillville. The intentionally diverse model of enrolling both urban and suburban communities is one that RISE Prep fully believes in and intends to continue to maintain. However, we currently face the reality of having approximately 60 open seats that are not being filled by North Smithfield and Burrillville students and

that we are not able to offer to Woonsocket students. We feel it is both our responsibility and our promise to families in the city of Woonsocket, to lift the enrollment cap and allow more students to fill the seats that currently sit empty.

In order to effectively serve additional Woonsocket scholars, RISE Prep would need to enroll them either in the April 3, 2023 lottery or over the summer. Including the additional seats in the lottery is preferred because RIDE's finance office would have the most accurate data to determine RISE Prep's state share of the funding formula. Enrolling additional scholars over the summer is possible, but comes with the drawback of triggering a mid-year adjustment to RISE Prep's state funding in response to the October 1 snapshot data; the additional 60 scholars would represent a 10% swing from the currently published projections, requiring an adjustment. If a decision is made after October 1, 2023, RISE Prep would not be able to enroll the additional Woonsocket scholars until the 2024-25 school year, as the additional per pupil state share would not be available in the 2023-24 school year.

If we are able to enroll additional Woonsocket scholars in the April lottery, we intend to first fill 50% of the available seats with North Smithfield and Burrillville scholars, and the remaining 50% of seats with Woonsocket seats. If there are empty North Smithfield and Burrillville seats after running the first round of the lottery, we will run an additional selection round to fill those seats with additional Woonsocket scholars. RISE Prep is committed to intentional diversity and believes that this procedure would preserve the school's mission while ensuring that the school serves as many scholars as possible.

We appreciate your consideration of this request and your continued support to provide families in our sending communities with more school choice.

Sincerely,

Lisa Baldelli-Hunt

Mayor Lisa Baldelli-Hunt
RISE Prep Mayoral Academy, Board Chair

Attachment 5: Evidence of Board of Directors Membership Requirements

Mayor Lisa Baldelli-Hunt, Mayor of Woonsocket, Board Chair, Woonsocket Resident

Paulette Hamilton, Policy Advisor, Office of the Lieutenant Governor, Vice Chair, North Smithfield Resident

Jerry Leveille, Former Senior Vice President at Greenwood Credit Union, Board Treasurer, Burrillville Resident

Christopher Beauchamp, Superintendent at Narragansett Improvement Company Woonsocket Resident

Thomas Calouro, Deputy Chief of Woonsocket Police Department, Burrillville Resident

Carolyn Dias, Adjunct Faculty Roger Williams University, Situate Resident

Georgeta Caratas-Gassey, Woonsocket Community Volunteer, Woonsocket Resident

Voluntary Attachments

Attachment A: RPMA Strategic Plan Department Goals 2022-23 School Year

DOA Goals K-4	
Goal	Rationale
[Achievement] 55% proficient on NWEA MAP ELA & Math (61+ PR)	NWEA MAP performance benchmarks will provide an objective measure of academic achievement in ELA and Math, which is an indicator for RICAS academic achievement. The school is awarded 7-11 points for achievement and growth on RICAS ELA and Math, which is necessary in earning a 3 STAR rating and working toward a future 5 STAR rating.
[Growth] Median conditional growth percentile to be at or above 63 for ELA and Math.	NWEA MAP growth benchmarks will provide an objective measure of academic growth in ELA and Math, which is an indicator for RICAS academic growth. The school is awarded 7-11 points for achievement and growth on RICAS ELA and Math, which is necessary in earning a 3 STAR rating and working toward a future 5 STAR rating.
[Exceeds Expectations] >10% exceed expectations on NWEA MAP Growth (ELA & Math: >80+PR)	NWEA MAP growth benchmarks will provide an objective measure of scholars exceeding academic proficiency in ELA and Math, which is an indicator for RICAS "Exceeding Expectations". The school is awarded up to 3 points for at least 10% of scholars exceeding proficiency on RICAS ELA and Math, which is necessary in working towards a 5 STAR rating in the "Exceeds Expectations" category.

DOA Goals 5-7	
Goal	Rationale
[Achievement] 55% proficient on NWEA MAP ELA & Math (61+ PR)	NWEA MAP performance benchmarks will provide an objective measure of academic achievement in ELA and Math, which is an indicator for RICAS academic achievement. The school is awarded 7-11 points for achievement and growth on RICAS ELA and Math, which is necessary in earning a 3 STAR rating and working toward a future 5 STAR rating.
[Growth] Median conditional growth percentile to be at or above 63 for ELA and Math.	NWEA MAP growth benchmarks will provide an objective measure of academic growth in ELA and Math, which is an indicator for RICAS academic growth. The school is awarded 7-11 points for achievement and growth on RICAS ELA and Math, which is necessary in earning a 3 STAR rating and working toward a future 5 STAR rating.
[Exceeds Expectations] >10% exceed expectations on NWEA MAP Growth (ELA & Math: >80+PR)	NWEA MAP growth benchmarks will provide an objective measure of scholars exceeding academic proficiency in ELA and Math, which is an indicator for RICAS "Exceeding Expectations". The school is awarded up to 3 points for at least 10% of scholars exceeding proficiency on RICAS ELA and Math, which is necessary in working towards a 5 STAR rating in the "Exceeds Expectations" category.

DOSC	
Goal	Rationale
95% of RPMA scholars attend 90% of school days	Scholars must be in school to get the most out of their learning. Chronic absenteeism is also a metric within the star rating system.
RPMA will issue no more than 15 total suspensions during the school year.	Discipline data shows us when measures are or are not meaningful and effective in changing behaviors. We will do everything we can to preserve learning time and address community violations. Suspension is also a metric within the star rating system.

SPED	
Goal	Rationale
Scholars with IEPs will show (on MAP) ELA 5 % Growth Increase *From 55% to 60%	The ELA and Math goals are calculated based on scholar growth performance between MAP assessment windows. Percentages push appropriate growth given multiple assessment data points, (never just one data point-like RICAS or just MAP). As growth increases, so does achievement as well as performance on RICAS.
Scholars with IEPs will show (on MAP) Math 7% Growth Increase *From 48% to 55% on Fall MAP data.	The ELA and Math goals are calculated based on scholar growth performance between MAP assessment windows. Percentages push appropriate growth given multiple assessment data points, (never just one data point-like RICAS or just MAP). As growth increases, so does achievement as well as performance on RICAS.
In writing, scholars with IEPs will perform___ on a rubric in alignment with RICAS writing expectations.	**S**ince MAP does not have a Writing Component, scholars with IEPs will be assessed on a school developed writing rubric that is aligned with RICAS writing structures and expectations to support the goal of a *3 star rating.
Scholars with IEPs/disabilities will show attendance and suspension rates under 5%	Attendance is critical for scholars to maintain consistent growth with individualized IEP goals and objectives. We currently have a 12.2% Chronic Absenteeism rate for scholars with disabilities and an 11.8% Out of School Suspension rate. With new policy regarding absenteeism outlined in the handbook and how it relates to possible IEP exclusion after support with getting scholars to school is provided, it is expected that this rate will decrease, and scholars will be in school/receiving services more consistently which will help improve scores for a *3 star rating. ISS will be utilized to the greatest extent possible for suspension of all scholars including with IEPs.

MLL	
Goal	Rationale
RPMA ELP Index will be .94 and/or scholars meeting their growth will be 65%	These ELP measures will contribute 3-4 points towards the school report card, equivalent to a 5 star rating.
Successful implementation of MLL Fellow program: 100% retention and growth of 1-2 new fellows for 23-24 school year.	Access to teachers who are MLL-informed and certified will support scholars with ELP and content area growth.
____% of Teachers of MLLs will demonstrate proficient use of MLL strategies and supports in the classroom setting within new curriculum (WW, Zearn,	The implementation of MLL supports and strategies by general education teachers of MLLs will support their English Language Development as well as their content growth.

Eureka2)	

Enrollment	
Goal	Rationale
Maintain 100% of enrollment metrics for the 2022-23 school year	Meeting and maintaining the enrollment metrics will allow RISE to maintain funding to best serve scholars from our three sending districts.
Hit 100% of the enrollment metrics for the 2023-24 school year	Meeting and maintaining the enrollment metrics will allow RISE to maintain funding to best serve scholars from our three sending districts.

DOO	
Goal	Rationale
Onboarding Year: Will accomplish 100% of the roles & responsibilities checklist.	Operations being led and planned proactively and with great attention to detail will allow classrooms and leaders to focus on the work of improving scholar outcomes and contributing to the various 5 STAR rating scores.
Create agenda with action plan quarterly based off of 21-22 school year	Clear & thought out steps through Operations playbook later list

Principal	
Goal	Rationale
No more than 5% of scholars will marked as chronically absent for the school year	Scholars must be in the building with our school daily to get the most learning possible. This is directly linked to our star rating of less than 5% of scholars are labeled as chronically absent
90% of families will rate us on average as a 4 out of 5 for family communication which will measure frequency, quality, and partnership metrics on family surveys (surveys will be rubric based and will be out of 5 points for different sections)	When families see that teachers and team members are committed to their scholar's well being, and academic achievement it will create a supportive partnership focused on helping them get their scholars to school on time consistently throughout the school year.

Attachment B: RPMA K-4 Curriculum & Coursework Breakdown

Wit & Wisdom, K-4

Content: Core ELA Curriculum
Focus: CCSS Reading, Writing, Listening and Speaking
Time: 90 minutes per day, K-2: 4 days/week, 3-4: 5 days/week

Lead Teacher	Co-Teacher

• Internalize and prep for delivery of W&W lesson
• Discuss supports w/co-teacher
• Deliver whole group lesson each day
• Grade scholar assessments
  ○ Provide scholar's feedback
  ○ Send home graded work
• Analyze scholar work w/ co-teacher for future planning
• If you have W&W flex time, plan for unfinished work/getting ahead
• Reflect on lesson w/ co-teacher
• Maintain focus wall
• Organize materials as you finish using them for the following year
	• Internalize lessons through the lens of MLL/IEP differentiation needs/supports
	• Discuss supports w/co-teacher
	• During the lesson support all scholars, specifically MLL/IEP scholars
	• Monitor behavior w/ clip stick/merits/demerits
	• Reflect on lesson w/ co-teacher
	• Analyze scholar work w/ co-teacher for future planning

Zearn: Small Group Lesson, K-4

Content: Core Math Curriculum
Focus: CCSS Mathematics
Time: 60 minutes per day; 5 days/week

Lead Teacher	Co-Teacher
• Internalize and prep for delivery of small group lesson • Coordinate materials from material lead for both teachers groups up to 7/8 • Discuss supports w/co-teacher for	• Internalize and prep for delivery of small group lesson differentiation needs/supports • Deliver small group lesson to 2 groups • Discuss supports w/co-teacher for

MLL/IEP needs
• Deliver any whole group portion of the lesson each day
• Create 4 math groups
• Monitor pacing of the two groups
• Grade scholar assessments
  ○ Provide scholar's feedback
  ○ Send home graded work
• Analyze scholar work w/ co-teacher for future planning
• If you there's an upcoming flex day, plan for unfinished work/re-teaching
• Reflect on lesson w/ co-teacher
• Maintain focus wall
• Organize materials as you finish using them for the following year
	MLL/IEP needs
	• Monitor behavior w/ clip stick/merits/demerits
	• Analyze scholar work w/ co-teacher for future planning
	• Reflect on lesson w/ co-teacher

Zearn: Fluency/Word Problem, K-4

Content: Supplemental Math Curriculum
Focus: Fluency & Word Problems
Time: 15-20 minutes; K-2: 5 days/week 3-4: 2 days/week *(3-4 use MAP Accelerator in addition)*

Lead Teacher	Co-Teacher
• Internalize and prep for delivery of fluency/word problem activity	• Internalize lessons through the lens of MLL/IEP differentiation needs/supports • Monitor behavior w/ clip stick/merits/demerits

Fundations, K-3

Content: Core ELA Curriculum
Focus: CCSS Foundational Skills
Time: 30 minutes, 5 days/week

Lead Teacher	Co-Teacher
• Internalize and prep for delivery of	• Internalize lessons through the lens of

Fundations lesson; using Fundations Lesson Plan ● Discuss supports w/co-teacher ● Deliver whole group lesson each day ● Grade scholar assessments ○ Provide scholar's feedback ○ Send home graded work ● Analyze scholar work w/ co-teacher for future planning/planning the scope ● Organize materials as you finish using them for the following year ● Maintain posters on wall ● Prepare and send home "Take-Home Letter"	MLL/IEP differentiation needs/supports ● Pull small group to monitor provide support as they receive instruction from whole group instruction ● Discuss supports w/co-teacher ● During the lesson support all scholars, specifically MLL/IEP scholars ● Monitor behavior w/ clip stick/merits/demerits ● Reflect on lesson w/ co-teacher ● Analyze scholar work w/ co-teacher for future planning
● Plan for RTI groups that receive double-dose intervention; using the Intervention Planner on the FunHub (example: K Template)	

Geodes, K-2

Content: Supplemental ELA Curriculum
Focus: CCSS Reading
Time: 30 minutes, 5 days/week

Co-Teacher	Co-Teacher
● Choose Geodes book based on Fundations scope & sequence ● Read the Book Summary/Teacher Note/World Connection to gain background knowledge prior to reading the book w/scholars ● Prepare for word work/review/vocab ○ Create any supports/scaffolds necessary (create a shared folder for the grade team to access) ■ Vocab picture cards ■ Character Maps ● Plan for group using "Geodes Instructional Planning Template" ● Collect anecdotal data on scholars	● Choose Geodes book based on Fundations scope & sequence ● Read the Book Summary/Teacher Note/World Connection to gain background knowledge prior to reading the book w/scholars ● Prepare for word work/review/vocab ○ Create any supports/scaffolds necessary (create a shared folder for the grade team to access) ■ Vocab picture cards ■ Character Maps ● Plan for group using "Geodes Instructional Planning Template" ● Collect anecdotal data on scholars

Heggerty, K-1 (2+ for intervention)

Content: Core ELA Curriculum
Focus: CCSS Foundational Skills
Time: 10 minutes, 5 days/week

Lead-Teacher	Co-Teacher
• **Teachers may use videos in September to support learning the hand motions* • Lead Heggerty lesson with hand motions	• Monitor behavior w/ clip stick/merits/demerits • Pull small group that need support

Just Words, 4+

Content: Core ELA Curriculum
Focus: CCSS Foundational Skills
Time: 30-45 minutes, 3-5 days/week

Co-Teacher	Co-Teacher

• Internalize and prep for delivery of Just Words
• Create scholar groups based on data/placement
• Deliver small group lesson each day
• Grade scholar assessments
  ○ Provide scholar's feedback
  ○ Send home graded work
• Analyze scholar work w/ co-teacher for future planning/planning the scope
• Organize materials as you finish using them for the following year
	• Internalize and prep for delivery of Just Words
	• Create scholar groups based on data/placement
	• Deliver small group lesson each day
	• Grade scholar assessments
	  ○ Provide scholar's feedback
	  ○ Send home graded work
	• Analyze scholar work w/ co-teacher for future planning/planning the scope
	• Organize materials as you finish using them for the following year

• Develop a plan for scholars that are not in Just Words groups ○ NewsELA, Lexia, DEAR, Collaborative Reading	

Social Studies: Core Knowledge: History & Geography, K-4

Content: Social Studies
Focus: CCSS Reading, Building Background Knowledge
Time: 30-40 minutes, 2 days/week

Lead Teacher	Co-Teacher
• Internalize and prep for delivery of SS lesson • Read the Introduction found in the Teacher's Guide to gain background knowledge prior to the start of the unit • If the unit includes timeline cards, maintain timeline on classroom walls • Hang maps as necessary	• *Usually takes place during flex scheduling* ○ Monitor behavior w/ clip stick/merits/demerits

FOSS Science, K-4

Content: Science
Focus: NGSS
Time: 30-40 minutes, 2 days/week

Lead Teacher	Co-Teacher

• Internalize and prep for delivery of science lesson
  ○ Read Background Knowledge sections
• Review materials/procedures prior to lesson
  ○ Watch teacher prep videos
• Work with material lead to prepare for and maintain organism habitats
• Grade scholar assessments
  ○ Provide scholar's feedback
  ○ Send home graded work
• Analyze scholar work w/ co-teacher for future planning
• Organize materials as you finish using them and return to the science kit
• Hang posters as necessary
	• Support Investigations
	• Monitor behavior w/ clip stick/merits/demerits

Acceleration, K-4

Content: ELA/Math
Focus: RTI, IEP/MLL Service Requirements, Acceleration of grade level content
Time: 30-40 minutes, 3-4 days/week

MLL Fellow/Sped Lead	Co-Teacher
● Plan and deliver service time as ● Monitor scholar progress ● Use research/evidence based practices to provide interventions: ○ Double-dose Fundations/Just Words ○ Heggerty/Kilptatrick's 1 minute drills ○ Lexia Lessons ○ Lexia English Lessons ○ Zearn Foundational Practice as identified by the Mission ○ FCRR ○ Other resources from Lexia Hub	● Use research/evidence based practices to provide interventions for RTI ○ Double-dose Fundations/Just Words ○ Foundational Skill RTI groups provided by mClass (K-3, some 4) ○ Heggerty/Kilptatrick's 1 minute drills ○ Lexia Lessons ○ Zearn Foundational Practice as identified by the Mission ○ FCRR ○ Other resources from Lexia Hub
● Analyze class wide data/trends to remediate/re-teach/accelerate ● Monitor scholar usage on Zearn/MAPAccelerator/Lexia/Lexia English and ensure usage has been met; if not provide more time ○ Use typing.com when usage has been hit in academic programs	

Attachment C: RPMA 5-8 Curriculum & Coursework Breakdown

Wit & Wisdom

Content: Core ELA Curriculum
Focus: CCSS Reading, Writing, Listening and Speaking
Time: 90 minutes per day (Divided into 75 minutes + 15 minutes Deep Dive); 5 days/week

ELA Content Teacher	History Co-Teacher

• Internalize and prep for delivery of W&W lesson
• Prepare materials as needed outside of student workbooks
• Discuss supports w/co-teacher
• Deliver whole group lesson each day
• Grade scholar assessments
  ○ Provide scholar feedback
  ○ Send home graded work
• Analyze scholar work
• If you have W&W flex time, plan for unfinished work/getting ahead
• Reflect on lesson
• Maintain content area on white board (Essential Question, Focus Question, Content Framing Question, Craft Question)
• Organize materials as you finish using them for the following year
• Owner of Lexia/Newsela Data in both classes
	• Internalize lessons through the lens of MLL/IEP differentiation needs/supports
	• Discuss supports w/co-teacher
	• During the lesson support all scholars, specifically MLL/IEP scholars
	• Monitor behavior w/ merits/demerits

Eureka Math[2]

Content: Core Math Curriculum
Focus: CCSS Mathematics
Time: 75 minutes per day (5th grade), 60 minutes per day (6th-8th Grade); 5 days/week

Math Content Teacher	Science Co-Teacher
• Internalize and prep for delivery of EM2 lesson	• Internalize and prep for delivery of small group lesson differentiation

• Prepare materials as needed outside of student workbooks
• Discuss supports w/co-teacher
• Deliver whole group lesson each day
• Grade scholar assessments
  ○ Provide scholar feedback
  ○ Send home graded work
• Analyze scholar work
• If you there's an upcoming flex day, plan for unfinished work/re-teaching/getting ahead
• Reflect on lesson
• Organize materials as you finish using them for the following year
• Owner of MAP Accelerator Data in both classes
• Owner of planning and implementing Financial Literacy Block 2x/week
	needs/supports
	• Deliver small group lesson to 2 groups
	• Discuss supports w/co-teacher for MLL/IEP needs
	• Monitor behavior w/ clip stick/merits/demerits
	• Analyze scholar work w/ co-teacher for future planning
	• Reflect on lesson w/ co-teacher

History

Content: Core History Curriculum
Focus: Content, Reading of Texts, Reading of Visuals, Research, Writing, ELA CCSS
Time: 60 minutes per day, 4 days/week

History Content Teacher	ELA Co-Teacher

• Internalize and complete the teacher components on the upcoming lesson plans
  ○ Read articles and complete answer keys of scholar facing materials
  ○ Revise or recreate lessons (as needed) for differentiation, to be approved in advance
• Prepare all models/materials that are needed
• Grade scholar assessments
  ○ Provide scholar feedback
  ○ Send home graded work
• Analyze scholar work
	• Review completed teacher components on upcoming lesson plans to understand co-teaching expectations
	• If needed, pre-read any upcoming articles, sources, or response models
	• Discuss supports w/co-teacher for MLL/IEP needs
	• Monitor behavior w/ clip stick/merits/demerits
	• Support with small group reading or writing groups

FOSS Science

Content: Core Science Curriculum
Focus: NGSS
Time: 60 minutes per day, 4 days/week

Science Content Teacher	Math Co-Teacher
● Internalize and prep for delivery of science lesson ○ Read Background Knowledge sections ● Review materials/procedures prior to lesson ○ Watch teacher prep videos ● Prepare all materials needed ● Prepare for and maintain organism habitats ● Grade scholar assessments ○ Provide scholar feedback ○ Send home graded work ● Analyze scholar work ● Organize materials as you finish using them and return to the science kit ● Hang posters as necessary	● Support Investigations ● Pull for small group support as needed ● Monitor behavior w/ merits/demerits

Middle School Acceleration Block

Content: ELA/Math Focus
Focus: RTI, IEP/MLL Service Requirements, Acceleration of grade level content
Time: 30-40 minutes, 3-4 days/week

MLL Fellow/SPED Lead	Content Teachers *All Content Teachers are responsible for RTI and supporting gaps/acceleration*
● Plan and deliver service time ● Monitor scholar progress ● Use research/evidence based practices to provide interventions: ○ Lexia Lessons/Lexia English Lessons ○ Supporting Activities as identified by the Equip Pre-Assessment	● Monitor scholar progress ● Use research/evidence based practices to provide interventions for RTI ○ Lexia Lessons/Lexia English Lessons ○ Supporting Activities as identified by the Equip Pre-Assessment

- Analyze class wide data/trends to remediate/re-teach/accelerate
- Monitor scholar usage on Zearn/MAP Accelerator/Lexia/Lexia English and ensure usage has been met; if not provide more time
    - Use newsela.com or typing.com when usage has been hit in academic programs

Attachment D: RPMA Classroom Observation Rubric and Walkthrough Tool

Adapted from the TNTP Core Teaching Rubric, 2017

The Core Teaching Rubric is used to describe and assess teacher performance across four performance areas:

- **Culture of Learning:** *Are all scholars engaged in the work of the lesson from start to finish?*
- **Essential Content:** *Are all scholars engaged in content aligned to the appropriate standards for their subject and grade?*
- **Academic Ownership:** *Are all scholars responsible for doing the thinking in this classroom?*
- **Demonstration of Learning:** *Do all scholars demonstrate that they are learning?*

Each performance area has three components:

1. **Essential Question:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
2. **Descriptor Language:** Descriptions of each performance area are used to differentiate five levels of performance: Skillful, Proficient, Developing, Minimally Effective and Ineffective. The TNTP Core Teaching Rubric uses descriptors that focus primarily on scholar actions and responses.
3. **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the scholar outcomes in each performance area. After observing and rating a lesson, we recommend that you select or identify one or two Core Teacher Skills to prioritize for the next development cycle.

When observers use the TNTP Core Teaching Rubric, they select the rating where the combination of descriptors most closely describes the observed performance, using a preponderance of evidence for each performance area. Observers do not rate the teacher on Core Teacher Skills; those are included only for coaching and development purposes. The Core Teacher Skills can help an observer narrow in on development areas based on ratings in performance areas and guide conversations about specific strategies teachers can use to develop and grow.

CULTURE OF LEARNING: *Are all scholars engaged in the work of the lesson from start to finish?*

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Very few or no scholars complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	Some scholars complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	Most scholars complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	All or almost all scholars complete instructional tasks when directed, volunteer responses and/or ask appropriate questions.	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:* Scholars can articulate the

Very few or no scholars follow behavioral expectations and/or directions. Scholars do not execute transitions, routines and procedures in an orderly manner. Scholars are left without work to do for a significant portion of the class period.	Some scholars follow behavioral expectations and/or directions. Scholars execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. Scholars are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time.	Most scholars follow behavioral expectations and/or directions. Scholars execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. Scholars are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions.	All or almost all scholars follow behavioral expectations and/or directions. Scholars execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. Class has a quick pace and scholars are engaged in the work of the lesson from start to finish. Scholars who finish assigned work early engage in meaningful learning without interrupting other scholars' learning.	purpose of and assume responsibility for routines and procedures and execute them in an orderly, efficient and self directed manner, requiring no direction or narration from the teacher. Scholars demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them

Core Teacher Skills

Maintaining High Behavior Expectations

- Creating a culture of positive interdependence through shared goals and experiences of collective success
- Providing specific, concrete, sequential, and observable directions for behavior and academics.
- Redirecting scholars who lose focus immediately and in a way that does not slow or disrupt lesson momentum.
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing scholar behavior.
- Using voice and presence to maintain engagement and convey caring for scholars.
- Investing time in knowing individual scholars and in forming relationships to best support their learning.
- Developing an active interest in scholars' well-being and demonstrating that interest through his/her engagement with scholars.

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons.
- Using efficient routines and procedures.
- Responding to scholar requests without interrupting instruction.

• Planning for and providing work for scholars to "say yes to" and using strategies to maintain a quick pace throughout the lesson

ESSENTIAL CONTENT: *Are all scholars engaged in content aligned to the appropriate standards for their subject and grade?*

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
The lesson does not focus on content that advances scholars toward grade level standards or expectations and/or IEP goals. Most of the activities scholars engage in are not aligned to the stated or implied learning goal(s) or to each other. Instructional materials scholars use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or scholars' IEP goals (e.g., Lexile level and complexity of text).	The lesson partially focuses on content that advances scholars toward grade-level standards or expectations and/or IEP goals. Only some activities scholars engage in are aligned to the stated or implied learning goal(s). Some instructional materials scholars use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or scholars' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances scholars toward grade-level standards or expectations and/or IEP goals. Most activities scholars engage in are aligned to the stated or implied learning goal(s), are well-sequenced, and move scholars toward mastery of the grade-level standard(s) and/or IEP goal(s). Most instructional materials scholars use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/course and time in the school year based on guidance in the standards and/or scholars' IEP goals (e.g., Lexile level and complexity of text).	The lesson focuses on content that advances scholars toward grade-level standards or expectations and/or IEP goals. All activities scholars engage in are aligned to the stated or implied learning goal(s), are well sequenced, and build on each other to move scholars toward mastery of the grade-level standard(s) and/or IEP goals. All instructional materials scholars use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/course and time in the school-year based on guidance in the standards and/or scholars' IEP goals (e.g., Lexile level and complexity of text).	*All descriptors for Level 4 are met, and the following evidence is demonstrated:* Scholars make connections between what they are learning and other content across disciplines, their historical context (local, state, and national), and/or their current lives. Scholars independently connect lesson content to real-world situations.

Core Teacher Skills

Planning and Delivering Lessons Effectively

• Allocating instructional time to address the most important content for the grade or course.

• Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson.
• Delivering lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
• Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments.
• Developing a vision for scholar success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all scholars.
• Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course.
• Developing and/or using daily lesson activities that are well sequenced and move scholars toward mastery of grade-level standards.
• Developing and providing the necessary scaffolds and supports as needed to ensure all scholars are able to attain learning goals.
• Considering scholars' language development, literacy levels, and/or IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable).
• Anticipating common scholar misunderstandings given the content and ensuring strategies are in place to overcome those misunderstandings.

Note to observers: When assessing the content of the lesson, your goal is to first examine what scholars are being asked to do during the lesson and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the scholars are working with appropriately rigorous content.

ACADEMIC OWNERSHIP: *Are all scholars responsible for doing the thinking in this classroom?*

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Scholars complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving. The teacher completes all or almost all of the cognitive work. Very few or no scholars provide meaningful oral or written evidence to support their thinking. Very few or no scholars are using knowledge and evidence to form, articulate, and defend their answers and opinions. Scholars respond negatively to	Scholars complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of scholars complete most of the cognitive work. Some scholars provide meaningful oral or written evidence to support their thinking. Some scholars are using knowledge and evidence to form, articulate, and defend their answers and opinions.	Most scholars complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on scholar responses) that scholars could own. Most scholars provide meaningful oral or written evidence to support their thinking. Most scholars are using knowledge and evidence to form, articulate, and defend their	All or almost all scholars complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that scholars could own. All or almost all scholars provide meaningful oral or written evidence to support their thinking. All or almost all scholars are using knowledge and evidence to form, articulate, and defend their answers and opinions. scholars respond to and build on their peers' thinking, ideas or answers.	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:* Scholars synthesize diverse perspectives or points of view during the lesson. Scholars independently show enthusiasm and interest in taking on advanced or more challenging content.

their peers' thinking, ideas, or answers. No scholars or very few scholars try hard to complete challenging academic work or answer questions.	Scholars do not respond to their peers' thinking, ideas, or answers, or do not provide feedback. Some scholars try hard to complete challenging academic work and answer questions.	answers and opinions. Scholars respond to their peers' thinking, ideas or answers and provide feedback to their classmates. Most scholars try hard to complete academic work and answer questions, even if the work is challenging.	Scholars routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response. All or almost all scholars consistently try hard to complete academic work and answer questions, even if the work is challenging.	

Core Teacher Skills Maintaining

High Academic Expectations

• Promoting the persistence of scholars to get correct, defended responses.
• Using an appropriate tone (warm, kind, direct) when responding to scholar answers.
• Requiring that scholars use complete sentences, correct grammar and academic language.

Building Thinking Skills

• Structuring and delivering lesson activities so that scholars do an appropriate amount of the thinking required by the lesson.
• Posing questions or providing lesson activities that require scholars to cite evidence to support their thinking.
• Providing opportunities for scholars to respond to and build on their peers' ideas.
• Providing support necessary for scholars to complete instructional tasks requiring higher-order thinking skills.
• Providing individualized instruction so that all scholars can access content and participate in the class

DEMONSTRATION OF LEARNING: *Do all scholars demonstrate that they are learning?*

1. INEFFECTIVE	2. MINIMALLY EFFECTIVE	3. DEVELOPING	4. PROFICIENT	5. SKILLFUL
Questions, tasks or assessments do not yield data that allow the teacher to assess scholars' progress toward learning goals. Scholars have very few or no opportunities to express learning through academic writing and/or explanations using academic language. Very few or no scholars demonstrate how well they understand lesson content and their progress toward learning goals. Scholar responses, work and interactions demonstrate that most scholars are not on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that only partially allow the teacher to assess scholars' progress toward learning goals. Scholars have few opportunities to express learning through academic writing and/or explanations using academic language. Some scholars demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Scholar responses, work and interactions demonstrate that some scholars are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess scholars' progress toward learning goals. Scholars have some opportunities to express learning through academic writing and/or explanations using academic language. Most scholars demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Scholar responses, work and interactions demonstrate that most scholars are on track to achieve stated or implied learning goals.	Questions, tasks or assessments yield data that allow the teacher to assess scholars' progress toward learning goals and help pinpoint where understanding breaks down. Scholars have extensive opportunities to express learning through academic writing and/or explanations using academic language. All scholars demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. Scholar responses, work and interactions demonstrate that all or almost all scholars are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.	*All descriptors for Level 4 are met, and at least one of the following types of evidence is demonstrated:* Scholars self-assess whether they have achieved the lesson objective and provide feedback to the teacher. Scholars demonstrate that they make connections between what they are learning and how it advances their personal and professional goals. Scholars monitor their own progress, identify their own errors and seek additional opportunities for practice.

Core Teacher Skills

Leading Instruction

- Conveying or providing accurate content and all content necessary for scholars to achieve the learning goal(s).
- Using explanations of content that are clear, coherent and support scholar understanding of content.
- Differentiating instruction as needed in response to scholar learning needs, including enrichment and extra support.

• Providing choices for how scholars engage in content.

Checking for Understanding of Content

• Accurately checking for whether scholars understand the key content needed to master the lesson at key moments in the lesson (e.g., during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson).

• Developing and/or using informal and formal assessments that yield usable data on scholars' progress toward grade-level standards.

Responding to scholar Misunderstanding

• Providing feedback that affirms correctly understood content and scholar progress toward the lesson objective and clarifies misunderstood content.

• Recognizing the root of scholar errors and re-teaching or re-framing content to address the underlying cause of scholar misunderstanding.

Note to observers: Your goal is to examine what scholars produce throughout the lesson and to assess the extent to which all scholars receive the opportunity to demonstrate their learning and the extent to which all scholars make progress towards learning goals. This includes scholars' oral responses and written work and should reflect most scholars, not just a sampling.

<table>
<tr><th colspan="2">TNTP CORE CLASSROOM WALK-THROUGH TOOL
When you visit a classroom, ask yourself the four Essential Questions and record your notes and/or evidence in the box below. A solid "yes" to an Essential Question merits a "4" rating.</th></tr>
<tr><td>Classroom Observed:</td><td>Grade and Content:</td></tr>
<tr><td colspan="2">CULTURE OF LEARNING: Are all scholars engaged in the work of the lesson from start to finish?
Rating: ____</td></tr>
<tr><td colspan="2">ESSENTIAL CONTENT: Are all scholars engaged in content aligned to the appropriate standards for their subject and grade?
Rating: ____</td></tr>
</table>

ACADEMIC OWNERSHIP: *Are all scholars responsible for doing the thinking in this classroom?*
Rating: ____

DEMONSTRATION OF LEARNING: *Do all scholars demonstrate that they are learning?*
Rating: ____

Follow-up Questions:

- *What's keeping you from answering 'yes' to all four Essential Questions above?*

- *Which specific skill or technique will you and the teacher practice and develop over the next coaching cycle?*