

Roxbury Preparatory Charter School 2023-2024 Annual Report

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Introduction to the School

Roxbury Preparatory Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston
Regional or Non-Regional?	Non-regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014, 2019, 2024
Maximum Enrollment	1800	Current Enrollment (as of June 15, 2023)	1138
Chartered Grade Span	5-12	Current Grade Span	5-12 Mission Hill: 5-8 Lucy Stone: 5-8 Dorchester: 5-8 High School: 9-12
Number of Instructional Days per school year (as stated in the charter)	180	Students on Waitlist (7/15/2024)	17
Final Number of Instructional Days during 2022-2023 School Year	185	Age of School	25 years
School Hours	7:45AM – 3:30PM M-T (7:45 AM – 12:30PM Friday)		
<p>Mission Statement: Roxbury Preparatory Charter School, a public school, prepares its students to enter, succeed in, and graduate from college. Roxbury Prep is founded on the philosophy that all students are entitled to and can succeed in college preparatory programs when: 1) the curriculum is rigorous, engaging, and well-planned; 2) the school emphasizes student character, community responsibility, and exposure to life’s possibilities; and 3) a community network supports student academic, social, and physical well-being.</p>			

Letter from the Chairperson of the Board of Trustees

July 2024

To the Office of Charter Schools and School Redesign at DESE,

It is my pleasure to present to you the 2023-24 Annual Report for Roxbury Preparatory Charter School. As we head into the 2024-25 school year, we are excited to celebrate Roxbury Prep's 25th anniversary! We have so much to look forward to as construction of our brand-new school facility at 71 Proctor Street is well under way, bringing a rejuvenating hope to our community and a permanent home for our students. Our new facility will house two schools, our high school and the current Mission Hill Middle School. These schools will be named Roxbury Prep High School (RPHS) and Roxbury Prep Proctor St. (RPPS) respectively. Our students will enjoy a full-sized gymnasium, performing arts spaces for stage production, state-of-the-art science labs, an art room, and a large cafeteria. This new facility is an investment in our students, in our families and in our community and we are looking forward to our grand opening in the Summer of 2025!

As always, we remain committed to our mission to support our students to and through college as evidenced by 99% of the Roxbury Prep High School Class of 2024 being accepted into a 2- or 4-year college. Many students were honored with robust scholarships, including six full scholarships through the Questbridge and Posse Scholar programs, allowing our students to attend highly competitive schools such as Princeton, Vassar, Vanderbilt and Holy Cross without the burden of college debt. We are humbled by the responsibility and opportunity to prepare Boston's youth to enter, succeed in, and graduate from college.

Roxbury Prep is urgently addressing the learning loss students continue to face since the pandemic. This year we focused on helping students master rigorous standards and deepen their relationships with peers and staff. In response to significant learning gaps, we have reviewed and adjusted our curriculum in both our high school and middle schools to prioritize key standards. Our instructional leaders worked to "water up" the curriculum, identifying additional skills students needed to access the rigor of the standards, and then built in critical opportunities to practice these skills. While we have yet to return to pre-pandemic levels, we are making progress as seen in our MCAS results this year. At both our middle schools and our high school, we saw year-over-year growth in Proficiency on the ELA and Math MCAS tests, outperforming the state growth levels. Also demonstrating our gains, Roxbury Prep's Student Growth Percentile (SGP) for the 2023 MCAS at our middle schools, hit the High Growth threshold for both Math and ELA, outperforming the Boston Charter school average.

Our schools are dedicated to supporting the social and emotional needs of students and families. Our Social Work Supervisor ensures that social work teams across all campuses provide the necessary resources and support. Students participate in lessons to build social and emotional skills, fostering a common language and emotional resilience. Roxbury Prep campuses offer various activities like sports, student government, LGBTQ+ affinity groups, and clubs for organic student engagement.

Strengthening relationships with families continues to be a top priority, as it is essential for student success. We established family councils at each campus to enhance collaboration and elevate parent voices. These councils met quarterly, facilitated by principals and directors of operations. Our Parent Partners for Advocacy group addressed key issues like food insecurity and charter school support, and they organized school initiatives such as celebrating teachers and honoring the RPHS senior class. We maintained regular communication with families through bi-monthly Advisor calls, monthly newsletters, and feedback surveys.

Roxbury Prep is committed to analyzing school structures through a Diversity, Equity, and Inclusion (DEI) lens. We ensure our curriculum is culturally responsive and we provide five DEI learning opportunities for

staff annually. We are dedicated to combating racism, fighting for social justice, and fostering an environment of love, respect, safety, and learning.

In 2023-24, Roxbury Prep was led by Regional Superintendent of Operations Kim Kinsman, Regional Superintendent of Instruction Tera Carr and John Verrilli as our Regional Senior Director. Under their strong leadership, we continue to see strong retention for school leaders and staff. All of Roxbury Prep's campuses will be led by veteran Principals and Directors of Operations in the coming school year.

This school year has been unifying for our community in many ways. We came together with urgency as we innovated around closing learning loss gaps, reevaluating exactly what tools and skills our students needed to flourish academically and emotionally. We look forward to the school year ahead, our 25th anniversary, and are excited about creating a school environment where our students can thrive.

Sincerely,



Ruven Rodriguez
Chairperson, Roxbury Preparatory Charter School Board of Trustees

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

In 2023-24, Roxbury Prep operated three middle schools and a high school: the Mission Hill Campus served grades 5-8; the Lucy Stone Campus served grades 6-8; and the Dorchester Campus served grades 5-8. The High School served grades 9-12, graduating its 6th senior class.

Criterion 1: Mission & Key Design Elements

Roxbury Prep Charter School's mission is to prepare its students to enter, succeed in, and graduate from college. This mission is deeply felt throughout the entire Roxbury Prep community and is used as a guiding force for decision-making on everything from curriculum development to family engagement, to school systems. Roxbury Prep strongly believes that when provided with supportive structures and appropriate resources, all students can achieve this mission.

Key Design Elements

Key Design Element #1: High academic expectations for all students through a standards-aligned, rigorous academic program that prepares all students for success in college and beyond.

Roxbury Prep schools use curriculum development by master teachers at Uncommon Schools. This curriculum provides a rigorous framework aimed at providing high-quality education to underserved communities. The curriculum is aligned with Common Core standards and focuses heavily on literacy and math, starting from early grades. Literacy instruction emphasizes deep reading comprehension, critical thinking, and expressive writing, aiming to cultivate a lifelong love for reading. In math, the curriculum

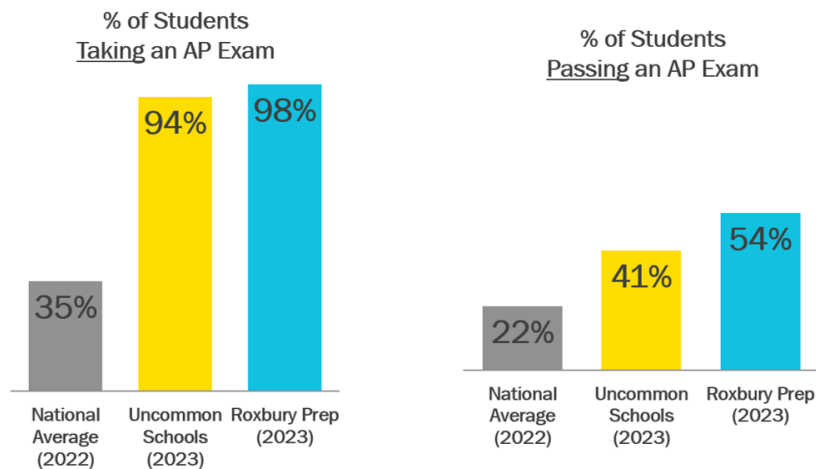
ensures students master foundational concepts through problem-solving and real-world application, preparing them for advanced mathematics in later years.

The curriculum also incorporates a structured approach to science and social studies, encouraging inquiry and experimentation. In science, students engage in hands-on experiments and critical analysis to understand key principles. Social studies focus on broadening students’ understanding of history, geography, and civics, fostering a sense of social responsibility and cultural awareness. The curriculum integrates essential life skills, such as critical thinking, teamwork, and problem-solving, making learning both challenging and engaging.

A notable aspect of Uncommon Schools’ curriculum is its focus on character development. Alongside academic growth, the program prioritizes values like resilience, respect, and leadership. By combining these elements, the curriculum seeks to create not just academically capable students, but also well-rounded individuals prepared to succeed in college and beyond. Teachers receive extensive training to deliver the curriculum effectively, ensuring consistent quality across all schools.

Almost all Roxbury Prep High School students take Advanced Placement courses to prepare them for college level coursework, and the AP exam is a key measure of college readiness. 98% of this year’s graduating class completed at least 5 AP Classes and 54% scored a 3 or higher on their AP exams. This compares to 35% and 22% of students nationally. Roxbury Prep believes that these results are a positive indicator of the effectiveness of its middle and high school program in preparing students to enter and succeed in college.

Our Roxbury Prep high school students participate in AP exams at exceptional rates and pass AP exams at more than double the national average.



Roxbury Prep prioritizes a culturally responsive curriculum, using texts with authors and characters of color and addressing issues which impact the communities we serve. Our schools use an approach of “windows and mirrors” to ensure students see themselves in the texts they read and learn about the world. We help our students take ownership over their own education, including choosing electives and understanding how to achieve a 3.0 GPA. Roxbury Prep’s middle school programs lay the foundation for both high school and college through their rigorous curriculum, field trips to college campuses, and social and emotional development.

Key Design Element #2: College preparatory programming and counseling.

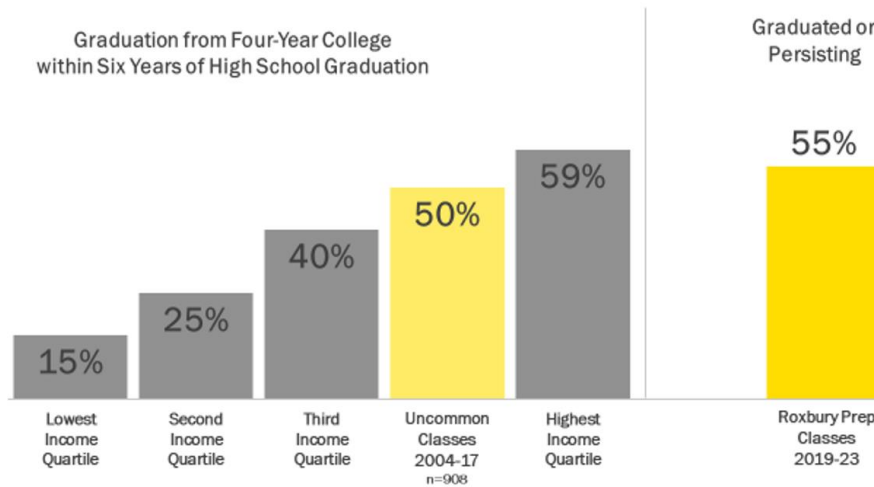
Our high school has a robust College Access and Success team which supports our students in all aspects of the college application process. Our college counselors help with SAT and ACT test preparation, collecting high school transcripts, editing personal essays, helping students file their FAFSA forms, and submitting college applications. They actively organize school visits by college recruiters as well as student trips to college campuses. The team further supports college preparation by coordinating student participation in summer and year-long enrichment programs to strengthen preparation for college.

For school year 2023-24, we have seen success in achieving our mission of getting students into college. **98% of our senior class has been accepted into a 2 or 4-year college or university for the fall of '24**, with six students winning prestigious Questbridge and Posse Scholarships. Our graduates are attending institutions such as Northeastern, UMass Amherst, Boston College, Howard, Princeton and many others. In our most recent family survey, 77% of respondents agreed or strongly agreed with the statement, “My school is helping prepare my child for college.”

Roxbury Prep knows that the transition to college can be a challenge for many students, so to further fulfill its mission and support Roxbury Prep alumni as they complete their college education, Roxbury Prep has developed an Alumni Services team. We employ Success Coaches who are in regular contact with our alumni to support their journey through college. Our coaches develop connections with each alum and provide a variety of support services as our students navigate their post-secondary world.

This work has paid dividends in helping our alumni through college. Roxbury Prep HS graduates are persisting and on-track to graduate at rates comparable to their most economically advantaged peers. 55% of Roxbury Prep students in graduating classes 2019 – 2023 are persisting in a 4-year college vs. graduation rates of 59% of students nationally in the highest income quartile. See chart below.

55% of Roxbury Prep’s recent high school grads are still enrolled in 4-year colleges



Key Design Element #3: High behavioral expectations for all students through a supportive, structured school environment that maximizes time spent on student learning and creates opportunities to build strong character.

To help fulfill our mission of building student character and community responsibility, Roxbury Prep’s middle schools employ an “Ubuntu” system. Ubuntu is a word from the Zulu language, sometimes translated as “I

am because we are” or “humanity towards others,” meaning that individuals are part of a larger and more significant communal world. Ubuntu Points are a way to publicly praise scholars whose daily actions exemplify the school’s values of scholarship, compassion, determination, and courage.

Our schools also prioritize community building through our Morning Circles (MS) or Mountaintop Meetings (HS). Each day starts with a whole school or grade level community meeting where we celebrate student successes, build and reinforce key social and emotional learning, hold restorative space, discuss current events, explore social justice issues, and reinforce our collective power as a community.

Roxbury Prep helps students explore their interests and unlock possibilities through a robust offering of co-curriculars and internships through our High School 2.0 program. Students learn to build talent and voice, while exploring their passions and learning leadership skills as they build their college resume. Students participate in “HS 2.0” co-curriculars several times a week with a wide variety of activities to choose from, everything from student government and chess to e-sports and robotics.

Roxbury Prep students also have the opportunity to explore the world beyond the classroom with internships at Harvard Medical School’s [Med Science Program](#), at [Pison Technology](#), an Artificial Intelligence start up, and at Suffolk Construction, the company working with Roxbury Prep to build our new school facility in Roxbury.

Key Design Element #4: Robust professional development for teachers at all levels of experience.

Roxbury Prep and Uncommon Schools are national leaders in educator training and development for one reason: we believe our students deserve our best, so we strive to get better every day. Every teacher, leader, or team member at Roxbury Prep receives high-quality one-on-one coaching, support, and professional development throughout the school year. Our dual leadership model allows our principals to be in classrooms every day, observing teachers and giving real-time feedback so teachers can continually improve.

Our new staff all begin their school year in the first week of August and receive three weeks of professional development to prepare for the new school year. Our returning staff begin the second week of August and have two weeks of professional development before the school year starts. This time allows new teachers to receive introductory training on Uncommon’s methodology, gives returning teachers time to hone their skills, and ensures that all staff members remain updated on policy expectations. During the school year, every Friday afternoon is reserved for professional development from 1:30pm-4:30pm, averaging about 75 hours during the school year. Additionally, teachers get individual coaching time, participate in weekly data meetings and receive real-time feedback during classroom observations.

Professional development has been a foundational component in our commitment to continuous improvement and growth. We have added critical new sessions on relationship-building, culturally responsive teaching, Diversity, Equity and Inclusion, Restorative Justice Practices, Social and Emotional Learning, and Trauma-Informed Practices.

Key Design Element #5: Quarterly assessment and response to data systems to promote maximum student growth.

Collecting extensive data on student performance is a cornerstone of our work as it is used to inform instruction, curriculum planning, and student interventions. This data is collected in many ways, including but not limited to the Next Generation MCAS exams, our internal Interim Assessments (IAs), AP exams, PSAT and SATs, power practice quizzes (internal), daily exit ticket data (internal), mCLASS data, NWEA and more.

Roxbury Prep relies on quarterly data from our Interim Assessments in ELA, math, history, science, Spanish and AP Capstone to celebrate areas of strength, identify trends in misunderstanding, and plan remediation of certain skills when necessary. IAs are a highly responsive data collection tool, Because IAs are taken across

all 50+ Uncommon Schools campuses, Roxbury Prep receives comparative data for each exam, and we collaborate with network experts when analyzing IA results. IA performance has also been part of Roxbury Prep’s Accountability Plan. Our measures for IAs are set against Uncommon Schools averages, which is a very high bar as Uncommon runs some of the highest performing charter schools in the country.

Interim Assessment results are used by teachers to review individual student progress and sort students into intervention groups. Data is disaggregated by school, by grade level, by content area, and by various subgroups, including students with disabilities and English Language Learners.

Interim Assessments are also used to adjust our curriculum. Each year, Uncommon Schools’ curriculum team revises the curriculum based on state test results, interim assessment results, and other indicators of student progress. This ensures that curriculum is regularly updated to both align to state standards and to reflect areas where students demonstrate the most need for review. Each content cycle also has several days reserved for teachers to respond to the data and identify areas where their students need practice.

Amendments to Charter

Roxbury Prep’s Board of Trustees did not request any amendments to our school’s charter in 2023-24.

Criterion 2: Access and Equity

To review 2023-2024 student enrollment by race/ethnicity data for Roxbury Prep please utilize the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04840505&orgtypecode=6&>

Student Race and Ethnicity	
Race/Ethnicity	% of School
African American	53.8%
Asian	0.7%
Hispanic	40.8%
Native American	1.4%
White	1.3%
Native Hawaiian, Pacific Islander	0.1%
Multi-Race, Non-Hispanic	1.9%

To review 2023-2024 Selected Populations data for Roxbury Prep please utilize the following link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04840505&orgtypecode=6&leftNavId=305&>

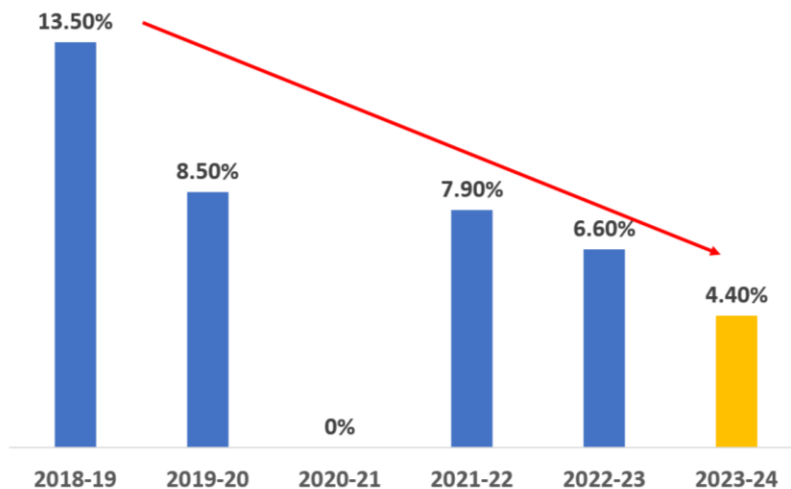
Selected Populations	% of School
First Language not English	42.8%
English Language Learner	17%
Low Income	78%
Students with Disabilities	18.4%
High Needs	87.5%

To review 2022-23 Student Discipline data for Roxbury Prep please utilize the following link: <http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04840000&orgtypecode=5&=04840000&>
 The data can also be found in the table below.

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Non-Arrest Law Enforcement Referral
All Students	1,385	92	0.1	6.6	0.0	0.0	0.3	0.0	0.0
English Learner	278	12	0.4	4.3	0.0	0.0	0.0	0.0	0.0
Low Income	1,116	81	0.2	7.3	0.0	0.0	0.4	0.0	0.0
Students w/disabilities	282	32	0.7	11.3	0.0	0.0	1.1	0.0	0.0
High needs	1,232	85	0.2	6.9	0.0	0.0	0.3	0.0	0.0
Female	630	36	0.0	5.7	0.0	0.0	0.3	0.0	0.0
Male	755	56	0.3	7.4	0.0	0.0	0.3	0.0	0.0
Amer. Ind. or Alaska Nat.	3								
Asian	8	0							
Afr. Amer./Black	762	52	0.1	6.8	0.0	0.0	0.4	0.0	0.0
Hispanic/Latino	565	36	0.2	6.4	0.0	0.0	0.2	0.0	0.0
Multi-race, Non-Hisp./Lat.	31	3							
Nat. Haw. or Pacif. Isl.	2								
White	14	1							

Roxbury Prep is committed to ensuring all students, especially our students with disabilities and multi-language learners, have access to a quality education and are provided the services they need to succeed. Throughout the 2023-24 school year, our schools prioritized our commitment to strengthen diversity, equity, and inclusion and become a better anti-racist organization that advances social justice.

Since February of 2019, Roxbury Prep has been working hard to develop and implement new culture systems and improve discipline practices, designed with an equity lens, to prioritize restorative practices over exclusionary discipline. We hold regular professional development sessions for our deans, school leaders, and staff on restorative practices so they are prepared to support conflict resolution, peer mediation, and family and student conferences. We know that building stronger student-teacher relationships and focusing on healing leads to more equitable outcomes, particularly for Black and Latinx students. This work has been very successful. **Over the last six years, Roxbury Prep has lowered its Out-of-School Suspension rate from 13.5% in 2018-19, to 4.4% in 2023-24.**



In addition to reductions in overall suspension rates, Roxbury Prep has made great progress in either closing or narrowing disparities in suspension rates by subgroups (race, gender, disability, and ELL status). For the 23-24 school year, Out-of-School suspension rates for were lower than the overall rate for multilingual learners, economically disadvantaged, female, and LatinX student groups. Students with Disabilities were suspended at a slightly higher rate (7.7% v 4.4%). but that disparity has decreased each year for the last 5 years.

In February 2024, Education Commissioner Riley removed the final condition placed on Roxbury Prep’s charter, that the school “improve school climate, discipline policies, and school culture practices for all student groups.” In making this decision, the Commissioner noted Roxbury Prep’s reduction in overall suspension rates as well as the declines in disparities in suspension rates among different student groups.

Criterion 4: Dissemination Efforts

Roxbury Prep recognizes that charter schools were created, in part, to spur broader systemic change. With this in mind, the school has implemented several strategies for sharing and spreading its best practices through these collaborative efforts.

Below you will find a table listing all of the best practices we shared during the school year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices?	Result of dissemination
Observing best practices in: Community Meetings Capstone/Essential Question presentations Overall school culture Math classes	School Visit	Mission Hill Principal Mission Hill DOO Mission Hill Teachers	Salem Academy School leaders	Sharing best practices for strong teacher culture where there is rigorous academic offerings and clear expectations being met.
Instructional practices for Multilingual Learners	External Professional Development	Director of Individual Needs	Teachers, principal, executive director, assistant principal at Baxter Academy in Portland Maine	New techniques to serve multilingual learners were immediately adopted and long-term plans were developed
IEP meeting best practices	BPS certification course	Director of Individual Needs, Individual Needs Coordinators	Teachers, paraprofessionals from BPS and other Boston Charter Schools	Shared best practices around IEP meetings, manifest determination reviews, and other meeting structures for the benefit of meeting participants

Parent meeting structures	Athena K-12 professional development	Director of Individual Needs	IEP team chairs at other Massachusetts public schools, including the BPS, Match, Excel and others	Shared meeting structures and templates with other IEP team chairs at Athena K-12 professional development
Weekly Data Meetings	8 hours of online monthly coaching, 12 days of in-person coaching, walking schools throughout the 23-24 school year	Tera Carr, Regional Superintendent of Instruction	Superintendent, principals, principal coaches in Halifax County North Carolina	Growth in Math I at two high school campuses, two campuses meeting state growth
Observation and Feedback	2 days of professional development, one in November and one in May	Tera Carr, Regional Superintendent of Instruction	Principals and coaches and district leaders in Conroe, Texas	Trained team on leading observation and feedback meetings
Weekly Data Meetings	1 day of professional development in May	Tera Carr, Regional Superintendent of Instruction	Principals and coaches and district leaders in Conroe, Texas	Trained team on weekly data meetings
Weekly Data Meetings	1 day of professional development in July	Tera Carr, Regional Superintendent of Instruction	Principals and coaches and district leaders in Detroit, Michigan	Trained team on weekly data meetings
Individual Needs Conferences	Individual Needs Conferences participants	RPDC Principal, RPDC SPED teachers	MCPSA	Increased understanding of current best practices with IN students
Managing a two campus High School	Zoom Meeting	Regional Senior Director	KIPP NYC <ul style="list-style-type: none"> Principal Assistant Principal of Teaching and Learning Principal in Residence Director of Academics and Data Systems 	KIPP NYC is piloting a number of programs at their current High School. Roxbury Prep shared its best practices around programming and systems for a two-campus high school model.

			<ul style="list-style-type: none"> • Director of Teaching and Learning: STEM • Director of Advocacy • Special Projects Manager 	
<p>Charter School navigating large CMO</p> <p>Establishing a strong school culture</p> <p>Teacher Training & Retention</p>	School Visit	<p>Mission Hill Principal</p> <p>Mission Hill DOO</p> <p>Mission Hill Teachers</p> <p>Regional Senior Director</p> <p>Dir of Development</p>	Harvard Business School Students and Professor	Instructional information for Business School students studying Charter Schools
<p>Sharing best practices around social media and traditional media to amplify the stories of the charter public school community</p>	Weekly Zoom Meetings	Associate, External Affairs Roxbury Prep	MA Charter schools in the MCPSA “Charter Speaks” community	Shared best practices around social media and traditional media to increase site traffic and bring awareness to MA charter schools
<p>Sharing best practices around mobilizing school families for advocacy</p>	Monthly In Person and Zoom meetings	<p>Regional Senior Director</p> <p>Associate, External Affairs Roxbury Prep</p>	MA Charter schools in the MCPSA Community Mobilization working group	Shared best practices and systems for creating and growing family advocacy groups
<p>Sharing charter school best practices on Finance and Instruction</p>	Bi-annual In Person Meetings	Regional Senior Director	MA charter school leaders in MCPSA	Shared best practices including: Sector Level Challenges and Opportunities School-Level Beliefs, Policies, and Practices to be Learned and Unlearned to Foster Instructional Coherence

Criterion 5: Student Performance

Roxbury Prep’s most recent report card can be found here:

<https://reportcards.doe.mass.edu/2023/districtreportcard/04840000>

Collecting extensive data on student performance is a cornerstone of our work as it is used to inform instruction, plan curriculum and close student learning gaps. This data is collected in many ways, including but not limited to the Next Generation MCAS exams, our internal Interim Assessments (IAs), AP exams, PSAT

and SATs, power practice quizzes (internal), daily exit ticket data (internal), mCLASS data, Northwest Evaluation Association (NWEA) MAP testing, and more.

In addition to state assessments, Roxbury Prep relies on data collected from the regular Interim Assessment (IA) cycles in ELA, math, history, science, Spanish (HS only), and AP Capstone (HS only). These assessments are analyzed closely by teachers and department leads to celebrate areas of strength, identify trends in misunderstanding, and plan remediation of certain skills when necessary. The IA cycle for the 2023-2024 school year was the same as last year, with Roxbury Prep High School testing quarterly and the middle school campuses testing three times for ELA and math, and two times for history and science. IAs have continued to be a highly responsive data collection tool, changing and adapting each year as we learn more about how to best teach each standard.

Because IAs are taken across all 50+ Uncommon Schools campuses, Roxbury Prep receives comparative data for each exam, and we collaborate with network experts when analyzing IA results. When comparing the growth in ELA from IA#1 to IA#3 this school year, all 5th, 6th, 7th, and 8th grades across all middle schools outperformed the average ELA growth across Uncommon Schools (USI). (This data can be seen in Appendix E, Item 1). In History, Roxbury Prep had higher growth rates across all middle school grades when compared to USI. In Math, Roxbury Prep was higher in 5th grade but had lower growth than USI across grades 6, 7, and 8. In Science, Roxbury Prep 5th, 6th, and 8th grades outperformed USI growth rates. (This data can be seen in Appendix E, Item 2.)

Roxbury Prep's 8th grade PSAT scores saw big jumps this year in ELA, growing 13% year-over-year, with our Mission Hill Middle School increasing 19% YOY. (This data can be seen in Appendix E, Item 3).

To address remaining gaps in literacy, our instructional leaders have implemented a Guided Reading program for 5th and 6th grade students who are reading below grade level. These students were in their formative reading years during the pandemic and have fallen behind. The program does this by matching students with the right text, at the right time, in a small group setting. We identify which students would benefit from the intervention by assessing all scholars using the mClass platform three times a year. Through that assessment, we're able to measure student fluency, decoding, and comprehension. Students are then placed into Guided Reading (GR) groups if they are reading below grade level to read a shared book on the students' instructional level. During the GR block, students also receive individualized fluency coaching based on their specific need.

Roxbury Prep's goals this year are to have 100% of our middle school students who scored below their grade level in reading in the beginning of the year, grow 2+ book levels by the end of the year; and to have 75% of our middle school students be proficient in reading, or reading at grade level, by the end of the school year. We still have work to do to reach these goals. For school year 23-24, 58% of our students who started the year below grade level grew two or more book levels by the end of the year, and 54% are proficient in reading. (This data can be seen in Appendix E, Item 4).

Roxbury Prep High School encourages its students to take Advanced Placement courses to prepare them for college level coursework and the AP exam is a key measure of college readiness. Last year at RPHS, our students were taking and passing AP exams at rates that far surpass the national average. 98% of the RPHS Class of 2023 took an AP exam compared to 45% across Massachusetts and 35% of students nationally. Additionally, 54% of Roxbury Prep High School students passed an AP exam, compared to 31% across Massachusetts and 22% of students nationally. Roxbury Prep believes that these results are a positive indicator of the effectiveness of its high school program in preparing students to enter and succeed in college. (This data can be seen in Appendix E, Item 5.)

Also, our overall High School GPA's saw growth year-over-year. We saw strong increases YOY in grades 9 and 11 but slight decreases in grades 10 and 12. (This data can be seen in Appendix E, Item 6.)

Our schools maintain a high-quality program for our multilingual learners, who constitute 19% of our total student population. We offer a Newcomer Program for students who have Composite Scores on WIDA or ACCESS that fall between 1.0 and 1.9 and for students who have arrived in the U.S. within one year. Newcomers is built to support multilingual learners with dual access to direct language instruction as well as English Language Arts instruction at grade level. We currently staff four Newcomer classes across our middle schools and our High School with content tailored to students' language needs. We are seeing positive results. Students enrolled in our Newcomer ELA classes make an average of .6 levels of growth on the ACCESS exam. We believe this is the result of our commitment to the adoption and implementation of high-quality instructional materials in Newcomer ELA, including both the Direct Language Portion (for which we use National Geographic Lessons) and the English Language Arts portion (for which we use Uncommon's aligned ELA materials).

Criterion 6: Program Delivery

Curriculum

Roxbury Prep is dedicated to administering a highly rigorous curriculum across all schools and grade levels that is aligned to Massachusetts Frameworks and MCAS. We use a centralized, aligned curricula for all subjects and grades, and lessons are written by content experts determined by Uncommon Schools and Roxbury Prep's Assistant Superintendent of Instruction. The centralized curriculum ensures rigorous lessons each day for every subject and creates consistency between classrooms and schools. The content experts writing lessons are experienced at building and administering lessons. They create effective content materials for teachers that anticipate student questions and allow teachers to successfully react to student data in lesson planning.

These lessons are shared with teachers several weeks in advance of administration, giving teachers the appropriate time to internalize. Receiving carefully planned lessons also allows novice teachers to focus fully on internalizing and delivering lessons, which ensures that all students receive high quality instruction. The aligned curriculum approach supports high rigor, consistent objectives, and quality teaching for all Roxbury Prep students. This curriculum development strategy is consistent with prior school years.

Uncommon Schools also recognizes the importance of adjusting curriculum to address regional differences and to respond to data quickly. Each year, Uncommon Schools' curriculum team revises the curriculum based on state test results, interim assessment results, and other indicators of student progress. This ensures that curriculum is regularly updated to both align to state standards and to reflect areas where students demonstrate the most need for review. More specifically, entire content cycles are differentiated regionally to address standards specific to Massachusetts. Each content cycle also has several days reserved for teachers to review specific standards which have been identified for additional student practice. Teachers collaborate with their instructional leaders to analyze data from prior Exit Tickets and Interim Assessments (IAs) to create these lessons. This flexibility is critical in responding to classroom-specific data and was especially important this school year in allowing teachers and leaders to respond ongoing gaps following the pandemic.

The curriculum was evaluated to ensure that teachers were delivering lessons that captured diverse, inclusive, and representative content. Over the last few years, the texts used in Roxbury Prep's ELA curriculum were reviewed and adjusted to honor new perspectives that had not previously been included. Our 8th grade ELA curriculum, for example, includes Ms. Marvel, Li Ling, Narrative of the Life of a Slave, Animal Farm, and The Autobiography of Malcolm X. Throughout these changes, our curriculum encouraged a "windows and mirrors" approach, ensuring that the texts provided students the opportunity to learn more about themselves as well as others. Our history curriculum has also been adjusted to include broader perspectives and experiences. We ensure that history isn't taught through the colonizer perspective, and

students are taught to critically analyze the author of primary sources. In 7th grade history, we added the text *Just Mercy* by Bryan Stevenson. The work to build and maintain a diverse and inclusive curriculum is ongoing; evaluations and shifts happen each year.

For school year 2024-25, we plan to expand our reading curriculum with the addition of "*Really Great Reading*", a curriculum tool based on the Science of Reading. It is a phonics-based curriculum devoted to raising reading scores and preventing and remediating reading failure. The curriculum provides evidence-based literacy lessons and handouts, bringing the science of reading to the classroom. These lessons help students develop foundational literacy skills such as reading mastery, developing strong vocabulary skills, addressing comprehension issues, developing handwriting skills, and supporting multilingual learners.

We have differentiated our math offerings by adding Algebra I to our 8th grade curriculum allowing two options for students, providing a "just right" curriculum for all levels. We use an entrance exam to determine who will be successful in Algebra I, and regularly examine student placement across the two classes throughout the year.

Also, for school Year 24-25, Roxbury Prep is adopting a new math curriculum to supplement our current offerings developed by Uncommon. We will be integrating [Illustrative Mathematics](#) for our 5th and 6th grade students:

Problem-based with real-world connections: Students discover, understand, and internalize key math concepts and apply their learning to various real-world problems and scenarios, simultaneously building procedural fluency and conceptual understanding.

We are also adjusting our 5th grade curriculum for WIN blocks to increase fluency in multiplication, division, fractions, and word problems.

Roxbury Prep continues to leverage technology platforms to best support student learning across subjects. Amplify Science expanded from just 5th to 5th and 6th grades this school year, and will continue to grow one grade level per year moving forward. We also used mCLASS, Go Guardian, Reflex, Desmos, Google Classroom, and Amplify Reading.

In addition to our academic curriculum, Roxbury Prep continued to implement an SEL curriculum based on RULER (an SEL system created at the Yale Center for Emotional Intelligence). This SEL curriculum promotes a safe and supportive school environment rooted in rich, evidence-based social emotional learning practices. It uses the following tools:

- **Best-Self Triangle**: A tool that helps students identify how they are at their best self, how they want others to see themselves, and what their goals are. By rooting in our best self, we can make choices that are in line with how we see ourselves.
- **Mood Meter**: A tool that helps people of all ages build self and social awareness. The Mood Meter allows students to name how they are feeling, without labeling a feeling as "positive" or "negative." All emotions are valid, and this tool allows students to describe emotions as wanted or unwanted. The "Mood Meter" is posted in every classroom, used each week in community circle, used when students receive in-class reflections and periodically throughout the day as needed.
- **Meta Moment**: A tool that helps students press the pause button between a challenging feeling and their first impulse, prolonging the space in time between being triggered, to when they respond.
- **Team and Class Charters**: Each school campus, team, and classroom creates a charter which is comprised of a list of 3-5 words that describe how that unit wants to feel when together. They create a final document that includes the top 5 feelings, specific and observable behaviors, and agreed-upon ways to prevent and manage conflict. Then, everyone signs the charter to commit to upholding it together.

In School Year 2023-24, we introduced an additional SEL Curriculum, Move This World (www.movethisworld.com) to support our SEL programming and Life Skills development. This program cultivates students' social emotional learning (SEL) skills to help them to navigate the complex and rapidly changing realities of our world. Move This World empowers students to establish and maintain healthy relationships with peers and staff. Using an extensive library of PreK-12 SEL videos with creative expression exercises, students, teachers and staff develop a common language that enhances communication and builds trust. The program is used several times a week, for short intervals, during Advisory Lessons.

Instruction

Roxbury Prep teachers implement a common approach for instructional strategies to facilitate academic success. These strategies incorporate student practice, voice, and individual feedback to support the classroom's academic atmosphere and are used consistently from classroom-to-classroom, so students feel safe, supported, and ready to learn.

Roxbury Prep's novice teachers are supported by our Principals, Deans of Curriculum and Instruction, and other instructional leaders through a regular system of classroom observations, feedback, and coaching. Teachers receive lesson plans written by content experts that are aligned to Massachusetts standards. Principals and instructional leaders work with teachers on delivering these lessons through weekly planning meetings and coaching sessions on various instructional techniques, including asking rigorous questions and engaging students in the lesson. Together, they work to unpack the arch of a unit, plan cornerstone lessons and review key data points from prioritized lessons and standards. The structure and frequency of these meetings are tailored to each teacher and their level of expertise. Additionally, all staff participate in professional development for either two or three weeks during the summer, and every Friday afternoon during the school year to further develop key skills and strategies, and to align on school-based initiatives.

Our staff have continued to prioritize the work of dismantling implicit biases in the classroom, to deliver instruction that allows all students to feel supported, safe, and celebrated. Each campus has two DEI facilitators who lead 5 sessions per year for staff. Uncommon Schools also has a DEI team that provides a critical lens to policies, practices, and procedures, ensuring that our instruction reflects our antiracist beliefs as an organization.

Uncommon Schools also supports teachers in developing a high-level understanding of the lesson throughout the year, both in content and structure. Instructional leaders from across Uncommon, including the Chief Schools Officers, conduct semi-annual school walk-throughs and classroom observations to ensure consistency in terms of rigor, classroom environment, and quality instruction across all Roxbury Prep schools.

Assessment and Program Evaluation

As mentioned in Criterion 5, core academic classes feature regular Interim Assessments (IAs) which are a source of valuable data. After administering each interim assessment, curriculum teams, superintendents, principals, and teachers engage in a thorough data analysis session, analyzing question types, performance on key standards, and performance by subgroups of students. Based on this data, teachers create action plans that prioritize key standards for remediation, address common error trends and often target specific students for remediation. Teachers review these action plans the following week with their instructional leader, then use assessment data to refine and modify curriculum and provide additional support to individual students. Disaggregated data trends are also examined by school leaders to evaluate the performance of subgroups of our student body. In addition to the weekly curriculum modifications, teachers analyze student performance data quarterly and create the appropriate curriculum modifications and student interventions. Students and families receive progress reports on their work every 4-6 weeks.

Responding to data is a critical component of closing academic gaps. Roxbury Prep is continuing our system of Power Practice quizzes at our middle schools, which are short, weekly assessments in math. This frequent

data cycle allows for effective and efficient action to address gaps in math learning and includes the following structure: students are given an assessment with 6 questions that address key standards on Monday, the results are analyzed on Tuesday, content leaders meet Tuesday after school to write reteach lessons, leaders roll out these lessons on Wednesday during weekly data meetings, teachers teach and reassess on Thursday or Friday and analyze results to determine additional next steps. This regular data collection and strategic response to gaps in student knowledge has allowed us to move the needle at a more rapid pace. Roxbury Prep will be expanding Power Practice Quizzes in math to the HS next year.

Roxbury Prep believes in addressing errors in student thinking as quickly as possible, which often means that data collection and analysis happen live during a lesson. Teachers analyze student work throughout the lesson to identify trends. While students practice the new skill in each lesson, teachers are diligently circulating with clipboards in hand to collect data. Teachers use this data to determine if individual intervention is needed for certain students or if there is a common misunderstanding that requires the instructor to “stop the show” and address before students continue to practice. This prohibits misconceptions from living too long in student work and ensure students are on the right track. Teachers also review Exit Tickets (short quizzes) daily and bring this data to their weekly data meetings with their instructional leader to collaborate on analysis and planning for remediation as needed.

Roxbury Prep gathers additional data for program evaluation through a variety of methods: via weekly staff surveys; through inspections and walk-throughs conducted by school and Uncommon leaders; at monthly leadership team meetings; via annual family surveys; and through dashboard data collected regularly by the Regional Superintendent of Instruction and the Regional Superintendent of Operations. These evaluations are regularly analyzed and used to determine programmatic updates for subsequent years.

Supports for All Learners

Roxbury Prep employs a tiered system to support the academic, social/emotional, and behavioral development of all students. Our support ensures that students with disabilities, those whose first language is not English, and those who enter school several years behind grade level can achieve academic growth, paving the way for successful post-secondary outcomes.

Roxbury Prep strives to create a joyous, structured, individualized learning environment for all students. Roxbury Prep provides special education services for students in accordance with state and federal special education laws, M.G.L. c.71B, the Individuals with Disabilities Education Act (IDEA), and the regulations associated with those laws. The Roxbury Prep Director of Individual Needs and Individual Needs Coordinators are responsible for maintaining Individualized Education Programs (IEPs) in accordance with state and federal law and assisting teachers in making appropriate curriculum and instruction modifications.

To screen for students who need extra support, Roxbury Prep has used a variety of assessments over the charter term:

- **Academic Interim Assessments:** Teachers use the results of quarterly IAs to review individual student progress, determine class-wide gaps that may require additional instructional team, and sort students into intervention groups. Data is disaggregated by school, by grade level, by content area, and by various subgroups (including students with disabilities, English Language Learners, etc.).
- **mCLASS Reading Level Assessment:** mCLASS is a nationally normed reading assessment that tests students' reading fluency, decoding skills, and comprehension of text to determine the appropriate reading instructional level.
- **NWEA MAP testing:** Students with IEP goals in reading or math took the Measures of Annual Progress (MAP) assessment 3 times this year to track successes and outcomes. This assessment is nationally normed to give accurate data on individual progress.

- **Teacher Observation and Student Support Teams:** When teachers observe that a student may be struggling to meet academic expectations, for whatever reason, the teacher can bring the student concerns to Student Support Teams, run by our campus social workers. Social workers leverage resources such as PRIM Manuals, to help teachers identify and track interventions based on presenting behaviors. Teachers can then note if the interventions have worked, or if further evaluation of a student could be beneficial.
- **Parent Referral:** At any time, a parent can request an evaluation, or a re-evaluation, as long as the previous evaluation was not conducted within the past year.
- **Additional Testing and Evaluations:** Any additional evaluations by a school psychologist or others as determined by the special education team.

We support our students with Individualized Education Plans (IEPs) and 504s with a continuum of services across our campuses. We identify different service delivery models to ensure each child's individual plan is met with fidelity. We provide specially designed instruction to students with disabilities and adjust our instruction based on data and input from multiple stakeholders while maintaining a high bar of academic and behavioral expectations. We ensure the Least Restrictive Environment for each student, making sure that students with disabilities are educated alongside their peers without disabilities to the maximum extent possible.

The following related services are provided to Roxbury Prep students with IEPs based on the educational needs of currently enrolled students with disabilities:

- **General education with modifications or accommodations:** Modified instruction or curriculum accommodations are made with consultation and supervision from the Learning Specialist and Individual Needs Coordinator.
- **Inclusion co-teaching:** Specialized instruction (e.g., in math, in writing) with the Learning Specialist within a general education classroom taught by a general education teacher.
- **Pull-out:** Math, Science, History, and/or specialized reading instruction with Guided Reading and Phonics remediation with a Learning Specialist or General Education content teacher.
- **Specialized instruction:** Specialized reading/math instruction with the Learning Specialist, speech with a speech-language pathologist, therapy with an occupational therapist, or behavior support from an ABA therapist.
- **Sup-Separate instruction:** For students with C Grid services, partial or full-day sup-separate instruction is provided with dedicated teachers and paraprofessionals as indicated by a student's IEP.
- **Counseling:** Individual, family, and small group counseling with a licensed school social worker.

At the close of the 2023-24 academic year, 249 students across our four campuses (18.5%) were classified as having special needs and had formal Individualized Education Programs.

Multilingual Language Learners

Roxbury Prep provides services for students with limited English proficiency in accordance with Massachusetts state law M.G.L. c.71A and the regulations associated with this law. The Roxbury Prep Director of Individual Needs, Individual Needs Coordinators, and Multilingual Language Coordinators are responsible for overseeing students with limited English proficiency and supporting all teachers in both instruction and curriculum.

Roxbury Prep offers a Newcomer Program designed for Multilingual Language Learners (MLLs) who have arrived in the United States within two years who have little to no English language skills. This program gives students access to prioritized grade-level instruction with appropriate supports and scaffolds while also focusing on necessary language domain skills. The Newcomer Program is offered at our middle schools and our high school. Students were able to practice grade-level curriculum with additional visual and audio

support during their ELA class and intervention blocks. Across all 5 campuses, ACCESS scores increased across grade bands in their Composite/Overall scores from 23% to 49% for all students.

Roxbury Prep uses [Ellevation](#), a comprehensive platform to streamline data management and for progress reporting. Through Ellevation, English Learning Success plans are designed for each student based on individual student ACCESS data. All teachers have access to MLL student data which streamlines support for students. After establishing effective data input into Ellevation, the platform is leveraged to analyze individual student progress, seeking input from educators and parents. We have been able to utilize the platform to best inform instruction, supports, and accommodations to support growth in the 4 language domains.

Roxbury Prep's Regional Social Work Supervisor continued to oversee social work services across all campuses in the 2022-2023 school year. This supervisor further developed programming, streamlined best practices across campuses, and ensured that quality services were delivered to students. The work done by our social work team is further supported by the SEL curriculum offered to all students at Roxbury Prep.

Accelerated Learning

At Roxbury Prep, we continue to see gaps in learning caused by the pandemic. Our students have become more proficient on the MCAS tests year after year, but we still lag behind 2019 levels. Accelerating learning is a priority for us at our middle schools and at the high school.

As previously discussed in Criterion 5, our 5th and 6th grade students received guided reading intervention as many were beginning their Roxbury Prep career multiple grade levels behind in reading. Our guided reading program, designed to close persistent reading gaps for our lower grades, has moved the needle on reading proficiency in SY23-24, but we have more work to do. In SY24-25, we are expanding our reading curriculum to support our students who are still at the most foundational reading levels, particularly Students with Disabilities and English Language Learners. We will be implementing "*Really Great Reading*", a curriculum tool based on the Science of Reading. It is a phonics-based curriculum devoted to raising reading scores and preventing and remediating reading failure. The curriculum provides evidence-based literacy lessons and handouts, bringing the science of reading to the classroom. These lessons help students develop foundational literacy skills such as reading mastery, developing strong vocabulary skills, addressing comprehension issues, developing handwriting skills, and supporting multilingual learners.

We are also planning to expand our reading intervention beyond 5th and 6th grade. Roxbury Prep's Director of Individual Needs will be creating a process of testing and intervention to support our students in upper middle school (7th and 8th grade) who have IEPs and are reading substantially below grade level.

As discussed earlier in Criterion 6, Roxbury Prep's use of Power Practice quizzes allowed for frequent, effective, and efficient action to address gaps in math. This regular data collection and strategic response to gaps in student knowledge has allowed us to move the needle at a more rapid pace. In SY24-25, we will be expanding the practice of using math Power Practice Quizzes to our HS math classes.

Roxbury Prep continued to utilize the "Whatever I Need (WIN)" block to provide intervention in math, history, science, and reading. Building time in the schedule for direct remediation allowed for necessary intervention while still honoring grade-level curriculum time. We also continued to "water up" the curriculum across all subjects to ensure focus on standards that were critical to accessing grade level content.

We have also continued to provide individualized tutoring this year to improve math scores at both the middle school and high school. We hired a company called [Bespoke Tutoring](#) to tutor our 7th grade students to prepare them for Algebra I and our 10th grade students for SAT prep.

In SY24-25, we will be adding DESE’s program of High Dosage Math Tutoring through Imagine Learning. This is small group targeted instruction, led by a certified teacher, for students to practice math skills and concepts with an understanding of state-specific standards. Students will have tutoring sessions 3 times a week.

Criterion 10: Budget and Finance

A. Unaudited FY24 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Ledger Account	Budget	Actuals YTD	EOY Projected
Operating Revenue	39,745,751	39,539,342	39,755,247
Core Pupil Aid	30,893,940	30,284,490	30,673,517
Grant Revenue	8,381,811	8,417,066	8,456,730
ARP ESSER III	5,002,860	4,712,758	5,001,613
ARP IDEA Basic	0	0	0
Federal Child Nutrition Program	934,184	849,771	672,437
Federal EIR	0	0	0
Federal ERATE	4,014	83,484	4,014
Federal IDEA	465,160	406,885	436,340
Federal Title I	1,277,465	1,532,455	1,536,480
Federal Title II	105,062	83,551	85,345
Federal Title III	38,983	36,449	20,935
Federal Title IV	118,216	118,061	120,860
Mass Health Reimbursement/Special Education	0	0	0
Other Public Grants	0	2,500	0
Private Grants	435,867	578,706	578,706
State Child Nutrition Program	0	12,446	0
Interest Income	445,000	657,916	600,000
Other Income	25,000	179,869	25,000
Operating Expenses	37,222,233	34,756,562	36,088,006
Salaries and Wages	17,629,088	15,568,787	16,244,945
Employee Benefits	2,059,246	1,920,067	2,304,513
Employer Paid Taxes	457,500	386,486	350,110
Administrative Personnel Costs	54,707	18,513	17,538
Vacancy Factor	(617,845)	0	(377,617)
Site Acquisition	0	0	0
Building Construction	244,700	8,896	201,764
Building & Occupancy Expenses	3,737,546	1,048,205	797,553
Furniture, Fixtures, and Equipment	60,840	55,060	73,856

Facility Maintenance	518,068	554,057	598,742
Utilities	295,322	292,736	300,068
Scholarship Expenses	18,248	7,921	18,248
Dues and Subscriptions	200,214	130,193	199,282
Tuition & Fees	126,838	164,125	145,013
Gifts	59,320	75,711	63,920
Meals and Entertainment	574,057	651,634	642,438
Travel	688,911	370,860	530,803
Contracted Services	1,186,983	983,288	1,153,870
Other Purchased Services	1,556,028	1,636,447	1,494,496
Supplies and Materials	1,128,607	1,024,781	1,137,203
Meetings and Conferences	338,612	259,479	310,162
Technology Services/Equipment	1,574,914	1,401,900	1,682,153
External Affairs & Advocacy	55,625	16,220	69,000
Printing / Photocopying	392,842	179,943	401,017
Postage / Shipping	47,201	15,338	47,756
Interest Expense	0	349,808	354,862
Insurance	171,962	174,140	174,140
Telecommunications	195,450	167,002	195,450
Miscellaneous Administrative Expenses	11,409	95,190	11,444
Management Fees Expense	4,455,841	4,755,320	4,464,047
Depreciation	0	0	0
Amortization	0	2,444,455	2,481,229
Changes in unrestricted net assets from operations	2,523,518	4,782,779	3,667,240

B. Statement of Net Assets for FY24 (Balance Sheet)

Ledger Account	Current Period YTD
Assets	
Current Assets	50,416,790
Cash and Cash Equivalents	19,665,283
1000:Cash	19,661,386
1010:Investments	0
1019:Undeposited Funds	3,898
1098:Cash Clearing	(0)
1220:Interworktag Receivable	24,509,372
2910:Interworktag Payable	(24,509,372)
Accounts and Other Receivables	1,310,895
1200:Accounts Receivable	933,230

1205:Unbilled Receivables	383,633
1210:Intercompany Receivable	(5,958)
1250:Employee Receivable	(10)
Prepaid Expenses and Other	29,440,611
1400:Pre-Paid Expenses	18,871,984
1410:Security Deposit	4,067
1421:Right of Use Asset-operating lease	10,564,560
All Other Assets	370,833
Property and Equipment, Net	370,833
1700:Fixed Assets	14,639,588
1750:Accumulated Depreciation	(14,268,755)
Construction in Progress	0
Total Assets	50,787,623
Liabilities and Net Assets	
Current Liabilities	19,350,558
Account Payable and Accrued Expenses	19,340,558
2050:Employee Payable	8,773
2080:Corporate Card Payable	19,849
2098:Credit Card Clearing	(473)
2100:Employee Benefit Payable	160,627
2105:Payroll Paid Tax	(24,676)
2110:Accrued Expenses	137,872
2111:Prepaid Interest/Rent/Security Deposit	0
2112:Unclaimed Property Liability	21,687
2113:Trade Accounts Payable	19,236
2120:Board Designated Stability Fund	19,000,000
2170:Credit Card Suspense	(3,837)
2900:Intercompany Payable	1,500
Deferred Revenue	10,000
Other Liabilities	10,835,788
Notes and Bonds Payable, Net of Current Portion	10,835,788
2451:Operating lease obligation	4,349,976
2460:Accumulated Amortization	6,485,812
Total Net Assets	20,601,277
Unrestricted	20,601,277
3100:Net Assets Prior Years	21,357,329
3200:Net Assets Current Year	(756,051)
Total Liabilities and Net Assets	50,787,623

C. Approved School Budget for FY25

The FY25 school budget was approved via vote of the Roxbury Prep Board of Trustees, in compliance with Open Meeting Law, on June 18, 2024. This vote was recorded in the minutes, which will be approved at the board's September meeting.

Budget Enrollment	1,039
Staff FTE	200
Operating Revenue	32,932,773
Core Pupil Aid	29,353,203
Grant Revenue	3,579,570
ARP ESSER III	95,951
Federal Child Nutrition Program	630,695
Federal ERATE	150,271
Federal IDEA	349,072
Federal Title I	1,229,184
Federal Title II	68,276
Federal Title III	16,748
Federal Title IV	96,688
Private Grants	347,685
Interest Income	570,000
Other Income	25,000
Operating Expenses	31,383,153
Salaries and Wages	15,109,152
Employee Benefits	1,837,394
Employer Paid Taxes	385,000
Administrative Personnel Costs	21,100
Vacancy Factor	(502,931)
Building Construction	500,000
Building & Occupancy Expenses	830,692
Furniture, Fixtures, and Equipment	37,187
Facility Maintenance	383,888
Utilities	243,469
Scholarship Expenses	15,425
Dues and Subscriptions	179,916
Tuition & Fees	99,800
Gifts	48,933
Meals and Entertainment	219,177
Travel	407,440
Contracted Services	830,829
Other Purchased Services	1,438,009
Supplies and Materials	883,246
Meetings and Conferences	233,996
Technology Services/Equipment	1,009,996

External Affairs & Advocacy	21,200
Printing / Photocopying	281,542
Postage / Shipping	45,480
Interest Expense	274,645
Insurance	180,307
Telecommunications	145,422
Miscellaneous Administrative Expenses	4,646
Management Fees Expense	3,624,094
Depreciation	2,594,100
Changes in unrestricted net assets from operations	1,549,620

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	1212
Number of students upon which FY25 budget tuition line is based	1039
Number of expected students for FY25 first day of school	1214
Please explain any variances: Roxbury Prep expects 929 students to return next year, and we have recruited 292 new families who are now registered (as of July 30 th). Our budget estimate is lower because of historical trends of summer melt. We budget conservatively for the beginning of the school year and then adjust as necessary.	

D. Capital Plan for FY25

Roxbury Prep: Permanent Facility for High School and a Middle School

Roxbury Prep has started construction on a new facility to house its High School and one Middle School. Working with Uncommon Schools, we are developing a brand new, state-of-the-art school building at 71 Proctor St. in Roxbury. The new school will be four stories high and approximately 83,000 square feet. It will include the amenities our students deserve, including a full-sized gymnasium, performing arts spaces for stage production, science labs, and a large cafeteria. Construction is well underway. The steel beams will be completed by the end of August, and we anticipate the completion of the exterior walls by October, with our grand opening in the Summer of 2025!

The total project cost of the new high school facility is approximately \$85M, including the cost of financing. Last year, Roxbury Prep set aside \$19M in a board designated capital project fund, \$18.5M of which has been committed as an equity contribution to the construction project. As of June 30, 2024, all of this equity contribution had been deployed into the project. The remainder of the construction project is being financed by the landlord via commercial construction loans of approximately \$61M, plus additional landlord equity of \$6M.

Appendix A: Accountability Plan Objectives and Measures

Measure	2023-2024 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will prepare students for success in college and beyond by holding high academic expectations through a standards-aligned and rigorous curriculum which includes internally developed, and standardized assessments of academic achievement.		
<p>Measure: Roxbury Prep HS Students are assessed on cumulative content knowledge every 6 to 8 weeks by taking Interim Assessments.</p> <ul style="list-style-type: none"> In the third through fifth years of the charter term, the average Interim Assessment score in 50% of Roxbury Prep classrooms will be above the Uncommon Schools (USI) average for aligned Interim Assessments. 	Not Met	<p>In the 2023-2024 school year, 24% of Roxbury Prep High School classes were above the Uncommon Schools average for Aligned Interim Assessments.</p> <p>Uncommon Schools runs 9 high schools in 6 regions across the northeast. Meeting the Uncommon average for Interim Assessments is a high bar and Roxbury Prep is positioned well to meet this bar in the coming year.</p>
<p>Measure: Roxbury Prep MS:</p> <ul style="list-style-type: none"> In the third through fifth years of the charter term, the average Interim Assessment score will be over 65% in 50% of Roxbury Prep classrooms. 	Met	<p>In 2023-2024, the average Interim Assessment score was over 65% in 66% of Roxbury Prep Middle School classrooms.</p> <p>Note: Roxbury Prep administers 3 rounds of Interim Assessments during the year,</p>
<p>Measure: Roxbury Prep HS:</p> <ul style="list-style-type: none"> Every year of the charter term, 55% of HS seniors will score at or above the SAT College Readiness Benchmark. 	Not Met	<p>23% of the Class of 2024 met the College Readiness Benchmark in 2023-2024.</p> <p>The College Readiness Benchmark is created by the College Board as a fair and appropriate indicator of expected college performance. The SAT Benchmark score of 1020 (480 for Evidence based Reading & Writing, and 530 Math) indicates a 65% likelihood of achieving a B-average or higher during the first year of college.</p> <p>Roxbury Prep will continue is SAT tutoring to raise these scores.</p>
<p>Measure: Roxbury Prep HS</p>	Met	<p>54% of the Class of 2024 scored a 3 or higher on at least one AP exam in high school</p>

<p>By the third year of the charter term, 50% of Roxbury Prep HS students will score a 3 or higher on at least one of the AP Exams they take.</p> <p>*You can read more about AP Tests scores on the College Board website here .</p>		
Measure	2023-2024 Performance (Met/Not Met)	Evidence
<p>Objective: Roxbury Prep will prepare students to enter and succeed in college.</p>		
<p>Measure: 100% of Roxbury Prep HS students will take at least three Advanced Placement (AP) classes by the end of their senior year.</p>	<p>Not Met</p>	<p>In 2023-24, 98% of seniors at Roxbury Prep High School have taken at least three Advanced Placement classes in their HS career. Additionally, 98% completed at least 5 AP Classes by the end of their senior year.</p> <p>*Only two or three students at Roxbury Prep HS, in our sub-separate program, have not taken AP classes.</p>
<p>Measure: Each year of the charter term, 85% or greater of graduating RPHS seniors will be accepted to and attend a 2- or 4-year college.</p>	<p>Met</p>	<p>99% of Roxbury Prep's senior class was accepted into a 2- or 4-year college.</p>
<p>Measure: The 1st year college persistence rate for our graduates (percentage of students who return to college at any institution the following year) will be 75% or greater.</p> <p>The 6-year college persistence rate for our graduates will be 65% or greater.</p>	<p>Met</p>	<p>For the Class of 2022, first-year college persistence rate is 75%.</p> <p>Roxbury Prep does not yet have a 6-year persistence level since our first graduating class was 2019.</p>
Measure	2023-2024 Performance (Met/Not Met)	Evidence
<p>Objective : Roxbury Prep will provide a safe, structured learning environment for scholars by holding high behavioral expectations and by building strong student character.</p>		
<p>Measure: Each year of the charter term, over 50% of middle school students will have at least 50% more merits than deductions on their annual Character Report.</p>	<p>Met</p>	<p>In 2023-2024, over 80% of middle school students received at least 50% more merits than deductions on their annual Character Report.</p> <p>One of the primary goals of Roxbury Prep is to help scholars build strong character. The Ubuntu Systems rewards scholars for their positive behavior.</p> <p>Roxbury Prep Merits reward student determination, compassion, scholarship, courage, etc.</p>

Measure: Average yearly attendance at all Roxbury Prep schools will be 94% or better.	Not Met	Roxbury Prep attendance from August 2023 until June 2024 was 90%.
Measure: The number of Roxbury Prep students suspended each year will not exceed the guidelines that Roxbury Prep established with DESE: <ul style="list-style-type: none"> • 2019-20 11% • 2020-21 10% • 2021-22 9% • 2022-23 9% 	Met	<p>In 2023-24, 4.4% of students received an out of school suspension. The lowest rate in a non-Covid year in the school's history.</p> <p>Our goal is to create a school environment of safety, love, and care for all our students, while minimizing student time spent out of the classroom.</p>
Measure	2023-2024 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will increase teacher proficiency through coaching, observation, and feedback as well as professional development targeted to teacher and student needs.		
Measure: Each year, 80% of first year teachers will demonstrate annual growth by increasing their average score in over 50% of the standards used in the Roxbury Prep Teacher Evaluation Rubric, from their mid-year to their end-of-year review.	N/A	The Roxbury Prep Teacher Evaluation Rubric was used only once during the 2023-2024 school year, so there is no measurement of growth.
Measure: Each year, 80% of returning teachers with 2+ years' experience will maintain proficiency in over 50% of the standards used in the Teacher Evaluation Rubric.	Met	82% of returning teachers with 2+ years' experience scored Proficient or Advanced in over 50% of the standards used in the Roxbury Prep Teacher Evaluation Rubric.
Measure: Each year, all teachers will receive 72 hours of professional development before the beginning of the school year (6 hours per day for 12 days), and 46 hours of professional development during the school year (23 Fridays @ 2hrs/day) focusing on the key elements in the teacher evaluation rubric: Curriculum and Instruction, Lesson Execution, Classroom Culture and Professionalism.	Met	All Roxbury Prep teachers received the required number of hours of Professional Development over the summer and during the school year, as certified by the Director of Operations at each campus.

Measure	2023-2024 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep teachers will use Interim Assessment data to remediate unmastered content at the trend and individual student level.		
<p>Measure: Each year, at least 70% of teachers will demonstrate proficiency in using assessment data to remediate unmastered content by scoring “Proficient” or “Advanced” in the following categories of the Roxbury Prep Teacher Evaluation Rubric:</p> <ul style="list-style-type: none"> • Checking for Understanding • Responsiveness to Daily Student Learning • Ability to analyze student data • Appropriateness of Response to Assessment Results • Students’ level of growth on assessments 	Not Met	In 2023-2024, 53% of teachers demonstrated proficiency in using assessment data to remediate unmastered content. This was a 14% increase over the previous year.
<p>Measure: 100% of teachers will attend 4 data analysis meetings per year with their principal or instructional coach.</p>	Met	100% of teachers attended at least 4 data meetings with their principal or instructional coach in 2023-2024, as certified by the principals at each of our schools.
Dissemination Efforts		
Measure	2023-2024 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will share best practices with other schools in Boston, in Massachusetts and schools around the nation, focusing on operational systems, instructional leadership practices, classroom management, and teaching techniques.		
<p>Measure: Roxbury Prep will share its best practices around instruction and operational systems by hosting other organizations and presenting at educational forums at least 15 times per year. Roxbury Prep will also share documents and materials on an ongoing basis.</p>	Met	In the 2023-24 school year , Roxbury Prep’s five campuses recorded no fewer than 15 dissemination activities, ranging from hosting visits to giving presentations with audiences ranging from both district and charter schools to universities.
<p>Measure: Over the course of the charter term, Roxbury Prep will develop working partnerships with one or more Boston Public Schools to share best practices, holding at least two professional development sessions focused on one or more of the following best practices:</p> <ul style="list-style-type: none"> • Aggressive Monitoring • Classroom Culture • Academic Dashboards • Close Reading 	Met	Over the last two years, Roxbury Prep held four sessions with Madison Park Technical Vocational HS focused on improving math instruction. The plan included: <ul style="list-style-type: none"> • Implement math classroom routines and procedures • Ensure students answer questions with accuracy and sophistication

<ul style="list-style-type: none"> Classroom Management Workshops 		<ul style="list-style-type: none"> Coaching support for instructional leaders at Madison Park Use data meetings at Madison Park to increase the effectiveness of CPT
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Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2023-24

2023-2024 Implementation Summary

In school year 2023-2024, Roxbury Prep utilized an Enrollment Manager, two Enrollment Coordinators, an Enrollment Projects Specialist, Family Champions and the Operational Campus Based teams to implement all planned recruitment activities. These included, but were not limited to, third party mailings in home languages, media campaigns (English and Spanish radio, Instagram/Facebook and Google), coordinating recruitment activities with partnering community organizations, and utilizing school events and open houses to recruit.

In addition, Roxbury Prep has continued to participate in the Boston Charter Application, a joint application with other charter schools. In 2023-2024, the Boston Charter School Alliance held a student recruitment fair at Bridge Boston Charter School.

We found huge success in running social media and Google advertising campaigns, with new leads arriving daily from META. We have increased our interactions with community-based organizations, averaging 7 events per month.

Roxbury Prep is still in the process of enrolling new students and is working hard to meet the gap narrowing targets. The Boston Charter Application has been highly successful in reaching more families and providing them with greater access to high-quality education options. However, it has also made it essential for Roxbury Prep to clearly identify its value proposition compared to other public and charter schools. Recruiting new 5th grade students, Roxbury Prep’s primary intake grade for new students, has been limited by a variety of factors:

- 5th grade accounts for over 40% of Roxbury Prep’s Middle school under-enrollment
- BPS’s grade re-configuration, which focuses on offering primarily a K-6/7-12 and K-8/9-12 system, leads to fewer school changes for Boston families and fewer opportunities for charter schools to enroll new students who are considering a new school.
- Boston’s school-aged population is declining
 - From 1980 to 2022, the number of 5- to 17-year-olds in Boston decreased by 29 percent
 - BPS has lost 25% of its students in the last two decades, a trend that accelerated during the pandemic
 - The neighborhoods which have lost the greatest number of students are the communities that Roxbury Prep serves: Dorchester, Roxbury and Mattapan
 - Both public and charter schools saw a decline in enrollment over the last 5 years

Although new applications have increased compared to last year, they still have not returned to pre-pandemic levels.

This year, Roxbury Prep has implemented new grassroots strategies to raise awareness among families and broaden outreach efforts in the neighborhoods. These strategies include strengthening connections with community-based organizations and increasing our investment in advertising. As a result, the heightened awareness of Roxbury Prep has helped the school meet some of its gap-narrowing targets and continue to boost our enrollment numbers.

Subgroup Data:

Our 2024 enrollment rate for students whose first language is not English is 1% higher than the comparison index. Our English Learners percentage is .5% lower than the comparison index. Students with Disabilities, .6% lower. Low Income, 13% higher. High Needs, 11% higher. African American, 22% higher. Asian, 4% less. Hispanic, 6% more. White, 7% less. Native + Native Hawaiian, .1% more. Multi-Race, .2% less. These data points all feel like a reasonable place to be given our demographics in neighborhoods we serve and our mission.

Recruitment Plan 2023-24

2023-2024 Implementation Summary

In school year 2023-2024, Roxbury Prep utilized an Enrollment Manager, three Enrollment Coordinators, an Enrollment Projects Specialist, Family Champions and the Operational Campus Based teams to implement all planned activities, included but not limited to, third party mailings in home languages, media campaigns (English and Spanish radio, Instagram/Facebook and Google), coordinating recruitment activities and events with partnering community organizations, and utilizing school events and open houses to recruit.

In addition, Roxbury Prep has continued to participate in the Boston Charter Application, a joint application with other charter schools in Boston. In 2023-2024, the Boston Charter School Alliance held a student recruitment fair at Bridge Boston Charter School.

We found huge success in running social media and google campaigns, with new leads arriving daily from META. We have increased our interactions with community based organizations. Averaging 7 events per month.

As every year during this time, Roxbury Prep is still in the process of enrolling new students, and it is difficult to say if the school will meet the gap narrowing targets. The Boston Charter Application has been hugely successful in reaching a greater number of families and in giving families greater access to high quality education options, but has also made it more important for Roxbury Prep to identify its clear value proposition to families as compared to other public schools and other charter schools. Roxbury Prep has also seen a large decrease in desire of families across Boston to change schools, particularly in Roxbury Prep’s primary intake grade for new students of 5th grade. This has been largely due to BPS’s new model of K-6 elementary schools. Though applications were higher than last year, applications continued to not match our pre-pandemic numbers. Roxbury Prep has employed new grassroots strategies this year to try to increase awareness of Roxbury Prep with new families and to expand awareness efforts throughout the neighborhoods. The increased awareness of Roxbury Prep has helped the school meet some of its gap narrowing targets and continues to increase our numbers.

Subgroup Data:

Our 2024 ENR for first language not English students is 1% higher than the comparison index. Our English Learners percentage is .5% lower than the comparison index. Students with Disabilities, .6% lower. Low Income, 13% higher. High Needs, 11% higher. African American, 22% higher. Asian, 4% less. Hispanic, 6% more. White, 7% less. Native + Native Hawaiian, .1% more. Multi-Race, .2% less. These data points all feel like a reasonable place to be given our demographics in neighborhoods we serve and our mission. I would however like to see an increase in our MLL students and question this data as it seems to me that we have actually seen an uptake in MLL students rather than a huge decrease.

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

General Recruitment Activities for 2023-24:

- Partnering with local Community Based Organizations to both offer their services to our students and to recruit their students to our school
- Advertising on Google, Instagram, Facebook
- Advertising on 2 top local radio stations
- Advertising on bus shelters
- Utilization of a third-party mail house to ensure all eligible families of students in the proper grade spans receive information about Roxbury Prep; materials are provided in the family's reported home language
- Availability of the application on the Roxbury Prep website and completion of applications online. Availability of community computers at all campuses. Assistance to families without internet access to complete online application.
- Participation in Boston Charter Application with other schools.
- Participation in events and fairs with other Boston charter schools, and community-based organizations (non-profit organizations, churches, etc.)
- Open Houses and School Tours held at Roxbury Prep campuses before and after the lottery.
- Neighborhood canvassing efforts, including hanging flyers, door knocking, hanging flyers, and tabling at neighborhood gatherings such as farmer's markets or community events.
- Assignment of Enrollment Manager, Enrollment Projects Specialist and 2 full-time Enrollment Coordinators

Recruitment Plan – 2024-2025 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

The school at/above/below CI percentages

School percentage: 18.4%

CI percentage: 19.5%

(b) Continued 2023-24 Strategies

Met CI: o enhanced/additional strategies needed

- All recruitment materials state explicitly in all languages spoken by the families that the school serves students with special needs except Cape Verdean Creole.
- Roxbury Prep continues to work to expand its outreach with community organizations that serve families in the neighborhoods where Roxbury Prep schools are located. Some organizations we will prioritize in getting the word out around our work with students with disabilities are:
 1. Partners for Youth with Disabilities
 2. DCF
 3. Brookside Community Health Center

We want to ensure that families everywhere know what services we have and how we can serve their students diverse needs.

- Continue using Family champions as a bridge to new families, especially those who are concerned if Roxbury Prep can and will support their students with special needs.

(c) 2024-25 Additional Strategy(ies), if needed

Did not meet CI:

We have continued to close the gap to serve more students with disabilities and recognize that some additional efforts need to happen in order to continue to expand our work with students with disabilities. We look to continue strengthening these partnerships with community organizations and families as well as expanding our recruitment materials, so families and community members are more aware of our student support services.

Roxbury Prep has found that the biggest barrier in working with these students is that families have a misconception that we do not service students with disabilities. For this reason, the enrollment team has made it a priority to work closer with the Student Support team by building general awareness of the services Roxbury Prep offers, having a more clear system on obtaining, reviewing and flagging services prior to the start of the school year. This has enabled our new families to experience a more supportive school environment for their students with disabilities and we hope this success will excite families to spread awareness around the services we offer for ALL students.

Limited English-proficient students/English Learners

<p>(a) CHART data</p> <p>The school at/above/below CI percentages</p> <p>School percentage: 17%</p> <p>CI percentage: 18.5%</p>	<p>(b) Continued 2023-24 Strategies</p> <p>Did Meet CI:</p> <ul style="list-style-type: none"> - Recruitment mailers in Spanish, Haitian Creole, Vietnamese, Portuguese, Chinese, Cape Verdean Creole and Vietnamese. - Increasing capacity with staff who can communicate with Spanish Speaking families. - Continued improving and expanding our Newcomer program, ie; Purchased National Geographic Curriculum, expanded the block to 90 minutes; 45 minutes for Direct Language Instruction and 45 minutes for Dual Language Arts - Availability to complete online application in Spanish, Haitian Creole, Cape Verdean Creole/Crioulo, Portuguese, Chinese, and Vietnamese. - Student recruitment teams use instant phone interpretation service for phone calls - Text translation using iMessage - Purchased Really Great Reading for our multilingual learners to implement effective strategies for teaching our MLL students the phonetic skills they need to learn to read - Purchased Smart Boards so our multilingual learners can continue to learn in multimedia ways - Added a stipend Multilingual Learner Instructional Leader position to oversee programming, instruction, and compliance district-wide <p>(c) 2024-2025 Additional Strategy(ies), if needed</p> <p>Did not meet CI:</p> <ul style="list-style-type: none"> - English Language Learning class for families after school - Attend more Spanish Language CBO events with Spanish speaking staff - Purchasing National Geographic Curriculum for our Newcomer ELA program, expanding the learning block to 90 minutes; 45 minutes for Direct Language Instruction with National Geographic and 45 minutes for Dual Language Arts with our ELA curriculum - Adding a stipend Multilingual Learner Instructional Leader position to oversee programming, instruction, and compliance district-wide - Purchasing Smart Boards so our multilingual learners can continue to learn in multimedia ways
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- Purchasing Really Great Reading curriculum for our multilingual learners to implement effective strategies for teaching our MLL students the phonetic skills they need to learn to read

Students eligible for free or reduced lunch (Low-income)

<p>(a) CHART data</p> <p>The school at/above/below CI percentages</p> <p>School percentage: 78%</p> <p>CI percentage: 65.3%</p>	<p>(b) Continued 2023-2024 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> - Continued working with City Fresh. 100% free meals for all students - General recruitment strategies - Advertise Roxbury Prep’s participation in Community Eligibility, allowing all students a free breakfast and lunch. - Partner with community programs who serve low income families and children in our target neighborhoods - Offer free school supplies to all students and support with uniform if needed
	<p>(c) 2024-25 Additional Strategy(ies), if needed</p> <p>Did not meet CI:</p>

<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> - Continue to include information about our tutoring and extra support services in our advertisements. - Continue to have director of student supports and individual needs coordinators present for all Open Houses and Orientations to answer family questions - Work with community-based partners to identify students who may be seeking options for academic growth, such as 826 Boston, Tutors for All, Boston Public Library, and other tutoring programs around the city of Boston. <p>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> - Provide additional and/or enhanced strategies needed.
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<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> - Continue to develop and build relationships with community organizations who work with at-risk youth, such as Boys and Girls Clubs, Friends of the Children, Boston Youth Sanctuary, etc. <p>2024-2025 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed.
<p><u>Students who have dropped out of school</u></p> <p><u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> - At Roxbury Prep, we enroll new students through the 9th grade and do not accept any new students later in their high school career. Since students are required to be at least 16 years old to drop out of school, Roxbury Prep will work with interested families to determine if 9th grade at Roxbury Prep is the right place for their student to return to school. <p>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed.
<p>OPTIONAL^[4]</p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2023-24 Strategies</p> <p>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed

RETENTION PLAN 2023-2024

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2023-24 Retention Plan.

2023-2024 Implementation Summary

In 2023-2024, Roxbury Prep continued to implement its retention plan across all campuses. The campuses implemented the same drivers that have resulted in strong student retention as in past years – i.e. student orientations, an enhanced Advisory system to promote constant family communication, family events and conferences, additional family meetings, enrichment to engage diverse learners, and extensive tutoring to assist with remediation.

The 2023-2024 Roxbury Prep retention plan is intended to target the subgroups that were underrepresented at Roxbury Prep. Roxbury Prep places continued emphasis on the Advisory system, offering families the opportunity to connect with the Roxbury Prep staff, allowing Advisors to further strengthen relationships with families and keeping families better informed about potential issues with their students. The Advisory program has been successful as a retention strategy, ensuring all families are contacted regularly by their students' Advisor, regardless of academic standing. Advisory has allowed families to feel more informed and engaged with the Roxbury Prep community.

Each campus generates student grades on a weekly basis. This offers more monitoring and invites collaboration with families as early as possible to discuss students who are struggling academically and/or culturally. Roxbury Prep continues to hold in-person quarterly report card conferences with parents/guardians. Conferences are scheduled with all families, with accommodations arranged as needed for the family's native language, to discuss their student's progress and any goals or changes to the student's academic plan for the upcoming quarter. This helps families and teachers work together to engage students in their learning and to identify any areas where the student could use more support, whether academically or with other risk areas such as attendance, behavior, or other factors that may cause a student to leave Roxbury Prep or to struggle academically. In 2023-2024, Roxbury Prep campuses held quarterly report card conference meetings primarily in person, while also offering meetings via online zoom session, if requested by a family, for those with work conflicts or transportation issues. This helped ensure that family attendance at these critical events reached the goal of 90% or more by most campuses.

In 2023-2024, Roxbury Prep continued to offer middle and high school students who are at risk of being held back, the opportunity to attend an extended session of summer school in order to achieve grade level promotion. Parents are informed via phone, in-person meeting and/or letter at the time of the 2nd and 3rd quarter report card conference if their student was considered "promotion in doubt". Language translation is provided for families in need.

At the end of the school year, any student failing three (3) or more content areas is asked to attend the extended summer school session. Students who successfully complete their final exams during summer school are eligible for promotion to the next grade. Those students that failed to pass their final exams in summer school are retained in their previous grade level. Families are contacted by Roxbury Prep staff to discuss the benefits of keeping their child at Roxbury Prep and the benefits of summer school or being retained. Additionally, families are well informed and engaged throughout the summer school process.

Summer school offers an important opportunity for students who may have struggled to make academic gains during the school year, to learn the skills/concepts needed to move to the next grade level.

Roxbury Prep experienced a student retention rate of 73.4% in 2022-23, and the 2023-2024 retention rate is trending toward 81-82% for the middle schools and 88% for the High School. Roxbury Prep closed one of our middle school campuses at the end of 2023-24 due to lower demand and the end of our lease with BPS, yet we were able to retain about 79% of these students by transferring families to one of the two other middle schools of their choice.

Roxbury Prep continues to focus on boosting Grade 8 to Grade 9 persistence and minimizing attrition. We have traditionally seen high attrition rates as our 8th graders enter high school. Some students choose to attend local exam high schools or seek out different high school options because of the current configuration of our HS, which serves 9th and 10th grades at our Hyde Park campus and 11th and 12th grade at our Nubian Square campus. This split is a necessity based on facility availability and is not our preference, but may not be the first choice for some of our 8th grade students.

We expect to see a significant reduction in the middle to high school attrition rates when Roxbury Prep opens its new school facility in the fall of 2025. This new building will unify all high school grades in one brand new, state-of-the-art facility. Our Proctor St facility will house both a middle school and a high school and will have a dramatic effect on our retention rates for all grades, but most especially for rising 9th graders.

Overall Student Retention Goal

The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.

<p>Annual goal for student retention (percentage):</p>	<p>90%</p>
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Retention Plan – 2023-24 Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) Continued 2023-24 Strategies
<p>School percentage: 23.7%</p> <p>Third Quartile: 16.5%</p> <p>The school's attrition rate is above the third quartile percentages.</p>	<p>Above third quartile: enhanced/additional strategies needed</p> <p>>Tailored academic support and Remediation</p> <p>Engaging a team of Special educators including Individual Needs Coordinators, Learning Specialists Paraprofessionals to ensure Individualized Education Plans (IEPs) are effectively implemented for students with disabilities, providing them with personalized learning accommodations, assistive technologies, and support staff, as needed.</p> <p>>Family and community engagement</p> <p>Parent-Teacher Touchpoints: Student advisors initiate contact with parents via phone and/or email quarterly offering the opportunity to discuss student progress. Quarterly report card in-person conference meetings are organized by each campus, where parents can talk with teachers, the Principal and Dean of Students about progress and any concerns. Language support is offered for all Parent-Teacher meetings (calls/Reports card conference) as needed.</p> <p>Family Orientation: Roxbury Prep offer obligatory family/student orientation nights before the first day of school to provide families the opportunity to learn about our systems, policies, and procedures and the reasoning behind them. These orientations will also give families a chance to connect with each other and with staff members. Additional orientation opportunities were held before and after the March lottery results for newly accepted and returning families.</p> <p>Newly accepted families of students with disabilities are given the opportunity to tour the campus and meet the Special Education team in order to help make their final enrollment decisions. Building community early in the school-to-home partnership and at the start of the student's school year at Roxbury Prep, leads to better informed and engaged parents, and better student outcomes.</p> <p>Development of active Family Councils at each campus: We established family councils at each campus to enhance collaboration and elevate parent voices. These councils met quarterly, facilitated by principals and directors of operations</p> <p>Family Councils that have a focus on the issues facing families of students with disabilities, offer another touchpoint for families of students with disabilities, aside from regular in-school/IEP performance-based meetings held at least quarterly and quarterly reports card conference meetings.</p>

	<p>Offering summer academic Bridge programs and life skills programming for students with disabilities.</p> <p>>Social-emotional and behavior support</p> <p>Promote an inclusive environment and school culture, that values diversity, including DEI and cultural competency training for staff, and anti-bullying programs to ensure students from marginalized groups feel safe and accepted.</p> <p>>Data-driven decision making</p> <p>Continuing use of state and internal assessment data to track student achievement and tailor curriculum.</p> <p>Building school retention teams to track student attendance and absenteeism, and offer targeted interventions to remove barriers to attendance and reduce chronic absenteeism for students with disabilities.</p> <p>>Teacher professional development</p> <p>Staff Training: Roxbury Prep contracted for training from outside special education professional development providers for Individual Needs Coordinators at each campus. Individual Needs Coordinators received increased professional development opportunities during August, including sessions focused on successful communication with families and strategies for meeting student needs. This added professional development provides resources and access to best practices for communicating with families of students with disabilities. General education teachers were also provided training/strategies for co-teaching and meeting diverse needs in classrooms. Individual Needs Coordinators initiated quarterly cohort meetings to share best practices and ensure consistent policies and procedures across campuses.</p>
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><u>X</u> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>Our attrition rate in this category is above the third quartile, however, reduced from 27.5% in 2022-23 to 23.7% in 2023-24, a downward trend.</p> <p>>Family and community engagement</p> <p>Quarterly Meetings with Families of Students with Disabilities. (2 years)</p> <p>Parents provide feedback on our SWD systems and have an opportunity to learn the new Massachusetts IEP. Our SPED team explains the changes in the new sections and get feedback on what families like about our program and what they</p>

want to see changed. We also provide documentation to families explaining all the possible services that can be on their student's IEP.

Family Survey: (1-2 yrs) Roxbury Prep will implement bi-annual family surveys to better understand and affect any concerns families have about the quality of instruction their students are receiving and the quality of support on their students' individualized education plan.

>Tailored academic support

Retain students with IEPs at 95% in the 2024-25 school year: (1-2 years) As Individual Needs Coordinators work together more frequently in weekly meetings with the Director of Individual Needs and in bi-weekly meetings with each other, school leadership will ensure that students with IEPs are supported across grade span transitions and families have a consistent experience from year to year with Roxbury Prep. We aim to retain 95% of our students with disabilities in the 2024-25 school year and will do so with frequent check-ins with families - at least once a quarter. Individual Needs Coordinators are leading a family training in the fall 2024 to introduce the new Massachusetts IEP and ensure families know their rights. Individual needs coordinators will reflect on enrollment and retention for students with disabilities in conjunction with the Director of Individual Needs at the end of each quarter and set goals for improvement.

Life Skills Curriculum: (2-3yrs) Roxbury Prep has purchased a new curriculum that will support students on IEPs with gaining life skills, which includes health, digital literacy, and social emotional development. This curriculum will support students in meeting their IEP goals and keep students engaged in their classroom and school. In particular, our upper school high school students will receive a curriculum that will prepare them for life citizenship and workforce development skills.

Differentiated Sub-Separate program: (2-3yrs) Roxbury Prep has initiated a new model to place students eligible for its sub-separate program into classrooms based on the grade level at which they are performing. The new model allows students to continue to receive the appropriate accommodations while also ensuring they receive a curriculum that meets their unique IEP needs, keeping students engaged in the classroom and meeting their IEP goals.

>Data-driven decision making

Expand Roxbury Prep's Literacy Intervention programming and curriculum (2-3 years): To address remaining gaps in literacy for all students, but most especially students with disabilities, our Instructional Leaders have implemented a Guided Reading program for 5th and 6th grade students who are reading below grade level. These students were in their formative reading years during the pandemic and have fallen behind. We will offer expanded reading intervention programming with the introduction of a new curriculum and expand our offerings to more grade levels. Students who demonstrate the need for phonics instruction based on their mClass score will receive a science-backed phonics curriculum in small groups with a teacher. Those who are prepared to work on comprehension and fluency will be in supported Guided Reading Groups where they will read and

	<p>discuss books on their level. We are also planning on increasing our professional development for our teachers, as well as increased observation and feedback in the classroom.</p> <p>DIBELs Assessment. Adding Adolescent Reading Intervention Program for students with IEPs in grades 7-12 who have demonstrated via the DIBELs assessment that they are reading more than three levels below grade level. These students will receive targeted and scientifically backed phonics support in small groups to increase their ability to read with fluency. We will regularly track and monitor their progress in our ARI (Adolescent Reading Intervention) Program).</p>
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Limited English-proficient students/English learners

Limited English-proficient students

<p><u>(a) CHART data</u></p> <p>School percentage: 26.8%</p> <p>Third Quartile: 17.5%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p>Above third quartile: enhanced/additional strategies needed.</p> <p>>Tailored academic support</p> <p>Newcomers Programming: Roxbury Prep has created an English language program for students who have recently moved to the United States, at both our middle schools and our high school. Roxbury Prep believes that this increased programming specific to English Language Learners will support continued high retention of this population.</p> <p>>Teacher professional development</p> <p>Focused Language Goals: Multilingual Learning Coordinators (MLC) will work closely with MLL teachers and advisors to ensure students have access to mandated supports. Our MLCs will coordinate with/coach General education teachers with Focused Language Goals for all MLL learners in all 4 core subjects.</p> <p>>Data-driven decision making</p> <p>WIDA & ACCESS Testing: Students scoring a 1-2 on WIDA or ACCESS, will be offered additional supports such as;</p> <ul style="list-style-type: none"> • Strategic seating with partner who can translate • Materials/course reading translated into home language • Level 1 students graded for completion on homework and classwork • Reference sheets/other accommodated materials provided to MLLs • Extended time on classwork and tests <p>>Family and community engagement</p> <p>Parent-Teacher Touchpoints: Student advisors initiate contact with parents via phone and/or email quarterly offering the opportunity to discuss student progress. Quarterly report card in-person conference meetings are organized by each campus, where parents can talk Teachers, the Principal and Dean of Students about progress and any concerns. Language support is offered for all Parent-Teacher meetings (calls/Reports card conference) as needed.</p> <p>Family Orientation: At Family Orientation we make every effort to showcase our programming for Multilingual Learners. During the event, we highlight our ELP programming and explain to families what is offered to students. Additionally, families who would like to learn more about our Newcomer ELA class are welcome to attend a workshop during family orientation where we roll out the curriculum and scope and sequence for that class for the school year. We also offer time and space for families to connect with our Multilingual Learner Coordinators during Family Orientation and Back-to-School-Night. In addition to our robust programming and strong curriculum, we were also eager to showcase our new Smartboards, purchased specifically for pullout classes for multilingual learners.</p>
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English Class for Roxbury Prep Parents: Roxbury Prep piloted an English Language class for Parents of LEP students and open to all Roxbury Prep parents, in the spring of 2024, to help uplevel their skills and build positive family engagement with LEP families. About 36 families participated in the program. We plan to continue this parent language program for the 2024-2025 school year.

Translation Services for Family engagement: Roxbury Prep continues to build its translation and interpretation accessibility to ensure all families can participate fully in all family activities. Roxbury Prep has developed **a Staff Translation Team** to offer language support for multilingual families at in-person school sponsored events, such as Family Council, Community Events such as the Fall Food Basket Drive.

Translated Enrollment Materials: Increased number of languages for translated materials at all enrolment events and number of languages that our website is able to support. We continue to seek out ways to make the translation needs of prospective families more easily accessible to school staff in the school's student information system. This will ensure all families can fully access the Roxbury Prep program and resources.

(c) 2024-25 Additional Strategy(ies), if needed

X Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

Our attrition rate in this category is above the third quartile, however, reduced from 27.6% in 2022-23 to 26.8% in 2023-24, a downward trend.

>Family and community engagement

Family Survey (2 years):

Roxbury Prep's family survey plays a crucial role in helping retain English Language Learners (ELLs) by ensuring that their families' concerns and experiences are actively addressed. The survey is conducted bi-annually and is designed to be responsive to families of all cultures and languages. Here's how it supports ELL retention:

1. **Language Accessibility:** One of the core questions asks whether the school communicates with families in a language they can understand. This ensures that ELL families feel informed and engaged with their child's education. Clear communication in a family's native language builds trust and reduces barriers that may otherwise cause frustration or disengagement.
2. **Cultural Inclusivity:** The survey also asks whether families feel that their child's race, ethnicity, culture, and background are valued at school. This helps the school gauge how well it is fostering an inclusive environment where ELL students feel respected and supported. When families see that the school values their child's identity, they are more likely to remain engaged and keep their children enrolled.

By regularly soliciting feedback through these culturally sensitive questions, Roxbury Prep can identify and address any gaps in support, thereby improving the overall experience for ELL students and fostering a welcoming environment that encourages retention.

This survey is translated into all the major languages spoken by the school's family population.

Focus Groups (2 years): We plan to facilitate annual focus groups with families of students with English Language Learners to get feedback on the implementation of the evidence-based programs, understand student/family challenges and needs that will help inform MLL curriculum planning and how we engage with parents to better support student progress.

Opportunities for multilingual learners and their families

In addition to our Family Language Classes, which are designed specifically to support our Newcomer Families, we also create spaces for families of multilingual learners and their families to interface with our schools. We disseminate all materials in multiple languages and train staff on translating with Keylingo, as

	<p>well as employ multiple bilingual educators and enrollment staff who can support families.</p> <p>Our Newcomer Classes begin during Quarter 2 and our families have the opportunity to join their students in learning introductory English in the same setting as their student, but also to learn how to support their student when they need support in school. Teachers are trained in translating materials into students' home languages for students with WIDA levels of 1-2, and those same students' families will be invited to take part in Family Language Classes. At these classes, families will engage with their student's teacher and the other families in Newcomer ELA one evening a week. They will build community, learn English, and learn family advocacy and tools for supporting their learner.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

(a) CHART data	(b) Continued 2023-24 Strategies
<p>School percentage: 22 %</p> <p>Third Quartile: 18.1%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>Above third quartile: enhanced/additional strategies needed</p> <p>>Academic Enrichment Programs:</p> <p>Enrichment/Clubs: All students are invited to participate in Roxbury Prep's after school clubs such as soccer, basketball, track, baseball/softball, step team, theater and talent performances. There is no charge for these activities, ensuring that all students can participate. These activities help build students' connections to the school. When students face challenges such as transportation, uniforms, etc., school teams work with students and families to find solutions so that students may participate.</p> <p>>Family and community engagement</p> <p>Parent-Teacher Touchpoints: Student advisors initiate contact with parents via phone and/or email quarterly offering the opportunity to discuss student progress. Quarterly report card in-person conference meetings are organized by each campus, where parents can talk Teachers, the Principal and Dean of Students about progress and any concerns. Language support is offered for all Parent-Teacher meetings (calls/Reports card conference) as needed.</p> <p>Increase participation at Family Councils at each campus: In the 2023-2024 each campus continued to hold its own Family Councils to engage family participation in their school community. All families are invited to attend and at most events offer</p>

a meal for all family members in attendance (including younger siblings). Family Council meetings offer important opportunities for parents to feel a sense of belonging by networking with other parents, voice their opinions on issues, hear from State Representatives on community/education issues, and volunteer on a project to support the school community.

This positive engagement and inclusion of the parent's voice, deepens their commitment to the school community and encourages retention.

(c) 2024-25 Additional Strategy(ies), if needed

X Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

Our attrition rate in this category is above the third quartile, however, reduced from 26.3% in 2022-23 to 22.0% in 2023-24, a downward trend.

>Family and community engagement

Family Survey (2 years): Roxbury Prep has implemented bi-annual family surveys to understand and affect any concerns families have about the quality of instruction their students are receiving and the quality of support for their students' unique needs. To address the needs of low-income families, our survey asks these questions:

- Are activities and events at your child's school scheduled at times you can attend?
- I am satisfied with how often the school communicates with me.

Some families may face challenges such as limited access to technology or irregular work schedules, which can affect their ability to receive or respond to communication. By assessing satisfaction with communication frequency, schools

can identify and address any gaps, ensuring that all families feel included regardless of their socioeconomic status.

Some families have jobs with non-flexible hours, so activities scheduled at inconvenient times can limit their ability to engage with the school. This question helps the school understand if they are offering events at times that accommodate various family schedules, ensuring that more families can participate.

These surveys will be translated into all the major languages spoken by the school's family population.

>Academic Enrichment

Expand Roxbury Prep's offerings of diverse student enrichment opportunities:

Expand the Roxbury Prep High School High School (HS) 2.0 program of co-curriculars, focused on competitive projects, such as Speech & Debate, Robotics, Computer science, Culinary skills, gaming, music appreciation, theater arts. We know that the HS 2.0 program acts as a key lever of our "to and through mission," contributing to a student's passions, talent, and voice. Students participating in rigorous competitive HS 2.0 projects are afforded multiple at-bats to build talent outside of their regular academic courses and are better able to speak to their passion and develop their voice. This has a positive impact on college admission into selective colleges and better preparation for challenging majors, such as engineering.

Added focus on our internship program offerings. The Uncommon Network has created a new role entitled Director of Corporate Partnerships & Internships. This role will conduct outreach and pave partnerships with organizations and companies that are a strong fit for our vision for student experiences and success.

Expanding enrichment opportunities and internships helps retain low-income students at Roxbury Prep by addressing key barriers they often face, such as limited access to extracurricular and professional development opportunities. Programs like HS 2.0 give students exposure to competitive, skill-building activities that they might not otherwise afford, leveling the playing field with their more affluent peers. These experiences boost confidence, create a sense of belonging, and help students see a clear pathway to college and career success. The internships provide invaluable workforce exposure, showing low-income students that their education has direct relevance to real-world opportunities, encouraging them to stay in school and pursue long-term goals.

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <p>>Tailored academic support</p> <p>Advisory System: Continued focus on building the Advisor-Student-Family relationship, deepening connections between families and school via the Advisor. When the Roxbury Prep experience becomes challenging for students and families, the Advisor-Family relationship is critical to ensure problem solving. Building on practices at Roxbury Prep, Advisors will call the families of their Advisees every other week and log all calls. This will ensure that all families get a call from school to check in twice per month. A new database system will provide additional tracking and automation. Advisors will communicate frequently (at least twice per month progress updates in person or by phone, with option to communicate by phone weekly) with parents of struggling students who are at risk of retention so that they are aware of our efforts on behalf of their student, and so that the family and teacher can work together to create a support plan specific to the student based on the root causes of why they are struggling.</p> <p>>Academic Enrichment and Remediation</p> <p>Additional Remediation Opportunities in response reducing academic losses due to the COVID-19 pandemic: Roxbury Prep continues a focus on remediation and skill building by offering students small group tutoring and homework help for ELA and Math, and teachers use data collected from start of year assessments to identify and provide targeted resources to those students who may have more persistent and significant learning gaps following the periods of school closure during the COVID-19 pandemic.</p> <p>Homework Club: Offering structured/guided homework time after school at the middle school level, and homework coaches and the HS level to meet weekly with selected/referred students to organized homework and assignments.</p> <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <p>Enhanced Math Tutoring: Roxbury Prep has been chosen to participate in DESE’s High Dosage Math Tutoring Program. These services are supplemental to regular instructional time and are delivered virtually. Tutoring services will take place from September 2024 to June 2025, during school hours, and scheduled based on approximately 12-week cycles.</p>
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<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <p>>Academic Enrichment and Remediation</p> <p>Summer School: Offering an “extended school year” Summer Academic Program for students who fail three (3) or more of their academic classes. By participating in the Summer Academic Program, students have the opportunity to master skills they did not master during the year and retake final exams at the end of the session. Students who successfully pass their exams at the end of the Summer Academic Program will be promoted to the next grade.</p> <p>>Family and community engagement</p> <p>Family Engagement: In addition to the advisory system used for all students, families of students at risk of dropping out will be engaged via meetings or phone calls to ensure the persistence of the student. Roxbury Prep will target this level of engagement toward students with poor attendance records, high suspension rates, and/or poor performance.</p> <p>The Student Support Team: Roxbury Prep continues to focus on the Advisor-Student-Family relationship, to deepen family home to school engagement and relationship with the student’s Advisor. Advisors have regular touchpoints with families each month and log all family calls/action steps. This ensures that all families get a call from school to check in twice per month. For students that do not respond effectively to the advisory system and continue to have poor attendance or academic performance, the school will assign a case manager within the Student Support Team. Case Managers will work together with the student’s family to develop enhanced strategies for supporting the student’s unique needs and challenges, with the intention of keeping them in school. For example, case managers will have regular touchpoints with the family to identify barriers to accessing school and to develop action plans to support students and families in overcoming those barriers.</p> <p>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed. <p>>Family Engagement, Social-emotional support & Data-driven decision making</p> <p>Enhanced attendance tracking of chronically absent students: Roxbury Prep will pilot a new Attendance/Absenteeism system to identify earlier those at-risk students before they reach the chronically absent stage (at 18 days absent) and categorize their needs into established Tiers 1, 2, 3. Each Tier offers appropriate academic, family, social emotional, and logistics (transport) support and/or interventions. This intervention will include direct family engagement with the Student Support Team members including the school Social Worker and/or Dean of Students to understand the unique challenges a family may have with the student, helping the family problem solve to best support the student’s consistent attendance at school.</p>
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<p><u>Students who have dropped out of school</u></p> <p><u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2023-24 Strategies</p> <p>>Family and community engagement</p> <p>Student Support Team: For students who stop coming to school and appear at risk of dropping out or who have already dropped out, Roxbury Prep utilizes its existing student support team structure to follow up with students. Students who are chronically absent, have low academic performance, or stop coming to school - are assigned a case manager with the Student Support Team, who will work together with the student’s family to develop enhanced strategies for supporting the student’s unique needs and challenges. When the school identifies a student who is at risk of dropping out or may have already dropped out, the school leaders will personally reach out to the student and their family to problem solve the student’s situation and barriers to graduation. Ultimately, Roxbury Prep’s goal is to help the student continue their education, so the student support team case worker will work with school leaders and the student’s family to problem-solve and help the student re-engage in their education to ensure they complete high school.</p> <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> · Provide additional and/or enhanced strategies needed. <p>>Family Engagement</p> <p>Family-Student School Leader Meetings: Facilitate meetings with Student Support Team members including school leaders to discuss the impact, consequences and next steps for families and student who have chosen to drop-out.</p>
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Appendix C: School and Student Data Tables

ADMINISTRATIVE ROSTER DURING THE 2023-24 SCHOOL YEAR			
Name, Title	Job Description	Start date	End date
Julie Jackson, Co-CEO Uncommon Schools	Manages all schools and DEI	7/1/2019	N/A
Tera Carr, Regional Superintendent of Instruction, MS	Manages the middle school principals	7/1/2020	N/A
Kim Kinsman, Regional Superintendent of Operations	Manages the region's finances and operations.	7/01/2023	N/A
John Verrilli, Regional Senior Director	Manages external affairs for the region.	1/15/2019	N/A
Timothy O'Leary, Principal (Mission Hill)	Manages the school's curriculum and instruction.	7/1/2021	N/A
Lucy Smukler, Director of Operations (Mission Hill)	Manages the school's finances and operations.	7/1/2021	N/A
Emma Simmons, Principal (Lucy Stone)	Manages the school's curriculum and instruction.	7/1/2021	N/A
Marrie Ayub, Director of Operations (Lucy Stone)	Manages the school's finances and operations.	7/1/2023	6/30/24
Frankline Mardi, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2016	N/A
Robbie Steinberg, Director of Operations (Dorchester)	Manages the school's finances and operations.	7/1/2021	6/30/24
Sara Sherr, Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	7/1/23	N/A
Chelsea McWilliams, Principal (RPHS Upper Campus)	Manages the school's curriculum and instruction	1/1/2021	N/A
Yaovi Jondoh, Director of Operations (RPHS Upper Campus)	Manages the school's finances and operations.	7/1/2021	N/A
Jonathan Carlisle, Principal (RPHS Lower Campus)	Manages the school's curriculum and instruction.	7/1/2021	6/30/24
Ariam Garcia, Director of Operations (RPHS Lower Campus)	Manages the school's finances and operations.	7/1/2022	N/A
Katherine Parker, Director of Development	Manages development	12/1/2022	N/A
Mary Henningsen, Director of School Support	Manages cross-campus infrastructure and initiatives.	7/1/23	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2023-24 SCHOOL YEAR				
	Active as of last day of 2023-24 SY	Departures during 2023-24 SY	Departures @ end of 2023-24 SY	Reasons for Departure
Teacher	117	32	18	Commute, Desire Fewer Hours, Diss w/ Pay, Diss w/ Role, Grad School, Relocation, Personal Reasons, Culture Not Good Fit, Took Lateral Role, Workload Difficult to Manage, Resignation While on Leave, Role is Diff. From Expectations
Other Staff	114	35	8	Commute, Desire Fewer Hours, Diss w/ Management, Diss w/ Role, Grad School, Not Aligned w/ Lesson Plans, Personal Reasons, Culture Not Good Fit, Took Lateral Role, Workload Difficult to Manage

BOARD MEMBER INFORMATION	
Number of Commissioner approved board members as of August 1, 2024	10
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	18
Number of board committee members who are neither trustees nor school employees during 2021-22 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS DURING THE 2023-2024 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of Each Term	Final Year of Service possible based on term limits in bylaws
Mr. Richard McQuaid	Trustee	Real Estate	4	Elected: Nov 2011 Re-Elected 4 th term: Nov 2021 Term Ends: Nov 2024	2030
Mr. Andrew Tamoney	Treasurer	Finance, Governance, Real Estate	3	Elected: Oct 2015 Re-Elected 3 rd term: Sept 2021 Term Ends: Oct 2024	2024
Mr. Francisco Marriott	Vice Chair	Finance, Governance	3	Elected: Jan 2018 Re-Elected 3 rd Term: Jan 2024 Term Ends: Jan 2027	2027
Mr. Ruven Rodriguez	Chair	Real Estate, Finance	3	Elected: Mar 2018 Re-Elected 3 rd Term: Mar 2024 Term Ends: Mar 2027	2027
Ms. Ayanna Cundiff	Parent Representative	Academic & Leadership	2	Elected: May 2020 Re-elected 2 nd Term: Apr 2023 Term Ends: Apr 2026	2029
Mr. Ronald Carroll	Trustee	Development	2	Elected: Feb 2021 Re-Elected 2 nd Term: Feb 2024 Term Ends: Feb 2027	2030
Mr. William Forde	Trustee	Development	2	Elected: May 2021 Re-elected 2 nd Term: May 2024 Term Ends: May 2027	2030
Mr. Scott Oran	Trustee	Real Estate	1	Elected: March 2022 Term Ends: March 2025	2031
Ms. Sarah Hatton	Trustee	Academic & Leadership	1	Elected: Dec 2022 Term Ends: Dec 2025	2031
Mr. Marc Savatsky	Trustee	Real Estate	1	Elected: August 2023 Term Ends: August 2026	2032

Board of Trustee and Committee Meeting Notices (click for Board Meeting Agendas)

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Ruven Rodriguez	Ruven.rodriquez@moganstanley.com	No change
Regional Superintendent of Operations	Kim Kinsman	Kim.kinsman@uncommonschoools.org	No change
Regional Superintendent of Instruction	Tera Carr	Tera.carr@roxburyprep.org	No change
Regional Senior Director	John Verrilli	John.verrilli@roxburyprep.org	No change
Special Education Director	Sara Sherr	Sara.Sherr@roxburyprep.org	No change
MCAS Test Coordinator	Mary Henningsen	mary.henningsen@roxburyprep.org	No change
SIMS Contact and SIMS Coordinator	Mary Henningsen	mary.henningsen@roxburyprep.org	No change
English Language Learner Director	Sara Sherr	Sara.Sherr@roxburyprep.org	No change
School Business Official	Mary Henningsen	mary.henningsen@roxburyprep.org	No change

Appendix D: Additional Required Information

Facilities

Roxbury Prep is making changes to its regional structure which will change the number of our school buildings. For school year 2024-25, we are consolidating from three middle schools to two. Our Lucy Stone MS closed as of June 30, 2024. In school year 2025-26, we will be opening a brand-new facility which will house our Mission Hill Middle School (grades 6-8), and our High School (grades 9-12), and we will be transitioning away from our current Mission Hill, Hyde Park and Nubian Square facilities.

This new facility will remain within our current municipality and will not require a Charter Amendment, but Roxbury Prep will submit the required documents with DESE before occupancy in 2025.

See the Roxbury Prep Capital Plan for SY 2024-25 in the Finance Section Above.

Address	Dates of Occupancy
Mission Hill Middle School 120 Fisher Avenue Roxbury, MA 02120	Lease start 1999 – ends July 2025
Lucy Stone Middle School 22 Regina Road Dorchester, MA 02124	Lease start April 2012 – ended June 30, 2024
Dorchester Middle School	Lease start July 2012

206 Magnolia Street Dorchester, MA 02121	
Roxbury Prep High School – Lower Campus 1286 Hyde Park Avenue Hyde Park, MA 02136	Lease start August 2017 – ends July 2025
Roxbury Prep High School – Upper Campus 2179 Washington St. Roxbury, MA 02119	Lease start July 2021 – ends July 2025

Enrollment

Action	2024-25 School Year Date(s)
Student Application Deadline	February 28, 2025
Lottery	March 6 th , 2025

Appendix E: Conditions, Complaints and Attachments

In February 2024, the Education Commissioner renewed Roxbury Prep’s charter, dropping a condition based on school culture and added a new condition on student enrollment.

Efforts to Address Concerns Resulting in Conditions
<p>Condition</p> <p>By August 1, 2025, the school must submit a charter amendment that aligns the school’s maximum enrollment with the school’s enrollment trends.</p>
<p>Actions taken by the school in 2023-24 to address the concern that resulted in the condition</p> <p>Although Roxbury Prep's charter permits a maximum enrollment of 1800 students, our actual enrollment has never exceeded 1600 students, and since school year 2020-21, our student enrollment has declined by 28%.</p> <p>Roxbury Prep has taken several steps to address this issue:</p> <ul style="list-style-type: none"> • We are researching the root causes for enrollment declines • We are reorganizing our facility footprint, including the addition of a brand-new school building and the closing of one middle school • We are researching the potential for grade expansion into PK – 4th grade. • Expanded our Enrollment Team • Increased our marketing budget

Root Causes

Roxbury Prep’s enrollment challenges stem from two issues: under-enrollment in 5th grade and a declining student population in Boston.

- 5th grade accounts for over 40% of Roxbury Prep’s Middle school under-enrollment
- BPS’s grade re-configuration, which focuses on offering primarily a K-6/7-12 and K-8/9-12 system, leads to fewer school changes for Boston families and fewer opportunities for charter schools to enroll new students who are considering a new school.
- Boston’s school-aged population is declining
 - From 1980 to 2022, the number of 5- to 17-year-olds in Boston decreased by 29 percent
 - BPS has lost 25% of its students in the last two decades, a trend that accelerated during the pandemic
 - The neighborhoods which have lost the greatest number of students are the communities that Roxbury Prep serves: Dorchester, Roxbury and Mattapan
 - Both public and charter schools saw a decline in enrollment over the last 5 years (-6% for both).

Facility Consolidation

At the end of school year 2024-25, Roxbury Prep will be consolidating from five school buildings to two. Going forward, our district will include two middle schools and one high school.

- We are building a state-of-the-art facility in Roxbury opening in the summer of 2025, which will house one of our middle schools and our high school.
- Lucy Stone Middle school closed at the end of the 23-24 school year.
- We will be moving our Mission Hill MS, our Hyde Park HS and our Nubian Square HS into the new facility in Roxbury in SY25-26.

Grade Expansion

- Roxbury Prep is researching the possibility of expanding our grade offerings to include an elementary school (PK-4). This will be addressed in our required charter amendment in August 2025.

Complaints

Board of Trustees Contact Information click here: <https://roxburyprep.uncommonschoools.org/board-of-trustees/>

Date	Summary of Complaint	Summary of Complaint Resolution
January 2024	Aunt of a 10 th grade student complained about the way an IEP meeting was conducted and that her niece was not receiving the needed support mapped out in her IEP.	After we received the complaint from the student’s aunt, we sought to resolve the issue by offering further meetings with the family to discuss the student’s IEP, her services, and her supports. Our Regional Senior Director responded to the student’s aunt to this effect on 1/24 via email.

		<p>Our Director of Special Education then emailed the student’s aunt on the same day (1/24) sharing that she had worked with the student in math class that day, that the student had done a great job graphing coordinates, and that she was eager to meet to discuss the student’s supports. The student’s aunt responded to our Regional Senior Director that she did not want to meet with the Director of Special Education. The student’s aunt also responded directly to the Director of Special Education’s email and asked her not to contact her or any member of her family. Our Senior Director of Student Support Services offered to meet with the aunt to discuss supports for the student. The student’s aunt declined to meet with our Senior Director of Student Support Services, writing that she was waiting for “outside support before we continue this conversation. We then did not hear back from the family until April 2nd, when the student’s grandmother reached out to our Individual Needs Coordinator for a meeting. Our Individual Needs Coordinator scheduled the meeting with the family for April 4th. On April 3rd 2024, the student was involved in a physical altercation with another student and then assaulted a staff member who attempted to break up the fight. This was a repeated violation of our Code of Conduct from the student. The team held a Manifest Determination Review meeting for the student on April 4th, and the team determined that the student’s behavior was not a manifestation of her disability. As a result, the student received a long-term suspension. The parent ultimately decided to withdraw the student and enroll her in another school.</p>
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<p>October 2023</p>	<p>A neighbor at our Dorchester Campus had complaints about the school's dumpster being too close to her apartment and that it was not being maintained properly – ie locked and kept clean.</p>	<p>Roxbury Prep leadership met with the neighbor to hear her complaints and formulate a solution which includes the following:</p> <ul style="list-style-type: none"> • Worked with Waste Management to replace the dumpster with one that locks. • RPDC DOO is working with the nightly cleaning crew, assuring that no garbage bags are left outside of the dumpster if it fills up. • RPDC Custodian is doing a daily check to make sure the dumpster is always locked, to keep rodents out and others from dumping their trash. • RPDC Custodian is cleaning up around the dumpster daily • Roxbury Prep is paying for monthly rodent control at neighbors building.
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Attachments

Item 1: ELA IA Data

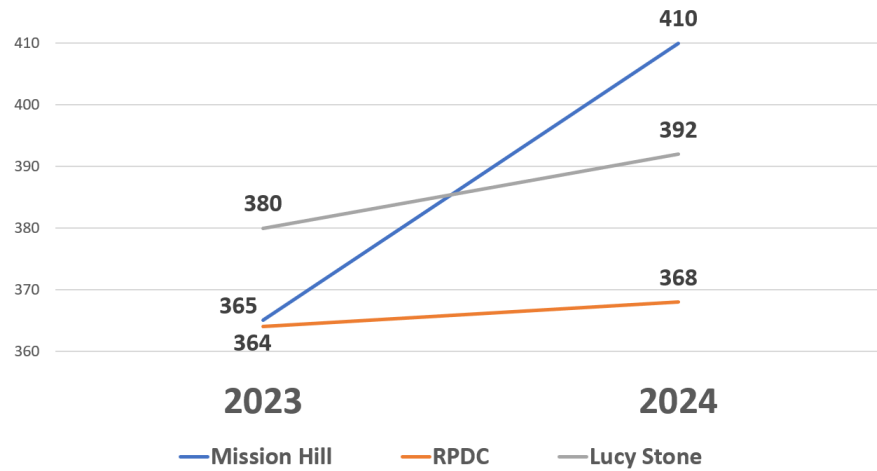
% Change IA1 to IA3					
Subject	School	5	6	7	8
ELA	RPC	-2.7%	7.4%	6.6%	10.2%
	RPDC	-1.8%	16.3%	16.3%	8.9%
	RPLS	N/A	14.1%	9.8%	13.3%
	USI	-4.6%	2.3%	4.2%	4.9%

Item 2: Math, Science, History IA Data

% Change IA1 to IA3					
Subject	School	5	6	7	8
Math	Roxbury Prep	1.5%	-0.8%	-2.7%	-1.6%
	USI	1.0%	5.0%	9.3%	0.2%
History	Roxbury Prep	1.9%	17.7%	19.7%	12.1%
	USI	-2.3%	8.4%	13.0%	11.7%
Science	Roxbury Prep	1.5%	-5.5%	-4.0%	1.1%
	USI	-0.1%	-6.5%	-1.8%	1.8%

Item 3: 8th Grade PSAT ELA Results

Roxbury Prep Middle School ELA PSAT Scores 2023 – 2024



Roxbury Prep 8th grade PSAT scores for ELA increased 13% year-over-year, from 39% to 52% of students meeting the College Benchmark

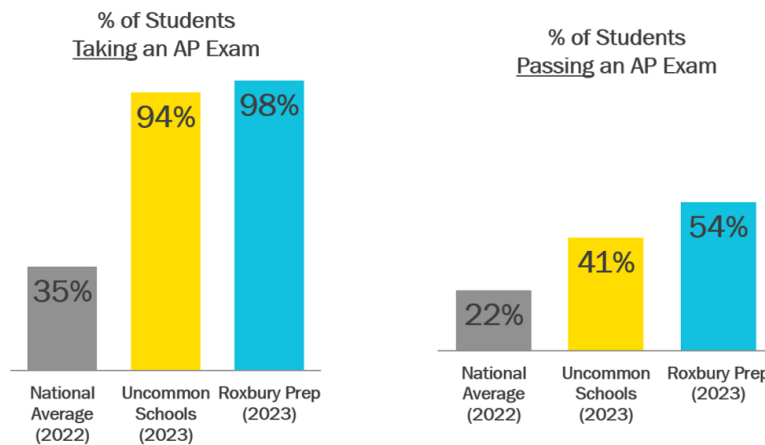
Item 4: End-of-Year mClass Data

Reading Proficiency for 5 th and 6 th Graders – 54%			
2 or More Grade Levels Below	1 Grade Level Below	On Grade Level	Above Grade Level
27%	19%	34%	20%

Item 5: Advanced Placement Test Data

AP Index

Our Roxbury Prep high school students participate in AP exams at exceptional rates and pass AP exams at more than double the national average.



Item 6: High School GPA's YOY

Grade	SY23-24 *	SY22-23	SY21-22	SY20-21	SY19-20
9th	2.94	2.75	2.41	3.24	2.40
10th	2.79	2.92	2.66	2.22	2.91
11th	3.01	2.92	2.91	2.72	3.12
12th	3.10	3.13	3.17	3.00	3.39

HS GPA increased
YOY in grades 9
and 11 but
decreased slightly in
grades 10 and 12.

*SY23-24 data as of Q3; all other years as of EOY

Roxbury Prep Teacher Evaluation Rubric

Teacher's Name: _____ Grade Level and Subject: _____ Date of Evaluation: _____

CLASSROOM MANAGEMENT	Advanced	Proficient	Working Towards	Needs Improvement
<p>Classroom Culture</p>	<ul style="list-style-type: none"> ● The tone of the classroom is efficient, respectful, culturally responsive, and positive. ● Establishes strong learning partnerships with students through appropriate trust and rapport generators ● Creates a strong environment that is intellectually and socially safe for learning. ● Demonstrates asset-based thinking by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. ● Students are respectful of one another and highly collaborative during partner and group work, eager to accomplish a task together. ● School rules, values, and behaviors are always upheld and emphasized. 	<ul style="list-style-type: none"> ● The general tone of the classroom is mostly efficient, respectful, culturally responsive, and positive. ● Frequently establishes strong learning partnerships with students through appropriate trust and rapport generators ● Creates an environment that is intellectually and socially safe for learning. ● Frequently demonstrates asset-based thinking by narrating positive student behaviors (rather than calling out the negative) and using praise, challenge and talking aspiration to motivate students. ● Students are respectful of one another and collaborative during partner and group work. ● School rules, values, and behaviors are frequently upheld and emphasized. 	<ul style="list-style-type: none"> ● The general tone of the classroom is inconsistent in efficiency, respectfulness, culturally responsiveness, and positivity. ● Inconsistently establishes learning partnerships with students through limited used of trust and rapport generators ● Inconsistently creates an environment that is intellectually and socially safe for learning. ● Inconsistently demonstrates asset-based thinking by narrating negative student behaviors OR inconsistently using praise, challenge or aspiration to motivate students. ● Students are usually respectful of one another and collaborative during partner and group work. ● School rules, values, and behaviors are inconsistently upheld and emphasized. 	<ul style="list-style-type: none"> ● The general tone of classroom is inefficient, lacks culturally responsiveness, and/or is negative. ● Does not establish learning partnerships with students with very little to no evidence of use of trust and rapport generators ● Classroom environment is not either intellectually or socially safe for learning. ● Does not demonstrate asset-based thinking, does not use positive framing, and does not work to motivate students. ● Students are not consistently respectful of one another in passing or during partner and group work. ● School rules, values, and behaviors are rarely or not upheld or emphasized.
<p>Build Momentum</p>	<ul style="list-style-type: none"> ● Teacher consistently adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson and using wait time to push the thinking onto students ● Pace of instruction is consistently highly efficient, engaging, and urgent. 	<ul style="list-style-type: none"> ● Teacher frequently adjusts the pace of instruction according to the needs of the activity, appropriately varying the pace throughout the lesson. ● Pace of instruction is usually efficient, engaging, and urgent. ● Frequently creates illusion of speed during key moments of class to keep students engaged. 	<ul style="list-style-type: none"> ● Teacher inconsistently adjusts the pace of instruction and does not appropriately vary the pace throughout the lesson. ● Pace of instruction is inconsistently efficient, engaging, or urgent. ● Inconsistently creates illusion of speed during key moments of class to keep students engaged. 	<ul style="list-style-type: none"> ● Teacher rarely or does not adjust the pace of instruction according to the needs of the activity and does not vary the pace throughout the lesson. ● Pace of instruction is not efficient, engaging, or urgent. ● Rarely creates illusion of speed during key moments of class to keep students engaged.

	<ul style="list-style-type: none"> ● Consistently creates illusion of speed during key moments of class to keep students engaged. Always varies voice and smiles during these moments. 	<p>Regularly varies voice and smiles during these moments.</p>		
<p>Routines & Procedures and What to Do</p>	<ul style="list-style-type: none"> ● There is consistently a prompt start and a smooth finish to class. ● The teacher has established routines and procedures that allow the classroom to run efficiently, as evidenced by students always implementing organizational and other systems with minimal prompting. ● Consistently gives What to Do directions that are specific, concrete, sequential, and observable. ● Consistently narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. ● If starting Independent Practice, consistently sets and displays a timer for all students to see. 	<ul style="list-style-type: none"> ● There is usually a prompt start and a smooth finish to class. ● The teacher has established routines and procedures that allow the classroom to run efficiently, as evidenced by students frequently implementing organizational and other systems with minimal prompting. ● Frequently gives What to Do directions that are specific, concrete, sequential, and observable, but sometimes the directions need to be rephrased. ● Frequently narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. ● If starting Independent Practice, frequently sets and displays a timer for all students to see. 	<ul style="list-style-type: none"> ● The class inconsistently has a prompt start and a smooth finish to class. ● The teacher has inconsistently established routines and procedures that allow the classroom to run efficiently, as evidenced by students inconsistently implementing organizational and other systems with clear instructions. ● Inconsistently gives What to Do directions that are specific, concrete, sequential, and observable, and directions frequently need to be rephrased. ● Inconsistently narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. ● If starting Independent Practice, rarely or never sets and displays a timer for all students to see. 	<ul style="list-style-type: none"> ● The classroom rarely or does not have a prompt start and a smooth finish to class. ● The teacher has rarely or not established routines and procedures that allow the classroom to run efficiently, as evidenced by students' inability to implement organizational and other systems without repeated instructions. ● Rarely or never gives What to Do directions that are specific, concrete, sequential, and observable, and directions frequently need to be rephrased. ● Rarely or never narrates the positive and looks at students to build 100% on task behaviors after giving What to Do directions. ● If starting Independent Practice, rarely or never sets and displays a timer for all students to see.
<p>Classroom Learning Environment</p>	<ul style="list-style-type: none"> ● Creates and frequently updates attractive bulletin boards and instructional and inspirational signage that supports student learning, including the Blackboard Configuration. ● Quality and updated student work is posted. The classroom is well organized, neat, and free of clutter. Classroom Binders are consistently well maintained. 	<ul style="list-style-type: none"> ● Creates and regularly updates bulletin boards and visual displays to support student learning, including the Blackboard Configuration. ● The classroom is organized and free of clutter. 	<ul style="list-style-type: none"> ● Has bulletin boards and visual displays that may be out of date or simply decorative, but the Blackboard Configuration is present. ● The classroom is somewhat disorganized or cluttered. 	<ul style="list-style-type: none"> ● Does not use bulletin boards and visual displays to support student learning, and/or the Blackboard Configuration is inadequate. ● The classroom is disorganized and/or cluttered. ●
<p>Responding to Challenging Situations & Off-Task Behavior</p>	<ul style="list-style-type: none"> ● Consistently deals appropriately with challenging situations without derailing the learning process. ● Consistently utilizes individual student re-directs and whole class resets when necessary. These moments are framed and narrated positively with all students on task. 	<ul style="list-style-type: none"> ● Frequently deals appropriately with challenging situations without derailing the learning process. ● Frequently utilizes individual student re-directs and whole class resets when necessary. These moments are framed and narrated positively with all students on task. 	<ul style="list-style-type: none"> ● Does not consistently deal appropriately with challenging situations and sometimes derails the learning process. ● Does not consistently utilize individual student re-directs and whole class resets when necessary. 	<ul style="list-style-type: none"> ● Has difficulty responding appropriately with challenging situations and sometimes derails the learning process. ● Rarely uses individual student re-directs and whole class resets when necessary and/or these

	<ul style="list-style-type: none"> ● Teacher consistently offers emotional support and scaffolded support as needed. ● In response to students not following directions, teacher consistently attempts to de-escalate first (dropping to a quiet voice, state a wish to listen, encourage student to breathe or walk, take situation off stage) ● Students consistently respond to correction respectfully. ● Teacher consistently involves school leaders at appropriate times. 	<ul style="list-style-type: none"> ● Teacher frequently offers emotional support and scaffolded support as needed. ● In response to students not following directions, teacher frequently attempts to de-escalate first (dropping to a quiet voice, state a wish to listen, encourage student to breathe or walk, take situation off stage) ● Students frequently respond to correction respectfully. ● Teacher frequently involves school leaders at appropriate times. 	<ul style="list-style-type: none"> ● Teacher does not consistently offer emotional support and scaffolded support as needed and sometimes engages in student excuses/distractions. ● In response to students not following directions, teacher rarely attempts to de-escalate first and sometimes escalates the problem. ● Students inconsistently respond to correction respectfully. ● Teacher may be too reliant on or does not utilize school leaders. 	<p>moments are framed and narrated negatively.</p> <ul style="list-style-type: none"> ● Teacher rarely or does not offer emotional support and scaffolded support as needed and often engages in student excuses/distractions. ● In response to students not following directions, teacher does not attempt to de-escalate first and often escalates the problem. ● Students rarely or do not respond to correction respectfully. ● Teacher may be too reliant on or does not utilize school leaders at appropriate times.
Academic Habits (High School Only)	<ul style="list-style-type: none"> ● Teacher consistently holds all students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notes to class each day, use of Cornell Notes, responding in Spanish (in Spanish Course)). 	<ul style="list-style-type: none"> ● Teacher frequently holds students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notebook to class each day, use of Cornell Notes, responding in Spanish (in Spanish courses)). 	<ul style="list-style-type: none"> ● Teacher inconsistently holds students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notebook to class each day, use of Cornell Notes, responding in Spanish (in Spanish courses)). 	<ul style="list-style-type: none"> ● Teacher rarely or never holds students accountable to school and department wide academic habits (e.g. annotations, use of reference materials, maintaining notebook and bringing notebook to class each day, use of Cornell Notes, responding in Spanish (in Spanish courses)).

COMMENTS ON CLASSROOM MANAGEMENT:

Strengths:

-

Areas for Growth and Action Plans:

-

INSTRUCTION	Advanced	Proficient	Working Towards	Needs Improvement
<p>Establishing Learning Expectations and Student Engagement</p>	<ul style="list-style-type: none"> ● Serves as a model in establishing and communicating high expectations for student learning, behavior, and quality of work. Consistently encourages students to do their best work. ● Has developed a classroom culture where 90-100% of the students are engaged in the learning activity, as demonstrated by their attentiveness and participation. ● 90-100% of student hands are raised, or students are ready to answer immediately when cold called when reviewing taught material. More than 50% of hands are raised during new material. ● Teacher consistently holds students to a “Right is Right” standard before accepting a response as correct. ● Teacher adeptly uses a wide variety of engagement strategies that are highly rigorous, including Turn & Talk, Cold Call, and Warm Call, to ensure every student is engaged with content. ● Regularly provides visual aids, manipulatives and graphic organizers to help students break down complex materials ● Consistently ensures directions are provided verbally and in writing. <p><u>For remote instruction:</u></p> <ul style="list-style-type: none"> ● Consistently utilizes remote engagement strategies, including pre-calling. ● Consistently utilizes an online participation tracker to ensure equitable student participation. 	<ul style="list-style-type: none"> ● Frequently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work. Frequently encourages students to do their best work. ● Has developed a classroom culture where 75-90% of the students are engaged in the learning activity. ● 75-90% of hands are raised when reviewing taught material. Approximately 50% of hands are raised during new material. ● Teacher almost always holds students to a “Right is Right” standard before accepting a response as correct. ● Teacher uses a sufficient variety of engagement strategies that are rigorous, including Turn & Talk, Cold Call, and Warm Call, to ensure every student is engaged with content. ● Frequently provides visual aids, manipulatives and graphic organizers to help students break down complex materials. ● Frequently ensures directions are provided verbally and in writing. <p><u>For remote instruction:</u></p> <ul style="list-style-type: none"> ● Frequently utilizes remote engagement strategies, including pre-calling. ● Frequently utilizes an online participation tracker to ensure equitable student participation. 	<ul style="list-style-type: none"> ● Inconsistently establishes, communicates, and demands high expectations for student learning, behavior, and quality of work. Inconsistently encourages students to do their best work. ● Has developed a classroom culture where 50-75% of the students are engaged in the learning activity. ● 50%-75% of hands are raised when reviewing taught material. About 35%-45% of hands are raised during new material. ● Teacher inconsistently holds students to a “Right is Right” standard before accepting a response as correct. ● Teacher inconsistently uses engagement strategies including Turn & Talk, Cold Call, and Warm Call, or uses strategies in a non-rigorous and/or non-engaging way. ● Inconsistently provides visual aids, manipulatives and graphic organizers to help students break down complex materials. ● Inconsistently ensures directions are provided verbally and in writing. <p><u>For remote instruction:</u></p> <ul style="list-style-type: none"> ● Inconsistently utilizes remote engagement strategies, including pre-calling. ● Inconsistently utilizes an online participation tracker – does not ensure equitable student participation. 	<ul style="list-style-type: none"> ● Rarely or never establishes, communicates, and/or demands high expectations for student learning, behavior, and quality of work. Rarely encourages students to do their best work. ● Less than 50% of students are engaged in the learning activity. ● Less than 50% of hands are raised when reviewing taught material. Less than 35% of hands are raised during new material. ● Teacher does not hold students to a “Right is Right” standard before accepting a response as correct. ● Teacher rarely uses engagement strategies including Turn & Talk, Cold Call, and Warm Call, or uses strategies in a non-rigorous and/or non-engaging way. ● Rarely provides visual aids, manipulatives and graphic organizers to help students break down complex materials. ● Rarely ensures directions are provided verbally and in writing. <p><u>For remote instruction:</u></p> <ul style="list-style-type: none"> ● Rarely utilizes remote engagement strategies, including pre-calling. ● Rarely utilizes an online participation tracker – does not ensure equitable student participation.

<p>Reaching the Range of Learners in the Classroom</p>	<ul style="list-style-type: none"> ● Has established a consistent system of classroom procedures and assignments to reach a range of learners. These assignments are attainable to students with difficulties in the subject area and challenging to students who excel in the subject area. ● Constantly reflects on student learning to seek new ways to support students on both ends of the learning spectrum. ● Is highly knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. ● Consistently modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans. 	<ul style="list-style-type: none"> ● Regularly uses classroom assignments to reach a range of learners. These assignments are accommodating to those who have difficulty in the subject and those who excel in the subject area. ● Reflects on student learning to support students who have difficulties in the subject area. ● Is knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. ● Regularly modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans. 	<ul style="list-style-type: none"> ● Occasionally has individual assignments geared towards students with difficulties in the subject area and towards students who excel in the subject area, but most of the time, the teacher targets the average learner in the classroom. ● Rarely reflects on student learning and sometimes supports students on either end of the learning spectrum. ● Is somewhat knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. ● Occasionally modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans. 	<ul style="list-style-type: none"> ● Does not use assignments to target different learners, and the teacher only targets the average learner in the classroom. ● Does not reflect on student learning and does not support students on either end of the learning spectrum. ● Is not knowledgeable about each student's IEP and 504 plans and implements accommodations and modifications as outlined in the students' IEPs, Behavior Intervention Plans and 504 plans. ● Rarely modifies general education materials, where appropriate, to meet the needs of students with IEPs, BIPs, ELLs and 504 plans.
<p>High Level Questioning</p>	<ul style="list-style-type: none"> ● Teacher's prompts consistently match and frequently exceed the rigor of questions on the interim assessments. Prompts are consistently given both verbally and in writing. ● Vast majority of questions go beyond recall - questions require students to compare, analyze, evaluate, or synthesize. ● Questions regularly focus on the thinking steps needed to arrive at the correct answer. ● Almost all follow-up questions correctly identify the level of student understanding. 	<ul style="list-style-type: none"> ● Teacher's prompts frequently match the rigor of questions on the interim assessments. Prompts are usually given both verbally and in writing. ● Questions frequently go beyond recall - questions require students to compare, analyze, evaluate, or synthesize. ● Questions frequently focus on the thinking steps needed to arrive at the correct answer. ● Most follow-up questions correctly identify the level of student understanding. 	<ul style="list-style-type: none"> ● Teacher's prompts inconsistently match the rigor of questions on the interim assessments. Prompts are occasionally given both verbally and in writing. ● Questions inconsistently go beyond recall - most questions require students to restate facts and recall steps. ● Questions inconsistently focus on the thinking steps needed to arrive at the correct answer. ● Some follow-up questions correctly identify the level of student understanding. 	<ul style="list-style-type: none"> ● Teacher's prompts rarely match and frequently fall significantly below the rigor of questions on the interim assessments. Prompts are rarely given both verbally and in writing. ● Questions do not go beyond recall - questions require students to restate facts and recall steps. ● Questions rarely or never focus on the thinking steps needed to arrive at the correct answer. ● Follow-up questions do not correctly identify the level of student understanding.
<p>Habits of Discussion</p>	<ul style="list-style-type: none"> ● Teacher almost always expects students to elaborate on their answer - their responses provide justification and/or rationale for their answer choice. ● Teacher almost always prompts students during key moments of 	<ul style="list-style-type: none"> ● Teacher frequently expects students to elaborate on their answer - their responses provide justification and/or rationale for their answer choice. ● Teacher frequently prompts students during key moments of 	<ul style="list-style-type: none"> ● Teacher inconsistently expects students to elaborate on their answer - their responses provide justification and/or rationale for their answer choice. ● Teacher inconsistently prompts students during key moments of 	<ul style="list-style-type: none"> ● Teacher rarely or never expects students to elaborate on their answer - they do not provide justification or rationale for their answers. ● Teacher rarely or never prompts students during key moments of

	<p>class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson.</p> <ul style="list-style-type: none"> ● Unprompted, students almost always utilize habits of discussion during turn and talks. 	<p>class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson.</p> <ul style="list-style-type: none"> ● Unprompted, students frequently utilize habits of discussion during turn and talks. 	<p>class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson.</p> <ul style="list-style-type: none"> ● When prompted, students utilize habits of discussion during turn and talks. 	<p>class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson.</p> <ul style="list-style-type: none"> ● When prompted, students rarely utilize habits of discussion during turn and talks.
Quality and Quantity of Practice	<ul style="list-style-type: none"> ● Students spend at least 30% of the class working independently (DN and IP). ● Independent Practice requires not only basic recall but opportunities to apply mastered content/skill to novel situations. 	<ul style="list-style-type: none"> ● Students spend at least 25% of the class working independently (DN and IP). ● Independent Practice requires not only basic recall but opportunities to apply mastered content/skill to novel situations. 	<ul style="list-style-type: none"> ● Students spend at least 20% of the class working independently (DN and IP). ● Independent Practice requires mostly basic recall and presents only 1 or 2 opportunities to apply mastered content/skill to novel situations. 	<ul style="list-style-type: none"> ● Students spend less than 20% of the class working independently (DN and IP). ● Independent Practice only requires basic recall.

COMMENTS ON INSTRUCTION:

Strengths:

-

Areas for Growth and Action Plans:

-

DATA DRIVEN INSTRUCTION	Advanced	Proficient	Working Towards/Fair	Needs Improvement
<p>Classroom Assessments: Daily/Weekly</p>	<ul style="list-style-type: none"> ● Exit tickets are administered daily, assess the day's key concepts/skills and are always aligned to the rigor of the IA/final assessment. ● Teacher consistently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. ● Teacher consistently adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework. 	<ul style="list-style-type: none"> ● Exit tickets are administered almost daily, almost always assess the day's key concepts/skills, and are almost always aligned to the rigor of the IA/final assessment. ● Teacher frequently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. ● Teacher frequently adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework. 	<ul style="list-style-type: none"> ● Exit tickets are sometimes administered, sometimes assess the day's key concepts/skills, and sometimes are aligned to the rigor of the IA/final assessment. ● Teacher inconsistently identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. ● Teacher sometimes adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework. 	<ul style="list-style-type: none"> ● Exit tickets are rarely or never administered, rarely or never assess the day's key concepts/skills, and rarely are aligned to the rigor of the IA/final assessment. ● Teacher rarely or never identifies and effectively analyzes the highest-leverage student work samples between long-term assessments. ● Teacher rarely or never adjusts lessons within one-two weeks of initial instruction to respond to data demonstrating mastery of objectives collected through classwork and/or homework.
<p>Checking for Understanding & Recording Student Data</p>	<ul style="list-style-type: none"> ● Adeptly, efficiently, and frequently uses a variety of checking for understanding techniques to consistently monitor student learning. ● Consistently uses higher order thinking questions to push student thinking. ● Consistently identifies the most important question/skills and monitors students only for those identified questions or skills. ● Consistently marks up student work with quick, easy cues to guide students as they work ● Consistently uses an intentional pathway to collect data from more than half of the class, moving from fast workers to slower workers. ● Consistently provides the least invasive prompts. ● Consistently provides feedback to students of all skill levels. <p><u>For remote instruction:</u></p> <ul style="list-style-type: none"> ● Consistently uses online tools such as Google Classroom or Desmos in real-time to see and 	<ul style="list-style-type: none"> ● Consistently uses a sampling of checking for understanding techniques to constantly monitor student learning. ● Frequently uses higher order thinking to push student thinking ● Frequently identifies the most important questions/skills and monitors students only for those identified questions or skills. ● Frequently provides written feedback, in addition to some oral feedback, to guide students as they work. ● Frequently uses an intentional pathway to collect data from at least half of the class, moving from fast workers to slower workers. ● Frequently provides the least invasive prompts needed to allow students to reflect and self-correct. ● Frequently provides feedback to students of all skill levels. <p><u>For remote instruction:</u></p>	<ul style="list-style-type: none"> ● Occasionally uses a few checking for understanding techniques to monitor student learning. ● Occasionally uses higher order thinking questions to push student thinking ● Inconsistently identifies the most important questions/skills and/or rarely monitors students only for those identified questions or skills. ● Inconsistently provides written and/or oral feedback to guide students as they work. ● Inconsistently uses an intentional pathway and collects data from at least half of the class. ● Inconsistently provides the least invasive prompts needed to allow students to reflect and self-correct. ● Inconsistently provides feedback to students of all skill levels. <p><u>For remote instruction:</u></p> <ul style="list-style-type: none"> ● Occasionally uses online tools such as Google Classroom or Desmos in real-time. Rarely 	<ul style="list-style-type: none"> ● Does not employ techniques to check for understanding and moves forward without monitoring student understanding. ● Does not use higher order thinking questions to push student thinking ● Rarely identifies the most important questions/skills and/or does not monitor students only for those identified questions or skills. ● Rarely provides written and/or oral feedback to guide students as they work. ● Rarely uses an intentional pathway and/or collects data from less than half of the class. ● Rarely provides the least invasive prompts needed to allow students to reflect and self-correct. ● Rarely provides feedback to students of all skill levels. <p><u>For remote instruction:</u></p> <ul style="list-style-type: none"> ● Rarely uses online tools such as Google Classroom or Desmos in real-time. Does not respond to the work students are producing.

	respond to the work students are producing.	<ul style="list-style-type: none"> ● Frequently uses online tools such as Google Classroom or Desmos in real-time to see and respond to the work students are producing. 	responds to the work students are producing.	
Data Analysis	<ul style="list-style-type: none"> ● Analyzes and responds to student data daily ● Analyzes classroom and school assessment results in ways that are highly effective in the understanding of student learning needs. ● Thoroughly writes DDI action plans with detail to address learning needs. ● Always implements the DDI action plans, incorporating them seamlessly into daily lesson plans and adjusting them as necessary. Ensures spiraling happens. 	<ul style="list-style-type: none"> ● Analyzes and responds to student data 2-3 times/week ● Analyzes classroom and school assessment results in ways that are often effective in the understanding of student learning needs. ● Thoroughly writes DDI action plans to address learning needs post-assessment. ● Implements the DDI action plan as written and ensures that re-teaching and spiraling happens. 	<ul style="list-style-type: none"> ● Analyzes and responds to student data at least 1 time/week ● Does not thoroughly analyze assessment results to understand student progress and learning needs. ● Only puts in minimal effort in developing DDI action plans to address learning needs post assessment. Lacks detail and thoughtful analysis ● Inconsistent in implementing the DDI plans as written so that re-teaching and spiraling does not always happen. 	<ul style="list-style-type: none"> ● Analyzes and responds to student data 2-3 times per month ● Little evidence that teacher uses assessment results to understand student progress and learning needs. ● Does not plan to address learning needs post-assessment, or the plan is inadequate. ● Does not follow through on plan.
In-Class Responding to Student Data	<ul style="list-style-type: none"> ● Consistently uses real-time data to adjust instruction. ● Accurate Response to Data: Teacher consistently chooses the correct response to data and executes that response efficiently. ● Serves as a model for establishing a culture of error using a variety of techniques, including: Chart the Error, Show Call, praising risk-taking, and Reports Student Data. 	<ul style="list-style-type: none"> ● Usually uses real-time data to adjust instruction. ● Accurate Response to Data: Teacher frequently chooses the correct response to data and executes that response efficiently. ● Establishes a culture of error through the use of a variety of techniques, including: Chart the Error, Show Call, praising risk-taking, and Reports Student Data. 	<ul style="list-style-type: none"> ● Sometimes uses real-time data to adjust instruction. ● Accurate Response to Data: Teacher inconsistently chooses the correct response to data and executes that response efficiently. ● Inconsistently establishes a culture of error through the use of a variety of techniques, including: Chart the Error, Show Call, praising risk-taking, and Reports Student Data. 	<ul style="list-style-type: none"> ● Does not use real-time data to adjust instruction. ● Accurate Response to Data: Teacher rarely or never chooses the correct response to data and executes that response efficiently. ● Fails to establish a culture of error
Out-of-class Responding to Student Data	<ul style="list-style-type: none"> ● Almost always provides fair and quality feedback that is precise, actionable, and aligned to the stated expectation for excellence. ● Graded work is almost always returned quickly, within one week for tests and quizzes and within two weeks for classwork and homework. ● Consistently takes full responsibility for student failure and constantly works to respond to the students' learning needs. ● Consistently uses tutoring strategically to address student learning needs. 	<ul style="list-style-type: none"> ● Usually provides fair, accurate, and constructive feedback to students on their progress, especially after a major assessment. ● Graded work is frequently returned within one week for tests and quizzes and within two weeks for classwork and homework. ● Frequently takes full responsibility for student failure and works to respond to the students' learning needs. ● Frequently uses tutoring as a way to address needs. 	<ul style="list-style-type: none"> ● Inconsistently provides fair, accurate, and/or constructive feedback to students on their progress. ● Graded work is inconsistently returned within one week for tests and quizzes and within two weeks for classwork and homework. ● Inconsistently takes full responsibility for student failure, allowing large numbers of students to fail. ● Inconsistently uses tutoring to address student learning needs. 	<ul style="list-style-type: none"> ● Does not provide timely, fair, accurate, and constructive feedback to students on their progress. ● Graded work is rarely or never returned within one week for tests and quizzes and within two weeks for classwork and homework. ● Rarely or never takes full responsibility for student failure, allowing large numbers of students to fail and/or lowering expectations to let student pass too easily. Blames students for failure.

				<ul style="list-style-type: none"> ● Rarely or never uses tutorial to address student learning needs.
<p>Students' Level of Growth on Assessments (K-8)</p>	<ul style="list-style-type: none"> ● Students have met or exceeded the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has made excellent progress towards his or her IEP goals. 	<ul style="list-style-type: none"> ● Students have met the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has made significant progress towards his or her IEP goals. 	<ul style="list-style-type: none"> ● Students have come within 15% the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has made some progress towards his or her IEP goals. 	<ul style="list-style-type: none"> ● Students have not met the schoolwide targets set for the school's interim assessments in the areas for which the teacher is responsible and/or has not made progress towards his or her IEP goals.
<p>Students' Level of Growth on Assessments (HS)</p>	<ul style="list-style-type: none"> ● Aligned Courses: Student results are among the top 3 in the Uncommon wide course specific results for the latest interim assessment. ● Unaligned AP Courses: 90-100% of students meet or exceed cut score on latest interim assessment. ● Unaligned non-AP Courses: Students have exceeded the goal of: <ul style="list-style-type: none"> ○ 100% over 45% ○ 85% over 55% ○ 60% over 65% proficiency on the latest interim assessment. ● Students have made excellent progress towards their IEP goals. 	<ul style="list-style-type: none"> ● Aligned Courses: Teacher's results are above the Uncommon wide course average for the latest interim assessment. ● Unaligned AP Courses: 80-89% of students meet or exceed cut score latest interim assessment. ● Unaligned non-AP Courses: Students have met the goal of: <ul style="list-style-type: none"> ○ 100% over 45% ○ 85% over 55% ○ 60% over 65% proficiency on the latest interim assessment. ● Students have made significant progress towards their IEP goals. 	<ul style="list-style-type: none"> ● Aligned Courses: Teacher's results are less than 5% below the Uncommon wide course average for the latest interim assessment. ● Unaligned AP Courses: 65-79% of students meet or exceed cut score latest interim assessment. ● Unaligned non-AP Courses: Students have met the goal of: <ul style="list-style-type: none"> ○ 85% over 45% ○ 65% over 55% ○ 40% over 65% proficiency on the latest interim assessment. ● Students have made some progress towards their IEP goals. 	<ul style="list-style-type: none"> ● Aligned Courses: Teacher's results are more than 5% below the Uncommon wide course average for the latest interim assessment. ● Unaligned AP Courses: Less than 65% of students meet or exceed cut score latest interim assessment. ● Unaligned non-AP Courses: Students have not met the goal of: <ul style="list-style-type: none"> ○ 85% over 45% ○ 65% over 55% ○ 40% over 65% proficiency on the latest interim assessment. ● Students have not made progress towards their IEP goals.

COMMENTS ON DATA DRIVEN INSTRUCTION:

Strengths:

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Areas for Growth and Action Plans:

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CURRICULUM	Advanced	Proficient	Working Towards	Needs Improvement
<p>Lesson Internalization</p>	<ul style="list-style-type: none"> ● Teacher consistently takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is always evident in teacher's execution of lessons. ● Monitoring Keys (for teachers who do not write lessons) consistently create a clear guide for the lesson. ● Monitoring Keys consistently include time stamps, appropriate annotations of directions, diagrams and text, exemplar responses, T charts for recording data and Break it Down questions that target anticipated misconceptions. ● Revisions are data-driven and effectively meet the needs of students. ● Revisions effectively stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting student responses) 	<ul style="list-style-type: none"> ● Teacher frequently takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is frequently evident in teacher's execution of lessons. ● Monitoring Keys (for teachers who do not write lessons) frequently create a clear guide for the lesson. ● Monitoring Keys frequently include time stamps, appropriate annotations of directions, diagrams and text, exemplar responses, T charts for recording data and Break it Down questions that target anticipated misconceptions. ● Revisions are usually data-driven and effectively meet the needs of students. ● Revisions mostly stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) ● 	<ul style="list-style-type: none"> ● Teacher inconsistently takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is inconsistently evident in teacher's execution of lessons. ● Monitoring Keys (for teachers who do not write lessons) inconsistently create a clear guide for the lesson. ● Monitoring Keys inconsistently include time stamps, appropriate annotations of directions, diagrams and text, exemplar responses, T charts for recording data and Break it Down questions that target anticipated misconceptions. ● Revisions are sometimes data-driven and effectively meet the needs of students. ● Revisions sometimes stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses) ● 	<ul style="list-style-type: none"> ● Teacher rarely or never takes plenty of time to read, internalize and rehearse lesson plans. Thorough preparation is rarely or never evident in teacher's execution of lessons. ● Monitoring Keys (for teachers who do not write lessons) rarely or never create a clear guide for the lesson. ● Revisions are infrequently data-driven and effectively meet the needs of students. ● Revisions infrequently stress the lesson's key concepts (by adding CFU questions, identifying what can and cannot be cut for pacing, by scripting key student responses)
<p>Modification of Materials for Students with Special Needs and English Language Learners</p>	<ul style="list-style-type: none"> ● Consistently makes necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, communicating frequently with the learning specialist, special education coordinators and social workers. ● Assumes full responsibility for student achievement and seeks innovative ways to support them. 	<ul style="list-style-type: none"> ● Usually makes necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, communicating frequently with the learning specialist, special education coordinators and social workers. ● Assumes full responsibility for supporting these students. 	<ul style="list-style-type: none"> ● Inconsistently makes necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, communicating frequently with the learning specialist, special education coordinators and social workers. ● Does not always assume full responsibility for supporting these students. 	<ul style="list-style-type: none"> ● Does not make necessary curriculum modifications for students with IEPs, BIPs, 504 plans and English Language Learners, and/or does not communicate frequently with the learning specialist, special education coordinators and social workers. ● Fails to assume full responsibility for supporting these students.

COMMENTS ON CURRICULUM:

Strengths:

Areas for Growth and Action Plans:

COMMITMENT TO SCHOOL COMMUNITY	Advanced	Proficient	Working Towards	Needs Improvement
Cultural Awareness	<ul style="list-style-type: none"> Continuously reflects on one's own cultural lens and the impact on teaching culturally diverse students Broadens own interpretation of culturally and linguistically diverse students' learning behaviors Recognizes own brain's triggers around race and culture Always takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions 	<ul style="list-style-type: none"> Frequently reflects on one's own cultural lens and the impact on teaching culturally diverse students Often broadens own interpretation of culturally and linguistically diverse students' learning behaviors Frequently recognizes own brain's triggers around race and culture Demonstrates responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions 	<ul style="list-style-type: none"> Infrequently reflects on one's own cultural lens and the impact on teaching culturally diverse students Infrequently broadens own interpretation of culturally and linguistically diverse students' learning behaviors Rarely recognizes own brain's triggers around race and culture Rarely takes responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions 	<ul style="list-style-type: none"> Rarely or does not reflect on one's own cultural lens and the impact on teaching culturally diverse students Rarely or does not broaden own interpretation of culturally and linguistically diverse students' learning behaviors Does not recognize own brain's triggers around race and culture Does not take responsibility to reduce students' social-emotional stress from stereotype threat and microaggressions
Family Partnerships	<ul style="list-style-type: none"> Communicates regularly and often with families to inform them of the instructional program, as well as to share observations about the emotional and social development of the students. Makes frequent, usually proactive phone calls, keeping parents informed of successes and struggles. Returns all phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates frequently with families to inform them of the instructional program and student progress. Makes regular, sometimes proactive phone calls, keeping parents informed of successes and struggles. Returns most phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Communicates sporadically with families to inform parents of the instructional program and student progress. Makes infrequent phone calls, keeping parents informed of successes and struggles OR phone calls are usually reactive. Does not consistently return phone calls from families within 24 hours. 	<ul style="list-style-type: none"> Makes little or no attempt to inform families of student progress. Rarely makes phone calls to parents. Does not regularly return phone calls to parents.
Relationships with Colleagues/School	<ul style="list-style-type: none"> All relationships with colleagues are extremely positive, collaborative, and generous. Regularly assumes leadership among colleagues, often supporting them and engaging in professional exchange. Consistently exerts a positive influence on the entire staff. 	<ul style="list-style-type: none"> Almost all relationships with colleagues are positive and collaborative. Frequently engages in professional exchange with colleagues. Frequently exerts a positive influence on some or all of the staff and does not complain often. 	<ul style="list-style-type: none"> Relationships with colleagues are uneven, and collaboration is not consistently evident. Inconsistently engages in professional exchange with colleagues. Inconsistently a positive influence on some or all of the staff and/or complains about school, job, and kids. 	<ul style="list-style-type: none"> Relationships with colleagues negatively affect the working environment, and collaboration is not evident. Rarely or never engages in professional exchange with colleagues. Complains frequently and is negative about the school/job/kids.

<p>Whole School Teacher: Additional Contributions & Responsibilities</p>	<ul style="list-style-type: none"> ● Puts in an extraordinary amount of time and effort to contribute to student and school success. ● Independently assumes additional responsibilities when necessary and demonstrates leadership. ● Always willing to lead and /or pitch in with whole school moments, events or other school needs. 	<ul style="list-style-type: none"> ● Puts in extra time and effort to contribute to student and school success. ● Often assumes additional responsibilities when necessary, especially when asked. ● Frequently willing to pitch in and help with whole school moments, events or school needs. 	<ul style="list-style-type: none"> ● Puts in sufficient time and effort to contribute to student and/or school success. ● Inconsistently assumes additional responsibilities. 	<ul style="list-style-type: none"> ● Puts in minimal time and effort to contribute to student and school success. ● Rarely or does not assume additional responsibilities.
<p>Modeling Expectations</p>	<ul style="list-style-type: none"> ● Always punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress is always aligned to staff dress code. ● Projects a positive mindset and is respectful of students, families, colleagues, and school leaders. ● Exhibits a growth mindset and actively participates during staff meetings. 	<ul style="list-style-type: none"> ● Usually punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress is usually aligned to staff dress code. ● Usually projects a positive mindset and is respectful of students, families, colleagues, and school leaders. ● Usually exhibits a growth mindset and actively participates during staff meetings. 	<ul style="list-style-type: none"> ● Inconsistently punctual for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress is sometimes aligned to staff dress code. ● Demeanor is inconsistently positive and respectful of students, families, colleagues, and school leaders. ● Sometimes disengaged in staff meetings and/or participates infrequently. 	<ul style="list-style-type: none"> ● Rarely on time for the school day, scheduled classes/pick-up times, duties, and/or meetings. ● Dress frequently does not align to staff dress code. ● Attitude is negative, inappropriate, and/or disrespectful to students, families, colleagues, and school leaders. ● Usually disengaged in staff meetings.
<p>Time and Task Management</p>	<ul style="list-style-type: none"> ● Consistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections. ● Consistently responds to emails in a timely, courteous manner. 	<ul style="list-style-type: none"> ● Frequently meets deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections. ● Usually responds to emails in a timely, courteous manner. 	<ul style="list-style-type: none"> ● Inconsistently meets deadlines for lesson plans, progress reports, and/or report cards, as well as assessment analysis/reflections which may inconvenience self, colleagues, and/or leaders. ● Sometimes responds to emails in a timely, courteous manner. 	<ul style="list-style-type: none"> ● Consistently does not make deadlines for lesson plans, progress reports, and/or report cards as well as assessment analysis/reflections, which inconveniences self, colleagues, and/or leaders. ● Infrequently responds to emails in a timely, courteous manner.

COMMENTS ON COMMITMENT TO SCHOOL COMMUNITY:

Strengths:

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Areas for Growth and Action Plans:

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<i>PROFESSIONAL DEVELOPMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
Professional Development Participation and Implementation	<ul style="list-style-type: none"> ● Consistently has a leadership presence in professional development workshops, even as a participant. ● Actively seeks out and implements professional development strategies in his/her classroom. ● Consistently is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video. ● Actively supports other teachers in their developed expertise. 	<ul style="list-style-type: none"> ● Actively participates in professional development workshops. ● Implements professional development strategies in his/her classroom following professional development sessions or meetings. ● Frequently is successful and quick to implement strategies presented in workshops in lesson plans and presents evidence in video 	<ul style="list-style-type: none"> ● Inconsistently participates actively in professional development workshops. ● Inconsistently implements professional development strategies in his/her classroom. ● Inconsistently implements strategies presented in workshops in lesson plans and/or video. 	<ul style="list-style-type: none"> ● Rarely or does not participate in professional development workshops. ● Rarely or does not take steps to seek out or implement professional development strategies. ● Rarely or never implements new strategies presented in workshops effectively.
Openness to Feedback	<ul style="list-style-type: none"> ● Consistently seeks leader's support at appropriate times. ● Consistently reflects upon and responds to feedback with openness and a "good to great" attitude. ● Immediately implements feedback from school leaders and instructional leaders. 	<ul style="list-style-type: none"> ● Frequently seeks leader's support at appropriate times. ● Frequently reflects upon and responds to feedback with openness. ● Implements feedback from school leaders and instructional leaders. 	<ul style="list-style-type: none"> ● Inconsistently seeks leader's support infrequently, or not at appropriate times ● Inconsistently reflects upon and responds to feedback OR does not always have an open attitude. ● Does not implement feedback from school leaders or instructional leaders in a timely or consistent manner. 	<ul style="list-style-type: none"> ● Rarely or does not seek leader's support at necessary times. ● Does not reflect upon or respond to feedback AND does not accept feedback with openness. ● Does not implement feedback from school leaders or instructional leaders.

COMMENTS ON PROFESSIONAL DEVELOPMENT:

Strengths:

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Areas for Growth and Action Plans:

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Teacher Reflection on Mid-Year Evaluation

After reading my evaluation...

I am pleased about:

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I plan to work on the following goals:

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-

I have questions about or could use assistance with:

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Signature of Leader

Date

Signature of Teacher

Date

