I. CHARTER SCHOOL MISSION, VISION, AND STATEMENT OF NEED

I. A. MISSION STATEMENT

The Road to Success (RTS) Charter High School is a college-preparatory high school serving the most vulnerable students from Salem, Lynn and Peabody -- those who have struggled in school due to language or life issues (i.e., English Language Learners, those involved with DCF, homeless, or pregnant/parenting). Grounded in the beliefs that history should not determine destiny and that students will rise to high expectations in the right environment, RTS will provide students with the opportunity to take control of their futures and thrive academically despite personal adversity and significant life stressors.

I. B. VISION STATEMENT

RTS will be a school that creates opportunity, breaks down stereotypes, and provides the tools necessary for all who attend to excel in high school and college, regardless of socio-economic background, primary language, family support, race, creed, or religion. RTS will provide a public school alternative for the most vulnerable high school students in our communities, including students who have dropped out or are at risk of dropping out. There are two guiding principles that are central to RTS:

1.) All students should be given every opportunity to receive an education that will prepare them for the 21st century and to take an active role in that education. A college education is an indispensible tool for 21st century students; therefore, RTS will provide its students with a college preparatory curriculum and an academic experience that will prepare all students to succeed in post-secondary education and careers. RTS students will have opportunities to take Advanced Placement (AP) courses, co-enroll in college courses, have a schedule that is similar to that of college students, and to develop relationships with current college students and/or recent college graduates who will serve as tutors/mentors. All of these elements will help RTS students acclimate to the college experience. Moreover, a school-to-career focus will give students the direction and motivation to pursue further education beyond high school. Being an active participant in the design and implementation of their individualized learning plan will further strengthen the student's commitment to its achievement.

2.) Schools will adopt an approach that meets the educational and emotional needs of its students. Because most of our students will face significant barriers to graduating from high school and pursuing a course of post-secondary education, it is critical that RTS develop an extensive array of supports that will allow us to effectively serve our students. Class sizes will be kept at a maximum of 20 students. Every student will work with a Mentor to create a Learning Achievement Plan (LAP). Teachers and staff will receive extensive training and support in working with vulnerable youth and their families, with regard to both academic work and the significant disruption that many have faced (through involvement with the child welfare or justice system, as a result of homelessness, by experiencing or bearing witness to trauma, immigration to the U.S., etc.). Families will be included as partners in their child’s education, and when students are not connected to a family, RTS will ensure that they have both a community-based mentor, as well as a personalized network of support within the school. Community-based resources will be integrated and utilized to broaden and strengthen the scope of support. Further, families, community members, and the school district will also be able to take advantage of the school’s resources, including our on-line learning and virtual library.

By adhering to these guiding principles, we believe that RTS will be able to achieve its mission of providing all who attend a high-quality academic program that includes college preparatory courses and the social supports needed to excel in high school and ultimately succeed in college and careers.

I. C. STATEMENT OF NEED

✓ Describe the student population the school will serve and the needs of this population.
At-risk students: “Children who are expected to fail because teachers cannot motivate, control, teach, or interest them using traditional methods and prescribed curriculum.” – Bill Page, Teacher/Consultant, (Teachers’ Net Gazette, 2009). RTS aims to serve those marginalized high school students in Salem, Lynn and Peabody who have not been successful in school. There is an ever-growing number of students in our communities that fit this definition of at-risk and the research is clear that students who are poor, who are members of certain minority groups, who are male, who have limited English proficiency, who have learning or emotional disabilities, who move more often, and who are over age for their grade are particularly at risk. While all students are welcome at RTS, we will focus on serving the following three groups of students: English language learners; students involved with the Department of Children and Families (DCF) and homeless students; and pregnant and/or parenting teens.

Explain the need for this particular school in the community(ies) it will serve and how the community(ies) will benefit from the school.

According to recent U.S. Census data (the 2005-2007 American Community Survey 3-Year Estimates), our communities are home to a large number of the state’s immigrant population, with 30% of Lynn residents, 13% of Peabody residents, and 15% of Salem residents being foreign born. Moreover, it should be noted that Census figures usually undercount the immigrant population (foreign born) because many do not fill out the Census. In the 2008-09 school year, 76.5% of students in Lynn, 25% of students in Peabody and 50.2% of students in Salem were eligible to receive free or reduced-price lunch. In the 2007-08 school year, the districts of Lynn, Peabody and Salem all had dropout rates higher than the statewide dropout rate. Only 34% of students in Lynn, 27% of students in Salem, and 66% of students in Peabody planned to go on to 4-year colleges. And while statewide the overall birthrate to teens has decreased, the rate is still high among certain groups and in certain communities. In fact in Lynn, the rate actually increased during the period studied (2005 to 2006) in a state report, from 47.3% to 47.7%, with 147 births to teen mothers in Lynn during 2006.

**English Language Learners** – Enrollment data from the 2008-09 school year reveals that there are a large number of high school students in our communities who are English language learners. The following table illustrates the percentages of high school students in our communities who are either LEP (Limited English Proficiency) or FLNE (First Language Not English) students, compared with the percentages of these selected populations statewide:

<table>
<thead>
<tr>
<th></th>
<th>Limited English Proficiency (%)</th>
<th>First Language Not English (%)</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salem High</td>
<td>7.9</td>
<td>33.6</td>
<td>1,273</td>
</tr>
<tr>
<td>Peabody Veterans Memorial High</td>
<td>2.5</td>
<td>17</td>
<td>1,885</td>
</tr>
<tr>
<td>Classical High (Lynn)</td>
<td>14.2</td>
<td>47</td>
<td>1,226</td>
</tr>
<tr>
<td>Lynn English High</td>
<td>11.5</td>
<td>45.1</td>
<td>1,706</td>
</tr>
<tr>
<td>Lynn Voc Tech</td>
<td>18</td>
<td>54.2</td>
<td>1,112</td>
</tr>
<tr>
<td>State</td>
<td>5.9</td>
<td>15.4</td>
<td>958,910</td>
</tr>
</tbody>
</table>

There is significant evidence that students in our communities who are English language learners are not experiencing success in school. The following table illustrates how LEP and former LEP (FLEP) students are performing on the Grade 10 MCAS, compared with all students in our communities:

<table>
<thead>
<tr>
<th></th>
<th>LEP/FLEP Students</th>
<th>All Students</th>
<th>LEP/FLEP Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynn</td>
<td>19</td>
<td>57</td>
<td>36</td>
<td>57</td>
</tr>
<tr>
<td>Peabody</td>
<td>17</td>
<td>69</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>Salem</td>
<td>0</td>
<td>61</td>
<td>20</td>
<td>58</td>
</tr>
</tbody>
</table>

Students in DCF Care and Homeless Students – Homeless students and students in the custody of the DCF rarely have stable living arrangements, moving often and abruptly and frequently outside the range of their local school. According to data compiled by DCF, the area offices covering the communities of Lynn (Lynn Area Office), Peabody and Salem (Cape Ann Area Office) reported that they were working with 265 children ages 12-17 in placement, and another 725 children ages 12-17 currently not in placement but whose circumstances were, by definition, precarious (as of December 31, 2008).3 While the actual numbers that reflect the number of dropouts in DCF care in our communities are kept confidential, a 2005 poll of Massachusetts’ youth who turned 18 while in DCF care reported that 38% had not completed high school and 37% had experienced homelessness.4 With approximately 990 students ages 12-17 in DCF care in our communities, it is predictable that 360 will drop out; but more importantly, all 990 are at risk, as we never know which of the 990 will not make it.

In 2005, there were as many as 48,000 homeless students in Massachusetts.5 It can be extremely difficult for youth who are homeless to stay in school, and statistics show that 75% of homeless youth typically drop out of school, compared to 5% of all youth nationwide, indicating that only 12,000 of the state’s homeless students will graduate from high school.6 Part of the rationale for making RTS a regional school is to provide a stable school community for students who move within or across our target districts. For students who do not have a “home,” this level of stability is invaluable.

Pregnant and/or Parenting Teens – Students who are pregnant and/or parenting also typically struggle with school, often due to the inflexibility of the school schedule (students who miss 6-8 weeks of school for a “maternity leave” have a tremendously difficult time re-entering courses). In addition, the burden of caring for a young child often takes a toll on attendance, and many schools have created “automatic failure” policies if a student misses more than 10-15% of the school year. Statistics show that between 2005 and 2006, the Massachusetts teen birth rate dropped to the lowest rate in three decades, yet communities such as Lynn have seen teen birth rates increase (as previously noted, the teen birth rate in Lynn was 47.7 in 2006, which was more than double the statewide rate of 21.3).7 Studies have shown that almost 60% of teens with a school-aged pregnancy drop out between 8th and 12th grade.8

Provide a specific rationale for how this school will enhance or expand the educational options currently available to this student population.

While each of the targeted populations and each student will have their own specific needs, there are common denominators among all of the populations we are targeting that will be addressed through RTS:

- Lack of permanency – students in these populations tend to move frequently, very often to different school districts. If enrolled in RTS, they get to stay no matter where there home is, resulting in greater continuity and connection.
- Barriers to learning – each student has some type of barrier or multiple barriers which impede their learning. By utilizing an individualized, supportive approach and the use of an individual Learning Achievement Plan, each of these barriers can be identified and addressed.
- Lack of connection to resources – because of their transitory residence and lack of ties to their community, students and their families often lack knowledge of and connections to community resources. Although HIPPA regulations will limit the amount of information that can be shared, we will work closely with community resources and will be part of a student’s DCF Family Networks team if possible, to ensure that all necessary services are accessed and in a coordinated manner.
- Behavioral issues – behavioral issues often result in disruption in the student’s learning. We will work closely with local resources, such as Children’s Friends and Family Services, to access treatment and utilize

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third party payments, and with the Northshore Educational Collaborative and the school districts to ensure as much as possible that a student’s education can continue at RTS.

Provide a description of how the founding group has assessed parental demand within the proposed sending district(s)/region for the proposed school.

Concern regarding the fact that Peabody schools were below the state average in MCAS scores, and in particular the academic performance and success of at-risk students, was first raised at an informal meeting of parents and community members at a home in Peabody. The point was made that traditional high schools do not address these situations or serve these students as well as they might, as they do not provide the flexibility or individualized approach and support that is needed. This then led to further discussions with other parents and people in the community and with state and local service providers, to further research regarding what works for these at-risk populations, and as a result, to the decision to investigate the possibility of establishing an alternative option that youth could choose. Members of the founding group sought out the opinions of parents through local publications and its website. Several parents called or emailed as a result and expressed their interest to be involved in the development of the school and in enrolling their children. We also obtained close to 200 signatures on a petition in support of the school. Three parents who expressed interest in the school and signed the petition noted that they (and their children) were residents of a shelter and looked for more permanent, quality schooling for their children. A sample of the signature page is attached. The actual signed pages are available for review.

The growth of the waiting lists at existing charter schools in Lynn and Salem further attests to the demand by parents for a charter school alternative. In addition, other charter schools in our community (including Salem Academy Charter School) do not admit students after the 8th grade, making RTS the only public option for those high school students who have struggled in the district schools due to language or life issues. Parents of older students, especially those who are underachieving and overage, who want to enroll them in a charter school at the high school level, currently have no option. This leads to an even greater need for the alternative RTS offers.

Explain why a charter and the type of charter sought (Commonwealth or Horace Mann) is necessary in order for this school to exist or succeed.

A Commonwealth charter is appropriate for RTS since this is a grassroots driven effort that takes a regional approach to serve students from a number of communities, as opposed to a Horace Mann charter which would be more influenced by a particular school committee. A Commonwealth Charter will provide RTS with the flexibility we will need in order to hire, train and supervise teachers in RTS’s model, and to take the approaches that will be most effective. A Commonwealth charter will provide RTS with the flexibility and adaptability needed in the curriculum, pedagogy, scheduling, and school calendar to most effectively address the varied needs, backgrounds, and circumstances of our student population and enable them to succeed.

II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?

II. A. EDUCATIONAL PHILOSOPHY

Central to RTS’s mission is our belief that history should not determine destiny, and therefore RTS will provide its students with the opportunity to thrive academically, despite personal adversity and significant life stressors. We believe this will be accomplished by creating an academic environment that supports our students’ diverse goals, learning styles, and needs through the use of a strengths-based and differentiated learning approach that involves the student as an active participant. Strengths-based education involves a process of assessing, teaching, and designing experiential learning activities to help students identify their greatest talents, and to then develop and apply strengths based on those talents in the process of learning, intellectual development, and academic achievement to levels of personal excellence (Anderson 2004). A strengths-based approach to education is supported by Gardner’s theory that instructional activities should appeal to different forms of intelligence (1983). Intelligence and academic performance are not a fixed entity. In fact, research has shown that regardless of one’s circumstances, it is motivation and self-efficacy that determine performance. A recent study of the drop-out rate in America, published by Civic Enterprises and funded by the Bill and Melinda Gates Foundation, found that a lack of motivation is the number

one reason why students drop out of school.\textsuperscript{11} The research of Carol Dweck\textsuperscript{12} and Albert Bandura\textsuperscript{13} indicates that all students, given appropriate support and encouragement, can master challenging material. According to Dweck, it is possible to encourage students to persist despite failure by encouraging them to think in a certain way.

\textbf{Instructional Approach}

\textit{Differentiated Instruction} – In keeping with the work of Gardner, Tomlinson and others, teachers at RTS will utilize a variety of instructional approaches to engage each student’s individual learning styles. Our goal is to always foster a classroom environment that facilitates meaningful conversations between teachers and students and more importantly, fosters dialogue among students. All classes at RTS will incorporate a balanced approach (both teacher and student-led instruction). RTS will follow the Universal Design for Learning (UDL) approach and guidelines promulgated by the National Center on Universal Design for Learning through the Center for Applied Special Technology (CAST)\textsuperscript{14}. UDL helps meet the challenges of diversity in learners through the use of flexible instructional materials, techniques, and strategies. Since students differ dramatically in the ways they comprehend, approach and demonstrate mastery of tasks, and engage in learning, UDL has three primary principles: 1) provide multiple means of representation (the “what” of learning); 2) provide multiple means of expression (the “how” of learning); and 3) provide multiple means of engagement (the “why” of learning).

\textit{The Learning Achievement Plan (LAP): A Differentiated Approach} – One of our founding group’s core beliefs is that a unique individual Learning Achievement Plan be developed by each and every RTS student, with the help of his or her teachers, academic advisor and school staff. It will be a key component in our differentiated approach to the education of RTS students. Much has been researched and written regarding the effectiveness of differentiation in accomplishing student achievement in the classroom setting (e.g. Tomlinson 1999\textsuperscript{15}; Tomlinson 2001\textsuperscript{16}). More recently studies have shown its effectiveness on a school-wide level as well (Tomlinson 2009).\textsuperscript{17} The LAP will incorporate students’ essential knowledge, understanding and skill involved with potential coursework, as well as their interests and ways in which they learn best.

In addition to the recent research done by Tomlinson (2009), comparable models have been used successfully for similar student populations at Phoenix Charter Academy in Chelsea, MA, as well as in New York City Transfer Schools, which have steadily increased graduation rates among their students in recent years (NYC Department of Education, 2009).\textsuperscript{18} Each student’s plan will address where they are in their levels of proficiency in various areas at specific points in time, where they need to move toward, and how they will get there, specifying the individual approaches and supports that will be required (e.g., specific type and amount of tutoring required in a particular subject or subject area). All students will be expected to meet high academic standards, therefore the path to the achievement of those standards will be clearly mapped and delineated, along with the results of following that path and whatever adjustments need to be made in it, through the LAP.

\textit{English Language Learners and Multicultural Education} – Much of Tomlinson’s research on differentiation focuses upon its effectiveness with gifted and talented students. However, current research has shown that the best teaching practices for struggling students in diverse classrooms, including English Language Learners, are those that consider not only the academic needs of each student, but also the cultural, linguistic, and socioeconomic diversity within the

\begin{footnotesize}
\begin{itemize}
  \item http://www.udlcenter.org/aboutudl/udlguidelines
\end{itemize}
\end{footnotesize}
school community (Santamaria 2009).\textsuperscript{19} The data suggest that students in diverse schools and classrooms benefit by linking a differentiated approach with a culturally responsive and multicultural pedagogy. All teachers in every discipline will be trained in Sheltered English Immersion instruction methods to link language development skills with content knowledge in core subjects. Over 30 years of research on teaching English Language Learners have shown us that a sheltered approach, combined with the use of media (to offer wide range of exposure to the language) and technology (hyperlinked texts, for example) yield the best results in the instruction of such students (Green 2004).\textsuperscript{20} RTS will use a sheltered approach since many students at RTS will be behind in grade level, in addition to learning English, and it will better support these students.

\textit{Inquiry-Based Instruction} – Instruction at RTS will reference broad concepts and themes, put forward complex issues with multiple solutions and use multidisciplinary approaches that require students to develop their methods of comprehension. Teachers will structure learning activities around an issue or question and connect subjects across disciplines. Teachers will also develop strategies that allow for students to demonstrate multiple ways of understanding and value their uniqueness.\textsuperscript{21} Students at RTS will be encouraged to learn by asking questions, by trying to find patterns in course material and by being taught to engage and grapple with new information. For example, students might consider the complicated issue of balancing global economic development with protecting limited resources from multiple perspectives (e.g. political, ethical, economic and scientific).

\textit{Experiential Learning} – Teachers will develop lessons that, to the greatest extent possible, provide students with the opportunity to engage in “learning by doing”. Research has shown that significant learning takes place when the subject matter is relevant to the personal interests of the student (Rogers & Freiberg 1994).\textsuperscript{22} Students at RTS will be encouraged to work collaboratively, engage in independent research and be able to demonstrate mastery of course material. For example, students might visit the Salem Maritime National Historic Site to learn about how the maritime industry impacted the ethnic, cultural and economic makeup of Salem, both historically and presently. Our classrooms will be creative learning spaces that will encourage collaborative learning. Classroom furniture will have the flexibility to be arranged in whatever configuration is best suited to facilitate learning and interaction at that particular moment. Those decisions will be made collaboratively by both teachers and students. Classrooms, hallways, and common areas will be decorated by the school community in such a way that the varied cultures, languages, and histories of our students are reflected in the color scheme, artwork, and design. Experiential Learning will be carried on throughout the day, including in the less academically traditional late afternoon period. During this time, students will engage in activities which will bring the learning alive through real world situations and bring the community into the learning environment. One example is our planned “G-20” Summit, where twenty students would each represent a member of the “G-20” – nineteen countries and the European Union. The students would have to research and examine statistics regarding a particular world problem actually being tackled by the G-20, such as global warming, and write a position paper from the perspective of their country. All members would then have to work together on developing and recommending a mutually agreeable solution. Through this process, students will be supplementing and integrating their learning in various academic subjects, such as English, Science, Math, Geography, History, and others.

\textit{Work-Based Learning} – In order to engage the students more in their learning and motivate them to succeed, included in the students’ LAPs and learning experiences will be the identification and pursuit of specific career interests and goals, the involvement in career assessment and career exploration, and the participation in job shadowing, internships, and career mentorships. The student will understand the correlation of academic goals to their career goals, and the assessment and achievement of work-based learning skills will be documented through the use of the Massachusetts Work-Based Learning Plan. The Massachusetts Work-Based Learning Plan structures

learning and productivity at the worksite and formally connects classroom lessons (MA Curriculum Frameworks) to work. According to a DESE Education Research Brief on Connecting Activities and Work-Based Learning, when students recognize the connection between their schooling and the impact that it has on their success in the workforce, they tend to become more focused and engaged learners.23 It also notes that research on dropout prevention shows that one of the most common reasons that students give for leaving school is that their classes are not interesting and that access to more real-world learning opportunities would have improved their chances of graduating.24 Through utilizing work-based learning, the learning not only becomes more real to the students, it becomes more engaging. A great example of this is RTS’s partnership with SP Engineering. SP Engineering operates a certified laboratory that performs chemical analysis of wastewater, well water, drinking water, soils and air for residences, industry and municipalities and an aquaculture facility in which it rears genetic stock strains of fish and shrimp on site at Shetland Properties. SP Engineering will provide first hand experience in algal culture and fish husbandry for the students and expose them to activities involving biology, chemistry and math, which will make their education more relevant and stimulate the desire to learn. Students will also have the opportunity to be employed by the school as well in various positions so that they will not have to seek outside employment.

II. B. CURRICULUM AND INSTRUCTION

Instruction will engage students in the process as much as possible. It will be student-centered, student-involved, hands-on, and project-based. Teacher to student lectures will be limited and students will be involved in group learning and peer teaching as much as possible. Instruction will be geared to address different learning styles and to different areas of skill need as identified in the students’ LAPs. Students will be engaged in group and individual projects that build on their individual strengths and help to strengthen those skills needing improvement.

In addressing the need to both engage the students by making the curriculum relevant and prepare them for college and the real world, RTS’s curriculum will be structured around 21st Century Learning Frameworks25 and linked directly to the Massachusetts Curriculum Frameworks. While not all of the 21st Century Frameworks are specifically represented in the Massachusetts Curriculum Frameworks, via skilled staff and a reliable methodology, every course at RTS will be linked to both sets of Frameworks. A cross-disciplinary approach to education has been effective in urban areas with multi-lingual students, as compared to traditional high schools of the past.26 Students will be challenged by the curriculum and will learn to foster their skills in an international and multicultural context. For example, at RTS, projects in English, Foreign Language, and Math will be correlated to History, Civics, and Science courses. Students will be encouraged to find links across disciplines and to the broader world.

One of the benefits of adopting a 21st Century Learning philosophy is the incorporation of non-academic skills that become infused into the curriculum. For example, students will be required to give multimedia presentations to their classmates and community members. They will be afforded opportunities for leadership in their communities while examining local topics of concern in their study of civics and government. Science, History, and English coursework will explore current topics in the news and will require students to develop potential solutions to such problems and present them to the appropriate authorities, resulting in the confidence and resiliency that we aim to impart. This approach, along with the use of Work-Based Learning and the Work-Based Learning Plan, will allow the students to gain both academic skills and non-academic skills simultaneously.

To best meet the needs of our students, RTS will follow the instructional approaches identified within the Educational Philosophy section. RTS also intends to utilize digital, on-line or “virtual” materials and instruction as much as possible to enable adaptability and flexibility, and to avoid the need to purchase and replace very expensive and cumbersome textbooks that will not address the diversity of learning. A digital media library will take the place of a traditional paper book library so all learning materials will be purchased in digital license format and housed locally on

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We will utilize PowerSpeak for languages and McGraw-Hill’s Contemporary Series in Social Studies (American History 1 and 2, American Civics and Government, World History, and Economics), and Science (Earth Science, Biology, and Physical Science), and. These texts are all available digitally, are in line with our high school’s thematic strands, have specific activities targeted to the needs of ELL students, and also include audio and interactive activities. Because they are available digitally and/or on-line, it makes it easy to access, download, and print materials as needed for offline work. The McGraw-Hill series includes Spanish narration and audio activity for for students, and the Teacher’s CD includes ELL reading comprehension and vocabulary reinforcement activities.

We will utilize Perfection Learning’s “6 Trait Power Write” curriculum, which is a cross-curricular, research-based writing program that guides students through the complete writing process for all types of writing for a variety of genres, helping students of all abilities break down composing into manageable tasks. It includes on-line assessment tools and a three-year rolling portfolio of students’ writing, and assignments are easily adapted for students of varying ability levels. For Math, we will utilize Pearson Prentice Hall Math Curricula, which includes books on CD ROM and on-line activities, as well as their MathXL software, which allows students to spend most of their class time using the software to actively work on math problems. It doesn't really matter where the student is when they’re working the problems, as long as they have Internet access, they can access MathXL and do their work. At Louisiana’s West St. John High School, math teacher Shannon Smith focuses on getting her students ready for college and says her students are more engaged in their learning and doing more practice problems using this computer-based math learning tool. And Smith’s students say they believe they're much better prepared for college.

We will take advantage of on-line and printed daily publications such as USA Today, The Wall Street Journal, The New York Times, and The Economist as tools to engage students in learning about and discussing current and world events. We also intend to videotape classes as much as possible and broadcast them via the internet and cable TV so that students can access lessons they might have missed, or review lessons that might be difficult for them.

Furthermore, RTS will utilize accessible versions of instructional materials for students who are blind or otherwise unable to use printed materials through the utilization of the National Instructional Materials Accessibility Standard (NIMAS) and materials provided by the National Instructional Materials Access Center (NIMAC). The NIMAS, partnered with the UDL approach, will offer optimal learning for all students.

Key to the RTS curriculum will be the computer network backbone housing a central computer server to maintain digital traffic for all of the school’s computer users and media library database. Secondary to this will be a software programs web server to provide functional access to web applications which students and teachers will access in and out of class for study and presentation of curriculum materials. Video, audio, and text files of all types will be housed locally on the school’s server network and will require necessary high performance equipment and software that is maintained daily and upgraded as often as is required to adapt to annual growth of the faculty and student body. Necessary equipment has been determined to be two server computers, networked routers, infrastructure cabling, and systems software providing optimal processing power, plus sufficient data bandwidth for the number of users.

**Describe the process that will be used to align the curriculum to the MCF.**

We see curriculum development as an ongoing and flexible process. During RTS’ three week immersion program in the summer, teachers will design curriculum for the coming school year to ensure that it not only continues to meet the mission and vision of RTS and the Massachusetts Curriculum Frameworks, but also the changing needs of our student population. We intend to do this through using a successful model employed by Roxbury Preparatory Charter School. This protocol calls for the delineation of the Frameworks standards and the guiding principles of the school, which will be outlined and presented to the teachers in a rubric. Then, during the summer immersion session, the teachers will outline each lesson that is to be taught in their classrooms in relation to the achievement of those standards and principles. An example of this chart is included in the attachments. This will be done by the teachers, with the help of their peers and administrators. The effectiveness of our implementation of lessons and projects will be the legitimate subject of discussion and feedback among peers and administrators during regular and informal observation of classroom instruction by the principal and fellow teachers.

**Identify which individual(s) on the school’s organizational chart will be responsible for the above processes and procedures.**
RTS intends to hire an Instructional Leader with proven experience in curriculum design and implementation, to work with the Principal and teachers to develop and implement the curriculum. The Instructional Leader will be responsible for coordinating the process and overseeing the work of the teaching staff, coordinating with the Special Education Coordinator, and working with the Principal to ensure that the RTS curriculum aligns with our own philosophies and the Curriculum Frameworks.

Requirements for Graduation – Core and Elective Courses
RTS will offer core courses in English/Language Arts, Science (including courses with laboratory work), Mathematics (including Algebra I & II and Geometry), Civics and Government, Foreign Language, and History. In addition to courses in these core subjects, students will be required to take 8 elective courses in order to graduate from RTS. Elective courses might include: Art; Drama; Advanced Placement courses (e.g. AP U.S. History); co-enrollment in a college course; or an Independent Study/Project. The follow table outlines RTS’s requirements for graduation:

<table>
<thead>
<tr>
<th>Courses (Core and Elective)</th>
<th># of Quarters/Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts (Core)</td>
<td>16 / 4 cr.</td>
</tr>
<tr>
<td>Science and Technology (Core)</td>
<td>16 / 4 cr.</td>
</tr>
<tr>
<td>Mathematics (Core)</td>
<td>16 / 4 cr.</td>
</tr>
<tr>
<td>Civics and Government (Core)</td>
<td>8 / 2 cr.</td>
</tr>
<tr>
<td>Foreign Language (Core)</td>
<td>8 / 2 cr.</td>
</tr>
<tr>
<td>History (Core)</td>
<td>12 / 3 cr.</td>
</tr>
<tr>
<td>Electives (e.g. Art, Drama, Music, AP courses, Co-enrollment in college courses, or Independent Study/Project)</td>
<td>8 / 2 cr.</td>
</tr>
<tr>
<td>Total Number of Quarters Required</td>
<td>84 / 21 cr.</td>
</tr>
</tbody>
</table>

We developed these graduation requirements based on college entrance requirements. For example, the admissions standards for Massachusetts state colleges and the University require freshman applicants to have passed a minimum of 16 college preparatory courses (a course is equivalent to one full school year of study): 4 courses in English, 3 courses in Mathematics, 3 courses in the Sciences, 2 courses in the Social Sciences, 2 courses in the Foreign Languages (in a single language), and 2 Electives. As the table illustrates, RTS’s graduation requirements meet (and some exceed) these standards so that all RTS students will be prepared to enter college.

Provide an outline of the curriculum that will be used by the school, including the content and skills to be taught in the core content areas at each grade level.

The following tables will outline samples of specific content and skills to be taught as part of the core curriculum at RTS. Information is arranged according to each of the core content areas, with examples of academic and non-academic outcomes given.

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTS Student Objectives: 1) Creativity &amp; Innovation; 2) Critical Thinking &amp; Problem Solving; 3) Communication &amp; Collaboration</td>
</tr>
<tr>
<td>1st Year</td>
</tr>
<tr>
<td>Algebra I</td>
</tr>
</tbody>
</table>

Skills and Massachusetts Curriculum Frameworks addressed

| Understand and simplify numerical expressions and functions; use and create graphs in understanding and interpreting number relationships. | Recognize geometric shapes and understand their properties; write proofs; apply formulas and solve geometric equations. | Define complex numbers; understand and solve quadratic equations and complex functions; use and interpret graphical representations; use mathematical induction; translate between algebraic, geometric, and parametric representations. | Calculus: Varied, building upon previous coursework and mastery. Statistics: Create & interpret appropriate graphical representations for data sets; use statistics to compare data sets; understand how sample size and population affect statistical predictions. |

Students at RTS will gain skills necessary for success on the Math MCAS test early in their experience. Electives in mathematics will focus upon real-world skills and might include classes in Personal Finance and Economics. An effort will also be made to relate math to other disciplines, such as the sciences (creating tables, charts, graphs) and civics and government (economics, personal finance). In addition, Serving People In Need, Inc. (SPIN) has agreed to provide its Financial Stability program and services to students and parents, including advice regarding funding college, understanding credit issues, help in resolving family credit issues, money management assistance, benefits assistance and access, and volunteer tax assistance and filing. A letter of commitment from SPIN is attached.

### English/Language Arts

**RTS Student Objectives:** 1) Creativity & Innovation; 2) Life & Career Skills; 3) Communication & Collaboration; 4) Information & Media Literacy

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature</td>
<td>World Literature</td>
<td>Contemp. Lit. &amp; Creative Writing</td>
<td></td>
</tr>
</tbody>
</table>

**Skills and Massachusetts Curriculum Frameworks addressed**

- Use standard English grammar and analyze its relationship to other languages; write detailed and properly organized essays using properly cited research and revision techniques; identify basic facts and main ideas in a text (e.g. Jennifer Dunning’s Alvin Ailey: A Life in Dance); identify and analyze the theme of a text (e.g. Kushner’s When Bad Things Happen to Good People); identify and analyze characteristics of different genres of literature; gather information from a variety of sources and properly cite sources.
- Critically analyze and discuss works of literature (e.g. Twain’s Adventures of Huckleberry Finn; Haley’s Roots; Dickens’ Oliver Twist) in relation to historical and contemporary contexts; identify and analyze themes, structure, and elements of poetry (e.g. selected works of: Whitman; Dickinson; Poe), myths, traditional narratives, classical literature (e.g. Virgil’s The Aeneid; Plato’s The Republic), drama (e.g. Shakespeare’s Julius Caesar and Macbeth), and nonfiction (e.g. Michael Streissguth’s Johnny Cash: The Biography); continue to re-enforce and develop writing skills through peer editing and revision of student work.
- Demonstrate improvement in organization, content, level of detail, style, tone, and diction in compositions after revisions; plan and present readings, recitations, and performances of original works (e.g. Blood, Toil, Tears and Sweat: The Great Speeches by Winston Churchill); apply knowledge of literature, speaking, and writing skills in the creation of media productions (audio, video, multimedia, etc); compare literature to elements of film, radio, television, the internet, and emerging technologies.

By fostering reading, writing, and speaking skills early in their time at RTS, ELL students will close the language gap between themselves and their peers and be in a position to excel academically. In addition, emphasizing English/LA early in their time at RTS will serve the purpose of better preparing students for the MCAS tests. Literature selections will reflect our differentiated multicultural approach and will be made based on individual students’ ability and will reflect the diversity of the student population at RTS. Also, providing access to such literature and language resources to our students’ families will better connect RTS to our students’ support structure.

### History

**RTS Student Objectives:** 1) Global Awareness; 2) Critical Thinking & Problem Solving; 3) Communication & Collaboration; 4) Information & Media Literacy

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History/World Hist. I</td>
<td>World History II</td>
<td>American History I</td>
<td>American History II</td>
</tr>
</tbody>
</table>

**Skills and Massachusetts Curriculum Frameworks addressed**

- Identify and understand human origins from the Neolithic Age through the Ancient River Civilizations; compare/contrast ancient world maps and civilizations to a modern context; understand Western Civilization as having roots in Ancient Israel.
- Describe the origins and development of the Renaissance, Protestant Reformation, Scientific Revolution, and Enlightenment; analyze the above in relation to the American Revolution; explain the role of Massachusetts and Essex County in the role of the Revolution, antebellum America, the Civil War, and Reconstruction; discuss the creation and roots of the United States government; analyze changing levels of economic and social development.
- Explain the factors contributing to the American Revolution; explain the role of Massachusetts and Essex County in the role of the Revolution, antebellum America, the Civil War, and Reconstruction; discuss the creation and roots of the United States government; analyze changing levels of economic and social development.
- Explain the causes and consequences of the Industrial Revolution in America, with a focus on Massachusetts; describe the causes and effects of immigration to American in the late 19th and early 20th centuries; analyze the post-Civil War struggles for minorities and gender equality.
One of the most exciting aspects of RTS will be its location in historic Essex County. World changing events unfolded in the Salem-Lynn-Peabody area and our staff will relate such events to ancient and world history, and attempt to place history in the context of the world that RTS’s students experience everyday. Students will be engaged not only by using the plethora of historical resources but also by being allowed to explore the histories of other nations in relation to that of Essex County.

### Civics and Government

**RTS Student Objectives:** 1) Global Awareness; 2) Critical Thinking & Problem Solving; 3) Communication & Collaboration; 4) Information & Media Literacy

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Wellness</td>
<td>Public Speaking &amp; Debate</td>
<td>International Relations &amp; Diplomacy</td>
<td>Civics</td>
</tr>
</tbody>
</table>

**Skills and Massachusetts Curriculum Frameworks addressed**

Develop awareness for and understand topics pertinent to the well being of young adults, including drugs and alcohol, decision-making practices, sexually transmitted disease, and pregnancy; design and promote health and wellness initiatives at RTS and in the community.

Understand how to write and speak for different purposes and audiences; use formally agreed upon rules for discussion in small and large groups; students will pose questions, listen to the ideas of others and contribute their own ideas in discussions and debates; evaluate and defend positions on issues concerning ideas, values, tension, and conflict; practice civic skills in mock trials, public hearings, and debates.

Describe how the world is divided politically and give examples of how nations interact; analyze reasons for conflict such as competition for resources, religion, and ethnicity; compare and contrast American foreign policy with other world powers; explain the participation of the United States in international organizations, especially the United Nations; use media resources and traditional research to identify significant world developments and analyze how these affect foreign policy decisions in America and abroad.

Distinguish among civic, political, and private life; explain interactions of citizens, civil associations, and government; explain the meaning and responsibilities of citizenship; research political parties and candidates; identify ways for individuals to serve their communities; identify how citizens can monitor local, state, and national affairs.

Civics and government will be a core part of the course of studies at RTS primarily because of the significance of such disciplines to the lives of students that have lived as minority and marginalized students. We have spoken of a desire to instill resiliency and a voice into the students at RTS and we see the study and practice of civics and government as the best way to accomplish such a goal by requiring students to develop and defend ideas, as well as allowing them to explore the social systems that have profoundly affected their lives.

### Science

**RTS Student Objectives:** 1) Creativity & Innovation; 2) Critical Thinking & Problem Solving; 3) Communication & Collaboration; 4) Information & Media Literacy

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Science</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Engineering &amp; Technology I, II</td>
</tr>
</tbody>
</table>

**Skills and Massachusetts Curriculum Frameworks addressed**

Develop basic inquiry and experimentation skills; explain heat and heat. Build upon prior coursework regarding atomic structure, nuclear. Describe the cell cycle, including mitosis and meiosis; identify and describe the roots of the Industrial Revolution. Analyze the causes and consequences of World War I; the local and global causes and effects of the Great Depression and New Deal era; explain the factors leading up to World Wars; describe the Cold War era in America and its effects on the modern world.

Describe Newton’s laws of motion and gravitation; explain the design process and development.
An early focus will be placed upon skills required to pass the Science MCAS by offering Integrated Science, an introduction to chemistry, physics, and biology. Many school districts have adopted this approach in an effort to better prepare students for testing. Electives in the sciences might include Advanced Placement courses, Marine Biology, or Fisheries and Wildlife Biology of New England.

<table>
<thead>
<tr>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTS Student Objectives: 1) Creativity &amp; Innovation; 2) Critical Thinking &amp; Problem Solving; 3) Communication &amp; Collaboration; 4) Information and Media Literacy</td>
</tr>
<tr>
<td>1st Year</td>
</tr>
<tr>
<td>Grammar and Tenses</td>
</tr>
<tr>
<td>Skills and Massachusetts Curriculum Frameworks addressed</td>
</tr>
<tr>
<td>Conjugate verbs and understand verb tenses; understand sentence structure and formal grammar rules of a foreign language; demonstrate the construction of basic vocabulary and language skills.</td>
</tr>
</tbody>
</table>

The table above represents a four-year path through the study of a foreign language at RTS. We hope to offer a variety of languages; however, this may not be possible initially. The two most common languages, other than English, in the Salem-Lynn-Peabody area are Spanish and Portuguese. Therefore, RTS will offer these as options for study, with the hope of expanding the study of foreign language to French, Khmer, and others in the future if possible. Native speakers of Spanish and Portuguese will be able to focus their attention on learning English, so that they are proficient in two languages upon graduation. Such students will also be offered chances to pursue independent studies in their native language as a way of fulfilling their foreign language requirements at RTS.

II. C. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

RTS’s performance standards will serve as the grading system by which we will evaluate student performance. RTS will evaluate each student’s progress quarterly through the grading of assignments and internal class testing. These
results will be compared to each individual student’s LAP. Those students who are performing at a level below proficiency will be required to receive tutoring and any other supports that might be necessary in order to bring the student up to proficiency. The student’s LAP will be adjusted each quarter as necessary. As illustrated in the chart below, RTS will use a four-tiered grading system:

<table>
<thead>
<tr>
<th>Performance Standards</th>
<th>Percentage Equivalents</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – “Advanced”</td>
<td>85% and above</td>
<td>Students exhibit a deep understanding of the skills and content and are able to complete their work independently.</td>
</tr>
<tr>
<td>3 – “Proficient”</td>
<td>70% - 84%</td>
<td>Students exhibit a solid understanding of the skills and content and are able to complete their work with minimal assistance.</td>
</tr>
<tr>
<td>2 – “Developing”</td>
<td>61% - 69%</td>
<td>Students exhibit a basic understanding of the skills and content and are able to complete their work with some assistance.</td>
</tr>
<tr>
<td>1 – “Minimal”</td>
<td>60% and below</td>
<td>Students exhibit minimal understanding of the skills and content and are able to complete their work only with significant assistance.</td>
</tr>
</tbody>
</table>

The following tables illustrate the specific promotion benchmarks for each grade level at RTS in three core subject areas: Mathematics, English/Language Arts and Science. These benchmarks are aligned with the learning goals of the 21st Century Learning Frameworks and correspond to the standards outlined in the Massachusetts Curriculum Frameworks (the applicable MA State Standards are identified in parenthesis after each benchmark). As previously mentioned, RTS will not be a traditional high school with four grade levels (grades 9 through 12); students will instead move through proficiency or achievement levels in accordance with their progress on class assignments, participation in class, quizzes and tests, and homework. This will allow a student who might be struggling in one subject to move on in other subjects where the student can demonstrate proficiency; for example, a second year student at RTS might have progressed to “Level 2” in English/Language Arts, but could still be at “Level 1” in Mathematics. In order to be promoted from one achievement level to the next (i.e. from “Level 1” to “Level 2” and so on), students must receive an average grade of 70% or higher for the course. The “Level 4” benchmarks will also serve as our “exit standards” or graduation benchmarks.

<table>
<thead>
<tr>
<th>Core Subject: Mathematics</th>
<th>Level 1 Algebra I</th>
<th>Level 2 Geometry</th>
<th>Level 3 Algebra II/Pre-calculus</th>
<th>Level 4 Calculus or Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Learning Goal Benchmark – Creativity &amp; Innovation</td>
<td>Students can exhibit a solid understanding of the skills and content and are able to complete their work with minimal assistance.</td>
<td>Students can apply appropriate techniques, tools, and formulas to determine measurements (10.M.1-4)</td>
<td>Students can use visualization, spatial reasoning, and geometric modeling to solve problems (10.G.1-11)</td>
<td>Students can use visualization, spatial reasoning, and geometric modeling to solve problems (12.G.2-3 &amp; 5)</td>
</tr>
<tr>
<td>21st Century Learning Goal Benchmark – Critical Thinking &amp; Problem Solving</td>
<td>Students can formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them (10.D.1-3)</td>
<td>Students can apply transformations and use symmetry to analyze mathematical situations (10.G.1-11)</td>
<td>Students can understand meanings of operations and how they relate to one another (12.N.1 &amp; 2)</td>
<td>Students can understand measurable attributes of objects and the units, systems, and processes of measurement (12.M.1 &amp; 2)</td>
</tr>
<tr>
<td>21st Century Learning Goal Benchmark – Communication &amp; Collaboration</td>
<td>Students can use mathematical models to represent and understand quantitative relationships (10.P.1-8)</td>
<td>Students can analyze characteristics and properties of 2- &amp; 3-dimensional geometric shapes &amp; develop arguments about geometric relationships (10.G.1-11)</td>
<td>Students can analyze characteristics and properties of 2- &amp; 3-dimensional geometric shapes and develop arguments about geometric relationships (12.G.1-3)</td>
<td>Students can design surveys and apply random sampling techniques to avoid bias in the data collection (12.D.1)</td>
</tr>
<tr>
<td>Core Subject: English/Language Arts</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Reading &amp; Writing Skills</td>
<td>American Literature</td>
<td>World Literature</td>
<td>Contemporary Literature &amp; Creative Writing</td>
</tr>
<tr>
<td>Promotion Benchmark</td>
<td>Students exhibit a solid understanding of the skills and content and are able to complete their work with minimal assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Learning Goal Benchmark – Creativity &amp; Innovation</td>
<td>Students can analyze the logic and use of evidence in an author’s argument (8.31)</td>
<td>Students can relate a literary work to primary source documents of its literary period or historical setting (9.6)</td>
<td>Students can demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play (18.6)</td>
<td>Students can write poems using a range of forms and techniques (19.29)</td>
</tr>
<tr>
<td>21st Century Learning Goal Benchmark – Life &amp; Career Skills</td>
<td>Students can evaluate how an author’s choice of words advances the theme or purpose of a work (15.7)</td>
<td>Students can analyze the logic and use of evidence in an author’s argument (13.24)</td>
<td>Students can analyze how dialect can be a source of negative or positive stereotypes among social groups (6.11)</td>
<td>Students can use all conventions of standard English when writing and editing (22.10)</td>
</tr>
<tr>
<td>21st Century Learning Goal Benchmark – Communication &amp; Collaboration</td>
<td>Students can formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research (24.5)</td>
<td>Students can develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations (18.5)</td>
<td>Students can analyze differences in responses to focused group discussion in an organized and systematic way (2.6)</td>
<td>Students can revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed (21.9)</td>
</tr>
<tr>
<td>21st Century Learning Goal Benchmark – Information &amp; Media Literacy</td>
<td>Students can create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic (27.6)</td>
<td>Students can create coherent media productions that synthesize information from several sources (27.8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Subject: Science</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Engineering &amp; Technology I, II</td>
<td></td>
</tr>
<tr>
<td>Promotion Benchmark</td>
<td>Students exhibit a solid understanding of the skills and content and are able to complete their work with minimal assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21st Century Learning Goal Benchmark – Creativity &amp; Innovation</td>
<td>Students can recognize, describe, and compare renewable energy resources (e.g., solar, wind, water, biomass) and nonrenewable energy resources (e.g., fossil fuels, nuclear energy) (2.1)</td>
<td>Students can interpret and apply the laws of conservation of mass, constant composition (definite proportions), and multiple proportions (2.3)</td>
<td>Students can describe the basic structure (double helix, sugar/phosphate backbone, linked by complementary nucleotide pairs) of DNA, and describe its function in genetic</td>
<td>Students can identify and explain alternatives to nonrenewable energies (e.g., wind and solar energy conversion systems) (4.4)</td>
</tr>
</tbody>
</table>
II. D. ASSESSMENT SYSTEM

While the Executive Director will have primary responsibility for overseeing the performance of the school, the Principal will have the primary responsibility for overseeing the assessment system and ensuring the performance of students. The Special Education Coordinator, Instructional Leader, and Director of Student Support Services will work together to ensure that assessments for each student are comprehensive and accurately direct the student’s Learning Achievement Plan (LAP).

II. D. 1. Pre-Assessment

Prior to enrollment, we will obtain a student’s transcripts and records from his or her previous schooling. Evaluation of this information, combined with testing and assessments that will assess where each student is at in terms of proficiency with each of the core academic subjects, will help to inform the development of each student’s LAP. Particularly because RTS will not be a traditional high school with four grade levels (grades 9 through 12), but rather proficiency levels, and because it is student centered and competency-based, staff will need to know where that student is at in terms of proficiency with the core subjects of English/Language Arts, Science, Math, Civics and Government, Foreign Language, and History. The Stanford 10 will be utilized to create the baseline from which to measure a student’s progress.
Upon enrollment to RTS, all new students will be required to complete a 3-week “immersion” program during the summer prior to the first year of enrollment. Students enrolling during the school year will engage in a modified immersion program. The immersion program will serve as a means to evaluate each student and accurately place them into an appropriate place along the path to graduation by having the students participate in actual learning and assessment activities in the key subject areas through which their proficiencies and barriers to learning can be identified. RTS’s Summer Immersion Program will give newly enrolled students an opportunity to become familiar with the school’s philosophy and staff, with the aspects of our school culture, and with other new students, and will help them to become acclimated to the school campus – which will be particularly beneficial to those students coming from either Lynn or Peabody to attend RTS in Salem.

RTS’s established standards, procedures and staff training will emphasize that a student may require an evaluation under Section 504 even if there is no reason to suspect that the student is in need of special education services under an IEP. The evaluation procedures will ensure that: tests and other evaluation materials have been validated; evaluations are administered by trained personnel; evaluations are tailored to assess specific areas of educational need; and that tests are selected and administered that accurately reflect the factors the test purports to measure. Procedurally, when interpreting the evaluation data, RTS will draw upon information from a variety of sources (i.e., tests, teacher recommendations, physical condition, social or cultural background, adaptive behavior). Any evaluation that results in a 504 plan will be included in a student’s LAP.

Students will also engage in self-assessment to identify what they feel to be their strengths and weaknesses, what they would personally like to work on, their interests, and skills. Assessment will further include career assessment through both interest inventories and skills assessments to ascertain the potential best matches for career areas. This information will then be reviewed with the student to identify particular career pathways and the accompanying academic and other steps that a student would need to follow in the pursuit of those careers. All of the information from the various sources, tools, and processes will then be combined and utilized to engage the student in the development of his/her Learning Achievement Plan (LAP). Students, teachers, and staff will work together to develop individual plans that delineate the students’ goals for the future based on their academic performance and individual preferences. The LAPs will detail where the students want/need to get to and will map out a plan of how they will get there. The LAP will also suggest extracurricular activities (e.g. music, drama, studio art) in which students can be involved depending upon their interests. The student and his/her advisor will develop a plan for the next twelve months, including both academic and non-academic goals and activities, and identifying existing or potential barriers and how they will be overcome. Students may request an advocate to be present and involved in the process if they so desire.

III. D. 2 Assessment Throughout the Student’s Time at RTS

The LAP will be designed to build in risk and concurrent planning. The student will drive the LAP and the learning process, but every ten weeks the student will engage in a formal assessment and re-evaluation of his/her LAP and see how far off the mark he/she might be and what adjustments need to be made. LAP advisors and students will meet quarterly to assess progress toward achievement of the students’ goals, to ensure that the students remain committed to their LAP, and to allow for changes as student goals, situations, and interests change.

While we will consistently assess our students’ progress as a way of determining where they are in their learning, we will also assess our own development as a learning community and make adjustments as needed in our approach. Adaptability is something we aim to impart to our students; it is also critical to our own organizational effectiveness. RTS will employ a number of different measures in order to assess the progress of both the individual student and the student body as a whole. Information will be stored in the school’s database and will be continually referenced to further improve upon the school’s strengths and minimize weaknesses. Teachers and tutors will have on-going access to this information so that they may foster successful, confident students. The school’s leading administrators will have immediate access to such data and will pass in all necessary data to the Board. Such data will incorporate the internal and external measures RTS will use to assess student progress.
Students will be assessed based on their levels of competency and will be assigned course levels based on their individual level of proficiency, not grade level. In order to pass on to the next level, a student must demonstrate a proficiency of at least 70% in a particular subject area. This allows for greater flexibility and realistic progression of learning and correlative placement in classes. It turn allows for greater flexibility in enrollment, as students will be enrolled in courses based on their proficiency level. RTS will be able to take anyone under the age of 18, as long as there is an opening, and provide them with an education dependent upon their needs, not the grade level where they might have last been assigned in another school. There will be no age or grade restrictions. This will also provide students more opportunity to enroll, unlike other charter schools which might enroll students only once at the beginning of the school year. During our first three start-up years, RTS will enroll students twice during the year – at the start of the first and third quarters. After the first three years, we will be able to accept students three times during the year, including at the end of the third quarter, with the dates in accordance with DESE deadlines.

**Internal Measures**

*Expectations Rubric* – RTS intends to strive for excellence and will set high expectations for all of the students and faculty. We will communicate both Academic and Social Expectations and measure student performance against those expectations utilizing an established rubric. These rubrics will be used to guide assessment of individual student projects, reports, and papers, and will include “Minimal”, “Developing”, “Proficient”, and “Advanced” categories for the areas included within each expectation. For example, one area within the Academic Expectation “Students will write clearly and effectively” would be “Grammar and Usage”. *Minimal* performance would contain numerous grammatical and spelling errors throughout and a confusing use of language; *Developing* would mean that there are multiple errors and it is often confusing; *Proficient* would mean that there are few errors and that the overall quality is good; and *Advanced* would mean that errors are rare or nonexistent and the overall quality is excellent.

*Final Portfolio* – At the end of each year, students will have a completed portfolio which will include: journal entries, final projects, original works, tests, progress reports, and completed expectations rubrics. Along with ongoing observation, teachers will use these portfolios to measure RTS student progress against established rubrics, toward the achievement of their individual goals, and how their progress compares to that of other students.

*Internal Testing* – RTS will utilize internal testing measures to track student progression. Such testing could take several forms, but will include pre- and post-testing and will be especially relevant during students’ first years at RTS when we will be attempting to catch students up in proficiency levels. These data, along with progress reports, will also allow for RTS to track the progress of entire cohorts of students (e.g. ELL students). Teachers will utilize quizzes, presentations, and projects in their grading, along with mid-term and final exams.

*Progress Reports* – At the conclusion of each quarter, in addition to grades for each subject, teachers and tutors will include a brief narrative outlining a student’s academic and personal growth and/or areas upon which to improve in a Quarterly Progress Report. These progress reports will be sent home to the student and parents and will also be accessible on-line through the use of an established user name and password.

*Staff Observation* – RTS will adopt the practice, used by many charter schools, of regularly observing instructional staff for short time periods (usually ten minutes) during class periods. This will provide staff with immediate and practical feedback on their performance and effectiveness in the classroom. Instructional staff and the Instructional Team Leader will work together to improve each teacher’s instruction. The observation will utilize an observation form, adapted from those used at Phoenix Charter Academy, New Leadership Charter Essential School, Berkshire Arts and Technology Charter Public School, and Boston Collegiate Charter School (with permission). This form will document the specific observations of the peers regarding whether or not the teachers and classrooms they observe are in compliance with the designated standards, such as “Students appear interested and thoughtfully engaged in what they are learning” or “Teacher formally and/or informally checks for student understanding”. The observer will check “Yes”, “No” or “N/A” regarding the practice of or compliance with a particular standard, or if the standard is being met they score a 1 (one), if they are not doing it they score a 0 (zero), if not applicable there will be no score (blank), which will then allow for teacher performance to be tracked and analyzed quantitatively. The results of the observations, along with student performance, will then be utilized in the discussion and development of a teacher’s
Individual Development Plan (IDP). Teacher IDPs, like student LAPs, will be utilized to establish performance at a point in time, along with goals and methodologies to achieve them, in order to improve upon that performance.

External Measures

**MCAS** – RTS will be committed to involving all students in MCAS testing and bringing all students to a level at which they will pass all sections of the MCAS. Based on their MCAS test results, we will identify areas requiring strengthening upon which we will focus, adjusting their LAPs as necessary, and we will attempt to bring students to a level of Proficiency in all areas.

**ELL Students** – Prior to their first year at RTS, ELL students will be evaluated according to the Massachusetts English Language Assessment-Oral (MELA-O) and the Massachusetts English Proficiency Assessment (MEPA) tests for reading and writing. This will factor into the creation of the student’s LAP and the study of English and Foreign Language will be weighed accordingly.

**PSAT’s, SAT’s and ACT’s** – All students who have successfully completed the second level of proficiency in Math or English will utilize the PSAT as an assessment tool by which they can assess their proficiency and preparation for college level work and by which they can gage their areas of focus for SAT or ACT preparation. The PSAT measures critical reading, math problem-solving, and writing skills. It allows students to: receive feedback on their strengths and weaknesses on skills necessary for college study so they can then focus on those areas that could most benefit from additional study or practice; see how their performance on an admissions test might compare with that of others applying to college; enter the competition for scholarships; and help prepare for the SAT, familiarizing themselves with the kinds of questions and the exact directions they will see on the SAT. Students will participate in SAT or ACT preparation tutoring and testing, and results of student testing will be compiled, with students receiving additional tutoring to improve their scores on subsequent tests. All allowable College Board disability accommodations and low-income fee waivers will be utilized as appropriate. We will also maintain average PSAT, SAT, and ACT scores for the school as a whole each year and compare them to previous years.

Utilizing Assessment Data – All individual assessment data will be maintained in the student’s LAP and the results utilized for discussions and LAP goal adjustments with the student on a quarterly basis. The Principal and teachers will use the data regarding student performance as one piece of information in the evaluation of the teacher’s performance. The results of both internal and external measures will be analyzed on an annual basis by the Board and staff to ascertain the students’ and the school’s progress toward meeting expectations and goals. We will report the academic progress of students and cohorts of students (e.g., ELL students, or 2nd level students). We will examine results at the end of each year and compare them against the previous year and against statewide and school district data to see where we stand comparatively and to identify trends, achievements, and areas that need to be addressed. The results of this analysis will then be utilized to make any necessary adjustments to curriculum, instruction, and personnel. An annual school Report Card will be published by the Board and discussed at Board and School Council meetings. It will be available on-line and sent home to parents so that they may be informed of the school’s performance.

II. E. **SCHOOL CHARACTERISTICS**

II. E. 1. **School Calendar**

The RTS academic year will consist of four 10-week sessions (quarters). Unlike most charter schools, we will allow students to enroll (or re-enroll if the student has previously dropped out) at the beginning of the year and also at the beginning of the third quarter. By doing so, we can ensure that students get new courses and a “clean slate” when they start. Students will be required to attend school from 9:00 AM to 5:00 PM Monday through Friday, with each school day beginning with a 10 minute whole-school meeting beginning at 9:00 AM. The purpose of this meeting will be to check in on goals for the week, give teachers, staff and students the opportunity to make announcements and to recognize students’ accomplishments.
The school day at RTS will be structured around five instructional periods that are 55 minutes in length on Mondays, Wednesdays and Fridays, and four instructional periods that are 70 minutes in length on Tuesdays and Thursdays. This schedule was developed in order to help acclimate our students to the typical college schedule that offers shorter class periods three days a week (Mondays, Wednesdays and Fridays) and longer class periods two days a week (Tuesdays and Thursdays). Students will have a 25 minute lunch break every day, and 3 minute breaks between periods. As part of an overall school focus on wellness and health living, students will also have a period dedicated to Wellness every day for 45 minutes before lunch.

Wellness will consist of a focus on physical exercise, nutrition, and healthy living habits. We will utilize guest speakers and on-line resources, engage the students in discussions, and involve the students in actual physical activity. This will occur in each classroom so that all students can participate rather than having to go to a gym at different times. Students will have an opportunity to move around, get their blood flowing, and get re-energized for the afternoon’s activities. Too often students do not get enough physical activity during the school day. This will ensure that all students have opportunities to engage in fun, active physical activities, such as dance, yoga, pilates, aerobics, gymnastics, badminton, weightlifting, bocce, table tennis, and 3 on 3 basketball. There are also other activities available on the Shetland Property site which would be an option for students if the site is secured in a lease. These include racquetball, wall climbing, extreme sports training, and kayaking. Warren Lightcraft, located on the site, is eager to partner with us to provide both kayaking skills training and education regarding the making of kayaks. We also hope to have Wii stations and flat screen televisions in classrooms so that students can also participate in Wii activities such as bowling, tennis, baseball, golf, and boxing. As part of our focus on wellness, we will ensure that all food provided is fresh and nutritious and will include instruction on proper nutrition.

RTS’s academic program will also be extended through the afternoon, where each student, depending upon his or her Learning Achievement Plan (LAP), will receive individual and/or small group tutoring in the core academic subjects (with a ratio of no more than 1 tutor to 3 students) or in MCAS preparation (for those students who have not yet taken and/or passed the Grade 10 MCAS). During this time students will also be able to attain non-academic goals by taking additional non-core curriculum classes (electives) and participating in guided enrichment activities (volunteering in the community, internships in the community, creative arts, and athletics). The extended program will run from 3:15 to 5:00 PM Monday through Friday. Our proposed weekly schedule is as follows:

<table>
<thead>
<tr>
<th>Typical Student Day</th>
<th>M/W/F</th>
<th>Mins.</th>
<th>T/Th</th>
<th>Mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Mtg.</td>
<td>Community Mtg.</td>
<td>10</td>
<td>Community Mtg.</td>
<td>10</td>
</tr>
<tr>
<td>1 (9:13 - 10:08)</td>
<td>African Lit.</td>
<td>55</td>
<td>1 (9:13 - 10:23)</td>
<td>70</td>
</tr>
<tr>
<td>2 (10:11 - 11:06)</td>
<td>Polygons</td>
<td>55</td>
<td>2 (10:26 - 11:36)</td>
<td>70</td>
</tr>
<tr>
<td>Wellness (12:07 - 12:52)</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch (12:52 - 1:17)</td>
<td>Lunch</td>
<td>25</td>
<td>Lunch (12:24 - 12:49)</td>
<td>25</td>
</tr>
<tr>
<td>6 (3:15 - 5:00)</td>
<td>MCAS Tutoring, Drama</td>
<td>105</td>
<td>5 (3:15 - 5:00)</td>
<td>MCAS Tutoring, Drama</td>
</tr>
<tr>
<td>Breaks (passing time between classes)</td>
<td>20</td>
<td>Breaks (passing time between classes)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total Class Minutes</td>
<td>425</td>
<td>Total Class Minutes</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td>Total Minutes</td>
<td>480</td>
<td>Total Minutes</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>8</td>
<td>Total Hours</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>
## Typical Teacher Day

<table>
<thead>
<tr>
<th>Period</th>
<th>M/W/F</th>
<th>Period</th>
<th>T/Th</th>
<th>Mins.</th>
<th>Mins.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Mtg.</td>
<td>Community Mtg.</td>
<td>10</td>
<td>Community Mtg.</td>
<td>Community Mtg.</td>
<td>10</td>
</tr>
<tr>
<td>3 (11:09 - 12:04)</td>
<td>Creative Writing</td>
<td>55</td>
<td>Wellness (11:39 - 12:24)</td>
<td>Duty</td>
<td>45</td>
</tr>
<tr>
<td>Wellness (12:07 - 12:52)</td>
<td>Duty</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch (12:52 - 1:17)</td>
<td>Lunch</td>
<td>25</td>
<td>Lunch (12:24 - 12:49)</td>
<td>Lunch</td>
<td>25</td>
</tr>
<tr>
<td>4 (1:20 - 2:15)</td>
<td>African Lit.</td>
<td>55</td>
<td>3 (12:52 - 2:02)</td>
<td>Creative Writing</td>
<td>70</td>
</tr>
<tr>
<td>5 (2:18 - 3:13)</td>
<td>Creative Writing</td>
<td>55</td>
<td>4 (2:05 - 3:15)</td>
<td>African Lit.</td>
<td>70</td>
</tr>
<tr>
<td>6 (3:15 - 5:00)</td>
<td>Duty (3:15 - 3:50)</td>
<td>35</td>
<td>5 (3:15 - 5:00)</td>
<td>Duty (3:15 - 3:50)</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Prep. (3:50 - 5:00)</td>
<td>70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Breaks (passing time between classes)</td>
<td>20</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Teaching Mins.</strong></td>
<td>225</td>
<td><strong>Total Teaching Mins.</strong></td>
<td>280</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Prep./Prof. Dev.</strong></td>
<td>170</td>
<td><strong>Total Prep./Prof. Dev.</strong></td>
<td>150</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Duty</strong></td>
<td>35</td>
<td><strong>Total Duty</strong></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Minutes</strong></td>
<td>480</td>
<td><strong>Total Minutes</strong></td>
<td>480</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td>8</td>
<td><strong>Total Hours</strong></td>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The RTS campus will be open to all students from 7:00 AM to 5:00 PM Mondays through Fridays. During these hours of operation, RTS staff will be on hand to supervise any students who wish to access the building. We anticipate that many RTS students will utilize the time before and after the school day to complete their homework, access the school library and media center, meet with tutors and/or academic advisors, and/or participate in extra-curricular activities (e.g. clubs, athletics).

### II. E. 2. Summary of Typical Day – Student’s Perspective

Jaslene is a first year student who lives in Lynn and boards the city bus this Monday morning at 6:30 AM. She had to work last night, so she uses her commuting time as well as the optional morning tutoring session offered at RTS to finish up her homework. She arrives at school at 7:00 AM and meets one of RTS’s tutors, Ms. Brewster, in the library to review some mathematical concepts with which she is struggling. Jaslene had some trouble adjusting to the course load of a high school student, but Ms. Brewster has been a great help; Jaslene meets with her almost every morning. After this meeting, Jaslene picks up some breakfast from the cafeteria, and then heads off to the auditorium for Community Meeting. Here, Jaslene quickly catches up with some friends and she, along with the entire school, listens to the day’s announcements and the principal’s morning pep talk. After this meeting, Jaslene heads off to “Creative Writing” with Ms. Porter. She has been looking forward to Ms. Porter’s class this morning. Jaslene did not always enjoy this class. Although she speaks English very well, Jaslene’s primary language is Spanish, and she still struggles with writing. Ms. Porter has been a great help with Jaslene’s difficulties and now Jaslene looks forward to the class.

After Ms. Porter’s class is “Polynomials” with Ms. Deb and “Real Life Issues in Chemistry” with Mr. Jeff. Even though math is one of Jaslene’s toughest subjects, she feels at ease because Ms. Deb is always available in the afternoons for extra help. “Real Life Issues in Chemistry” is enjoyable because it is hands on, and today they will be conducting experiments and analyzing their reactions. She is friendly with her lab partner, Nicole, and after class they both participate in a dance class, then head to lunch. Jaslene leaves lunch a few minutes early because she scheduled a meeting with Ms. Deb, her LAP advisor, so they may quickly go over her schedule for next semester. After their meeting, Jaslene is off to “The Rise and Fall of the Roman Empire” and “Nutrition”; she has a quiz in each class and is a bit nervous. She is relieved when these classes are over and is excited for the enrichment program the school offers. She will be meeting with an ESL tutor to further improve her writing skills. After tutoring is drama rehearsal, and Jaslene is back on the bus at 5:15 PM and home in time for dinner.
II. E. 3. Summary of Typical Day – Teacher’s Perspective

Ms. Porter arrives at school at 7:30 AM. She takes the commuter rail from the city to RTS. She first stops by the library where she plans to meet one of her Creative Writing students, John, who is having trouble at home. John is a fourth year student who wants to go to a college in Florida, but his family cannot afford this. Ms. Porter talks to John about possibly taking out a loan and offers to make him an appointment with the school’s counselor. After her talk with John, Ms. Porter heads to a morning faculty meeting that begins at 8:15. This meeting occurs once a week so that the teachers may discuss any issues that have occurred over the past week. This week, Mr. Jeff expresses concern for one of his students, Margret, who is routinely late to class and appears very tired each morning. One of the school counselors at the meeting offers to meet with Margret this afternoon. Ms. Porter heads to Community Meeting next. She sees one of her first year creative writing students and reminds her of the paper that is due next Tuesday. Ms. Porter loves to see her students at community meeting; most are still half asleep before this time and the meeting really prepares them for their first class. Ms. Porter’s first two periods are free this morning, and she uses them to review her lesson plans for the day and finish grading papers. She meets with her first year creative writing students during third period, where they will be editing each other’s papers and reading their pieces aloud.

Ms. Porter has lunch duty today and heads straight to the cafeteria after third period. She sits down with a group of her students and they discuss how their days are going as they eat. Ms. Porter will be teaching second and third year students English during her last two periods. Her second year students enjoy her discussion of Great Expectations as Ms. Porter actively engages her students. The students divide into groups and create their own lesson plans to help discuss an assigned section of the piece. Ms. Porter heads to her last class to teach her third year students. Ms. Porter engages them in a discussion on the article they read last night. Each student was to write a persuasive essay arguing one side of an article discussing the appropriateness of vending machines in schools. Ms. Porter first discusses the article with her class and then divides her class into two sides for a debate. Ms. Porter ends her day with a fifteen minute meeting with one of her fourth year students to discuss his college essay topic. Ms. Porter’s day ends at 3:30 PM, and she takes the commuter rail home.

II. E. 4. School Culture

RTS will foster a sense of resiliency in our students, defined as the capacity to succeed in spite of adversity or life stressors. Considerable research has shown that students can overcome adversity and in some circumstances can actually use adversity as a springboard to growth and success (Linley & Joseph, 2004). Students who chose to attend RTS may already be resilient, in the sense that they have not quite given up on themselves, even when adults in their lives have given up on them. Providing resilient students with the educational skills to succeed in both high school and college will give these students an important internal resource – knowledge – that cannot be affected by external circumstances (e.g. poverty) that are beyond one’s control. In order to achieve our mission of educating resilient students, all members of the RTS community will adhere to the following core guiding principles: we will set and meet high expectations; we will contribute to the global community; we will exercise choice wisely; and we will get to know one another and allow others to know us.

Set and Meet High Expectations – We believe that by creating an environment where expectations for both personal and academic success are high, we will challenge our students to achieve a level of success that may have once seemed impossible to students in our target population. RTS will be asking a great deal of its students – and its faculty and staff – from the first day of operation. Our students will be required to attend school for 8 hours each day, for a minimum of 185 days a year – about 400 more hours a year than their peers who attend traditional public high schools. Students will make a choice to attend RTS because they want to accomplish these goals, and it is our aim to help them along this road to success in whatever way we can. We believe, as recent research on youth who drop out of school has shown, that students will work harder if more is demanded of them – provided that they are motivated and inspired to succeed. There will be daily opportunities to recognize student accomplishments,

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particularly during our daily school Community Meeting that will take place at 9:00 AM each day, but also by teachers in the classroom and by tutors and other school staff during our Extended Day Program.

Contribute to the Global Community – All members of the RTS school community will be given opportunities to give back to the larger, global community through service-learning projects. We want our students to recognize that each one of us is interconnected, in that we are all citizens of the world. We believe that many young people, particularly students who are at-risk, are looking for a way to “belong.” It is the goal of RTS to establish a school community where every individual can truly feel like he or she belongs. Research on service-learning has shown that student involvement in service-learning has a positive impact on academic learning and achievement. A wide variety of opportunities exist throughout the Essex National Heritage Area to learn about the history and culture of our region. One example of a service-learning project might involve members of the RTS community organizing and participating in a “Cleanup Day” at the Lynn Heritage State Park.

Exercise Choice Wisely – RTS students will have more opportunity to make choices than they would in a traditional public school, and we believe that this will provide RTS students with more opportunity for success. By allowing students to enroll or re-enroll at the beginning of each session, we can ensure that students get new courses and a “clean slate” four times a year. For example, rather than take a year-long continuous course in Algebra I (where students either pass or fail at the end of the academic year), RTS students will take a course in one component of Algebra I (e.g. "Polynomials" or "Graphing Linear Equations") for 10 weeks, giving students more opportunity for success. Students in their final year(s) at RTS will be able to choose between AP courses, electives or an Independent Study/Project. Studies have shown that choice making can provide substantial benefits for students with emotional and behavioral challenges. By teaching our students the skills that will help them manage their own lives and make positive, healthy choices we can help our students develop a sense of independence, self-sufficiency and conscientiousness.

Get to Know One Another and Allow Others to Know Us – We also believe that a school community that is small in size (no more than 400 students at full capacity) will allow RTS administrators, teachers, staff, and students to know each other on a more personal level than a larger enrollment would allow. RTS's Principal will greet students at the door at the beginning of every school day, and our school-wide Community Meeting that will take place each morning will serve as a “pep rally” to prepare students, teachers and school staff for the day ahead. In our classrooms, students' desks will be flexibly arranged, and teachers will greet students at the doors to their classrooms. Teachers and other staff will be organized into “teams” which will allow them to feel supported by both their team leader and other team members. Because we will be preparing students for success in college and beyond, RTS will have a dress code or uniform that will allow students to get to know one another without pre-judging based on how one dresses. The "school immersion" program during the summer prior to the student's first year of enrollment will not only provide RTS staff with the opportunity to evaluate each student's proficiency in the core subjects, it will also give new students an opportunity to become familiar with the aspects of our school culture, meet other students and become acclimated to the school campus.

✓ Describe how the school plans to build and maintain family-school partnerships that focus on strengthening support for the school's goals.

Research has shown that there is a significant link between parental involvement and student achievement. Furthermore, research shows that as children progress through high school, parental involvement drops off significantly. Therefore, RTS will invite parents and care-givers to be active partners and participants in the learning process. They will have the opportunity to participate in individual and on-line learning opportunities by themselves or with their child. We will have on-going communication with parents through e-mails, e-newsletters, the school website, and frequent mailings. Parents will have the opportunity to earn points toward usage of a Vonage or Skype internet phone system to call family members in other countries through volunteering their time at the school. We will also provide parents the opportunity to have involvement and input into the workings of the school through a School

Site Council consisting of parent, faculty, and community representatives. The Council will hold monthly meetings open to all parents and interested community members; and meeting agendas will be posted and mailed out prior to each meeting. Finally, by offering our state-of-the-art online web-based tutorials to the adult members of a student’s family, we will help parents support their children’s academic achievement and expand their own learning.

☑ Describe how parental satisfaction will be gauged and the process for gathering and publicizing parental satisfaction results.

RTS will utilize an annual parental satisfaction survey, which will be distributed to all parents/guardians and will also be available via the school’s website. Both the distribution and results of this survey will be publicized and provided at Board meetings, at School Site Council meetings, and on the website. In addition, parents will be welcomed to attend any and all School Site Council meetings to provide input.

☑ Describe the relationships the applicant group has established or intends to establish with community agencies and organizations that will support the school’s educational program and serve the youth who attend the school.

RTS will be a vital part of Salem and the surrounding community. In addition to expanding the educational opportunities for students in these communities, RTS will build mutually-beneficial partnerships with local colleges (e.g. Salem State College, North Shore Community College, Montserrat College of Art, and Endicott College) in order to connect RTS to the local communities, while exposing RTS students to the benefits of a higher education. By partnering with small businesses, community organizations, cultural groups, and religious groups, our graduates will contribute to their communities through internships, volunteer work and other service-learning opportunities. RTS will also work closely with the local offices of DDS and DCF to build strong linkages and to serve as a member of a student’s Family Team. RTS has already established community partnerships, discussed elsewhere throughout this application and documented with attached letters, with the following area organizations: Boston Learning Center, Children’s Friends and Family Services, the Comprehensive School-Age Parenting Program, Massachusetts Alliance of Portuguese Speakers, Peabody Access Telecommunications, Serving People In Need, SP Engineering, and Willow Laboratories and Medical Center.

In addition, RTS is looking to partner with the Massachusetts Dispute Resolution Services (MDRS) since teaching our high school students 21st century skills includes resolving disputes. The high school setting provides a unique opportunity for youth to learn the best way to get to “yes” for both parties. RTS will seek to work with MDRS in designing a program using many components of the mediation and arbitration that MDRS services provide. And RTS is seeking to have CAB Health & Recovery Services in Peabody, a leading substance-abuse agency serving communities across northeastern Massachusetts and greater Boston, be a services link for our students where outpatient and inpatient substance abuse services are needed. Further, RTS will work with CAB to provide professional development for staff and teachers on drug education, street outreach and HIV/AIDS prevention. RTS has also reached out to the Bosnian Community Center and the Refugee Assistance Center in Lynn to be a partner in reaching and serving youth, which will allow the school to break down barriers over cultural differences and help to improve the academic performance of the students where language is a barrier.

☑ Describe the school’s philosophy and plans regarding student behavior and discipline for the general student population and special needs students.

In addition to setting high academic expectations for our students, we believe that high expectations of good behavior are also necessary in order to ensure that learning takes place in a safe, orderly environment. Students at RTS will be expected to behave according to established, fairly executed rules of conduct. The responsibility of maintaining a positive and productive learning environment will be a cooperative effort shared by students, parents and school staff. The active involvement of, and support by, teachers, parents, administrators and other school staff will be critical in helping the student to understand and honor the values upon which we have built the RTS community. Teaching and assisting students to develop positive and productive attitudes and behaviors will enable them to be active learners and valued contributors to our learning community.

The rules and procedures of the school will be designed to allow each student to receive a safe, orderly and meaningful education. Students can expect their rights to freedom of expression, association and fair treatment as long as they respect the rights of their fellow students and staff. Students will be expected to follow teachers’ directions and obey all school rules. Relative to student discipline, due process means that school officials will follow
certain notice and hearing procedures before a student can be suspended or expelled. In some situations, there will also be procedures parents or guardians and/or students can follow if they do not agree with the school’s actions.

Describe how the school’s discipline policy will be implemented for teachers, students, and parents starting from the first day of the school’s operation.

The following chart illustrates how RTS will implement its discipline policy from the first day of the school’s operation. All teachers, students, and parents will be provided with the RTS discipline policy prior to the opening of school. Different types of problematic behavior (noted in the examples used below) will warrant a different response and whether or not the problem is a student’s first, second or third offense will be taken into consideration:

<table>
<thead>
<tr>
<th>Problem</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insubordinate Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., disrespect, cheating, defining school property, lying, refusal to follow directions, interfering with transportation policies, etc.)</td>
<td>Student sent to the Office</td>
<td>Student sent to the Office</td>
<td>Student sent to the Office</td>
</tr>
<tr>
<td></td>
<td>Parent notified</td>
<td>Detention</td>
<td>Parent notified to pick up student immediately</td>
</tr>
<tr>
<td></td>
<td>Detention</td>
<td>A conference among student, staff member involved, and the Principal, prior to student re-entering situation or classroom</td>
<td>1-3 day suspension (or longer depending on the severity of the offense), and a conference among parent, student, staff member involved, and the Principal prior to re-entering school</td>
</tr>
<tr>
<td>Physically Dangerous Behavior</td>
<td>Student sent to the Office</td>
<td>Student sent to the Office</td>
<td>Student sent to the Office</td>
</tr>
<tr>
<td>(e.g., fighting, assault, verbal assault, physical or sexual intimidation)</td>
<td>Detention</td>
<td>Detention</td>
<td>Detention</td>
</tr>
<tr>
<td></td>
<td>Parent notified to pick up student immediately</td>
<td>Parent notified to pick up student immediately</td>
<td>Parent notified to pick up student immediately</td>
</tr>
<tr>
<td></td>
<td>1-3 day suspension (or longer depending on the severity of the offense), and a conference between parent and the Principal, prior to student re-entering school</td>
<td>3-5 day suspension (or longer depending on the severity of the offense), and a conference between parent and Principal, prior to student re-entering school</td>
<td>Long-term suspension up to 10 days or expulsion, and a conference between parent and the Principal, prior to student re-entering school</td>
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<td>Failure to comply with the specifics of the instructional discipline action plan may result in expulsion</td>
<td>Failure to comply with the specifics of the instructional discipline action plan may result in expulsion</td>
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<td>Board of Directors and Executive Director are notified regarding possible expulsion</td>
<td>Board of Directors and Executive Director are notified regarding possible expulsion</td>
<td>Board of Directors and Executive Director are notified regarding possible expulsion</td>
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II. F. SPECIAL STUDENT POPULATIONS AND STUDENT SERVICES

II. F. 1. Special Student Populations

Indicate the special education staffing levels the school intends to provide by year for each of your school’s first five years

RTS will aim to create a school-wide culture of acceptance, including that of learning differences. RTS is committed to providing all students with full access to the curriculum and to ensuring that all students meet the expectations articulated in our mission statement. In order to provide this access, RTS will maintain a Special Education Team, comprised of the Special Education Coordinator and Special Education Inclusion Specialists, who will work closely with the teaching and counseling staffs. The first year we will have a total of 2.9 Special Education FTEs, the second year 3.9, and the third, fourth, and fifth years 4.9. RTS will comply with all applicable laws related to special student populations and student services, including MGL Chapter 71A, MGL Chapter 71B, and IDEA 2004. RTS’s Principal
will have the responsibility to hire and supervise the Special Education team and to ensure that the school provides adequate instructional support for students and teachers, including remedial instruction, linguistic instruction, and consultative services for teachers.

Students will be encouraged at all points in their learning and ensured that they will get whatever help they need to succeed. By having the additional flexible hours, and utilizing outside resources, RTS can ensure that students will have access to the necessary assistance. Students will be provided with tutoring on no greater than a 1 to 3 tutor to student ratio, and 1 to 1 when necessary. Tutoring will be provided by both school faculty and outside tutoring programs. RTS will partner with the Boston Learning Center (BLC) to provide tutoring and other services. BLC is an innovator in education, with a groundbreaking focus on the academic motivation of at-risk teenagers. In its 28 year history, BLC has served over 4,000 students in public, private, parochial, and charter schools across the state of Massachusetts, including in Lynn. BLC’s Building Inspiration to Fight Failure (BIFF) program is an award-winning motivational learning skills program that helps failing students become successful in school and in life. It has been proven to increase both the grades and the MCAS scores of previously failing and unmotivated students. A letter of commitment from BLC is attached.

✓ Describe the processes and procedures, in compliance with all state and federal laws and regulations that the proposed school will use to identify, evaluate, and develop an Individualized Education Plan (IEP) for each student in need of special education services.

RTS will hire a Special Education Coordinator responsible for the administration of special education programs, including the development of IEPs, the supervision of inclusion specialists, teacher training, and the management of special education contractors. IEPs will be an integral part of a student’s LAP. Teachers, staff or parents who identify areas of concern for a particular student will notify the Special Education Coordinator. The Coordinator will determine the appropriate intervention; he/she will also oversee the evaluation of each referred student and the creation of IEPs, as needed, in collaboration with teachers, staff and parents. Creation of new IEPs and annual reviews of IEPs will be conducted by a team including special education staff, teachers, and outside specialists, as appropriate. Consultations with parents, teachers, and staff will be an integral part of the entire process, ensuring that all parties have input and that students’ needs are met.

RTS will provide instruction, equipment and other supplementary aides, as well as the services of outside specialists, such as speech or physical therapists, as specified in the IEP and in accordance with state and federal regulations as outlined in IDEA. Students with disabilities will be integrated into the classroom as much as is feasible, embracing the principles of Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE). RTS will also maintain a Student Support room with the capability to coordinate and provide in-class support, out-of-class services, specialty services, supplementary aides, and professional development for classroom teachers and aides. Finally, RTS recognizes its obligation to provide for all programs that are described in IEPs from previous schools.

✓ Indicate the location, time, and general staffing of Special Education Services.

All reasonable efforts will be made to provide special education services within the general classroom during academic instruction using techniques such as differentiated instruction through learning centers, which will allow the special education staff to be included in targeted instruction of both special education students and students at risk. Special Education Inclusion Specialists will use school professional development and common planning time to coordinate instruction and modify curriculum with classroom teachers and will work closely with classroom teachers in adapting curriculum and activities for inclusion. When a student requires individual instruction or services beyond what could be expected in the classroom, services will be provided outside of the classroom under the provisions of the IEP. The special education staff will be comprised of a Special Education Coordinator and special education inclusion specialists (for English/Language Arts and for Math and Science), supported by contracted part-time pediatric occupational therapists, physical therapists, and speech therapists. As part of the requirements of certification, all special education service providers will be certified or licensed by the Commonwealth. As part of the certification, the staff will develop a continuing education plan.

✓ Indicate the special education staffing levels the school intends to provide by year for each of your school’s first five years.

Based on an analysis of DESE data for the Lynn, Peabody and Salem school districts, the Special Education
population is expected to be approximately 12% of enrolled students. During year one, RTS will employ a Special Education Coordinator and 2.4 Special Education inclusion specialists. During years two through five, the Special Education Coordinator and inclusion specialists will be full-time. During years one through five, RTS will outsource services for pediatric occupational therapy, physical therapy, speech, cognitive testing, and language therapy evaluations, and integration evaluations. The contracts for outsource services will be developed by the Executive Director with the assistance of the Special Education Coordinator.

- **Describe the processes and procedures, in compliance with all state and federal laws and regulations that the proposed school will use to identify, assess, and serve students who are English language learners.**

RTS will use home language surveys for new students as the first step to identifying Limited English Proficiency (LEP) students. If the home language survey indicates the students’ home language is not English, then interviews with the parents(s) and student will be conducted and screening tests such as IDEA Proficiency Test Oral (IPT) and the Language Assessment Scales-O (Oral) will be given. If the student is found to be non-English speaking or LEP, then the student will be designated and English Language Learner (ELL). The Massachusetts English Language Assessment-Oral (MELA-O) and Massachusetts English Proficiency Assessment (MEPA) will be administered to assess and monitor English language proficiency. Assessment will be administered by a consultant specialist with experience in immersion teaching methods and the assessment of ELL Students.

In accordance with the English immersion law, LEP students will be in general education classes. RTS plans to train teachers in sheltered immersion practices, in addition to hiring a part-time consultant in second language acquisition, who will provide technical support for teachers and assess students. Teaching of English to speakers of other languages (ESOL) will use multi-sensory instruction and focus on ELA, emphasizing reading and vocabulary. RTS will have on staff a certified English Language Learners (ELL) teacher who has passed the MTEL (ESL Test), the Communication & Literacy test to assess English proficiency and meets the MA HOUSSE requirements. Web-based materials and technology will be used with the intent of making the learning of English, reading, and writing skills easily accessible in a variety of languages. These materials will be available to students’ families as well. Many ELL students often serve as interpreters for family and friends and are burdened with providing other types of familial support, while not being able to receive academic support from their families due to language barriers, hindering their academic involvement and achievement. Mandatory tutoring and homework sessions, combined with the ability to take resources home, or access them from home, will be central to curriculum and instruction at RTS. Targeted tutoring will occur during our Extended Day Program and additional opportunities will exist during voluntary morning and afternoon tutoring sessions that can take place before the school day begins and/or after the Extended Day Program ends. During this time, students will have extra opportunities to receive targeted English instruction. RTS will aim to always have bilingual staff on site to provide support.

- **Describe the school’s plan to evaluate the special populations’ programs to assess their effectiveness in serving the needs of all students, including the data sets that will be used to conduct the analysis.**

**Data Maintenance** – RTS will use a database program that will maintain special populations’ records such as reviews, evaluations, and written plans, including IEPs. The program will produce documents, such as, parent invitations to team meetings and permission forms for evaluations in accordance to the requirements of the MA Department of Education (MA DOE). The database will generate reports for the MA DOE as required and be used as the basis for filing grant requests.

**Staff Annual Training** – At least once a year the staff will be trained in the latest procedures, obligations and requirements for special populations. At this time IEPs and other special population plans will be disseminated and explored for understanding. The staff will commit themselves to the provisions of the plans and as new plans are developed, to the provisions of the new plans.

**Program Self Assessment** – A multi-pronged approach will be used to determine if the special education program is meeting the needs of the current students and meeting the needs of the general populations of the school. These approaches will include: satisfaction surveys of parents and staff that will gauge how well each part of the special populations process (communication, goal writing, parent involvement, time lines, etc) is working; file reviews to
insure all regulations are being followed; comparison of student growth of special population students to other students; and record keeping of plan goal achievement. An annual report, on the above items, will be available to the public. The Board of Trustees will use the report to adjust procedures, create programs, and make any other changes needed.

II. F. 2. Student Services
✓ Describe your plan to provide a nutrition program at the school. Propose a way in which you plan to administer the free and reduced lunch program.

RTS will offer lunch to all students, including free and reduced lunches for eligible students. RTS expects to participate in the Federal School Lunch Program and will comply with all applicable regulations. RTS will select, through a bidding process, a food services management company that will provide meals that meet federal dietary guidelines. We have received a proposal from City Fresh, which currently provides nutritious food service to Salem Academy Charter School. They are willing to provide a bulk discount price for servicing two schools within the same complex. A SOMWBA certified vendor, they specialize in providing fresh, homemade and ethnic cuisine.

✓ Describe the school’s plan for addressing student health needs, including counseling/outreach services and your plan for hiring a school nurse and his/her role in your school.

RTS will have a part-time school nurse who will provide basic medical care, health screenings and medication administration. In order to meet the needs of any pregnant and/or parenting teens that enroll at RTS, the Comprehensive School-Age Parenting Program, Inc. (CSAPP), a program that has served expectant, parenting and other at-risk middle and high school youth in Boston since 1978, has agreed to provide services to any pregnant and/or parenting students at RTS who need counseling and support to complete their high school education. The goals of the program are to reduce teenage pregnancy and other high risk behaviors, increase school retention and completion, promote a culture of high expectations, and support youth to overcome barriers that interfere with the development of stable families and healthy communities. In order to meet these goals CSAPP employs a multilingual, multicultural, licensed, Masters-level staff who joins with parents and the staff of education, health, social welfare and community-based organizations to promote responsible behavior and healthy decision-making among culturally and linguistically diverse youth. Willow Laboratories, Medical Center, and Pharmacy Services of Lynn have expressed their interest in helping to provide health care services as well as health education.

RTS will utilize the services of a Student Support Services team, headed up by a Director of Student Support Services, which will include Guidance Counselors to provide necessary support services, including counseling and referrals to any needed outside resources. This team will work with the student advisors and academic teams and the student in completing and analyzing assessments, including career assessments, and determining and reviewing LAP goals. Students will meet with their advisors and counselors on a regular basis to identify and deal with any issues proactively. RTS will also enlist the help of Children’s Friends and Family Services (CFFS) of Salem to provide consultative services, including mental health counseling, to students and/or their families. CFFS will be the resource for students who have experienced trauma. Our targeted student population will have experienced various levels of disruption and trauma in their lives that have created barriers to learning. RTS believes that with Children’s Friends as a partner it will increase the opportunity of reaching youth and their families and thus improve the educational outcome of its students. Moreover, RTS may provide on site space to allow easier access for working with the students. RTS is committed to connecting our students and their families to any external support services that they might need while the student is enrolled at RTS.

III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?

III. A. ENROLLMENT AND RECRUITMENT
✓ Indicate in a table the number of students to be enrolled by grade each year over the five year term of the charter as well as the maximum enrollment requested. Explain in detail your rationale for selecting the particular enrollment size for your school as well as the growth strategy you have developed.

The following table indicates the estimated number of students RTS will enroll by proficiency level each year over the five year term of its charter:
<table>
<thead>
<tr>
<th>School Year</th>
<th>Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>First Year</td>
<td>170</td>
<td>65</td>
</tr>
<tr>
<td>Second Year</td>
<td>125</td>
<td>151</td>
</tr>
<tr>
<td>Third Year</td>
<td>110</td>
<td>165</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>90</td>
<td>130</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The maximum enrollment that we have requested is 400 students. We have chosen to limit our total enrollment to 400 students in order to keep class sizes small (class sizes will be kept at a maximum of 20 students) and to allow RTS administrators, teachers, staff, and students to know each other on a more personal level than a larger enrollment would allow. Our growth plan allows us to expand our enrollment by 80 students each year, reaching maximum enrollment in our third year. We anticipate that turnover will be no more than 5% and that our dropout rate will be at or below the state average.

- Link enrollment and recruitment to the parental demand you described in the Statement of Need section of the application.

We will first inform all of those parents who signed our petition or contacted us in some way of the ability to enroll their students, and ask them to share the news with other parents. In addition to general marketing in the three communities, we will work through local faith-based, cultural, and neighborhood organizations, shelters, and community-based and government entities to get the word out to parents and ensure that we reach all of those parents who might want to enroll their students in RTS. We will provide recruitment and enrollment materials in a minimum of Spanish and Portuguese in addition to English, since they are the top two languages other than English spoken in the area. Further, we have identified and will work with all area elementary and middle charter and private schools to reach those parents who want their students to continue in a charter school through high school. Salem Academy has already committed to collaborating with us on areas of mutual interest.

- Describe how the school will publicize its program to a broad cross-section of prospective students throughout the district(s) that the school plans to serve including families that may be less informed about options.

We have already begun publicizing our program through our website (http://roadtosuccesscharterschool.org) and local news articles, and in the coming months we plan to continue our recruitment efforts by asking community-based organizations in Lynn, Peabody and Salem to host information sessions at which we will present our program, answer questions and distribute enrollment forms. We will also engage in more grass-roots approaches to reach families traditionally uninformed about educational options, including publicizing the school door-to-door, at local supermarkets, stand outs at the Salem and Lynn commuter rail and bus terminals, the DCF Area Offices in Salem and Lynn, the housing authorities, homeless shelters, churches, refugee assistance organizations and other neighborhood gathering spaces. Printed materials (such as informational flyers and enrollment forms) will be in Spanish, Portuguese, and perhaps other languages of the communities. We also plan to utilize community public access television, radio and newspapers such as The Salem News, The Daily Item (Lynn) and The Peabody/Lynnfield Weekly News and other newspapers to inform the community about our program.

- Tell how the potential school will ensure adequate enrollment and allow for full accessibility of the school for all eligible students.

RTS will ensure adequate enrollment and accessibility through on-going outreach and communication to the communities through the methodologies described above, and through maintaining a waiting list from which we will draw students. All interested students who meet the age criteria will be eligible.

- Describe the proposed application and enrollment process, including a plan for a public lottery. For schools applying to open fall 2010, please include your complete enrollment policy in the attachments.

Upon being notified of approval by DESE in February 2010, RTS will finalize the application and enrollment process and will continue to distribute enrollment forms to interested families until we will hold a public lottery in March. Enrollment forms will be available at information sessions, online, at designated locations in the communities, and will be mailed to
any families that request them. At the lottery, a neutral party will randomly select names for first year enrollment and for the school’s waitlist. In the days following the lottery, the school will contact all families on the prospective enrollment list to confirm their interest. The confirmed list will be sent to DESE. The school will hold additional information sessions for prospective students and parents. If the lottery and enrollment process do not yield enough students, the school will do additional marketing and hold a subsequent lottery. RTS’s complete enrollment policy is attached.

III. B. CAPACITY

✓ Describe briefly how the founding group came together to form this proposed school and why the group is united to establish the proposed charter school.

The members of RTS’s founding group came together under the common goal of helping those youth who have struggled to do so succeed in school. Most of the members of RTS’s founding group have worked with or been involved with youth who have struggled with overcoming barriers to achieve their potential, others are concerned with the academic achievement of youth and their preparation for college and a career. Several members are from or grew up in the area and are particularly interested in the success of the youth of the area. Our founding group is united in the goal of providing students with a high-quality academic program and the social supports needed to graduate from high school and succeed in college.

The seeds to the founding group formation actually began many years ago but full time jobs prevented the group from taking the time to prepare an application. For some, it began with reading the stories from hundreds of youth applying for college aid and seeking the Warren Scholarship, for others it was working with DCF youth who stated, “change where I live but don’t change my school”, and for others it was having a high school aged child for whom it was difficult to get the school system to support their needs without a fight. Some had worked with homeless shelters where a high school student could not keep up because they had to change schools as they changed shelter locations, or with refugee assistance providers who tried to connect the children to services in the education system. The reasons are numerous but the common element is concern regarding the fact that Lynn, Peabody and Salem schools are all below the state average in MCAS scores, the academic performance and success of at-risk students is particularly low, and there is a lack of viable non-private options.

In 2008 several individuals from a group including parents, teachers, and community members meeting at a home in Peabody, stepped forward and took the lead for the group. The point was made that traditional high schools do not address these situations or serve these students as well as they might, as they do not provide the flexibility or individualized approach and support that is needed, but that alternatives were lacking. This then led to further discussions with other parents and people in the community, with state and local service providers, and the growth of members of the founding group, and to further research regarding what works for these at-risk populations. These meetings have been in parking lots during youth soccer, churches, at malls or take out during a person’s lunch hour, other homes and many phone calls. This then led members of the founding group to decide to pursue the establishment of an alternative option that youth could choose and as a result, to spearhead a charter school effort. Membership grew as the idea spread and people of various expertise sought involvement. From the initial submission of the Developer Grant to this final application, the founding group has been able to expand to include more members with skills to strengthen the group’s ability to deliver upon its mission and vision as well as their capacity to provide the time to implement the plan for the charter. The founding group will continue to grow and is expected to break out into five main groups if the charter is approved: the board holding and overseeing the charter, some initial employees of the school, board members of a nonprofit supporting the mission and vision of the school, an advisory group, and a parent site council.

✓ Explain how often the group meets, how the planning and writing process is being executed, and identify who is the primary author of the final application.

The group has met as a whole and in smaller groups at least a dozen times since its inception in the fall of 2008, and every member of our founding group and advisory group has had opportunities to comment and provide input via e-mail on the various components of this application. In January of 2009 we applied for and were awarded a Charter School Developer Grant from the Massachusetts Department of Elementary and Secondary Education for the purposes of developing our prospectus. Several of our founding group members were able to participate in one or more of the charter school study tours arranged by the Massachusetts Center for Charter Public School Excellence.
(MCCPSE) and a number participated in workshops and coaching sessions offered by the MCCPSE. The founding group and advisory group have evolved and will continue to evolve to include members who strengthen the organization and will be able to help the school successfully educate its students and achieve its goals. Founding members contributed to the writing of the application as their time, interest, and expertise warranted, but a lead member of the group has been responsible for coordinating, compiling, and editing all of the components of the final document and passing it by members for their review and input.

Summarize each founder’s and/or proposed board member’s experience and qualifications briefly within the text of the document.

The following outlines the experience and qualifications of each of RTS’s founders and/or proposed board or advisory group members (in alphabetical order). Statements of commitment and resumes for each individual are attached.

- **Anthony Barrows** is an alumnus of the Massachusetts foster care system and has worked on behalf of youth in care for over a decade. He has served on numerous boards and committees devoted to the well being of youth. He successfully advocated and worked with the legislature for several reforms, including: easing the ability of youth to stay in care while in school; providing tuition waivers to foster youth at state colleges and universities; and the introduction of the Foster Child Grant program, which helps fund studies at non-state schools.

- **Thomas E. Belski** is the President of Employment Resources, Inc. (ERI), a non-profit that provides administrative and accounting supports to other non-profit corporations, operates two One-Stop Career Centers and runs the Health Professionals Training Institute. His work experience includes CEO of a community-based behavioral health organization, director for a special education consortium, and school principal.

- **Mary Beth Burke** is the co-founder and former Board President of the Abby Kelley Foster Charter Public School in Worcester, a public charter school that serves over 1000 students in grades K-12 in Worcester. She served as the Chair of the school’s Board of Directors for seven years. She holds a Master’s Degree from Boston College where she was awarded the Teaching Excellence Award.

- **Rodney D. Byrd** has over 20 years of experience in Operations and Human Resources. He has provided consulting services for Cornell University, Dartmouth College, Rhode Island School of Design, Interaction Institute for Social Change, and Third Sector New England. He has an MS in Counseling and Higher Education Administration from USC and Certification in Strategic Leadership from Harvard.

- **Bette Bohlke-O’Gara** has been the Executive Director of the Comprehensive School Aged Parenting Program, Inc. for 20 years and holds a MSSS from the BU School of Social Work. CSAPP provides pregnant and parenting counseling, education and case management services for 500 at-risk youth.

- **Bill Chisholm** is a former resident and businessman of Gloucester, where he established, co-owned, operated and served as principal photographer and printer for Chisholm-Sierra Photography. He also founded and operated a yoga center in Gloucester for six years. Mr. Chisholm continues to be an avid photographer and painter with many ties to the Northshore art community. He received his BA *cum laude* in Theatre Arts and Psychology from Boston College and studied at the Montserrat College of Art in Beverly.

- **Joan Ciampa** is a Peabody resident and currently an instructional technology/assistive technology specialist for the Special Education Department of the Peabody Public Schools, where she provides access to curriculum through technology for students with IEPs and evaluates and recommends curriculum materials for special education classrooms. She previously served as a Curriculum Integration Specialist for Peabody Public Schools for 16 years, as well as a Content Specialist in Instructional Technology for the Massachusetts Department of Education. She holds a Master of Education in Curriculum and Instructional Technology from Framingham State College and a Bachelor of Science in Education from Lesley College.

- **Ron Clark** is a Senior Lecturer at B.U.’s Center for English Language, where he specializes in designing and delivering professional preparation programs, content-based language classes, and pronunciation and writing skills courses. He is also an Associate Professor at Berklee College of Music, teaching writing skills and literature to both...
native and non-native speakers of English and English as a Second Language. Mr. Clark received his M.Ed. in Teaching English as a Second Language from Boston University.

- **Ralph D'Amico** is a TOEFL/ESL Instructor at Approach International Student Center in Boston. His previous work experience includes teaching English reading, writing and speaking skills and SAT Instruction in South Korea and volunteer work in Kampala, Uganda and Florence, Italy. He is multi-lingual (fluent in English, Spanish, and Italian, and conversational in Korean).

- **Lainie Flipp** is an independent sales consultant representing K-12 through Adult Education publishing companies, with a focus on addressing the educational needs of at-risk and struggling learners in major curriculum areas. Since 1995 she has worked extensively with many educational publishers and has an intricate knowledge base of available textbooks for students of various learning levels.

- **Robert C. Guinto, Jr., Lead Founder, and coordinator of the proposal submission process, is the President of Non Profit Capital Management, LLC (NPCM) and the Executive Director of Non Profit Care Coordination, Inc. (NPCCI). He holds a Master’s Degree in Public Administration from Harvard University's Kennedy School of Government. Mr. Guinto has over 25 years of experience in human services as both a direct care worker and administrator. He was instrumental in the legislature establishing the Warren Scholarship for higher education for children who have been in foster care. He also assisted in opening charter schools in Phoenix, Arizona and Rockymount, North Carolina. He grew up in Peabody and attended Peabody High School.**

- **Dr. Joseph H. Hagan** is President Emeritus of Assumption College, having served as President of the college for almost 20 years. He is Chairman of the Board of Trustees of John Cabot University in Rome and a former trustee of Providence College, Mount Saint Joseph College and Assumption College. In 2006, the Governor of Rhode Island appointed him as a member of the Rhode Island Board of Governors of Higher Ed.

- **Kevin Hava** is currently working on his M.S. for Teaching Secondary Education in the subject of Biology (anticipated Summer 2010) at Boston College. He is currently employed as a Classroom Aide and Substitute Teacher at Joseph P. Keefe Technical High School in Framingham, where he provides inclusion support to students and coverage for teachers as needed.

- **Jarrod Hochman** is a newly elected member of the Peabody School Committee. He defeated the incumbent due to parental dissatisfaction with the status quo. Mr. Hochman has indicated that while he would not have time to serve on the board of RTS, he would be happy to serve on the advisory group and to help ensure that RTS meets the needs of its students and the community.

- **Nicole Iovanni** grew up in Peabody and is a graduate of Bishop Fenwick High School. She graduated from Suffolk University in 2008 with a Bachelor’s degree in English and has worked as a tutor with students at Suffolk’s learning center, directed a local camp, and worked as a mentor at an after school program for teens. She has been certified in tutoring by the College Reading and Learning Association.

- **Nancy A. Piotrowski** grew up on the North Shore and currently resides in Lynnfield. She is the Chief Financial Officer (CFO) of ERI and has vast experience in non-profit management. She has been involved in turning around troubled companies, implementing controls, developing policies and procedures for accounting, human resource management, operations and contract management. She was awarded an MBA from Franklin Pierce College.

- **Sandra Ring** is a Peabody Resident and is retired from Peabody Veterans Memorial High School where she served as the Department Head of the Special Education unit. Her experience includes being a Learning Center/Research Teacher and Special Education Tester. She has always focused on ensuring that all special education students be given equal access to a challenging education. She has teacher certification in Special Education, a M.Ed. in Special Education from Boston State College (Magna Cum Laude), and a B.S. from Suffolk University (Summa Cum Laude).

- **Edward W. Sacco** is a Salem resident and has been the Executive Director of Nexus, Inc., a non-profit established to provide residential alternatives to developmentally disabled individuals, since 1978. He has served as Board
- Fitz Sessoms is a Peabody resident and a retired teacher of the Muriel S. Snowden International School at Copley, a multicultural, multilingual urban high school in the center of Copley Square, Boston. She holds a Master of Arts degree in Special Education from Regis College and a Bachelor of Science degree in Secondary Education/English from Northeastern University. She has provided professional development to teachers in best practices and instructional strategies for teaching young women, and MCAS workshops for parents and students.

- Pamela S. Sudore is a resident of Lynn; her work experience includes: Teacher/Consultant for the blind and visually impaired in the Peabody Public Schools; Supervisor of Vision Services at the Northshore Education Consortium; founder of Sight Line Productions, which provides businesses with custom Braille and large print texts; the first full-time Executive Director of the Lowell Association for the Blind; and a Case Manager and Instructor for the Perkins School for the Blind and the Carroll Center for the Blind.

- Leonora Swerling is a resident of Peabody and is an Evaluation Team Chairperson for the Triton Regional School District in Byfield. She has Massachusetts Teacher Certification in Special Education (5-12) and History/Social Studies (5-12); she is also a Massachusetts Certified Supervisor/Director for K-12. She previously worked in the Peabody Public School System as a Special Education Teacher. She received her M.Ed. from the American International College in Springfield, and her B.S. in Elementary Education from Boston State College.

- Neal Truesdale is a lifelong resident of Peabody and a graduate of the Peabody school system. He attended Salem State College as a Theater major and has worked as a theatre technician with numerous performance companies. He has served at the Pingree School for the past 15 years as theatre manager, teacher and academic advisor.

- Susan Truesdale is a Peabody resident and a parent of high school students. She works as a Case Manager for Family Support for the North Shore ARC.

- Ryan Wanninger is the owner of Voninger Tech Solutions, providing networking, security, and web development to businesses. He is a graduate of the Berkeley College of Music, is the owner of Music Lesson Network, a network of music educators in Boston, and has been teaching music lessons for over 14 years.

III. C. SCHOOL GOVERNANCE

III. C. 1 Governance Structure

Present an organizational chart and narrative that encompasses all employees of the school and the board of trustees. On the following page is an organizational chart that shows the planned organization of RTS governance and staffing. The specific breakdown of that structure is detailed below.

Board of Trustees

As required by the Commonwealth of Massachusetts, RTS will be governed by a Board of Trustees. The Board of Trustees will be responsible for:

- upholding the mission of RTS
- developing school policies and changing them when appropriate
- hiring the Executive Director to manage the school’s day-to-day operations and holding him/her accountable for meeting established goals
- formulating a long-range strategic plan and Charter School Accountability Plan that will ensure RTS’s continued stability
- overseeing the overall operation and performance of the school and adherence to its charter

In addition to these responsibilities, the Board will be responsible for ensuring that RTS is in compliance with all of the state and federal laws as they apply to the school, and that the Board itself is operating in accordance with the rules set out by all applicable Massachusetts laws and regulations. Finally, the Board will be responsible for
operating the school in accordance with its charter and with any approved amendments to its charter. To ensure oversight of each of these specific areas, the Board will elect a President, Vice-President, Treasurer, and Secretary, and will establish standing committees including, but not limited to, Finance, Development and Trusteeship. RTS’s founding group has made several policy decisions as a group, including the decision to have Non Profit Care Coordination, Inc. (NPCCI) be our Sponsor Agency and the decision to make RTS a regional school for the communities of Lynn, Peabody and Salem. The founding group will continue to recruit members for RTS’s Board of Trustees by reaching out to members of our communities and making a concerted effort to include members who possess skills in areas such as education, finance, development and law.

➢ School Staff

An Executive Director will be hired by and report directly to the Board of Trustees. The Executive Director will be responsible for management of the school and for communication with the media, communities, school districts, and service providers. We envision RTS’s Executive Director as the “heart and soul” of the school – someone who will get to know our students personally and deeply, and make sure the atmosphere of the school is welcoming, respectful, and positive. He/she will be the “face” of the school to the community, the media, and funders. The Executive Director will be responsible for the hiring and supervision of the two major senior staff members – the Chief Operating Officer and the Principal. The Chief Operating Officer (COO) will be responsible for the business operation of the school – the physical, administrative, and financial functions. The Principal will be responsible for overseeing the management of RTS’s educational program and student support services. The Principal will be a licensed school administrator, and will be responsible for overseeing all academic instruction, special education, and Student Support Services. The Principal will have an Assistant who will be responsible for internal school and parental communication, tracking student attendance and enrollment, and reporting.

Instructional Team – The Instructional Leader will be responsible for overall curriculum coordination and oversight of the instructional teams. Each team will have a team leader. RTS teachers will also serve as advisors and will be responsible for developing student Learning Achievement Plans (LAPs) for a designated number of students. The Special Education Coordinator (who may also teach) will oversee the evaluation of each referred student and the creation of IEPs, as needed, in collaboration with teachers, staff and parents. The Special Education Inclusion Specialists (for English Language Arts and for Math and Science) will work with the respective academic teams to ensure the appropriateness of the curriculum and effective inclusion of SPED students. Positive Behavior Intervention Strategies (PBIS) and Universal Design Learning (UDL) will be two professional areas for all staff to be trained in within the first three years.

Student Support Services – RTS’s Student Support Services will consist of: counseling; engaging students in career assessment and career exploration, job shadows, and internships; tutoring (through tutoring service providers, paraprofessionals, trained AmeriCorps members, and qualified volunteers); ELL support; accessing community support services; transitioning students for post secondary education; and providing linkages to community sites that will provide on-site and/or in-school activities and enrichment programs that will take place during the later afternoon (such as television and video media in partnership with the local cable access station). The Library/Media Center will function as the Language Learning Reading Support Center (LLRS) for all students and includes breakout rooms where 1:3 and 1:1 supports by staff can occur. The school nurse will also be a part of Student Support Services. Student Support Services will be overseen by a Director of Student Support Services who will also carry a small caseload and will report to the Principal. Support staff will work in concert with student advisors.

III. C. 2 Roles and Responsibilities

✓ Describe the roles and responsibilities of the board of trustees, consistent with public accountability and charter school law.

The Board of Trustees is committed to the goals established by the School’s charter. The administration and faculty will be dedicated to the mission of the School and will work tirelessly to provide all students with a 21st century education. The Board of Trustees will meet monthly at the school and will publicize all board meetings. The Board of Trustees of a charter school is a governmental body so it must comply with the state’s Open Meeting Law, MGL c. 30A, Section 11A 1/2. The Board meeting schedule and times will be subject to change at the discretion of the Chair.
It is the policy of the Board of Trustees of the Road to Success Charter Public School to solicit written concerns from parents or the public prior to the monthly Board meeting. Letters addressed to the Board of Trustees will be able to be submitted in writing via mail or email to the Executive Director. All requests to address the Board of Trustees must be submitted in writing not less than 7 calendar days prior to the meeting; the request must identify the subject of the presentation to be made to the Board. The Board will seek, prior to the meeting for which the request is made, to notify the person making the request whether the Board will recognize him or her during the public comment period of the meeting. Massachusetts General Laws Chapter 39 Section 23C governs public participation at open meetings of municipal government bodies as follows: Section 23C. No person shall address a public meeting of a governmental body without permission of the presiding officer at such meeting, and all persons shall, at the request of such presiding officer, be silent. If, after warning from the presiding officer, a person persists in disorderly behavior, said officer may order him to withdraw from the meeting, and if he does not withdraw, may order a constable or any other person to remove him and confine him in some convenient place until the meeting is adjourned.

The Board of Trustees will make it a practice to set aside a period of time at each regular business meeting to hear from members of the public on matters that concern the School. The Board reserves the right to decline to hear any member of the public on a matter that the Board judges is appropriately addressed to the Executive Director or to any other administrative officer or that is for any other reason not appropriately addressed to the Board. There will also be time set aside at meetings for reports from the Advisory Group, School Site Council, Student Government, and other recognized school groups.

✓ Explain how the board of trustees is reflective of or consistent with the school’s mission and program.

The consistency with the school’s mission will be reflected in the make up of the board, the creation of the school site council, the student government officers, the advisory members, and the outreach prioritization to the organizations in the community, focused on two priorities: serving ELL, DCF, homeless and pregnant/parenting teens; and creating a high standard college preparatory education. Therefore, the founding members and those who will become members of the board of trustees are people knowledgeable of, and involved with, ELL, DCF, homeless and pregnant teens, college standards, and higher education. They have been brought together with the commitment and belief that the targeted population has the ability to be successful in reaching college with the right supports and a 21st century education.

✓ Outline the criteria and process the board will use to choose the school’s leader.

The school’s primary leader will be the Executive Director. He/she will be responsible for the overall management of the school and its relationship to the communities and parents. The Board of Trustees will hire an executive director who has the background, passion, strengths, ability, and flexibility to direct a start-up organization, to work with a diversity of staff and students, and to work with the community. Upon being granted a public school charter, the Board will identify candidates and then select the most appropriate for the position. The Executive Director, working with Egmont Associates and a small sub group of the board, will then interview and make recommendations to the board for the hiring of the Principal and COO. RTS will utilize the services of Egmont Associates, an executive search firm for nonprofit organizations, to recruit qualified candidates for the positions, and appropriate individuals will be hired (see attached letter of commitment from Egmont Associates).

✓ Describe the criteria and process by which the board will evaluate the school’s leader.

The RTS Board will evaluate the Executive Director on his/her ability to successfully oversee and operate the school effectively. The Board will meet monthly with the Executive Director and receive reports from him/her regarding school operations, activities, and performance. The Board will also engage in formal evaluation of school performance on a quarterly and annual basis, and meet in closed session with the Executive Director on an annual basis to conduct a formal annual performance review and discuss his/her individual performance and the school’s performance against expectations, and to set performance and professional development goals for the following year. The school accountability plan and school improvement plan will serve as a blue print each year against which the board will evaluate the Executive Director’s implementation of the school’s mission.
The Executive Director will be evaluated on the following key aspects of efficient and effective school operations: 1) effectiveness in working with the board; 2) school financial stability; 3) upkeep and usage of school facility, grounds, and technology; 4) academic performance; and 5) community relations.

This will be accomplished through the use of the following methodologies:

1. the quarterly examination and discussion of financial and operational reports
2. the review of an annual audit
3. the quarterly examination and discussion of academic performance reports
4. the annual evaluation of student standardized test scores
5. the annual review of the Executive Director’s achievement of his/her individual goals and professional development plan
6. the review of surveys completed by parents, staff, and students

Each year, a committee of several Board members and non-Board members with personnel evaluation experience will re-examine the instruments and processes used to evaluate the Executive Director and will present the results of that review to the full Board. They will also present specific performance expectations, related to the written evaluation instrument. The committee will then conduct the review according to the agreed-upon timeline. Once this process is concluded, the results will be presented to the full Board.

✓ Describe the role distinctions between the board and the school administration as they relate to curriculum, personnel decisions, budget allocation, and vendor selection.

For year one the founding members, initial Board members and initial administrative staff and faculty will work in teams together to ensure the implementation of all of the key components. However, upon opening the Board will become more of a supportive arm and an oversight organization for ensuring the mission of the charter. The individuals in decision making roles will be hired to make decisions within the guidelines set by the Board and its charter. The outcomes for the charter and the students of the school will dictate the level of involvement the Board may make in the decisions of the school personnel.

Curriculum decisions will be the responsibility of the Principal, upon recommendation by the Instructional Leader and Special Education Coordinator, and will then be presented to the Board. Personnel decisions will be made by senior staff and presented to the Board by the Executive Director. Budgets will be developed by the Executive Director with the COO and presented to the Board for their final approval. The Executive Director will make decisions regarding vendor selection based on recommendations of staff. When vendor contracts exceed a specified cost amount, the Executive Director will provide at least three options and the vendor recommended, and why, to the Board for their final approval.

✓ Indicate if there are any ex-officio members of the board of trustees, denoting seats that are earmarked based on a person’s position or status, such as school principal, teacher, parent, or student representative. Also please indicate which members are voting or non-voting.

The Executive Director and Principal will be ex-officio and expected to attend every board meeting but will be nonvoting. All other designated board members will be voting. As part of the board’s focus to be a community of learners, each meeting will be expected to include a report, and any recommendations, from representatives of the school site council, student government, and advisory group, but they would be nonvoting. Since the meetings are under the open meeting law the meeting would be open for anyone to attend.

✓ Provide a brief job description for the board of trustees chairperson, including a plan for succession when term ends.

The Board of Trustees Chairperson will be responsible for: setting up meetings and setting agendas in conjunction with the Executive Director and the Board; facilitating all Board meetings; communicating to Board members regarding Board meetings, agendas, items to review, decisions to be made, and votes to be taken; providing leadership regarding goals and policies established by the Board and the evaluation of the Executive Director and self-assessment of the Board; and speaking on behalf of the Board. He/she will appoint committee members and committee chairs and will serve as an ex-officio member of committees. The Board Chair will serve a three year term, which can be renewed once. The Board, in conjunction with the Chair and senior management, will identify
and vote on before the end of the Chair’s first term a Board member to be appointed as Vice Chair to be groomed for taking the reins of the Chair upon approval of the second charter.

III. C. 3 Policy Development

✓ Describe the process by which the board of trustees will develop policies and make decisions. (For illustrative purposes, please describe the decision-making process for a decision the founding group has already made.)

A draft copy of the complete bylaws of the Road to Success Charter School is attached. Founding members attended over 8 charter schools and have been working with various staff of Match, Roxbury Prep, Marblehead Community Charter, and Abby Kelley Foster Regional Charter public School to adopt a number of their policies to adjust or incorporate into RTS. To date the By Laws, Student Handbook, Parents Handbook, ADA compliance, Special Education compliance, Department of Primary and Secondary Education Framework Standards have been incorporated into draft policies or procedures of RTS. It is the belief of the founding members and it is expected to be the intent of the board of trustees to continue to adopt those best practices and policies to provide for a successful operation of a school, compliance to Massachusetts requirements and the successful outcome of graduating students from high school and getting them accepted into a college.

The board will make decisions utilizing a ‘consensus’ model. No decisions have been made without shared ownership by the group. Upon approval as our Board begins to develop formal policies, they will be drafted by teams which will include at least one Board member and the Executive Director. When necessary, policies will be reviewed by the school’s legal counsel. Informal feedback may be solicited from the Board before the new policies are formally presented. As our Board becomes a formal legal entity, decisions will be made and policies will be approved by a formal parliamentary procedure. At any meeting where a quorum is present the Board will make decisions after debate by a majority vote of those present. The Board Chair and Executive Director will coordinate the drafting of policies. These policies will be reviewed annually by the Board, or as they are developed. All policies will be maintained in a policy manual, which will be updated as necessary.

✓ Describe the plan for seeking feedback from the school staff, parents, and the larger community when setting policy.

Initial policies are being set by the founding members but will be adjusted as needed with input from the advisory group, school site council, student government leadership, and school staff. Information will be provided to parents and to the community informing them of policy decisions to be made and offering the opportunity for them to provide feedback at Board meetings. Draft policies will be available in hard copy and also published on the school’s website. Previously under the role of the Board it was described how any individual or group can provide written comment to the board and how to be recognized to speak at a Board meeting.

✓ Indicate whether legal counsel and an independent auditor have been obtained. If not, describe what plans there are to do so.

Several attorneys and four auditors have been identified for consideration to work with RTS upon approval. A number of charter schools have offered to provide the contact information for their attorney and/or auditor as well. The selection will be dependent upon costs and availability at the time of approval.

III. C. 4 Board Development

✓ Describe the orientation process for new board members.

New Board members will undergo a thorough orientation to the Charter, the school, and the Board, and will be introduced to senior staff and other Board members. New Board members will indicate on which committees they would like to sit and in which officer position (if any) they might be interested in the future. The initial Board members will participate in a Board retreat to become thoroughly engaged in the establishment of the school, their role, and the work to be done, as well as to get to know each other.

✓ Describe the process the board will use for its own evaluation and development.
The board will be evaluated by its ability to be a supportive unit to the school in the form of raising funds, developing community support for school programs, ensuring oversight to adhere to the Charter, and the success of the students of RTS. RTS will utilize the McKinsey & Company Non Profit Board Self Assessment Tool and the Commonwealth of Massachusetts Guide for Nonprofit Boards as tools to evaluate the effectiveness of the board. Further, an outside consultant will be hired to provide a neutral review. We also hope to have an annual board retreat or scheduled extra long meeting in which we will review and evaluate performance for the past year and engage in comprehensive strategic planning for the coming year.

✓ Briefly describe the recruitment, selection, and development plans for board members.

The founding members have been a work in progress which has required the flexibility to add members and replace members as other commitments have changed availability. However, the focus of finding individuals who had skills to complement each other, and who would serve as board members and public figures was the ultimate challenge. Previously described in this application is how the founding group came about. The same will be true of the board. We will make sure that the Board membership sufficiently represents the needs of organizational oversight and the needs of the students.

The Board for RTS will include 7-15 members. The governance committee of the Board will continually draw upon professional and personal networks to identify, cultivate, and recruit a diverse group of individuals with valuable expertise. Of particular importance will be expertise in business, law, education, real estate, the targeted student body, and fundraising, and the willingness to use this expertise for the benefit of the school. These individuals must have roots in and a demonstrated commitment to the targeted communities, and a philosophical alignment with the mission of the school. Prospective Board members will meet with the existing Board and school leadership. The existing Board will evaluate recommendations of the governance committee, and collectively decide whether or not to extend invitations to new members.

III. D. MANAGEMENT

III. D. 1 Management Structure

✓ Describe how the founding group determined the structure shown in the organizational chart.

RTS originally had all senior managers reporting to the Executive Director and realized that was not good practice, nor was having all staff reporting to a single senior manager. Thus, as a measure the founding members tried to keep any one person from having more than five individuals or areas reporting to them. It is understood that initially there may be the need to have an overlap of duties or the need to have a higher number of direct reports until the school is fully staffed. The other aspect to reporting is to be able to make decisions quickly and with clear authority. The importance of consistency especially in a new organization but the latitude to adapt in new situations required the founding members to be willing to have managers manage. The founding group also determined that it was important to have a distinction between management of the operational aspects and the academic aspects of the school so that the Principal could focus solely on the teaching, servicing, and success of the students and the Chief Operating Officer could focus on the success of the school business operations.

✓ Describe the reporting structure and the plan for how the school will make key organizational decisions about curriculum and instruction, student achievement, fiscal planning, and operations.

In addition to the aforementioned governance responsibilities, the Board will serve as ambassadors of the school to the larger community and will fundraise for the school. The Board will include human resources, evaluation, development, facilities, and finance committees. Non-Board members, including school staff or members of the outside community, may participate on these committees. For example, the school’s Chief Operating Officer will sit on the finance and facilities committees. After thoroughly collecting information and strategizing around pertinent issues, committees will present recommendations back to the Board. Pursuing similar protocols, temporary committees may undertake specific, temporary Board projects, such as searching for a Principal or strategizing around our facility build out.
The Executive Director will have overall responsibility for the school and will help the Board to assess the school’s overall direction and set short- and long-term goals. With the support of the Executive Director, the Chief Operating Officer will maintain the school’s budget and facilities and oversee fundraising and grants management activities. In conjunction with the Executive Director, he or she will make decisions about budgetary allocations and vendor selection. The Principal will work with the Instructional Leader, Special Education Coordinator and faculty to develop, implement, and oversee a rigorous academic program aligned with the school’s mission. He or she will guide curriculum and faculty development. The Principal and Instructional Leader will work in collaboration to make decisions about curriculum and instructional personnel. The Principal will work with families, teachers, and students around issues of discipline, and oversee the coordination of events and activities to enrich the school culture.

The Instructional Leader and Special Education Coordinator will work together to coordinate the school’s services to students with disabilities and Limited English Proficiency. And the Instructional Leader will work closely with the Director of Student Services to ensure the coordination and alignment of services, tutoring, and community outreach with the instructional program.

III. D. 2 Roles and Responsibilities

✓ Describe the roles and responsibilities of the school’s leader and other administrative staff.

As previously discussed in Section III. C. 1 (Governance Structure), RTS’s Board of Directors will hire an Executive Director who will serve as the chief executive officer and be responsible for the overall administration and management of the school. The Executive Director will report to the Board of Directors and will directly supervise the Principal and Chief Operating Officer. His or her areas of responsibility will include: planning and evaluation; policy development and administration; personnel and fiscal management; community relations; development and fundraising. The Executive Director will work with the Board of Directors to craft a vision and strategy for RTS that anticipates the changing needs of a high school and its students. Many aspects of his or her responsibilities will require a team approach with the Principal and COO in order to be successful. The ideal candidate for the Executive Director position will be an accomplished professional with non-profit experience, including senior leadership roles and a track record of accomplishments in program management, staff development, fiscal management, and fundraising. He or she should be passionate about serving RTS’s targeted population of students who have struggled in school due to language or life issues. Most importantly, he or she must be able to act as the primary spokesperson for the school, articulating a clear vision and direction for RTS and promoting the mission and building support for the school’s programs and initiatives. The Executive Director will devote 25% of his or her time to cultivating relationships with donors and funders.

The Principal will have responsibility for academics and student services. He/she will oversee the curriculum and instruction, as well as the student support services. He/she will have the responsibility to communicate with parents and students. While the Principal will be charged with the oversight of all academic and student services, the Chief Operating Officer will have to make sure that the school itself is running efficiently and effectively. The Chief Operating Officer (COO) will be responsible for the business operation of the school. As such, he/she will oversee staff and contractors in the delivery of administrative services and be responsible for the operation and maintenance of the facility. Therefore, he/she will have to be someone with experience in school or business operations. It is anticipated that RTS will, at least initially, contract out for recruiting, bookkeeping, payroll, proposal writing, and other functions to keep costs down and to ensure effective and efficient practices. One administrative position which will be a staff person under the COO will be the IT Systems & Media Director, who will be required to head all day to day IT operations, maintenance and repair, as well as prepare and present information on major IT purchases or upgrades to the board. Maintenance and servicing of all IT equipment for RTS will be done in house by work study students from RTS and local universities who will be trained and directed by the IT Systems & Media Director for the school. Work study personnel will also serve as computer aides to help both faculty and students in day to day use of their computers and media library searches. The IT Systems & Media Director will coordinate with the Librarian/Media Specialist to provide assistance with instructional materials needed.

✓ Articulate key role distinctions with regard to student achievement, personnel, financial management, and operations.
Overall performance and operations of the school will be the responsibility of the Executive Director. Ensuring student achievement will be the responsibility of the Principal and the Instructional, Student Support Services, and Special Education teams. Each senior staff member will have responsibility for personnel hiring and action recommendations within their specific areas. The Chief Operating Officer, within the area of Human Resources, will have responsibility for personnel postings, resume review, submission of appropriate candidate resumes to the relevant supervisor and the Principal (who will make the hiring decisions for staff within his/her three areas), and coordination of the hiring process, benefits packages, and salary increases. The Chief Operating Officer will also have responsibility for financial management and operations.

III. D. 3 Policy Development and Implementation

Policies will be developed by the board following the processes discussed in Section III.C. 3. It will be the responsibility of the Executive Director to ensure that policies are communicated to and followed by school staff. RTS’s Code of Conduct and Student Enrollment Policy are attached.

III. D. 4 Educational Leadership

✓ Describe the proposed process for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school. Explain how the operations of the school will be aligned to support instructional goals and student achievement.

The Principal will be responsible for the development, supervision, coordination, and continual assessment of the educational content and pedagogical approach of the school, working with the Instructional Leader and the Special Education Coordinator and the academic team leaders. The Instructional Leader will serve as the Acting Principal in the Principal’s absence. The Principal will: set standards for student achievement; monitor the progress of all students; work with the Instructional Leader and teachers to continually assess and evaluate teaching performance and results; ensure that a focus on continuous improvement addresses the achievement of all students; and work with parents to achieve maximum involvement in support of student performance and success. The Principal will meet regularly with all instructional staff to review performance and discuss issues. The Principal and Instructional Leader will: observe classes regularly; lead discussions about student performance; supervise and mentor teachers; and design professional development plans and programming for individual teachers to address deficits, build on strengths, and become more effective, more successful team members. The entire school will work as a team, with smaller teams within the larger team, all in support of the common goal of student achievement.

✓ If the educational/instructional leader is different from the school leader, describe the qualifications and attributes of an ideal leader.

The educational/instructional leader of RTS will be the Principal. The Principal will have the overall responsibility for the development and implementation of a rigorous academic program aligned with the school’s mission. He or she will have responsibility for the hiring and supervision of academic faculty and will guide curriculum and faculty development. He or she will also supervise student support services. RTS will expect its Principal to have a Master’s Degree and advanced coursework in educational administration, as well as a teaching certification. He/she will be expected to have substantial experience in teaching and in supervising teachers, as well as in school administration and/or curriculum development. He/she will preferably have been a school principal or assistant principal. RTS will also expect the Principal to value the mission and approach of RTS, to understand and/or have worked with diverse and at-risk student populations, to be comfortable working as a team member and supporting a team approach, and to be a firm but warm leader who is welcoming, outgoing and personable.

III. D. 5 Human Resources

The following chart presents the planned staffing for each of the first five years of the charter school’s operation. We anticipate being fully staffed in year 3, so years 3, 4, and 5 all have the same level of staffing.

| Year 1 | 1 Executive Director; 1 COO; 1 IT Prof.; .5 Admin. Support/Clerical; 21 General Ed. Teachers; 3 Specialty Teachers (e.g. Art, PE); 2.4 SPED Teachers; 2 Substitute Teachers; 1 Principal; 1 Admin. Support; .25 Instructional Leader; .5 SPED Admin.; .5 ELL Support; .5 Dir. of Student Support Services; 25 PT Therapist; .25 OT Therapist; .25 Speech Therapist; .5 Tutor Coordinator; .5 Nurse; 1 Guidance; 1 Librarian; 1 Facility Mgr.; .5 Maintenance. |
RTS will have three primary administrators – an Executive Director, a Principal, and a Chief Operating Officer. There will be an Instructional Leader, Special Education Coordinator, and Director of Student Support Services who will also be providing direct services to students in addition to their administrative responsibilities. An Assistant to the Principal will track attendance and performance and assist with all communication from the Principal both internally and externally. An Administrative Assistant will be hired to work with the Executive Director and the Board to post meetings, transmit agendas, take and distribute minutes, and assist with all communications and outreach.

Additional faculty and support services staff will be hired or go from part-time to full-time as the school grows.

Explain the process of determining job positions, roles, and responsibilities.

Job positions, roles, and responsibilities were determined based on input received from founding members, other charter schools, and experts in the field. Our approach to hiring faculty will be derived from the idea that consistent teaching of extremely high quality is the most valuable resource of any school. We will strive to secure and retain many outstanding teachers. Teachers at RTS will fall into one of three categories: Novice, Intermediate, or Master. These categories will be determined as a product of credentials, experience, and ongoing performance at the school. Teaching responsibilities will vary by level. Novice teachers will assume a reduced teaching load, but will also serve as tutors. A significant portion of a Novice Teacher’s daily schedule will consist of professional development, in the form of classroom observations and conversations with other faculty. Intermediate teachers will teach 4 or 5 sections. Master teachers will assume additional responsibilities including serving as instructional team leaders, grade level heads, and mentors to Novice or student-teachers, with a reduced teaching load.

Teachers of core subjects will have to demonstrate subject matter competency through one of the following:

- Passing the appropriate MTEL subject matter test(s)
- Possession of an academic major in the appropriate subject(s)
- Possession of a graduate degree in the appropriate subject(s)
- Successful completion of coursework equivalent to an undergraduate academic major in the appropriate subject(s)
- National Board Certification
- Passing the Massachusetts High Objective Uniform State Standard of Evaluation (MAHOUSSE) for English as a Second Language/English Language Learner and Special Education teachers.

Teachers, including Special Education teachers, must pass the Communication and Literacy Skills test and the relevant subject matter knowledge test(s) within one year of their employment with RTS unless the first option above has already been met. Teachers of non core subjects will have passed the appropriate two-part MTEL examinations within the first year of employment or will already be licensed to teach in Massachusetts.

Describe the school’s plan for staff recruitment, advancement, and retention.

RTS will recruit staff through a variety of means, including posting openings on-line, in newspapers and educational publications, and through utilizing the help of Brewster Recruiting, a SOMWBA certified agency, who will assist the hiring committee in recruiting for the initial start-up phase of the school operations. Egmont Associates will assist in the recruiting of the leadership positions. Staff advancement will be based on experience and performance. As further detailed in the following sections, teaching staff will have the opportunity to progress from Novice to Master level. Staff will have the opportunity to be promoted as positions become available – internal staff will always be considered first when re-filling a position. Staff will also have ample time allotted for preparation and professional development.
development. It is our intention that staff retention not be a concern – that through opportunities for advancement, professional development, curriculum development, providing input, and team and school involvement, we will make the staff feel so much a part of the team and so committed to the school, the students, and their fellow team members, that they will not want to leave.

- Explain how individual base salaries and increases will be determined. Describe how faculty and administrators will be evaluated and by whom.

Individual base salaries will be determined according to the job and the average salary paid for that or a similar job in the area, as well as the person’s level of experience (e.g., the teachers’ salaries outlined above). Increases will be both cost of living and merit increases based on performance. Teachers will set professional goals for each quarter of the academic year with the Principal and Lead Instructor. Teacher performance will be partially measured by average Stanford-10 improvement at proficiency grade levels for which the teacher is responsible. Teacher classroom performance will also be evaluated three times a year by a Peer, Lead Instructor and Principal using a rubric such as that provided as an attachment. Teachers will also be evaluated twice a year by the principal and the Lead instructor based upon criteria such as extracurricular support for school culture and collaboration with other faculty. Our 20:1 ratio of students to full-time teachers reflects the fact that substitute teaching responsibilities will be assumed by in-house personnel. Building a staff large enough to designate in-house substitutes is vital to maintaining a cohesive, consistent academic school culture. The low student-teacher ratio also reflects the fact that advisory and tutoring will be staffed by in-house personnel with reduced workloads. Administrators will be evaluated by their supervisors, with the Executive Director evaluated by the Board of Directors. Administrator evaluations will be conducted annually utilizing a performance evaluation tool. All faculty and administrators will be evaluated based on the achievement of annual goals established in their individual development plans.

Professional Development – RTS teachers, administrators, and other school staff will be required to engage in professional development activities. Each staff person will have an annual development plan that will include the types of and number of professional development activities in which they will participate. RTS will allot time in each teacher’s schedule for preparation and professional development, and will designate time each quarter for a professional development day or half-day during which workshops and training sessions will be provided by both internal and external instructors. Staff will also be encouraged to engage in available outside opportunities as well, particularly during the summer. All professional development will be documented and documentation maintained in the staff person’s personnel file. Data will be kept regarding the hours of professional development engaged in by each staff member and by the staff as a whole.

Ideal Teacher – The qualifications of an ideal teacher for RTS will be a teacher who holds at least a Bachelors degree and a teaching certification in the respective field and has experience teaching and/or working with the RTS target population. He/she will be experienced in and comfortable with creating their own curriculum within established standards, utilizing different methodologies and approaches, teaching the subject matter to diverse students and skill levels, and working as a member of an instructional team. The attributes we will look for in an ideal teacher are: flexibility and creativity to think outside the box, to try new and different ways of doing things and communicating to and with students; a team player and supporter, ability to work as a member of a team, both an academic team as well as the overall school team, to work with and support fellow team members, and to foster the
school spirit; willingness to continuously work on and improve upon both curriculum and pedagogy to better serve the needs of students; compassion for the students and helping them achieve success; and passion for the ideals, philosophy, and approach of the school. He/she must also be comfortable having classes videotaped.

**Teaching Program** – Teachers at RTS will work from 9:00 AM to 5:00 PM Monday through Friday. All teachers will be expected to attend the 10 minute whole-school meeting beginning at 9:00 AM each day. Teachers will teach four classes each day on Mondays, Wednesdays and Fridays, and three classes each day on Tuesdays and Thursdays. Teacher schedules will allow for 125 minutes of preparation/personal development time (1 55-minute period and 1 70-minute period) each day on Mondays, Wednesdays and Fridays, and 140 minutes of preparation/personal development time (2 70-minute periods) each day on Tuesdays and Thursdays. Teachers will be responsible for 80 minutes of “duty” in total each day, which might include lunch duty, academic advising and extracurricular activities.

### III. E. FACILITIES AND STUDENT TRANSPORTATION

#### III. E. 1. Facilities

Our search for a facility has focused primarily on the city of Salem, due to its accessibility to public transit. To date, we have identified two options in Salem that we feel are viable. We have attached letters from both landlords regarding usage of their respective sites. They would both allow us the opportunity to be ready to open in September 2010 as planned. They are:

**Former St. Joseph School, 160 Federal Street in Salem:** The St. Joseph School was a private, Catholic elementary school with students in Pre-Kindergarten through Grade 8; the school closed in June 2009 and the building remains vacant. The Federal Street location is accessible by MBTA bus and commuter rail. Members of the founding group have spoken with the Archdiocese of Boston about leasing the facility and have toured the site. Renovations would need to be made prior to September 2010 in order to comply with ADA regulations and make the existing facility accessible to all, but the work could be completed within the necessary timetable.

**Shetland Park, 45 Congress Street in Salem:** Located on thirty acres of oceanfront property, Shetland Park is a 1.5 million square foot business center, surrounded on three sides by water with magnificent views of Salem Harbor, Baker's Island, and Pickering Wharf. The founding group has had serious discussions with Tom Kent of Shetland Properties about leasing a 34,000-square-foot space that is currently available in Building 4, which also houses the Salem Registry of Deeds and the state Department of Children and Families. Salem Academy Charter School is also located at Shetland Park, in another building; the space that RTS would like to lease is similar to the space occupied by Salem Academy, and would be a self-contained space with entrances on either end. The Shetland Park location is advantageous because it offers a great deal of space on a single floor, and one of the space’s two entrances is currently ADA accessible. The site is within walking distance (less than 1 mile) of the Salem Depot (MBTA commuter rail), and there is also a bus that runs from the train station to Shetland Park. Given all these factors, the Shetland Park location is our first choice for the site of RTS, particularly because the space would be ready within the necessary timetable with very little build out.

The budget reflects the rental of a facility and making minimal renovations in year one to meet local building requirements for use of the facility as a charter school, and each summer making changes to the internal structure to bring the space up to its maximized use. Since Salem Academy Charter School is already located in Shetland Park, the landlord is familiar with the requirements and willing to make all necessary accommodations. The building is already handicapped accessible.

#### III. E. 2 Student Transportation

RTS will utilize the MBTA bus and/or commuter rail systems for transportation for the majority of its students. To date we have identified 22 bus routes and a number of commuter rail stops that would allow students to be able to access the school’s targeted location. Students will be able to walk to the school from the Salem Depot, for those

✔ **Describe the financing plans and proposed budget for acquisition (purchase, lease, etc.) of a facility and any necessary renovations to it to meet the school’s needs, to meet all local building requirements for use of the facility as a charter school, and to meet accessibility requirements.**

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who take the train or have a parent/caretaker that drives there to take the commuter rail. A number of students from Salem and Peabody will be able to walk to school from home. In fact, students living in South Peabody will not only be within walking distance to RTS, they will actually be much closer to RTS than to Peabody High School, which is located in North Peabody. RTS will purchase monthly passes for those students who utilize the MBTA system to commute to school. If during our enrollment process we learn that transportation to the school is a barrier for some students (e.g. students who are physically challenged), we will make every effort to accommodate those students and we are in discussions with the North Shore Arc to provide these students with transportation to and from RTS.

III. F. SCHOOL FINANCES

   III. F. 1 Fiscal Management

✓ Explain the structure and process for managing the school’s finances. Who is responsible and what are his/her qualifications?

The Executive Director will work with the Board’s Finance Committee to establish fiscal accountability procedures. While the Executive Director will have ultimate responsibility for the school’s finances, the Chief Operating Officer will have the day-to-day responsibility for overseeing the accounting and bookkeeping services as well as fundraising activities. The Chief Operating Officer will be someone with significant administrative experience, including fiscal oversight. He/she will approve payments of invoices and payroll, and will oversee fiscal operations. We will look to be more cost effective and efficient by outsourcing bookkeeping and payroll services to cost effective, experienced, and well-referenced organization(s), rather than employing more costly full-time staff. The outsourced services will work closely with the COO and staff and keep the COO informed of all fiscal transactions and any potential issues. Fiscal reports will be provided on a monthly basis to the Executive Director, who will then report monthly on the school’s fiscal situation to the Board.

✓ Describe the fiscal controls and financial management policies the board of trustees will employ to remain informed of the school’s financial position.

The Finance Committee and Executive Director will establish fiscal controls and financial management policies utilizing the Recommended Fiscal Policies and Procedures Manual developed by DESE, and Generally Accepted Accounting Practices. They will develop a financial policies manual which will designate policies and procedures and roles and responsibilities, ensuring separation of functions, with regard to: budgeting; internal controls; cash management; procurement; contracting; billing; payroll and timesheets; inventory; expenditures; cost allocation; revenue; payment of taxes; and financial reporting. The Executive Director will submit a proposed budget to the Finance Committee prior to the start of each year, providing an analysis of projected revenues and expenditures. Upon Finance Committee approval, the budget will be submitted for approval to the full Board.

✓ Describe how the school will track finances in its daily business operations in order to maintain needed cash flow.

The Chief Operating Officer will be responsible for tracking and monitoring finances in daily business operations and the maintenance of needed cash flow and reporting it to the Executive Director. The Executive Director will have to approve and sign checks. The Board will set dollar limits for expenditures and contracts above which the Board Treasurer must provide approval and which will require the signatures of both the Executive Director and the Treasurer.

   III. F. 2. Operating Budget and Budget Narrative

A copy of our completed budget is attached.

Pre-Operating Budget March 1, 2010-June 30, 2010 – The budget as it relates to Pre-Operational activities will rely heavily on the volunteer efforts of the founding members and product based contracting. We will be prepared to execute the implementation of hires and the ordering of goods and services once cash has been identified that will be in hand to make payments. One means to such will be the Nonprofit Fund and other entities who are known to loan money based on government contractual arrangements. Any dollars that are able to be spent prior to June 30, 2010 will be reduced from the projections in year 1. There are three key areas where waiting is not an option: DESE
charterschoolcompliance, bookkeeping, andgrantwriting. The founding group has identified a number of sources that might provide funding prior to opening.

Operational Budget July 1, 2010-June 30, 2013 – In the attached budget documents RTS has included a contingency amount set aside of 1% of operating revenues and 3% in subsequent years. RTS is expecting to have a positive cash balance at the end of year one. While RTS has projected 1.25% inflation, it is not the intent of RTS to be looking for an increase in revenue to cover increases in costs in the first three years. RTS will review the actual tuitions being received and adjust accordingly to promote retention. However, RTS has set aside funding for bonuses in year in two and three to be tied to student goals and school goals. It is expected that year one will be the most difficult from the view point of putting in place the many functions of opening a new school. The success of the school and students will be dependent upon its staff, and RTS intends to reward those results. RTS has taken into consideration the fact that the Federal starter grant is only in the first several years of the charter. The number of students that will be attending the RTS by the beginning of year three should be adequate to replace the revenue. Since the facility flat rate of $893 does not adequately cover facility costs, it is necessary to utilize a piece of the tuition to fully cover these costs. Therefore, raising additional money in order to provide the instructional efforts RTS intends for our students must occur. In addition, the amount of 1:3 and 1:1 tutoring as well as student support services will require additional funding. RTS’s strategy of outsourcing grant writing to someone who has won proposals from foundations, and developing a plan for individual and business giving makes founding members reasonably comfortable with our fundraising goal for the first three years. Other than a loan for initial cash flow, RTS does not foresee a reason to obtain any other financing at this time. More details are provided in the attached budget.

III. G. ACTION PLAN

Following the next section is a detailed action plan of the all of the steps to be carried out in the implementation of the RTS charter school in order to have start-up effective in September of 2010. We have also completed the DESE Action Item Checklist, designating specific items, dates, and persons responsible, to ensure that all required compliance actions and documents are completed and/or submitted as required.

IV. HOW WILL THE SCHOOL DEMONSTRATE THAT IT IS FAITHFUL TO THE TERMS OF ITS CHARTER?

IV. A. PROCESS

In RTS’s first year of operation the Board of Directors, in conjunction with the Executive Director and the Principal, will be responsible for defining and overseeing the process of creating an effective Accountability Plan for the school. The Board, Executive Director and Principal will collect and analyze the data to evaluate the school’s progress toward its Accountability Plan objectives.

IV. B. ACCOUNTABILITY PLAN OBJECTIVES

IV. B. 1 Academic Success

For each objective, please describe the assessment that will be used to evaluate student performance and identify specific achievement targets for this performance. Because the objectives are to be accomplished by the end of the fifth year, please provide benchmarks the school will reach along the way.

<table>
<thead>
<tr>
<th>Goal #1: Students at RTS Charter High School will pass the MCAS.</th>
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</thead>
<tbody>
<tr>
<td>Type of Measure:</td>
</tr>
<tr>
<td>MCAS</td>
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Road to Success Charter High School
Goal #2: Students at RTS Charter High School will meet the level of proficiency required to graduate.

<table>
<thead>
<tr>
<th>Types of Measures</th>
<th>Benchmarks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford 10</td>
<td>RTS Charter High School will have each grade cohort show an average improvement of greater than or equal to three normal curve equivalent (NCE) points on the Stanford 10 (reading and math) until the average is 70.</td>
</tr>
<tr>
<td>PSAT</td>
<td>RTS Charter High School’s Level 3 students will have a PSAT score that shows a proficiency of 70% or more.</td>
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<tr>
<td>Internal Testing</td>
<td>RTS Charter High School will have 75% of students score 70 or better on language arts and math internal assessments.</td>
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Goal #3: Students at RTS Charter High School will be sufficiently prepared to succeed in college and career.

<table>
<thead>
<tr>
<th>Type of Measure</th>
<th>Benchmarks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow-up Data</td>
<td>RTS Charter High School will have 100% of its graduates accepted to at least one higher education institution.</td>
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<tr>
<td></td>
<td>95% of graduates will be enrolled in higher education, employed, and/or in an organized service program by the fall after graduation.</td>
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</table>

IV. B. 2 Organizational Viability

For each objective, please describe the indicators that will be used to evaluate the school’s organizational viability. These goals should demonstrate (if they are met) that there is sufficient demand for the school, that the school manages its finances effectively, and that the school exercises sound governance and management.

Goal #1: RTS Charter High School will manage its finances effectively.

<table>
<thead>
<tr>
<th>Benchmarks:</th>
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</thead>
<tbody>
<tr>
<td>Annual audits will demonstrate that internal controls are operating as designed, the school is fiscally responsible, compliant with generally accepted accounting principles, and prudent with public funds.</td>
</tr>
<tr>
<td>RTS Charter High School will have a balanced budget that maintains the integrity of academic programming at the school.</td>
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<tr>
<td>RTS Charter High School will maintain cash reserves equivalent to three months of the operating budget.</td>
</tr>
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Goal #2: There will be sufficient demand for RTS Charter High School.

<table>
<thead>
<tr>
<th>Benchmarks:</th>
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</thead>
<tbody>
<tr>
<td>By year 3, RTS Charter High School will maintain an enrollment each year of 90% of its projected student population.</td>
</tr>
<tr>
<td>RTS Charter High School will have enrollment at 100% with a waitlist of at least 25.</td>
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<tr>
<td>RTS Charter High School will have at least 95% of its students return each year.</td>
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Goal #3: RTS Charter High School will exercise sound governance and management.

<table>
<thead>
<tr>
<th>Benchmarks:</th>
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<tbody>
<tr>
<td>RTS Charter High School’s Board will evaluate the head of the school annually, who in turn will evaluate the administration. The Board will also evaluate itself.</td>
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<tr>
<td>RTS Charter High School will have its Board develop an annual strategic plan that will be evaluated at the end of each year.</td>
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<tr>
<td>RTS Charter High School’s Board will set annual goals to be reviewed quarterly and will achieve 85% of its annual goals each year.</td>
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</table>
IV. B. 3 Faithfulness to Charter

Please describe the indicators that will be used to evaluate the school’s faithfulness to its original charter. These goals should demonstrate that the school is effectively implementing the core programs and mission elements described in this application.

<table>
<thead>
<tr>
<th>Goal: RTS will effectively implement the core programs and mission elements described in its application.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks:</strong></td>
</tr>
<tr>
<td>RTS Charter High School Board members will contribute diverse skills and expertise where necessary to meet the</td>
</tr>
<tr>
<td>mission of the school and to provide oversight for all aspects of the school.</td>
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<tr>
<td>RTS Charter High School will have a student body which reflects the population of the three sending districts.</td>
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<tr>
<td>RTS Charter High School will have all of its classes conducted with attention given to individual learning styles in line</td>
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<tr>
<td>with students’ Learning Achievement Plans (LAP).</td>
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<tr>
<td>100% of RTS Charter High School students will engage in academic tutoring (with a ratio of no more than 1 tutor to 3</td>
</tr>
<tr>
<td>students).</td>
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<tr>
<td>100% of student LAPs will be reflective of their individual academic and non-academic goals that will address their</td>
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<tr>
<td>individual barriers due to language or life issues (i.e., English Language Learners, those involved with DCF,</td>
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<tr>
<td>homeless, or pregnant/parenting).</td>
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<tr>
<td>At least 1 course in every major (core) subject area will be taught online.</td>
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<tr>
<td>RTS Charter High School’s community relationships will focus 50% on academics and 50% on character, culture, or</td>
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<tr>
<td>community within the student’s LAP.</td>
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IV. C. NARRATIVE

In no more than two paragraphs, please give a narrative description of the key indicators of success you would like a renewal inspection team to see during their three-day visit in the school’s fourth or fifth year. What would be a few of the key pieces of evidence you would expect the renewal inspection team to find that demonstrate the school has been successful?

We would like the renewal inspection team to see a vibrant, lively school, in which staff and students are engaged, involved, and committed. We would like them to see that: we have sufficient enrollment and a limited number of dropouts; students are progressing significantly from where they started and from level to level; students are passing MCAS tests; and all fourth level students graduate and go on to post-secondary education and careers well prepared. We would like them to see a diverse student population whose needs are being met. And that LAPs are being completed and followed for every student.

A few key pieces of evidence we would expect the inspection team to find would be: the results of parent surveys demonstrating that parents are happy with RTS and the work we are doing with their students; student test results; student LAPs; and interviews with students and teachers demonstrating that they are happy with the operation of the school and the achievement of students.

IV. D. DISSEMINATION

Discuss ways in which the charter school will be able to provide educational models, including programs, curriculum, and teaching methods that can be replicated by other public schools.

RTS will be focusing initially on becoming organizationally and academically viable, on collecting data, monitoring and evaluating all facets of the school, and documenting our results and achievements. RTS will then develop an informational folder which will provide all of the key elements of the school, its programs, curriculum, teaching methods, and results so that it can be shared with and replicated by other public schools. In addition, we will write articles for various publications and provide the information on our website where it can be accessed directly or through a link provided within other web pages. RTS staff will meet with other school personnel, provide tours, and present at workshops or conferences where we can share our best practices in greater detail. Moreover, we will invite our college partners to study our work and results and publish their findings.