

RISE MAYORAL ACADEMY

**A Proposed K-8 Public Charter School for the Communities of
Woonsocket, Burrillville, and North Smithfield**

Respectfully Submitted to the Rhode Island Department of Education by:

- **Rosalind Murphy**, Building Excellent Schools Fellow, Proposed Head of School
- **Mayor Lisa Baldelli-Hunt**, Woonsocket Mayor, Establishing Person, Board Chair
- **Colleen Colarusso**, Head of School, Blackstone Valley Prep Elementary School 2
- **John Gregory**, President, Northern Rhode Island Chamber of Commerce
- **Christopher Gruttadauria**, Human Resources Business Partner, CVS Caremark
- **Paulette Hamilton**, Town Administrator of North Smithfield
- **Michael O'Connell**, Director of Service Delivery, The APEX Technology Group
- **Cynthia Salvato**, Owner, Savoring Rhode Island

For questions or additional information, please contact:

Rosalind Murphy, Lead Founder
RISE Mayoral Academy
401.767.6188
rmurphy@buildingexcellentschools.org

*Please note that we have changed the proposed name of our school from our original submission on April 1st from PRIDE Mayoral Academy to RISE Mayoral Academy. The core values of our school have also been amended to match RISE and represent the values of **R**espect, **I**ntegrity, **S**elf-Determination, and **E**xcellence. The letters of support included in this application reflect our previous proposed name, but support the same mission, vision, and school model of RISE Mayoral Academy.*

Rhode Island Charter Public Schools
Charter Proposal Cover Sheet

Name of Proposed Charter School: RISE Mayoral Academy

Proposed Location of School: Woonsocket, Rhode Island
 Proposed Sending District(s): Woonsocket, North Smithfield, and Burrillville.
 Primary Contact: Rosalind Murphy
 Proposed Role with Charter School: Lead Founder, Proposed Head of School
 Address: 160 Westminster Street
 City/State/ZIP: Providence, RI 02903
 Phone: 401.767.6188
 Email: rmurphy@buildingexcellentschools.org

Proposed enrollment during initial five-year charter term:

<i>School Year</i>	<i>Grade Levels</i>	<i>Total Enrollment</i>	<i># of school sites</i>
2015/16	K	81	1
2016/17	K,1	162	1
2017/18	K,1,2	243	1
2018/19	K,1,2,3	324	1
2019/20	K,1,2,3,4	405	1

Proposed grade levels when fully expanded: K-8
 Total student enrollment when fully expanded: 729
 Total number of school sites when fully expanded: 1

Charter School Type: Mayoral Academy

Establishing persons or entities (in accordance with RIGL § 16-77.2-1, 16-77.3-1 or 16-77.4-1):

Mayor of Woonsocket, Lisa Baldelli-Hunt

Person or Representative of Entity Establishing the School:

Signature: *Lisa Baldelli-Hunt*
 Print Name: Lisa Baldelli-Hunt
 Position/Title: Mayor of Woonsocket
 Date: 05.14.14

Additional Representative from Applicant Group:

Signature: *Rosalind Murphy*
 Print Name: Rosalind Murphy
 Proposed Role with Charter School: Lead Founder, Proposed Head of School
 Date: 5.15.14

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EXECUTIVE SUMMARY

Mission Statement. Through a structured learning environment, rigorous academic curriculum, and character education, RISE Mayoral Academy educates all K-8 students for success in college and a life of community engagement.

Vision Statement. RISE Mayoral Academy is a proposed college preparatory K-8 charter school serving Woonsocket, North Smithfield, and Burrillville. We will open with 81 students in kindergarten (three classes of 27), and grow one grade per year through a slow growth model, educating 729 students at full grade capacity.

Goals. All students will leave grade eight prepared for the demands of a college preparatory high school and will enter and succeed in college. All students will have access to a rigorous academic curriculum focused on the foundational skills and knowledge necessary to achieve in school and in life. All students will leave grade eight with the behavior, habits, and mindsets needed to persist through high school, thrive in college, and lead in their communities.

Need. RISE Mayoral Academy is compelled by the need in neighborhoods such as Constitution Hill, Fairmount, and Main Street which comprise the core of Woonsocket. The estimated 2009 combined population was 10,448 with 50% of the population under the age of 18 and the percentage of children under age five exceeding the state percentage. The neighborhoods are diverse (60% white, 27% Hispanic, 12% African American; 12% of residents do not have an English-speaking adult in the household) and have among the highest in unemployment rates in the state, estimated at 18.2%, 14.5%, and 19.6%, respectively, as compared to 9.8% for all of Woonsocket, and 9.2% for the state of Rhode Island.¹

The need for a high quality, public elementary school is evidenced by the current underachievement of schools in the community, with significant proficiency gaps on the NECAP, chronic absenteeism, and resultant low literacy and math skills as students enter middle school. Two elementary schools serve the Constitution Hill, Fairmount, and Main Street area, Kevin K. Coleman and Globe Park. Coleman serves 314 elementary students with grades three through five proficiency rates in reading and math between 30% and 40%, with lower rates for ELL, Hispanic, and African American students, earning it a 2012-13 accountability rating of Warning. Globe Park, while averaging higher scores, is not achieving above 70% proficiency in reading and math. There is only one middle school in the district - Woonsocket at Hamlet and Villa Nova. Proficiency rates for math, reading, and writing remain less than 60%, and lower than state proficiency rates.

As a regional mayoral academy, we will enroll a percentage of students from both North Smithfield and Burrillville. We will support and challenge all students, the most struggling and the most advanced, and will provide the structure and instruction to ensure all students are reading with fluency and comprehension and achieving at or above grade level in all core areas by grade three.

Educational Program. Our educational program is driven by three beliefs. (1) All students can achieve at high levels. (2) College preparation starts in kindergarten. (3) Character education has a significant impact on educational achievement. We will implement a rigorous college preparatory academic program focused on literacy and math, establish a joyful school culture,

¹ LISC: Constitution Hill, Fairmount, and Main Street Community Contract. March 2010. http://www.lisc.org/rhode_island/images/resources/asset_upload_file151_15719.pdf.

recruit and develop exceptional teachers, create more time for learning, partner with families and communities, and use data to drive instruction and propel achievement.

Learning Environment. We will provide a small, safe, and highly structured environment in which we (a) consistently model and uphold clear behavioral expectations, (b) explicitly develop and reinforce strong character traits and community membership, and (c) sweat the details that inform high student expectations. We will provide a joyful and structured culture that emphasizes the school's RISE values – Respect, Integrity, Self-determination, and Excellence. Within and outside of weekly formal character education classes, we will teach students how to positively contribute to their individual classrooms and grade levels in grades K-4, their school in grades 5-6, and to their cities and the State of Rhode Island in grades 7-8.

Capacity. Lead Founder and proposed Head of School Rosalind Murphy is an experienced urban educator who brings the national support of Building Excellent Schools (BES). As a member of the highly selective BES Fellowship, Ms. Murphy has deep and consistent access to a network of high performing charter schools and their leadership regionally and nationally. Ms. Murphy is joined by a growing number of high capacity professionals who bring the commitment and expertise necessary to govern and oversee the proposed charter school, ensuring its academic and organizational success. Together, the founding team is engaging the larger community, sharing the vision of RISE Mayoral Academy, and seeking the input of multiple stakeholders.

Applicant Group. The applicant group, which is our Founding Board of Directors, includes the establishing person, Mayor of Woonsocket Lisa Baldelli-Hunt. Beginning in July 2011, the group was assembled by Building Excellent Schools (BES) Fellow and proposed Head of School Rosalind Murphy, working closely with the Rhode Island Mayoral Academies (RIMA) Co-Founder and Chief Executive Officer Michael Magee and with BES senior leadership. Our applicant group also includes: Colleen Colarusso, Head of School, Blackstone Valley Prep Elementary School 2; John Gregory, President, Northern Rhode Island Chamber of Commerce; Christopher Gruttadauria, Human Resources Business Partner, CVS Caremark; Paulette Hamilton, Town Administrator of North Smithfield; Michael O'Connell, Director of Service Delivery, The APEX Technology Group; and Cynthia Salvato, Owner, Savoring Rhode Island.

Teaching, Support, and Supervision. We know that exceptional teachers are essential to ensuring that all of our students have the foundational skills and content knowledge necessary to be successful. RISE Mayoral Academy will execute a rigorous recruitment effort to bring professional talent to our school. We will be thoughtful about the way teachers grow and develop, providing them with two hours of weekly professional development and 32 professional development days throughout the year, including four weeks of summer training.

Governance and Management. The Governing Board of Directors will be responsible for the final Charter of the school and will adhere to all regulations such as the requirements of RI Open Meetings Law (16-42-46) and the regulations of the RI Ethics Commission. The Board will conduct monthly meetings and an annual retreat to ensure the time necessary to build and sustain an effective Board. The Head of School will be hired by the Board, will manage the school's day to day responsibilities, and will report to and work with the Board of Directors on all major decisions that impact organization and mission. The Board of Directors will formally evaluate the Head of School each year, and with the Head of School will be accountable for reaching all academic and organizational goals as outlined in this charter.

I. MISSION STATEMENT

Through a structured learning environment, rigorous academic curriculum, and character education, RISE Mayoral Academy educates K-8 students for success in college and a life of community engagement.

Structured Learning Environment. We will provide a small, safe and structured environment, with clear behavioral expectations and consistent school routines that allow all children to succeed.

Rigorous Academic Curriculum. Aligned to the Common Core, curriculum will prepare students for state assessments and PARCC through a prioritized, intensive focus on literacy and math.

Character Education. We will equip students with the academic skills to gain admission to competitive high schools, and the character traits to succeed once admitted.

K-8. We will provide a seamless elementary and middle school to avoid the transitional risk factors of middle school and to ensure high school-ready graduates.

Success in College. College education provides academic, professional, and financial opportunities. K-8 students will have access to a public school that prepares them for the demands of a college preparatory high school and inspires them towards an ambitious and bright future.

Life of Community Engagement. We will explicitly teach meaningful and contributing behaviors to graduate engaged community members.

RISE Mayoral Academy is a proposed college preparatory K-8 charter school for students in Woonsocket, North Smithfield, and Burrillville. We will open with 81 students in kindergarten (three classes of 27 students), and grow one grade per year through a slow growth model, educating a maximum of 729 students at full grade capacity.

Grade	2015 -	2016 -	2017 -	2018 -	2019 -	2020 -	2021 -	2022 -	2023 -
	2016	2017	2018	2019	2020	2021	2022	2023	2024
K	81	81	81	81	81	81	81	81	81
1		81	81	81	81	81	81	81	81
2			81	81	81	81	81	81	81
3				81	81	81	81	81	81
4					81	81	81	81	81
5						81	81	81	81
6							81	81	81
7								81	81
8									81
Total	81	162	243	324	405	486	567	648	729

Our vision encompasses a rigorous focus on academics, character, and community.

Academic Vision. All students will leave grade eight prepared for the demands of high school; all students will go to and succeed in college. Beginning in kindergarten, all students 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 students will leave grade eight with the behavior, habits, and mindsets needed to persist through high school, thrive in college, and lead in their communities. We 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, we will teach students how to positively contribute to their immediate communities within their individual classrooms and grade levels in grades K-4, and expanding into the greater communities of their school in grades 5-6, and then to their cities or towns and the State of Rhode Island in grades 7-8.

We are unapologetically college preparatory. Historically, Woonsocket, North Smithfield, and Burrillville, like many Rhode Island cities and towns, have built their success on an industrial mindset, rich in work ethic and integrity of spirit. With deep respect for that ethic and spirit, we will educate K-8 students into a college mindset necessary for the 21st century. Academics will be challenging, literacy will be key, and supports will be mandatory and targeted for dramatic growth.

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 students 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.”² To ensure strong character development, and in pursuit of individual and community achievement, we will establish and sustain a joyful and structured school culture that emphasizes the school’s RISE values: **Respect** - We are kind to and supportive of others and know that every person is worthy of dignity. **Integrity** - We do the right thing because it is the right thing, and that is who we are. **Self-determination** - We know that hard work will make anything possible. **Excellence** - We give everything our very best, and know that excellence is a learned habit.

We will help students understand that they are responsible members of their communities and that their choices and actions impact a larger group of people outside of themselves. Students 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.

OUR MODEL

RISE Mayoral Academy is modeled after the highest performing urban schools in the nation and our leadership is trained and supported through the Building Excellent Schools Fellowship.³ As a founding team, we are united by three beliefs that inform our model and all elements of our proposed school design.

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

Informed by these beliefs, our proposed school model is built upon six critical elements.

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

To put our students on the path to college, we will implement 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. We will provide triple the traditional

² Tough, Paul. *How Children Succeed: Grit Curiosity, and the Hidden Power of Character*. New York, NY: Houghton Mifflin, 2013. xv.

³ High performing schools studied through the Building Excellent Schools Fellowship that have influenced RISE Mayoral Academy’s design include: Brooke Charter Schools (MA), BES school Excel Academy (MA), Blackstone Valley Prep (RI), BES school Equitas Academy (CA), BES school Cornerstone Preparatory (CA), BES school Purpose Preparatory (TN), and North Star Academy (NJ).

instructional time in literacy in grades K-3, and double the instructional time in grades 4-8. We will provide additional instructional time in math in all subjects at all grades, and we will focus on the mastery of foundational skills leading to conceptual understanding and application necessary to excel as students move throughout elementary school and prepare for middle school.

2. Establish a joyful culture with structure and discipline

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

3. Recruit and develop excellent teachers

We will recruit and develop excellent teachers who will consistently create, deliver, and sustain a rigorous curriculum and joy-infused culture aligned with our mission and vision. To drive academic success, we will recruit committed and capable teachers and invest deeply in their development. Leadership will provide annual, cyclical, and weekly professional development (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

Our school day will be longer than that of traditional public schools in the community to allow more time for instruction necessary for dramatically improved outcomes. We will provide students with approximately two additional hours of instruction per day to remediate gaps and will challenge and support all students to meet and exceed grade level expectations as demonstrated on rigorous state and national assessments. The extended day (7:30am – 3:55pm) will allow time to teach our 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.

5. Partner with families and communities

We are privileged to serve the families of Woonsocket, North Smithfield, and Burrillville and will initiate productive partnerships with families to ensure all students are supported on their journey to college. We will conduct Home Visits with every new family and annual Parent Orientations for all returning families, create a Parent Advisory Council, send daily behavioral reports to all K-3 families, weekly behavioral and academic reports to all 4-8 families, invite families to weekly Community Circles, hold trimester Family/School Conferences, and partner with local organizations for enrichment and extra-curricular 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 student achievement. Our targeted use of quality assessments will allow for effective oversight and development of curriculum over time and for highly individualized student supports every day. We will analyze student performance, including a close monitoring of reading fluency and comprehension in grades K-3, adjust instruction as needed, and provide individualized tutoring to ensure all students achieve mastery of every critical skill taught.

II. COMMUNITY NEED AND SUPPORT

*“If America is going to lead the world in the 21st century, America’s schools must lead the world. And Rhode Island’s schools can and will be a leader among them. And that responsibility for creating the world’s best schools lies squarely on our shoulders.”*⁴ – RI Commissioner of Education

TARGET POPULATION

RISE Mayoral Academy proposes to open a K-8 elementary and middle school that will be open to all Woonsocket, North Smithfield, and Burrillville students. It is our belief that all students, regardless of race, language, or socio-economic status can succeed if they have access to a high quality public education. As a regional school we will enroll students from Woonsocket, North Smithfield, and Burrillville and we have focused our location in the area with the greatest need - Woonsocket. The proposed location is within the highest poverty cluster of neighborhoods in the city: Constitution Hill, Fairmount, and Main Street. By providing a rigorous academic program and values-based character education within a structured school that prepares students with the foundational skills, knowledge, and character necessary to get to and through high school and college, we will target the learning needs of the underperforming early elementary and middle school student population in these neighborhoods, and the city as a whole. As a public charter school, RISE Mayoral Academy will be open to all students from the enrolling communities.

DESCRIPTION OF WOONSOCKET

Woonsocket has a population of 43,877 across 17,572 households.⁵ It is a diverse community, comprised primarily of White (71.3%), Hispanic (14.2%) and Asian (5.4%) residents.

Median household income in Woonsocket is \$39,329; the median home value is \$214,500. The city’s median household income has declined over the past 15 years, while Rhode Island’s median income has increased slightly. Economically, 22% of residents live in poverty, compared to 13% statewide, and two-thirds of Rhode Island’s children living in poverty are concentrated within four cities: Central Falls, Pawtucket, Providence, and Woonsocket. In Woonsocket, 35% of children live in poverty and 17% live in extreme poverty – defined as “the absence of one or more factors enabling individuals and families to assume basic responsibilities and to enjoy fundamental rights.”⁶ Educationally, 75% of Woonsocket residents have a high school diploma or higher, compared to 84% statewide; 14% have a Bachelor’s degree or higher, compared to 31% statewide.

Woonsocket has seven public elementary schools, one middle school, and one high school. There are approximately 3,000 elementary, 1,600 middle school, 2,000 high school students and 115 students at Beacon Charter School, an independent charter school in the city.⁷ Demographically, 71% of elementary students, 74% of middle school students, and 45% of high school students qualify for free and reduced lunch. In 2012, Woonsocket Middle School ranked 48th out of 56 for performance among public middle schools in Rhode Island; Woonsocket High School ranked 39th out of 52 for performance among public high schools in the state.⁸

Demographics of Constitution Hill, Fairmount, and Main Street. These neighborhoods comprise the core of Woonsocket across three Census Tracts (176, 174, and 180). The estimated

⁴ Remarks of Rhode Island Commissioner of Education, Deborah Gist upon her appointment, State House, April 2, 2009.

⁵ Woonsocket, RI - A City on the Move, <http://www.ci.woonsocket.ri.us>.

⁶ Joseph Wresinkski (1914-1988) was a French Catholic priest who founded ATD in 1957 in a slum near Paris. ATD is a non-confessional, non-profit, grass-roots and advocacy organization at the origin of the United Nations’ World day for overcoming poverty. http://gredi.recherche.usherbrooke.ca/wpapers/04_05_pm.pdf.

⁷ Beacon Charter School, <http://high-schools.com/schools/1075/beacon-charter-school.html>.

⁸ Rhode Island School Rankings, <http://www.schooldigger.com/go/RI/schoolrank.aspx>.

combined population in 2009 was 10,448 across 4,258 households. According to the 2010 LISC Community Contract, the neighborhoods have close to 50% of their population under the age of 18 and the percentage of children under age five exceeds the state percentage. These neighborhoods are diverse culturally; Fairmount is 56% white, 32% Hispanic, and 11% are African American; Constitution Hill is 52% white, 27% Hispanic, and 17% African American; Main Street is 71% white, 21% Hispanic, and 7% African American; 12% of all households are linguistically isolated, without an English-speaking adult in the household. LISC records that these three neighborhoods are among the highest in unemployment rates and lowest in income. Average unemployment rates July 2008 – June 2009 were 18.2% in Constitution Hill, 14.5% in Fairmount, and 19.6% in Main Street, compared to 9.8% for Woonsocket. Rhode Island has a \$53,901 median household income, Constitution Hill \$38,904, Fairmount \$26,917, and Main Street \$30,523.⁹

Analysis of Public Schools in Proposed School Territory: Elementary Schools. There are two elementary schools, Coleman and Globe Park, within these neighborhoods. Fifth Avenue, the third elementary previously serving local students, was recently shut down. With the closing of Fifth Avenue Elementary, Coleman has been charged with adding a K-2 component. The most recent New England Common Assessment Program (NECAP) results show that proficiency rates are well below the state average and well below the required standard for proficiency (see NECAP figures below). If a student from a low-income background develops the ability to read with fluency and comprehension in the early elementary years, that student has a genuine chance at high school graduation and college completion. If this same student fails to achieve fluency in reading by third grade, the likelihood of future academic success is rare.¹⁰ Coleman’s reading results, outlined further below, reaffirm the urgency for a quality elementary school in Woonsocket, and particularly within this cluster of neighborhoods.

NECAP ASSESSMENTS: Kevin C. Coleman Elementary School 2012-13¹¹

Assessment	Year	% Proficient School	% Proficient State
3rd Grade Math	2012-13	34%	60%
3rd Grade Reading	2012-13	32%	70%
4th Grade Math	2012-13	32%	65%
4th Grade Reading	2012-13	31%	69%
5th Grade Math	2012-13	44%	62%
5th Grade Reading	2012-13	45%	72%
5th Grade Writing	2012-13	35%	59%

Globe Park, averaging higher scores than Coleman, is achieving under 70% proficiency in reading and math by grade 5. None of the individual district schools serving these neighborhoods has a high percentage of students at any grade level proficient in math, reading, or writing.

⁹ LISC: Constitution Hill, Fairmount, and Main Street Community Contract. March 2010. http://www.lisc.org/rhode_island/images/resources/asset_upload_file151_15719.pdf.

¹⁰ National Research Council. <http://www.ed.gov/inits/americanareas/ReadDiff/>. 1998.

¹¹ InfoWorks! Rhode Island Education Data Reporting. <http://infoworks.ride.ri.gov/school/kevin-k-coleman-elementary-school>.

NECAP ASSESSMENTS: Globe Park Elementary School 2012-13

Assessment	Year	% Proficient School	% Proficient State
3rd Grade Math	2012-13	52%	60%
3rd Grade Reading	2012-13	62%	70%
4th Grade Math	2012-13	64%	65%
4th Grade Reading	2012-13	57%	69%
4th Grade Science	2012-13	19%	41%
5th Grade Math	2012-13	67%	62%
5th Grade Reading	2012-13	69%	72%
5th Grade Writing	2012-13	60%	59%

RISE’s target neighborhoods are in need of a quality public school to educate students from diverse demographics. Hispanic, African-American, and economically disadvantaged students are chronically underachieving within local public school options, evident in the gap between proficiency percentages of these groups and their white counterparts by third grade at Coleman.¹² This gap becomes most clear when examining the diversity breakdown of each school: in comparison to the statewide math proficiency average of 60% and the district math proficiency average of 50%, 15% of ELLs are proficient, 31% of Hispanic students are proficient, 30% of African-American students are proficient, and 42% of economically disadvantaged students are proficient. Similar trends appear in third grade reading scores. In comparison to the state third grade reading proficiency average of 70%, and district average of 56%, 20% of third grade ELLs are proficient, 41% of third grade Hispanic students are proficient, 41% of third grade African-American students are proficient, and 50% of economically disadvantaged students are proficient. Coleman Elementary, serving students in these three neighborhoods, has its largest demographic group and largest percentage of students unprepared for middle school, high school, or college.¹³

Student Population by Race: Constitution Hill, Fairmount and Main Street

School	White	Hispanic	African American	Asian/Pacific Islander
Coleman ES	34%	42%	13%	10%
Globe Park ES	69%	14%	9%	7%
Woonsocket MS	57%	25%	10%	8%
Woonsocket HS	65%	20%	8%	7%
State Average	69%	18%	9%	3%

In 2012-13, Coleman Elementary reported a chronic absenteeism rate of 34% compared to the statewide average of 12%.¹⁴ When students are chronically absent from school, the instructional hours required to teach the skills, concepts, and character needed at each grade level and, as needed to remediate gaps from previous grade levels, are lost. RISE Mayoral Academy’s extended day with daily tutoring for students with specific areas of need, will provide ample opportunities for students to achieve academic mastery. We will work closely with families and students,

¹² Rhode Island Data Reporting, <http://infoworks.ride.ri.gov>.

¹³ LISC: Constitution Hill, Fairmount, & Main Street Community Contract. March 2010.

¹⁴ 2011-12 Coleman Elementary Attendance. <http://infoworks.ride.ri.gov/school/kevin-k-coleman-elementary-school>.

communicating frequently and proactively and using explicit and closely monitored absence and tardy policies and procedures to ensure that students are present, on time, and ready to learn.

Analysis of Public Schools in Proposed School Territory: Middle School. There is one middle school serving the district - Woonsocket Middle. All students filter into the same school - a new, two building campus to house the large population of the city’s middle school students. Despite beautiful renovations, middle school proficiency percentages on the most recent NECAP exam for Math, Reading, and Writing remain below state averages and below proficiency requirements.

NECAP ASSESSMENTS: Woonsocket Middle School¹⁵

School	Year	% Proficient School	% Proficient State
6th Grade Math	2012-13	46%	62%
6th Grade Reading	2012-13	59%	73%
7th Grade Math	2012-13	43%	59%
7th Grade Reading	2012-13	58%	70%
8th Grade Math	2012-13	35%	58%
8th Grade Reading	2012-13	58%	77%
8th Grade Writing	2012-13	38%	65%
8th Grade Science	2012-13	6%	30%

In response to this chronic need, we propose a K-8 school that will allow us to establish the foundational skills necessary in elementary school (K-4) and move seamlessly into the increased rigor, independence, and personal responsibility within an expanded middle school (5-8). We will ensure that the critical design elements necessary for academic success, a culture of achievement and respect, and a college vision and trajectory is held for all students from the earliest elementary years until they are prepared for a college preparatory high school.

The need for quality public educational options in Constitution Hill, Fairmount, and Main Street has been the focus of organizations such as Local Initiative’s Support Corporation (LISC) for the past five years. Since 2008, LISC has gathered qualitative and quantitative data outlining community concerns, action items, and areas for growth. Part of LISC’s work involved Team Fairmount, a coalition of schools in Fairmount, local non-profit organizations, and the Woonsocket Police Department, with the focus on building community partnerships to bring positive growth to the schools and community. Nationally, other groups have joined the local endeavor and are looking to Fairmount as an example of how small changes - one student, one parent, one school at a time - can make a significant impact on a neighborhood.¹⁶ With the national training and support of Building Excellent Schools, RISE Mayoral Academy shares the belief that establishing a high achieving K-8 charter school in the Constitution Hill, Main Street, and Fairmount neighborhoods can change the educational trajectory of our students and increase their community engagement – which will further advance local community efforts here and across the City of Woonsocket.

¹⁵ Rhode Island Education Data Reporting, Woonsocket Middle School, <http://infoworks.ride.ri.gov/school/woonsocket-middle-school>.

¹⁶ Woonsocket Patch. “Team Fairmount Enhances Education Through Neighborhood Collaborative.” <http://woonsocket.patch.com/groups/schools/p/team-fairmount-enhances-education-through-neighborhood-468636fd90>.

Analysis of Public Schools in Entire District. While the 2012-13 NECAP results showed slight improvements in literacy and math, the growth remains insufficient to prepare students with the skills necessary to access and excel in college. Commissioner of Education Deborah Gist echoed this sentiment during the release of last year’s proficiency results, noting that while setting high goals for achievement, the state still has work to do in getting all students to reach those goals, as “students only met seven of the 31 benchmarks set by the Department of Education for individual student groups in showing improvement on the NECAPs and also in improving graduation rates.”¹⁷

Across the district of Woonsocket, 57% of elementary students are proficient in reading, and 53% are proficient in math. Elementary schools did not meet proficiency target goals in the 2012-13 testing year.¹⁸ Minority and special education groups range in proficiency rates from 22.5% to 47%. As students transition from elementary school and enter Woonsocket Middle School, in some subgroups less than one in four, and for other subgroups less than one in two, are able to read and solve math on grade level. Students transition into high school with similar proficiency results. As outlined below, these results factor into low proficiency rates Woonsocket High School.

NECAP ASSESSMENTS: Woonsocket HS¹⁹

Assessment	Year	% Proficient School	% Proficient State
11th Grade Math	2012-13	21%	34%
11th Grade Reading	2012-13	70%	79%
11th Grade Writing	2012-13	34%	50%
11th Grade Science	2012-13	15%	30%

We intend to prepare students for the Honors and Advanced Placement (AP) courses offered at Woonsocket High School and other college preparatory secondary schools. Currently, Woonsocket students on average take 1.1 AP tests (94 test takers taking 104 tests) in seven subjects, and have a pass rate of 33%.²⁰ Our matriculating eighth graders will bring the transcript, test scores, skills, knowledge, and ambition to pursue high school Honors and AP studies.

While Woonsocket’s current NECAP results and statistics appear disheartening for the future of the city, there are schools, charter and district, in communities with similar demographics that are producing excellent academic results for all students. It is upon such models that our school design is based and which our proposed school leader has studied and networked with as a BES Fellow.

REGIONAL SCHOOL: SERVING NORTH SMITHFIELD AND BURRILLVILLE _____

As a regional mayoral academy for Woonsocket, North Smithfield, and Burrillville, we will enroll a percentage of students from both North Smithfield and Burrillville. There are great benefits to the students as well as a need in serving all three districts. Our school model is designed to reach every student regardless of a student’s entry level. We will focus on supporting the most struggling students, as well as the most advanced, and we will provide them with the structure and academic content and skills needed to ensure that they are performing at or above grade level.

¹⁷ Nadeau, Joseph B. "NECAP Results Show Promise." The Call [Woonsocket] 11 Feb. 2012: n. pag. Print.
¹⁹ Rhode Island Education Data Reporting, District <http://infoworks.ride.ri.gov/district/woonsocket> ;
¹⁹ Rhode Island Education Data Reporting, Woonsocket High School, <http://infoworks.ride.ri.gov/school/woonsocket-high-school>
²⁰ RIDE Frequently Requested Education Data (FRED). <http://www.eride.ri.gov/FileExchange/FredPublic.aspx>.

While Burrillville has higher proficiency percentages on the NECAP than Woonsocket, we will provide a strong elementary and middle school option for students to thwart the trend of lower Math and Writing scores eleventh graders are typically facing in the district.²¹ Evidence suggests that beginning in third grade, foundational skills are not being mastered by all students, leading to difficulty as they progress throughout middle and high school. We will use our extended literacy model to introduce students to informational texts in all content areas, particularly within science, and as mandated by the Common Core, to resolutely close the achievement gap that Burrillville students, like other Rhode Island students, experience in regards to science proficiency rates.

There have been great benefits and gains seen in schools that include urban and suburban sending districts. All students must be able to compete, learn, and challenge one another within academic and social environments to be successful in high school and college. Through results from mayoral academies such as Blackstone Valley Prep, Rhode Island Mayoral Academies (RIMA) Co-Founder and CEO Michael Magee knows that the urban suburban mix has provided students with a rich learning environment in which all students thrive, and we anticipate a similar advantage.²²

Meeting the Needs of the Community. We will implement the core elements that have shaped high performing urban schools’ achievement while adapting our model to meet the specific needs and articulated desires of our communities. Analysis of urban charter schools achieving exceptional, measurable results share a core set of common characteristics that drive our school design, educational program, and daily operations. The most predominant features include: a firm belief that all students can learn and achieve at high levels; a clear, outcome-focused, college preparatory mission, understood by all, and evidenced throughout the school; a highly visible leader ensuring that all stakeholders are focused on an ambitious, college preparatory mission; a structured learning environment and sound operating principles; a discipline code enforced by all; school-wide practices which promote continuity across classrooms; a strong curricular focus on skill mastery leading to conceptual application; frequent, rigorous, standards-based assessments with data to drive instruction; an extended school day with prioritized focus on the core subjects and teacher development; and clear, frequent communications with families.²³

As stated in Rhode Island’s Strategic Plan for Education 2010-2015, “Our major goal, the primary objective that we are all working toward, is to ensure that all Rhode Island students are ready for success in college, careers, and life. We propose that, by 2015, at least 85 percent of all Rhode Island students will graduate with a Regents diploma, which will signify that they have demonstrated proficiency in their core academic subjects and that they are ready to succeed in postsecondary education and in a challenging career.”²⁴ Commissioner Gist has identified priorities for transforming public education to ensure that all students are ready for success. State priorities directly align with RISE Mayoral Academy’s mission and our academic design.

RIDE Strategic Plan Priority	RISE Mayoral Academy Model	School Program & Design
Ensure Educator Excellence: Every student must have highly effective	We will recruit high quality teachers who are deeply invested in student achievement, aligned to our mission,	All staff at RISE Mayoral Academy will attend four weeks of professional development in August 2015 and each year thereafter. Throughout the year, all teachers

²¹ Rhode Island Education Data Reporting, Burrillville School District, <http://infoworks.ride.ri.gov/district/burrillville>

²² Mayoral Academies, by design, are regional schools typically serving three sending district and creating an urban/suburban student population through their lottery setup. RIMA and Blackstone Valley Prep have found that there are significant advantages both academically and socially to the diversity among demographics found in mayoral academies.

²³ Compiled by Building Excellent Schools.

²⁴ Transforming Education in Rhode Island Strategic Plan 2010-2015: <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Additional-Information/RISEStrategicPlan.pdf>.

<p>teachers. Every school must have a highly effective leader. We must support educators throughout their careers.</p>	<p>and have a desire to grow professionally. Lead Founder, BES Fellow, and proposed Head of School Rosalind Murphy is trained by and will be continuously supported through BES, a highly respected national organization that has delivered strong academic results within high poverty, diverse communities and has grown exceptional leaders nationally.</p>	<p>will be observed by school leadership at least once each week, with a follow-up debrief meeting on areas for growth. All teachers will have 2 hours of weekly professional development around curriculum, instruction, assessments, and school culture. Throughout the year, teachers will have 32 additional full days of targeted professional development. The Leadership team will attend several trainings together throughout the year delivered by Building Excellent Schools.</p>
<p>Accelerate All Schools Toward Greatness: Rhode Island must not allow failing schools to exist. Leadership must be responsible for quality improvement. Communities must commit to supporting high quality schools.</p>	<p>Our mission states that all students K-8 will be prepared to succeed in college. Our high expectations culture for both adults and students in the school will consistently and effectively strive for excellence each day.</p>	<p>RISE Mayoral Academy will constantly assess student achievement and evaluate individual teacher performance. As outlined in our Accountability Goals, students will achieve high proficiency and advanced performance rates as measured by state assessments, demonstrate on and above grade level reading as measured by national reading assessments, as well as high rates of proficiency on frequent, standards-based internal assessments. Leadership will be present in classrooms, hallways, and in the school community, ensuring that the quality and expectations remain high. As a founding team, we will engage in community outreach to create a strong partnership with families and stakeholders, and invest all in our ambitious mission and vision for the students of RISE Mayoral Academy.</p>
<p>Establish World-Class Standards and Assessments: Standards must be clear, high, and internationally benchmarked. We must hold all educators and students to high expectations. We must hold schools accountable for student achievement.</p>	<p>Students will be assessed based on their proficiency towards the Rhode Island Education Learning Standards as well as the Common Core Standards that will be implemented in every subject. Students will be prepared for success on the NECAP and the PARCC assessments.</p>	<p>The Head of School will train all staff on the development of assessments and curriculum aligned to national and state standards. The staff will have a total of 32 days of professional development each year. We have established ambitious accountability goals in each core subject at each grade level, with absolute, longitudinal, and comparative measures using state and national assessments. We will benchmark internal assessments to the standards and the ambitious assessments required as part of a college preparatory education. The Head of School will be evaluated by the Board in light of reaching explicit performance-based accountability goals. Instructional staff will be evaluated by the Head of School in light of reaching those same goals. The standard-based learning objective and essential question for daily lessons will be posted visibly in every classroom for teachers and students to reference and for leaders and community visitors to see.</p>
<p>Develop User-Friendly Data Systems: Everyone must have access to usable data. Data must be relevant, timely, and practical. Data systems must drive continuous improvement.</p>	<p>At RISE Mayoral Academy, data will drive instructional decisions and students supports. We will use a clear data management platform such as Kickboard to gather data on reading progress and standards-mastery, and will allow for streamlined analysis. Teachers will be aware of areas in which students may need individualized supports as well as where students have reached mastery of the standards. Leadership will also collect data around school culture, both adults and students, as well as teacher performance.</p>	<p>RISE Mayoral Academy’s annual calendar provides 32 professional development days, 12 of which are dedicated to strong focus on data analysis and action planning from the data. On these days, students are not in school and teachers and staff are focused on the analysis of gathered data and creating action plans to inform instruction, and systems to share data with families.</p>

The strategic plan and goals are directly informed by the goals set out in Rhode Island's Race to the Top application.²⁵ Through its design and educational program, RISE Mayoral Academy proposes to be part of Rhode Island's work of reaching these goals and priorities, ensuring that all students have the foundational academic skills, work ethic, and character necessary to achieve at high levels in elementary and middle school, setting them up for success in high school, college, and life. Commissioner Gist reminds us that if America is going to lead the world in the 21st century, we need to create excellent schools, and Rhode Island can be a leader in this work. Currently, students are not achieving proficiency and, therefore, falling short of the goals set out by the Rhode Island Department of Education. RISE Mayoral Academy is determined to prepare all students to be successful in college and engaged 21st century citizens who have the knowledge, skills, integrity, and professionalism to serve as productive and engaged community members.

COMMUNITY SUPPORT

RISE Mayoral Academy is committed to being part of the fabric of the communities of Woonsocket, North Smithfield, and Burrillville, working with families and local organizations and businesses to provide a quality K-8 school. Productive discussions regarding community needs and partnerships have been ongoing since July 2013. We plan to work closely with businesses and community stakeholders to ensure that our academic and programmatic design is meeting the needs of our target communities and have been working diligently to foster partnerships that will benefit our students. Identifying the needs and aligning our school model are an outcome of early outreach efforts, conversations and meetings. There has been an accelerated effort beginning in January 2014 to reach out to organizations, businesses, human services, preschools, and daycares to share our mission and vision and learn about the educational challenges and strengths families experience in their respective communities. Every Tuesday and Thursday during the month of March, Proposed Head of School Rosalind Murphy hosted two-hour RISE Mayoral Academy information sessions for prospective families and interested community members. Ms. Murphy provided informational resources for families at many organizations that serve the community and particularly families and children. See **Voluntary Attachment A** for Community Outreach List.

We will continue to engage the community in the development of the school, first through our governing Board that represents the wide interests of the communities through its membership and through continued partnership with local stakeholders. We will form a family council that will meet monthly with the Head of School, and who will be invited to meet annually with the Board. We will conduct annual Family Surveys, results of which will be analyzed at the management and governance levels to ensure that family input on our growth and efficacy informs our ongoing work.

RISE Mayoral Academy plans to establish relationships with businesses, nonprofits, and other community partners as part of our mission to teach students how to be engaged community members. Through a series of events in the community and local service opportunities, students in grades seven and eight will work with community members to practice contributing behaviors that will translate into the communities of their high schools and colleges.

Voluntary Attachment B provides letters of community support gathered prior to submission from some of the organizations and individuals with whom we have met or spoke with regarding RISE Mayoral Academy. Letters of support for RISE Mayoral Academy include:

- Mayor Baldelli-Hunt, Mayor of Woonsocket

²⁵ Race to the Top Application: Rhode Island. <http://media.ride.ri.gov/commissioner/RTTT/Combined-Narrative-FINAL-0527.pdf>

- Paulette Hamilton, Town Administrator, North Smithfield
- Anne Conway, Director, Museum of Work and Culture, Woonsocket
- Mary Varr, Executive Director, Woonsocket Head Start
- Reverend Gerald Finnegan, St. Charles Borromeo
- Jeremy Chiapetta, Executive Director, Blackstone Valley Prep Mayoral Academy
- Susan Grislis, Executive Director, Project LEARN
- Bridget Bennett, Vice President, NRI Community Services, Woonsocket
- John Gregory, President, Northern Rhode Island Chamber of Commerce

III. GOALS

RISE Mayoral Academy will use Rhode Island’s Charter School Performance Review Handbook to evaluate our progress, growth, and accountability plan. We will meet or exceed all targets stated in the Handbook. The Office of Transformation uses the Charter School Performance Review Handbook to identify the goals and targets of the Rhode Island Department of Education as they carry out evaluations of charter schools. The Handbook provides three standards of accountability: academic success, appropriate conditions for success, and viability of the organization. Each has sub-standards and indicators that provide schools with a clear path to achieve each standard.

Academic Success Standard. This standard measures a school’s performance on the state assessment²⁶ in regards to outperforming sending districts and demographically similar districts, level growth of students in comparison to the state, ELL student growth on ACCESS, progress on mission-specific educational goals, and federal and state required academic performance targets.

Appropriate Conditions for Success. When evaluating whether or not a school has the appropriate conditions for success in place, the Office of Transformation will review the leadership, Board governance, curriculum and instruction, policies and procedures, hiring and recruiting, health and safety, family engagement, communication policies, and other operational elements that provide the appropriate environment and conditions for success.

Viability of Organization. A critical piece of the Performance Review evaluates the school’s viability and strength as an organization, focusing on fiscal health, absenteeism, parent satisfaction, pupil enrollment processes, adherence to the legal obligations regarding ELL students and students with disabilities, adherence to state and federal reporting and regulatory compliance obligations, and progress towards school-specific organizational and management performance goals. Accountability to clear, measurable goals aligned with our ambitious mission is a major driver of achievement. A comprehensive assessment system drives achievement by ensuring that all stakeholders are aware of individual, class, subgroup, and school performance results. Our goals and objectives meet or exceed minimum state standards and improve student learning at all grade levels and in all core content areas. Goals and objectives align with our mission to provide a rigorous academic program to prepare all students for college. RISE Mayoral Academy will use a series of performance-based academic goals using absolute, comparative, and longitudinal measures to assess our progress towards and fulfillment of these goals.

ACADEMIC PROGRESS

GOAL 1: Students achieve mastery in Reading Language Arts.

²⁶ All language for goals and metrics aligns with the current state testing system. As Rhode Island may formally adopt the PARCC or other national assessment, we will adjust all metrics and language accordingly.

Absolute Measure 1.01: In Y1,²⁷ 90% of students in kindergarten will read at Step 3 by the end of the school year, demonstrating first grade reading readiness as measured by the Strategic Teaching and Evaluation of Progress (STEP) literacy assessment.²⁸ **Absolute Measure 1.02:** In Y2,²⁹ 90% of students in grade one will read at Step 6 by the end of the school year, demonstrating second grade reading readiness as measured by STEP. **Absolute Measure 1.03:** In Y3,³⁰ 90% of students in grade two will read at Step 9 by the end of the school year, demonstrating third grade reading readiness as measured by STEP. **Growth Measure 1.04:** In all years, 90% of students will grow a minimum of three steps of reading growth per year as measured by the STEP literacy assessment each year as tested. **Growth Measure 1.05:** Each subgroup will meet gap-closing targets as identified in Rhode Island’s Charter School Performance Review Handbook and Accountability Plan in Reading/Language Arts and as measured by the state assessment. **Absolute Measure 1.06:** 90% of all students who have attended the school for two or more years will score Proficient or Advanced in Reading/Language Arts on the state assessment. **Comparative Measure 1.07:** All students who have attended the school for two or more years, on average, will attain proficiency rates in Reading/Language Arts 5% higher than the surrounding district average, similar school average, and state average as measured by the state assessment. **Growth Measure 1.08:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students in Reading Comprehension on NWEA MAP³¹, or a similar nationally norm-referenced test, will average a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75. **Absolute Measure 1.09:** 85% of all students who have attended the school for two or more years will score Proficient or Advanced on the state Writing Assessment in grade 5. **Comparative Measure 1.10:** All students who have attended the school for two or more years, on average, will attain proficiency rates in Writing 5% higher than the surrounding district average, similar school average, and state average as measured by the state assessment in grade 5.

GOAL 2: Students achieve mastery in Mathematics.

Growth Measure 2.01: Each subgroup will meet gap-closing targets as identified in Rhode Island’s Charter School Performance Review Handbook and Accountability Plan in Mathematics and as measured by the NECAP. **Absolute Measure 2.02:** 90% of all students who have attended the school for two or more years will score Proficient or Advanced in Mathematics on the state assessment. **Comparative Measure 2.03:** All students who have attended the school for two or more years, on average, will attain a proficiency rate in Mathematics at least 5% higher than the surrounding district average, similar school average, and state average as measured by the state assessment. **Growth Measure 2.04:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among students in Mathematics on NWEA MAP or similar nationally norm-referenced test, averages a minimum of five (5) percentiles of growth per year until the average percentile score reaches 75.

GOAL 3: Students achieve mastery in the Sciences.

Growth Measure 3.01: Each subgroup will meet gap-closing targets in Science according to RIDE as adopted and RISE Accountability plans and as measured by the state assessment.

²⁷ We will maintain this same annual goal of 90% of kindergarten students performing at Step 3 for each year of the charter term.

²⁸ STEP, developed by the University of Chicago Urban Education Institute (UEI) enables educators to implement a developmental approach to teaching reading using evidence to inform instruction. STEP has evolved into a powerful reading and assessment program used in 21 states and 39 cities. <http://uchicagoimpact.org/step>.

²⁹ We will maintain this same annual goal of 90% of all first grade students performing at Step 6 for each year of the charter term.

³⁰ We will maintain this same annual goal of 90% of all second grade students performing at Step 6 for each year of the charter term.

³¹ We will use the NWEA MAP assessment to provide national comparison with national cohort and similarly missioned and demographic schools.

Absolute Measure 3.02: 75% of all students who have attended the school for two or more years will score Proficient or Advanced in Science on the state assessment. **Comparative Measure 3.03:** All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Science at least 5% higher than the surrounding district average, similar school average, and state average as measured by the state assessment.

GOAL 4: Students achieve mastery in Social Studies.

Growth Measure 4.01: Each subgroup will meet gap-closing targets in Social Studies according to RIDE as adopted and RISE Accountability Plans and as measured by the state assessment.

Absolute Measure 4.02: 75% of all students who have attended the school for two or more years will score Proficient or Advanced in Social Studies on the state assessment. **Comparative Measure 3.03:** All students who have attended the school for two or more years will, on average, attain a rate of proficiency in Social Studies at least 5% higher than the surrounding district average, similar school average, and state average as measured by the state assessment.

Each goal and all measures are aligned to our ambitious mission of achieving academic success for every student. We recognize that no single assessment will provide the complete picture of student academic progress. With the standardized measures noted, we will use a series of formal interim assessments aligned to the grade level and in support of literacy development in early grades and college preparatory studies in middle grades.

ORGANIZATIONAL STRENGTH

The school'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.

GOAL 5: The school demonstrates fiduciary and financial responsibility.

Measure 5.01: External, annual audit reports will demonstrate that the school meets or exceeds professional accounting standards. **Measure 5.02:** Budgets for each academic year will demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets.

GOAL 6: The school is fully enrolled, with high levels of attendance/re-enrollment.

Measure 6.01: The school's waiting list will equal 50% of kindergarten enrollment annually.

Measure 6.02: 90% of students who begin the school year will remain throughout the year.

Measure 6.03: 90% of students completing the school year will re-enroll the following year.

Measure 6.04: The school will average 95% (+) daily student attendance annually.

GOAL 7: Parents are satisfied with academic program and communication.

Measure 7.01: 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.

Measure 7.02: 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.

GOAL 8: The Board of Directors provides effective school oversight.

Measure 8.01: The Board will conduct formal annual review of the Head of School. **Measure 8.02:** Board will conduct an annual self-evaluation to assess the Board’s strengths/weaknesses. **Measure 8.03:** Board will conduct formal annual review of Bylaws and policies. **Measure 8.04:** Board will conduct formal annual review of school’s strengths/weaknesses.

IV. EDUCATIONAL PROGRAM

(a) Guiding Principles

“Aristotle said that we can demonstrate the possible by studying the actual.”³² The leadership of RISE Mayoral Academy has closely observed the highest performing charter schools across the nation to develop our educational philosophy and program. These schools, all serving student populations with similar demographics as those of Woonsocket, are demonstrating consistently high outcomes on literacy, state, and national assessments. Our design draws deeply from the academic programs, school cultures, and operational systems of these schools to deliver student achievement for students in Woonsocket and surrounding communities, and particularly those residing in Constitution Hill, Fairmount, and Main Street. With research-based and practice-proven best practices, students will demonstrate mastery of rigorous Common Core State Standards (CCSS) and will be prepared for competitive high schools, firmly on the road to college.

Three foundational beliefs inform RISE Mayoral Academy’s educational philosophy. (1) All students can achieve at high levels. (2) College preparation starts in kindergarten. (3) Character education has a significant impact on educational achievement.

1. All students can achieve at high levels.

All children, regardless of race, home language, or socioeconomic status, can achieve at high levels. All students can be prepared to enter and succeed in college, and every child should have access to a high quality public education. Urban schools are often faced with the challenges students bring with them from outside the school that can ultimately cause students to fall behind and create an academic achievement gap when compared with the academic performance of their suburban counterparts. Despite these obstacles, there are increasing numbers of schools that are successfully educating economically and socially disadvantaged students. Through the Building Excellent Schools Fellowship, Lead Founder and proposed Head of School Rosalind Murphy has closely studied over 35 high performing urban charter schools across the nation.

Modeled after the design and best practices of schools such as Equitas Academy (BES school, Los Angeles, CA), North Star Academies (Newark, NJ), Brooke Charter Schools and Excel Academy Charter Schools (BES schools, Boston, MA), Purpose Preparatory (BES school, Nashville, TN), DC Preparatory (Washington, DC), and Blackstone Preparatory Mayoral Academies (Rhode Island),³³ RISE Mayoral Academy will provide a rigorous curriculum and a culture of urgency, accountability, and high expectations. Students can and will achieve if the bar is set high and if students are provided with the structures and supports to meet that bar. Our design and expectations align with the charter school purpose presented in Rhode Island Charter School law: to “provide high-performing educational opportunities to public school students.”³⁴

We believe in the value of family and community involvement and its relationship to student

³² Carter, Samuel Casey. *No Excuses*. Washington, DC: The Heritage Foundation (2000).

³³ Each school outperforms local schools and all are competitive with state averages. All serve low income, at risk students.

³⁴ Rhode Island Charter Law.

achievement. We are honored to serve families by educating their children, and we see them as partners in our work. Elementary schools with strong parental involvement are ten times more likely to improve in math and four times more likely to improve in reading than schools weak on this measure.³⁵ We will be a welcoming environment for families and we will: frequently reach out through Home Visits to all new families; annual Orientations for all returning families; daily (K-3) and weekly (4-8) behavior logs; an online system in which families can readily access their children's progress; and frequent opportunities for parents and guardians to meet with teachers and leadership, including during our weekly Community Circles.

To close the achievement gap, we will strategically use data collected from a variety of sources to make informed decisions on instruction, interventions, and student supports. We will use data from summative assessments such as the NECAP, and will supplement these with more formative measures, externally and internally created. Assessments such as NWEA MAP, STEP Literacy Assessments, the Achievement Network Interim Assessments (ANet), and other internal assessments such as activators, exit tickets, homework, writing samples, and performance-based interim assessments will provide the detailed data we need throughout the year to make real-time decisions and support strong learning outcomes. To ensure that we have the dedicated time to analyze and action plan from key formative data during the year, we will have 32 Professional Development Days annually, including regular data analysis³⁶ after all major assessments. Staff will have the professional training, support, and time to analyze data and develop action plans for remediating and enhancing skills and content knowledge, and to plan for all students' needs.

2. College starts in kindergarten.

Studies show that only 1 in 10 students from low-income communities will graduate from college.³⁷ We will change this statistic for local students by providing a quality public K-8 educational option that is not dependent on a family's ability to afford a private school education.

Woonsocket, like many Rhode Island cities and towns, has been known as a mill city, and the emphasis for generations has been on a labor force that required minimal education. That world no longer exists. In a world where a college education provides academic, professional, and financial opportunities, it is imperative that starting in the earliest years of schooling, students in Woonsocket, North Smithfield, and Burrillville have access to a K-8 public school that prepares them for the rigors of a college preparatory high school, and that sets them firmly on the road to college. We will provide an academic and cultural environment in which students graduate and are ready to compete academically and economically. To prevent the growing achievement gaps that occur by the end of fifth grade as students move into middle and high school, a common current trend in Woonsocket elementary schools, the path to college for students at RISE Mayoral Academy will begin in kindergarten and the elementary grades.

Through establishing and using common language, chants, and rituals that celebrate academic achievement leading towards success in high school and college, all students will see and hear from leaders, teachers, and one another that they are college-bound. The walls and hallways will promote a college-bound culture through banners, pennants, and bulletin boards depicting the colleges of staff members. We will work closely with families to share a common vision of college for their children, and we will leverage colleges within the state of Rhode Island, such as Brown

³⁵ Bryk, A., et al. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press, 2010.

³⁶ Modeled after Achievement First Network. Lead Founder Rosalind Murphy observed this practice in October, 2013.

³⁷ Mortenson, Tom. "Family Income and Higher Education Opportunity," *Postsecondary Education Opportunity*, 2005.

University, Roger Williams, University of Rhode Island, Providence College, and Rhode Island College, to expose our students to higher education through visits and guest speakers. Students will continue to internalize our college-bound mission by verbalizing our college preparatory mission, serving as members of homerooms that are labeled with college names, creating college chants for community meetings, and visiting colleges and universities with their class.

Research shows that the use of rigorous, ambitious, and challenging instruction is highly predictive of a school's success.³⁸ Our academic program will be aligned with the Common Core and prepare students for the NECAP as well as PARCC as implemented and students will have access to the instruction, content, skills, and rigor necessary to be successful in high school and ultimately college. Through an intensive focus on literacy and math and the implementation of daily academic supports, we will ensure mastery of foundational skills and content knowledge. Our model is built on research and best practices of high performing, high expectation charter schools nationwide. These schools have demonstrated that all students regardless of race or socioeconomic status can achieve at high levels when the bar for rigor is consistently held high.

We believe that motivating students through engaging curriculum and instruction is one of the most effective ways to increase academic achievement.³⁹ To provide highly effective instruction, we will recruit and develop exceptional teachers who will deliver instruction that is standards-based, rooted in the Common Core, and horizontally and vertically aligned at and across the grade levels. Teachers will use a high level of rigor in all instructional planning to keep all students engaged and to promote strong outcomes. Leadership will train teachers to strategically use data from standards-based formative assessments, and will provide staff with the time and resources to reflect on and implement action plans based on their findings. Our small class size (27), two teacher model in grades K to 2 will allow teachers to develop strong relationships with students and maintain a small student to teacher ratio (9:1) during all literacy and math instruction, both of which strongly correlate to student success.⁴⁰ Teachers will exemplify a growth mindset for all students, knowing that academic achievement is possible for every student through hard work, and that intelligence is not an innate quality that only a few possess.⁴¹ Teachers will receive daily coaching and instructional modeling, common planning time with their colleagues as part of their daily schedule, and weekly one-on-one meetings to support teacher growth and student outcomes.

Literacy proficiency is vital to accessing an excellent education. Approximately 42% of elementary students in Woonsocket are not proficient in reading. At Coleman Elementary, 68% of third grade students are not proficient. Research indicates that “[a]cademic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of third grade. A person who is not at least a moderately skilled reader by that time is unlikely to graduate from high school.”⁴² Placing an instructional and financial emphasis on the value of literacy, two high capacity teachers in every K-2 classroom will ensure that all students have the small group support and individualized attention needed to succeed.

Each literacy block will involve a combination of whole group read aloud, and small group rotations. To maintain a small 9 to 1 student to teacher ratio, students will rotate in groups of 9 between three stations: (1) a teacher-led station using *Reading Mastery*⁴³ to teach phonics and

³⁸ Bryk, A., et al. *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press, 2010.

³⁹ Lemov, Doug. *Teach Like a Champion*. San Francisco, CA: Jossey-Bass, 2010.

⁴⁰ Goodwin, B. *Changing the odds for student success*. Denver, CO: Mid-continent Research for Education and Learning, 2010.

⁴¹ Dweck, Carol. *Mindset: The New Psychology of Success*. New York: Ballantine Books, 2003.

⁴² Annie E. Casey Foundation, 2010.

⁴³ Reading Mastery is proven to help students decode and comprehend the meaning of text. The program is commonly used at high performing

fluency, (2) a teacher-led station using short story reading work with a focus on text comprehension and reading with fluency, and (3) an independent student-led literacy station with an adaptive computer program such as Lexia to reinforce phonics and comprehension. Additional literacy work will include writing, with a focus on handwriting, grammar, idea development, and text-based, analytical responses. All literacy rotations will use a “balanced and comprehensive approach that includes the explicit, systematic teaching of phonemic awareness and phonics as well as an abundance of rich and varied literature and writing practice.”⁴⁴

Since we know that more time equals more learning and practice, we will provide 210 minutes of daily literacy instruction in grades K-2, 180 minutes of daily literacy in grades 3-4, and 90 minutes in grades 5-8 as students increasingly access college preparatory content, and are prepared for success with a strong foundational literacy core already established.

According to the 2011-2012 NECAP, 84% of all eleventh graders at Woonsocket High School were not proficient in math. To close the mathematics gap and prepare students to achieve at high levels in high school math, we will focus on the foundation in the early elementary and middle school years. In all grades, students will receive 75 minutes of daily math instruction so that they are prepared for a full year of algebra study in eighth grade. To develop conceptual understanding, we will use research-based curriculum such as *Everyday Mathematics* for all grades, and *Everyday Counts* Calendar Math (Houghton Mifflin Harcourt) as a resource for daily K-2 Math Meetings. Our math block will be divided between scripted curriculum from *Everyday Mathematics* and additional practice in problem-solving and fluency created by teachers.

K-5 curriculum will provide students with a strong foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals, and will introduce students to mathematical concepts and procedures. In grades 6-8, students will apply these skills to geometry, probability and statistics, and pre-algebra and will have the foundation for a full-year algebra course in the grade 8.

Research continuously shows that high achieving schools have more instructional time than low achieving schools.⁴⁵ To put all students on the track to college, additional instructional time will allow us to provide our students, many of whom will enter behind grade level, with foundational academic skills and content in the lower grades and the opportunity for advanced work in the upper grades. We will have an extended day (7:30am - 3:55pm) to ensure that all students are academically prepared for high school, and to ensure that we have the instructional time to develop the character foundation and commitment to being a positive, contributing member of the community that will allow students to succeed in and outside of the classroom.

3. Character education has a significant impact on educational achievement.

Character development can and must be taught in order for students to be successful in high school and college. Our mission is to equip students with the academic skill set to gain admission to competitive high schools and colleges, and with the character traits that will allow them to succeed in the face of adversity. According to studies that correlate grit and academic success, results affirm that “grit positively predicts achievement in challenging domains over and beyond mere talent. That grit—the tendency to pursue long-term challenging goals with perseverance and passion—[is] correlated with Black male collegians’ grades, holding all other factors constant,

charter schools nationwide to teach the core components of literacy in grades K-1. <http://www.mcgraw-hill.co.uk/sra/readingmastery.htm>.

⁴⁴ Honing, Bill. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 2001.

⁴⁵ Dobbie, W., and R. Fryer. “Getting Beneath the Veil of Effective Schools.” (Working Paper No. 17632). 2011.

underscores the significance of this trait to achievement.”⁴⁶ We will provide a school culture based upon and an explicit character education informed by our RISE values of Respect, Integrity, Self-determination, and Excellence – values proven to lead to the academic and life success at the heart of our ambitious college preparatory mission.

To make character development measurable, teachers will evaluate students weekly (K-4) and bi-weekly (5-8) on a character report card that specifies students’ demonstration of the RISE values. **Respect** - We are kind to and supportive of others and know that every person is worthy of dignity. **Integrity** - We do the right thing because it is the right thing, and that is who we are. **Self-Determination** - We know that hard work will make anything possible. **Excellence** - We give everything our very best, and know that excellence is a learned habit.

Language on the RISE values will permeate every classroom throughout the day, and the discipline system is based on a student’s ability to demonstrate RISE values while s/he remains on task academically. Inspired by the work of Edward Brooke Charter Schools and Excel Academy Charter Schools, two of the highest performing elementary and middle school networks in Massachusetts, we know that in addition to teaching academics, public schools must teach their students the values they will need to succeed in life. We will teach and model these values within the framework of the curriculum, homerooms, and daily school-wide Morning Meeting. Weekly, students will participate in a character and community class in which they will discuss, practice, and reflect on the traits, mindsets and actions that all successful college students and engaged community members demonstrate. Each month we will focus on one character value and one community component. Each will be taught in several ways over a four-week period. For example, in week one we will focus on what the value means; in week two, what it looks like in practice; in week three, how to demonstrate it; and in week four, a summary activity internalizing the value. As students enter the middle school grades, their character and community work will focus on overcoming obstacles, and adversity to be successful and persistent in college, and how to serve a larger community such as the school, city, or state.

We will explicitly teach meaningful and contributing behaviors of engaged community members within students’ ever expanding communities. We believe that it is our job as educators to enforce the ideals of the community and teach our students what it means to be a positive, contributing member of the community, that their actions can impact others both positively and negatively, and that they are always part of a larger group of people outside of themselves.

- In K-2, the community will consist of the classroom. Teachers will model, practice, and focus on how students are expected to act and interact with respect and integrity within the classroom.
- In grades 3-4, the community will consist of the grade to which each student belongs. In weekly Morning Meetings, students will share ways in which they are contributing or working towards bettering their grade community through academics, behavior, and RISE values.
- In grade 5-6, the community will consist of the entire school. Staff will involve students as mentors and role models for the lower grades.
- In grades 7 and 8, the community will expand beyond the school to include Woonsocket, North Smithfield, Burrillville, and the state. Students will work outside of school to understand the meaning of being engaged community members who contribute to the place in which they reside. In seventh grade, students will create and develop projects that contribute to the

⁴⁶ Strayhorn, Terrell L. "What Role Does Grit Play in the Academic Success of Black Male Collegians at Predominantly White Institutions?" *Journal of African American Studies* (2013): 1-10.

communities in which they live, and in eighth grade, as students prepare to transition into high school, their community will become the State of Rhode Island as a whole.

This gradual development of community contribution will instill a sense of responsibility for positive, values-based community engagement, as students matriculate into the high schools of their choice, and demonstrate the RISE of Woonsocket in all communities in which they reside.

(b) Curriculum and Coursework

Our curriculum is driven by a combination of the Rhode Island Curriculum Frameworks and the Common Core State Standards (CCSS) to prepare students for the NECAP state assessments and the PARCC national assessment as implemented in 2014-15. The Head of School will train teachers to use a Curriculum Alignment Template (CAT)⁴⁷ to ensure that all assessments, unit plans, and lessons are aligned to rigorous state and national standards. Teachers will use questions from the NECAP, PARCC, and sample performance tasks from the CCSS to provide rigorous and fully aligned instruction. Some curricular resources will be purchased based on a proven track record of success, while other materials will be created internally to best suit the needs of our students and the mandate of our ambitious mission. The Head of School will provide teachers with clear standards and the professional training and tools necessary to break down the standards into rigorous and measurable objectives and fully aligned internal assessments.

Curriculum will be a blend of internal and commercial resources. All resources will be aligned with the Rhode Island Academic Standards and the Common Core State Standards (CCSS) and will prepare students for the NECAP and PARCC assessments. We will draw heavily on resources shared by high performing charter schools across the country and professional connections made at over 35+ excellent school visits as part of the Building Excellent Schools Fellowship. Our model and practices have been adapted from proven techniques of successful schools studied and directly observed during the BES Fellowship. In turn, we will foster an environment of collaboration and sharing of best practices among teachers and other schools within Rhode Island.

Below is a brief overview of the proposed core academic curriculum materials followed by a description of the approach and core components.

Core Academic Curriculum Outline and Materials K-8

Core Academic Curriculum Materials K-8				
	Language Arts	Mathematics	Science	Social Studies
K	Phonics: SRA Reading Mastery Writing: Handwriting Without Tears, Step Up to Writing Read Aloud: Text Talk Independent Practice: Lexia	Everyday Counts Calendar Math, Everyday Mathematics	Full Options Science System (FOSS)	Core Knowledge History and Geography
1	Phonics: SRA Reading Mastery	Everyday Counts Calendar Math,	Full Options Science System (FOSS)	Core Knowledge History and Geography

⁴⁷ The CAT was developed by Roxbury Preparatory Charter School. Ms. Murphy received training on this technique as part of the Building Excellent Schools Fellowship from Roxbury Prep Curriculum Director Sara Lynch.

	<p>Writing: Handwriting Without Tears, Step Up to Writing</p> <p>Read Aloud: Text Talk</p> <p>Independent Practice: Lexia</p>	Everyday Mathematics		
2	<p>Phonics: SRA Reading Mastery</p> <p>Writing: Step Up to Writing</p> <p>Read Aloud: Text Talk</p> <p>Independent Practice: Lexia</p>	Everyday Mathematics	Full Options Science System (FOSS)	Core Knowledge History and Geography
3	<p>Phonics: SRA Reading Mastery (as needed)</p> <p>Writing: Step Up to Writing</p> <p>Literature: Junior Great Books</p>	Everyday Mathematics	Full Options Science System (FOSS)	Core Knowledge History and Geography
4	<p>Literature: Junior Great Books, Great Books (advanced readers)</p> <p>Writing: Step Up to Writing</p>	Everyday Mathematics	Full Options Science System (FOSS)	Core Knowledge History and Geography
5	<p>Literature: Junior Great Books, Great Books (advanced readers)</p> <p>Writing: Step Up to Writing</p>	Everyday Mathematics	Internally created, aligned to National Science Standards, PARCC and NECAP	Internally created curriculum aligned with CCSS
6	<p>Literature: Internally selected fiction and nonfiction texts</p> <p>Writing: Created internally with a focus on research, analysis and argumentative essays</p>	Internally created, aligned to CCSS, PARCC, and NECAP	Internally created, aligned to National Science Standards, PARCC and NECAP	HistoryAlive! & Internally created curriculum aligned with CCSS
7	<p>Literature: Internally selected fiction and nonfiction texts</p> <p>Writing: Created internally with a focus on research, analysis and argumentative essays</p>	Internally created, aligned to CCSS, PARCC, and NECAP	Internally created, aligned to National Science Standards, PARCC and NECAP	HistoryAlive! & Internally created curriculum aligned with CCSS

8	<p>Literature: Internally selected fiction and nonfiction books</p> <p>Writing: Created internally with a focus on research, analysis and argumentative essays</p>	Internally created, aligned to CCSS, PARCC and NECAP	Internally created, aligned to National Science Standards, PARCC and NECAP	HistoryAlive! & Internally created curriculum aligned with CCSS
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Character Education and Enrichment Curriculum Outline and Materials K-8

	Character Education/Community Engagement	Physical Fitness
K	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In K-2, the community will consist of the classroom. Teachers will model, practice, and focus on how students are expected to act and interact with respect and integrity.	Internally created, K-2 Physical Fitness will be based on movement, dance, obstacle courses, and how to be a part of a team.
1	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In K-2, the community will consist of the classroom. Teachers will model, practice, and focus on how students are expected to act and interact with respect and integrity.	Internally created, K-2 Physical Fitness will be based on movement, dance, obstacle courses, and how to be a part of a team.
2	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In K-2, the community will consist of the classroom. Teachers will model, practice, and focus on how students are expected to act and interact with respect and integrity.	Internally created, K-2 Physical Fitness will be based on movement, dance, obstacle courses, and how to be a part of a team.
3	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In grades 3-5, the community will consist of the grade to which each student belongs. In weekly Morning Meetings, students will share the ways in which they are contributing or working towards bettering their grade community through academics, behavior, and the school's values.	Internally created, 3-5 Physical Fitness will focus on learning the rules of and participating in team sports competition.
4	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In grades 3-5, the community will consist of the grade to which each student belongs. In weekly Morning Meetings, students will share the ways in which they are contributing or working towards bettering their grade community through academics, behavior, and the school's values.	Internally created, 3-5 Physical Fitness will focus on learning the rules of and participating in team sports competition.
5	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In grades 3-5, the community will consist of the grade to which each student belongs. In weekly Morning Meetings, students will share the ways in which	Internally created, 3-5 Physical Fitness will focus on learning the rules of and participating in team sports competition.

	they are contributing or working towards bettering their grade community through academics, behavior, and the school's values.	
6	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In grade 6, the community will consist of the entire school. Staff will involve students as mentors and role models for the lower grades.	Internally created, 6-8 Physical Fitness will consist of activities such as yoga, kickboxing, organized team sports, and ways to maintain a healthy lifestyle.
7	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In grades 7 and 8, community will expand beyond the school to include our local cities and the State of Rhode Island. Students will work outside of school to understand the meaning of being an engaged community member who contributes to the place in which s/he resides. In seventh grade, students will create and develop projects that contribute to our cities.	Internally created, 6-8 Physical Fitness will consist of activities such as yoga, kickboxing, organized team sports, and ways to maintain a healthy lifestyle.
8	Internally created and focused on our RISE core values. Students will learn, discuss and practice one core value for several weeks. Character Education will rotate weekly with Community Engagement which will be internally created. In grades 7 and 8, community will expand beyond the school to include local cities and the State of Rhode Island. Students will work outside of school to understand the meaning of being an engaged community member who contributes to the place in which s/he resides. In eighth grade, as students prepare to transition into high school, their community will become the state of Rhode Island as a whole.	Internally created, 6-8 Physical Fitness will consist of activities such as yoga, kickboxing, organized team sports, and ways to maintain a healthy lifestyle.

LITERACY K-2

The focus of our K-2 literacy program is to ensure that we build the strong foundational literacy skills necessary to succeed in grades 3-5 and in middle school as we move to literature and content areas. The core components of our program will include:

- **Read Aloud** will expose students to texts above their reading level using lessons that build content knowledge, teach vocabulary, and allow teachers to model comprehension skills. We will develop this curriculum internally.
- **Reading Comprehension** will help students to learn and practice new reading comprehension skills; we will create the curriculum internally and use the “I Do, We Do, You Do” method of instruction described below.
- **Guided Reading** will allow students to apply all of their reading skills independently, with support from the teacher; lessons will be generated using STEP data and targeting specific skills that require more support.
- **Phonics** will be delivered through the use of Reading Mastery (SRA/McGraw Hill), a scripted, sequenced curriculum that helps beginning readers identify letter sounds, segment words into sounds, blend sounds into words, develop vocabulary, and learn comprehension strategies. We have chosen this because of its effectiveness with general education students, remedial readers, and students with special education needs.⁴⁸

⁴⁸ Schieffer, C., et al. “An Analysis of the Reading Mastery Program: Effective Components and Research Review.” 2002.

- **Independent Literacy Practice/Independent Reading** will be based on the use of Lexia, an adaptive, independent, practice-based computer software program that has been successful in providing practice in phonics, decoding, and comprehension skills. We will also use the DEAR⁴⁹ program starting in kindergarten and carrying through grade 8 to foster silent, sustained independent reading time to increase literacy at each grade level.

Modeled after high performing schools such as Blackstone Valley Prep, North Star Academies, and BES school Equitas Academy, our literacy program will explicitly teach fluency in decoding and speaking, develop reading comprehension strategies, build academic vocabulary, and create a foundation for fiction and nonfiction analysis in all content areas. Students will engage in 210 minutes of daily literacy instruction between reading and writing in which they will work in whole groups and three small group rotations. Group 1 will be working with a teacher on Reading Mastery, Group 2 will be working with a teacher on guided reading, and Group 3 will work independently on an adaptive computer-based literacy program, and then will rotate through these reading stations. Groups will have 9 students to allow for more focused direct instruction with a smaller student-teacher ratio.

LITERACY 3-5

Literacy instruction will be split into two blocks - the first dedicated to reading comprehension, literature study, and vocabulary development, and the second focused on writing conventions and grammar. Independent Reading will be reinforced in grades 3-5 through a 30-minute period of silent reading of DEAR books that will occur during Excellence blocks at the end of the day.

LITERACY 6-8

In grades 6-8, students will continue to work with close reading strategies and move towards using text evidence to support arguments and inform analysis of both fiction and nonfiction texts. We will design the ELA curriculum internally, drawing from curricula from our colleagues at high performing district and charter schools, curriculum materials from the growing number of CCSS curriculum resources (e.g., Engage NY, Achieve the Core, Common Core Curriculum maps, RIDE CCSS curriculum modules), and curriculum resources from CCSS-aligned curriculum banks such as Better Lesson and Learn Zillion. To prepare our students for the PARCC, they will read a combination of classic and contemporary literature and a wide variety of rigorous informational texts that will often support our social studies and science curricula. Students will respond to texts in writing and in structured academic discussions such as Socratic seminars.

WRITING K-8

The goal of our writing program is for students to develop into strong writers of narrative, opinion/argument, and in response to fiction and non-fiction informational texts after mastering the granular mechanics, techniques, and skills of writing in beginning grades. We will use *Handwriting Without Tears* in K-1 to develop handwriting skills so that students are forming letters correctly and neatly, and writing clearly. In K-6 we will use Step Up to Writing, and will teach the writing process in a systematic way, using the writing workshop model of instruction: explicit instruction, frequent opportunities for practice and feedback, and a spiraled curriculum.⁵⁰ In grades 3-5, the *Step Up to Writing* curriculum will be supplemented by internally created curriculum and

⁴⁹ D.E.A.R. programs have been successfully implemented by high performing schools visited through the BES Fellowship, including Excel Academy (BES school) and Roxbury Prep in Boston, MA and KIPP Academy in Lynn, MA.

⁵⁰ Calkins, L., M. Ehrenworth, and C. Lehman. *Pathways to the Common Core: Accelerating Achievement*. 2012.

students will focus on organization, evidence, voice, and purpose. Our writing program will give students frequent opportunities in all grades and content areas to respond to open response questions, engaging a wide variety of specific audiences as outlined in the Common Core. Open response questions will be based on informational texts, creative prompts, or argument. In grades 6-8, writing curriculum will be created internally, and students will build on foundational skills by drafting and editing multi-page essays, in-depth responses to individual pieces of literature, multiple fiction and non-fiction genres, and conducting MLA-informed research writing.

MATHEMATICS K-5

In all grades, students will receive 75 minutes of math instruction daily so that they are prepared for a full year of algebra study in grade 8. We will use research-based, Common Core aligned curriculum such as Everyday Mathematics to develop conceptual math understanding and application and *Everyday Counts* Calendar Math for our daily K-2 Math Meetings. Our math block will be balanced between purchased curriculum and additional practice in problem-solving and fluency created internally by our teachers.

MATHEMATICS 6-8

K-5 curriculum will prepare students for middle school by providing students with a strong foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals, and will introduce students to mathematical concepts and procedures. In grades 6-8, students will move into applying these skills to geometry, probability and statistics, and pre-algebra so that students have the foundation to succeed in a full year of algebra study in grade 8. All mathematics curricula grades 6-8 will be internally written and aligned to the Common Core.

SOCIAL STUDIES K-8

In grades K-5, we will use Core Knowledge History and Geography, a PEARSON social studies curriculum aligned with the Common Core. Core Knowledge teaches key history and geography to provide background knowledge and social studies content that will connect to passages in literature and on state assessments. This program will support literacy comprehension and help to build a unified, solid base of academic knowledge. In grades 6-8, teachers will create curricula aligned by grade with the Rhode Island Education Standards as well as to the Common Core. Students in grades 6-8 will have access to HistoryAlive! which provides Socratic activities and lesson ideas that promote discussion, debate, and analysis.

SCIENCE K-8

The foundation of K-5 science will be taught using Full Options Science Systems (FOSS), a rigorous, standards-based curriculum that maximizes student learning and engagement with science in the world in which students live and through which students will develop and master knowledge and skills appropriate to their grade level. In grades 6-8, the science curriculum will be internally created and will require students to hypothesize, use the scientific method, conduct experiments of their own design, and present their findings professionally. The middle school curriculum will be aligned to the National Science Standards as well as the Common Core.

CHARACTER AND COMMUNITY EDUCATION

Our character program is based on four core values: Respect, Integrity, Self-determination, and Excellence. These RISE values will be broken down into units and lessons, commonly planned

by grade-level teachers. We will have a character and community class each Wednesday and lessons will rotate so that one week will be focused on character and the next week will emphasize being an engaged community member. We will teach to these character standards just as we teach to academic standards in our core academic classes. We will reinforce character and community lessons and themes during daily Morning Meetings and weekly Community Circles, which will allow students to see models of good character and discuss with their peers and teachers the benefits of demonstrating such traits. In the middle school, students will still have this class every Wednesday but it will be more project- and action-based and students will have a specific role for carrying out the RISE values in the school such as serving as a mentor to a younger student, or in the wider community such as organizing a food or clothing drive. We will also integrate character education into all aspects of our daily schedule. For example, teachers will assign RISE blocks to each class every morning and every afternoon to give students immediate feedback on their behaviors and a chance to celebrate success and reflect on ways to improve.

ENRICHMENT

Students will engage in Physical Fitness on Monday, Tuesday, Thursday, and Friday for 45 minutes each day. There will be no Physical Fitness classes on Wednesday which will be an early release day (2:00 pm) to allow for weekly staff professional development. As we grow as a school, we will expand our enrichment opportunities to include art, music, and language.

The curriculum outline and choices are based on proven results of high performing charter schools across the country using similar resources. Through the Building Excellent Schools Fellowship, Lead Founder and proposed Head of School Rosalind Murphy has had opportunity to closely study the approaches that successful schools have taken to launch and maintain a strong college preparatory academic program focused on literacy and math. While purchased curriculum choices somewhat vary from school to school, the decisions around how much time is dedicated to core components, enrichment, and character education are a result of studying the success and practices of these schools. RISE Mayoral Academy will offer approximately 90 more minutes of literacy instruction and approximately 30 more minutes of math instruction daily than offered in local public elementary and middle schools. The extended time in core academic areas will enhance the ability of all students to perform at or above grade level and be on the path to successful high school and college careers when they graduate in eighth grade, regardless of their entry levels.

OUTLINE OF STUDY

RISE Mayoral Academy emphasizes the importance of a strong foundation in reading, mathematics, and writing. While we will dedicate the most time to these subjects, we recognize that a true college preparatory school prepares students, as they mature, to be exposed to more course offerings. As our school and staffing grows we plan to include more enrichment and opportunities for students in language, and topics of interest during the middle school years. In middle school students will have required and choice enrichment classes. Below provides the Outline of Study with projected course offerings for all grades.

Outline of Study K-8

	Core Academic Subjects	Character Education	Enrichment
K	Language Arts (Reading, Writing) Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness

1	Language Arts (Reading, Writing) Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness, Art
2	Language Arts (Reading, Writing) Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness, Art
3	Language Arts (Reading, Writing) Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness, Art
4	Language Arts (Reading, Writing) Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness, Art, Music
5	Language Arts (Reading, Writing) Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness Art Music
6	English Language Arts Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness Art Music Language
7	English Language Arts Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness Art Music Language
8	English Language Arts Mathematics Science Social Studies	Character Education/ Community Engagement Class	Physical Fitness Art Music Language

ALIGNMENT TO COMMON CORE STANDARDS AND PARCC

At the planning level, leadership and teachers will integrate the Common Core Standards, Rhode Island Academic Standards, National Science Education Standards, and PARCC through the Curriculum Alignment Template (CAT). We will use sample PARCC questions when available as well as resources such as EngageNY to prepare our students for the complexity and rigor of CCSS assessments. Our selection of commercial resources such as *Reading Mastery*, *Everyday Mathematics*, and *Step Up to Writing* are directly aligned to the Common Core.

DEVELOPMENT AND MANAGEMENT OF CURRICULUM

School leadership will deliver the teaching standards during Summer Training, a four week intensive professional development prior to the start of the school year, and will model and instruct teachers on how to create rigorous and measurable objectives to enter into the CAT. The process by which we will create lesson plans from our standards-aligned curriculum is as follows:

STEP 1: Creating Academic Standards. In the planning year, the Head of School with the support of Building Excellent Schools will develop the school’s academic standards using Rhode Island Academic Standards, questions from the NECAP, PARCC and CCSS sample performance tasks. After establishing the standards, the Head of School will break each into clear and

measurable objectives including the skills necessary for students to master the objectives and complete an exemplar CAT. Standards and objectives will be used for training and modeling during summer professional development. The Head of School will model the process and show exemplar objectives from the standards to guide teachers through the process and build capacity.

STEP 2: Plan for Instruction and Assessments. In our first year of operation the Head of School⁵¹ and founding teachers will complete the CAT, with standards, objectives, and assessments as a team during a four week summer orientation. This will ensure that norms, expectations, and rigor are consistent across all three kindergarten classes. As the school grows, summer training will be divided into elementary (K-4) and middle (5-8) schools to complete the CAT for the year with K-4 working in grade teams, and 5-8 working in content teams. Within the CAT, teachers will complete details about how they will teach and assess mastery of the standards. The Head of School will evaluate the CAT and provide feedback for the grade teams. We believe in the role of strategic, standards-based backwards planning to support strong academic outcomes, and will write all internal assessments before planning the unit or lesson plans, identifying the skills and content knowledge we expect our students to master by certain dates throughout the school year.

STEP 3: Unit Planning. All teachers will create unit plans with guidance and support from leadership. Unit plans will be submitted two weeks prior to implementation of the unit in order to allow time for feedback, preparation of needed materials, and internalization of the lesson for lead teachers and co-teachers in each classroom. Units will include spiraling skills, standards, objectives, learning activities, key vocabulary, checks for understanding, and assessments.

STEP 4: Lesson Planning. Teachers will submit weekly lesson plans to the Head of School one week before implementation. The Head of School will provide feedback to ensure that teachers are supported in their work, and that lessons are clear, rigorous, and driving towards student achievement.

Each member of RISE Mayoral Academy's staff will play an integral role in the development and management of curriculum.

Head of School. The Head of School will create the school's academic standards drawing from the Rhode Island State Standards and the Common Core State Standards (CCSS). During the planning year, the Head of School will complete an entire Curriculum Alignment Template (CAT) of objectives for training purposes. During the Summer Training, the Head of School will use the completed CAT to guide teachers through the process of creating strong lesson objectives through modeling the process of completing the CAT. Unit plans, with all assessments included, will be reviewed two weeks prior to implementation and lesson plan one week prior to implementation by the Head of School with feedback provided.⁵²

Teachers. Teachers will break down the standards and create clear and measurable objectives during summer training. They will complete and submit a CAT to the Head of School for review and feedback. Within grade level teams, teachers will complete unit plans with assessments and submit these to the Head of School for review, feedback, and approval two weeks prior to implementation. In grade level teams, teachers will create lessons and submit the lessons to the Head of School no later than Sunday night, one week prior to implementation.⁵³

⁵¹ The role of Head of School will be complimented and supported through the hire of a Director of Curriculum and Instruction (DCI) in Y3 of operation; the individual in the DCI role will share and increasingly assume many of these responsibilities with teaching staff.

⁵² Ibid.

⁵³ Ibid.

Director of Operations. The Director of Operations will order purchased materials in May to ensure their delivery one month before teachers arrive for professional development. All laptops and technology that will be issued to teachers also will be ordered to arrive one month before teacher training to ensure that the appropriate software and email server is uploaded. On a daily basis, the Director of Operations will ensure that teachers have sufficient professional supplies and instructional materials to allow teachers to focus solely on their lessons and students. The Office Manager, under the supervision of the Director of Operations, will photocopy all lessons, unit plans, and assessments several days prior to their intended use in the classroom.

EVALUATION AND REFINEMENT

As we instill in our students a growth mindset, staff will always strive to improve ourselves and our practices. We know that the academic materials placed in front of students and the instructional plans created by teachers will be some of the most significant levers for student achievement and, therefore, the development, evaluation, and refinement process of our curriculum will be a significant component of our professional planning and training.

Weekly Grade Level Meetings. Curriculum such as lesson plans, exit tickets, and unit assessments will be evaluated each week at grade level meetings. Teachers will each be planning separate subjects and sharing all lessons with their grade level teams, and weekly meetings will provide teachers the opportunity to share what aspects contributed to student achievement and which lessons or standards will need to be revisited or remediated using a different approach. Time at these meetings and through professional development opportunities will be dedicated to refining and revising curriculum and assessments.

Data Days and Professional Development Sessions. Data days will provide teachers the opportunity to deeply analyze student progress through assessment results and the correlating curriculum planning that aligns with achievement toward each standard. During 12 Data Days, and thirty minutes weekly during Wednesday Professional Development teachers and staff will target standards and curriculum choices or lessons that had a high impact on achievement or need to be revised moving forward. Throughout the school year, professional development will focus on best practices regarding curriculum planning and instruction, as well as address growth areas found through data analysis.

(c) Learning Environment and Pedagogy

We are proposing to open with a cohort of 81 kindergarten students and grow one grade per year until we reach a maximum school size of 729 students in grades K-8. This enrollment plan best supports our mission and aligns with our three core beliefs. The slow growth model will allow us to grow strategically, increasing complexity and size after firmly establishing our culture of academic achievement. By growing one grade level per year, we will be able to identify and address the specific needs of our students and families. We will continue to add one grade level each year until the school reaches full enrollment in grade eight. A study of successful charter schools across the country as studied within the Building Excellent Schools Fellowship evidences that the slow growth model best allows for the ability to strongly implement a college preparatory academic program and school culture from year one of the charter term.⁵⁴

⁵⁴ Multiple founders of the high performing charter schools we have studied through the Building Excellent Schools Fellowship including BES school Equitas Academy, Blackstone Valley Prep, and BES school Excel Academy believe that adding one grade level each year approach maximizes a new school's ability to "get it right." Successful school models and leaders of high performing charter schools utilize this slow growth model.

In K-2, each classroom will have a two teacher model to support students as they build the foundational skills and knowledge necessary to be reading and computing on grade level by grade 3. Each class will have 27 students to keep reading groups during our three rotations to nine students. In grades 3-4, there will be one teacher per class with a floating literacy and mathematics support teacher for struggling students. Our middle school model will be departmentalized and students will have the same homeroom teacher daily and for Character Education but subjects will be departmentalized to prepare students for the design of most high schools and colleges.

Each classroom layout will lend itself to a variety of instructional methods: desks for direct instruction, reading carpets for grades K-2, and kidney tables for small group work and tutoring.

INSTRUCTION

Instruction will be rigorous and challenging and it will keep all students engaged and accountable. The following are the instructional practices that leadership and teachers will be 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 students to access the instruction and content.

Gradual Release Model. Our primary instructional model will be the “I Do, We Do, You Do” approach (teach new content or skill, work through content/skill with students, then give students the opportunity to practice independently) as this provides a scaffolding approach to skill and content mastery. While all grade levels will use the same techniques and approach to instruction, the gradual release model will shift from elementary to middle school. As students enter middle school, we will transition instruction to prepare our students to be more independent in order to be successful in college preparatory high schools. We will place more emphasis on the “You do” and allow students to explore and grapple with challenging concepts and problems as a gateway into content. We will train students through such programs as *HistoryAlive!* to participate in Socratic seminars, spider discussions, and evidence-based debates. In a balanced manner with direct instruction, students will master material strategically and resourcefully.

Teach Like a Champion. We will use *Teach Like a Champion* (TLaC)⁵⁵ as our anchor text for clear, actionable strategies that will help teachers get student engagement with material, as well as clear techniques to implement in real-time coaching. We will train teachers on these methods during our intensive four week Summer Training and provide weekly professional development 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 students do. By putting more of the academic work on students as soon as they are ready, they will develop more skills, faster, and be more engaged in class.
- **Positive Framing.** We will make corrections using constructive and positive language. Instead of focusing on bad habits, teachers will narrate what they want students to do, and praise them for doing so. This will give struggling students positive models to mimic and also will build momentum in the classroom.
- **Check for Understanding.** The best teachers will constantly assess what their students can do and use that information to inform future instruction. We will do so by frequently collecting data (e.g., with exit tickets, and observation) and respond to the data by re-teaching with a

⁵⁵ Lemov, D. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco, CA: Jossey-Bass, 2010. Print.

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 students are following the directions and on task. We 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 students and will keep their attention focused to the task at hand.
- **Joy Factor.** Students will work harder when they enjoy what they are doing.

Although execution will depend on a teacher's style, all teachers will use *TLaC* techniques as well as games, songs, and humor to keep students engaged and excited about their work.

Universal Design for Learning. We embrace the principles of Universal Design for Learning (UDL), an approach to developing instruction that minimizes barriers and maximizes learning opportunities for all students and all learners.⁵⁶ We will be guided by the three UDL principles:

- **Multiple means of representation.** Instruction will incorporate the use of physical objects when possible to give students 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 students with difficulty organizing and managing information and resources, teachers will incorporate tools like graphic organizers. When possible, teachers will also provide students with a variety of ways to express themselves (for example, by giving an oral report in addition to an essay).
- **Multiple means of engagement.** We will give students various tools to gather information, offer different types of rewards and recognitions, and design activities with authentic outcomes.

(d) Specific Populations

We will hold all students to the same high expectations. To serve the diverse, unique needs of individual students, we will provide individualized services for students to access a rigorous curriculum aligned to national and state standards. We will use small group instruction within our daily schedule, particularly during literacy and math. Each literacy and math K-2 block will use a two teacher model supported by blended learning opportunities with an adaptive, computer-based program, allowing one teacher to work with small groups of approximately nine students during all literacy and math instruction. For students advancing in content, small independent groups of enrichment work will be provided to enhance the curriculum.

At the end of each day, Excellence blocks will provide 25 minutes of daily, targeted tutoring on the day's content and skills, and time to work independently on practice-based homework while supported and monitored by a teacher. Excellence blocks, tutoring, and lesson planning to meet the needs of all of our learners will be critical in ensuring the success of students who enter our school in the later grades through our backfilling policy. For students with disabilities, we will maximize accommodations and use modifications when necessary to enable students to thrive academically within the least restrictive environment possible. Our structured environment, with consistent routines and expectations, is particularly effective for students with disabilities.

⁵⁶ CAST. (2012). About UDL. Retrieved from <http://www.cast.org/udl/>.

The following principles of our learning philosophy have been proven to improve academic achievement for a range of learners.

- **Individualized supports.** To individualize support for all of our students, we will use data frequently to assess the challenges and strengths of each student. This data will then be transferred into thoughtful groupings of students based on need and will inform the type and focus of instruction needed.⁵⁷ This process will ensure that special education students, English Language Learners (ELLs), as well as high achieving students are learning the content through the style that will most enhance their education.
- **Structured learning environment.** Our school and each classroom will provide a highly structured learning environment with consistent routines and expectations. Studies show that students with ADHD/ADD are successful in environments that emphasize structure and routine⁵⁸, and that students with disabilities are more comfortable, confident, and successful in classes where there is structure and predictability, enabling them to focus on the new information, and not changes, disruptions, or chaos in the environment.⁵⁹
- **Inclusion model.** All students should be included in the general classroom to the greatest extent possible. Recognizing and adhering to the requirements of all IEPs and 504 plans, we will maximize accommodations, minimize modifications, and provide maximum support within the general education classroom through the two-teacher model and additional inclusionary supports in order to maintain the same rigor and engagement for all students.⁶⁰
- **More instructional time.** Through an extended day (7:30am – 3:55pm) daily schedule, we will have the time to remediate skills or content knowledge that students may not have upon entering, as well as provide triple the amount of instructional time in core literacy classes and double the amount of instructional time in math classes. More time for learning has been effective in serving ELLs and students with a range of disabilities, as it allows for smaller group and one-on-one support, and additional opportunities for practice.⁶¹

1. For struggling students:

After students are admitted to the school, we will work with families to determine if their student has received special education services at their previous school and will follow up with the feeder schools to determine whether the students have IEPs. Next, we will ensure these records are transferred to RISE Mayoral Academy prior to the beginning of the school year. We will comply with all laws and provisions regarding students with IEPs. We implement IEPs as written, and if a student's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP.

To identify students with exceptionalities who do not have an existing IEP, school leaders train all teachers to carefully monitor individual student performance via daily and weekly classroom assessments, qualitative observation, and ongoing analysis of student-level performance data. We will hold formal training for all staff at the beginning of each school year during staff orientation to review guidelines for the determination of student eligibility for special educational services,

⁵⁷ O'Reilly, F., N. Brigham, and T. G. Loeb. "Reflecting on Success: A Synthesis of Effective Practices of Title I Commendation Schools Receiving Dissemination Grants." Evidence-Based Education Research & Evaluation (EBERE), LLC. 2013.

⁵⁸ Morrish, Ronald G. *With All Due Respect: Keys for Building Effective School Discipline*. Fonthill, Ont.: Woodstream, 2000.

⁵⁹ Hehir, Thomas. "Confronting Ableism." *Educational Leadership* 64.5 (2007): 8-14.

⁶⁰ O'Reilly, F., N. Brigham, and T.G. Loeb. Evidence-Based Education Research & Evaluation (EBERE), LLC. 2013.

⁶¹ Dobbie, W., and R. Fryer. "Getting Beneath the Veil of Effective Schools: Evidence from New York City." 2011.

along with conducting a close review of modifications, accommodations, and the IEP Team Process, as outlined in the National Association of State Directors of Special Education Primer.

The Student Supports Coordinator will maintain ongoing professional communication with staff on proper identification and avoidance of misidentification of all potential student exceptionalities. Weekly, grade teams and whole-school staff will meet each Wednesday during dedicated professional development time, allowing teachers with guidance from the Student Supports Coordinator to monitor, discuss, and remain updated on the academic and social progress of each student. If a student is not meeting expectations for progress, we will interpret this as an indicator of a potential larger issue and move to address the potential issue as quickly as possible.

Our frequent internal assessment program will provide an efficient means to identify students struggling academically and to take action proactively and immediately to reach the needs of each student. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, exit tickets, quizzes, tests, and projects. School leaders will monitor assessment data at regular intervals, allowing students struggling with class material to be identified quickly. If a student is not making sufficient academic progress, the Student Supports Coordinator in consultation with the Head of School (and DCI as hired) will develop a Response to Intervention (RtI) pre-referral strategy that may include tutoring and/or other supports.

For students who do not enter the school with an identified disability, and who are struggling academically or behaviorally despite supports in place, we will use the RtI model for identification of students with Specific Learning Disabilities. The main purposes for RtI include: (1) provision of high-quality instruction; (2) provision of early intervening academic and behavioral services whenever educational problems occur; and (3) prevention of inaccurate classification and placement of students who do not have a disability. Essential to our RtI approach will be ensuring that classroom instruction and behavior management are of high quality. In this way, ineffective instruction can be ruled out as the reason for substandard academic performance. High quality instruction always includes the effective use of research-based methods and materials, and effective use of materials and procedures always includes high-quality classroom management.

In the RtI approach, all students will be screened for educational difficulties. Those students found to be at risk will be monitored on a regular basis after high quality instruction is implemented. Those students who do not respond with adequate progress will be given interventions especially geared to correction of the identified problem. The process will be set up in multiple tiers: **Tier 1** – High Quality Instruction in the General Education Setting; **Tier 2** – Additional Support for Students Whose Progress is Inadequate; **Tier 3** – More Intense Intervention (may include special education referral); **Tier 4** – Even More Intense Intervention (special education referral).

Students will be given the necessary intensity of intervention based on their individual responses as they move through the tiers. Progress will be monitored on a regular basis and data will be collected and shared frequently with parents. Team-driven educational decisions will be based on objective data from effective, research-validated interventions. Adequate staff training in the delivery of each intervention will be provided during annual summer professional development to ensure effective implementation. Interventions will be objectively monitored to make sure they are being implemented with fidelity.

Throughout the school year, our frequent internal assessment program will provide an efficient means to identify students who are struggling academically. Weekly, each teacher will review the

progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. This data will become the focus of the data analysis and helps teachers target students who are struggling and support them through tutoring during Excellence block.

Use of the RtI model will not be viewed as a rationale for delaying the referral of children for special education who have conditions or syndromes which will most likely result in them being candidates for special education services. When necessary to screen a student to determine whether a child's academic, behavioral, or other difficulties may be related to a disability, the student will first be referred to the Student Supports Coordinator and parents will be notified. Parents and teachers of students with special needs will attend a meeting led by our Student Supports Coordinator to determine appropriate services to be delivered. If the Student Supports Coordinator process determines that general education services are not sufficient for meeting the needs of the child, the team will make a referral for special education evaluation.

The Head of School and Student Supports Coordinator will monitor student assessment data at regular intervals, meeting daily to discuss Do Nows and Exit Tickets, weekly to discuss quizzes, and within 24 hours of reading inventories, and interim and end-of-trimester comprehensive exams to strategize before developing action plans with staff. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the Student Supports Coordinator, in consultation with the Head of School (Y1) and/or Director of Curriculum and Instruction (Y3), will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six (6) weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

2. For students learning English:

We will implement an English Language Learner (ELL) program that will provide our ELLs with the instruction that will help them to acquire English academic language skills and the academic knowledge that will put them on the path to college success. ELLs will be held to the same high expectations and will have access to the same academic programs and opportunities as their peers. ELLs will have equal access to all non-academic courses and, if necessary, will have access to a translator who can communicate in the native language when necessary. We will comply with all applicable federal laws related to the education of language minority students as stated under Title IV of the Civil Rights Act of 1964 and the Equal Education Opportunities Act of 1974.

Rhode Island is a member of the World Class Instructional Design and Assessment (WIDA) Consortium, a consortium of 20 states dedicated to the design and implementation of high standards and equitable educational opportunities for ELLs. Through WIDA, Rhode Island uses the ACCESS for ELLs to annually measure the English language proficiency (ELP) of ELLs across the state. We will similarly use ACCESS at RISE Mayoral Academy.

Like all districts in Rhode Island, we will utilize the W-APT (WIDA Access Placement Test) to screen the English language proficiency of newly enrolling students identified as potential ELLs. This screening tool is aligned to the WIDA Summative ELPs and the ACCESS for ELLs. It produces a proficiency score that helps schools provide ELL students with the most appropriate

instruction for their English proficiency level.⁶² RISE Mayoral Academy will utilize a specific identification and evaluation process to support ELL academic achievement.

- **Step 1: Identification of potential ELLs.** A student will be tested for ELL status when the Home Language Survey indicates that there is a language other than English spoken by the child or at home.
- **Step 2: Evaluating potential ELLs.** At least one of our teachers will be ESL certified and will administer the WIDA-ACCESS Placement Test (W-APT), which assesses the four language domains of Listening, Speaking, Reading, and Writing. Based on the results of the W-APT, as well as observation using the WIDA Can Do Descriptors, the ESL teacher and Head of School will determine the ELL status of the student.
- **Step 3: Student is identified as ELL.** The ELL student will be provided Sheltered English Immersion instruction, which includes Sheltered Content Instruction and Direct ESL instruction depending on W-APT scores.
- **Step 4: Communicating with parents.** The Head of School will notify parents in writing in the parents' preferred language of the reason and evidence used to determine that the student was identified as ELL, a description of the student's current level of English proficiency, a description of the program placement and method of instruction, the manner in which the program will meet the child's educational needs, a description of how the program will help the child to learn English, the requirements for exiting the program, and the parent's right to waive ELL services. If requested, a follow-up meeting will be set up between parents and the Head of School and ESL teacher to discuss the placement.

SERVING ELL STUDENTS

Our Sheltered English Immersion (SEI) program will provide two types of English language development support to ELLs: (1) Direct ESL Instruction and (2) Sheltered Content Instruction.

Direct ESL Instruction will be provided by a licensed ESL teacher for the mandated number of hours per day, based upon the students' level of English proficiency and grade level. The ESL teacher, Head of School (DCI as hired in Y3), and grade-level teachers will create individualized schedules for each ELL to ensure that direct ESL instruction is delivered during and within the most appropriate time and setting. Direct ESL instruction is guided by WIDA ESL frameworks and may be provided individually or in small groups by licensed ESL teachers.

Sheltered Content Instruction will be delivered by the content teacher and the ESL teacher, who will adapt grade level content lessons to the students' levels of English proficiency while simultaneously focusing on English language development. ELLs will be served primarily in the general education classroom, with additional ESL instruction structured to meet the specific child's needs. Instruction will be provided by a general education teacher with an ESL License, and instruction will be based on the Rhode Island Academic Standards.

We will place a priority on hiring teacher(s) that speak Spanish and English and who can provide strong instruction within a Structured English Immersion classroom. Teachers will receive extensive professional development on appropriate support for students designated as ELLs. Outside experts, local and national, will be hired to provide teacher summer training and

⁶²ACCESS for ELLs: <http://www.ride.ri.gov/InstructionAssessment/Assessment/ACCESSforELLs.aspx>.

throughout the year as appropriate and we expect to work with local organizations to enable our school to effectively partner with ELL families. Our staff will be trained on ELL instruction in the Structured English Immersion environment in summer Orientation and throughout the year, in areas such as curricular differentiation, total kinesthetic response techniques, engagement with ELL curricular materials to support our Student Supports Team and pre-teaching and contextual teaching of content vocabulary. A requirement of our Student Supports Coordinator will be dual experience and certification in Special Education and Teaching of English as a Second or Other Language. In our current staffing plan, we do not have a position fully dedicated to ELL instruction; this is due to our belief in the power of Structured English Immersion, high levels of ELL instructional training for all staff members, and the dual hiring priorities of our Student Supports Coordinator. If our ELL identified numbers prove larger than we anticipate, we will create ELL-specific positions as necessary to accommodate students accordingly.

Students who have been identified as ELL will be assessed annually to determine improvement in English proficiency. Students who score above the established cut-off point will be deemed no longer ELL. All English Language Learners (ELLs) will take the ACCESS assessment to measure English language development as well as the NECAP and PARCC exams for their grade.

We will regularly evaluate the progress of our ELLs, informed by student performance on formal assessments and ongoing teacher observations with the consultation of the Student Supports Coordinator. Performance will be assessed in the following ways: (1) ELLs are making strong academic progress as measured by instructor-developed assessments; (2) ELLs are proficient in English in three years or less; (3) ELLs are proficient in English/Language Arts as evidenced by proficiency on state and standardized exams; (4) ELLs are advancing from grade level to grade level, evidencing mastery of core subjects on par with native speaking students.

Accessibility. All parents of ELL students receiving supports or ELL services will meet with the Head of School (DCI as hired in Y3), the Student Supports Coordinator, and the general education teacher working directly with the student to discuss the plan in place to ensure academic achievement. At least one staff member will be Spanish-speaking, who will be responsible for all translations both spoken and written to make all materials accessible to families if necessary.

3. For students with disabilities:

Our special education program will offer students a full range of services to ensure their academic success in full accordance with our mission and all special education laws.⁶³ We will be an inclusive school that does not discriminate in any way, including against students with disabilities, and we will operate in accordance with the Individuals with Disabilities Act (IDEA), Section 504, and Rehabilitation Act of 1973. We will follow the regulations of Rhode Island Special education law to: (a) ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; (b) ensure that the rights of children with disabilities and their parents are protected; (c) assist state agencies, local education agencies, education service agencies, federal agencies, educational collaboratives, and other public agencies to provide for the education of all children with disabilities; and (d) assess and ensure the effectiveness of efforts to educate children with disabilities.

Step 1: Beginning the Process

⁶³ Rhode Island Special Education Regulations: <http://sos.ri.gov/documents/archives/regdocs/released/pdf/DESE/7377.pdf>.

- **Students who enter with an IEP**

The Head of School, along with the Student Supports Coordinator, will use formal school records and communication with parents to determine whether a student already has an IEP; if s/he does, the Head of School will obtain the IEP from either the past school or the family. Within two weeks of receiving the IEP, the Head of School will arrange a parent conference to discuss the IEP which the Student Supports Coordinator will also attend. Content teachers and the Special Education Coordinator will provide the necessary services until the IEP is revisited and revised.

- **Students who do not have an IEP**

For students who do not already have an IEP but who demonstrate potential special education needs, we will execute a Response to Intervention (RtI) process and will follow the Child Outreach Screening Guidelines issued by Rhode Island Department of Education. At weekly meetings, the content teachers of the student and the Student Supports Coordinator will use assessment data (STEP, math assessments, writing samples, ANet tests) and classroom observations to determine which students would benefit from interventions. The Student Supports Coordinator will create an Action Plan for each student that will identify (1) specific areas of concern, (2) intervention to be used, (3) staff responsible for providing the intervention and how frequently that intervention will be used, and (4) date of next follow-up meeting (usually six weeks). We will evaluate student performance in regards to progress towards the Action Plan goals to determine if there has been a positive response to intervention. If the Student Supports Coordinator determines that the intervention is not allowing the student to make adequate progress, the student will be referred for special education testing. We will begin a formal evaluation immediately if parents request testing.

Step 2: Consent for evaluation from Parent/Guardian

The Student Supports Coordinator will follow Consent Regulations 300.9⁶⁴ regarding consent to evaluate.

Step 3: Conducting an Evaluation

The Student Supports Coordinator will ensure students are evaluated in all areas of the suspected disability. The Student Supports Coordinator and the student's teacher will complete an Educational Assessment for all initial and re-evaluations. The Student Supports Coordinator will then conduct academic evaluations such as Woodcock Johnson Battery, WIAT. Outside providers will conduct all other evaluations including but not limited to cognitive, psychological, memory, executive functioning, S&L, OT/PT, and Functional Behavioral Assessment (FBA).

Step 4: Special Education Team Meeting

Our special education team for each student will consist of the Student Supports Coordinator, the parent(s)/guardian(s), general education teachers, and any service providers that are part of the process. This team will meet throughout the year to review RtI documentation (if applicable) and all evaluation reports. At this meeting, the team will determine eligibility and the disability. If eligible, the special education teacher will develop an IEP or 504 Plan, (a 504 plan would be used if the student does not need specifically designed instruction but may need accommodations to ensure equal access to the curriculum).

⁶⁴ Rhode Island Special Education Regulations: <http://sos.ri.gov/documents/archives/regdocs/released/pdf/DESE/7377.pdf>.

ASSESSING AND MONITORING PROGRESS

The Student Supports Coordinator along with the school leader and content teachers during its Annual meeting will determine how each student with an IEP or 504 Plan will participate in NECAP testing and other school-based assessments for each subject scheduled for assessment. The group will assign the student the Standard NECAP test, either with or without accommodations. If an accommodation is deemed necessary, the team will choose appropriate accommodations by referring to RIDE guidance listing standard accommodations (e.g., small group setting) and nonstandard accommodations (e.g., use of a speech-to-text conversion device).

General and special educators will work collaboratively to monitor the progress of students with IEPs and will form special education teams that include special educators, general educators, and leadership working with a particular student. The special education team will meet annually to review each student's IEP goals and progress. Special education team meetings will serve as a platform for staff to discuss IEP progress. In monitoring students with IEPs, the special education team will use all sources of available data (for example, interim assessments like STEP and ANet, state assessment results, student growth percentiles, writing samples, running records, behavior records, social skills behavior rating scales, classroom observations) to determine whether the student is progressing according to his/her IEP goals. Classroom teachers, the special education teacher, and outside providers will all be involved in tracking the progress of IEP students and will regularly participate in these meetings.

The Special Education Team will meet at least annually and a student will be re-evaluated at least every three years to determine eligibility. At any time parents may request an IEP meeting and the Special Education Team may reconvene before the annual meeting if the IEP needs to be amended. When data from assessments, student work, and teacher observations indicate that a student no longer requires special education services, we will initiate an evaluation and hold a team meeting to determine if the student continues to be eligible for special education. Students on IEPs are provided with an IEP progress report on the same schedule that the school gives all students progress reports and report cards.

INSTRUCTION

RISE Mayoral Academy will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential and prepares them for achievement in elementary and middle school, high school, and college. Our goal is for all students, whenever possible, to take advantage of our heterogeneous classroom model through full immersion and support as necessary from our Student Supports Coordinator. Our approach and design emulate high performing urban schools serving similar students with disabilities, language proficiency barriers, and/or special circumstances that put them at risk for academic failure. Based upon the research of Special Education expert Thomas Hehir of Harvard University and others, we will provide an educational program that maximizes accommodations and minimizes modifications.⁶⁵ Our primary model for the delivery of special education services will be inclusion. To the greatest degree possible, all regular education and special education students will take the same academic classes together. We always will seek to provide students with additional accommodations prior to changing the level of expectations for our students.

⁶⁵ Thomas Hehir, Ed.D., professor of Practice at Harvard's Graduate School of Education, is a leading scholar and advocate for children with disabilities. He served as director of the U.S. Department of Education's Office of Special Education Programs under President Clinton from 1993–1999.

Students with special needs will be supported with accommodations and modifications in accordance with their IEPs. Accommodations will include adjustments to instructional structures and delivery methods while ensuring student mastery of the same skills and content. Modifications may entail adjustments to the curriculum itself, such as assigning a student a different book or exercise. To meet the needs of all special education students, teachers’ objectives, lesson plans, instructional methods, and assignments may be differentiated using a variety of factors: **Size:** Adapting the number of items the student is expected to learn or complete, or adjusting the amount of information a student is provided at one time. **Time:** Extending the amount of time a student has to complete a task or demonstrate mastery. **Input:** Adapting the way instruction is delivered by using a variety of strategies and materials, including visual aids, concrete examples, or hands-on activities. **Output:** Adjusting the type of work a student produces, i.e. changing assignment to project, task, or presentation for a student whose disability makes written expression difficult. **Level of support:** Increasing the amount of individualized assistance a student receives during a task. **Participation:** For students whose disability is intertwined with self-esteem, allowing for less public forms of participation to prevent student from shutting down to learning.

STAFFING

Every member of our teaching staff will receive extensive training to support the educational needs of students with disabilities. In addition to summer professional development during which we will annually review the IEP process, the differences between modifications and accommodations, and supporting the needs of all learners, staff will receive additional professional development throughout the year targeted to a wide-range of research-proven supports for students with special needs. Our inclusion model requires that all staff receive extensive training to support all students in the classroom environment with pull-outs as needed. Given challenges that other schools have faced, we will work with proven local resources for technical assistance in the implementation of systems and training for all teachers, particularly regarding the successful implementation of accommodations and modifications in an inclusion model with pull-outs as needed.

The Student Supports Coordinator, a fully licensed special educator, will be responsible for coordinating and monitoring the school’s special education program and leading its delivery services. The Student Supports Coordinator will: ensure all services are provided in direct accordance with each student’s IEP in as efficient and effective a manner as possible – extending to ensure that any subsequent reevaluations are performed and all required special education and related services are provided and that all IEPs are appropriate; train and support instructional staff on issues relevant to special education; ensure all special education reporting requirements are met; retain, monitor, and secure all relevant data in a confidential manner in strict compliance with prevailing federal and state laws. The special education staffing plan is outlined below.⁶⁶

Special Education Staffing Plan

Operational Year	Anticipated SPED Population	Projected Staffing Needs ⁶⁷
2015-2016	8%	1 PT Student Supports Coordinator (also serves as co teacher)
2016-2017	10%	1 FTE Student Supports Coordinator (SPED and ESOL Certified) 1 co teacher with special education certification per grade level K-1

⁶⁶ If SPED population is higher than anticipated, the Head of School will work with the Board to staff additional positions.

⁶⁷ Anticipated SPED Population percentage is based on an average of Woonsocket Elementary Schools Special Education population percentages and the growth of the school.

2017-2018	12%	1 FTE Student Supports Coordinator (SPED and ESOL Certified) 1 co teacher with special education certification per grade level K-2
2018-2019	14%	1 FTE Student Supports Coordinator (SPED and ESOL Certified) 1 co teacher with special education certification per grade level K-2 1 grade level support with special education/ESOL certification grade 3
2019-2020	16%	1 FTE Student Supports Coordinators (SPED and ESOL Certified) 1 co teacher with special education certification per grade level K-2 1 grade level support with special education certification/ESOL per grade, grades 3-4

Professional training and development of staff involved with the education of students with disabilities will include attention to the following: referral process to the Students Supports Coordinator, development of a student’s IEP, implementation of a student’s IEP, evaluation of a student’s progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. Summer training will include specific focus on supporting our special education students, and ongoing weekly staff development will allow for support of teachers providing accommodations and modifications in support of students’ IEP goals. As needed, we will hire any providers of speech language, occupational, physical or other therapy to work with students to ensure their academic and social success at the school. Special education teachers will work closely with general education teachers during trainings and throughout the year to ensure a clear line of communication and to provide general education teachers with the best strategies for academic achievement of special education students.

Parents of special education students will be informed of their legal rights and responsibilities and will serve as partners in our work. The Student Supports Coordinator will provide information bi-weekly to families regarding their child’s progress towards IEP goals. General education teachers that work directly with the student will provide weekly reports on academic and behavioral progress, a policy for all of our students. The Student Supports Coordinator will lead an annual IEP meeting to assess and evaluate the effectiveness of each student’s plan. In this meeting, the family, Head of School, Student Supports Coordinator and at least one general education teacher working with the student will have the opportunity to voice concerns or strengths with the plan in place.

4. For gifted or advanced students:

Learning Beyond Grade Level (frequently called Gifted and Talented Education) is the identification of students who show evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.⁶⁸ While we anticipate that most students will be appropriately challenged by our rigorous academic program, RISE Mayoral Academy is committed to working with students who are performing above grade level and needing additional challenge. In identifying and serving gifted students, we will consult the Rhode Island State Advisory Committee formed in accordance with § 16-42-3. To identify students that are intellectually gifted, RISE Mayoral Academy will use a multi-tiered identification process, wherein no singular mechanism, criterion or cut-off score is used for determination of eligibility that includes evaluation and assessment of: (1) educational performance (2) creativity/characteristics of intellectual giftedness, and; (3) cognition/intelligence; individual evaluation procedures that include appropriate use of instruments sensitive to cultural,

⁶⁸Learning Beyond Grade Level <http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx>.

linguistic, and environmental factors or sensory impairments; and multiple criteria and multiple assessment measures in procedures followed for screening and comprehensive assessment.

(e) Assessment System

We will use data from assessments frequently and thoughtfully to answer one central question: Are our students learning?⁶⁹ Teachers will constantly assess their students through student work, homework, exit tickets, and other informal methods. Our formal testing schedule will provide us with an overall broad view of student mastery of standards, calibrate our performance against other schools both in Rhode Island and across the country, and identify student growth to families, the community, and the state. The Head of School in Y1 and DCI in Y3 will create all internal interim assessments (IAs), determine which standardized assessments to use, and analyze the data to drive instruction for students and PD for staff.

Assessment Resources K-8

Core Academic Assessments K-8				
	Reading	Mathematics	Science	Social Studies
K	<ul style="list-style-type: none"> • STEP • MAP (MPG) • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • MAP (MPG) • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core
1	<ul style="list-style-type: none"> • STEP • MAP (MPG) • PARCC • ANet 	<ul style="list-style-type: none"> • MAP (MPG) • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core
2	<ul style="list-style-type: none"> • STEP • MAP (MPG) • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • MAP (MPG) • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core
3	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core
4	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core
5	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core
6	<ul style="list-style-type: none"> • MAP • PARCC • ANet 	<ul style="list-style-type: none"> • MAP • PARCC • ANet 	<ul style="list-style-type: none"> • PARCC • ANet 	Internal Assessments aligned with Common Core

⁶⁹ Bambrick-Santoyo, Paul. *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA; Jossey-Bass, 2010.

	<ul style="list-style-type: none"> • Internal Assessments 	<ul style="list-style-type: none"> • Internal Assessments 	<ul style="list-style-type: none"> • Internal Assessments 	
7	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core
8	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • MAP • PARCC • ANet • Internal Assessments 	<ul style="list-style-type: none"> • PARCC • ANet • Internal Assessments 	Internal Assessments aligned with Common Core

STANDARDIZED ASSESSMENTS

The NECAP and PARCC will be the primary standardized assessments we will administer, although we will employ others for the additional data they provide, as well as to account for grades K-2 before students are assessed by the NECAP. We have chosen the following additional assessments because they provide a range of student outcomes by which we can measure absolute and comparative scores and student growth within each year and year-to-year.

Strategic Teaching and Evaluation of Progress (STEP). The STEP assessment offers a high degree of detailed data about students’ reading and comprehension levels and provides “bottom lines” that will allow teachers to create a plan for increasing the complexity of different question types at each STEP level. STEP will allow us to assess if students are reading at grade level and to determine how much growth they have made, which will in turn inform decisions on reading groups, student supports, our reading curriculum, and the professional development which supports it.

Achievement Network (ANet). ANet assessments provide valuable absolute and comparative data in the core subjects. ANet will be administered as an interim assessment and will provide data by standard, allowing leadership and teachers to identify exactly what standards and objectives students have mastered or the degree to which they will need remediation. With ANet assessments, we will be able to assess student mastery of Rhode Island/CCSS standards every six to eight weeks, compare our results with those of schools also using these assessments (both district and charter), make data-informed decisions about how to refine our instruction and student supports, and provide insight into our NECAP and PARCC readiness.

Measures of Academic Progress (MAP). We will use MAP, a nationally normed adaptive computer assessment, as we recognize the need to reliably measure our students’ growth and performance normed against other students in the nation. In grades K-2 we will use MAP Primary Grades (MPG). Although we will ultimately use the PARCC for absolute, nationally-normed data, we also intend to use MAP, a CCSS-aligned, nationally-normed assessment to provide us with nationally normed data on student performance in the core subjects.

Internally Developed Assessments (IAs). We will develop and administer internal assessments for subjects not covered in the NECAP because they will provide additional data regarding student skill mastery in our other content areas such as social studies, and writing.

USING DATA TO INFORM INSTRUCTIONAL DECISIONS

We will use the “Driven by Data” model⁷⁰ to calibrate our performance with other schools, create small leveled groups for targeted instruction, and inform instructional planning, support, and execution. The steps below indicate how we will collect and use our assessment data:

STEP or ANet assessments:

1. Teachers will administer assessments during windows of time every six to eight weeks.
2. In teams, using exemplars to ensure consistency, teachers will grade assessments, input results into a school-based template for analysis, and submit this to the Head of School (DCI Y3).
3. The Head of School (DCI Y3) will analyze data and prepare a document of data points, charts/graphs, and common trends, and distribute to teachers prior to Data Day.
4. On Data Day, with test in hand, teachers will break down the test using question-level analysis, standard-level analysis, and student-level analysis.
5. Together, in grade level teams, teachers will determine which objectives to reteach and how to reteach them, which students would benefit from tutoring during our Excellence block, and which objectives they should reinforce. Students who are high achieving according to the data will have small group extension lessons and blended learning opportunities.
6. On a monthly basis, the Head of School will report data to the Board in formal progress report.

MEASURING STUDENT PROGRESS: NON-ACADEMIC GOALS

Just as with academic goals, we will measure students’ progress towards non-academic goals - through teacher observations and student progress according to standards and objectives. Students will receive quantitative measurement in the areas of character, community, and enrichment on Kickboard⁷¹ and regular progress reports and report cards. Teachers will base character grades on data derived from daily progress on the color chart in K-3 and RISE reports in grades 4-8.

MEASURING, REPORTING, AND USING PERFORMANCE DATA: STAKEHOLDERS

The **Governing Board** will use data to hold the School Leader accountable and inform the school’s strategic planning, alignment with, and progress towards the mission. The Board will receive a monthly progress report with key performance indicators (e.g., STEP, ANet, nationally normed assessments, state assessments) broken down by subgroups, and showing absolute scores, within-year gains/losses, and year-to-year gains/losses. The **Head of School** will use achievement data on a weekly, six-week interim, trimester, and annual basis to assess the curriculum and instruction, evaluate teachers, and work with the Director of Operations to make operational decisions regarding the use of resources. **Teachers and staff** will use performance data to analyze curriculum and instruction, inform future planning and instruction as well as reading groups, and target students that require additional support or supplemental materials for advancement. We will work closely with **students** to educate them on their performance in age appropriate ways. We will track progress with charts displayed in classroom and in student-specific trackers; teachers and students will discuss ways for students to set, and work towards, personal goals; and we will prioritize time to celebrate growth. Through color charts (daily) and RISE Reports (daily/weekly per grade level), progress reports (mid-trimester), and report cards (end of trimester), we will collect data on behavior. **Families** will be consistently kept informed about how their child is doing academically and behaviorally. We will share school wide results on exams such as PARCC and MAP on our website, through newsletters, and at monthly family meetings.

⁷⁰ Bambrick-Santoyo, Paul. *Driven By Data: A Practical Guide to Improve Instruction*. San Francisco, CA; Jossey-Bass, 2010.

⁷¹ For more information on Kickboard, please see <http://www.kickboardforteachers.com/>.

(f) Promotion and Graduation Policy

We recognize the risk factor of grade retention, and thus have designed our academic program, longer daily schedule and annual calendar, data-driven instruction and daily supports so that all students are best able to meet all grade level academic expectations. We also recognize the risk factor of social promotion, which can lead to the significant academic gaps middle school and high school students can experience when they are not ready for more advanced work. We anticipate that our school design and its multi-tiered support system will allow students to earn promotion each year. If a student does not demonstrate readiness for the next grade even with such supports, s/he will be retained and we will develop an individualized plan with teachers and the family to support student success in the following year.

Three factors will be considered in promotion decisions: attendance, overall reading level, and grade-level standard mastery, as specified on the report card. In all grades, students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level. Absences resulting from out-of-school suspensions will not be excused.

Elementary K-4. Students who are not reading on grade level by the end of the academic year will be eligible for retention in the elementary school, and elementary students who are reading more than half a year below grade level according to the final STEP test results will be automatically retained in their current grade-level. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second trimester.

Elementary students will receive standard-based report cards that reflect student progress toward mastering the power standards for each grade level. Students will be expected to master all standards by the end of each grade level. Elementary students will be graded on a scale of 0 to 4.

- 0 – Student has no mastery of the standard.
- 1 – Student has minimal mastery of the standard and needs continued support.
- 2 – Student has partial mastery of the standard and needs minimal support.
- 3 – Student has grade level mastery of standard and is able to work independently.
- 4 – Student has above grade-level mastery and is able to apply standard in new situations.

Students who average below a 2.5 in literacy or math at the end of the year will be eligible for retention. Parents of students 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 Head of School to discuss continued action steps to support student success and to ensure clarity regarding promotion requirements. Promotion recommendations will be made by classroom teachers, and final promotion decisions will be made by the Head of School. The school reserves the right to make exceptions to this policy given special circumstances.

Middle School 5-8. Middle school students receive report cards and progress reports with alphabetical and numerical grades.

LETTER GRADE	PERCENTAGE	DEFINITION
A+	98-100%	Student earning A or 4 in class is consistently demonstrating advanced mastery of skills and content standards.
A	93-97%	
A-	90-92%	
B+	88-89%	

B	83-87%	Student earning B or 3 in class is consistently demonstrating proficiency with skills and content standards.
B-	80-82%	
C+	78-79%	Student earning C or a 2 in class is consistently demonstrating basic competency with skills and content standards.
C	73-77%	
C-	70-72%	
INC	Below 70%	Student earning less than 70% in class needs to demonstrate improvement and has not demonstrated basic level of mastery of skills and content standards. Mastery of standards needs to occur before credit is earned.

Students who fail two or more of their major classes for the year (reading, writing, math, science, math, and social studies) will be retained in their current grade level as a matter of policy. Students may also be retained in their current grade level if they end the year reading below grade level. In all cases, the criteria in making such decisions shall be the student’s readiness 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 program offered or approved by the school. Parents of students 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 Head of School.

SUMMER SESSION

All students reading below grade level 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 session will be provided free of cost, but parents are expected to provide transportation for their children.

(g) School Culture

“Great expectations lead to great accomplishments.”⁷² To deliver on all aspects of our mission, we recognize the necessity of a positive school culture around character and community development as well as behavioral expectations and performance. Studies demonstrate a correlation between discipline and academic achievement.⁷³ To maximize achievement we will minimize any disciplinary issues that will undermine student success. We will provide a small, safe, and structured environment in which we 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 our students each day. With the belief that “order and stability facilitate learning by reducing the amount of teaching time misplaced to non-academic matters,”⁷⁴ the establishment of this culture will be vital for the execution of a rigorous college preparatory academic program. It will maximize student time on task as well as foster enthusiasm and engagement around learning.

We will explicitly teach and model clear behavioral expectations, first by training our teachers in summer professional development to a common vision and common set of expectations, and then most immediately through student orientation at the start of the year, and continuing throughout the year through a common language of expectations. Using a variety of methods such as STAR (sit up straight, track the speaker, ask and answer questions, respect those around you) and non-

⁷² Arne Duncan Tweet, June 27, 2013. Knoxville News Sennitell.

⁷³ Barton, P.E., R.J. Coley, and H. Wenglinksy. “Order in the classroom: violence, discipline, and student achievement.” 1998. Study concluded that test scores in math, reading, social studies, and science all declined when discipline problems were present.

⁷⁴ Monroe, Lorraine, *Nothing’s Impossible*, New York: Public Affairs, 1997.

verbal cues for silence, redirection, and minor systems such as use of the bathroom, we will create a culture of structure and discipline that emphasizes the urgency of learning within each classroom and the school building as a whole. To monitor and track behavior, we will use a check and color chart system in grades K to 2. Teachers will keep a tracker template on a clipboard next to them; as they teach, if a student violates a classroom rule, disrupts learning, or engages in behavior that takes away from student achievement, the teacher will assign the student a check. If a student earns three checks, on the third check, that student will silently walk to the color chart and change their color from green to yellow and then return to the lesson. A yellow card will symbolize that a student is unable to participate in enrichment for the day. If the same student receives three more checks, on the third check, they will silently move their color card to red on the chart. A red card will symbolize that students will lose the privilege of choosing what to work on during Excellence Block and will receive a phone call home. All behavior will be tracked daily and sent home to families to be signed. Based upon the maturing needs and independence of older students, we will use a system of merits and demerits in grades 3 through 8.

All rules and routines will reinforce our core values, align with our mission, and drive student achievement. To promote professionalism and instill a mindset around professional appearance and its correlation to focused study and work, all students will wear a common school uniform.

Our code of conduct is based on the belief that students 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. Our approach to discipline first holds leadership and staff accountable for (a) explicitly teaching and practicing the behavioral expectations and systems with students, (b) consistently creating engaging and challenging lessons that invoke enthusiasm, joy, and engagement from students, limiting the opportunity for disruptive behaviors, and (c) modeling and applying our RISE values as they teach and interact with one another.

We will maintain strict, detail-oriented behavior systems, appropriate for each grade level, which will quickly redirect any undesired or inappropriate behavior and allow the entire school community to remain true to our focus on academics. Embraced by many high performing urban charter schools, this philosophy is inspired by Wilson and Kelling's "Broken Windows" theory: "[I]f the first broken window in a building is not repaired, then people who like breaking windows will assume that no one cares about the building and more windows will be broken. Soon the building will have no windows."⁷⁵ Staff will always "sweat the small stuff," never allowing smaller infractions to go unaddressed, leading to larger problems that detract from learning.

RISE Mayoral Academy is responsible for not only sharing students' progress on a frequent basis, but also involving families in academic and community-building activities throughout the year. In K-3, parents will receive a daily report of positive and negative behavior. In grades 4-8, parents will receive weekly behavior logs. Behavior logs will focus on reporting positive behavior as well as notifying families of any negative behavior. At the end of each class, teachers will assign earned RISE points to the class based on their demonstration of the core values. These RISE points will contribute to a larger community prize at different points throughout the year.

Immediately following a parent's signed enrollment form for RISE Mayoral Academy, the Head of School and a teacher will complete a Home Visit to discuss the components and expectations

⁷⁵ The "broken window" theory is a prominent community policing theory stating that the prevention of larger crimes begins with stopping small ones. James Wilson and George Kelling, "Broken Windows," *The Atlantic Monthly*, March 1982.

of the school, the expectation for communication of student progress, and the school's academic goals for every student. All returning families will attend annual Orientations led by the Head of School. To involve families in academics and community at RISE Mayoral Academy, we will offer several weekend opportunities for families and their students to engage in academics or culture at the school. The first will take place in September and address STEP Testing, sharing with families the purpose of the literacy assessment, the information it provides, and how that information will be used to support their student's reading growth. We will model reading stations in which families and teachers work together on techniques and guiding strategies to support their children in independent reading and literacy homework at home. To include and build community within the school, we will invite parents to events such as cultural potluck lunches, in which families will be invited to bring their family's favorite dish. As the school grows and develops, we will form a parent committee to be involved with school improvement and community event planning. The strategic planning and focus of each family outreach will be to build a meaningful relationship with families, students, and staff around student achievement and support.

The purpose for our highly structured and disciplined culture will be to allow for a joyful environment focused on learning, support, and achievement. When staff and students are able to focus on learning, highlighting the positives of school culture and academics, there is a time and space created for more celebration, college chants, and recognitions, and students feel part of a joyful environment in which learning and growing is recognized and supported at all times.

Finally, we are proposing a slow growth model, opening with a cohort of 81 kindergarten students and growing one grade per year until we reach a maximum school size of 729 students in grades K-8. This enrollment plan best supports our mission and aligns with our three core beliefs. The slow growth model will allow us to grow strategically, increasing in complexity and size after firmly establishing our culture of academic achievement. By growing one grade level at a time, we will be able to identify and address the specific needs of our students and families. We will add one grade level each year, until the school reaches full enrollment in grade eight. A study of successful charter schools across the country as part of the Building Excellent Schools Fellowship evidences that the slow growth model allows for the ability to strongly implement a college preparatory academic program and school culture from year one of the charter term.⁷⁶ In addition to fostering a strong culture, benefits such as increased student engagement and achievement, better communication among the staff and with parents, and greater accountability, are all connected with small school size stemming from the slow growth model.⁷⁷ As we believe that college preparation must start on a child's first day of his or her elementary education, young school-aged children will greatly benefit from being able to understand the correlation between effort and academic outcomes in elementary school and success in high school and college.

We have drafted a preliminary Code of Conduct and assure that we will have a comprehensive discipline policy for review and approval prior to charter approval in compliance with all federal, state, and local laws and regulations, including a general discipline policy and a special education discipline policy. Infractions range from minor to zero tolerance and are handled within the classroom at the minor levels and require family involvement and legal procedures for infractions that are more severe. Refer to **Voluntary Attachment B Code of Conduct** for a detailed vision of our discipline policy as currently drafted.

⁷⁶ Multiple founders of high performing charter schools we have studied through the BES Fellowship believe that adding one grade level each year approach maximizes a new school's ability to "get it right." Successful school models and leaders of high performing charter schools utilize this slow growth model.

⁷⁷ Howley, C.B., and R. Bickel. "When it Comes to Schooling...Small Works: School Size, Poverty, and Student Achievement." *Report from the Rural School and Community Trust Policy Program*. 2000.

DRESS CODE

We will show respect for our appearance and our cohesion as a community through our uniforms. Students in our community will be expected to follow the school dress code, our core values emphasize professionalism, and we believe in teaching our students at a young age how to dress and carry themselves as professionals. RISE Mayoral Academy will contract with a uniform vendor that is affordable and will implement a plan to support our families with cost when needed.

V. PERSONNEL

(a) Establishing Persons or Entities

RISE Mayoral Academy is an eligible proposed mayoral academy as identified in RIGL § 16-77.4 with Woonsocket Mayor Lisa Baldelli-Hunt serving as the establishing person of our application. As a native and now Mayor of Woonsocket, Mayor Baldelli-Hunt is deeply invested in improving the community and making significant gains in regards to education. To improve the lives of those in the community and the vitality of our business community, Mayor Baldelli-Hunt knows that all students and families must have access to quality school options that prepare them for high school, college, and the careers of their choice. If approved, the Mayor will continue to serve as Board Chair to RISE Mayoral Academy's Board of Directors as we transition from founding to governing Board. As Chair, the Mayor will preside at Board meetings, co-author Board agendas, appoint and assist committees, manage group development, set goals and expectations for the Board, create a safe environment for decision-making, communicate with the Board effectively, support the school leader, cultivate future leadership, and link with major stakeholders.

The two elected officials, Mayor Baldelli-Hunt and North Smithfield Town Administrator Paulette Hamilton, have a professional relationship by the nature of their political leadership in neighboring communities, and the other members of the applicant group neither have prior affiliations with the establishing person, Mayor Baldelli-Hunt, nor one another. The applicant group which serves as the Founding Board of Directors, has been brought together by proposed Head of School Rosalind Murphy, and with the support of Building Excellent Schools and Michael Magee of Rhode Island Mayoral Academies, for the purpose of founding RISE Mayoral Academy.

(b) Applicant Group

The applicant group which comprises our Founding Board of Directors, including the establishing person (Mayor Baldelli-Hunt), has been brought together by the proposed Head of School Rosalind Murphy, working closely with Michael Magee of the Rhode Island Mayoral Academies, as well as the executive leadership of Building Excellent Schools. Through a comprehensive search beginning in July 2013, Ms. Murphy has worked alongside of Building Excellent Schools and RIMA to identify and recruit high-capacity, mission-aligned Board members and invest them in serving on RISE Mayoral Academy's Founding Board. Early conversations focused on the mission, vision, and school design of RISE Mayoral Academy to ensure that all Board members shared the same vision for their efforts within the organization.

BIOGRAPHICAL DESCRIPTIONS OF APPLICANT GROUP

Rosalind Murphy, as part of the intensive Building Excellent Schools Fellowship, has traveled across the country studying the highest performing charter schools, and incorporating their best practices into RISE Mayoral Academy's proposal. As the lead writer of the application, Ms.

Murphy has worked with individuals on the Board to revise and examine parts of proposal that align with his or her skill set or background. Each member has been deeply engaged in the training and preparation on all aspects of the proposal from the academic program to operations and budget. If approved, the Board will work to form committees that will best support the school based on their expertise and continue to support the Head of School in the most effective ways.

Mayor Lisa Baldelli-Hunt, Mayor of Woonsocket, will serve as the Board Chair of our school. A former state representative and the current Mayor of Woonsocket, Mayor Lisa Baldelli-Hunt brings her expertise in business, community outreach, education, and budgeting to the Founding Board of RISE Mayoral Academy, as well as her passion and dedication to the city of Woonsocket. Campaigning door-to-door across the city has allowed the Mayor to recognize parts of the community that outsiders do not always see. Mayor Baldelli-Hunt has stated that part of her campaign was based on the idea that the image of the city needs to change, “because whether or not it is true, people perceive Woonsocket to be an uneducated, dirty, high unemployment place. Maybe some of those things are true, maybe some aren’t, but the problem is we are perceived to be all of that: high violence, a lot of crime. Woonsocket’s brand can be characterized by those attributes. If all of those things are what people are thinking of when they think of Woonsocket, it’s not luring them into our community.”⁷⁸ Mayor Baldelli-Hunt is steadfast in her commitment to improving Woonsocket and providing quality options to all families living in the city, particularly in regards to education. She supports the choice that families will have to send their children to RISE Mayoral Academy and will be an integral part of the school’s success.

Paulette Hamilton, Town Administrator of North Smithfield, has led the town of North Smithfield for six years, and is committed to working collaboratively to improve North Smithfield as well as neighboring cities and towns in Rhode Island. In pursuit of these goals, Ms. Hamilton was recently named one of the Vice Presidents of the Rhode Island League of Cities and Towns. Inspired by the work of mayoral academies such as Blackstone Valley Prep in Rhode Island, Ms. Hamilton is committed to bringing the same exceptional, regional, public school option and results to students in Woonsocket, North Smithfield, and Burrillville. RISE Mayoral Academy is proud to have the support and service of Ms. Hamilton on our Founding Board.

Colleen Colarusso, Head of School, Blackstone Valley Prep Elementary in Cumberland, Rhode Island, joined Blackstone Valley Prep as a Founding Kindergarten teacher in 2009 and quickly established her role in leadership through her passion and commitment to providing students with an excellent education. Ms. Colarusso started her career in education as a Teach For America Corps Member teaching kindergarten and Grade 1 in the urban school district of Miami-Dade County Public Schools in Florida. A native of Massachusetts, Ms. Colarusso holds a dual B.A. in History and Spanish from Regis College and M.Ed. from the Harvard Graduate School of Education in The Mind, Brain, and Education program. She is a graduate of the Principal Residency Network and has worked in district and charter schools in her home state. Ms. Colarusso brings her energy, skills and expertise to our founding Board of Directors.

Michael O’Connell, Director of Service Delivery, The Apex Technology Group is a Woonsocket native and has made it his mission to give back to the community. After graduating from Rhode Island College with a B.S. in Computer Science, Mr. O’Connell played an integral role in founding the Boys and Girls Club of Woonsocket and is now Secretary of the Club’s Board of Directors. At Apex, Mr. O’Connell has worked on a number of large projects including design

⁷⁸ Baron, Jim. "Let's Do Better." *The Call* [Woonsocket] 3 Nov. 2013: n. pag. Print.

and implementation of wide area networks, Voice over IP systems, and wireless networks. His areas of responsibility include the management of technology strategy and support for multiple Apex Personal CIO accounts. Mr. O'Connell believes that being part of a team bringing a quality educational option to families in Woonsocket, North Smithfield, and Burrillville, and is deeply invested in the work to improve the community of Woonsocket.

Christopher Gruttadauria, Human Resources Business Partner, CVS Caremark is a Rhode Island native and Bryant University graduate, and has spent the past eight years working in the city of Woonsocket at CVS Caremark. His business skills range from research and recruiting analysis to marketing, management, and human resources. While he has remained driven in his career path, he has always found his true fulfillment in community service, spending many breaks and weekends volunteering at organizations such as Habitat for Humanity International and the Rhode Island Community Food Bank. It was his work at CVS Caremark that introduced him to charter schools through a volunteer program with a charter school in Providence. Mr. Gruttadauria was immediately struck by the respect, structure, and level of learning happening and wanted to learn more. He is enthusiastic about serving on the Founding Board of RISE Mayoral Academy and contributing to the community in which he has spent the better part of the last decade. He is determined to be part of the group forging a new and exciting education chapter for their children.

Cynthia Salvato, Founder and Director of Savoring Rhode Island, a Rhode Island resident and business owner, is the author of *The Dowry Cookbook* and a certified executive pastry chef. She taught in the International Baking and Pastry Institute at Johnson & Wales University's College of Culinary Arts for more than a decade and was a finalist for the International Association of Culinary Professionals Award for Excellence in Teaching in 2003. It was Ms. Salvato's experience teaching at the college level that opened her eyes to the gaps in skills and knowledge her students brought from their high school, middle school, and even foundational elementary school education. She has volunteered for multiple career days and has sat as a community judge at charter school presentations in Rhode Island and became inspired by the level of professional and academic preparation she saw taking place in the schools she visited. Ms. Salvato brings the many skills and mindsets of a true entrepreneur to RISE Mayoral Academy, as well as the unwavering determination to be part of creating an opportunity that will ensure that all students have the academic knowledge and social skills to be successful in college and in life.

John Gregory, President/CEO of Northern Rhode Island Chamber of Commerce, has held his position at the Northern Rhode Island Chamber of Commerce for twenty-seven years, the longest tenure of any chamber professional in Rhode Island and one of the longest in New England. His previous Chamber experience includes Director of Membership Services for the Cranston Chamber of Commerce and Vice President of Membership Services for the Greater Providence Chamber of Commerce. As an inclusive leader he was the catalyst for forming a coalition of five Chambers for lobbying purposes that was announced in January 2000 that has since grown to twelve chambers. Mr. Gregory is past president and former Board member of the New England Association of Chamber of Commerce Executives and in 2002 was chosen as Executive of the year by NEACCE. Among other awards he has received is the RI SBA District Director's Award, the Pawtucket Kiwanis Citizen of the Year, The Blackstone Valley Tourism Council's William Blackstone Award and Grand Marshall of the Woonsocket Autumnfest Celebration. He also served on the faculty and was a national Director of the U.S. Chamber's Institute for Organization Management. Mr. Gregory has addressed many organizations and conferences on issues ranging from good governance to strategic planning. In addition to his vast business experience, Mr.

Gregory brings passion for improving the Northern Rhode Island community through education to RISE’s Founding Board of Directors.

Please refer to **Attachment 1** for resumes for all members of the applicant group.

(c) Board Development and Duties

The Governing Board of Directors will be responsible for the final Charter of the school and will adhere to all regulations such as requirements of RI Open Meetings Law (16-42-46) and regulations of the RI Ethics Commission. For the Board to be well prepared to oversee the school and fulfill our mission, recruitment efforts for the founding Board and training on the components of the proposal have been ongoing since July 2013. We have identified seven individuals to fill Board positions, including Board Chair and Vice Chair. RISE Mayoral Academy will continue to work with Building Excellent Schools and Rhode Island Mayoral Academies to identify individuals with the appropriate expertise to fill the remaining positions. The Board will attend monthly meetings and an annual day long retreat to ensure the professional development and time necessary to build and sustain an effective Board. Moving forward, and as we transition to a Governing Board, we will follow a thorough Board Recruitment Process outlined below.

Board Recruitment Process

<p>Step One: Prepare for Active Board Member Recruitment</p> <p>An effective Board recruitment process begins with a review of RISE Mayoral Academy’s bylaws (see Attachment 2), contract, strategic plan and job description.</p> <p>Charter school bylaws identify who is eligible to serve on the Board and explain requirements to include a parent, community members and others.</p> <p>Charter school contract explains the terms for governance and the specific roles and responsibilities of the charter school Board.</p> <p>Strategic plan can impact Board recruitment; for example, charter school may want to the Board to be more diverse or to strengthen its relationship with key segments of the outside community.</p> <p>Job description that clearly details the responsibilities and expectations of Board member performance.</p>
<p>Step Two: Develop a Profile of the Current Board</p> <p>Develop a profile of the current Board using a tracker based on key criteria including age, race, ethnicity, specific skills, community contacts, parent of children enrolled in the school, etc. The Governance Committee then creates a set of priorities to guide recruitment efforts for review.</p>
<p>Step Three: Determine Strategies to Build Board Diversity</p> <p>Before selecting prospective Board members to contact, we will develop an effective plan for achieving and maintaining board diversity, incorporating the following criteria:</p> <ul style="list-style-type: none">• Diversity factors (race, ethnicity, age, sex, occupation, etc.).• Root causes of barriers to achieving diversity and strategies to overcome them.• Strategies to recruit from key constituencies.• Cultural diversity training and activities.• Avoiding “tokenism” where one person represents the entire community.• Measurable diversity targets and accountability for achieving them.• Monitoring progress.
<p>Step Four: Develop an Initial List of Prospective Board Members</p>

Prepare and rank list of candidates who best fit established recruiting priorities. “Cast a wide net” and consider a number of potential board recruits greater than the number of projected vacancies. Candidates may be identified by board members, friends or community members.

Step Five: Contact the Top Prospects

Initial contact sends printed materials to prospect, including personalized letter, job description, material about the charter school and a response form. This mailing is followed by personal calls from the Governance Committee to answer questions and determine the prospect’s level of interest in the Board.

Prospective Board members also can be asked to visit the school to observe it in action, talk with the school leader and other staff, and attend a Board meeting to see how it conducts business.

Step Six: Schedule and Conduct Orientation with Interested Board Candidates

Board Chair and Head of School attend orientation sessions to show prospects the importance of the position they are being asked to consider. A sample orientation session includes:

- Overview of mission, vision and educational goals of the charter school
- Overview of roles and responsibilities of the Board.
- Detailed job description/expectations of members (committees, attendance, fundraising)
- Opportunity for prospect to ask questions
- Declaration of willingness to serve by Board prospect
- Other information required to continue in Board recruitment process

Candidates wishing to continue process asked to complete questionnaire of personal background information.

Step Seven: Evaluation

Governance Committee reviews all candidates who participated in orientation. In evaluating prospects, committee checks recruiting priorities set earlier in process and asks these questions:

- Is prospect committed to mission and educational philosophy of RISE Mayoral Academy?
- Can prospect contribute time necessary to be an effective Board member?
- Does prospect possess key skills/knowledge/other assets matching recruiting priorities?
- Can prospect place RISE Mayoral Academy’s interest above their own when making Board decisions?

Step Eight: Selection/Appointment of New Board Members

Final selection/appointment is determined by bylaws, which give selection authority to entire Board. Governance Committee prepares slate of candidates who match the recruiting priorities set at the beginning of the process. The slate will be presented to the entire Board of Directors, and a 2/3 vote, as outlined in the Bylaws, will elect the new member to the governing Board.

RISE Mayoral Academy’s Governing Board will have specific positions and committees to ensure that all aspects of our organization are begin given the attention and diligence necessary to remain an effective organization. The table below delineates the board positions, responsibilities of each position and the founding board member currently serving as the position.

Board Positions and Responsibilities

Available Board Positions	Responsibilities of Role	Status
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Chair	The Chair presides at all meetings, guides the Board in enforcement of all policies and regulations relating to RISE Mayoral Academy, ensures Board addresses all due diligence functions throughout each fiscal year cycle, and performs all other duties normally incumbent upon such an officer. The Board Chair coauthors the Board agendas with the Head of School and stays in contact with all of the school’s major constituencies.	Filled by the Mayor of Woonsocket
Vice Chair	The Vice Chair will fill the role of the Chair at any meetings at which the Chair is not present. In the event that the office of the Chair becomes vacant, the Vice Chair shall become Chair for the unexpired portion of the term.	Filled by the Town Administrator of North Smithfield
Secretary	The Secretary provides written agendas of the sessions of the full Board and meetings of the standing committees. The Secretary distributes to Board members appropriate background information on subjects to be discussed one week in advance of board meetings, prepares and provides written minutes to Board members, files approved minutes, and maintains official list of Board members in accordance with adopted procedures.	Will be filled in upcoming months.
Treasurer	The Treasurer has knowledge and understanding of financial accounting for nonprofit organizations. Responsibilities include serving as Chair of the Finance Committee. The Board Treasurer manages, with the Finance Committee, the Board's review of and action related to the Board's financial responsibilities. The Board Treasurer works with the Head of School to ensure that appropriate financial reports are made available to the Board on a timely basis and assists the Head of School in preparing the annual budget and presenting the budget to the board for approval. The Board Treasurer and members of the Finance Committee review the annual audit and answer Board members' questions about the audit.	Will be filled in upcoming months.

BOARD FINANCIAL OVERSIGHT

The Finance Committee will coordinate the Board’s financial oversight responsibilities by recommending policy to the Board and monitoring its implementation. The Committee will provide Board oversight of the organization’s financial audit. The members of the Committee will be the Treasurer of the Board who will serve as chair, the Board Chair who will serve as an *ex-officio* member, together with other Directors appointed by the Chair with the advice and consent of the Board in accordance with the Bylaws. The Finance Committee will: monitor the organization’s financial records; review and oversee the creation of accurate, timely, and meaningful financial statements to be presented to the Board; review the annual budget and recommend it to the full Board for approval; monitor budget implementation and financial procedures; monitor budget assets; monitor compliance with federal, state, and other financial reporting requirements; and help the full Board understand the organization’s financial standing. To fulfill these responsibilities, the Finance Committee will: review adequacy of the organization’s internal control structure; review activities, organizational structure, and qualifications of internal audit; review policies/procedures in effect for review of executive compensation/benefit; if necessary, institute special investigations and, if appropriate, hire special counsel or experts to assist; and perform other oversight functions as requested by the Board. Finance Committee members should have a strong background in accounting, finance, or business. The Committee reports to the full Board and maintains consistent communication with the Head of School.

BOARD ACADEMIC OVERSIGHT

The Academic Performance Committee will maintain oversight of the school's performance against academic goals articulated and adopted in the Accountability Plan. While all Board members will regularly review and discuss student achievement progress, the committee has several specific responsibilities: define and continue to refine what academic achievement means at RISE Mayoral Academy; ensure Board members understand charter promises made to community and authorizer; work with school leader to devise clear ways to measure progress towards goals; work with leader to set annual achievement goals, to be presented to/approved by Board; work with Head of School to share with Board annual successes, barriers to reaching academic achievement, and strategies to overcome these barriers; arrange for Board training on issues related to academic oversight and achievement; annually submit objectives as part of the planning and budgeting process; annually evaluate its work as a committee and the objective and report to the Board; and report to Board at regular meetings of the board in a manner determined by the Board.

HEAD OF SCHOOL EVALUATION

The Head of School will be evaluated by the Board prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. Results will be in writing and be included in the employee's personnel file. Decisions to renew the Head of School's contract will be based on the evaluation, which will incorporate: Mid-Year Self-Evaluation; End-of-Year Self-Evaluation; End-of-Year Board Evaluation, with focus on RISE Mayoral Academy's Accountability Plan, specifically Head of School's ability to meet established academic and organizational goals;⁷⁹ and External School Audit.⁸⁰

Parents and teachers will be able to contact RISE Mayoral Academy's Board of Directors and ask to be placed on the meeting agenda for open Board meetings if they wish to address an issue or challenge an aspect of the school. Once placed on the agenda, parents and teachers will be allotted time to address the Board at the meeting date identified.

(d) Personnel Structures

The Board will delegate all management and administrative responsibilities to the Head of School. Each member of the administrative and instructional team understands and is driven by our mission. A brief description of the administration of the school, including the roles and responsibilities of the school leader and additional key personnel are listed below.

The Head of School is responsible for maintaining the integrity of RISE Mayoral Academy's mission by ensuring that all resources – financial, operational, staffing, and curricular – are devoted to fulfilling our mission. The Head of School is accountable for the success of the academic program and the operations of the school. S/he oversees the academic program, including curriculum development, instruction, and the professional development of instructional staff. S/he ensures business and operational procedures and processes are sound by maintaining the school budget, accounting systems, and ensuring compliance with all federal, state and local requirements. S/he serves as the external face of the organization and is the liaison between the Board and the school's administrative and instructional staff. S/he hires, supervises, and evaluates all employees of the school and may delegate these duties to other administrative staff, which

⁷⁹ The Board will monitor the Head of School's progress with established outcomes and goals per academic and organizational progress reports displayed in a dashboard.

⁸⁰ RIDE and Building Excellent Schools will both provide annual school and culture audits.

include, but are not limited to the Operations Manager and Director of Curriculum and Instruction (as hired in Y3). The Head of School also works with any contracted agencies providing back-office support. In particular, we are engaged in conversations to potentially contract with EdTec, a national organization providing financial back-office services and guidance to charter schools. The Head of School reports directly to the Board on the state of the school and is charged with executing all school operations and programs to ensure adequate progress towards the goals set forth in the school's Accountability Plan.

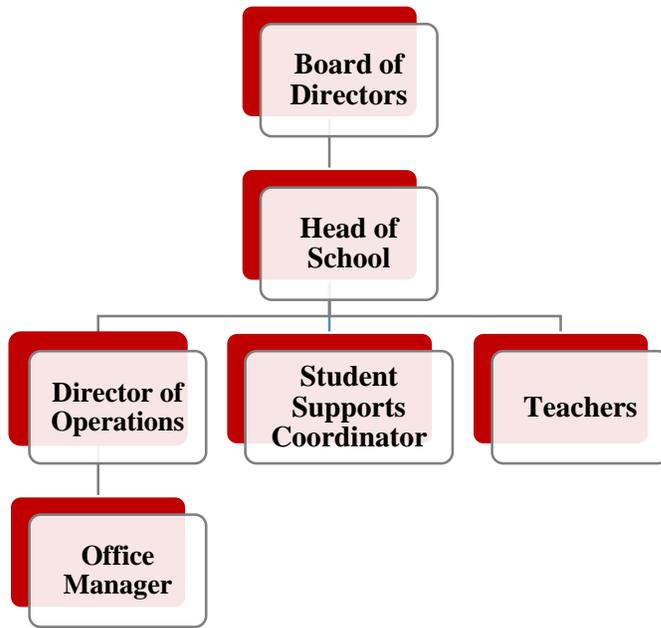
The **Director of Operations** manages facility, operational, and human resource needs, manages vendor relationships, and ensures that the school's daily operations and attendance system run smoothly. S/he maintains student records and ensures that student attendance, homework completion, and data is accurately recorded. S/he is the first contact for parents and ensures that appropriate notification is given to parents regarding student health, absences, or other important matters pertaining to their children. S/he reports directly to the Head of School.

The **Director of Curriculum and Instruction (Y3)** compliments the Head of School as an instructional leader in the school. S/he supports the academic program, including developing curriculum, ensuring quality instruction, and providing professional development to instructional staff. The Director of Curriculum and Instruction reports directly to the Head of School, observes and evaluates teachers, and is responsible for developing and administering the assessment system, analyzing results, and guiding instructional and individualized supports in response to the results.

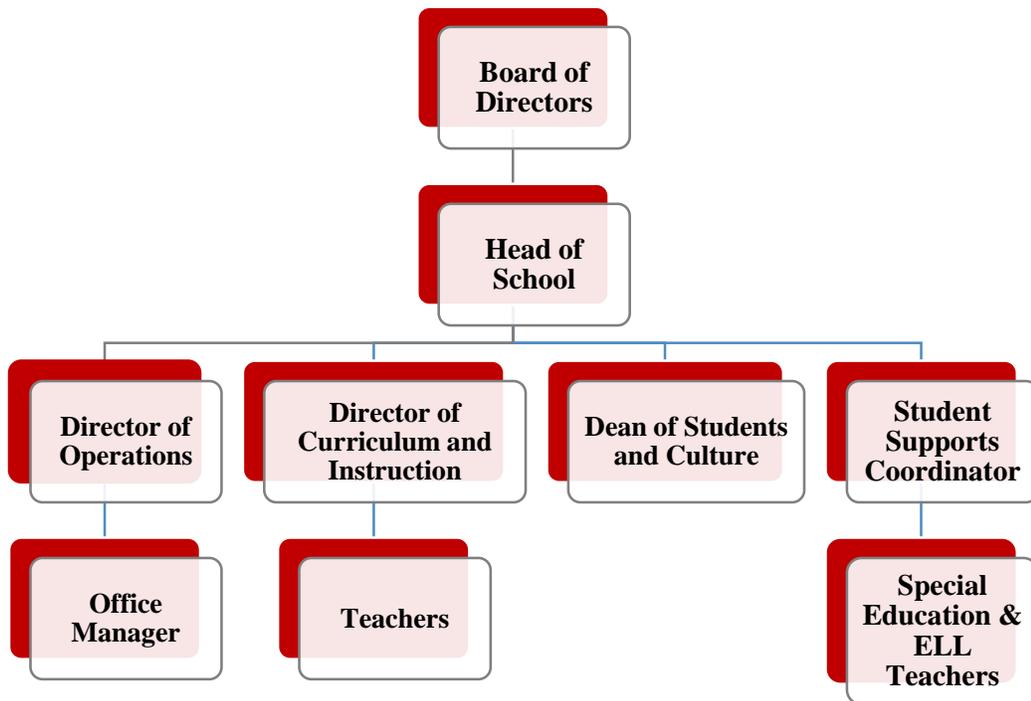
The **Student Support Coordinator** focuses on the entire special education and English Language Learner program. During the first year of operation, the Student Support Coordinator will provide .5 time for administrative duties associated with IEPs and ELL program and .5 time for instructional duties, providing direct services for students as outlined within their IEPs. This position will become full time for administrative support (as needed) in the second year of the school's operation, as an additional FTE teacher of special education is added to the staff.

The charts below represent the organizational structures for RISE Mayoral Academy in the first year, and final year of the Charter (year 5)

Year 1. The Board of Directors will supervise and evaluate the Head of School. The Head of School will be responsible for supervising and evaluating all staff. The Director of Operations will oversee the Office Manager and will work with the Head of School to evaluate him or her.



Year 5. The Board of Directors will supervise and evaluate the Head of School. The Head of School will supervise and evaluate the Director of Operations, the Director of Curriculum and Instruction, and the Dean of Students and Culture and will oversee the management of personnel for which each is responsible for supervising and evaluating.



The organizational structure of the school will develop and expand as the school reaches its full enrollment capacity. Teachers and support staff will be added to support enrollment demands and specific student needs. The organizational structure will be fiscally conservative and decisions

will always be based on RISE Mayoral Academy’s mission. The table below outlines our staffing plan for the 5 year charter term, grades K-4.

Position	2015-2016 81 Students	2016-2017 162 Students	2017-2018 243 Students	2018-2019 324 Students	2019-2020 405 Students
Head of School	1	1	1	1	1
Director of Operations	1	1	1	1	1
Student Supports Coordinator	.5	1	1	1	1
Special Education Teacher ⁸¹	1	2	3	3	4
K-4 General Education Teachers ⁸²	6	12	18	24	30
Enrichment Teachers	1	1.5	2	2	2
Office Manager	1	1	1	1	1
Director of Curriculum and Instruction	0	0	1	1	1
Dean of Students and Culture	0	0	0	1	1
School Nurse	.5	1	1	1	1

(e) Leadership

All staff will have clear expectations and will be trained prior to the school year in their specific roles. As stated in section (d), each leadership position has a specific supervisor to whom s/he will report and by whom s/he will be evaluated each year. All personnel will be certified according to the mandates of the Rhode Island Department of Education. During the planning year, the proposed Head of School will participate in an approved principal certification program such as Principal Residency Network, to attain the certification necessary to evaluate and coach teachers as well as serve as a building-level school leader, and will be certified before the school opens in August 2015. **Attachment 3** provides the Head of School Job Description; **Voluntary Attachment C** provides resume of Rosalind Murphy, proposed Head of School.

Bringing urban education teaching and instructional coaching experience, Rosalind Murphy was selected to join the nationally recognized Building Excellent Schools Fellowship. A Teach For America Alum, Ms. Murphy has closely studied and practiced curriculum design, instructional coaching, evaluation systems, and blended learning. As a Building Excellent Schools Fellow, Ms. Murphy has had access to some of the highest performing schools in the country and has studied and practiced the best practices of these schools. BES has trained Ms. Murphy in facilities, charter school finance, instruction, and data analysis, among other core components of successful schools. Her determination to serve students in Woonsocket, North Smithfield, and Burrillville, ability to multi-task, and focus on student outcomes along with her training in a district school and through

⁸¹ In addition to the Student Supports Coordinator, we will have at least 1 FTE general education teachers licensed in Special Education to enhance our instructional model but not be responsible for writing and evaluating IEPs and other SPED processes. As the school grows, our Student Supports Coordinator will become an FTE position overseeing all Special Education instruction and legal mandates.

⁸² Starting in grade 3, students will no longer have a two-teacher model as their reading, writing, and computing skills will be on grade level.

the BES Fellowship has prepared her to lead RISE Mayoral Academy with the support and oversight of RISE's Board of Directors.

LEADERSHIP AND SUPPORT PERSONNEL JOB DESCRIPTIONS

Director of Operations Job Description

- Strong commitment to, belief in, and alignment with mission and vision of school
- Possession of, at minimum, a Bachelor's degree, with verification provided as part of personnel file
- Minimum of three years of experience in operations and finance preferred
- Proficiency or advanced knowledge in Microsoft Excel and Access, Quick Books and other financial management and human resources software (required)
- Knowledge of school finance, budgetary planning, and accounting principles (preferred)
- Experience in school finance, governance and fundraising (preferred)
- Excellent technical writing and organizational skills required
- Excellent data management and reporting abilities
- Demonstrated ability to multitask effectively and prioritize strategically
- Prior leadership roles with demonstrated strong results
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve, and steady determination to pursue excellence regardless of the situation

Director of Curriculum and Instruction Job Description

- Strong commitment to, belief in, and alignment with mission and vision of school
- Minimum of three years working in urban education with history of significant gains in scholar performance and/or growth
- Bachelor's Degree Required, Master's Degree preferred, with all verification provided as part of personnel file
- Experience in leadership and management of both adults and scholars
- Ability to assess data, find trends, and use information to make strategic decisions
- Strong knowledge of Common Core State Standards and Rhode Island Academic Standards in all relevant grades and subjects
- Exceptional verbal and written communication skills
- Strong organizational skills and ability to multi-task
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve, and steady determination to pursue excellence regardless of the situation

Student Supports Coordinator Job Description

- Strong commitment to, belief in, and alignment with mission and vision of the school
- Rhode Island state teacher credential or certification eligibility, with all accompanying verification provided as part of the personnel file
- Minimum of Bachelor's degree, with verification provided as part of personnel file
- State certification in special education, with verification provided as part of personnel file
- State certification in ESOL, with verification provided as part of personnel file
- Minimum of one year working in urban education with a history of significant gains in student performance and/or growth.

- Experience in writing excellent Individual Education Plans (IEPs) and communicating the contents in an accessible way to multiple audiences.
- Experience compiling and managing special education reporting data.
- Excellent verbal and written skills.
- Experience or familiarity analyzing data and using data to inform decisions and/or instruction.
- Strong organizational skills.
- Openness to feedback, desire to continue development as professional, and willingness to take responsibility for scholar outcomes and achievement.

(f) Teachers

We will recruit and develop excellent teachers who will consistently create and sustain the rigorous academic curriculum and joy-infused culture aligned with our mission and vision. To drive academic success in the classroom, we will recruit the most committed and capable teachers and invest deeply in their individual professional development. Leadership will be accountable for the adult culture within the school and model the vision and mission within each interaction and will lead annual and weekly professional development (32 days per year and 2 hours per week). All teachers will be invested in the school's mission and will support students in character and community education by maintaining high expectations for academics and behavior, and monitoring student growth and performance through our weekly character education report card.

TEACHER RECRUITMENT

We will perform a wide-ranging search for teachers with a track record of success in urban communities serving a similar population and will begin to develop them immediately to successfully teach, support, and challenge students to rigorous academic expectations. Our first priority will be to conduct a comprehensive search to find teachers who are mission-aligned, committed to providing excellent instruction to all students, and an understanding of the Common Core Standards. We plan to leverage a variety of networks, directly following Preliminary Approval. The Head of School will first contact regional Teach For America alumni networks and attend events throughout Rhode Island. We will leverage the exceptional teacher training programs and colleges in the state of Rhode Island as well as throughout New England to recruit teachers. All hiring will be complete by April 2015 to allow leadership to focus on training and onboarding of all new staff. Each teacher, prior to interview, will be screened for experience and track records as well as mission alignment. Though many of these individuals will be new to teaching, we are committed to immediately beginning their development upon onboarding and to quickly developing their capacity.

Hiring teachers will involve a five-step process: (1) Comprehensive resume screening; (2) Two twenty minute phone interviews with the school leaders and with the support of Building Excellent Schools; (3) Observation of instruction at the teacher's current school (for local candidates) or a sample lesson at a Rhode Island school, such as Blackstone Valley Prep through a partnership formed during the BES Fellowship year - each lesson is followed by a substantive debrief and discussion of feedback; (4) A re-teaching opportunity to assess the teacher's ability to implement feedback; and (5) A written and verbal offer of employment within 24 hours of successful completion of the hiring process for successful candidates.

All staff must possess a firm belief in our mission and core instructional beliefs, be a model of character, and professionalism. Ideal candidates for employment at RISE Mayoral Academy, regardless of their position, will consistently demonstrate:

- Unwavering belief in and commitment to fulfill RISE Mayoral Academy’s mission
- Embodiment of RISE Mayoral Academy Core Values—Respect, Integrity, Self-determination, and Excellence
- Clearly demonstrated desire for student success as a motivator
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest dialogue about job performance feedback
- Modeling lifelong learning by engaging in individual professional development
- Demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Capacity with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Required Rhode Island certifications and qualifications
- Knowledge of Common Core State Standards

Each teacher will receive a one year contract upon accepting a teaching position at RISE Mayoral Academy. This contract may be terminated by either party before the year is over. Contracts will be renewed yearly and will follow a mid-year meeting to discuss teacher and school’s future plans. Teachers will be compensated based on (a) experience, (b) consideration of district salaries, (c) our extended day program, and (d) performance throughout the year. We will provide benefits and a matching 401k program for all of our full time staff members.

All teachers at RISE Mayoral Academy will have the required Rhode Island certification for their positions before the first day of school.

TEACHER SCHEDULE AND RETENTION

Monday through Friday teachers will be responsible for 390 minutes of core academic instruction, with the exception of the abbreviated Wednesday schedule, during which teachers will deliver 285 minutes of core academic instruction. Teachers will rotate throughout the week to cover lunches which will also be monitored by the Head of School. Snack/Brain Breaks will be covered alternately by Lead Teachers and Co-Teachers. Teachers will assist the leadership team in greeting students during arrival as well as either safely walking students to their cars in the car line, or monitoring a classroom with bus riders waiting for their busses to take them home.

We aim to retain teachers as long as possible. The best way to retain mission-aligned, high capacity individuals is to provide them with a team of similar drive and ability, and to equip them with the professional resources of time and development needed to deliver successful instruction to their students. We will provide extensive professional training and support, and a schedule that will allow teachers to build their craft and working relationships with colleagues – two critical elements necessary for teacher satisfaction.

To ensure that teachers have the time they need to prepare for students, RISE Mayoral Academy leadership is deliberate in making time during the day for the two teachers of each classroom to check-in and plan together, as well as using thirty minutes at the beginning of weekly professional development on Wednesdays for grade level meetings and planning. As the school grows and we add more staff, we will transition to a daily grade level planning block.

PROFESSIONAL DEVELOPMENT AND SUPPORT

Teachers will receive two hours of professional development each Wednesday afternoon after students are dismissed. Many of the professional development topics will be directly focused on areas of growth gathered throughout ongoing instructional observations. Other professional development topics will address serving Special Education students, ELL students, and strategies to engage all learners, as well as behavior management and modelling strategies to build strong classroom and school culture.

After the third week of school, the Head of School will meet individually with teachers to create individual instructional and data goals for the year. The first three weeks will be dedicated to identifying areas of growth and strengths to establish meaningful goals. Teachers will be formally and informally evaluated frequently throughout the year on these goals as well as other cultural and instructional observations.

The Head of School, and as the school grows the Director of Curriculum and Instruction, will implement a bi-weekly extended (25 minutes), formal, observation cycle with same-day feedback as well as an in-person debrief, designed to support teacher performance in classroom culture and instructional execution. Aside from longer, formal observations, the Head of School and Director of Curriculum and Instruction will do weekly 10-15 minute targeted observations and immediately email feedback for high impact quick instructional fixes. RISE Mayoral Academy's instructional staff feedback cycle is designed with the teacher's growth in mind and based on the best practices of charter schools which have developed outstanding teachers within this feedback model.

One week in advance of executing their lessons, teachers will submit drafts of their weekly lesson plans in electronic copy to instructional leadership, formed on a common template for all RISE Mayoral Academy instructional staff. The lesson plan review cycle will be performed by instructional leadership. Instructional leaders will provide electronic copy review through informative comments, highlighted additions, questions, pushes for rigor and cross-curricular opportunities, vocabulary usage, and suggested alterations to or inserted activities by Wednesday night. Teachers then will implement the feedback and have from Wednesday to Sunday to practice and rehearse lessons for delivery on the following Monday.

During observations, both formal and informal, instructional leadership is looking for:

- **Planning To Execute.** Is the teacher staying on the lesson plan to drive the lesson forward? Does the plan meet students' needs in reality?
- **Pacing.** How effectively is the teacher using our pacing model? Is the teacher using student feedback to inform pacing? Does the lesson plan make good use of earlier feedback?
- **Execution.** Is the teacher using strong and practiced methods of execution? Have s/he found ways to become effective implementer of instruction through these methods? Are these methods consistently used as needed throughout the lesson?

- **Rigor.** Is this classroom challenging our students academically? Is the teacher actively moving students towards our core values?
- **Support.** Is the teacher providing adequate support throughout the lesson to ensure all students master the content?
- **Classroom Culture.** Are students showing our RISE values? Are they engaged in positive academic discourse with the teacher and the rest of the classroom community?
- **Presence.** Is the teacher comfortable within his/her role? Has he/she developed relationships with students?

Beyond these categories, the instructional leader performing the observation will take note of any and all teacher and student actions of note in a “+/ Δ ” positive and delta format, or a way of tracking what objectively observed actions/events would fall into a positive category, meaning the teacher should continue to use that practice or aim for that product, or the category of change, which are actions which will be problem-solved in the feedback cycle, especially if they are common areas for change throughout the lesson.

Our professional development and observation cycle will be designed for staff to be in frequent communication with each other in effort for growth. All teachers have the chance to be coached and developed on instructional and executable capacity regardless of prior experience.

(g) Management Organizations and other Essential Partners

This section is not applicable to RISE Mayoral Academy.

(h) Family-School Partnership

RISE Mayoral Academy is privileged to serve the families of the Woonsocket, North Smithfield, and Burrillville communities and will initiate productive partnerships with families to ensure that all students are supported on their journey to college. To allow parents and guardians to feel part of the school community, we will engage in a variety of parent outreach opportunities. Once a family has decided to enroll their child at RISE Mayoral Academy, the Head of School and another staff member will plan a home visit in which we will share more details about the school, expectations, and opportunities for them to be involved their child’s academic progress and growth. Each month, families will receive RISE Monthly Newsletter which will inform them of upcoming school events, strategies to practice particular academic skills with their child at home, and general school information. In the middle of each month, the Head of School will host an informal coffee hour in which parents will be welcome to ask questions, express concerns, share successes, and have the undivided attention of the Head of School. Once a month families will be invited to Community Circle to take part in celebrating the academic and core value successes of our students. During the year, we will have several academic nights during the week or on Saturdays in which we will work with parents and students to create more opportunities for learning together. To empower families to work with their children on academics at home, teachers will create and teach fun ways and strategies for parents to continue working on skills and content at home. We also will discuss topics such as STEP Assessments to allow parents to understand their children’s progress in literacy. To value the many diverse cultures we predict will attend our school, we will have RISE Potlucks for families to bring their favorite cultural dish and share its history. There will be many parent volunteer opportunities at RISE Mayoral Academy. Parents will be welcomed volunteers for procedures such as arrival and also special student events and

content nights. They will have the right to attend open Board Meetings to express concerns or raise any questions to the Board.

We will provide an environment in which parents and teachers feel that they are being heard and that the school acts with transparency in its decision-making. To ensure family and teacher satisfaction, we will collect an annual survey (one for families, another for teachers) at the end of each year. In July, leadership will analyze survey results, prioritize the top three to five areas for growth for both families and teachers, create an action plan for the upcoming academic year, and share our goals and progress with RISE Mayoral Academy families. In our second year of operation, we will establish a Parent Committee at the school. As we grow as a school, we will establish a Teacher Leadership Council to ensure we are always improving our adult culture.

Each teacher will receive a one-year at-will contract upon accepting a teaching position at RISE Mayoral Academy. Contracts will be renewed yearly and will follow a mid-year meeting to discuss teacher and school's future plans. Teachers will be compensated based on (a) experience, (b) consideration of district salaries, (c) our extended day program, and (d) performance throughout the year. We will provide benefits and a matching 401k program for all of our full time staff members.

VI. SCHEDULE & CALENDAR

Our daily and weekly schedules and our annual calendar (**Attachment 4**) for students and teachers are driven by our mission: to equip all K-8 students for success in college and a life of community engagement. We know that for all students to be at or above grade level, regardless of entry level, there must be more time for learning. We will offer an extended school day (7:30am - 3:55pm) every day with the exception of our shortened schedules on Wednesdays (dismissal at 2:00pm). Below is a typical student schedule of a Kindergarten class on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, students will attend school from 7:30am to 2:00pm, allowing for two hours of weekly professional development for RISE Mayoral Academy's teachers and staff.

Our academic program will emphasize the importance of strong foundational skills and competency in the areas of literacy and math. Each day, including Wednesday's shortened schedule, students will receive three literacy blocks for a total of 135 minutes of literacy instruction daily, and one block of math including a math meeting to remediate skills and concepts from previous lessons in addition to new content, for a total of 75 minutes of math instruction daily. Currently in Woonsocket, approximately 50% of all elementary students are not proficient in reading and math by the time they reach grade 3, creating a challenging path for them to access the content necessary to be successful academically. By offering more time in these two areas, students will gain the foundational skills and knowledge needed to be proficient at or above grade level, and time to allow for remediation for students who need more support. Excellence block will occur daily for 25 minutes to preserve time to remediate lessons or skills, and also offer tutoring to individual students or small groups who are struggling with content.

To ensure that we are educating the whole student and preparing them to succeed in high school and college socially and emotionally, we will have a Character Education and Community Engagement class which will rotate weekly, each for 45 minutes on Wednesdays. Character Education class will be based on our RISE Core Values: Respect, Integrity, Self-determination, and Excellence. The class will be structured to ensure that students understand the meaning and importance of each and will have time and instruction dedicated to the meanings of each of these

values and their impact on our mission of being college-bound, and practice of how to exemplify each core value inside and outside of school. Community Engagement class will focus on teaching students about social intelligence and the larger community around them, as well as modeling and practicing behaviors that lead to their development as contributing and engaged community members. Respecting students growing maturity, community will be defined differently across the grade levels.

- In K-2, the community will consist of the individual classroom. Teachers will model, practice, and focus on how students are to act and interact with respect and integrity.
- In grades 3-4, the community will consist of the grade to which each student belongs. In weekly Morning Meetings, students will share ways in which they are contributing or working towards bettering their grade community through academics, behavior, and the school's values.
- In grades 5 and 6, the community will consist of the entire school. Staff will involve students as mentors and role models for the lower grades.
- In grades 7 and 8, community will expand beyond the school to include our local cities and the State of Rhode Island. Students will work outside of school to understand the meaning of being an engaged community member who contributes to the place in which s/he resides. In seventh grade, with school supervision, students will create projects that contribute to their neighborhoods and cities, and in eighth grade, as students prepare to transition into high school, their community will become the state of Rhode Island as a whole.

Following a slow growth model, we will initially offer Physical Fitness for enrichment in order to prioritize academics. As our school grows, we expect to incorporate more opportunities for enrichment such as art, language, and music, but are starting with physical fitness to meet the need of young students in an extended day program, and based upon currently secured revenues. Physical Fitness will allow students to release energy that builds up throughout the longer school day to ensure that all students are able to demonstrate the self-control and the mindset to thrive in our structured environment during instructional time.

Sample Daily Student Schedule: Kindergarten (M/T/T/F)⁸³

	Harvard	Brown	Boston College
7:30-7:50	Arrival/Breakfast/Bright Work		
7:50-8:05	Morning Meeting		
8:10-8:40	Read Aloud	Read Aloud	Read Aloud
8:40-9:25	Literacy Block 1	Literacy Block 1	Literacy Block 1
9:25-10:10	Literacy Block 2	Physical Fitness	Literacy Block 2
10:10-10:40	Snack/Brain Break	Snack/Brain Break	Snack/Brain Break
10:40-11:25	Physical Fitness	Literacy Block 2	Literacy Block 3

⁸³ Wednesday is an abbreviated schedule (7:30am-2pm) to allow for two hours of weekly professional development for our teachers. Each Wednesday students will engage in Character Education/Community Engagement class in place of Physical Fitness. We will end each Wednesday with a whole school Community Meeting to celebrate students' success in academics and our RISE core values. The last Wednesday of every month we will invite families to join us for Community Meeting.

11:25-12:10	Literacy Block 3	Literacy Block 3	Writing
12:10-12:40	Lunch		
12:45-1:30	Writing	Writing	Social Studies/Science
1:30-2:15	Social Studies/Science	Social Studies/Science	Physical Fitness
2:15-2:30	Math Meeting	Math Meeting	Math Meeting
2:30-3:30	Math	Math	Math
3:30-3:55	Excellence Block	Excellence Block	Excellence Block
3:55	Dismissal	Dismissal	Dismissal

WEEKLY SCHEDULE

The academic components of our daily schedule such as how much time is dedicated to the teaching of core academic subjects, extended school day, and enrichment remain the same throughout the week with the exception of Wednesdays. As noted above, students will have an abbreviated schedule on Wednesdays to allow for two hours of weekly professional development for teachers and staff. Wednesdays will include the core academic subjects but Character Education/Community Engagement class will replace Physical Fitness as the day is shorter. We will incorporate writing into our Character Education/Community Engagement class and students will apply writing skills to topics and behaviors they learn and discuss in class each Wednesday.

Each Wednesday afternoon we will have a whole school Community Meeting to recognize students who are demonstrating academic, character, or community success and improvement. We will also take this time to share each class' college cheer and engage in shout-outs and chants for individual core value awards. Community Meeting will be an opportunity to celebrate the hard work and commitment each student and our school makes to education each day and reminds us of our college-bound mission. Once a month, parents and families will be invited to join us for Community Meeting to share in the celebration as we know that they are committing themselves and their children to the school's mission and play an integral part in their child's school success.

One of the critical elements of our school will be recruiting and developing exceptional teachers. At RISE Mayoral Academy teachers will be provided with two hours of weekly professional development on Wednesdays after students are dismissed. Topics addressed in these sessions will be adult culture at our school, data analysis, instructional strategies and techniques, behavior management, and collaboration through planning. In addition to weekly professional development, teachers will have 32 professional development days dedicated to the growth and development of our teachers to prepare them to best serve our students.

Sample Weekly Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Arrival/Breakfast/Bright Work				
7:50-8:05	Morning Meeting (Wednesday Community Meeting at end of the day replaces Morning Meeting)				
8:10-8:40	Read Aloud	Read Aloud	Read Aloud 7:50-8:10	Read Aloud	Read Aloud
8:40-9:25	Literacy Block 1	Literacy Block 1	Literacy Block 1 8:10-8:55	Literacy Block 1	Literacy Block 1
9:25-10:10	Literacy Block 2	Literacy Block 2	Literacy Block 2 8:55-9:40	Physical Fitness	Literacy Block 2
10:10-10:40	Snack/Brain Break	Snack/Brain Break	Snack/Brain Break 9:40-9:10:00	Snack/Brain Break	Snack/Brain Break
10:40-11:25	Physical Fitness	Literacy Block 3	Literacy Block 3 10:00-10:45	Literacy Block 2	Physical Fitness
11:25-12:10	Literacy Block 3	Writing	Character Education/Community Engagement 10:45-11:30	Literacy Block 3	Literacy Block 3
12:10-12:40	Lunch (Wednesday Lunch: 11:30-12:00)				
12:45-1:30	Writing	Social Studies/Science	Math Meeting & Math 12:00-1:15	Writing	Writing
1:30-2:15	Social Studies/Science	Physical Fitness		Social Studies/Science	Social Studies/Science
2:15-2:30	Math Meeting	Math Meeting	Community Meeting 1:15-2:00 Homeroom/Dismissal 2:00-2:20	Math Meeting	Math Meeting
2:30-3:30	Math	Math	Teacher Professional Development 2:45-4:45	Math	Math
3:30-3:55	Excellence Block	Excellence Block		Excellence Block	Excellence Block
3:55-4:00	Dismissal	Dismissal		Dismissal	Dismissal

TEACHER SCHEDULE

Each week, our teachers will follow a rigorous teaching schedule of core academic subjects as well as character education. Monday through Friday teachers will be responsible for 390 minutes of core academic instruction, with the exception of the abbreviated Wednesday schedule, during which teachers will deliver 285 minutes of core academic instruction.

RISE Mayoral Academy believes in an “all hands on deck” approach to ensure that all of our students are being supported during the school day. Although we have a two-teacher model in grades K-2, our teachers will work together to instruct the whole class while the other teacher may

be preparing materials for the next lesson, or working with a student to review or reteach content.

For teachers to be prepared for students we know that planning time is necessary. In a two-teacher K-2 model, teachers will have 45 minutes of planning time together Monday, Tuesday, Thursday and Friday while students are at Physical Fitness. The teachers will alternate covering snack and lunch, and may gain an additional 30 minutes of prep time if it is not their day to cover the blocks.

To continuously grow our teachers and prepare them with the resources and training necessary to impact student achievement, teachers will receive 120 minutes of Professional Development Wednesday afternoons from 2:45 to 4:45pm after students are dismissed. As our school grows we will prioritize coverage and enrichment within our schedule to allow more opportunities for grade level teams to plan together during the day. In our first year, we will dedicate the first 30 minutes of each Wednesday’s Professional Development to grade-level planning and data analysis.

Sample Teacher Work Week Schedule: Lead Kindergarten Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Arrival/Breakfast/Bright Work				
7:50-8:05	Morning Meeting (Wednesday Community Meeting at end of the day replaces MM)				
8:10-8:40	Core Teaching - Read Aloud	Core Teaching - Read Aloud	Core Teaching - Read Aloud 7:50-8:10	Core Teaching - Read Aloud	Core Teaching - Read Aloud
8:40-9:25	Core Teaching - Literacy Block 1	Core Teaching - Literacy Block 1	Core Teaching - Literacy Block 1 8:10-8:55	Core Teaching - Literacy Block 1	Core Teaching - Literacy Block 1
9:25-10:10	Core Teaching - Literacy Block 2	Core Teaching - Literacy Block 2	Core Teaching - Literacy Block 2 8:55-9:40	PLAN W/CO (Physical Fitness)	Core Teaching - Literacy Block 2
10:10-10:40	LEAD PLAN (Snack/Brain Break w/CO)	Snack/Brain Break (Co-teacher PLAN)	LEAD PLAN Snack/Brain Break 9:40-10:00	Snack/Brain Break (Co-teacher PLAN)	LEAD PLAN (Snack/Brain Break w/CO)
10:40-11:25	PLAN W/ CO (Physical Fitness)	Core Teaching - Literacy Block 3	Core Teaching - Literacy Block 3 10:00-10:45	Core Teaching - Literacy Block 2	PLAN W/ CO (Physical Fitness)
11:25-12:10	Core Teaching - Literacy Block 3	Core Teaching - Writing	Core Teaching - Character Education 10:45-11:30	Core Teaching - Literacy Block 3	Core Teaching - Literacy Block 3
12:10-12:40	Lunch (Wednesday Lunch: 11:30-12:00)				
12:45-1:30	Core Teaching - Writing	Core Teaching - Social Studies/ Science	Core Teaching-Math Meeting & Math 12:00-1:15	Core Teaching - Writing	Core Teaching - Writing
1:30-2:15	Core Teaching - Social Studies/ Science	PLAN W/ CO (Physical Fitness)		Core Teaching - Social Studies/ Science	Core Teaching - Social Studies/ Science
2:15-2:30	Core Teaching - Math Meeting	Core Teaching - Math Meeting	Community Meeting 1:15-2:00 Homeroom/Dismissal 2:00-2:20	Core Teaching - Math Meeting	Core Teaching - Math Meeting

2:30-3:30	Core Teaching – Math	Core Teaching – Math	Teacher PD 2:45-4:45	Core Teaching – Math	Core Teaching - Math
3:30-3:55	Excellence Block LEAD: Completes Behavior Reports CO: Leads Block	Excellence Block LEAD: Leads Block CO: Completes Behavior Reports		Excellence Block LEAD: Completes Behavior Reports CO: Leads Block	Excellence Block LEAD: Leads Block CO: Completes Behavior Reports
3:55-4:00	Dismissal	Dismissal		Dismissal	Dismissal

VII. STUDENT ENROLLMENT, OUTREACH, AND DEMAND

We are proposing a slow growth model, opening with a cohort of 81 kindergarten students and growing one grade per year until we reach a maximum school size of 729 students in grades K-8. This enrollment plan best supports our mission and aligns with our three core beliefs. The slow growth model will allow us to grow strategically, increasing the complexity and size of our school after firmly establishing our culture of academic achievement. By growing one grade level at a time, we will be able to identify and address the specific needs of our students and families. We will add one grade level each year, until the school reaches full enrollment in grade eight. A study of successful charter schools across the country as part of the Building Excellent Schools Fellowship year evidences that the slow growth model allows for the ability to strongly implement a college preparatory academic program and school culture from year one of the charter term. In addition to fostering a strong culture, benefits such as increased student engagement and achievement, better communication among the staff and with parents, and greater accountability, are all connected with small school size stemming from the slow growth model. Each class will have approximately 27 students to allow for literacy groups to remain at a 9:1 student to teach ratio as students are learning to read. As we believe that college preparation must start on a child’s first day of his or her elementary education, young school-aged children will greatly benefit from being able to understand the correlation between effort and academic outcomes in elementary school and success in high school and college.

Grade	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	81	81	81	81	81	81	81	81	81
1		81	81	81	81	81	81	81	81
2			81	81	81	81	81	81	81
3				81	81	81	81	81	81
4					81	81	81	81	81
5						81	81	81	81
6							81	81	81
7								81	81
8									81
Total	81	162	243	324	405	486	567	648	729

To remain fiscally conservative, and based on the experience of similar schools serving a similar population, our budget will be based on an annual 7% attrition rate for students, with K-5 students being replaced through our backfilling policy. The budget also anticipates our growing enrollment, allocating funding accordingly. With attrition factored into the total enrollment, and using a slow growth model that grows one grade per year, we will be at maximum capacity in grades kindergarten through grade eight. All budgetary projections, particularly regarding anticipated

revenue streams, are based upon these more conservative estimates with attrition.

COMMUNITY OUTREACH AND STUDENT RECRUITMENT

RISE Mayoral Academy has designed a comprehensive recruitment plan to attract a sufficient pool of applicants to meet our enrollment projections. We will prioritize diversity in our recruitment practices by ensuring an expansive and extensive strategy to build awareness throughout Woonsocket, North Smithfield, and Burrillville about RISE Mayoral Academy and to recruit a diverse student body. As Woonsocket holds the greatest academic need, we will prioritize early outreach to target families throughout the entire city, placing a focus on the neighborhoods Constitution Hill, Fairmount, and Main Street, regardless of race, disability, ethnicity, or gender, and then continue outreach efforts with the communities of North Smithfield and Burrillville. These neighborhoods represent many diverse residents, including many foreign-born immigrants. We are deeply aware of the challenges some charter schools have faced in reaching their initial enrollment targets and therefore we have put into place a plan to reach and exceed our enrollment targets and thus provide a waiting list for all available seats.

Throughout the month of March we held two-hour information sessions every Tuesday and Thursday at the Woonsocket Public Library for prospective families as well as community members interested in learning more about RISE Mayoral Academy. As we continue our outreach we will use both print and on-the-pavement efforts to recruit families. In addition to providing promotional materials in English and Spanish, RISE Mayoral Academy will facilitate presentations and individual interactions with families in other languages as appropriate. Our RISE canvassing events will be a major avenue by which we will continue to access the diversity of the community where we will be situated. We will also partner with community organizations to support us with recruiting and conducting outreach to families of all backgrounds. We continue to benefit greatly from strong community relationships, support from local child care centers, churches, and neighborhood associations, founding Board membership with deep and longstanding roots within the community, and multiple networks within the family community.

Outreach efforts within our three sending communities include:

- Community information meetings at locations including the Woonsocket Library
- Major events central to the targeted community
- Distribution of promotional materials through RISE canvassing events throughout neighborhoods in Woonsocket, North Smithfield, and Burrillville
- Press releases and advertising in local publications
- Mailing to all preschool scholars in the Woonsocket, North Smithfield, and Burrillville areas and visits and information sessions at local preschools
- Visits to community churches and other places of worship
- Meetings and conversations with community organizations and stakeholders
- Visits to students and parents in their homes to explain how RISE Mayoral Academy's mission and school design will have a positive impact on their child's future

The purpose of our visits and sessions with families will be to provide them with general information regarding the mission, vision and educational philosophy of RISE Mayoral Academy. Approval pending, we will continue to conduct Family Information Sessions, canvassing events, school visits, and group meetings with increasing frequency from June 2014 through February 2015. In addition, we will establish a website where families and supporters can gather more

information on our academic program and access Intent to Enroll forms and applications when they become available.

In full compliance with all state and federal laws regarding nondiscrimination, RISE Mayoral Academy will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting scholars. RISE Mayoral Academy will not discriminate in student recruitment or enrollment practices against students who have or who may appear to have disabilities. RISE Mayoral Academy will not set any admissions criteria that are intended to discriminate or have the effect of discriminating on any of these bases.

We will enroll students from Woonsocket, North Smithfield, and Burrillville with the decision to locate the school in Woonsocket based on the critical academic need in the community, and we believe that more families in Woonsocket will have the greatest access to this option if the school is in the city. RISE Mayoral Academy's lottery will offer "an equal number of enrollments to students" from the "urban and non-urban communities" it serves, as provided by RIGL 16-77-4.1 (a) Fifty percent of available seats will be offered to students living in Woonsocket, with the remaining 50% available split between Burrillville and North Smithfield. We will adhere to local, state and federal law in regard to the lottery and application process. If more families apply to RISE Mayoral Academy than seats permit, we will use the Charter School Lottery Application provided by the Rhode Island Department of Education, and students will be selected as required by RIGL 16-77-4 (b) 10. If students are selected through the lottery, the family and student will confirm their decision to accept enrollment by submitting a formal statement to the school. The application and lottery process of RISE Mayoral Academy will be clear, fair, and nondiscriminatory.

VIII. FACILITIES

Upon Preliminary Approval from RIDE, RISE Mayoral Academy's founding team will immediately begin searching for facilities. Ideally, we would like to focus on identifying a facility in areas located closest to or within the neighborhoods of Constitution Hill, Fairmount, and Main Street in Woonsocket, but recognizing the challenge of securing a facility that charter schools can face, we will examine facilities and available land throughout the city, prioritizing those that best fit our academic program. Through a partnership with Building Excellent Schools, RISE Mayoral Academy will have access to Pacific Charter School Development, a nonprofit that helps search for and/or build facilities for charter schools. Through its partnership with RIMA, RISE Mayoral Academy also will have the ability to work with Civic Builders, a non-profit charter school facility development organization, and will have access to low-cost facilities financing from the Bill & Melinda Gates Foundation. We also plan to seek guidance and assistance from NeighborWorks, experts in buildings and housing in the Northern Rhode Island region, as well as with RIDE to ensure our facilities are compliant with all building regulations and conducive to student learning and safety. We will look at both the option of renting modulars on available land as well as the option to lease vacant school and commercial buildings pending review of renovation needs. The RIDE Office of Charter Schools will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements once a space has been identified.

We aim to secure a temporary facility that will meet the needs of our slow growth school for at least the first three years of operation. This will allow RISE Mayoral Academy time to establish and

maintain its procedures, academic programs, and school culture before requiring a larger more permanent facility as enrollment grows through grade eight and we meet our full K-8 enrollment. The table below shows facility projections for the first three years of our initial five-year charter with the plan to start operational year four in a permanent location to hold our full school.

Grade Level	Number of Students		
	Year 1	Year 2	Year 3
	2014-2015	2015-2016	2016-2017
K	81	81	81
1	0	81	81
2	0	0	81
3	0	0	0
4	0	0	0
TOTAL	81	162	243
Elementary School Core Classrooms			
# of classrooms	3	6	9
size (sf)	950	950	950
Multi-Purpose Rooms- Community Space			
# of rooms	1	1	1
size (sf)	2,000	2,000	2,000
Offices			
Offices	2	2	3
size (sf)	500	500	500
teacher workroom	1	1	1
size (sf)	950	950	950
bathrooms + storage	2	2	3
size (sf)	1,000	1,000	1,000

The space rented, whether local, state, or private, will determine facility reporting and regulations. Our founding team will work closely with RIDE to identify the regulations for the space once it is identified and ensure a plan to adhere to all regulations and requirements at the appropriate level.

The Board will be involved during search efforts for school’s facility and will ensure that all facilities are within conservative budget projections and will not detract from expenses necessary to carrying out our mission. As we grow, the Board will also support the financial plan to of yearly leasing and the possibility of purchasing a permanent building as we grow to full capacity.

Operations and maintenance issues will be management’s responsibilities and, therefore, will be handled by the Director of Operations and supervised by the Head of School. We will hire a cleaning service that will clean in the evenings daily and will contract local service providers and vendors during our planning year for all other maintenance issues at the school.

IX. OPERATIONS

School Safety. RISE Mayoral Academy will be responsible for the safe operation of our school and the welfare of our students and staff. To ensure full compliance, RISE Mayoral Academy will closely adhere to the *Rules and Regulations for School Health Programs (R16-21-SCHO)*. We will use the School Emergency Planning Guide created by the Rhode Island School Safety Steering Committee when developing RISE Mayoral Academy’s safety and emergency response plans. In addition to implementing a comprehensive plan, we will teach and practice the drills and protocols

for the “Six Universal Emergency Procedures” and “Bomb Threats” as outlined in RIGL 16-21-4 and 16-21-5.

Health and Fitness. RISE Mayoral Academy will hire a part-time certified school nurse who will process student health records, arrange required vision and hearing screenings, and administer any regular student medications. All students will be screened for speech and language impairments. All staff will be certified in first aid and child/adult CPR prior to the first day of school. We will also outsource occupational and physical therapy, and psychological and behavioral testing and counseling on a student need basis.

Students will receive 45 minutes of physical education per day with the exceptions of Wednesdays as we have an abbreviated schedule for a weekly total of three hours of physical education. Curriculum for physical education will be aligned with the Rhode Island Physical Education Framework standards.

Food and Nutrition Services. In accordance with RIGL 16-810-10.1 and applicable federal laws, RISE Mayoral Academy will provide breakfast and lunch during the school day and will participate in the free and reduced lunch program. The school will contract with a service such as Sodexo, to provide healthy meals and snacks for our students.

Transportation. Families will have the option for their children to walk, ride, or take a bus to and from school each day.

- **Walkers.** Walkers will be escorted by their parents/guardians and will wait in line to be greeted by school staff at the threshold of the main school entrance beginning at 7:30am. At the end of the day, students will be released to walk with parents or older family members at 4:00pm who have been identified on an approved list of adults at the beginning of the school year.
- **Busses.** We will contract with either Durham School bus company or Valley Transportation to service our bus riders. The Physical Education Teacher will meet the bus at the first stop and ride the bus with students to and from school to ensure that a culture of respect is present at all parts of the school day including bus transportation. Students will depart from school on the bus at 4:05 pm each day, except for Wednesdays in which the bus will depart at 2:00pm.
- **Car Riders.** Families driving to school will drop off students between 7:15 and 7:30am through our valet car lane in which families will enter a car lane and staff will open the door to each individual car and walk students to the entrance line. The same valet lane will be open for families at 3:55pm each day and staff members will ensure that parents/guardians picking up students are those on an approved list of adults at the beginning of the school year.

Human Resources, Payroll, and Purchasing Functions. As stated previously, RISE Mayoral Academy is engaging in conversations to potentially contract EdTec to work closely on the management of financial aspects of our organization such as human resources, payroll, and purchasing functions. RISE Mayoral Academy is working closely with Rhode Island Mayoral Academies (RIMA) and particularly with RIMA CFO David Lauck to create concrete financial systems and functions, prior to hiring a Director of Operations.

Information Technology and Data Management. Essential components of RISE Mayoral Academy’s academic and cultural programs will include frequent tracking and analysis of student data. To maintain organized and meaningful data, we will use information technology systems such as Kickboard and PowerSchool. Kickboard will track and provide data on our school culture such as trends of student behavior both individual and whole group. PowerSchool is the system

in which we will track academic grades, attendance, and create progress reports and report cards.

X. STARTUP TIMELINE

To be prepared for a successful school launch in August 2015, RISE Mayoral Academy will follow a strategic and detailed startup timeline. We will work closely with Building Excellent Schools (BES) in the planning year through a startup timeline (see **Attachment H**) and support from a BES staff member to ensure all elements of our academic program and operations are in place. We will attend the RIDE Readiness Orientation in October and meet each regulatory requirement at the appropriate deadline throughout the planning year as outlined by RIDE and by consulting the RI Charter School Readiness Handbook. During the transitional year, the School Leader will attain the required certification in public school leadership for the state of Rhode Island.

Overview: Timeline for Major Planning Year Requirements

April 1, 2014

Submit complete Charter Proposal to RIDE

April-September 2014

Attend all RIDE Meetings (Internal, External, and Public)

RIDE Capacity Interview

Board of Education Votes on Preliminary Approval

September 2014

Transition from Founding Board of Directors to Governing Board of Directors

Vote on RISE Mayoral Academy By-Laws

Hire School Leader upon Preliminary Approval

Begin facilities search

Begin student and family recruitment efforts

Participate in Principal Certification Program (throughout transitional year)

October 2014-December 2014

Attend RIDE Readiness Orientation

Apply for Charter Schools Program (CSP) start-up grants as available

Secure facilities, lease arrangement, and any renovation plans and gain RIDE approval

December 2014-May 2015

RIDE Readiness Criteria completed

Receive final authorization, approval, and charter

Student recruitment, Staff recruitment, interviewing, and hiring

Develop scope and sequence, assessments, and curriculum for Year 1

Accelerated student recruitment, collection of applications, and lottery

Home visits for students selected through the lottery

July 2015-August 2015

Staff Summer Orientation and Professional Development

Family Orientation

Final facility preparations

Open RISE Mayoral Academy to 81 kindergarten students

XI. VARIANCES

RISE Mayoral Academy elects to have the subsection in RIGL 16-77.4.2 (13 i-iii) not apply to its teachers, administrators, and employees. 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.

RISE Mayoral Academy 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, RISE Mayoral Academy is committed to fair hiring and compensation practices, similarly implemented by other successful mayoral academies.

XII. FINANCE AND BUDGET

OVERVIEW

RISE Mayoral Academy's preliminary financial projections have been conservatively constructed to provide leadership with the ability to make informed and fiscally responsible decisions regarding the schools' planning, operations, and growth. RISE Mayoral Academy has utilized the expertise and financial experience of a variety of parties (Rhode Island Mayoral Academies, Blackstone Valley Prep Mayoral Academy, and ABACUS Financial Consulting) in order to improve the quality of the projections.

RISE Mayoral Academy has a firm commitment to operate at scale on public funding alone. Additionally, each year's operating budget will be built only with those funding streams that are committed. In other words, RISE Mayoral Academy will not fundraise over the course of a year to meet that year's expenses.

RISE Mayoral Academy's funding over the forecast period is composed almost entirely (over 98%) of recurring public entitlement revenues. These sources have historically been the most consistent; their statutory basis provides for more reliable forecasting.

A review of RISE Mayoral Academy's major expense categories reflects the organization's belief that great teachers, as opposed to luxurious buildings or brand new textbooks every year, make great schools. While books and buildings are critical, the success of RISE Mayoral Academy's students will be the result of tireless work by the dedicated instructional staff, leadership, and, of course, the students. This belief is reflected in analysis of RISE Mayoral Academy's projected expenses, which dedicates over 70% to salaries, benefits, and performance-based compensation, with another 2% dedicated to professional development. Facilities and transportation represent other leading expense categories.

A more detailed review of RISE Mayoral Academy's revenues and expenses, as well as the assumptions used in constructing the model, are provided below.

FUNDING SOURCES

As noted, RISE Mayoral Academy expects to derive the majority of its funding from the state of Rhode Island and the municipalities that RISE Mayoral Academy will serve. This funding represents the largest and most consistent portion of RISE Mayoral Academy's revenue projections, but it is one of many expected sources of income through the forecast period. A brief summary of the key funding sources is provided below:

- **State of Rhode Island:** RISE Mayoral Academy will receive per-pupil funding from the State of Rhode Island as calculated using the state's per pupil funding formula and expected enrollment and demographic information for RISE Mayoral Academy's students.
- **Local Districts:** RISE Mayoral Academy will receive funding from the home districts of its students. Local tuition is determined annually on the basis of local property tax appropriation for education aid and is generally known in June. For the purposes of these projections, RISE Mayoral Academy used the charter school tuition rates as published by RIDE for the 2013-2014 academic year (with no increase assumed).
- **Federal Funding:** RISE Mayoral Academy expects to be eligible for funding under various Federal programs, most notably those under the Elementary and Secondary Education Act (Title I and Title II) and the Individuals with Disabilities Education Act of 2004 (IDEA). Levels of Federal funding are difficult to assess 18 months prior to the school's opening. The financial projections assume funding at a level consistent with that of schools serving a similar demographic makeup as expected at RISE Mayoral Academy.

In the interest of conservatism, RISE Mayoral Academy's projection model assumes that the impacts of the sequestration are not recovered and that there is no increase in Federal funding levels outside of enrollment growth.

- **Startup Funding:** RISE Mayoral Academy is expected to receive a \$250,000 commitment from the Walton Family Foundation for startup funding, which covers pre-opening expenses, as well as \$125,000 in year one. In addition, the financial projections assume funding under the Federal government's Charter School Program Grant (CSP).
- **Philanthropy:** RISE Mayoral Academy has worked to establish a financial model that provides excellent outcomes for students without the need for philanthropy. Nonetheless, RISE Mayoral Academy staff will seek to identify and pursue all available and pertinent philanthropic opportunities. For forecasting purposes, a modest \$50 per pupil in annual fundraising is assumed.

CRITICAL EXPENSE ASSUMPTIONS

The expenditure lines of RISE Mayoral Academy's financial projections are based on research and discussion with several other organizations regarding their experience to-date, as well as a number of conservative assumptions regarding how such expenses may develop in the future. Each line item has been assessed to determine its most appropriate cost driver (i.e., wireless telephone is a

per-staff-member line, whereas instructional supplies are driven by the number of students). In addition, a number of key overarching assumptions are part of the model, including:

- **Expense Inflation:** General inflation is assumed to be 1.5% annually, with benefits increasing at a 5.0% annual rate.
- **Salaries:** As noted previously, salaries represent the largest portion of RISE Mayoral Academy’s expenses. The model assumes implementation of the staffing schedule provided in section V. The financial assumptions associated with implementation of such a schedule include:
 - Average salaries in year one (per FTE):
 - Head of School: \$95,000
 - Deans: \$60,000 - \$65,000
 - Teachers: \$48,000
 - Nurse, Social Worker: \$55,000
 - Office Manager: \$35,000
 - Custodian: \$30,000
 - Average salaries for new teachers increase by 2.0% annually.
 - Instructional staff salaries are expected to increase annually by an average of 3.5% for those team members meeting the requirements of RISE Mayoral Academy’s evaluation system. In the interest of conservatism, as well as in the hope of cultivating and maintaining a core of master teachers, the model does not assume attrition or replacement of more experienced and higher salaried teachers with younger and lower salaried teachers.
 - Stipends available (approximately \$1,250 per instructional staff member) for internal leadership positions (i.e., grade level chairs).
 - Non-instructional staff are assumed to receive 2.0% annual salary increases.
 - All staff are eligible for bonuses of up to 3.0% of their base salary, based on performance and professional return.
 - Assumed benefits include:
 - Health and dental consistent with the costs experienced by similar school operators
 - Standard required expenses (FICA, unemployment, workers comp, etc.)
 - 401(k) program with matching up to 5.0% (assumed to average 3.0%)
- **School Office:** Assumed to include office expenditures (copiers, postage, communications, insurance, etc.) consistent with similar public charter schools in Rhode Island.
- **Business Operations:** Assumed to include auditing, payroll, finance support, and other outsourced services at rates consistent with those reported by similar public charter schools in Rhode Island.
- **Technology:** Assumptions include:
 - All staff issued laptops (\$1,000 each)
 - RISE Mayoral Academy to pay for staff cellular telephone service (\$650 per staff member per year)
 - One laptop “cart” (comprised of 30 net-books at \$300 each) per cohort
 - Document camera and projector (\$1,000 total) per classroom
 - Additional classroom technology and applications (\$1,000 total per classroom)

- **Instructional Materials and Supplies:** Textbooks, library books, reference books and other longer-life items are budgeted at approximately \$35,000 annually, with an additional \$35,000 per cohort assumed to be utilized for general supplies and consumables.
- **Academic Interventions:** Outsourced special education services (speech, occupational therapy, physical therapy, evaluations, etc.) supporting the work of RISE Mayoral Academy’s special educators on staff were budgeted on a per-IEP-pupil basis.
- **Transportation:** Transportation is budgeted at approximately \$825 per student, which is consistent with contracts maintained by similar public charter schools in Rhode Island.
- **Rent:** RISE Mayoral Academy based its lease and utilities assumption on the rental experience of similar operators in Rhode Island. With a base rent and utilities of \$100,000, RISE Mayoral Academy further assumed increases at the general inflation rate. Prior to committing to any increases in facility expenditures, RISE Mayoral Academy would either: (a) identify areas to make equivalent reductions in expense; (b) identify additional sources of funding; or (c) some combination thereof.

FINANCIAL MANAGEMENT

RISE Mayoral Academy intends to implement a comprehensive set of board-approved internal control policies which will provide a solid foundation to properly safeguard RISE Mayoral Academy’s assets, implement internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, RISE Mayoral Academy will have additional responsibilities to ensure the public’s confidence and the integrity of RISE Mayoral Academy’s activities. RISE Mayoral Academy’s financial policies will include:

- Conflict of Interest Policy (inclusive of annual reviews and certifications)
- Employee Protection (Whistleblower) Policy
- Explicit Board of Directors authorities, including:
 - adoption of the annual operating and capital budgets;
 - incurrence of debt, mortgages or other encumbrances and their covenants and restrictions
 - depository and investment banks;
 - purchase or sale of property;
 - entering into leases or contracting for significant leasehold improvements;
 - opening up or closing checking or savings accounts;
 - selection of RISE Mayoral Academy’s certified public accountants; and
 - other significant activities associated with the finances of RISE Mayoral Academy
- Signature authorities
- Segregation of duties

RISE Mayoral Academy will establish a financial organization and management, as well as the system of reporting to ensure the integrity of institutional finances, create appropriate control mechanisms, and provide a basis for sound financial decision-making. Financial functions will be centralized and overseen by a qualified Director of Operations responsible to the Head of School,

Finance Committee and ultimately the Board of Directors. RISE Mayoral Academy's Director of Operations, which may include collaboration with an outside consultant or service (particularly in years one and two), will have a solid understanding of accounting, all relevant rules and regulations that govern public charter schools and nonprofit funding models. The Director of Operations will be required to attend relevant conferences and courses to stay abreast of the laws and regulations governing public charter schools and nonprofits.

RISE Mayoral Academy's independently audited financial statements must be provided to the Rhode Island Department of Education no later than December 15th of each year pursuant to Education Code Section 47605 (m). Furthermore, the Board of Directors will approve RISE Mayoral Academy's budget prior to the beginning of each fiscal year. The budget will be drafted for Board review and approval prior to the close of the previous fiscal year.

RISE Mayoral Academy will report annually using the accrual method of accounting for income, in which income is recognized when it is earned and expenses are recognized when they are incurred. RISE Mayoral Academy staff will prepare financial reports for the Board monthly, with additional updates as circumstances dictate, and for inclusion into the board package.

Additionally, RISE Mayoral Academy staff will ensure that the organization is timely and compliant with all RIDE deadlines related to submissions in the Uniform Chart of Accounts ("UCOA") format, as well as quarterly reporting to the Office of Municipal Affairs. RISE Mayoral Academy's accounting policies will be conformity with accounting principles generally accepted in the United States of America.

See **Attachment 5** for Five Year Budget Projection Overview.

XIII. ADDITIONAL REQUIREMENTS

Letter of Support from Mayor Baldelli-Hunt



**OFFICE OF THE MAYOR
WOONSOCKET, RHODE ISLAND**

Chairwoman Eva Mancuso
Rhode Island Board of Education
Rhode Island Department of Education
255 Westminster St. Providence, RI 02903

Dear Chairwoman Mancuso,

I am writing in full support of the charter application for PRIDE Mayoral Academy (PMA), whose board I intend to chair should the charter be approved. PMA plans to enroll students from Woonsocket, Burrillville and North Smithfield. PMA's founding leader, Rosalind Murphy, is an experienced educator who is currently completing the Building Excellent Schools Fellowship in Boston, Massachusetts, one of the very best school leadership programs in the country.

When I assumed leadership of the City of Woonsocket, I made it clear that the status quo would not suffice if we are to renew the promise of our great city. We must change and innovate, and this includes in the area of public education. As a mayor who appoints my district school board, I am committed to a vision of excellence and opportunity for all of Woonsocket's children. I see PMA as one part of a broader strategy to improve, strengthen and sustain education in my community.

I have met with Ms. Murphy to review and discuss the PMA program. She is exactly the kind of young leader I want working on behalf of families in Woonsocket. Ms. Murphy is forging a partnership with Blackstone Valley Prep Mayoral Academy (BVP). Given the extraordinary results at BVP, I think this can only benefit our community. As board chair of PMA, I will also expect Ms. Murphy and her team to build a partnership with Woonsocket Public School District that will benefit all children. I am impressed by the Central Falls District-Charter Collaboration Compact supported by Mayor Diossa and Superintendent Gallo. The prospect of district and charter school leaders working together to share best practices for the benefit of all children greatly appeals to me.

Just as importantly, I am convinced in talking with my fellow municipal leaders that the introduction of Mayoral Academy options helps create the climate for meaningful improvements to the district schools that serve the majority of our families. In particular, I am struck by the extraordinary gains in the graduation rates of Central Falls High School and Shea High School in Pawtucket over the last several years.

I am proud of Woonsocket's public schools and the work our leaders are doing in our district. Make no mistake: it is difficult work at a difficult time for our city. At the same time, I want Woonsocket families to have access to new high-quality public school options like PRIDE Mayoral Academy. I have complete confidence that this new public school choice will be good for Woonsocket. As founding board chair, I am confident that PRIDE Mayoral Academy will be an important part of Woonsocket's new story of resilience.

Sincerely,


Lisa Baldelli-Hunt, Mayor
City of Woonsocket

CITY HALL • P.O. BOX B • WOONSOCKET, RI 02895
TELEPHONE (401) 767-9205 • FAX (401) 765-4569 • E-MAIL: mayor@woonsocketri.org

REQUIRED ATTACHMENTS

Attachment 1: RISE Mayoral Academy Applicant Group (Founding Board) Resumes

COLLEEN CARMELA COLARUSSO

90-92 Pidge Avenue #2 · Pawtucket, RI 02860 · ccolarusso@rimabv.org · (401)871-5195

EDUCATIONAL LEADERSHIP EXPERIENCE

BLACKSTONE VALLEY PREP ELEMENTARY SCHOOL 2, A Rhode Island Mayoral Academy, Cumberland

HEAD OF SCHOOL

July 2012-Present

- Coach, support, and evaluate staff of 26 instructional and non-instructional staff and utilize Rhode Island Educator Evaluation
- Foster teacher-leadership by providing on-going support and mentorship to Dean of Students, Grade-Chairs, and Response to Intervention (RTI) Chair
- Oversee daily operations and manage school-based budget of \$830, 693 for 2013-2014 fiscal year
- Collaborate with local and national instructional leaders to share academic and school culture resources

LEADER IN RESIDENCE

July 2012-Present

Participated in Principal Residency Network Program to acquire PK-12 Building Administrator with other Aspiring Principals from across Rhode Island

- Coached and evaluated 6 Kindergarten teachers and 3 specials area teachers
- Facilitate responsive Professional Development sessions for Elementary and Middle School Staff
- Develop Trimester schedules for instructional staff
- Participated in regular and on-going mentorship with Jeremy Chiappetta, Executive Director of Blackstone Valley Prep

BLACKSTONE VALLEY PREP ELEMENTARY SCHOOL 1, A Rhode Island Mayoral Academy, Cumberland

1ST GRADE INSTRUCTIONAL CHAIR

July 2010-June 2011

Participated in approximately 20 Building Excellent Schools Fellowship School Visit and Training Days through the School Leadership Crash Course Program, visiting over 15 high-performing schools nationwide to analyze best practices

- Coach Elementary teaching staff by providing weekly feedback on lesson plans and curricular materials and through regular informal observations, in which teaching practice is analyzed often through use of video
- Construct instructional staff performance and evaluation rubric aligned with Rhode Island Department of Education's Professional Practice Rubric
- Create mission-alignment screens and observational tools for demonstration lessons for teaching candidates
- Teach Reading Mastery small literacy group daily

FOUNDING KINDERGARTEN LEAD

August 2009-June 2010

Selected from over 500 candidates as one of 11 founding teachers for "No-Excuses" College Preparatory free public charter school serving students from economically and ethnically diverse backgrounds

- Prioritized student achievement in daily teaching practice resulting in a class average of 1.9 years of literacy growth with 95% of scholars reading on a 1st grade level or higher and 42% of scholars reading on a 2nd grade level based on the STEP (Strategic Teaching and Evaluation of Progress) Assessment
- Created rigorous math lessons and assessment materials for the Kindergarten grade level, aligned with Common Core and Rhode Island Mathematics Standards, that resulted in 1.25 years of growth from January to June 2010 TerraNova administration and an average end of year Grade Level Equivalent of 2.0
- Mentored Teaching Fellow staff by leading frequent observation and de-brief cycles, in which teaching practice is analyzed based on teacher-identified needs

ADDITIONAL EDUCATIONAL EXPERIENCE

MIAMI-DADE COUNTY PUBLIC SCHOOLS and TEACH FOR AMERICA
KINDERGARTEN AND FIRST GRADE TEACHER IN SCHOOL IMPROVEMENT ZONE

Miami, FL
June 2006-June 2008

Served as a member of a highly selective national service corps, committing two years to teach in under-performing public schools

- Cultivated positive classroom culture focused on student academic achievement resulting in class average growth of 1.5 years in vocabulary as measured by the Peabody Picture Vocabulary Test (PPVT-II) and 88% class mastery on the end of year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment
- Led Teach for America Miami-Dade Professional Learning Community sessions on literacy and mathematics for 20 elementary school teachers
- Communicated across professional constituencies by serving as Kindergarten grade-level chair
- Awarded over \$2,000 of classroom literacy and support materials from donorschoose.org
- Nominated for Sue Lehmann Award in Teach for America Miami-Dade region and for Rookie Teacher of the Year at school site

ADDITIONAL RELEVANT EXPERIENCE

TRUSTEES OF RESERVATION
PARK RANGER AND KAYAK NATURAL HISTORY TOUR GUIDE

West Tisbury, MA
Summer 2009

TOWN OF CHILMARK
OCEAN LIFEGUARD

Chilmark, MA
Summers 2003-2009

HARVARD GRADUATE SCHOOL OF EDUCATION
RESEARCH ASSISTANT
2009

Cambridge, MA
September 2008-February

CODMAN ACADEMY PUBLIC CHARTER SCHOOL
EXPEDITIONARY LEARNING ASSOCIATE
2009

Dorchester, MA
October 2008-May

EDUCATION

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION, Cambridge, MA
Master of Education Mind, Brain, and Education June 2009

REGIS COLLEGE, Weston, MA

Bachelor of Arts Dual Degree in History and Spanish *cum laude* May 2006

Minors in Sociology and Women's Studies

- Presidential Scholar and Graduate of Regis College Honor's Program
- Captain and Member of Varsity Swimming and Diving, Soccer, and Lacrosse Teams
- Named Outstanding Senior Athlete

CERTIFICATION

RHODE ISLAND DEPARTMENT OF EDUCATION, *Professional Educator's Certificate Elementary 1-6, Candidate for Building Level Administrator PK-12*

FLORIDA DEPARTMENT OF EDUCATION, *Professional Educator's Certificate Elementary Education K-6*

MASSACHUSETTS DEPARTMENT OF EDUCATION, *Preliminary Educator's Licensure Elementary 1-6, History 5-12, and Early Childhood: Students with and without Disabilities PK-2*

John Gregory

Experience

Northern RI Chamber of Commerce

President/CEO

September 1992 – Present

Since selected as President of the Northern Rhode Island Chamber of Commerce, Gregory has been instrumental in implementing several value-added benefits for Chamber members. Gregory also helped the Chamber Board of Directors develop its first strategic plan. He has since worked with the Board to constantly evaluate the plan and the Chamber, culminating in a four (out of five) star accreditation from the U. S. Chamber of Commerce. He was the catalyst for forming a coalition of five Chambers for lobbying purposes that was announced in January 2000 that has since grown to twelve chambers.

Greater Providence Chamber of Commerce

VP Sales

November 1987 – September 1992

While at the GPCC I helped double the membership from 1,000 to 2,000 members

Greater Cranston Chamber of Commerce

Account Executive

October 1985 – October 1987

Membership sales and retention

Honors & Awards

Recipient of numerous awards, including the 2002 Chamber of Commerce Executive of the Year by the New England Association of Chamber of Commerce Executives and in 2003 Grand Marshall of the 25th Anniversary Autumnfest Celebration Parade in Woonsocket. Gregory was also inducted into the William Blackstone Society in 2010.

Education

Bryant University

1991 – 1992

Rhode Island College

1968 – 1969

Christopher J. Gruttadauria

(401)-965-3739 | Chris.Grutt@gmail.com

Summary:

Dedicated and engaged leader focused on strategy development, process improvement, project management, and colleague development. My experience as a culture unfreezing facilitator and in the leadership development program has prepared me as a well rounded, values driven leader.

Experience:

CVS Caremark - MinuteClinic,

April 2013 - Present

Woonsocket, RI

Human Resources Business Partner

Cultural Unfreezing Facilitator

Retail Leaders of Tomorrow Leadership Development

- Provide strategic human resources support and guidance to our corporate and field based leaders and colleagues in areas such as talent development, succession planning and organizational planning
- Communicate and implement employee programs and new process, such as benefits enrollment and annual reviews
- Coach and counsel leaders and colleagues on topics including employee relations concerns and career development
- Lead the change management effort for our electronic medical records implementation to 800+ clinics and 2200+ colleagues
- Develop tools and process to create a positive, engaging and values-based environment

CVS Caremark - MinuteClinic,

March 2010 – April 2013

Woonsocket, RI

Manager, Recruiting & Field Ops

- Streamlined the recruiting, on-boarding processes and operations to optimize recruiting manager time and the candidate experience
- Manage recruiting operations for the expansion of 200+ new clinics in 2 years; requiring communication, sourcing and offer project planning
- Developed a comprehensive training guide for field management to better align roles and expectations between field managers and recruiting managers
- Responsible for developing and implementing the recruiting strategy including online and print advertising, negotiating job posting contracts, and recruiting collateral including design and production
- Implemented new applicant tracking system and background check vendor, including full fingerprint program in FL; in addition to implementing a tax credit program by managing the technology, program and training
- Updated data analysis and reports to provide a more accurate and informational reports to senior management, including developing online surveys for exiting employees and new hires with quarterly reports
- Represent the recruiting department as a member of the company engagement committee tasked to develop company-wide programs to improve recognition, communication and more

CVS Caremark, Woonsocket, RI

July 2006 – March 2010

Recruiting Analyst II

- Managed the development and implementation of a new hourly position hiring system for 6900 stores from proposal to rollout; including developing materials and training for 20k users in two months
- Developed and managed fingerprinting program for OH Rx Technicians that rolled out to 1400 employees. Lead team composed of local field management, Rx Operations, and pre-employment vendor
- Managed the pre-employment programs and systems for the field and corporate hiring process. Includes managing vendor relationships, compliance reporting, and user support
- Provided various types of data analysis for recruiting, compensation, training, legal and field management. Analysis presented to senior management to promote new efforts or more effectively manage programs
- Designed and implement more efficient and streamlined ways to create the necessary reports and develop more useful analysis for managers to make better business decisions. This also involved working with vendors so they can provide the information required to generate various reports
- Maintained database for 300k+ employees to run scheduled and ad-hoc reporting as necessary for field and corporate managers
- Established new I9 verification program for 300+ stores, including planning and training of field and store management. Also maintained the corporate immigration program.
- Managed the Summer Intern program of 30 students per year and increased number of applicants by 200%

Health Strategy Consultants, Warwick

February 2006 – July 2006

Research Associate

- Provided strategic consulting support to a variety of food, beverage and natural product clients
- Conducted online research to provide clients with relevant information
- Organized this information into a concise understandable presentation and to further develop recommendations for the clients to best conduct their business operations

Chadwick Martin Bailey, Boston, MA

June 2005 – February 2006

Associate Data Analyst

- Analyzed market research data for organizations (US Army, Beazer Homes, Blue Cross Blue Shield, Intercontinental Hotels) in order to allow them to make decisions that would further improve results. This required knowledge of market research techniques, SPSS, syntax coding, and ability to analyze results to deliver working solutions
- Managed client and vendor relationships in order to successfully complete projects. Insured that schedules, budgets, and deliverables were met
- Implemented and educated associates in panel management and its relating software. This required the ability to balance the client and respondent relationship in order to gain valuable customer information

Education:

Bryant University, 2008

Master of Business Administration

Bentley University, 2005

Bachelor of Science, Cum Laude

Managerial Economics and Marketing, Philosophy

Minor

Honors: Omicron Delta Epsilon (Economics Honor Society), Dean's List, President's List

Skills:

Software: Advanced Excel, Access, Word, PowerPoint

Database: PeopleSoft, ADP Enterprise/HRB, SPSS, Lotus; Intermediate in Lotus and PeopleSoft Query

ATS: Kenexa, ADP HRB, VirtualEdge, Kronos High Volume, BrassRing, Salesforce

Other: Coaching, Project Management, Presentation Creation and Facilitation

Volunteer Work/Activities:

Easter Seals "Walk with Me" Leader, Habitat for Humanity, Organized RI Food Bank fundraiser and volunteer project, Junior Achievement Teacher (2008-2009),

Paulette D. Hamilton
437 Black Plain Road
North Smithfield, RI 02896
Hamkell@cox.net
401-766-3881

2008- Date

Town Administrator, Town of North Smithfield - Highest elected official in Town government, responsible for daily operations of \$34 million budget. Oversee all aspects of municipal government including personnel, contract negotiations, fiscal oversight, tax rate determination, grievance and union issues and contract bidding. Founder of the N.S. Youth Leadership Association, a student leadership institute geared toward civic and governmental skills.

2004 – 2008

Director, North Smithfield Substance Abuse Task Force – Director of a community wide coalition providing educational and community seminars geared to educating the community on a wide range of prevention techniques, including substance misuse and abuse. Partnered with area schools, businesses, parents and teachers. Referred families with specific behavioral concerns to local resources. Coordinated community programs in collaboration with the Departments of MHRH, Health, SAMHSA, school administrators, Police Departments, legislators, Juvenile Hearing Boards, Office of Juvenile Justice, and state and federal agencies. Developed, promoted marketing materials to enhance prevention message. Responsible for releases and implementation of marketing efforts including newspaper ads, radio PSA's, and personal appearances to promote events that stressed the need to take preventative steps for healthy lifestyles. Determined additional funding sources, through donations, federal and state grants to assist with program development.

1999-Date

Instructor and Corporate Trainer- Executive Development Center, Bryant University, Smithfield, RI. Provide exemplary Presentation and Interpersonal Communication skills interactive classes to business people, through evening classes and corporate training sessions. Utilized the DISC and other tools to guide participants to work within their natural and adaptive behavioral styles. Career development and goal setting skills were explored. Trained participants to become more effective communicators and presenters in the workplace, and to use conflict resolution techniques. Videotaped participants and critiqued presentations. Employed role playing and development of practical communications skills. Assisted students to create more powerful presentations. Created On-Line course for EDC use.

1992-Date

President- Hamilton & Associates - Communications consulting firm specializing in design and delivery of training programs to the business community, as well as the community – at-large. Interactive approach to training, including the development of unique programs focusing on employee and personal empowerment. Use of personal development tools and TQM methods for improvement. Training programs include Presentation Skills, Employee Coaching, Team Building, Mediation, Interpersonal Communication Skills and Conflict Resolution. In addition to customized training programs, provide

strategic planning and Executive coaching consultation.

2000-2007

Executive Administration Chiropractic Society of RI - Statewide non-profit organization dedicated to promote chiropractic medicine. Created marketing campaigns, press releases, radio and cable advertising, legislative lobbying coordination, membership development and retention. Provided administration to over 100 chiropractors state-wide, as Executive to the Board of Governors. Provided daily updates, newsletters and website information to physicians concerning healthcare issues, seminars, and membership requirements. Solely responsible for coordination, development and marketing of bi-annual continuing education symposiums. Provided physicians with appropriate continuing education credentials. Managed all financials with Quick Books.

1999-2005

President SHASA, Inc., School Health and Safety Association- non-profit organization that provided advocacy for school-aged children's health and safety issues statewide. Design and delivery of community and statewide educational forums, seminars and increased awareness of safety and health issues that affect schools. Partnered with EPA and CDC.

1986-1992

Assistant Vice President of Marketing and Training- Marquette Credit Union. Responsible for the development and implementation of marketing, in-house and community training programs for Rhode Island's largest community-based Credit Union.

Director of PLAN AMERICA,-Financial services director at Marquette Credit Union. Ran full service financial planning department, including life, annuities and mutual funds. Licensed in series 6, 63 and 7, required to sell products through affiliated companies. Managed over \$1.6 million dollars in assets and provided financial and investment advice to over 500 clients.

1984-1986

Director of Member Services -- Chamber of Commerce, directed in-house training for staff and management, as well as developed and implemented business related seminars and workshops for New England business leaders and employees. Responsible for membership development, marketing materials, dispersion, community appearances and retention of member base.

Former President and Founder of the Greater Woonsocket Business Cooperative -Grassroots organization formed to provide the business community with improved educational, insurance and networking resources, and comprehensive public relations options.

Former Founder and President of the Credit Union Women of RI-- First of its kind in the state promoting business education opportunities for women employed within all credit unions as well as the R. I. Credit Union League

Certifications/ Education

Executive Board Member, RI League of Cities and Towns
Member, Mayor's Coalition to Improve RI
Mediator, Community Mediation Center of RI
Member, Northern RI Chamber of Commerce
Certified Presentation Skills Trainer

Linking Violence Prevention to Academic Achievement Certification
New England Institute of Addiction Studies: Leadership Certification
Science to Service Research Certification
Tobacco Intervention Specialist
Effective Strategies for Prevention in the Community
Social Marketing Certification
N.O.T. (Not on Tobacco) Trainer (American Lung Assoc.)
Feasibility Assessment Certification
Elderly Substance Abuse Prevention Specialist
Youth Involvement in Prevention Models Certificate
Child Sexual Abuse Prevention Certificate
CCRI Associates in Science Degree
Attended Rhode Island College

Michael D. O'Connell
78 Scarborough Road
Cumberland, RI 02864
(401) 405-0842
mdoconnell@gmail.com

EMPLOYMENT HISTORY

DIRECTOR OF SERVICE DELIVERY

March 2013 – Present The Apex Technology Group, Inc., Cranston, RI

- Responsible for the management of technology strategy and support for multiple Apex Personal CIO™ accounts, including large government and educational accounts.
- Ensure that quality and performance standards are being achieved.
- Responsible for the oversight of engineering team during the development of IT Strategic Evolution Plans as well as reviewing information and writing the ITSEP™.
- Work to analyze and optimize IT environments, including infrastructure and staffing.
- Pre-sales engineering and proposal writing.

SENIOR NETWORK ENGINEER

May 2001 – March 2013 The Apex Technology Group, Inc., Cranston, RI

- Implementation and support of wide area networks, including municipal area networks.
- Design of Voice over IP (VoIP) systems and converged voice and data networks.
- Design and support of controller-based wireless local area networks
- Pre-sales engineering.

NETWORK ENGINEERING INTERN

June 2000 – May 2001 The Apex Technology Group, Inc., Cranston, RI

- End user support for the Internet Strategy Group of a large financial institution.
- Mobile application development.
- Database development.

EDUCATION

1997-2001 Rhode Island College, Providence, RI

- Computer Science

TECHNICAL CERTIFICATIONS

- Cisco Certified Design Associate
- Cisco IP Telephony Design Specialist
- Cisco Unity Design & Support Specialist
- Cisco WebEx Design & Implementation Specialist
- Cisco Unified Communications on UCS Specialist
- Cisco Express Foundation Design Specialist

- Aruba Networks Certified Sales Specialist

VOLUNTEER WORK

Board of Directors

2005 - Present Boys & Girls Club of Woonsocket, RI

- Secretary, 2011- Present
- Finance Committee, 2011 - Present
- Golf Fundraising Committee

Cynthia J. Salvato
80 Hopkins Avenue, Johnston, RI 02919
401-934-2149
cindysalvato@gmail.com

Employment

- May 2002-present **Savoring Rhode Island**
Owner and operator of Rhode Island premier and award winning culinary tourism company. Introducing neighborhoods and small food venues to the public.
- Seasons 2002,03, 09,10 **Ciao Italia/PBS**
Food Stylist and senior culinary advisor for 4 season of Maryann Esposito's cooking show Ciao Italia. Produced and styles over 26 cooking shows per season.
- May 2000-May 2001 **Walking Magazine** Boston, MA
Test Kitchen Director
Responsible for testing, nutritional analysis, costing and developing recipes for the "Dinner" section.
- September 1990 -2003 **Johnson & Wales University College of Culinary Arts**
Providence, Rhode Island
Pastry Chef Instructor for the International Baking & Pastry Institute.
Currently teaching sophomore level pastry.
Related University activities:
Culinary Curriculum Committee: Responsible for writing the four-year Pastry Arts program.
Culinary Exploration Club: Designed this club to introduce students to business and chefs in the culinary industry.
- 2002-2010 **Boston University**
Boston, Massachusetts
Member of the Distinguished Visiting Faculty Committee of the Culinary Arts Program. Responsible for teaching students basic pastry skills.
- June 1992 -
August 1992 **Bachman's Confiseur**
Lucerne, Switzerland
Pastry Chef. Responsible for assisting in the production of pastries for five outlets.
- June 1991 -
September 1991 **Le Grenier Restaurant / Patisserie Francaise**
Vineyard Haven, Martha's Vineyard, Massachusetts
Pastry Chef. Responsible for the production of breads and desserts for French pastry shop and restaurant.

- February 1989 -
August 1990 **Michela's**
Cambridge, Massachusetts
Pastry Chef. Designed dessert menus for restaurant, cafe and retail shop. Ordered supplies, supervised, catered and developed recipes.
- January 1988 -
February 1989 **Bread & Circus Whole Foods Supermarket**
Newton, Massachusetts
Cheese Department Manager. Prior to store opening, designed and merchandised department, hired staff, established product mix and researched new cheeses that complied with Bread & Circus standards. Administrative duties included buying, updating flow sheets, monitoring inventory, and maintaining wage cost and gross margins.
- October 1987 -
January 1988 **Formaggio Kitchen**
Cambridge, Massachusetts
Pastry Chef, Chocolatier. Hired to develop a complete line of chocolates and related items targeted for Christmas and Valentine's Day.
- March 1987 -
October 1987 **L'Espalier**
Boston, Massachusetts
Pastry Chef. Responsible for the creation and production of desserts, chocolates and petits fours. Designed dessert menus for in-house and off-premise catering.
- June 1984 -
March 1987 **Marriott Copley Place**
Boston, Massachusetts
Pastry Chef. Reorganized the operation of the pastry kitchen. Introduced new dessert menus for banquets and restaurants. Researched new vendors and product.

Assistant Pastry Chef. Assisted in opening the pastry kitchen for 1,200-room hotel. Prepared desserts for three hotel restaurants and banquets for up to 2,000 people. Contributed to the design and production of dessert menus. Initiated a successful chocolate and bread program which involved developing production methods and recipes.
- June 1983 -
May 1984 **Rudi's**
Boston, Massachusetts
Pastry Cook/Apprentice. Produced complete line of cakes, pastries, tortes and truffles for three retail stores. Performed food demonstrations for the public.

May 1982 - **Formaggio Kitchen**
May 1983 Cambridge, Massachusetts
Pastry Chef/Bakery Manager. Managed retail bakery and pastry kitchen operation. Hired and trained related staff. Supervised the preparation of French and American pastries, chocolates and specialty breads.

Books

The Dowry Cookbook 1996
Pizza, Focaccia, Flat and Filled Breads from Your Bread Machine 1995 (co-author)
Desserts From Your Bread Machine 1994 (co-author)

Honors and Rewards

Yankee Magazine Best of New England Award for Best Culinary Tour 2012

Julia Child Cookbook Award nominee for the book “Desserts from your Bread Machine”
Publishing and Research Award (JWU), 1993
IACP Cooking Teacher of the Year Finalist 2003
Certified Executive Pastry Chef

Professional Affiliations:

Providence & Warwick Convention and Visitors Bureau
WCR scholarship winner 2002 for "Culinary Communications Class"
Master Chef Series 1991 through 2001 at **Sakonnet Vineyard**, Little Compton, Rhode Island
International Association of Culinary Professionals
Women Chefs and Restaurateurs
American Institute of Wine & Food, Rhode Island Chapter, Board Member, Chairman
YWCA Fabulous Food by Female Chefs - **Chairperson**, Board Member, Boston, Massachusetts

Education & Certifications:

- Associate in Applied Science, Baking & Pastry Arts - Johnson & Wales University, Providence, Rhode Island, May 1995
- Food Writing Class, Johnson & Wales University, spring 2002, Editor-In-Chief for the class book, "It All Started with Asparagus."
- Writing About Food-Radcliffe Special Programs
- Certified Executive Pastry Chef - American Culinary Federation, 1993

- Condirama Training Center at Felchlin Chocolate Co., Schwyz, Switzerland, June 1992
- International Pastry Arts Center, New York, New York, 1985 - 1989
Certified in: *Italian Pastry*

Pastries and Petits Fours
Chocolates and Candies
Breads and Doughs

- Lorraine's Pastry School, Hanover, Massachusetts
Australian Cake Decorating, May 1985
Basic Cake Decorating, January 1983

- Rudi's Bakery, Bloomington, Indiana
Pastry Apprentice, May - July 1982
Completed in Boston, June 1983 – 1984

Attachment 2: RISE Mayoral Academy By-Laws (Draft)

**RISE Mayoral Academy
By-Laws**

ARTICLE I

Name, Office, Purpose and Objectives

Section 1.1 Name. The name of the organization will be RISE Mayoral Academy (RISE Mayoral Academy).

Section 1.2 Principal Office. The initial principal location of RISE Mayoral Academy shall be at:
[Insert Facility Address]

Section 1.3 Registered Office. The registered office of RISE Mayoral Academy will be in Woonsocket, Rhode Island, the city for which the charter to operate a public school is initially given. The registered office may change from time to time as dictated by the provisions of the charter granted by the Rhode Island Board of Regents for Elementary and Secondary Education.

Section 1.4 Purpose. The purpose and mission of RISE Mayoral Academy (RISE Mayoral Academy) is to prepare students in grades K-8 for educational success in high school and college, through a rigorous academic program and character education.

Section 1.5 Dissolution. If, for any reason, the organization should dissolve, upon dissolution organization assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE II

Board of Directors

Section 2.1 General Powers. The Board of Directors shall have the power to govern the business, affairs, and property of RISE Mayoral Academy in accordance with the applicable laws and regulations of the state of Rhode Island and any limitations in the Articles of Incorporation or these Bylaws. All Directors will have identical rights and responsibilities. The Head of School will be an advisory, non-voting member of the Board (*ex officio*).

Section 2.2 Number. The Board of Directors (“the Board”) shall consist of at least seven Directors and no more than 15 Directors.

Section 2.3 Qualifications and Composition. Directors will be selected who have the qualifications and diversity of expertise to fulfill RISE Mayoral Academy’s mission and objectives. As a mayoral academy under Rhode Island Mayor Academies (RIMA), RIMA is to appoint 25 percent of the board, including two elected officials from RISE Mayoral Academy’s sending districts that make the school an eligible mayoral academy. An elected official must chair the Board.

Section 2.4 Compensation. Directors shall serve without compensation.

Section 2.5 Selection. The Board shall approve a process for nominating Directors to the Board through the Governance Committee. There will be a meeting annually dedicated to the election of nominated Directors.

Section 2.6 Tenure. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, excepted for cause as specified in these bylaws. No board member, with the exception of an elected official, shall serve more than (2) consecutive three-year terms. Board members shall serve staggered terms to balance continuity with new perspective. Time served in a vacancy appointment is not counted toward the term limit.

Section 2.7 Vacancy. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 2.8 Resignation. A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 2.9 Removal. The Board may remove any Officer or Director by majority vote of the entire Board of Directors at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

ARTICLE III

Officers

Section 3.1 Number. There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

Section 3.2 Election. The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.

Section 3.3 Tenure. The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 3.4 Chair Vacancy. In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the board can be held.

ARTICLE IV

Meetings

Section 4.1 Regular Meetings. There shall be at least 10 other regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be

conducted at the meeting. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

Section 4.2 Annual Meeting. The annual meeting of the Board of Directors shall occur in the last quarter of the fiscal year.

Section 4.3 Special Meetings. Special Meetings of the Board of Directors may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted at the meeting. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

Section 4.4 Quorum. One-half of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors, except where otherwise required by these Bylaws.

Section 4.5 Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of RISE Mayoral Academy. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of Section 42-46-7, or any other applicable provisions of the Rhode Island Open Meetings Act.

Section 4.8 Open Meetings. Meetings of the Board of Directors shall be public in accordance with Federal and Rhode Island laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board of Directors.

ARTICLE V Conflict of Interest

Section 5.1 Conflict of Interest. All Directors, Officers, and employees of RISE Mayoral Academy shall be subject to the Rhode Island Code of Ethics, R.I.G.L. 36-14-1, *et seq.*

ARTICLE VI Committees and Task Forces

Section 6.1 Powers. The Board of Directors may establish, modify, and abolish any such committees as the Board may require. Committee members and a Chairperson for each committee shall be appointed by the Chairperson from the membership of Directors then in office. Each committee shall have and exercise the authority delegated to it by the Board of Directors, provided that no such committee shall have the authority of the Board of Directors. The designation of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed by law. The committees shall provide a report to the Board of Directors of their activities at the next

regularly scheduled meeting of the Board of Directors. Any committee must comply with the provisions of Rhode Island Open Meetings Act.

Section 6.2 Governance Committee. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The Board Chair shall chair the Governance Committee. The duties of the Governance Committee shall be:

- (a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board;
- (b) to present a slate of nominees for Officers to the Board for election at the annual meeting;
- (c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- (d) to provide ongoing orientation to Directors;
- (e) to oversee a Director assessment process to ensure optimum performance; and
- (f) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 6.3 Other Committees. Other Committees established by the Board of Directors as provided in Section 6.1 above shall conform to the purposes, tasks, and powers specified in the resolution appointed to them, approved by the majority of Directors then in office. Committees shall, upon request, report their activities to the Board of Directors at its regularly scheduled meetings.

ARTICLE VII General Provisions

Section 7.1 Fiscal Year. The fiscal year of RISE Mayoral Academy shall begin on July 1 of each calendar year and terminate of June 30 of the same year.

Section 7.2 Records. The financial records of the organization shall be audited annually by a Certified Public Accountant approved by the Board of Directors and the report of the financial statement of the said accountant shall be filed with the records of RISE Mayoral Academy. This report shall be open to the public for examination.

Section 7.3 Confidentiality. The Directors and Officers shall not willfully and knowingly disclose to any other person confidential information acquired by them in the course of and by reason of their official duties.

Section 7.4 Severability. If any provision of these By-Laws is held to be unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

ARTICLE VIII
Rules of Order

In case of conflict of challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of RISE Mayoral Academy.

ARTICLE IX
Amendments

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

ARTICLE X
Indemnification

RISE Mayoral Academy shall indemnify its directors, officers, and employees consistent with applicable Rhode Island laws and regulations.

Attachment 3: RISE Mayoral Academy Head of School Job Description

The Head of School is hired, evaluated by, and held accountable to the Governing Board of Directors in regards to all aspects of the school's academic program, financial management, and organizational health. The Head of School is entrusted with advancing the school's mission, maintaining the organization's financial viability, and determining the school's future direction in accordance with the mission.

Responsibilities

- Recruit and hire mission-aligned and results-oriented individuals to fill the positions.
- Create, monitor and sustain culture of academic excellence through consistent implementation of systems and structures to maximize student learning.
- Train the Director of Curriculum and Instruction (Y3) through the observation and practice of curriculum and assessment development, teacher coaching and support, delivery of professional development, and lesson plan feedback and review.
- Lead the development and adaption of a rigorous curriculum and the management of data-driven instruction designed to improve student achievement.
- Create clear and measurable RISE Mayoral Academy internal standards aligned to Common Core, and influenced by other rigorous state standards.
- Manage and oversee Director of and Operations, Office Manager, as well as all other including representatives of all outsourced business functions.
- Lead all student community meetings (i.e. Community Circle).
- Identify and purchase high quality, research-based curriculum.
- Lead all staff development and administrative meetings (in Y3 the Head of School will lead all staff development for the first six months and then slowly transition the Director of Curriculum and Instruction into leading applicable instructional staff development).
- Manage and direct recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations; involve other leadership positions when applicable.
- Observe all teachers weekly and twice-weekly for new teachers, as well as daily "drop in" observations (observations are done with Director of Curriculum and Instruction in Y3).
- Draft and provide evaluations of all staff members (working with the Director of Curriculum and Instruction, Y3, or the Director of Operations when evaluating positions that also fall under their management).
- Conduct all teacher observations (with Director of Curriculum and Instruction in Y3).
- Coordinate lottery, admissions, enrollment, and waitlist procedures for the school.
- Control orientation and training of all staff members.
- Coordinate and manage administration of all standardized student assessments and evaluations, including state assessments, interim assessments, and nationally normed assessments.
- Implement all personnel policies.
- Implement all student discipline, code of conduct, and behavior standards in conjunction with other administrative and teaching staff.

- Review all student report cards before disbursement to families, or delegate to appropriate staff upon school growth.
- Serve as primary spokesperson for school to both internal and external constituents including media, community members, parents, political leaders and representatives, and visitors.
- Support and work with all Board committees as well as provide information, data, reports, and context necessary to assist in effective governance of the school.
- Manage and allocate school resources, including financial resources, in alignment with values of school; work with Director of Operations to evaluate the accuracy of all financial documents.
- Supervise and monitor daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies.
- Work with Director of Operations to first prepare or oversee, and then submit required reports, evaluations, and data to all external (or funding) sources.
- Ensure compliance with state-mandated instruction, assessment, and reporting, including requirements for English Language Learners.
- Hire and supervise personnel who provide contracted services (e.g. speech therapy).
- Work with all school stakeholders, specifically with Director of Operations and Governing Board, to acquire and collect resources, both financial and in-kind, for instructional, extracurricular, and enrichment needs.
- Develop marketing plan and strategy for recruiting students.
- Supervise teacher communication to parents and ensure all parents are fully informed of student progress.
- Develop financial plan for RISE Mayoral Academy's capital needs in order to secure a permanent facility.
- Inspire staff and student body to remain focused and determined in work of fulfilling the mission of school.
- Supervise and direct culture of school by monitoring academic program and implementation of school's discipline code to ensure safe, and focused school environment.
- Develop and communicate strategic plan for the school.
- Manage and share responsibilities of Student Supports Coordinator position

Critical Skills and Experience

- Strong commitment to, belief in, and alignment with school's mission and vision
- Experience in leadership and management of both adults and students
- Ability to assess data, find trends, and use information to make strategic decisions
- Minimum of a Master's, Advanced Degree preferred, with all accompanying verification provided as part of the personnel file
- Appropriate Rhode Island licensure/training for public school leadership
- Knowledge of, or experience in education, school finance, governance, management, or law
- Exceptional verbal and written communication skills
- Strong organizational skills and ability to multi-task

- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation

Attachment 4: RISE Mayoral Academy Annual School Calendar

PRIDE Mayoral Academy Annual Calendar

Jul-15						
S	M	T	W	Th	F	S
				1	2	3
	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
6 PD Days						

Aug-15						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25*	26	27	28	29
30	31					
16 PD Days / 4 Instructional Days						

Sep-15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
1 PD Days / 20 Instructional Days						

Calendar Key:	
*	New Trimester Begins
■	PD/Data Days
■	Parent Orientation/Conferences
■	First/Last Day of School
■	PD & STEP Testing
■	Assessment
■	Holiday/Vacation - No School
■	Progress Report Due to Families
■	Family Partnership
■	Trimester Report Due to Families

Oct-15						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
1 PD Days / 20 Instructional Days						

Nov-15						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
1 PD Days / 16 Instructional Days						

Dec-15						
S	M	T	W	Th	F	S
		1*	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
16 Instructional Days						

Holidays:	
July 4:	Independence Day
Sept 7:	Labor Day
Oct 12:	Columbus Day
Oct 31:	Halloween
Nov 11:	Veteran's
Nov 26:	Thanksgiving
Dec 25:	Christmas
Jan 1:	New Year's Day
Jan 18:	Martin Luther King Day
Feb 15:	President's Day
Mar 27:	Easter Sunday
May 30:	Memorial Day

Jan-16						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
2 PD Days / 17 Instructional Days						

Feb-16						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					
1 PD Days / 15 Instructional Days						

Mar-16						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21*	22	23	24	25	26
27	28	29	30	31		
1 PD Day / 22 Instructional Days						

Days of Instruction: 181
Professional Development: 32

Apr-16						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
1 PD Day / 15 Instructional Days						

May-16						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
20 Instructional Days						

Jun-16						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
2 PD Days / 16 Instructional Days						

Trimester 1: August 25-November 30
Trimester 2: December 1-March 18
Trimester 3: March 21-June 22

Important Dates

July 24-August 24: Teacher PD
 August 10-14: STEP Testing
 August 11 & 13: Parent Orientation
 August 10 - 14: STEP Testing
 August 25: First Day of School - Start of Trimester 1
 August 25-28: Student Orientation (Half-days)
 September 2-4: Nationally Normed Assessment
 September 7: Labor Day - No School
 September 8: PD/Data Day - No School for Students
 September 12: Parent/Student Saturday Reading Workshop
 October 8: Interim Assessment 1
 October 9: 6-Week Progress Report
 October 12: Columbus Day - No School
 October 13: PD/Data Day - No School for Students
 November 11: Veterans Day - No School
 November 14: Parent/Student Saturday Math Workshop
 November 19: Interim Assessment 2
 November 20: 6-Week Progress Report
 November 24: Last Day of Trimester 1
 November 25-27: Thanksgiving Holiday - No School
 November 30: PD/Data Day - No School for Students
 December 1: Start of Trimester 2
 December 2-3: Distribution of Report Card & Parent Conferences
 December 15-17: Nationally Normed Assessment
 December 23-January 1: Holiday Recess - No School

January 4: PD/Data Day - No School for Students
 January 14: Interim Assessment 3
 January 18: MLK Day - No School
 January 19: PD/Data Day - No School for Students
 January 22: 6-Week Progress Report
 February 15-19: Winter Recess - No School
 February 22: PD/Data Day - No School for Students
 March 3: Interim Assessment 4
 March 4: 6-Week Progress Report
 March 7: PD/Data Day - No School for Students
 March 19: Staff, Students, and Family Potluck
 March 23-24: Distribution of Report Card & Parent Conferences
 April 14: Interim Assessment 5
 April 15: 6-Week Progress Report
 April 18-22: Spring Recess - No School
 April 25: PD/Data Day - No School for Students
 May 26: Interim Assessment 6
 May 27: 6-Week Progress Report
 May 30: Memorial Day - No School
 May 31: PD/Data Day - No School for Students
 June 7-9: Nationally Normed Assessments
 June 22: Last Day of School for Students
 June 23-24: Teacher PD
 June 27: Distribution of Report Cards

Attachment 5: RISE Mayoral Academy Five-Year Budget Projection

STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: PRIDE Mayoral Academy

		Implementation and Operations				
		FY2016	FY2017	FY2018	FY2019	FY2020
MAJOR ASSUMPTIONS						
A	Average local aid per pupil	3,139.27	3,139.27	3,139.27	3,139.27	3,139.27
B	Average state aid per pupil	8,280.44	8,280.44	8,280.44	8,280.44	8,280.44
C	Student Enrollment	81	162	243	324	405
D	Gross Square Footage (GSF) of facility					
E	Staffing					
	E1. School Principals/Asst Principals	1.0	1.0	2.0	2.0	2.0
	E2. Director of Operations	1.0	1.0	1.0	1.0	1.0
	E3. Executive Director/Superintendent					
	E4. Deputies/Administrators					
	E5. Program/Operations Support Staff	1.0	1.0	1.0	1.0	1.0
	E6. Teachers	8.0	15.5	23.0	29.0	36.0
	E7. Paraprofessionals					
	E8. Pupil Support	0.5	1.0	1.0	2.0	2.0
	E9. Teacher Support					
	E10. Program Management					
	E11. Special Services	0.5	1.0	1.0	1.0	1.0
	E12. Facilities Maintenance	0.5	1.0	1.0	1.0	1.0
F	Staff FTE	12.5	21.5	30.0	37.0	44.0
	Subtotal:					
OPERATING REVENUES						
1	Local Revenue	254,281.00	508,562.00	762,843.00	1,017,124.00	1,271,405.00
2	State Revenue	670,715.79	1,341,431.58	2,012,147.37	2,682,863.16	3,353,578.95
3	Grants - Charter Schools Program	225,000.00	225,000.00			
4	Grants - Private	129,050.00	8,100.00	12,150.00	16,200.00	20,250.00
5	Federal formula funds (inc. Title I, III and IDEA)	32,400.00	64,800.00	97,200.00	129,600.00	162,000.00
6	Capital Projects Funds					
7	Other:	5,670.00	11,340.00	17,010.00	22,680.00	28,350.00
8	TOTAL OPERATING REVENUES	1,317,116.79	2,159,233.58	2,901,350.37	3,868,467.16	4,835,583.95

OPERATING EXPENDITURES

School Management

9	Salaries: Principals and Assistant Principals	95,000.00	98,325.00	166,766.38	171,628.20	176,640.69
10	Salaries: Director of Operations	65,000.00	67,275.00	69,629.63	72,066.66	74,589.00
11	School Office	71,015.00	84,275.45	97,145.07	109,597.55	122,401.75
12	Other:					
13	Subtotal:	231,015.00	249,875.45	333,541.07	353,292.41	373,631.43

Program/Operations Management

14	Salaries: Executive Director or Superintendent					
15	Salaries: Deputies and Administrators					
16	Salaries: Support Staff	35,000.00	35,700.00	36,414.00	37,142.28	37,885.13
17	Legal					
18	School Board					
19	Business Operations	38,243.00	39,056.00	39,877.55	40,707.78	41,546.81
20	Information Management and Technology	13,000.00	9,000.00	8,000.00	7,000.00	7,000.00
21	Other:					
22	Subtotal:	86,243.00	83,756.00	84,291.55	84,850.06	86,431.94

Instruction

23	Salaries: Teachers	384,000.00	764,640.00	1,166,313.60	1,512,762.48	1,929,406.37
24	Salaries: Paraprofessionals					
25	Stipends and Bonuses	11,520.00	22,939.20	34,989.41	45,382.87	57,882.19
26	Pupil-Use Technology, Hardware, and Software	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
27	Instructional Materials Supplies	63,000.00	99,977.50	138,050.15	177,242.48	217,579.53
28	Other:					
29	Subtotal:	473,520.00	902,556.70	1,354,353.16	1,750,387.84	2,219,868.09

Instructional Support						
30	Salaries: Pupil Support	27,500.00	55,000.00	56,100.00	117,222.00	119,566.44
31	Salaries: Teacher Support					
32	Salaries: Program Management					
33	Salaries: Special Services	27,500.00	55,000.00	56,100.00	57,222.00	58,366.44
34	Guidance and Counseling					
35	Library and Media	7,500.00	7,612.50	7,726.69	7,842.59	7,960.23
36	Extracurricular	1,500.00	3,045.00	4,636.01	6,274.07	7,960.23
37	Student Services, Outreach, Recruitment	1,500.00	1,522.50	1,545.34	1,568.52	1,592.05
38	Student Health Services	1,216.31	2,469.12	3,759.23	5,087.50	6,454.76
39	Academic Interventions	18,633.01	37,825.00	57,588.56	78,218.51	99,239.73
40	Curriculum Development					
41	In Service, Staff Development, and Support	16,000.00	32,480.00	47,390.35	60,649.35	76,418.18
42	Assessment					
43	Other:					
44	Subtotal:	101,349.32	194,954.12	234,846.19	334,084.53	377,558.05
Operations						
45	Salaries: Facilities Maintenance	15,000.00	30,000.00	30,600.00	31,212.00	31,836.24
46	Transportation	66,722.21	135,446.09	206,216.67	279,079.89	354,082.61
47	Food Services					
48	Safety					
49	Building Upkeep and Maintenance	25,000.00	25,375.00	25,755.63	26,141.96	26,534.09
50	Maintenance Contracts					
51	Utilities					
52	Lease	100,000.00	101,500.00	103,022.50	104,567.84	106,136.36
53	Debt Service					
54	Capital Projects					
55	Other:	6,500.00	6,597.50	6,696.46	6,796.91	6,898.86
56	Subtotal:	213,222.21	298,918.59	372,291.26	447,798.60	525,488.16
Other Obligations						
57	Fringe Benefits	188,612.57	327,330.07	463,258.41	599,236.81	731,946.12
58	Insurance (non-employee)					
59	Retiree Benefits	19,368.89	32,765.71	44,897.22	57,385.30	68,524.80
60	Purchased Management Services					
61	Other:					
62	Subtotal:	207,981.46	360,095.78	508,155.63	656,622.11	800,470.92
Community Services						
63	Community Service Operations					
64	Other:					
65	Subtotal:	0.00	0.00	0.00	0.00	0.00
66	Budgeted Contingencies					
67	TOTAL OPERATING EXPENDITURES	1,313,330.99	2,090,156.64	2,887,478.84	3,627,035.54	4,383,448.59
68	SURPLUS/(DEFICIT)	3,785.80	69,076.94	13,871.53	241,431.62	452,135.36

VOLUNTARY ATTACHMENTS

Attachment A: Community Outreach

PRESCHOOLS/DAYCARES/CHILDCARE CENTERS

- Positive Start Family Childcare
- Wee Wonders Day Care
- YMCA Woonsocket
- YWCA of Woonsocket
- Hamlet Learning Center
- Woonsocket Even Start
- Woonsocket Head Start (all sites)
- Boys & Girls Club of Woonsocket Preschool
- Hope Street Child Care Center
- Connecting with Children and Families
- Briarwood Child Academy (North Smithfield)
- Burrillville Extended at Callahan/Steere Farm
- Tri-Town Child Care – Burrillville

ORGANIZATIONS

- Boys and Girls Club Woonsocket
- Connecting for Children & Families
- Riverzedge Arts
- Northern Rhode Island Chamber of Commerce
- Woonsocket Housing – Veteran’s Memorial
- Woonsocket Housing – Morin Heights
- Project Learn: Adult & Family Literacy Programs
- Rhode Island Food Bank
- NRI Community Services
- Museum of Work and Culture
- Center for Southeast Asians
- St. Charles Borromeo Parish

Attachment B: Letters of Community Support for RISE Mayoral Academy

Northern Rhode Island Chamber of Commerce 6
Blackstone Valley Place
Suite 402 Lincoln, RI

To Whom It May Concern,

I am writing this letter in strong support of PRIDE Mayoral Academy, a proposed K- 8 college preparatory charter school for the students of Woonsocket, North Smithfield, and Burrillville.

As the President/CEO of the Northern Rhode Island Chamber of Commerce, I have been involved in the Woonsocket, North Smithfield, and Burrillville communities since I took the position in 1991. I am also a resident of North Smithfield, so the potential of having a charter school as an option for my community is exciting. Having the Blackstone Valley Prep Charter School in our region has given me the opportunity to see first-hand the impact that a Mayoral Academy can have on building the future workforce.

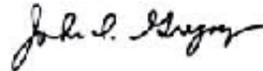
Through my various roles in these communities, I recognize the critical importance of having high quality schooling options, particularly during the earliest years of a child's life. PRIDE Mayoral Academy proposes to open a school focused on providing students with the skills and knowledge needed to be successful and attain educational opportunities necessary to compete and thrive in today's economy. PRIDE Mayoral Academy's founding team has prioritized building strong relationships with the community in a way that ensures it will deliver a school that will best serve the students and families for the communities of Woonsocket, North Smithfield and Burrillville.

The mission of PRIDE Mayoral Academy is to educate all K-8 students for success in college and a life of community engagement through a structured learning environment, rigorous academic curriculum, and character education. I strongly believe that we need a school such as PRIDE Mayoral Academy to bring opportunity and choice to the families and students of the three communities.

I also support the leadership of proposed Head of School, Rosalind Murphy. She is committed to creating and sustaining a college preparatory school for the Woonsocket community that delivers strong academic results for all students. Rosalind has shared with me her vision for the school, as well as her passion and experience in urban education and providing families with quality options for their children. We hope to work with the school as a partner in the future as we invest in the development and education of our youth in Woonsocket, North Smithfield, and Burrillville.

Woonsocket is in need of a school that brings both high academic standards and the necessary support to allow all students to achieve their ambitious goals. It is my great hope that the school should be granted a charter and open in August 2015. If you have any questions or concerns, please do not hesitate to contact me at jgregory@nrchamber.com or call me at 401-334-1000 ext. 105.

Sincerely,



John C. Gregory, IOM
President/CEO



NRI Community Services, Inc

A Non-Profit Provider of Mental Health & Substance Abuse Treatment

www.NRICommunityServices.org

MAILING ADDRESS:

PO Box 1700

Woonsocket, RI 02895-0856

PHONE: 401 235-7000

EMERGENCY: 401 235-7120

Rosalind Murphy

Lead Founder

PRIDE Mayoral Academy

March 12, 2014

Dear Rosalind;

I am happy to write a letter of support for your proposed PRIDE Mayoral Academy serving Woonsocket, North Smithfield and Burrillville. NRI Community Services is the primary provider of mental health services in northern RI and we have been serving this community since 1976. As the VP of Child and Family Services, I have overseen the development of our intensive community based behavioral health services and the growth of alternative education opportunity through our school programs. While the population we serve has needs that surpass the capacity and ability of public schools, we certainly recognize the need for choices for families in the education of their children.

Public charter schools have undergone intense scrutiny in the state and to my mind have shown their worth, not simply for the students that attend, but for the communities in which they locate –mainly through partnerships for teachers – professionals helping professionals in service of the greater good of the residents of the cities and towns.

In speaking with you recently, it was refreshing to hear of your willingness to reach out to community providers and consider partnerships to meet the complex needs presented by today's students and families in all educational settings, public and private.

I trust your application will be favorably judged and hope to work with you in the future.

Bridget Bennett, LICSW

VP Child and Family Services

NRI Community Services

401.235.7102

NRICS is a not for profit multiservice organization providing crisis intervention, community housing, casemanagement/service coordination, child & family intensive services, outpatient and residential treatment for adults with co-occurring mental health and substance abuse challenges, and other special services. These programs are nationally accredited by CARF and licensed and certified by the State of Rhode Island. We are a member of the Fund for Community Progress, The National and Rhode Island Councils of Community Mental Health Organizations, and United Neighborhood Centers of America.



**Woonsocket Head Start
Child Development Association, Inc.**

204 Warwick Street
Woonsocket, RI 02895
401.769.1850
401.769.1854
www.whscda.org



To Whom It May Concern,

I am writing this letter in strong support of PRIDE Mayoral Academy, a proposed K- 8 college preparatory charter school for the students of Woonsocket, North Smithfield, and Burrillville.

As the Executive Director of Woonsocket Head Start Child Development Association, Inc. since August 2011 I work closely with the families at Head Start and recognize the critical importance of having high quality schooling options, particularly during the earliest years of a child's life. PRIDE Mayoral Academy proposes to open a school focused on providing students with the skills and knowledge needed to be successful and attain the educational opportunities necessary to compete and thrive in today's economy. PRIDE Mayoral Academy's founding team has prioritized building strong relationships with the community in a way that ensures it will deliver a school that will best serve the students and families in our city.

The mission of PRIDE Mayoral Academy is to educate all K-8 students for success in college and a life of community engagement through a structured learning environment, rigorous academic curriculum, and character education. I strongly believe that we need a school such as PRIDE Mayoral Academy to bring opportunity and choice to the families and students of Woonsocket, North Smithfield, and Burrillville.

I also support the leadership of proposed Head of School, Rosalind Murphy. She is committed to creating and sustaining a college preparatory school for the Woonsocket community that delivers strong academic results for all students. Rosalind has shared with me her vision for the school, as well as her passion and experience in urban education and providing families with quality options for their children. We hope to work with the school as a partner in the future as we invest in the development and education of our youth in Woonsocket, North Smithfield, and Burrillville.

Woonsocket is in need of a school that brings both high academic standards and the necessary support to allow all students to achieve their ambitious goals. It is my great hope that the school should be granted a charter and open in August 2015. If you have any questions or concerns, please do not hesitate to contact me at mvarr@whscda.org or (401) 769-1850.

Mary Varr
Woonsocket Head Start Child Development Association, Inc

204 Warwick St
mvarr@whscda.org
401 769-1850

WHERE HEALTHY SECURE CHILDREN DEVELOP AND ACHIEVE



Blackstone Valley Prep Mayoral Academy

PERSEVERANCE. RESPECT. INTEGRITY. DISCIPLINE. ENTHUSIASM.

March 17, 2014

To Whom It May Concern,

I am writing to show my strong support of PRIDE Mayoral Academy, a proposed K- 8 college preparatory charter school for the students of Woonsocket, North Smithfield, and Burrillville.

As the Executive Director of Blackstone Valley Prep Mayoral Academies, and previously as an employee of the Providence School Department, I have been involved in the Rhode Island education community for the past decade, the past five years working primarily in northern Rhode Island. Through my various roles in the community, I recognize the critical importance of having high quality schooling options, particularly during the earliest years of a child's life. PRIDE Mayoral Academy proposes to open a school focused on providing students with the skills and knowledge needed to be successful and attain educational opportunities necessary to compete and thrive in today's economy. PRIDE Mayoral Academy's founding team has prioritized building strong relationships with the community in a way that ensures it will deliver a school that will best serve their students and families.

The mission of PRIDE Mayoral Academy is to educate all K-8 students for success in college and a life of community engagement through a structured learning environment, rigorous academic curriculum, and character education. I strongly believe that we need a school such as PRIDE Mayoral Academy to bring opportunity and choice to the families and students of Woonsocket, North Smithfield, and Burrillville.

Most importantly, I support the leadership of proposed Head of School, Rosalind Murphy. She is committed to creating and sustaining a college preparatory school for the greater Woonsocket community that delivers strong academic results for all students. Rosalind has shared with me her vision for the school, as well as her passion and experience in urban education and providing families with quality options for their children. We know we will work with the school as a partner in the future as we invest in the development and education of our youth in Woonsocket, North Smithfield, and Burrillville.

Rhode Island is in need of more schools that brings both high academic standards and the necessary support to allow all students to achieve their ambitious goals. It is my great hope that the school should be granted a charter and open in August 2015. If you have any questions or concerns, please do not hesitate to contact me at jchiappetta@rimabv.org

Most sincerely,

Jeremy Chiappetta, Executive Director
Blackstone Valley Prep Mayoral Academy

www.blackstonevalleyprep.org





MUSEUM OF WORK AND CULTURE

To Whom It May Concern,

I am writing this letter in strong support of PRIDE Mayoral Academy, a proposed K- 8 college preparatory charter school for the students of Woonsocket, North Smithfield, and Burrillville.

As the Director of the Museum of Work & Culture in Woonsocket, I have been involved in the Woonsocket communities since 1997. Through my various roles in the community, I recognize the critical importance of having high quality schooling options, particularly during the earliest years of a child's life. PRIDE Mayoral Academy proposes to open a school focused on providing students with the skills and knowledge needed to be successful and attain educational opportunities necessary to compete and thrive in today's economy. PRIDE Mayoral Academy's founding team has prioritized building strong relationships with the community in a way that ensures it will deliver a school that will best serve the students and families in our city.

The mission of PRIDE Mayoral Academy is to educate all K-8 students for success in college and a life of community engagement through a structured learning environment, rigorous academic curriculum, and character education. I strongly believe that we need a school such as PRIDE Mayoral Academy to bring opportunity and choice to the families and students of Woonsocket, North Smithfield, and Burrillville.

Woonsocket is in need of a school that brings both high academic standards and the necessary support to allow all students to achieve their ambitious goals. It is my great hope that the school should be granted a charter and open in August 2015. If you have any questions or concerns, please do not hesitate to contact me at aconway@rihs.org or (401) 769-9675.

Anne Conway
Museum of Work & Culture
42 South Main Street
Woonsocket, RI 02895

Remember Interpret Honor Share

42 South Main Street • Woonsocket, RI 02895 • Phone 401 769-9675 • Fax 401 767-2906 • www.rihs.org

PROJECT LEARN ADULT AND FAMILY LITERACY PROGRAM INC.
ONE SOCIAL STREET, P.O. BOX 567
WOONSOCKET, RI. 02895

March 25, 2014

To Whom It May Concern,

I am writing this letter in strong support of PRIDE Mayoral Academy, a proposed K- 8 college preparatory charter school for the students of Woonsocket, North Smithfield, and Burrillville.

Since 1983 Project LEARN has provided adult literacy services to the Woonsocket Community and other surrounding communities. Our services have included Family Literacy Programs, classes for English for Speakers of Other Languages, Intensive Wilson, Wilson Just Word classes, Pre-GED and GED classes. We are recognized in Rhode Island for the instructional classes we offer for people who have language based learning disabilities, such as Dyslexia. Through my various roles in the community, I recognize the critical importance of having high quality schooling options, particularly during the earliest years of a child's life. This should include psycho-educational evaluation for children whose reading skills are deficient and the instructional strategies for remediation. PRIDE Mayoral Academy proposes to open a school focused on providing students with the skills and knowledge needed to be successful and attain educational opportunities necessary to compete and thrive in today's economy. PRIDE Mayoral Academy's founding team has prioritized building strong relationships with the community in a way that ensures it will deliver a school that will best serve the students and families in our city.

The mission of PRIDE Mayoral Academy is to educate all K-8 students for success in college and a life of community engagement through a structured learning environment, rigorous academic curriculum, and character education. I strongly believe that we need a school such as PRIDE Mayoral Academy to bring opportunity and choice to the families and students of Woonsocket, North Smithfield, and Burrillville.

I also support the leadership of proposed Head of School, Rosalind Murphy. She is committed to creating and sustaining a college preparatory school for the Woonsocket community that delivers strong academic results for all students. Rosalind has shared with me her vision for the school, as well as her passion and experience in urban education and providing families with quality options for their children. We hope to work with the school as a partner in the future as we invest in the development and education of our youth in Woonsocket, North Smithfield, and Burrillville.

Woonsocket is in need of a school that brings both high academic standards and the necessary support to allow all students to achieve their ambitious goals. It is my great hope that the school should be granted a charter and open in August 2015. If you have any questions or concerns, please do not hesitate to contact me at susan@projectlearnri.org or 401-769-4200.

Yours truly,
Susan Grislis

Susan Grislis
Executive Director
Project LEARN Adult and Family Literacy Program, Inc.
One Social Street
P. O. Box 567
Woonsocket, RI 02895

Chairwoman Eva Mancuso
Rhode Island Board of Education
Rhode Island Department of Education
255 Westminster St. Providence, RI 02903

Dear Chairwoman Mancuso,

I am writing in support of the charter application for PRIDE Mayoral Academy (PMA). PMA plans to enroll students from Woonsocket, Burrillville and my community, North Smithfield. PMA's founding leader, Rosalind Murphy, is an experienced educator who is currently completing the prestigious Building Excellent Schools Fellowship in Boston, Massachusetts.

I have met with Ms. Murphy and am extraordinarily impressed by her character, commitment and vision. I am also confident that the BES Fellowship has trained her to be a highly effective school founder and leader. As part of her training, Ms. Murphy is spending intensive residency time at Blackstone Valley Prep Mayoral Academy (BVP). As you know, BVP currently serves students K-8 in three schools that are among the highest performing in the state. BVP's 8th grade students lead our entire state in math proficiency. I am encouraged that Ms. Murphy has already forged a relationship with the leadership of BVP's outstanding schools.

Just as importantly, I am convinced in talking with my fellow municipal leaders that the introduction of Mayoral Academy options helps create the climate for meaningful improvements to the district schools that serve the majority of our families. In the last two years, we have seen clear evidence of such improvement in the Blackstone Valley's traditional school systems. Both Cumberland and Lincoln, for instance, have implemented full-day kindergarten. Cumberland is one of the five most improved districts in the state over the last five years. Central Falls High School and Shea High School in Pawtucket have seen extraordinary gains in their graduation rates.

I am proud of North Smithfield's public schools and recognize that they are among the strongest in Rhode Island. At the same time, I want North Smithfield families to have access to new high-quality public school options like PRIDE Mayoral Academy, and believe that some North Smithfield children will take advantage of the option and thrive there. As a founding board member, I am confident that PRIDE Mayoral Academy will be not only an excellent public school but an important new member of the Northern Rhode Island community.

Sincerely,

Paulette Hamilton, Town Administrator
North Smithfield



The Church of Saint Charles Borromeo

**190 North Main Street
Woonsocket, Rhode Island 02895-3140**

Telephone (401) 766-0176
Fax (401) 766-0185

March 18, 2014

Ms. Rosalind Murphy has asked me to recommend her efforts to found a new elementary school here in Woonsocket. Our city is already served by a complete public educational system which begins with kindergarten and ends with the completion of high school. It is also served by the Beacon Charter School and by a private Catholic school system which begins with kindergarten but ends with the eighth grade. Certainly, the proposed Pride Mayoral Academy would increase the educational opportunities offered to the children of our city. Therefore, I am happy to recommend that her efforts receive the attention and approval of those who are empowered by their offices to deal with our city's educational systems.

Sincerely yours,

**Rev. Gerald F. Finnegan, S.J.
Pastor**

Attachment C: RISE Mayoral Academy Code of Conduct (Draft)

Philosophy

RISE Mayoral Academy is committed to providing a safe and structured environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and structured school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct. The school also adheres to the guidelines set forth in the Rhode Island Department of Elementary and Secondary Education's "New RI Discipline Procedures and Requirements for All Students Under IDEA 2004 and RI Legislation (effective July 1, 2005).

The RISE Mayoral Academy Code of Conduct outlines tiers of infractions that violate our behavioral expectations and the corresponding consequences that result. We also employ a behavior incentive system, which ensures high behavioral expectations for every student and includes structured opportunities to reinforce desirable behavior and motivate scholars to continue to exemplify our RISE values through their actions. Teachers are taught to deliver consequences with minimal disruption to the class. A redirection or consequence should not be insulting or embarrassing. At RISE Mayoral Academy our teachers use redirections as a pause, an acknowledgment of digression, a redirection and a starting point for positive choices.

When students break the code of conduct or violate our behavior code, they face a clear series of consequences and an appropriately laddered step of school responses. Our disciplinary approach, policies, and procedures will be outlined clearly and given to families and discussed extensively with scholars, as well as reported to the Division of Charter Schools. We have four tiers for infractions that students may commit in violation of our behavior system:

- **Tier 0** – Behavior Addressed Through Teacher Management Strategies (Minor)
- **Tier 1** – Core Value Violations (Moderate)
- **Tier 2** – Suspension (Severe)
- **Tier 3** – Most Severe

Below we outline these school-related disciplinary offenses for which a student may be subject to consequences, including in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of our code occurring: while the student is on school grounds; during a school-sponsored activity; on the school bus; or during events sufficiently linked to school.

**Tier 0 – Behavior Addressed through Teacher Management Strategies
(Minor Infractions)**

Infractions	Consequences
<ul style="list-style-type: none"> • Not tracking speaker • Unprepared for class • Missing Homework • Late to school/class • Loss of focus during lesson • Not actively participating in class 	<p>A student commits an infraction of our classroom expectations, teachers enforce consistent classroom consequences and management techniques. These consequences are explained to families during Family Orientation Sessions, and include verbal or written warnings, a time out, a seat change within the classroom, loss of RISE Rewards, written notice home, or loss of privileges, including, but not limited to scholars sitting silently or away from their peers during class or during snack time or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.</p>

**Tier 1 – Core Value Violations
(Moderate Infractions)**

Infractions	Consequences
<ul style="list-style-type: none"> • Disrespect of an adult, including rolling eyes, sucking teeth, or other such body language, defiance, or rudeness; • Disrespect of a fellow student, such as name-calling, insulting, or excluding; • Disrespect of the school, such as drawing on a table or book, taking school supplies without permission; • Unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums; • Leaving class without permission; • Use of inappropriate language; and disruption of class. 	<p>If a student commits a moderate infraction of our expectations and core values, a student will receive an immediate Core Value Violation. The process of Core Value Violations, which have escalating consequences, is outlined in the section labeled “Disciplinary Consequences and Procedures.”</p>

**Tier 2 – Severe Disciplinary Action
(Severe Infractions – Core Value Violation)**

Infractions	Consequences
<ul style="list-style-type: none"> • Gross disrespect of a fellow student, staff member, or school property • Using or possessing over-the-counter medication inappropriately • Using or possessing tobacco products • Damaging, destroying, or stealing personal or school property or attempting to do so • Committing sexual, racial, or any form of harassment or intimidation • Skipping school or class • Using abusive, vulgar, or profane language or treatment • Making verbal or physical threats, empty or otherwise • Fighting, pushing, shoving, or unwanted physical contact 	<p>If a student commits one of the infractions listed to the left, the student may receive an out-of-school suspension. Before the student is returned to class, the student, his or her guardian, and Head of School will meet in order to address the student’s behavior and plan for improvement. Furthermore, students will not be allowed to return to class after a suspension without a signature from a parent or guardian on the suspension letter.</p>

<ul style="list-style-type: none"> • Setting off false alarms or calling in groundless threats Gambling • Departing, without permission, from class, floor, building, or school-sponsored activity • Unauthorized use of the building elevator Forgery of any sort, including parental signatures • Cheating or plagiarism, or copying of anyone else’s work • Repeated and fundamental disregard of school policies and procedures 	
Tier 3– Most Severe	
Infractions	Consequences
<ul style="list-style-type: none"> • Assault against an administrator, teacher, fellow student, or member of the school community • Repeated or excessive out-of-school suspensions • Repeated and fundamental disregard of school policies and procedures • Possession, use, or transfer of drugs and alcohol Destruction or attempted destruction of school property including arson 	<p>Tier 3 is for behavior that constitutes danger to the physical well-being of students and/or the staff. Under the following circumstances, students may be subject to suspension and/or expulsion by the Head of School as detailed more specifically in the sections that follow.</p>

Disciplinary Consequences and Procedures

Core Value Violations. Tier 2 behaviors, or serious infractions to our core values, result in an immediate core value violation, which have escalating consequences throughout the trimester. The consequences increase as follows for scholars in grades K-2:

- The first core value violation of the day will be accompanied by a phone call home at the end of the day. The teacher may also request a conference with a guardian.
- At a second core value violation in a day, a guardian will be required to attend a mandatory conference with the teacher and the student.
- If a student earns a third Core Value Violation in a day (Triple Core Value Violation), the guardian will be contacted immediately and be required to attend a mandatory conference with the Head of School, Dean of Academics, teacher, and student before the student is allowed to return back in class.
- If a student receives a Triple Core Value Violation for a second time in a trimester, the guardian will be contacted immediately and be required to attend a mandatory conference with the Head of School, Dean of Curriculum and Instruction or Dean of Students and Culture, teacher, and student before the student is allowed to return back in class, and will be notified that if a third Triple Core Value Violation occurs that the child will be suspended for one day.
- If a student receives a Triple Core Value Violation for a third time in a trimester, the child will be suspended for at least one day for this and each subsequent core value violation.

- Additionally, students will receive lunch detentions for each core value violation they receive. Lunch detentions can last for one to five school days.

Upper elementary students in grades 3-4 who receive a core value violation will lose community privileges for each core value violation that they receive. Community privileges include sitting with classmates during class time, snack, breakfast, and lunch. Additionally, students who have received a core value violation in a week will not be able to participate in Community Meeting that week. These consequences are printed on each upper elementary core value violation form. Fifth grade students will also earn a 60-minute after-school detention for each core value violation. If a student is unable to stay for detention that day or the next day, the student will instead be suspended for one day.

The consequences for Core Value Violations increase as follows for scholars in grades 3-4:

- Students who receive 3 core value violations in one day will earn a day of suspension.
- Any fourth grade student who receives six core value violations in a week will earn a day of suspension.

When a scholar receives a core value violation, families will be informed by phone. The classroom teacher, the staff member who issued the violation, or the Head of School will make this phone call. Additionally, families will receive written notification in the form of a Core Value Violation sheet that will be sent home in the Life Work folder. A parent is required to sign the Core Value Violation Form that night and return it to school the next day. Students in fourth grade who receive a Core Value Violation must serve after-school detention that day. Failure to return a signed core value violation form may result in an additional core value violation or a request for a meeting. Signed core value violation forms are recorded in the Head of School's office.

RISE Mayoral Academy will adapt discipline policies to appropriately meet the needs of our students in grades 5-8 when we reach our full enrollment.

Detention

Depending on the severity of the infraction, infractions may lead to after-school detention. Students will be notified of their detention after receiving a Core Value Violation or after committing a single, detention-worthy offense. When a detention is issued, it is the responsibility of the student's parent or guardian to make alternative transportation arrangements, since the regular school bus will leave by 4:15 PM. Students will be expected to serve detentions on the day on which their family has been notified, provided that the family receives notification by 3:00 P.M. Students who receive a second detention for a given day must serve the second detention the following afternoon. Any time a student fails to attend a detention within this allowed timeframe, he or she may face suspension.

Suspension

To create and maintain a safe, supportive, fair and consistent school community and culture, RISE Mayoral Academy will suspend students from school when there are serious breaches in the discipline code. A student may be suspended by decision of the Head of School. The Board will

be notified of all suspensions longer than three days. In all cases, parents or guardians will be informed of a suspension and will be required to attend a conference to address it. All suspensions will be reported to Rhode Island Department on Education on the required forms on an annual basis, and a record will be maintained in the student's permanent record. Suspensions will comply with the due process as stated in the Rhode Island Charter Law.

Expulsion

We reserve expulsions for students whose conduct is of such character as to constitute a continuing danger to the physical well-being of other students and/ or the staff. Instances such as bringing a gun or deadly weapon to school or for any assault on school employees or students will automatically lead to expulsion. A student may also be liable for expulsion for possession, use of, or selling of alcohol or controlled dangerous substances while on school property. Expulsion might also be used when a student is so repeatedly disruptive that a teacher and classroom cannot function. Or it might apply to a student who ends up being suspended constantly and shows no evidence of desiring to change the problem behaviors such as continued willful disobedience and/or open defiance of authority. In each case, the student up for expulsion would have to be one who has not responded to other forms of discipline and support, such as behavior modification plans, detention, suspension, advisor support, parental involvement, and counseling. For a student to be expelled, the process must be initiated by the Head of School and must include discussion with the entire faculty and a hearing with the student's parents where the Head of School is present. The decision must be finalized with Board of Directors' approval, but students—with their families—may appeal the decision to the board.

A student who is expelled is subject to due process under Rhode Island state law. At RISE Mayoral Academy, the due process is as follows (subject to legal review and Board approval):

- The Head of School follows standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
- If the Head of School believes it is warranted, the student is expelled.

Appeal Process:

- The Head of School gives written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five (5) days to file an appeal.
- All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice of expulsion.
- The parent/guardian, student or a teacher requested by the student can appeal the decision.
- Absent a timely request for appeal, the decision of the Head of School is final. The appeal will be filed with the Governing Board of Directors. The hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Head of School and a teacher who chooses to file an appeal.
- The Governing Board of Directors may affirm the decision of the Head of School, order

removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Governing Board of Directors is final.

RISE Mayoral Academy policies and administrative rules and regulations pertaining to student conduct will be filed with the Commissioner of Education.

Providing Instruction During Removal

In order to ensure academic progress, alternative instruction will be provided to students who have been suspended or removed. Pursuant to R.I.G.L. 16-21-27, all students removed from the school building will have a plan to ensure continued education until the student has returned to school. The method and form of this alternative instruction will be determined on a case-by-case basis. In all situations, the method and form will be selected with the goal of maximizing the student's academic progress. It will enable the scholar to master material, complete assignments, and participate in assessments. In such cases, instruction will occur within the school facility, at the scholar's home, or at a contracted facility reasonably accessible to the scholar. It will occur during the school day, before school hours, or after school hours. Instruction will be provided by teachers, teaching aides, trained volunteers, individuals within a contracted facility, or tutors hired for the purposes.

Discipline Procedures for Special Education Students

RISE Mayoral Academy recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies on special education students. The IEP team and the school leader or designated administrator will be responsible for managing continued violations of school policies.

In the case of a special education student, or a student who receives 504 accommodations, we will ensure that it makes the necessary adjustments to comply with the mandates of State and Federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Head of School will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

Discipline Data Collection and Monitoring

The leadership team will use a decision-making process utilizing a data-management system, such as Kickboard, that will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average disciplinary referrals (1) per month,

(2) by specific behavior, (3) by location, (4) by time, (5) by student or by staff, (6) individual student report by month and by year, (7) across sub-groups, and (8) by grade level. By identifying trends in our discipline approach, we will be able to identify gaps and problem-solve solutions to ensure instructional time is being maximized every second of the day by every scholar.

Attachment D: Resume of Proposed Head of School

Rosalind Murphy

401.767.6188 | rmurphy@buildingexcellentschools.org

EDUCATIONAL LEADERSHIP EXPERIENCE BUILDING EXCELLENT SCHOOLS FELLOWSHIP

Fellow July 2013-Present

- Intensive year-long Fellowship training founding school leaders on instructional and school culture systems design, charter application creation and writing, charter school authorization, school based operations and budgeting, governance, and strategic planning drawing from the best practices of charter schools nationally.

TEACH FOR AMERICA

Social Studies Learning Team Leader September 2011-June 2013

- Responsible for planning and facilitating two-hour workshops once a month for first and second year Teach For America Corp Members
- Topics of sessions and coaching include: effective and rigorous ways of teaching reading, writing, performance assessments, critical thinking, and content curriculum planning.

REVERE HIGH SCHOOL

Teacher Evaluation Leader September 2012-June 2013

- Planned and presented monthly Director’s Meetings for faculty at Revere High School
- Purpose of the role is to educate faculty on the process of the new evaluation system implemented district-wide and convey the

One-to-One Initiative Professional Development Leader September 2012-June 2013

- Trained teachers within the Freshman Academy on software, functions, and curriculum planning with a one-to-one iPad initiative.
- Planned and delivered professional development on the one-to-one program for the RHS faculty alongside four other teachers.

THE BOLTWOOD PROJECT

Program Coordinator June 2009-May 2010

- Recruited, organized, and facilitated a community service group of 150 UMASS students in providing activities and company for special needs and elderly residents throughout Western Massachusetts.

ADDITIONAL EDUCATIONAL EXPERIENCE

REVERE HIGH SCHOOL

United States and World History Teacher August 2010-June 2013

- Taught grade 9 US History I at both the college prep and honors level
- Taught grade 10 US History II and grade 11 World History II

- Responsible for planning and differentiating for a wide spectrum of students ranging from pre-AP to students to those with language barriers or students reading and writing below grade level
- Taught for one year through a 1-to-1 program in which all students used iPads in an essentially paperless classroom

BRONX PREPARATORY CHARTER SCHOOL

United States History Summer Teacher

June 2010-August

2010

- Part of Teach For America’s summer training institute in Bronx, NY.
- Taught a comprehensive New York Regents Preparation summer course for the US History Exam to students who had failed history during the academic year
- Responsibilities included creating a combination of study strategies and graphic organizers as well as a coherent and effective long-term plan to prepare the students for success on the exam

GERENA ELEMENTARY SCHOOL

BELL Teaching Assistant

May 2008-August

2009

- Part of the Building Educated Leader for Life (BELL) Summer Program in Springfield, MA.
- Assisted a veteran Springfield Public Schools teacher in teaching 5th grade Mathematics, Writing, and Reading, at Gerena Elementary School located in one of the most poverty-stricken areas in Springfield
- Responsibilities included planning and executing lessons and accompanying students to their specialized classes and field trips

EDUCATION

BOSTON UNIVERSITY | BOSTON, MA.

Master Degree of Curriculum and Teaching - May 2012

UNIVERSITY OF MASSACHUSETTS AMHERST | AMHERST, MA.

Bachelor of Arts in History - May 2010

Minor in Education

- Captain of the UMASS Amherst Varsity Women’s Track and Field Team
- Awarded Excellence in Athletics and Academics

CERTIFICATION

MASSACHUSETTS DEPARTMENT OF EDUCATION

Professional Educator’s License Social Studies 5-12

**In process of applying to and completing Rhode Island Principal Certification through Principal Residency Network by July 2015.*

Attachment E: Building Excellent Schools Transitional Year Startup Timeline

RISE Mayoral Academy	Head of School	Board	BES - CTE	Aug / Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	March 2015	April 2015	May 2015	June 2015	July 2015	Aug 2015	Sept 2015
Start Up and Connect to Excellence Support Plan 1 -Responsible 2 -Must Consult 3 -May Consult																
Task/ Planning Area/ Timeline																
Student Recruitment & Admissions																
Informational Flyer																
Design informational flyer/packet	1	2	2													
Post flyers and leaflets in communities	1	2														
Post flyer on website	1	2														
Identify community organizations to help with awareness generation	1	2														
Work with community organizations to generate awareness & interest	1	2														
Initiate broader recruiting and marketing campaign via advertisements, etc.- (additional marketing to community)	1	2														
Secure translation services as needed for all communications and publications	1	2														
Enrollment Form																
Design student enrollment form	1	2	3													
Make enrollment form available	1	2														
Post enrollment form on website	1	2														
Information Sessions																
Secure locations for information sessions	1	2														
Mobilize Volunteers for Community Canvassing	1	2														
Host information sessions	1	2	3													
Publicity Campaign																
Write English press release	1	2	3													
Fax English press release.	1	2														
Admissions Lottery and Enrollment																
Collect enrollment forms.	1	2														
Final day for enrollment form submission	1	2														
Secure lottery announcer	1	2														
Secure lottery location	1	2														
Finalize lottery protocol	1	2	3													
Highlight lottery date on website	1	2														
Post lottery date in local papers	1	2														
Practice lottery protocol	1	2	3													
Conduct admissions lottery	1	2														
Notify families of status	1	2														
Establish wait list (or repeat lottery)	1	2	3													
Send RIDE/RIMA enrollment report	1	2														
Confirm acceptances - home visits	1	3														
Distribute, collect, review and file Home Language Survey																
Request student records - (send district w/d info for students)	1															

Develop consistent format for board meeting packets (that go out 2 wks. prior to board meetings).	1	2	2																	
Start making meetings more "formal." Get in practice prior to having lots of members from the public in attendance.	2	1	2																	
Have observers attend meetings to give feedback about process, facilitation, etc.	1	2	2																	
Develop checklist that board member could use to evaluate each board meeting. Conduct quick debrief using checklist at end of each meeting.	1	2	2																	
Start creating formal meeting minutes. Minutes are legally binding - get outside party to review to make sure we are doing it properly.	2	1	2																	
Create mechanisms to keep track of attendance at all committee meetings and board meetings.	2	1	2																	
Develop board calendar and start to list critical tasks that need to happen at each board meeting,	1	2	2																	
Develop and file articles of incorporation	1		2																	
Create mechanism (binder) for keeping track of all official policies.	1		2																	
School Leader																				
Create a job description for the school leader	1	2	2																	
Determine performance benchmarks/measures for school leader	1	2	2																	
Create a clear process for evaluating the school leader	1	2	2																	
Set a salary range based on industry standards	1	2	2																	
Hire school leader		1	2																	
Board Development																				
Create a board development plan to include orientation of new members, retreats, workshops, etc.	2	1	2																	
Host Board Retreat - Reception	2	3	1																	
Fund Development/ Fund Raising																				
Establish 501c3	1	2																		
Identify potential individual donors	1	1																		
Develop strategy	1	2																		
Secure public/private grant money																				
Write need statement	1	2																		
Write and disseminate proposals to nat'l and local govt sources	1	2																		
Write and disseminate proposals to local and nat'l foundations	1	2																		
Secure donations from individuals																				
Identify prospects for cultivation	2	1																		
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	2	1																		
Plan and host series of events for securing donations	2	1																		
Cultivate and solicit potential donors	2	1																		
Administrative																				
Data Management																				
Create filing system	1		2																	
Develop database for student reporting (e.g. bi-weekly progress reports)	1		2																	
Develop student attendance reporting system	1																			
Procurement																				
Purchase supplies and materials for program	1																			
Secure janitorial services	1																			
Family Outreach																				
Write family letter re: Parent Orientation	1		3																	
Mail family letter re: Parent Orientation	1																			

Financial Management													
Codify the fiscal controls and financial policies the school will employ to track daily operational finances	1	2											
Identify check signers	1	2											
Identify check writers	1	2											
Define signature policies	1	2											
Develop financial reporting templates (budget vs. actual) and policy	1	2											
Design process forms (purchase orders, expense forms) & policy	1	2											
Appoint Treasurer	1	2											
Develop segregation of funds policy (public/private)	1	2											
Establish payroll	1	2											
Develop schedule of Board financial reviews	1	2											
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	1	2											
Set up a bank accounts)	1	2											
Define investment/savings strategy (where will excess funds be placed)	1	2											
Finalize cash flow plan	1	2											
Personnel													
Develop org chart and job descriptions	1	2											
Advertise/spread job descriptions	1	2											
Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission	1	3											
Create job descriptions, flyers, and ads.	1	3											
Design the interview process (look at models)	1	3											
Design compensation and benefits packages	1	3											
Design a filing/documentation process.	1	3											
Identify potential recruitment opportunities	1	2	3										
Advertise in community newspapers and use database of colleges and universities to set up interviews and post opportunities on websites	1	2	3										
Block out days for interviews on a calendar	1	2	3										
Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/benefits information sheet	1	2	3										
Coordinate benefit enrollment with state pension plans	1	3											
Recruit and hire Director of Operations	1	3											
Recruit and hire teachers (place ads, etc.)	1	3											
Recruit and hire enrichment teacher(s)	1	3											
Negotiate and sign agreements for contracted services	1												
Develop professional development plans	1	3											
Define policies and procedures for evaluation of staff	1												
Develop staff handbook	1	2											
Perform background checks on employees	1	2											
Have new staff fill out Employee Information forms (ie.emergency contact)	1												
Plan and hold staff orientation	1												
Transportation													
Identify the conditions for transportation	1	2											
Determine transportation needs	1	2											
Draft contract	1	2											
Develop transportation route and schedule	1	2											
Food Service													
Issue RFP	1	2											
Define requirement (# of students- any religious/indiv req)	1												
Identify free/reduced lunch students	1												

