

Roxbury Prep, Student Opportunity Act Plan 2024 – 2027

SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

Roxbury Prep is excited for the opportunity to create a plan with SOA funding which closes both academic and non-academic gaps for all students, but most especially those with the largest disparities, Students with Disabilities and Multilingual Learners. After a thorough analysis of our data, we plan to engage with the following evidence-based programs to close these gaps:

1. Expand Roxbury Prep's offerings of diverse enrichment opportunities: Roxbury Prep High School currently has a program of co-curriculars, entitled HS 2.0. Competitive projects, like Speech, Debate, and Robotics, are key levers of our "to and through mission," as they contribute to a student's passions, talent, and voice. Students who participate in rigorous competitive projects or projects that have multiple at-bats to build talent outside of school are better able to speak to their passion and develop their voice, which can lead to admission into selective colleges and better preparation for challenging majors, like engineering. We believe giving students the option of pursuing their passions helps develop leadership skills, engages them in school and will help reduce chronic absenteeism, which is of particular concern for SWD.

2. Expand Roxbury Prep's Literacy Intervention programming and curriculum: To address remaining gaps in literacy for all students, but most especially SWD and MLL's, 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 are planning to expand our reading intervention programming with the introduction of new curriculum and expand our offerings to more grade levels. We are also planning on increasing our professional development for our teachers, as well as increased observation and feedback in the classroom.

3. Effective Programming for Multilingual Learners: Roxbury Prep will enhance our programming for multilingual learners with our "Newcomers" Program, which is targeted to support multilingual learners with dual access to direct language instruction as well as English Language Arts instruction at grade level. We plan on offering Professional Development for our teachers on increasing Dual Language Instruction so our English Language Learners can both learn English and learn course content.

In total, Roxbury Prep will invest **\$4,717,800** in aligned evidence-based programs, which include: EBP 2.1C, Comprehensive Approach to Early Literacy = \$1,255,000; EBP 2.4C, Effective Programming for Multilingual Learners = \$2,740,000; EBP 2.4D, Diverse Enrichment Opportunities = \$722,800.00.

SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

In school year 2023-24, Roxbury Preparatory Charter School served 1150 students in Boston. A majority of our students at Roxbury Prep are members of one or more high needs groups. 19% of our students are English Language Learners, 18.5% of our students are identified as students with disabilities and 78.2% of our students qualify as Low Income. Demographically, 55.1% of our students are Black, and 40.6% of our students are Hispanic or Latino.

Based on our district data, described below, Roxbury Prep is working on multiple fronts to effectively address the needs of all students, but most particularly Students with Disabilities and English Language Learners.

In reviewing student progress on MCAS assessments over the last four years, all groups have made progress since the pandemic, but all are still behind pre-pandemic levels in proficiency. When we disaggregate the data for SWD and ELL's we see large disparities. In 6th grade ELA, 33% of general education students met or exceeded the district average for all students, while only 15% of our English Language Learners and 9% of our students with disabilities met this metric. We saw the same trend when we analyzed 10th grade math, with 22% of general education students meeting or exceeding the district average, and only 5% of English Language Learners and 4% of students with disabilities meeting the same benchmark.

Additionally, when we audited our 12th graders' MCAS pass rates in the 2023-24 school year, we found that nine students did not have the MCAS scores needed for a diploma and we had to pursue Cohort and Portfolio appeals for these students. Of these nine, eight were classified as English Language Learners and two of them were classified as Students with Disabilities.

Breaking down the data further, performance for SWD is lower on AP test scores, SAT scores, and College Acceptance rates as well. We also see these disparities in non-academic outcomes. Over the last few years, we are seeing higher rates of out of school suspensions and lower 5 year graduation rates for SWD.

Reading Assessments: Roxbury Prep uses the mClass platform to assess every 5th and 6th graders' reading level at the beginning, middle and end of the year, to measure student fluency, decoding and comprehension. Our data analysis shows that while students are making progress in reading, at the end of SY23-24, 46% of our 5th and 6th graders are reading below grade level. These numbers are higher for SWD.

Reflecting on what works:

As we work to address these disparities, it is important to capitalize on our successes. Both our Newcomer ELA Class for students who score in the Entering (1.0-1.9) categories on WIDA and ACCESS, and our Guided Reading program, have provided strong support for our English Language Learners. This success highlights the value of reaching students at their Zone of Proximal Development and underscores the importance of exploring similar strategies for other student groups.

When looking at Student Growth Percentage scores on MCAS for 2023, we see significant improvement for almost all student groups in middle school, with rates approaching the high growth level of 60. This is particularly true for our English Language Learners. On the ELA assessment, we saw 55% of our 6th grade ELLs and 55% of our eighth grade ELLs show MCAS growth. In 6th grade, this growth exceeded the growth of our All Students rate. We attribute this success to the addition of our Newcomer ELA classes and our Guided Reading Program, both of which are significant priorities in our SOA plan.

Our deeper analysis has revealed three critical areas requiring attention:

Stronger Reading Curriculum: One significant root cause identified by our team is the need for the implementation of a stronger reading curriculum. Our analysis indicates there have been gaps in effectively meeting our student populations at their Zone of Proximal development. To provide the proper scaffolding for all students, we see a need for additional reading curriculum so all readers have the foundational skills necessary to read at grade level.

Need for additional Dual Language Instruction: Another key finding from our analysis revealed the need to strengthen our teachers' ability to offer dual language instruction for our ELLs, and the ability for students to use their home languages to access the course content in class. We know that middle school is a crucial time for students to learn academic content, and disparities tend to widen during these years.

Chronic Absenteeism has been a problem for all students at Roxbury Prep since the pandemic, especially at the high school level. We know that Chronic absenteeism is associated with negative consequences for students, including lower assessment scores, graduation rates and lower social engagement. Rates skyrocketed in SY21-22 and have been too slow to come down. For Students with Disabilities, those rates are 10% higher.

Roxbury Prep's data analysis shows the disparities in learning experiences for Students with Disabilities in almost every academic and non-academic category, and academic disparities for our Multi-Language Learners. We are excited about the opportunity the funding from the Student Opportunity Act brings to our schools and we plan on expanding early literacy programming and curriculum, enhancing our enrichment opportunities at the High School level and providing a "Newcomer" program for our Multilingual Learners who need the most support.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

Below is a summary of how we plan to address the disparities for Students with Disabilities and Multilingual learners revealed in our deeper analysis.

1. **Expand Roxbury Prep's offerings of diverse enrichment opportunities:** Roxbury Prep High School currently has a program of co-curriculars, entitled HS 2.0. Competitive projects, like Speech, Debate, and Robotics are key levers of our "to and through mission," as they contribute to a student's passions, talent, and voice. Students who participate in rigorous competitive projects and who have multiple at-bats to build talent outside of their regular academic courses, are better able to speak to their passion and develop their voice. This can lead to admission into selective colleges and better preparation for challenging majors, such as engineering. We believe giving students the option of pursuing their passions helps develop leadership skills, engages them in school and will help reduce chronic absenteeism, which is of particular concern for SWD. The funds from the Student Opportunity Act will enable us to continue and expand these programs.

2. **Expand Roxbury Prep's Literacy Intervention programming and curriculum:** To address remaining gaps in literacy for all students, but most especially SWD and MLL's, 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. We will be expanding our reading intervention programming with the introduction of new curriculum from Really Great Reading. This curriculum will be used with our students at the most foundational reading levels, focusing on phonemic awareness, phonics concepts, and word attack skills. To increase student reading growth of this subgroup, we're increasing our supports of professional development for our teachers in addition to increased observation and feedback in the classroom.

3. Effective Programming for Multilingual Learners: Roxbury Prep will enhance our programming for multilingual learners who have Composite Scores on WIDA or ACCESS that fall between 1.0 and 1.9. Our "Newcomers" Program is a targeted program to support multilingual learners with dual access to direct language instruction as well as English Language Arts instruction at grade level. We plan on offering Professional Development for our teachers on increasing Dual Language Instruction so our English Language Learners can both learn English and learn course content.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.

- English Language Learners
- Students with Disabilities
- Low Income

SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

*** Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math. Checked**

SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

At Roxbury Prep, we believe that the strong partnerships we develop between families, students and teachers are essential for both improving our schools and creating better outcomes for our students. Our school leaders and teachers are in constant communication with our families, making sure we know what is happening at a student's home and that families are up to date on their student's academic progress. The list below details those touch points.

Key Engagement Initiatives:

- **Advisor Calls:** Roxbury Prep has implemented an enhanced Advisory system, with teachers serving as student Advisors, to promote constant family communication between school and home. This system enables teachers to create an open dialogue with parents and guardians, providing feedback on student achievement and giving families the opportunity to provide input on their child's education and academic needs.
- **Family Councils:** Roxbury Prep designed a framework to facilitate a structured, meaningful family council at each campus with an aligned, region-wide vision. Each family council meets quarterly and is facilitated by the school leaders, the principal and the Director of Operations. These councils open a direct line of communication between families and school leaders, allowing for meaningful conversation, feedback, and input from families on initiatives throughout the year.
- **Parent Partners for Advocacy:** Roxbury Prep's parent advocacy group is comprised of families from all campuses. The group helps build strong relationships between families and the school community by bringing families together to support region-wide initiatives and advocate for Roxbury Prep within the broader Boston community.
- **Removing barriers to Participation:** In both our Family Council and PPFA meetings, we remove barriers to participation by providing childcare, food and live translation in requested languages for all meetings.
- **Family Ambassador Program:** We have created a program where parents/caregivers are paid to help with student enrollment and act as liaisons with the school community.
- **Family Conference Opportunities:** Our multiple structured school-wide touchpoints with families during the year provide opportunities for teachers to give periodic updates on student progress and for families to ask questions, receive information and give us feedback. Examples of these touchpoints include student and family orientation events prior to the start of school, Back-to-School nights for parents to meet teachers and hear about class content, and quarterly in-person and/or online video report card conferences with parents.
- **Language Classes for Families:** In 2023-24 we implemented free Family Language Classes for families of our English Language Learners.
- **Family Fun Events:** We sponsor numerous family events and enrichment activities during the school year to engage our diverse learners and build community with our families, including potluck suppers, bingo nights, food drive, Halloween event, Black History celebrations, and much more.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?** *A brief narrative and/or a bulleted list are acceptable.*

Measuring Family Engagement

- **Bi-Annual Family Surveys:** Families take surveys which gather feedback on a variety of topics, including family engagement and supports, student identity, and more. Over the next three years, these surveys will include questions on the effectiveness of our Evidence Based Programs to help close gaps with SWD and MLLs. The surveys are provided in English, Spanish, Portuguese, and Haitian Creole.
- **Family Council Surveys:** Families provide feedback during a brief survey at the end of our Family Council meetings, and our parent advocates take a longer survey at the end of the year to provide feedback to school leaders as well.
- **Feedback from Families of Students with Disabilities:** During the enrollment process, our special education team meets with parents of students with disabilities who may have questions or concerns about their child's education and how we may best support them. If a student enrolls with an IEP or 504 plan, we review students' documentation, assemble an IEP or transition meeting to ensure all services will be met, and ensure that plans can be effectively used to support students in their new educational setting. We re-evaluate students, hold annual IEP and 504 meetings with families, and modify plans when the IEP or 504 team and family determine it is appropriate to do so throughout the student's time at Roxbury Prep.
- **Focus Groups:** We plan to hold annual focus groups with families of students with disabilities and English Language Learners to get feedback on the implementation of our SOA plan.

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

Roxbury Prep engaged stakeholders and developed our plan priorities in conjunction with Individual Needs Coordinators, Individual Needs staff and school leadership. We also collaborated with families and external stakeholders:

- **Family Focus Groups:** To further inform our understanding of these disparities and potential solutions, we conducted focus group meetings with families. During these sessions, families provided valuable feedback, emphasizing that family engagement is a crucial component of growth for English Language Learners. This feedback underscores the importance of investing in ongoing opportunities for families to engage with students' teachers, each other, and the school community.

Our families shared that they appreciate our phonics and Guided Reading curricula, and that they have noticed growth among their children in reading. Families shared the desire to connect with each other and the school community more, as well as an increase in teaching around social skills and conversational English. They also expressed a need for greater communication around post-secondary planning.

- **Community Based Organizations:** This feedback focused on organizations serving students and families in underserved communities including Newcomers, students with disabilities, students of color, students and families facing domestic and community-based violence, food insecurity, and disproportionate learning loss exacerbated during the pandemic. They emphasized the need for better investments in multilingual support, asked for strong communication about in-school and in-community resources and wanted to see more funding for counseling and mental health supports.
- **Elected Officials:** We sought feedback from elected officials who have partnered with Roxbury Prep and from government offices that meet the needs of many in our community. Ongoing engagement with these stakeholders through school visits and participation in their events, will provide opportunities for future feedback.
- **Educator Input:** Roxbury Prep's Individual Needs Coordinators at each campus gave their input on our SOA plan. There will be ongoing interaction and feedback with this group over the term of the plan:
 - The Director of Individual Needs meets with each Individual Needs Coordinator once a week, Professional Development (PD), specifically geared towards Individual Needs staff, are held once a month.
 - The Director of Individual Needs in conjunction with Individual Needs Coordinators reveal district-wide trends and align with staff to share best practices. This drives our Professional Development (PD) cycle and our internal priorities.
 - PDs for IN staff are geared towards the development of excellent instructors, in categories like co-teaching, self-contained, social emotional strategies, and supporting multilingual learners through strong instructional practices.

Over the course of the next three years, we will enhance our family communication during the plan's implementation:

- Individual Needs Coordinators will be leading trainings for families this fall on knowing their rights in the IEP process, as well as understanding Massachusetts' new IEP format
- Individual Needs Coordinators will be available to interface with families at Back to School Night; they will also introduce themselves via call and email to all new families
- We will hold Family language classes (once a week, on a 3-month cycle) for families who speak a language other than English at home
- Quarterly progress reports that inform families of student progress towards IEP goals
- Regular touchpoints with families informing them of student successes in the classroom
- Pre-meetings to prepare for IEP meetings to update students' plans annually
- Meetings with families during Report Card Conferences: once a quarter

The consistent theme we heard from our stakeholder engagement, and have incorporated into our SOA plan, is the need to close gaps exacerbated by the pandemic, especially for the Students with Disabilities and Multilingual Learners who fell further behind over the last few years.

**** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English***

learner parent advisory councils, school improvement councils, and educators in the school district.

Checked

By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.

*** Date of school committee vote:**
7/29/24



SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.

EBP 2.1C Comprehensive Approach to Early Literacy+

Roxbury Prep is looking to expand upon its Early Literacy programming with the addition of new curriculum focused on foundational reading skills for all students in grades 5-8 who test at least three grades below grade level on the DIBELS assessment.

Beginning in the spring of 2021, Roxbury Prep began a Guided Reading program for 5th and 6th grade students who were performing below grade-level proficiency. This program was designed to improve student reading fluency and comprehension as many were beginning their Roxbury Prep career multiple grade levels behind in reading. The program does this by matching the right students, with the right text, at the right time and in a small group. Roxbury Prep also leveraged Wilson Language Training to support students with phonics needs. We identify who would benefit from the intervention by assessing all scholars using the mClass platform three times a year. In that assessment, we're able to measure student fluency, decoding and comprehension. Students are then placed into GR groups if reading below grade level to read a shared book on the students' instructional level. During the GR block, students also receive individualized fluency coaching base on their specific need.

We had early success with the Guided Reading curriculum in closing reading proficiency gaps. From 2022 to 2023, EOY reading level proficiency rates grew from 48% to 66% in 5th grade and from 32% to 55% in 6th grade. We have set higher benchmarks for each year. This year our goals was 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.

Enhanced Programming Starting SY2024-25

SOA funding will allow Roxbury Prep to expand its 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.

Roxbury Prep will start the implementation of this curriculum in SY24-25 and will be taking the following actions over the course of the 3-year SOA plan to address reading gaps with our Students with Disabilities and English Language Learners:

In Year 1 (FY24), we will focus primarily on fluency support, starting with a professional development scope and sequence for teachers and leaders. We will support this development with leader walkthroughs and real time feedback of fluency in guided reading classes. To support the *Really Great Reading* curriculum, we will increase assessment for our students at the most foundational reading levels by adding quick Dibels assessment every two weeks. This will help us more quickly adjust reading goals. 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.

In the following years, we will focus on increasing our data response by assessing the fluency of all of our GR students bi-weekly. We will use this data in coaching meetings to help teachers adjust the goal and plan for individual students, as well as practice key instructional moves that support the goal. We will also continue to build our support for students in 7/8 grade who are significantly behind in reading by using the data to create small groups during WIN (Whatever I Need) block. These groups will use research backed practices to target literacy growth, such as pre-reading text to practice fluency in smaller groups and build content knowledge.

*** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**
\$1,255,000

Describe the anticipated allocation of funds to this EBP in more detail.

Over the next three years, we anticipate the following costs for this program:

- Salaries, Instructional Leadership: Reading Specialists: \$900,000
- Salaries Classroom and Specialist Teachers: ELA teaching staff: \$275,000
- Professional Development: \$25,000
- Instructional Materials, Equipment & Technology: \$55,000

What metrics will your district use to monitor progress in this EBP?

Here are the metrics that Roxbury Prep will be using to monitor the progress of this evidence-based program for Early Literacy:

- 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, each year of the plan
- 75% of our middle school students be proficient in reading, or reading at grade level, by the end of the school year.

EBP 2.4C Effective Programming for Multilingual Learners

Roxbury Prep is looking to enhance our programs for multilingual learners that support and sustain students' native language while also addressing their educational needs and language development.

Our schools maintain a high-quality program for our multilingual learners, who constitute 19% of our total student population. Each of our schools has a Multilingual Learner Coordinator, who works to ensure every student has taken the WIDA screener within 30 days of arriving in our schools. They also work to ensure that every student who qualifies takes the ACCESS exam in January. From there, the MLC (multilingual learner coordinator) works in conjunction with their school leaders and their Individual Needs Coordinators to analyze student WIDA and ACCESS scores and slate them into appropriate programming.

We have invested strongly in our Multilingual Learner Program. Each of our schools employs a Multilingual Learner Coordinator (MLC), as well as two additional Newcomer ELA teachers (MLTs). Each school employs an Individual Needs Coordinator (INC) who coaches the MLCs and MLTs, and our Director of Individual Needs coaches the INCs at each school.

Roxbury Prep also runs 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.

Over the next three years we plan to enhance our Newcomer program with the following actions:

- We are adding the *National Geographic Curriculum* for Newcomer ELA Direct Language Instruction
- MLLs will receive phonics instruction via the new curriculum *Really Great Reading*
- We are lengthening our Newcomer ELA class from 50 to 90 minutes. The first 45 minutes will be direct language instruction, grammar, vocabulary, conversational English, etc. The second 45 minutes will be dual language literary instruction.
- We are increasing the responsibilities for our Multilingual Learner Instructional Lead. She will coach the MLCs and MLTs at all schools and receive a stipend for this extra work.
- We are buying Smart Boards for our schools to benefit MLLs specifically

We will also be expanding our Professional Development offerings for our ELL Staff to include the following:

- Differentiating Curriculum for multilingual learners (by ElevatED)
- Building schema for multilingual learners (by ElevatED)
- Writing and supporting focus language goals for multilingual learners
- Phonics and fluency for multilingual learners

- Translanguaging for multilingual learners (by ElevatED)
- Fostering strong engagement for multilingual learners (by Dual Learners)

*** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

2,740,000.00

Describe the anticipated allocation of funds to this EBP in more detail.

Over the next three years, we anticipate the following costs for this program:

- Salaries Instructional Leadership: Regional Director of Individual Needs: \$360,000
- Salaries Classroom and Specialist Teachers: Multilingual Learner Coordinators, Newcomer ELA teachers (MLTs), Individual Needs Coordinators (INC): \$2,250,000
- Professional Development: \$60,000
- Instructional Materials, Equipment & Technology: \$70,000

What metrics will your district use to monitor progress in this EBP?

Here are the metrics that Roxbury Prep will be using to monitor the progress of this evidence-based program for Multilingual Learners:

- 95% of multilingual learners grow at least 1.5 levels between ACCESS exams or between WIDA and ACCESS.
- 100% of multilingual learners have Focus Language Goals for every unit in their four core content classes
- 95% of multilingual learners demonstrate growth from their Q1 IAs to their Q4 IAs in their core content classes

EBP 2.4D Diverse Enrichment Opportunities

Roxbury Prep plans to enhance its Diverse Enrichment Opportunities for our High School students, providing additional opportunities to explore their passions in arts, music, electives, athletics, internships, etc., with a focus on reducing our rates of chronic absenteeism and increasing college enrollment for our Students with Disabilities and our English Language Learners.

Roxbury Prep's mission is to prepare our students to enter and succeed in college. For the college application process, students get their foot in the door with a solid academic foundation. However, once students enter the packed room, they must tell a pointed story to stand out from the crowd. To help our students tell their stories of passion and speak to their power, Roxbury Prep offers high-interest, real-world, hands-on project-based learning opportunities. These classes, called Projects, allow students to find their passion and continue it year over year, building sustained interest in a topic. As students continue to explore their Project through high school, they have the opportunity to take a leadership role, compete, or make an impact on the community. According to the College Board, the 3rd most important predictor of college success is sustained involvement in a singular activity that increases in responsibility over time. Projects are essential for our students to enter college and stay on the college pathway with a sense of purpose, but also the right thing to do to ensure educational equity for all learners.

Roxbury Prep has a Student Talent Manager, who surveys students to determine their areas of interest and creates "Projects" aligned to their interest. Here are details of our program:

- All 10th through 12th grade students are in a Project
- These classes take place Tuesdays and Thursdays during 7th period, so they are a part of the school day.
- Project leaders can be teachers in the school, external experts, nonprofit partners, or even student leaders.
- Projects are hands-on, industry-aligned, and something people in the real world would engage in. Students learn skills that build their expertise in the topic and work toward completing a final task that makes an impact on the community.

A partial list of next year's Project offerings include:

- Poetry & Spoken Word
- Culinary Arts
- Financial Literacy
- Chess
- LGBTQ+ Alliance
- Podcasting
- And many more....

Roxbury Prep's offerings also include a Dual Enrollment program with UMass Boston, a MedScience program at Harvard Medical School and several internships.

Over the next few years, we are looking to expand this program, especially our Internship offerings. The Uncommon Network is creating a new position next year entitled, Director of Corporate Partnerships & Internships, with the goal of creating even more real-world opportunities for our high school students. 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. Once partnerships are solidified, we will utilize existing frameworks to implement programming for strong and impactful student experiences within internships, summer programs and workforce exposure experiences.

We also plan to create a new position on the Uncommon Team, entitled Director of HS Projects, who will oversee all Projects and co-curricular learning.

*** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**
\$722,800.00

Describe the anticipated allocation of funds to this EBP in more detail.

Over the next three years, we anticipate the following costs for this program:

- Classroom and Specialist Teachers: \$652,800
- Professional Development: \$40,000
- Instructional Materials, Equipment & Technology: \$30,000

What metrics will your district use to monitor progress in this EBP?

- Reduce chronic absenteeism for SWD and ELLs by 10%
- Increase college acceptance rate for SWD and ELLS by 2% each year of the plan
- Student Passion Impact: 80% of students who indicate they have an opportunity to explore their passions at school on the Mid Year and EOY Survey.
- Dramatically increase the proficiency of all projects to create a consistently strong experience for students through data collection, analysis and action planning
 - 80% of returning projects and 65% of new projects are rated proficient on the quarter summative rubric scores
- Expand student access to nationally competitive clubs and teams