

2020-2021 Annual Report

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July 30, 2021

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Introduction to the School

<i>Roxbury Preparatory Charter School</i>			
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
Maximum Enrollment	1800	Current Enrollment (as of June 15, 2021)	1588
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 (7/15/2021)	24
Final Number of Instructional Days during 2019-2020 School Year	60 Remote Learning Days 82 Hybrid Learning Days 37 In-person Learning Days	Age of School	22 years
School Hours	9:00AM – 4:00PM (7:45 AM – 12:30 PM Friday staff development)		
<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 30, 2021

Dear Friends of Roxbury Preparatory Charter School,

It is my pleasure to present to you the *2020-21 Annual Report* for Roxbury Preparatory Charter School. While this school year presented many unique obstacles, our students were steadfast in mastering rigorous standards, developing leadership skills, and building community despite spending much of the year physically apart. Roxbury Prep's mission of preparing students to enter, succeed in, and graduate from college continues to be realized this year as our third class of students graduated from Roxbury Prep High School this past June.

In 2020-21, Roxbury Prep was skillfully led by Kate Armstrong as Associate Chief Operating Officer, Tera Carr as Assistant Superintendent for grades 5-8, and Ashley Anderson Martin for grades 9-12. After finishing the final three months of the 2019-20 school year remotely, a continual, critical analysis of both our triumphs and challenges positioned us for a safe and strong remote start to the school year in August 2020. Our operations team provided all students with Chromebooks and supported internet access when needed to ensure that technology would not be a roadblock in their education. Our instructional team rolled out new tech platforms such as Gizmo, Zearn, Actively Learn, Desmos, and Google Classroom to ensure that our remote instruction was as effective, interactive, and engaging as possible, which is evident by the 94% attendance rate for the school year.

In addition to building out our remote instructional model, Roxbury Prep was also focused on supporting the social and emotional needs of our students and families. Our school counselors were made available to provide emotional support for students, special education services continued and were modified as needed, and free meals were made available for safe pick up at schools. Once safe to do so, we opened our doors to our students with the highest need on November 30th, 2020, knowing that in-person support would be the most effective way to ensure their success academically and emotionally. Regular communication with families was prioritized through weekly phone calls for all students, consistent newsletter updates, and partnership through surveys. To further elevate parent voices, we also launched Parent Partners for Advocacy, a parent group that organizes around key community issues like food insecurity, voting, and charter school advocacy.

While we will not receive MCAS data for the 2019-20 school year, a strong measure of our success is demonstrated by 85% of the Roxbury Prep High School Class of 2021 attending either a 2-year or 4-year college or university in the fall. Many students were honored with robust scholarships totaling over \$3M for the Class of 2021, allowing them to attend highly competitive schools such as Tufts University, Northeastern University, Boston College, Brandeis University, Babson College, Bryn Mawr College, and UMass Amherst.

This past year, Roxbury Prep also began the important work of analyzing all school structures through a Diversity, Equity, and Inclusion (DEI) lens. Efforts included, but were not limited to, a thorough review of our curriculum to ensure that it was culturally responsive, holding meetings with alumni to discuss their experiences in our schools, soliciting feedback through a parent advisory group, holding monthly DEI professional development for staff, conducting DEI professional development for our board of trustees, and conducting an internal DEI audit of our school policies, systems, and discipline practices. We are deeply committed to doing everything possible to fulfill our mission of being an organization that combats racism, fights for social justice, and is fully rooted in love, respect, safety, and learning. Roxbury Prep will maintain a role of self-examination, continuing efforts to both listen to feedback and respond through action in the 2021-22 school year.

After the humbling opportunity to gradually reopen our doors this past school year, we are tremendously grateful for the opportunity to return to full in-person instruction this upcoming fall. We are reminded of the critical work and accountability we face as schools with a college mission and the strategizing and planning to reverse all COVID-related learning loss this upcoming school year is already well underway. The significant gains of our students in both academics and character are a result of the heartfelt work of all members of the school community. We look forward to the opportunity to continue to prepare Boston's youth to enter, succeed in, and graduate from college.

Sincerely,



Ruven Rodriguez
Chairperson, Roxbury Preparatory Charter School Board of Trustees

Faithfulness to Charter

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

In 2020-21, Roxbury Prep operated three middle schools and a high school: the Mission Hill Campus served grades 5-8; the Lucy Stone Campus served grades 5-8; and the Dorchester Campus served grades 5-8. The High School served grades 9-12 in the 2020-21 school year, graduating its third 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. Roxbury Prep started its high school in 2015. For the first two graduating classes, more than 95% of our seniors entered college. This year, the Covid pandemic had a direct effect on college enrollment, as was the case across the nation. Nationally first year college enrollment dropped 13% and for students of color, there was an even greater drop of 19%. Roxbury Prep is immensely proud of our students, with 85% of the graduating class entering two or four-year colleges and universities in the fall. Our seniors overcame so much during this school year, maintaining a 95% average attendance rate and 100% graduation rate.

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 an Alumni Services team responsible for contacting our alumni regularly and traveling to visit them as needed, to support them in any challenges they may face in college.

Key Design Elements

1. High academic expectations for all students through a standards-aligned, rigorous academic program that prepares all students for success in college and beyond (page 3 of Roxbury Prep Charter Application).
2. College preparatory programming and counseling (page 12 of Roxbury Prep Charter Application).
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 (page 13 of Roxbury Prep Charter Application).
4. Robust professional development for teachers at all levels of experience (pages 4-6 of Roxbury Prep Charter Application).
5. Quarterly assessment and response to data systems to promote maximum student growth (page 6 of Roxbury Prep Charter Application).

In the pages below, we outline how Roxbury Prep meets each of these Key Design Elements to help Roxbury Prep students prepare to enter and succeed in college.

Amendments to Charter

Roxbury Prep's Board of Trustees did not request any amendments to our school's charter in 2020-21.

Criterion 2: Access and Equity

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 2020-21 school year, our schools have prioritized our commitment to strengthen diversity, equity, and inclusion and become a better anti-racist organization that advances social justice.

Roxbury Prep has created an Action Plan, designed with an equity lens, which considers how our disciplinary processes, student culture, and academic approach can lead to stronger student-teacher relationships and more

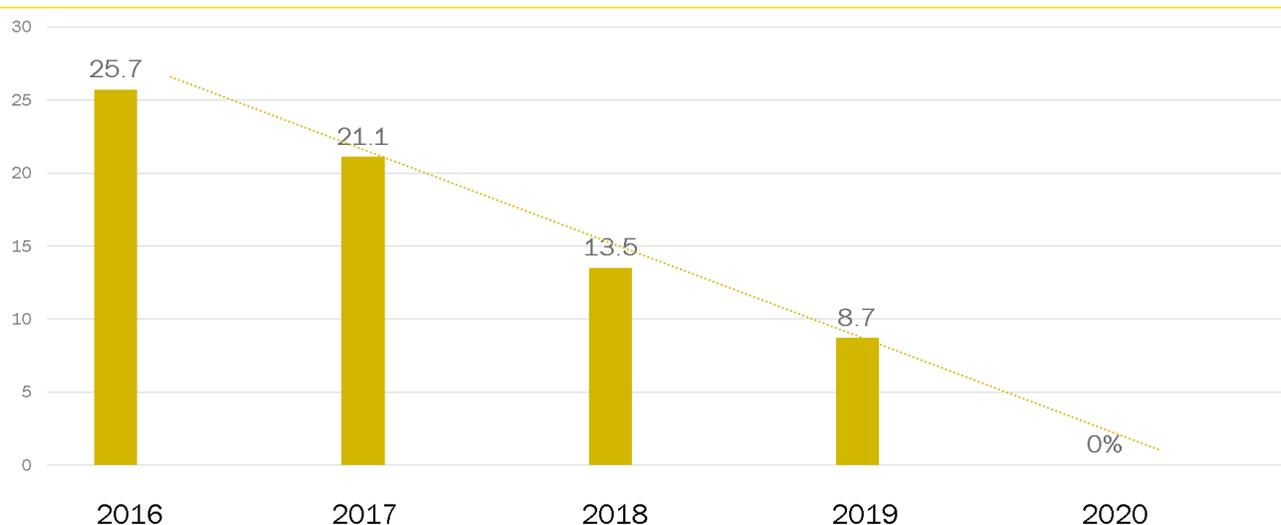
equitable outcomes, particularly for Black and Latinx students. We understand that our systems and policies must support our students' growth and development on their journey to and through college. Our Culture Action plan touches all aspects of our schools, including:

- Student Culture Systems
- Language
- Staff Professional Development
- Curriculum
- Student Wellness
- Family, Student & Alumni Engagement
- Supports for Students with Disabilities

These important changes will lead to a more equitable and inclusive school culture as well as further reductions in exclusionary discipline during the school year.

Roxbury Prep has worked closely with the Access and Equity division of the Department of Elementary and Secondary Education, as well as the state's Rethinking Discipline Professional Learning Network, to develop and implement new culture systems and improve discipline practices, focusing on restorative practices. The results of this work have been dramatic. Our schools have significantly reduced the number of suspensions over the last five years and in the 2020-21 school year, our schools had no suspensions at all.

Suspension Rates 2016 – 2020



To review 2019-20 Student Discipline data for Roxbury Prep please utilize the following link:

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04840000&orgtypecode=5&=04840000&>

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest
All Students	1,661	148	1.0	8.6	0.0	0.0	0.1	0.0
English Learner	241	23	0.8	8.7	0.0	0.0	0.0	0.0
Economically disadvantaged	1,156	115	1.1	9.6	0.0	0.0	0.1	0.0
Students w/disabilities	291	46	3.1	15.1	0.0	0.0	0.3	0.0
High needs	1,361	130	1.1	9.2	0.0	0.0	0.1	0.0
Female	775	50	1.0	6.1	0.0	0.0	0.0	0.0
Male	886	98	0.9	10.8	0.0	0.0	0.1	0.0
Amer. Ind. or Alaska Nat.	5	0	0	0	0	0	0	0
Asian	11	2	0	0	0	0	0	0
Afr. Amer./Black	970	93	1.1	9.3	0.0	0.0	0.0	0.0
Hispanic/Latino	637	48	0.5	7.2	0.0	0.0	0.2	0.0
Multi-race, Non-Hisp./Lat.	10	1	0	0	0	0	0	0
Nat. Haw. or Pacif. Isl.	6	1	0	0	0	0	0	0
White	22	1	0	0	0	0	0	0

In addition to reductions in overall suspension rates, recent years have seen a dramatic narrowing of suspension gaps by subgroups (race, gender, disability, and ELL status). Roxbury Prep has seen a decrease in the percentage of students suspended for the subgroups of African American males, Hispanic males, Multi-language Learners and high need students.

Roxbury Prep's 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. This system is key to maintaining the school's priorities of student safety and learning. Roxbury Prep will continue the urgent work to lower suspension rates, both for the overall population and for specific subgroups, by solidifying the systems that led to progress over the past charter term and continuing to think critically about systems and programs that intersect with suspensions.

Criterion 3: Compliance

Roxbury Prep operates in accordance with all federal and state requirements for public charter schools and made the necessary changes during the school year caused by the Covid-19 pandemic, including In-person learning and Structured Learning Time.

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. In the 2020-21 school year, the Covid-19 pandemic made our Impact work more difficult

and restricted any in-person visits to our schools, making our usual dissemination activities involving school tours, leaders interviews and classroom observations impossible. We did, however, find creative ways to share our best practices online.

In February 2021, Roxbury Prep and Uncommon Schools launched “Uncommon Sense”, an instructional best-practices blog with insights and resources from our strongest teachers. The primary audience for this blog includes classroom teachers and school leaders, but Uncommon Sense is for anyone interested in elevating their teaching practice—including parents of homeschooled children, parents interested in up-to-date instructional practices, youth mentors and after-school program leaders, educational organizations, and more. Here is a link to the blog, <https://uncommonschoools.org/uncommon-sense/>

Below you will find a table listing all of the other best practices we shared, focusing on both in-person and remote instruction.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (Share any changes in practice or new opportunities for students/districts. List any resulting artifacts, materials, agendas, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Professional Development Sessions on Remote Synchronous Learning	Video	Director of Literacy	Roxbury Prep shared with DESE, to be shared with all Mass schools.	Best practices on ELA teacher training during remote learning
Health & Wellness Sessions for Students	Materials shared on Google Drive	Director of Curriculum & Instruction	Roxbury Prep shared with DESE, to be shared with all Mass schools.	Curriculum on Health & Wellness
Exemplar Teaching Videos in MS ELA & Science	Video	Regional Senior Director	Roxbury Prep shared with DESE, to be shared with all Mass schools.	Exemplar videos sharing best practices during remote learning
School Reopening Planning	Bi-weekly Zoom calls with Boston Charter Alliance School Leaders	Regional Senior Director	Boston Charter School Leaders and MCPSA	Shared best practices on remote learning curriculum, reopening models, SEL supports
Incorporating student voice in schools	Monthly meetings with Eskolta Bi-monthly meetings with student group	AP Econ teacher AP History teacher Founder/AP ELA teacher Director of Operations	Eskolta Group (A part of Gates Foundation) NYC charter schools staff BPS staff	Shared best practices on supporting student SEL virtually and in person. Also shared student created material, agendas, and presentations.

Remote Teaching best practices in History	Video	Assistant Super Intendent	UMass Boston	Best practices on teaching History during remote learning
Equity best practices during remote learning	Boston Compact Meeting	Regional Senior Director	Participants at the conference	Helped schools create ideas for families that are disproportionately impacted by the pandemic and do not want to return in person, to equitably redistribute or add resources such that we are effectively implementing remote learning.
Instructional best-practices	Blog	Roxbury Prep & Uncommon Instructional Leaders	The primary audience for this blog includes classroom teachers and school leaders, but Uncommon Sense is for anyone interested in elevating their teaching practice	Shared best practices on all aspects of Instruction
Family Engagement Practices	Committee attendance	External Affairs Manager	Massachusetts Charter Public School Alliance	Best practices shared on family engagement during the pandemic.
Collaboration with area district schools on social/neighborhood needs and capacity	Committee attendance	External Affairs Manager	Project Right and Project Right partners	Safety Practices shared. Establishing connection for future PD with district leaders/teachers.
Media relations and social media best practices	Weekly calls	External Affairs Manager	MCPSA partners	Shared best practices around community engagement
Teacher Training Collaborative	Shared Video	Uncommon Instructional Leaders	LEAD Public Schools (TN) Marine Academy Plymouth Secondary (UK) Pope John Paul II RCES (PA)	The school and Uncommon Instructional teams watch and discuss the video together in a 90-minute session, generating insights and exemplar clips that leaders can use in training their staff.

Criterion 5: Student Performance

Collecting data on student performance is a cornerstone of our work as this used to inform our instruction and planning. In addition to daily data collection in our classrooms, Roxbury Prep typically conducts five Interim Assessments (IAs) at our middle school campuses each year and four IAs at our high school campuses each year. Due to the challenges presented by remote learning, our middle school IA schedule was reduced to two IAs for the 2020-21 school year. Our high school campuses were able to conduct their typical IA schedule with four rounds of assessments. 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.

In addition to internal data collection, Roxbury Prep also participates in the MCAS exams. Although there is not MCAS data available for the 2019-20 school year due to the pandemic, and we are awaiting MCAS results from the 202-21 school year, the 2019 MCAS data for Roxbury Prep can be viewed using the following link: https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04840000&orgtypecode=5&&fycode=2019

Additionally, Roxbury Prep's school report card offers further data about our schools and can be found here: <https://reportcards.doe.mass.edu/2020/DistrictReportcard/04840000>

Criterion 6: Program Delivery

Curriculum

Roxbury Prep is dedicated to administering a highly rigorous curriculum across all schools and grade levels. Roxbury Prep lessons are aligned to Common Core and MCAS. Roxbury Prep uses centralized, aligned curricula rather than teacher- or school-created curricula. For all subjects and grades, lessons are written by content experts determined by Uncommon Schools and Roxbury Prep's Assistant Superintendent and are shared with all teachers several weeks in advance of lesson administration. The centralized curriculum ensures rigorous lessons each day for every subject and creates consistency between classrooms and schools. The content experts writing lessons have more experience building and administering lessons, allowing them to create more effective content materials, anticipate student questions or problems, and more successfully react to student data in lesson planning. It also permits 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.

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 their students need to practice. To identify priority standards for these lessons, teachers collaborate work with their instructional leaders to analyze data from prior exit tickets and interim assessments. This flexibility is critical in responding to classroom-specific data and was especially important this school year in allowing teachers and leaders to respond to deficits related to remote learning.

Given the challenges of instruction during remote learning, Roxbury Prep wasted no time in launching new software and programming to ensure our lessons were as relevant, engaging, and rigorous as possible. Before the year started, we supplied every Roxbury Prep Student with a Chromebook and provided Wi-Fi hotspots for any family that did not have stable internet access. Additionally, every family had access to our IT team which provided real time tech support. Our carefully planned curriculum was supplemented with the following online platforms: Actively Learn allowed students to read and annotate history and ELA texts through the program, Desmos and Zearn were used to support math, Gizmo and Desmos were used to supplement science lessons, and Google Classroom was used for essays, classwork, and assignment submission. Staff received training in each of these platforms and were then able to support students in learning the new platforms as well. These platforms allowed for students to authentically share their learning processes, which is a challenge in remote learning, and therefore allowed teachers to offer more targeted instruction and feedback.

In addition to changes made for remote learning, our curriculum was also closely reviewed through a DEI lens to identify areas of growth and to adjust as needed. Modifications were made across subject areas to offer a more diverse, inclusive, and representative curriculum. This work is ongoing; these curriculum evaluations and shifts will continue to take place in the coming school year.

Instruction

Roxbury Prep teachers implement common instructional strategies to facilitate academic success at Roxbury Prep and beyond, and to reinforce important skills across classes. Staff draw substantially from the Taxonomy of Effective Teaching Practices, developed by Doug Lemov of Uncommon Schools.

Principals, Deans of Curriculum and Instruction, and other instructional leaders support novice teachers through a regular system of classroom observations, feedback, and coaching. Teachers receive lesson plans written by content experts and aligned to both Common Core and Massachusetts-specific standards. Principals and coaches mentor teachers through the delivery of these lessons through weekly planning meetings. This includes coaching teachers through various instructional techniques, including asking rigorous questions and engaging students in the lesson. Staff received these supports in planning and instruction through remote learning and after returning to school buildings.

Uncommon Schools also supports teachers in developing a high-level understanding of the lesson, both in content and structure. The Uncommon Schools Curriculum and Assessment Team holds regular content calls where teachers can ask questions about the aligned lesson plans and receive guidance where necessary. 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 the Uncommon Schools network.

Assessment and Program Evaluation

Core academic classes feature regular interim assessments (IAs), which consist of an exam with multiple choice and open-ended components. The interim assessments are the same across all Uncommon Schools, which allows teachers to compare data across many schools and teachers. After each interim assessment administration, teachers engage in a thorough data analysis session, during which teachers receive item analyses and conduct detailed reviews of the data to create action plans. These action plans are centered on standards that require remediation, often including a thorough analysis of common error trends and a plan to address these misunderstandings. These action plans are reviewed the following week in a one-on-one meeting with the teacher and his or her instructional leader. Due to remote learning, the number of IAs was reduced from five to two in our middle schools. Two additional abbreviated IAs were also implemented to ensure data was collected in a timely manner on key standards. The high school campuses were able to maintain the typical quarterly IA cycle.

In addition to interim assessments, teachers utilize formative classroom data that is reported every 4-6 weeks to students and families in the form of progress reports. Teachers utilize assessment data to refine and modify curriculum and provide additional support to individual students. During curriculum planning each quarter, teachers engage in a protocol to analyze student performance data and create curriculum modifications and student interventions with assistance from instructional leaders, Deans, and principals.

Roxbury Prep believes that addressing errors in student thinking as quickly as possible, which often means that data collection and analysis happen live during a lesson. Teachers are analyzing student work throughout the lesson to identify trends and bring back to the class to address as needed. Teachers may also choose to review exit tickets and classwork in their weekly data meetings with their instructional leader to collaborate on analysis and planning for remediation as needed.

Further data is gathered for program evaluation via surveys administered to all staff at least twice per year; through inspections and walk-throughs conducted by peers and by Uncommon Schools; at monthly leadership team meetings and reflections; via annual family and Board surveys; and through dashboard data collected regularly by the Assistant Superintendent, Associate Chief Operating Officer, and Managing Director of Operations. These evaluations are regularly analyzed and used to determine programmatic updates for subsequent years.

Health & Safety Measures

During the Covid-19 pandemic, the health and safety of our staff and students was our number one priority. While our schools were fully remote, we continued to provide daily meals for all students and our teachers and counselors engaged in weekly check-ins with all students to address any health or wellness needs. When students returned to school in November, during our Hybrid model, and then fully in-person in May, our school policies followed both CDC and state guidelines, ensuring the safety of both staff and students in our buildings. The following safety measures were put in place:

- Pool Testing for staff and students
- Rapid BinaxNow antigen tests
- Encouraged vaccinations for eligible staff and students
- Ran a vaccination clinic at one of our middle schools
- Daily symptom monitoring for everyone entering our buildings
- Regular communication about health and safety protocols
- Social distancing
- Mandatory mask requirements
- Sanitization stations in every room
- Daily cleaning and sanitizing
- Proper ventilation and filtering in every room
- All necessary PPE
- Class cohorts to limit interaction

Supports for All Learners

Student success is dependent upon a positive, safe, caring, and vibrant school community. While remote learning presents challenges in sustaining this vision of community, Roxbury Prep took many measures to ensure that the academic, social, and emotional needs of students were met. Each campus has a full-time nurse, a full-time counselor, a Dean of Students, and an Associate Dean of Students. Alongside school leaders, these school teams are responsible for proactively working with students and teachers to ensure that students are engaged in classes while feeling supported and safe. Roxbury Prep social workers, Deans of Students, Associate Deans of Students, and school leaders received professional development directed at supporting students during this difficult time and shared best practices across campuses. Social workers held weekly office hours for all interested students, knowing that the trying times of this past school year affect every member of our school community. Campuses also worked hard to maintain community building opportunities for students, such as virtual school clubs and extracurriculars, student councils, community meetings, celebrations of heritage, in-person sports when safe to do so, and more.

Roxbury Prep strives to create a joyous, structured, individualized learning environment for all students. Special education services are provided 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. Depending on the unique needs of each student, Roxbury Prep provides specialized instruction programs, including modifications/accommodations to the general education program, specialized instruction with a learning specialist, and/or pull-out instruction in necessary content areas.

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 and English Learner (EL) Coordinators are responsible for overseeing students with limited English proficiency and supporting teachers in both instruction and curriculum. Roxbury Prep administers the WIDA Screener and ACCESS tests to all students who qualify. Students who are identified as Limited English Proficient receive modified or accommodated instruction under the supervision of the EL Coordinator, with specialized instruction in each class with a learning specialist or pull-out instruction in guided reading or phonics remediation. Roxbury Prep's Newcomer Program was in its second year of operation this school year, which is a program designed for middle school English Learners with little to no English language skills and aims to offer appropriate supports and scaffolds to aid these students in accessing grade level content. All students in the Newcomer Program grew and met Massachusetts growth goals on average. In the 2021-22 school year, the Newcomer Program is expected to expand to the high school.

The following related services are provided to eligible Roxbury Prep students with IEPs based on the educational needs of currently enrolled students with disabilities: individual, family, and small group counseling (via a school

counselor); evaluations; speech and language therapy; and occupational therapy. Additional related services are secured through outside service providers.

Roxbury Prep classes, whole grade or whole school community meetings, and school programs encourage students to be confident, responsible, positive, determined, compassionate, and reflective leaders. Advisory class deepens student understanding of such concepts as dignity, community, and leadership. The advisory curriculum is an opportunity for students to read, write, reflect, and discuss the elements of the school creed as they relate to current events and students' experiences. Advisory activities help students to develop good character, to create community, to improve literacy skills, and to become positive participants in their own and their peers' education.

To ensure that these services were maintained during remote learning this year, many measures were put in place to ensure English Learners and students with IEPs and 504s were receiving the necessary support and services. Knowing that in-person learning is our surest way to support the academic, social, and emotional well-being of our students, we opened our doors in November 2020 to our students with highest need. This included students with IEPs, students with 504 plans, students with significant social and emotion needs, students who were chronically absent, as well as students who proved to struggle significantly with remote learning. For our students with significant need who were unable to report back to school, additional measures were taken such as 1-1 tutoring sessions over the phone, ELA small groups on Zoom for ELs, small group previewing of material, small group remediation, and accommodated materials. In addition to the regular calls placed by teachers, EL Coordinators and special education teachers connected regularly with all families of ELs and students with IEPs.

Accelerating Learning for 2021-22

Roxbury Prep's top organizational priorities for school year 2021-22 focus on getting all students back in-person 5 days a week, providing the necessary social/emotional supports and reversing unfinished learning. Our Covid-10 health and safety measures will remain in place, in accordance with MA state and CDC guidance.



Goal for all students grades 5-12: Reverse 100% of Covid-based learning loss by June 2022.

Our schools were built on the core principles of more learning time, data-driven instruction, rigorous academic standards, and our dual-leader model. These core principles have anchored our organization and allowed us to weather the storm of the pandemic. As we move forward, we will continue to remain anchored by these principles.

The 5-8 school day will almost be back to “normal”, with the proper safety systems in place.

- Students will attend school 5 days per week; staff will be on campus 5 days per week.
- We are fully open and expecting near 100% in-person attendance

Middle School Priorities SY21-22

To reach our goal of reversing 100% of learning loss in middle school, we are re-designing the instructional model (curriculum, schedules and staffing) to allow for built-in acceleration and small group instruction.

Our philosophy on reversing learning loss can be summed up by this paragraph from “Accelerating Unfinished Learning” by Cathy Martin:

“Remediation is based on a mistaken belief that students need to master everything they missed before they are able to engage in grade-level content. Thus, remediation focuses on students’ learning gaps from a deficit-based mindset and then drills students on isolated skills and topics that have little connection with current grade-level content. This backwards movement often leads to engaging students in activities around standards from years ago. Acceleration, on the other hand, “strategically prepares students for success in the present – this week on

this content. Thus, acceleration focuses on the opportunities that students have for new learning, looks at students from an asset-based perspective, and supports their readiness for new learning.”

ELA: Our goal is to have a majority of our middle school students meet or exceed the EOY Reading benchmark, with the bottom 2/3 of students moving up 2+ reading levels. To get there we will leverage Roxbury Prep’s Guided Reading program for our 5th and 6th grade students, matching their reading skill to the right text at the right time. Our schools will employ the following:

- A stand-alone 50 minute Guided Reading instructional block 5x per week
- Students will be grouped homogeneously in small groups based on reading level
- Teacher meets with students on a rotating basis with highest need groups prioritized
- We will provide students the opportunity to engage with a text that meets them at their specific reading level, while still maintaining on-grade level text engagement through the reading and writing blocks.
- We will assess student reading levels 3x/year, using our new [mCLASS](#) system which measures phonics, fluency, vocabulary and comprehension.

Math: Our goal is to have a majority of middle school students meet or exceed the highest performing sub-group across all grade-levels in Math on the 2022 MCAS.

For school year 21-22, Math teachers will have additional opportunities for small group instruction to provide students the differentiated support they need.

- Each math class will be 90 to 100 minutes long and will include 20-30 minutes of differentiated small group instruction with targeted student support.
- We will continue with some of the innovations from this year’s remote instruction, specifically our new tech platforms such as Zearn. It will be used as a supplemental curricular resource for students who need additional practice with previously-taught content, or new content for those students ready for a stretch.

High School Readiness

The goal for our 7th and 8th graders is to close content gaps in core ELA and Math skills and to prepare students for Uncommon high schools and college. We want to make sure that all 8th graders meet the 8th grade exit criteria. To accomplish this, we will employ the following strategies:

There will be a built-in 50-minute acceleration block designed by school leaders and teachers, four days a week.

- Math will focus on:
 - Math facts and fluency across whole number and fraction operations
 - Reteach lessons based on classroom or assessments
 - Extension (Olympiad, EdTech Platform)
- ELA will focus on:
 - Comprehension/fluency remediation
 - Reteach or pre-teach lessons based on classwork or assessments
 - Extension (independent projects, Book Club, EdTech Platform)

On Fridays, there will be a dedicated, 1-hour HS Readiness block based on aligned HS Readiness scope and sequence.

High School Priorities SY21-22

Similar to middle school, Roxbury Prep HS will return to its pre-Covid schedule with all students in-person. Clubs, sports and activities will all be re-instated. To combat learning loss and reach our goal of 100% reversal by the end of the school year, we will employ the following strategies;

- Provide teachers with content PD across all departments to provide the support needed to address student gaps with classroom material.
- Further develop resources and guidance for math flex lessons, where students receive differentiated instruction depending on their needs.
- Proactively ID the lesson blocks each week that: 1) prioritize key lessons/standards and 2) ID flex lesson time to respond to data to ensure mastery.
- Provide “Office hours” for students to receive tutoring after school.
- Students will have “Float Blocks” built into their schedules to receive guided practice in Math and ELA.
- We will continue to use tech platforms where useful such as Google Classroom, Desmos, Winward Academy (SAT prep platform)

Criterion 7: School Climate & Family Engagement

Safe and Supportive Learning Environment

Roxbury Prep is continually reflecting on and adjusting policies and practices to ensure that classrooms feel inclusive, supportive, and welcoming for our students and families. This year, Roxbury Prep conducted an audit to review our shared language, systems, and policies through an antiracist lens that promotes diversity, equity, and inclusion. With the aim of placing culturally responsive teaching at the heart of our work in building antiracist classrooms, Roxbury Prep staff received multiple sessions of professional development throughout the year to promote self-reflection and collaborate on building antiracist schools. DEI professional development was attended throughout the year by all Roxbury Prep employees, including teachers, leaders, regional staff, and trustees.

Additional efforts to build a safe, reflective community this year include, but are not limited to, a thorough review of our curriculum to ensure that it is culturally responsive, holding meetings with alumni to discuss their experiences within our schools, soliciting feedback through a parent advisory group, and conducting an internal DEI audit of our school policies, systems, and discipline practices. Information collected from all of these efforts was carefully reviewed and action plans were put in place to ensure we are building the most inclusive, welcoming environment possible for our students. The learning and listening done this year are not a standalone effort and will continue in the 2021-22 school year. Roxbury Prep continues to be deeply committed to fulfilling our mission of being an organization that combats racism, fights for social justice, and is fully rooted in love, respect, safety, and learning.

Family Engagement

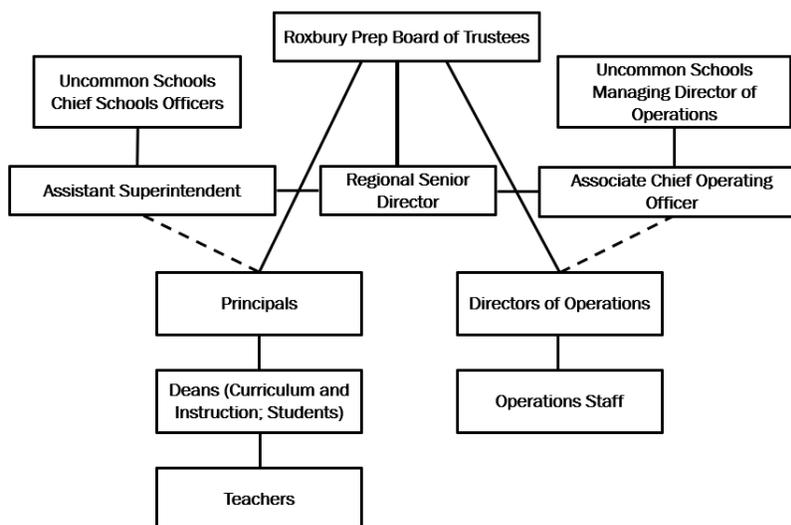
Roxbury Prep strives to build effective partnerships with each of our families to encourage the success of each student. Every Roxbury Prep student is assigned an advisor to act as the student and family’s personal point of contact for the school year. Advisors call home weekly to build relationships, collaborate on student performance, address any questions that may have arisen, discuss upcoming events, and more. In addition to advisor calls, Roxbury Prep provides regular updates for families on school happenings through monthly newsletters. Roxbury Prep also holds quarterly report card conferences, allowing for families and teachers to reflect together on the prior quarter and collaborate on the remainder of the year. These report card conferences are typically held in person but were held remotely for the 2020-21 school year. We are proud to include that remote report card conference participation was nearly 100% across campuses, which speaks to the dedication of our family and staff in supporting our scholars during this trying school year. Additionally, to allow for additional space for feedback and collaboration between schools and families during this particularly unusual school year, families were also asked to complete quarterly family surveys.

In addition to maintaining regular communication with families through the channels outlined above, Roxbury Prep also hosts parent groups to foster further partnership with families. Family councils are held with parents and school leaders to share updates and discuss current happenings at school. Additionally, Parent Partners for Advocacy (PPFA) was launched this year, which is a parent-led organization with a mission to build community and amplify parent voices in local, state-wide, and national efforts. In its inaugural year, PPFA parents coordinated food donations for 180+ Roxbury Prep families, advocated for increased school funding with state legislators, and organized efforts to build community across campuses.

Criterion 8: Capacity

School Systems and Leadership

There were no changes to Roxbury Prep's organizational structure in the 2021-22 school year, which is shown by the chart below. The Regional Senior Director reports to the Roxbury Prep Board of Trustees and manages external affairs, legal affairs, charter management, and community outreach. The Assistant Superintendent oversees instruction and school culture across campuses and reports to Uncommon Schools leadership. The Associate Chief Operating Officer oversees operations and manages budgets across all campuses and reports to Uncommon Schools leadership. All campus academic personnel report to the campus's principal or his/her designee. All campus operations personnel report to the campus's Director of Operations. Deans support the principal in curriculum, instruction, and evaluation of teachers, as well as student culture and discipline. All lateral leadership partners meet regularly to ensure communication and collaboration across work streams, while ensuring that all work is centered on our mission to support our students in entering, succeeding in, and graduation from college.



At each campus, school leadership works with the Assistant Superintendent and Associate chief Operating Officer to set goals and priorities for the school year. School leadership teams meet regularly to review various data to determine progress towards these goals and take further action when need. Uncommon Schools also works with school leaders to set goals on the diversity, retention, and development of staff to ensure that Roxbury Prep's staff is composed of experienced, diverse, strong, and strategic individuals.

Professional Climate and Standards for Performance

Roxbury Prep operates on a schedule that allows for professional development for all instructional staff each Friday afternoon. The professional development content varies each week, but some examples of content include DEI reflections, data analysis, classroom culture and management, culturally responsive teaching, and content-specific sessions. In 2020-21, each of our campuses had a DEI leader that facilitated the DEI professional development sessions for staff. These campus DEI facilitators collaborated with DEI leaders from Uncommon Schools to ensure the facilitation of strong sessions for staff. While much of the DEI work this year has focused on race and ethnicity, Roxbury Prep intends to broaden our practices and professional development next year to include discussions of gender, LGBTQ+, and other forms of diversity.

In addition to staff-wide professional development, each Roxbury Prep teacher works with an instructional coach to ensure that they receive individualized support and frequent opportunities for reflection and growth. To accomplish this, each teacher has a weekly planning meeting and a weekly data meeting with their instructional coach. Teachers are also given observation feedback as needed to allow for further personalized feedback from their instructional coach. Roxbury Prep uses a thorough teacher evaluation system that is aligned with the teacher evaluation model proposed by the state. The evaluation rubric can be found in appendix E.

Contractual Relationships

The Roxbury Prep Board of Trustees has negotiated a Memorandum of Understanding with Uncommon School Inc., to manage the operations of our schools. The terms of the MOU closely follow the regulations promulgated in the *Administrative and Governance Guide*. In exchange for a management fee, the Board receives programmatic and operational services from Uncommon School Inc., ensuring that the school model is to be replicated at scale and with quality. In the agreement, the Board of Trustees clearly delineates its powers as the charter holder, retaining ultimate authority around management of the accountability plan, school leadership, budgeting, and all other functions that ensure academic success, organizational viability, and faithfulness to the charter.

The Principals and Directors of Operations are supported by an Uncommon Schools Assistant Superintendent and Associate Chief Operating Officer with whom they meet at least weekly. The Assistant Superintendent and Associate Chief Operating Officer provide hands-on support and coaching to the school leaders. In 2018-2019, Roxbury Prep also added a Regional Senior Director to handle external affairs, media relations, and to liaise between the Roxbury Prep Board of Trustees and the Uncommon Schools leadership team. This position allows the board of trustees to directly oversee the school, while ensuring that Principals and Directors of Operations can focus fully on operating their schools.

Criterion 9: Governance

There were no changes to the network structure in the 2020-2021 school year. Roxbury Prep Charter School has an active and engaged board of trustees, which is primarily responsible for overseeing the property, affairs, and funds of the school. The board sets annual priorities and goals for Roxbury Prep and utilizes a standard dashboard at each of its meetings to assess interim data that aligns with those metrics at individual campuses and across the network. The data and action planning are driven by the Regional Senior Director in conjunction with the Board Chair and Board Committee leaders.

Much of the work of the Board occurs at the committee level. The following standing committees of the board of trustees further the mission of the school:

- The Development Committee identifies and cultivates potential donors for the school through various meetings and events.
- The Finance Committee reviews monthly financial statements, assists with completion of the annual audit, and proposes the annual budget for board approval.
- The Governance and Trusteeship Committee conducts the annual performance evaluations of the school leaders, evaluates prospective and current board members, and nominates and orients new board members.
- The Academic and Leadership Committee monitors the progress of Roxbury Prep students toward the academic standards in the Roxbury Prep Accountability Plan using standardized test scores, grades, interim assessments, and other measures of student progress.
- The Real Estate Committee works with Uncommon's facilities team to identify potential building sites, purchase and obtain city approval for new facilities, and oversee Roxbury Prep's facilities needs.
- The Executive Committee meets as needed to address complex and pressing issues.

Criterion 10: Budget and Finance

A. Unaudited FY21 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

	<u>Original Budget</u>	<u>EOY Projected</u>	<u>Change in EOY Projected</u>
Revenues	-	-	
State Aid			
Core Pupil Aid	29,257,450	31,894,543	2,637,092
Federal Grants			
Title I	1,203,084	1,452,507	249,423
Title II A	105,667	124,260	18,593
Title IV	-	87,623	87,623
Federal IDEA-B	419,229	446,984	27,755
Federal ERATE	158,736	134,924	(23,812)
Federal Child Nutrition Program	894,613	161,811	(732,803)
Coronavirus Relief Fund	-	472,400	472,400
Remote Learning Technology Essentials	-	191,603	191,603
CARES Act Funding	-	989,616	989,616
Miscellaneous Income			
Special Education Medicaid Reimbursement	27,000	27,000	-
Private Grants	229,000	310,000	81,000
School Activity Fees	89,772	73,772	(16,000)
Interest/investment income	20,000	14,304	(5,696)
Total Revenue	<u>32,404,552</u>	<u>36,381,347</u>	<u>3,976,795</u>
Expenditures	-	-	-
Personnel			
School Leaders & Regional Staff	2,673,633	2,793,281	119,649
School Deans/Directors	2,053,860	2,119,215	65,355
Teachers	8,394,798	8,085,899	(308,899)
Part-time Program Salaries	724,346	687,503	(36,843)
Administrative/Support Salaries	1,084,251	1,151,575	67,324
Facilities Salaries	202,550	200,615	(1,935)
Performance Bonus Compensation	22,450	24,938	2,488
Benefits/Taxes	1,752,220	1,799,957	47,737
Total Personnel	<u>16,908,108</u>	<u>16,862,984</u>	<u>(45,124)</u>
Facility/Occupancy Expenses			

Building	2,310,271	2,384,102	73,831
Utilities	293,300	240,000	(53,300)
Maintenance Services	448,243	531,564	83,321
Custodial	449,100	464,031	14,931
Security	167,500	70,367	(97,133)
Building Supplies	50,500	67,696	17,196
Furniture & Equipment	56,550	83,754	27,204
Total Facility/Occupancy Expenses	<u>3,775,464</u>	<u>3,841,514</u>	<u>66,050</u>
School Programmatic Expenses			
Textbooks	32,324	25,798	(6,526)
Other Instructional Supplies	402,121	450,670	48,549
Assessments	145,266	145,558	292
Technology	1,151,322	1,296,497	145,175
Student Enrichment	667,052	667,046	(6)
Student Services	962,148	337,161	(624,987)
Professional Development	443,642	415,441	(28,201)
Staff Recruitment	97,250	97,250	-
Community Outreach	59,301	137,705	78,404
Enrollment Expenses	172,600	399,829	227,229
Contracted Special Needs Services	666,315	524,483	(141,832)
Other Contracted Program Services	6,000	5,054	(946)
Total School Programmatic Expenses	<u>4,805,340</u>	<u>4,502,491</u>	<u>(302,849)</u>
Administrative Expenses			
Photocopying Lease	280,444	273,444	(7,000)
Printing/Stationery	1,200	1,618	418
Telecommunications	233,376	359,471	126,095
Office Supplies	271,800	241,400	(30,400)
Nursing Supplies	19,750	65,000	45,250
Postage/Shipping/Delivery	23,760	25,170	1,410
Insurance	209,421	173,918	(35,503)
Contracted Admin Services	274,235	293,813	19,579
Board Expenses	16,100	11,600	(4,500)
Misc Admin Services	7,600	9,629	2,029

Management Services (CMO)	3,678,525	4,340,901	662,376
Total Administrative Expenses	<u>5,016,211</u>	<u>5,795,965</u>	<u>779,755</u>
Contingency	1,899,428	932,429	(966,999)
Total Expenditures	<u>32,404,552</u>	<u>31,935,385</u>	<u>(469,167)</u>

B. Statement of Net Assets for FY21 (Balance Sheet)

GL Code	Assets	Current Year
	Current Assets	
	Operating Cash	
11189Y	RPCS Money Market Account	17,490,781.28
11191Y	RPCS Savings Account	3,024,855.30
11400Y	Roxbury - Operating a/c	<u>2,789,643.65</u>
	Total Operating Cash	23,305,280.23
	Accounts Receivable	
20010Y	Accounts Receivable	<u>28,737.81</u>
	Total Accounts Receivable	28,737.81
	Other Current Assets	
20020Y	Transit Checks	(78.00)
20030Y	Pre-Paid Expenses	596,932.60
20035Y	FSA Benefit plan	(2,712.79)
27000Y	Inter Company AR Btwn USI and Schools	<u>(290,868.26)</u>
	Total Other Current Assets	<u>303,273.55</u>
	Total Current Assets	23,637,291.59
	Long-term Assets	
	Property & Equipment	
28010Y	Furniture, fixtures, & equip	847,644.33
28015Y	Accumulated Deprec. F& F	(491,521.31)
28020Y	Computer & Software	3,658,882.79
28025Y	Accumulated Deprec. C&S	(3,120,904.27)
28030Y	Leasehold Improvement	7,218,753.31
28035Y	Accumulated Dep. Leasehold Improvements	(6,154,636.23)
28040Y	Vehicles	174,478.00
28045Y	Accumulated Depreciation Vehicles	(113,417.92)
28050Y	Construction in Progress	<u>40,000.00</u>
	Total Property & Equipment	<u>2,059,278.70</u>
	Total Long-term Assets	<u>2,059,278.70</u>
	Total Assets	<u>25,696,570.29</u>
	Liabilities	
	Short-term Liabilities	
	Accounts Payable	
30015Y	Accounts Payable Other Entities	(27,512.75)
	Total Accounts Payable	(27,512.75)
	Other Short-term Liabilities	

30106Y	FICA/Medicare - employee	(0.01)
30107Y	403b (retirement) - employee	3,762.31
30113Y	MTRS - Retirement	<u>120,009.58</u>
	Total Other Short-term Liabilities	<u>123,771.88</u>
	Total Short-term Liabilities	<u>96,259.13</u>
	Total Liabilities	<u>96,259.13</u>
	Net Assets	
	Beginning Net Assets	
		<u>17,027,587.23</u>
	Total Beginning Net Assets	17,027,587.23
	Current YTD Net Income	
		<u>8,572,723.93</u>
	Total Current YTD Net Income	<u>8,572,723.93</u>
	Total Net Assets	<u>25,600,311.16</u>
	Total Liabilities and Net Assets	<u>25,696,570.29</u>

C. Approved School Budget for FY22

The FY22 school budget was approved via vote of the Board of Trustees, in compliance with open meeting law, on June 17, 2021. This vote was recorded in the minutes, which will be approved at the board's September meeting.

PAID STUDENT ENROLLMENT	1,564
TOTAL PERSONNEL	224
REVENUES	
CORE PUPIL AID	\$34,286,870
FEDERAL AID	\$7,921,091
OTHER PUBLIC INCOME	\$28,275
PHILANTHROPIC CONTRIBUTIONS	\$209,000
MISC INCOME	\$14,304
TOTAL REVENUES	\$42,459,539
EXPENDITURES	
PERSONNEL	
PROGRAM SALARIES	\$14,474,949
ADMIN/LEADERSHIP SALARIES	\$5,078,031
INSTRUCTIONAL SALARIES	\$9,396,918
SUPPORT SALARIES	\$1,386,311
FACILITIES SALARIES	\$223,954
BONUS COMPENSATION	\$75,000
TOTAL SALARIES	\$16,160,214
TOTAL BENEFITS/TAXES	\$2,117,797
TOTAL PERSONNEL EXPENSES	\$18,278,012
FACILITY/OCCUPANCY EXPENSES	

BUILDING EXPENSES	\$3,334,134
BUILDING FUND	\$0
UTILITIES	\$326,976
MAINTENANCE SERVICES	\$518,031
CUSTODIAL	\$643,553
SECURITY	\$111,000
BUILDING SUPPLIES	\$107,200
FURNITURE & EQUIPMENT	\$134,395
TOTAL FACILITY EXPENSES	\$5,175,289
<u>SCHOOL PROGRAMMATIC EXPENSES</u>	
TEXTBOOKS	\$41,052
OTHER INSTRUCTIONAL SUPPLIES	\$548,770
ASSESSMENTS	\$116,968
TECHNOLOGY	\$1,799,609
STUDENT ENRICHMENT	\$953,681
STUDENT SERVICES	\$1,093,429
PROFESSIONAL DEVELOPMENT	\$659,522
STAFF RECRUITMENT	\$112,780
COMMUNITY OUTREACH	\$64,740
ENROLLMENT EXPENSES	\$611,500
CONTRACTED SPECIAL NEEDS SERVICES	\$648,930
OTHER CONTRACTED PROGRAM SERVICES	\$122,200
TOTAL PROGRAM EXPENSES	\$6,773,182
<u>ADMINISTRATIVE EXPENSES</u>	
PHOTOCOPYING LEASE	\$297,880
PRINTING/STATIONERY	\$12,700
TELECOMMUNICATIONS	\$398,060
OFFICE SUPPLIES	\$243,050
NURSING SUPPLIES	\$417,050
POSTAGE/SHIPPING/DELIVERY	\$14,500
INSURANCE	\$187,136
CONTRACTED ADMIN SERVICES	\$297,970
BOARD EXPENSES	\$10,100
MISCELLANEOUS ADMIN EXPENSES	\$2,000
MANAGEMENT SERVICES (CMO)	\$4,849,462
<i>Effective CMO Fee</i>	\$0.12
TOTAL ADMINISTRATIVE EXPENSES	\$6,729,908
TOTAL OPERATING EXPENDITURES	\$36,956,390
<i>Operating Expenditures Per Pupil</i>	\$23,624

ANNUAL OPERATING SURPLUS (DEFICIT)	\$5,503,149
Surplus as a % of Revenues	13.0%
CAPITAL PROJECTS	\$950,000
TOTAL EXPENDITURES	\$37,906,390
<i>Expenditures Per Pupil</i>	\$24,232
ANNUAL SURPLUS (DEFICIT)	\$4,553,149
<i>Surplus as a % of Revenues</i>	10.7%

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2021 submission	1687
Number of students upon which FY22 budget tuition line is based	1564
Number of expected students for FY22 first day of school	1715
<p>Please explain any variances: The Covid-19 pandemic has negatively impacted school enrollment throughout Massachusetts. As families focus on health and safety, they have been less likely to change schools, which has reduced our 5th grade enrollment, our entry level grade. In our primary lottery in March this year, we had fewer applicants in 5th grade and as a result we have budgeted very conservatively. Since that time, however, our supplemental lotteries have been stronger than anticipated and we have been able to enroll larger numbers of 5th and 6th grade students. We will adjust our budget in the first quarter of SY21-22 to account for these additional students.</p>	

D. Capital Plan for FY22

2179-2181 Washington St.

1. Roxbury Prep is renovating its 2179-2181 Washington Street facility in Boston to increase instructional capacity and serve as the temporary site for the high school's upper classes (11th-12th grade). The project is split into two phases. The first includes renovations to the previous school space, and the second involves converting the ground floor retail space into three classrooms.
2. The second phase is contingent on approval of the change of use for the retail space (such approval was obtained July 2021) and construction permits (expected September 2021). If the permits are not approved, the contingency plan is to convert parts of the existing cafeteria/gym space into additional classroom space.
3. Roxbury Prep will complete renovations in the 2021-2022 school year
4. The estimated capital budget is \$950,000.
5. Roxbury Prep will finance the project through cash reserves.
6. The school does not have a capital reserve for the project, but has budgeted a line item for contingencies in the project's budget.

RPHS Permanent Facility

Roxbury Prep continues its search for a consolidated high school. Once identified and secured, Roxbury Prep will take the necessary steps with the City of Boston to open the facility for SY25.

1. Roxbury Prep needs to accommodate approximately 800 students and approximately 90 staff members, requiring approximately 90,000 square feet.
2. The school will continue to identify potential sites for development of the consolidated high school.

3. Upon securing a facility, Roxbury Prep will aim to complete construction of the high school's permanent facility for the 2024-2025 school year, and will use leased space in the interim.
4. The estimated capital budget remains under review.
5. Roxbury Prep will finance the project through a combination of cash reserves, philanthropy, and commercial or municipal financing, the scale and composition of which will be determined by the capital budget.
6. Roxbury Prep has earmarked \$9M in a capital reserve account for the construction of the new high school facility.

Additional Information

Appendix A: Accountability Plan Objectives and Measures

Measure	2020-2021 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.		
Measure: Roxbury Prep HS Students are assessed on cumulative content knowledge every 6 to 8 weeks by taking Interim Assessments. <ul style="list-style-type: none"> • In the second year of the charter term, the average Interim Assessment score in 40% of Roxbury Prep classrooms will be above the Uncommon Schools (USI) average for aligned Interim Assessments. 	Met	<p>In the 2020-2021 school year, 54% 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.</p>
Measure: Roxbury Prep MS: <ul style="list-style-type: none"> • In the second year of the charter term, the average Interim Assessment score will be over 65% in 40% of Roxbury Prep classrooms. 	Met	<p>In 2020-2021, the average Interim Assessment score was over 65% in 85% of Roxbury Prep Middle School classrooms.</p> <p>Note: Roxbury Prep usually administers 4 rounds of Interim Assessments during the year, but this year we only administered 2 rounds due to the challenges of remote learning.</p>
Measure: Roxbury Prep HS: <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>38% of the class of 2021 met the College Readiness Benchmark in 2020-2021.</p> <p>Note: Because of the Covid-19 pandemic, many students were not able to take the SAT more than once, limiting their ability to increase their scores.</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>

Measure	2020-2021 Performance (Met/Not Met)	Evidence
Objective: Roxbury Prep will prepare students to enter and succeed in college.		
Measure: 100% of Roxbury Prep HS students will take at least three Advanced Placement (AP) classes by the end of their senior year.	Met	By their graduation date, all seniors at Roxbury Prep High School students have taken at least three Advanced Placement classes. 100% took at least 3 AP classes, 48% took 4 AP classes, and 14% took 5 AP classes.
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.	Met	For the class of 2021, 88% of Roxbury Prep's senior class was accepted into a 2- or 4-year college.
Measure: The 1 st 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.	Met	The Class of 2019 college persistence rate was 85% . Roxbury Prep has two classes currently in college, 2019 and 2020. The combined college persistence rate for those two classes is 77%
Measure	2020-2021 Performance (Met/Not Met)	Evidence
Objective : Roxbury Prep will provide a safe, structured learning environment for scholars by holding high behavioral expectations and by building strong student character.		
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.	Met	In 2020-21, schools did not assign any deductions during remote learning. Once students returned to in-person learning, all students received at least 50% more merits than deductions. One of the primary goals of Roxbury Prep is to help scholars build strong character. The 'Character Report System' rewards scholars for their positive behavior by assigning merit points (+), while curtailing negative behaviors by assigning deductions (-). Roxbury Prep Merits reward student determination, compassion, scholarship, courage, etc. Roxbury Prep Deductions help correct behaviors such as disrupting class, not following directions, off task, etc.
Measure: Average yearly attendance at all Roxbury Prep schools will be 94% or better.	Met	Roxbury Prep attendance from August 2020 through June 2021 was 94% . Our schools remained fully remote until November 2020. Even during the Covid-19 pandemic, we hit our target for attendance.
Measure: The number of Roxbury Prep students suspended each year will not exceed the guidelines that Roxbury Prep established with DESE:	Met	There were zero suspensions in Roxbury Prep schools this year. Our goal is to create a school environment of safety, love, and care

<ul style="list-style-type: none"> 2020-2021 0% 		for all our students, while minimizing student time spent out of the classroom.
Measure	2020 - 2021 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.	Not Met	The Roxbury Prep Teacher Evaluation Rubric was used only once during the 2020-2021 school year. 75% percent of first year teachers scored Proficient or Advanced in over 50% of the standards in the rubric.
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	86% 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	2020 - 2021 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.		
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: <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 2020-2021, 65% of teachers demonstrated proficiency in using assessment data to remediate unmastered content. At one of the Roxbury Prep campuses, only 1st Year Teachers were formally evaluated with the Roxbury Prep Evaluation Rubric because of Covid-19. The high school has only 54% of teachers scoring Proficient or Advanced in over 50% of the standards, so this will be a professional development focus going into school year 2021-2022.
Measure: 100% of teachers will attend 4 data analysis meetings per year with their principal or instructional coach.	Met	100% of teachers attended at least 4 data meetings with their principal or instructional coach in 2020-2021, as certified by the principals at each of our schools.

Dissemination Efforts

Measure	2020 -2021 Performance (Met/Not Met)	Evidence
<p>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>		
<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>	<p>No Met because of Covid-19</p>	<p>In the 2020-21 school year, Roxbury Prep's in-person dissemination efforts were restricted by the Covid-19 pandemic. But our schools did take the lead in sharing best practices online, including open-source curriculum, instructional blogs and videos modeling remote teaching techniques. We also collaborated with our charter partners on weekly basis to share both instructional and health and safety best practices.</p>
<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 • Classroom Management Workshops 	<p>Not Met because of Covid-19</p>	<p>These efforts were severely restricted because of Covid-19. Roxbury Prep is looking forward to establishing working partnerships with district partners to share best practices in the areas identified in this measure.</p>

Appendix B: Charter School Recruitment and Retention Plan

Charter School Recruitment and Retention Plan

Recruitment Plan

2021 – 2022

2020-2021 Implementation Summary:

In 2020-2021, Roxbury Prep implemented its recruitment plan successfully. Utilizing a Director of School Support, an Enrollment Specialist, and campus based staff, the team implemented all of the planned activities – third party mailings in home languages, media (English radio, newspaper ads in English, Spanish, and Haitian Creole, social media campaigns), recruitment activities through Boston Public Schools (including applications at family resource centers and mailings in home languages), participation in recruitment events, and utilizing school events/virtual open houses to recruit. In addition, Roxbury Prep participated in the Boston Charter Application, a joint application with other charter schools in Boston. The collaboration was very successful and most importantly made it easier for families to apply to charter schools.

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, due to the COVID-19 pandemic. Applications to the joint Boston Charter Application for 5th grade seats were down 38% from the prior year. Roxbury Prep has employed new grassroots strategies this year to try to increase awareness of Roxbury Prep with new families. Our hope is that the increased awareness of Roxbury Prep will help the school meet some of its gap narrowing targets.

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

Utilization of 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 conferences, open houses, and fairs with Boston Public Schools, other Boston charter schools, and vast network of community-based organizations (non-profit organizations, churches, etc.)

Open houses (primarily virtual due to the COVID-19 pandemic) held at Roxbury Prep before and after the lottery.

Individual and coordinated media advertisement (community papers, radio, billboards, public transportation, social media)

Assignment of Director of School Support (as 0.25 FTE) and part-time Enrollment Specialist (0.25 FTE)

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) 2020-2021 Strategies
<p>School percentage: 14.8%</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed • Utilization of SPEFAC meeting for recruitment purposes. • Profile of Special Education classes in Prospective Family Newsletter • Virtual Information Session held specifically for families of students with special needs to discuss the interventions and services offered by the school.
<p>GNT percentage: 19.1%</p>	
<p>CI percentage: 19.6%</p>	

<p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> All recruitment materials state explicitly in the languages spoken by the families that the school serves students with special needs. <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI</p> <p>Community Based Outreach (2 years) Roxbury Prep is currently working to expand its outreach with community organizations that serve families in the neighborhoods where Roxbury Prep schools are located. Roxbury Prep intends to continue building partnerships with organizations who work with families and students with special needs and hopes that this will build general awareness of the services Roxbury Prep offers, so that families with students on an IEP or 504 plan will know about and seek out Roxbury Prep. Specific organizations Roxbury Prep is working to partner with include Lighthouse Behavioral Health, Department of Children and Families (DCF), and the school is asking its Family Councils and Family Champions to recommend other organizations.</p> <p>Family Champions (2 years) Roxbury Prep is recruiting current families, including families of students with special needs, to serve as representatives in the community. These “Family Champions” will help connect other families of students with special needs with Roxbury Prep staff to encourage them to apply to Roxbury Prep and learn more about how the school can serve their student’s unique needs.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 20.2%</p> <p>GNT percentage: 13.9%</p> <p>CI percentage: 16.2%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> Recruitment mailers in Spanish, Haitian Creole, Vietnamese, Cape Verdean Creole/Crioulo, Portuguese, Chinese, and Vietnamese. LEP recruitment meeting(s) in Spanish and Haitian Creole 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 Highlight success of ELL learners in marketing materials. <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 69.5%</p> <p>GNT percentage: 55.8</p> <p>CI percentage: 58.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 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, such as YMCA, Boys and Girls Club, Boston Centers for Children, Youth, and Families, public libraries, and Lighthouse Behavioral Health. <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2020-2021 Strategies</p> <ol style="list-style-type: none"> We will include information about our tutoring and extra support services in our advertisements. Hold virtual information sessions specifically geared for families with students who may be struggling in school. The information sessions will provide best practices and resources on organization strategies, supporting students to engage in school, and the supports our schools offer to all students who may struggle academically (such as additional teachers in each core subject class, push-in and pull-out services, extended school day and year, literacy and math small group tutoring structures, homework club, and more).

	3. Work with community-based partners to identify students who may qualify for remediation programs or 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.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. 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. 2. Targeting 8th and 9th grade students who have been identified by local partner organizations as at risk of dropping out and holding conversations with their families, guardians, or advocates about appropriate resources at our school.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2020-2021 Strategies</p> <ol style="list-style-type: none"> 1. 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. 2. Roxbury Prep will work with local community organizations to identify students who may have disrupted education up to and including 9th grade, and will hold introductory and welcome calls with their families to identify appropriate resources and set them up with a school advisor who will support their transition to the charter school.

Retention Plan
2021 - 2022

Implementation Summary:

In 2020-2021, Roxbury Prep implemented its retention plan successfully. The campuses implemented the same drivers that have resulted in strong student retention for years – 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 2020-2021 Roxbury Prep retention plan was designed and implemented to target the subgroups that were underrepresented at Roxbury Prep. Roxbury Prep placed emphasis on the advisory system to allow families the opportunity to connect with the Roxbury Prep staff and allow advisors to discuss any potential issues with families. The advisory program proved to be a useful retention strategy, as it ensured that all families were contacted frequently by their students’ advisor, regardless of academic standing. Advisory allowed families to feel more engaged with the Roxbury Prep community.

Each campus generated grades on a weekly basis and collaborated with families as early as possible to discuss students that were struggling academically and/or culturally. During school closure due to the COVID-19 pandemic, advisors and school leaders frequently contacted all families through email, phone calls, and text messages to ensure all students had the tools and resources they needed to continue learning remotely. Roxbury Prep also holds quarterly report card conferences with all families in 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 2020-2021, Roxbury Prep also engaged middle and high school students at risk of being held back with summer school. At the end of the year, students that failed three or more content areas were asked to attend summer school. Students that successfully completed their final exams during summer school were promoted to the next grade. Those students that failed to pass their final exams in summer school were retained in their previous grade level. Families were contacted by Roxbury Prep staff to discuss the benefits keeping their child at Roxbury Prep and the benefits of summer school or being held back a grade. Additionally, families were kept abreast and engaged throughout the Summer School process. Summer School was an important opportunity for students who may have struggled during remote learning or the COVID-19 pandemic to get extra time to make academic gains and get the support they may have had a harder time accessing during school closures.

Roxbury Prep saw gains in its retention, increasing from 80.8% in 2019-2020 to 84.8% in 2020-2021. Roxbury Prep attributes this to an increase in the number of 8th and 10th grade students who chose to remain at Roxbury Prep High School, thanks to increased opportunities to collaborate across Roxbury Prep's Lower and Upper High School campuses during remote learning. Roxbury Prep looks forward to continuing to implement these strategies to build comradery between the campuses in future years and to having a permanent, joint facility for all Roxbury Prep students in the future.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 17.9%</p> <p>Third Quartile: 13.9%</p> <p>The school is above third quartile percentages.</p>	<p align="center">(b) 2020-2021 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Family Orientation → Before the start of school, two mandatory family orientations will give families the opportunity to learn about the systems, policies, and procedures of Roxbury Prep and the reasoning behind them. These orientations will also give families a chance to connect with each other and with staff members. Additional orientations may be held closer to lottery results.</p> <p>Advisory System → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. The advisory program will ensure that each family receives a call from their child's Advisor at least twice a month. Roxbury Prep logs calls in our Student Information System to track persistent problems discussed during phone check-ins. Roxbury Prep will consider including Individual Needs team members on the advisory calls or setting up a separate IN initiative to ensure that families of special education students are contacted with equal or greater frequency.</p> <p>Development of more active Family Councils at each campus – (2-3 years) In the 2020-2021 school year, each campus held its own family councils and engaged families through these meetings. Roxbury Prep will continue to hold these meetings at each campus, and will ensure all families are invited to attend. Roxbury Prep is also working to build the SEPAC at each of its campuses.</p>
	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies</p> <p>High School Retention → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8th grade families and 10th grade families choosing not to continue to attend Roxbury Prep High School, in part due to location of its facility. Roxbury Prep is focusing on decreasing attrition in these grades and on finding an appropriate facility, and believes that this will cause a decrease in attrition at the subgroup level as well.</p> <p>Staff Training → (2-3 years) Roxbury Prep will also implement new training for Individual Needs Coordinators at each campus, to provide resources and share best practices for communicating with families of students with disabilities. Individual Needs Coordinators will receive increased professional development opportunities during August, including sessions focused on successful communication with families and strategies for meeting student needs. There will also be sessions for general education teachers to provide strategies for co-teaching and meeting diverse needs in classrooms.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p>	<p align="center">(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

<p>School percentage: 13.7% Third Quartile: 13.6%</p> <p>The school is above third quartile percentages.</p>	<p>Family Meetings → Families will be invited to each school campus to participate in meetings where they can connect with other families and staff.</p> <p>Family Orientation → Prior to the start of the school year, Roxbury Prep will engage families in two mandatory family orientations. Roxbury Prep will use family orientations to connect with all students and families; however, the orientations will be used to provide LEP students and families the opportunity to connect with other families and staff. Family engagement and community were found to be a key factor in the education of LEP students. (Ortiz 2004)</p> <p>New Programming → Roxbury Prep has created a new program for families who have recently moved to the United States. Roxbury Prep believes that this increased programming specific to English Language Learners will support continued high retention of this population.</p> <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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><input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.</p> <p>ELPAC Meetings (2 years) Roxbury Prep will continue building its ELPAC committees, which it launched in the 2020-2021 school year. With an active ELPAC at each campus, Roxbury Prep intends to learn how to better serve and work with families whose primary language is not English.</p> <p>Translation Services (1 year) Roxbury Prep is continuing to build its translation and interpretation accessibility to ensure all families can participate fully in all family activities fully. Roxbury Prep has launched a Staff Translation Team and plans to make translation needs of 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.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 14.7% Third Quartile: 13.6%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2020-2021 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhance additional strategies needed</p> <p>High School Retention → (2-3 years) Roxbury Prep attributes much of its increase in attrition to a general trend of 8th grade families and 10th grade families choosing not to continue to attend Roxbury Prep High School, in part due to location of its facility. Roxbury Prep is focusing on decreasing attrition in these grades and on finding an appropriate facility, and believes that this will cause a decrease in attrition at the subgroup level as well.</p> <p>Enrichment/Clubs → (1-2 years) All students can participate in Roxbury Prep's after school clubs such as soccer, basketball, track, step team, theater and talent performances. There is no charge for these activities, ensuring that they are available to all students. These activities help build students' connections to school.</p> <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p> <p>COVID-19 pandemic: The COVID-19 pandemic was particularly hard on families from economically disadvantaged communities, which is the primary population at Roxbury Prep. Roxbury Prep's school attrition rate for this population actually decreased 3.2 percentage points since 2019-20, but the median rate statewide dropped more due to the COVID-19 pandemic. Roxbury Prep plans to work to engage low-income students and encourage them to return to in-person school and re-engage them in learning and the school community this year, and believes that these efforts will help our school return to its prior success in this area.</p> <p>Development of more active Family Councils at each campus – (2-3 years) In the 2020-2021 school year, each campus held its own family councils and engaged families through these meetings. Roxbury Prep will continue to hold these meetings at each campus, and will ensure all families are invited to attend. Roxbury Prep is working to build these family councils at each campus and provide a structure to ensure family input is implemented.</p>
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<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2021-2022 Strategies</p> <p>Advisory System → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with 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>Additional Remediation Opportunities in response to COVID-19 Pandemic → In response to the schools' 2021 MCAS and AP scores, Roxbury Prep is focusing on remediation during the 2021-2022 school year. All students will be offered small group tutoring and homework help, and teachers will use data collected from start of year assessments to identify and provide targeted resources to those students who may have more significant learning gaps following the periods of school closure to the COVID-19 pandemic.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2021-2022 Strategies</p> <p>Summer School → Roxbury Prep will continue to offer a Summer Academic Program for students who fail two 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 re-take 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 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>Student Support Team → Roxbury Prep will enhance the Advisor-Student-Family relationship so that families feel even more connected to the school and have a strong relationship with the Advisor. 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. 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 with 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><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2021-2022 Strategies</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 intends to utilize 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>

Appendix C: School and Student Data Tables

To review 2020-2021 student enrollment 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	56.2
Asian	0.6
Hispanic	40.3
Native American	0.3
White	1.3
Native Hawaiian, Pacific Islander	0.1
Multi-Race, Non-Hispanic	1.3

Selected Populations	% of School
First Language not English	39
English Learner	20.2
Students with Disabilities	14.8
High Needs	81.6
Economically Disadvantaged	69.5

ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR

Name, Title	Job Description	Start date	End date
Julie Jackson, President	Manages all schools and DEI	7/1/2019	N/A
Tera Carr, MS Assistant Superintendent	Manages the middle school principals	7/1/2020	N/A
Jesse Corburn HS Assistant Superintendent	Manages the high school principals	7/1/2021	N/A
Suki Cintron, Associate Chief Operating Officer	Manages the network's finances and operations.	9/15/2021	N/A
John Verrilli, Regional Senior Director	Manages external affairs for the region.	1/15/2019	N/A
Ryan Kelly, Network Instructional Specialist	Coaches teachers on curriculum and instruction.	8/1/2018	6/30/21
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
Kim Kinsman, Director of Operations (Lucy Stone)	Manages the school's finances and operations.	7/1/2019	N/A
Dan Cosgrove, Principal (Dorchester)	Manages the school's curriculum and instruction.	7/1/2014	N/A
Majken Fisselier, Director of Operations (Dorchester)	Manages the school's finances and operations.	1/15/2019	N/A
Rene Haile, Interim Director of Special Education and English Language Learners	Manages diverse learner compliance and services.	8/1/2020	6/30/21

Eliza Jackson, Senior Director of Operations (High School)	Manages the finances and operations across both high school campuses.	7/1/2017	8/9/21
Chelsea Fuller, 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
Ijeoma Duru, Principal (RPHS Lower Campus)	Manages the school's curriculum and instruction.	7/1/2020	N/A
Monique Lomax, Director of Operations (RPHS Lower Campus)	Manages the school's finances and operations.	7/1/2020	N/A
Megan Britt, Director of Advancement	Manages development	6/15/2019	N/A
Kelsey Smithendorf, Director of School Support	Manages cross-campus infrastructure and initiatives.	5/15/2019	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2020-21 SCHOOL YEAR

	Active as of last day of 2020-21 SY	Departures during 2020-21 SY	Departures @ end of 2020-21 SY	Reasons for Departure
Teacher	100	5	40	Relo/Moving out Area, Declined Offer/Renege, Career Change, Not Returning from LOA, Resign in lieu of term, Contract non-renewal, Other Ed Position
Other Staff	68	19	7	Relo/Moving out Area, Diss w/Managmt, Career Change, Pers/Family/Medical, Resign in lieu of term, Diss w/pay, Not Returning from LOA, Perform/Counslid Out, Contract non-renewal, Sust/Workload, Return to school, Declined Offer/Renege, Layoff/Restruct, Other Ed Position

BOARD MEMBER INFORMATION

Number of Commissioner approved board members as of August 1, 2021	11
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 2020-21 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of Each Term
Ms. Sylvia Kuzman	Trustee	Academic & Leadership	2	Elected: Oct 2016 Re-Elected: Aug 2019 Term Ends: Oct 2022
Ms. Dianyvet Serrano	Vice Chair	Academic & Leadership	1	Elected Oct 2019 Term Ends Oct 2022
Ms. Renee Foster	Trustee	Academic and Leadership, Chair	2	Elected: Oct 2015 Re-Elected Jun 2018 Term Ends: Oct 2021
Mr. Stanley Onuoha	Secretary	Real Estate, Academic & Leadership	1	Elected Dec 2019 Term Ends Dec 2022
Mr. Richard McQuaid	Trustee	Governance	3	Elected: Nov 2011 Re-Elected: Nov 2014

				Resigned Nov 2019 Reinstated May 2020 Term Ended: Nov 2020
Mr. Jeff Oberg	Treasurer	Real Estate, Finance	1	Elected Oct 2019 Term ends Oct 2022
Mr. Andrew Tamoney	Trustee	Finance, Governance, Real Estate	2	Elected: Oct 2015 Re-Elected: Oct 2018 Term Ends: Oct 2021
Mr. Francisco Marriott	Trustee	Finance	2	Elected: Jan 2018 Re-Elected: Jan 2021 Term Ends: Jan 2024
Mr. Ruven Rodriguez	Chair	Real Estate, Finance	2	Elected: Mar 2018 Re-Elected: Mar 2021 Term Ends: Mar 2024
Ms. Ayanna Woodhouse	Parent Representative	Academic & Leadership	1	Elected: May 2020 Term Ends: Apr 2023
Mr. Ronald Carroll	Trustee	Development	1	Elected: Feb 2021 Term Ends: Feb 2024
Mr. William Forde	Trustee	Development	1	Elected: May 2021 Term Ends: May 2024

Anticipated Board Meeting Schedule for SY2021-22	
Date and Time	Location
September 23, 2021 5:00pm - 8:00pm	RPHS - Upper Campus 2179 Washington St Roxbury, MA 02119
December 2, 2021 5:00pm - 8:00pm	Mission Hill Campus 120 Fisher Ave Roxbury, MA 02120
January 27, 2022 5:00pm - 8:00pm	RPHS - Hyde Park 1286 Hyde Pak Ave Hyde Park, MA 02136
March 24, 2022 5:00pm - 8:00pm	RPLS - Lucy Stone 22 Regina Rd Dorchester, MA 02124
June 16, 2022 5:00pm - 8:00pm	RPDC - Dorchester 206 Magnolia St Dorchester, MA 02121

COMMITTEE MEETING SCHEDULES FOR SY2021-22			
Name of Committee	Date	Time	Location
Real Estate Committee	July 20, 2021	4pm	TBA
Real Estate Committee	August 17, 2021	4pm	TBA
Real Estate Committee	September 8, 2021	4pm	TBA

COMMITTEE MEETING SCHEDULES FOR SY2021-22			
Academic Committee	September 23, 2021	4:30pm	TBA
Real Estate Committee	October 6, 2021	4pm	TBA
Finance Committee – Audit	October 21, 2021	10:00am	TBA
Real Estate Committee	November 10, 2021	4pm	TBA
Finance Committee	November 23, 2021	10:00am	TBA
Academic Committee	November 18, 2021	4:30pm	TBA
Real Estate Committee	December 15, 2021	4pm	TBA
Real Estate Committee	January 12, 2022	4pm	TBA
Real Estate Committee	February 9, 2022	4pm	TBA
Academic Committee	March 3, 2022	4:30pm	TBA
Real Estate Committee	March 9, 2022	4pm	TBA
Finance Committee	March 10, 2022	10:00am	TBA
Real Estate Committee	April 13, 2022	4pm	TBA
Real Estate Committee	May 11, 2022	4pm	TBA
Academic Committee	June 2, 2021	4:30pm	TBA
Finance Committee	June 13, 2022	10:00am	TBA

Conditions

In February 2019, the Board of Elementary and Secondary Education renewed Roxbury Prep Charter School for a five-year charter term with conditions. The conditions are:

1. By February 28, 2019 RPCS must submit evidence to the Department that it has provided the school community with notice of the school’s renewal with conditions that the school must meet. The school must inform parents/guardians, teachers, staff, board members, and students of the school’s current status.
Condition Met: Roxbury Prep sent e-mail notifications to Roxbury Prep School leaders on February 14, 2019; to all staff on February 25, 2019; and to the Roxbury Prep Board of Trustees on February 5, 2019. Roxbury Prep sent a letter home in the mail to students and families on February 26, 2019. Roxbury Prep was notified by the Office of Charter Schools and School Redesign on February 26, 2019 that we had met this condition.
2. By April 30, 2019, RPCS must submit to the Department a comprehensive evaluation of the school’s climate, discipline policies, and school culture practices including, but not limited to, whether and how the school’s programs, policies, and procedures effectively create a safe and supportive environment and allow students equitable access to the educational program. Such comprehensive evaluation must be conducted by an external consultant(s) acceptable to and approved in advance by the Department.
Condition Met: Roxbury Prep selected Bellwether Education Partners as its consultant, which was approved by the Department on March 20, 2019. Roxbury Prep collaborated with Bellwether Education Partners to provide documentation and consultation. Bellwether evaluated Roxbury Prep’s school climate, discipline policies, and school culture practices, and sent this evaluation to the Department on April 29, 2019. The Office of Charter Schools and School Redesign found the plan aligns with the requirement of the condition on May 6, 2019.
3. By May 30, 2019, RPCS must submit to the Department for approval an action plan to improve discipline rates. Such action plan must specify the strategies to improve school climate, discipline policies, and school culture practices for all student groups. The action plan must set clear and specific implementation benchmarks, with a clear timeline and deadlines for completion of key tasks, to allow the

school's board of trustees and the Department to monitor implementation. RPCS must submit monthly progress reports on the action plan to the Department.

Condition Met for 2020-21: *On May 29, 2019, Roxbury Prep submitted its action plan to the Department. This action plan was built in collaboration with Bellwether Education Partners following their evaluation of Roxbury Prep's discipline policies. Roxbury Prep was notified by the Office of Charter Schools and School Redesign on August 12, 2019 that it's Action Plan had been approved.*

Roxbury Prep has sent the Department and the Board of Trustees monthly updates on its progress towards reducing suspensions and on the implementation of its action plan.

In 2020-21, Roxbury Prep updated its Culture Action Plan with a renewed focus on becoming a better anti-racist organization. That plan was approved by DESE in the Fall of 2020 and Roxbury Prep had zero suspensions during the school year.

4. By December 31, 2021, the school must demonstrate continued significant and sustained improvement in lowering discipline rates.

Complaints

The Roxbury Prep Board of Trustees did not receive any complaints from parents in 2020-21.

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Ruven Rodriguez	Ruven.rodriguez@moganstanley.com	No change
Associate Chief Operating Officer	Eliza Jackson - Interim	ejackson@roxburyprep.org	Open as of 8/6/21
Assistant Superintendent	Tera Carr	Tera.carr@roxburyprep.org	No change
Regional Senior Director	John Verrilli	John.verrilli@roxburyprep.org	No Change
Special Education Director	<i>Open position</i> <i>Tera Carr acting as interim</i>	Tera.carr@roxburyprep.org	Open Position
MCAS Test Coordinator	Kelsey Smithendorf	ksmithendorm@roxburyprep.org	No change
SIMS Contact and SIMS Coordinator	Kelsey Smithendorf	ksmithendorm@roxburyprep.org	No change
English Language Learner Director	<i>Open position</i> <i>Tera Carr acting as interim</i>	Tera.carr@roxburyprep.org	Open Position
School Business Official	Kelsey Smithendorf	ksmithendorm@roxburyprep.org	No change

Facilities

Roxbury Prep High School is currently housed in two separate buildings, one located at 1286 Hyde Park Ave in Hyde Park (Lower Campus, 9th and 10th grade), the other at 5 Maywood St., Roxbury (Upper Campus 11th and 12th grade). As HS enrollment increases, we have outgrown our space at Maywood St and need a larger building for our Upper Campus.

This summer, will be relocating our High School Upper Campus to 2179 Washington St in Roxbury. This move will take place in the summer of 2021 and occupancy will start August 2021 for the 2021-22 school year.

Roxbury Prep is in the process of locating a site for a permanent HS facility. Details of that capital plan can be found in the Budget and Finance section above.

Enrollment

Action	2021-22 School Year
Student Application Deadline	February 28, 2022
Lottery	March 9, 2022

Roxbury Prep Teacher Evaluation Rubric

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

<i>CLASSROOM MANAGEMENT</i>	Advanced	Proficient	Working Towards	Needs Improvement
Classroom Culture	<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.
Build Momentum	<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. ● Consistently creates illusion of speed during key moments of class to keep students engaged. Always varies voice and smiles during these moments. 	<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. Regularly varies voice and smiles during these moments. 	<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.

<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. ● 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 	<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. ● 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 	<ul style="list-style-type: none"> ● Does not consistently deal appropriately with challenging situations and sometimes derails the learning process. ● Does not consistently utilizes individual student re-directs and whole class resets when necessary. ● 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 	<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 moments are framed and narrated negatively. ● 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

	<p>to a quiet voice, state a wish to listen, encourage student to breathe or walk, take situation off stage)</p> <ul style="list-style-type: none"> ● Students consistently respond to correction respectfully. ● Teacher consistently involves school leaders at appropriate times. 	<p>to a quiet voice, state a wish to listen, encourage student to breathe or walk, take situation off stage)</p> <ul style="list-style-type: none"> ● Students frequently respond to correction respectfully. ● Teacher frequently involves school leaders at appropriate times. 	<p>de-escalate first and sometimes escalates the problem.</p> <ul style="list-style-type: none"> ● Students inconsistently respond to correction respectfully. ● Teacher may be too reliant on or does not utilize school leaders. 	<p>to de-escalate first and often escalates the problem.</p> <ul style="list-style-type: none"> ● 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:

-

<i>INSTRUCTION</i>	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 	<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 	<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, 	<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.

	<p>in the subject area and challenging to students who excel in the subject area.</p> <ul style="list-style-type: none"> ● 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. 	<p>subject and those who excel in the subject area.</p> <ul style="list-style-type: none"> ● 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. 	<p>the teacher targets the average learner in the classroom.</p> <ul style="list-style-type: none"> ● 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 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.
High Level Questioning	<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.
Habits of Discussion	<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 class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. ● Unprompted, students almost always utilize habits of discussion during turn and talks. 	<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 class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. ● Unprompted, students frequently utilize habits of discussion during turn and talks. 	<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 class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. ● When prompted, students utilize habits of discussion during turn and talks. 	<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 class to defend or challenge each other's responses for the class to analyze and/or stamp a key concept of the lesson. ● When prompted, students rarely utilize habits of discussion during turn and talks.

<p>Quality and Quantity of Practice</p>	<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.
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COMMENTS ON INSTRUCTION:

Strengths:

-

Areas for Growth and Action Plans:

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<i>DATA DRIVEN INSTRUCTION</i>	Advanced	Proficient	Working Towards/Fair	Needs Improvement
Classroom Assessments: Daily/Weekly	<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.
Checking for Understanding & Recording Student Data	<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 respond to the work students are producing. 	<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"> ● Frequently uses online tools such as Google Classroom or Desmos in real-time to see and respond to the work students are producing. 	<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 responds to the work students are producing. 	<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.

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. Rarely or never uses tutorial to address student learning needs.
Students' Level of Growth on Assessments (K-8)	<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.

Students' Level of Growth on Assessments (HS)	<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.
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COMMENTS ON DATA DRIVEN INSTRUCTION:

Strengths:

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Areas for Growth and Action Plans:

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<i>CURRICULUM</i>	Advanced	Proficient	Working Towards	Needs Improvement
Lesson Internalization	<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)
Modification of Materials for Students with Special Needs and English Language Learners	<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:

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Areas for Growth and Action Plans:

<i>COMMITMENT TO SCHOOL COMMUNITY</i>	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 pro-active 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 pro-active 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.
Whole School Teacher: Additional Contributions & Responsibilities	<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.

Modeling Expectations	<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.
Time and Task Management	<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

