



Annual Reports

2017-18

August 1, 2018

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Letter from the Chair of the Board of Trustees

July 27, 2018

Dear Members of the Department of Elementary & Secondary Education,

In addition to the enclosed Annual Report for UP Academy Charter School of Boston and UP Academy Charter School of Dorchester, I wanted to share a few updates on behalf of UP Education Network and our Board of Trustees.

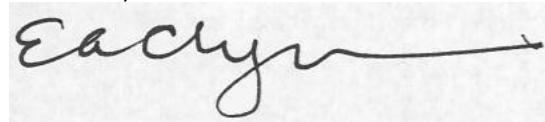
The past school year brought leadership changes to UP Education Network, with Veronica Conforme joining the organization as Chief Executive Officer in July of 2017. To begin her tenure, the organization embarked on a months-long listening and learning process in order to update their strategic plan. Working in partnership with teachers, leaders, students, and families, UP redefined their vision for success in their schools. As a result of this collaborative process, several clear areas for strategic focus emerged. Teaching rigorous academic content, building strong social-emotional skills, and working with families and communities in making decisions and supporting students were identified as the top priorities moving forward. Furthermore, UP Education Network developed a refreshed vision statement – to transform schools into exceptional learning environments in partnership with our families and communities. Students in UP schools cultivate their sharp minds, share their kind hearts, and explore their path and potential. UP graduates succeed on the path to college and pursue their passions. The areas of strategic focus and new vision statement both align with and enhance the mission statements of UP Academy Boston and UP Academy Dorchester. The Board is energized by the renewed focus and direction provided by the strategic planning of the past year, and the impact it will have on UP Academy Boston and UP Academy Dorchester.

In addition to leadership changes at UP Education Network, the 2017-2018 school year brought changes to the Board of Trustees. After serving as Vice Board Chair for several years, I moved into my first full year as Board Chair. This opportunity, coupled with the conditional renewal of UP Academy Dorchester’s charter, have aligned to push the Board to reinvigorate our structure and management. Over the past year, we engaged in trainings with Board on Track, developed and fostered school-level committees for each school, revised our bylaws, and re-normed on meeting procedures and

expectations. The result is that the Board is in a very strong position to continue to support the amazing work happening at UP Academy Boston and UP Academy Dorchester.

All of these new beginnings in SY17-18 are setting up both UP Academy Boston and UP Academy Dorchester for a very successful and exciting SY18-19. Thank you for taking the time to review our Annual Report.

Sincerely,



Beth Clymer
Board of Trustees Chair

Introduction to UP Academy Boston

UP Academy Boston			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location of School (Municipality)	Boston, MA
Regional or Non- Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) in which the Charter was Renewed (if applicable)	2016
Maximum Enrollment	540	Enrollment (as of 7/24)	496
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year	185	Students on Waitlist	0

School Hours	Monday- Thursday: 6 th Grade – 7:15am-3:30pm, 7 th /8 th Grade 7:15am-2:30pm; Friday: 6 th Grade 7:15am-12:00pm; 7 th /8 th Grade 7:15am-1:00pm	Age of School	Entering 8 th year
<p>Mission Statement</p> <p>UP Academy Boston will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential.</p>			

UP Academy Boston: Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

UP Academy Boston's stakeholders remain intensely focused on the school's mission of building an unbreakable path to college for all of its students. As such, the school is designed around six core programmatic components of excellence:

1. *Relentlessly high and consistent academic and behavioral expectations for all stakeholders, including our students, our families, and our staff.*
2. *Seamless and detailed operating procedures.*
3. *Rigorous, standards-based curriculum, instruction, and assessments.*
4. *A wide-reaching network of supports for all students, including students with disabilities and English Language Learners.*
5. *An obsession with regularly and effectively using data.*
6. *An atmosphere of enthusiasm and joy.*

In the 2017-2018 school year, UP Academy Boston continued to make progress toward each of these core programmatic components of excellence.

Component 1: Relentlessly high and consistent academic and behavioral expectations for all stakeholders, including our students, our families, and our staff.

This year, the school continued to hold high academic and behavioral expectations for all stakeholders. One way in which we did this was by adopting a new curriculum in most content areas. This new curriculum is largely inquiry-based and includes many

opportunities for students to apply what they learned in novel contexts. As a result of this curriculum, teachers were able to hold students to very high academic standards.

The school also holds students to very high behavioral standards. In the 2017-2018 school year, the school continued to implement its school-wide behavior management system, which includes rewards for going above the expectations and consistent consequences for failing to meet the expectation. Over the summer, the leadership team trained all new staff in this system and re-trained returning staff in areas that were weak last year. The leadership team also provided very robust coaching around holding high expectations during the first six weeks of a school. As a result, the student experience is largely consistent from class to class, and students spend their time focused on their learning.

In addition to holding students to high expectations, the school also continued to hold high expectations for staff members. Every staff member receives coaching at least once every two weeks, as well as weekly professional development. This supports teachers to continually develop their craft, and ensures that they are presenting their best possible instruction to students.

Component 2: Seamless and detailed operating procedures.

In 2017-2018, we continued our focus around core operating procedures, while experimenting with differentiation by grade. In sixth and seventh grade, we continued our core non-instructional program, with a focus on maximizing consistency and predictability for students. In 8th grade, we worked to think through what skills students needed to develop in order to have a smooth transition into high school. Partially through the year, we had 8th graders move from having lunch in their classrooms to in the cafeteria, moving closer to the lunch structure that they have in high school. After MCAS, we also had students in mixed-homeroom groups transitioning between their classes. This created an opportunity for students to practice getting belongings for a few periods at once, practice moving independently between homerooms, and practice managing their time.

Component 3: Rigorous, standards-based curriculum, instruction, and assessments

In the 2017-2018 school year, the school continued to make progress toward ensuring that the school had rigorous, standards-based curriculum, instruction, and assessments. As mentioned in "Component 1," this year, we implemented new curriculum in several grade-levels and content areas. All math teachers adopted the Illustrative Math curriculum, all science teachers adopted the curriculum from the charter network, Achievement First, and the 6th grade ELA teachers also adopted the Achievement First ELA curriculum. The 7th and 8th grade ELA teachers revised their curriculum to ensure that it was rigorous, standards-based and student-centered. The goals of implementing new curriculum were twofold. First, the school wanted to ensure that every student was

exposed to rigorous, standards-based curriculum that had been written by experts in the field. Second, by adopting a pre-written curriculum, the school wanted to ensure that all teachers spent less time writing curriculum and more time internalizing and intellectually preparing to teach the curriculum.

In 2017-2018, the school continued to use UP Education Network's Benchmark Assessments (BAs) to assess student progress toward standards. The school also continued to analyze these assessments every 6-8 weeks in order to analyze the extent to which students made progress toward standards and create a plan to address gaps. Additionally, for the first time, the school administered STAR reading assessments in order to determine student's reading levels and inform guided reading groups. Finally, the Instructional Leadership Team implemented a "Looking at Student Work" protocol so that teacher teams could regularly analyze student classwork and use that determine next steps with instructional practices.

Component 4: A wide-reaching network of supports for all students, including students with disabilities and English Language Learners.

In the 2017-2018 school year, the UP Academy Boston team continued to provide students with a wide-reaching network of supports, including students with disabilities and English Language Learners. Our students with disabilities in the inclusion setting continued to benefit from targeted instruction from Special Education Inclusion teachers. In this model, the Special Education Inclusion teachers utilized a push-in and pull-out model, in which they used progress monitoring data to determine the best way to support students with IEPs. Our English Language Learners continued to benefit from sheltered English instruction, in which EL teachers co-taught classes and served as a resource for General Education teachers as they included sheltered English instructional strategies into their courses. Additionally, EL teachers continued to teach a Newcomers class for our students who had the highest level of need in learning the English language.

One way in which the school shifted its approach to supporting all students in the 2017-2018 school year was by increasing the number of staff members who were Special Education certified. The school supported 6 general education teachers to pursue this certification by providing coaching, training modules, and professional development. As a result of this, the school increased the content knowledge and expertise of many staff members so that more teachers can serve students with disabilities effectively. Additionally, the school made progress in supporting students to transition from substantially separate settings to inclusion setting.

Component 5: An obsession with regularly and effectively using data.

The school continued to regularly and effectively use data to measure a variety of outcomes in the school.

In regards to academic achievement data, the leadership team and teachers consistently review Benchmark Assessment data. These assessments were administered every 6-8 weeks, and were always followed by a day-long professional development session in which the school took time to analyze the data. Teachers also regularly reviewed daily exit tickets, weekly quizzes, and unit tests to determine what to re-teach in between the Benchmark Assessments. The school also tried a new approach to ELA intervention. ELA teachers tested each student to assess their STAR reading level and then created guided reading groups to help students progress to the next level.

In regards to student culture, members of the school team constantly looked at data to assess the strength of our school's culture. The culture team (the Deans of Students, School Culture Coordinators, and Principal) regularly looked at detention and referral data to determine which students needed additional support. Additionally, Deans of Curriculum and Instruction regularly analyzed this data as well to determine which teachers needed additional coaching.

Finally, the leadership team regularly analyzed data from the staff about how their experience at the school. Teachers completed weekly surveys, which highlighted strengths and areas of concern in the school. They also completed a beginning of year and end of year survey, which the leadership team analyzed extensively in order to determine the school's priorities.

Component 6: An atmosphere of enthusiasm and joy.

This year, the school took several steps in order to further develop the atmosphere of enthusiasm and joy. First, we refined our school culture calendar to include positive and impactful community circles, which we did once a month for each grade. These community circles included team-building events, such as Minute-to-Win-It competitions and students vs. staff basketball games, as well as thought-provoking presentations from community members and organizations. These events also included Student of the Month awards and shout-outs. The consistency and quality of these events was

Second, the school partnered with the student council to organize several student events. The student council planned and executed a Spirit Week, a school dance, and raised money for a class trip to New York City. The students on this council cited this as one of the best experiences of their time at UAB, and students loved the events that they organized.

Finally, we implemented several steps to help teachers build positive, impactful relationships with students. Over the summer, we trained all staff on how to have restorative conversations with students and then coached teachers on how to effectively have these conversations as the year progressed. As a result, the

conversations that teachers had with students after a negative interaction were much more positive and solutions-oriented. We also trained our teacher leaders on how to run the practice of Circle, a tool we learned from Valor Collegiate Academy. These Circles, which are designed to help students develop social-emotional skills and build relationships with each other, have been a very successful addition to our program and have led students to feel closer to each other and to their teachers.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
	Amendments in process include Schedule, Expulsion, and Accountability plans - will be submitted for final approval in 18-19	

ACCESS AND EQUITY

In the 17-18 school year, the school took several steps to reduce the use of in and out of school suspension rates. First, the school participated in DESE's Rethinking Discipline Professional Learning Network. Through this PLN, the school created action plans to reduce exclusions and participated in sessions to learn from experts and other schools in the network about what they are doing to reduce exclusions. Second, the school initiated a review protocol to be initiated any time a student reached between 6-9 days of suspension. This protocol involved reviewing student's behaviors, implementing additional interventions, and exploring alternatives to suspension for any additional behavioral infractions. As a result of this protocol, the school had only 2 students have over 10 days of suspension this year. Additionally, the school did not have any African American students with disabilities receive more than 10 days of suspension. This is particularly notable, as this subgroup that was identified by DESE as having high suspension rates. Third, the school re-vamped its MTSS (Multi-Tiered System of Supports) system. Specifically, the school trained teacher leaders on how to identify and provide interventions for students who are struggling and re-structured our school-wide MTSS leadership team. Finally, the school trained teachers to have restorative conversations with students. The aim of these conversations is to repair the relationships between the teacher and student and to help the student build conflict-resolution and relationship-building skills.

Moving into the 18-19 school year, the school has several plans to continue to reduce the in and out of school suspension rates. First, the school is implementing a school-wide SEL program, which will involve a daily advisory period. This advisory period will give students an opportunity to reflect on behavior and grades, set goals, and build relationships with their teachers and peers. In order to support this work, the school has hired a Coordinator of SEL (a new position). Additionally, in the 18-19 school year, the

Principal will be trained on how to use Collaborative Problem Solving (CPS) to improve student skills and deescalate students.

UP Academy Boston: Academic Program Success

STUDENT PERFORMANCE

The most recent, publicly available student performance data for UP Academy Boston can be found [here](#).

PROGRAM DELIVERY

In the 2017-2018 school year, the UP Academy Boston team made some strategic changes to the school's curriculum, instructional model, and support for diverse learners.

In regards to curriculum, the school adopted the Illustrative Math curriculum for all math classes, the Achievement First's science curriculum for all science classes, and the Achievement First curriculum for 6th grade ELA classes. The 7th and 8th grade ELA teams heavily revised their curriculum to ensure that it was rigorous and student-centered. These curriculum changes were designed to help provide teachers with high-quality unit and lesson plans, so that they could focus most of their time internalizing the content and energy intellectually preparing to teach.

To complement the shift in curriculum, the school also changed its approach to instruction. Specifically, the school trained teachers on how to create more student-centered classrooms, in which students were doing the reading, writing, and talking the vast majority of the time. Teachers had professional development on how to build a culture around class discussions, how to plan for strong discussions, how to facilitate strong discussions and partner work, and how to incorporate writing into their lessons every day.

Finally, UAB further refined its approach to supporting diverse learners in a few ways. First, we supported several general education teachers to become special education certified. The purpose of this was to increase the content knowledge of general education teachers so that they could better serve students with disabilities.

Social, Emotional, and Health Needs

As the school continued to develop ways to support all students to meet our behavioral expectations, the leadership team took a few strategic steps in 2017-2018. First, as mentioned previously, the school trained all staff members on how to have restorative conversations with students. These conversations were designed to not only help repair relationships between teachers and students, but they are also designed to help students build the social skills of sharing their perspective and resolving conflict. Additionally, this year, several staff members attended a training on the Collaborative

Problem Solving method created by the organization Think:Kids. The school plans to use this approach more in the 2018-2019 school year.

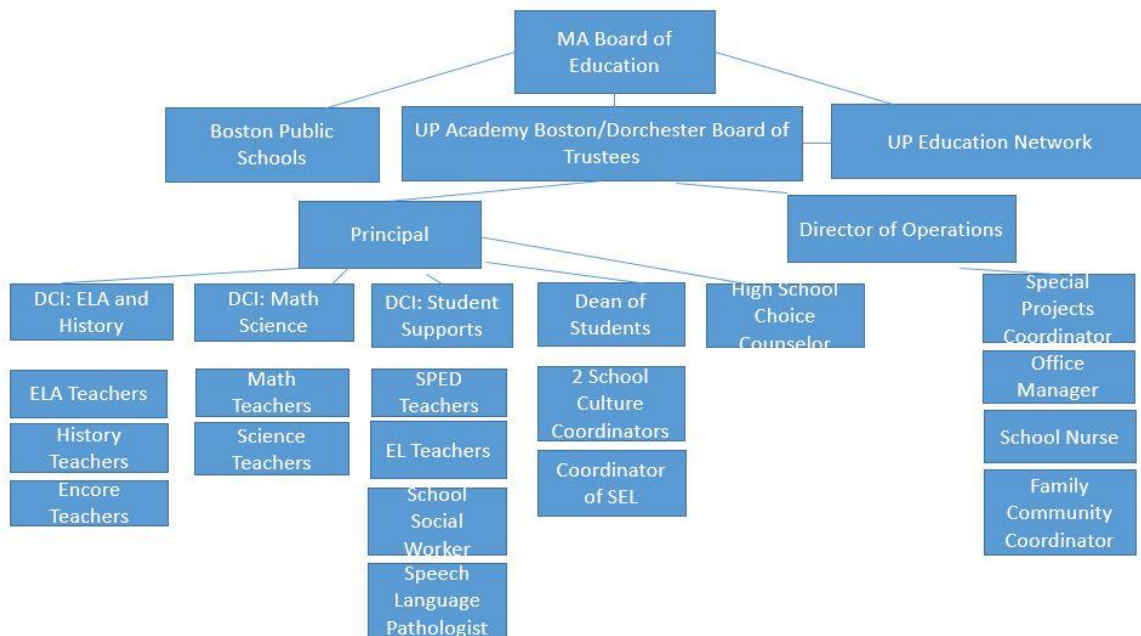
Additionally, a few cohorts in the school piloted a program called “Circle” in their cohorts. These circles happened once a week and were an opportunity for students to practice mindfulness, check in with each other about how they were doing, and learn more about the thoughts and feelings of peers. The cohorts that implemented these circles found them to be a very meaningful way to support students’ social and emotional well-being.

Finally, the school continued to teach 6th graders “Get Real,” a curriculum written by Planned Parenthood, emphasizes social and emotional skills as an important component of healthy relationships and responsible decision making.

UP Academy Boston: Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

There were no major changes to the organizational structure of the school made during the 2017-18 school year, and the structure will remain the same for the 2018-2019 school year. Please see below for an organizational chart.



BUDGET AND FINANCE

Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2017 to June 30, 2018.

	<u>Jul '17 - Jun 18</u>
Income	
4000 · Tuition	
4001 · Tuition - WSFF	4,606,469
4002 · Tuition - In Kind	<u>2,776,241</u>
Total 4000 · Tuition	7,382,710
4150 · Grants - Federal	645,801
4180 · Grants - Private	140,133
4450 · Contributions, Other	12,279
4900 · Other Income	<u>356</u>
Total Income	<u>8,181,279</u>
Expense	
Total 5000 · Salary Expense	4,292,526
5225 · Fringe Benefits	943,256
5245 · Taxes	55,738
Total 5300 · Contracted Services, Admin	687,277
5310 · Grant Expense	140,000
Total 5312 · Other Instructional Programming	100,206
Total 5400 · Data and Assessment	13,454
5413 · Nursing Services	0
Total 5432 · Supplies & Materials	127,529
Total 5454 · Technology and Equipment	43,077
5514 · Maintenance of Buildings and Gr	372,484
Total 5524 · Facilities	6,425
5554 · Utilities	167,012
5773 · Student Transportation (to and	969,057
Total 5800 · Operations Expense	163,052
5811 · BPS Purchased Services	268,694
5962 · Staff Stipends	<u>154,465</u>
Total Expense	<u>8,504,251</u>

Net Income

-322,972

Unaudited statement of net assets for FY18 (balance sheet)

	<u>Jun 30,</u> <u>2018</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Operating Cash	<u>578,986</u>
Total Checking/Savings	578,986
Accounts Receivable	
1250 · Due To/From - BPS	<u>158,943</u>
Total Accounts Receivable	158,943
Other Current Assets	
1300 · Prepaid Expenses	<u>3,532</u>
Total Other Current Assets	<u>3,532</u>
Total Current Assets	748,918
Fixed Assets	
1530 · Leasehold Improvements	288,194
1540 · Furniture & Fixtures	149,455
1560 · Computers	314,653
1570 · Software	1,550
1600 · Accumulated Depreciation	<u>-459,996</u>
Total Fixed Assets	<u>293,856</u>
TOTAL ASSETS	<u><u>1,035,317</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	<u>-1,956</u>
Total Accounts Payable	-1,956
Other Current Liabilities	
2700 · Due To Unlocking Potential	<u>28,027</u>
Total Other Current Liabilities	<u>26,071</u>
Total Current Liabilities	<u>26,071</u>
Total Liabilities	26,071

Equity	
3200 · Retained Earnings	1,332,218
Net Income	<u>-322,972</u>
Total Equity	<u>1,009,246</u>
TOTAL LIABILITIES & EQUITY	<u>1,035,317</u>

Approved School Budget for FY19

		FY19 Budget
INCOME		
4001: BPS WSFF Allocation	\$	4,538,047
BPS Discretionary Allocations		592,285
4002: BPS In-Kind Contributions		2,842,824
State Grants (includes SRG)		-
4150: Federal Grant Funds		604,364
4180: Private Grants and Donations (UPEN)		-
4450: Contributions (Board)	\$	18,000
TOTAL INCOME	\$	8,595,521
EXPENSES		
Total Salaries	\$	4,649,735
5962: Other Staff Stipends	\$	36,000
Subtotal Contracted Services		702,000
Subtotal Other Instructional Programming	\$	37,125
Subtotal Assessment and Data		18,678
Subtotal Supplies & Materials	\$	120,750
Subtotal Technology	\$	35,300
Subtotal Facilities	\$	5,400
Subtotal Operations	\$	149,556
Subtotal In-Kind Expenses	\$	2,842,824
TOTAL OPERATING EXPENSES	\$	8,597,368
OPERATING SURPLUS/(DEFICIT)	\$	(1,847)

Capital Plan for FY19

Currently UP Academy Boston does not have any planned capital projects for FY19 or to begin in the next 10 years.

Introduction to UP Academy Dorchester

UP Academy Dorchester			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location of School (Municipality)	Dorchester

Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	N/A
Maximum Enrollment	820	Current Enrollment	750
Chartered Grade Span	PK-8	Current Grade Span	PK-8
# of Instructional Days per school year	185	Students on Waitlist	705
School Hours	7:45am-3:30pm, Mon, Tues, Thurs, Fri 7:45am-12:30pm, Weds	Age of School	Entering 6 th year
Mission Statement: UP Academy Dorchester will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential.			

UP Academy Dorchester: Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

UP Academy Dorchester remains intensely focused on the school's mission of building an unbreakable path to college for all of its students. In order to achieve this mission, the school is designed around four core programmatic components of excellence:

1. Engage in transformative teaching.
2. Build positive school cultures of high expectations and joy.
3. Execute our systems with precision.
4. Partner with families and communities.

Core Programmatic Component 1: Engage in transformative teaching

Engaging in transformative teaching has been a key priority at UP Academy Dorchester (UAD) since the school's inception. This focus has driven improvement across the school in each year of operation. In 2017-18, UAD's school leadership team focused on leading teachers to continually build and reinforce students' intellectual independence through lesson design. Over the 2017-18 school year, the UAD instructional team

focused on coaching teachers to design lessons that gradually and consistently placed the intellectual lift on students. This allowed students to authentically grapple with the lesson objectives in strategic and developmentally appropriate ways.

This focus drove staff professional development in August and over the course of the school year. On a weekly basis, teachers explored the concept of rigor and access, and received targeted professional development on designing lessons that encourage students to think critically and analyze complex texts, and solve sophisticated problems. This focus has increased teacher expectations of academic rigor across the school.

Additionally, the school's leadership team has designed an intervention program for all students that occurs on a daily basis. Students receive intense instruction that meets students specific needs and targets individuals' skills gaps.

Core Programmatic Component 2: Build positive school cultures of high expectations and joy

Through a strategic planning process, the leadership team identified *establishing a stable and warm student culture* as one of two school-wide priorities in 2017-18. In order to work toward improvement in student culture, the leadership team provided biweekly (and in some cases, more frequent) coaching for teachers to provide feedback and next steps around consistent implementation of behavior management systems, and relationship-building with students. The leadership team also provided regular Professional Development (PD) sessions on tone, proactive moves, student de-escalation, pacing, and fostering engagement. These PD sessions were designed to give teachers the tools needed to cultivate a stable and warm student culture in their classrooms. In addition, the leadership team targeted this priority through strategic staffing decisions. The school's culture team is staffed in a way that allows for students to interact with adults who are trained in social and emotional learning and restorative practices. This team is comprised of a Dean of Students, and School Culture Coordinator, and a School Culture Specialist. These additional personnel are also able to provide teachers with additional culture support.

At UAD, the team strives to incorporate joy into all aspects of the teaching and learning experience. In the elementary grades, students begin each day with a Morning Meeting. During this time, classrooms welcome each other to the community for the day and set both academic and social-emotional goals for day. Every Monday, grades K2-2 begin their day with an assembly – where classes are recognized for achievements, shout-outs occur from teachers and students, and classes dance and sing together. Grades 3-8 engage in weekly high-energy community meetings. The community meetings are a joyful time for grade levels to celebrate their successes, set academic goals and participate in rituals that bind the community together.

The middle school has integrated an advisory program into their weekly schedule, and intends on making this a daily practice for the following year and throughout. Advisory

allows for smaller groups of students, approximately 10-12, to build strong and trusting relationships with and one adult, whom students and their families can rely on for communication and support all throughout the year.

These efforts led to a significant reduction in the number of students suspended in 2017-18 (compared with 2016-17), and increasingly stable and joyful learning environments in each grade level.

Core Programmatic Component 3: Execute our systems with precision

The operating systems at UP Academy Dorchester (UAD) are wide-reaching and encompass every imaginable aspect of school operations. UAD staff, school-wide, are committed to implementing the school's operating systems with an unyielding attention to detail. All routines are modeled for and practiced by the appropriate constituents at the beginning of each year and regularly reinforced thereafter. It is typical practice for UAD teachers to spend the first six weeks of school practicing and reinforcing classroom and school wide systems, routines, and procedures. We refer to this period as the window of opportunity, or excellence training, as we believe that investing our energy in these areas, and for this extent of time will set us up for yearlong success.

We continued to focus on refining and improving our schedule across the school, so that the elementary and middle schools could exist symbiotically and with minimal scheduling conflicts, all while preserving the planning and preparation times of our teachers. This year we also sought to better streamline our process for reporting issues throughout the building related to facilities and/or materials. We improved our ticketing system, so that there is more clarity and accountability for responding to and resolving reported items. As evidenced through staff survey results and observations, the operating systems in each of these categories improved considerably this year. In addition, our operations team spent time (1) improving their understanding of what operational excellence looks like, (2) assessing our progress, and (3) planning activities to further our growth.

Core Programmatic Component 4: Partner with families and communities

Through a strategic planning process, the leadership team identified *engaging families in collaborative partnerships* as an enduring priority. In order to work toward improvement in family engagement, the leadership team provided Professional Development for teachers around the rationale behind frequent, high-quality communication with families, along with guidance around how to approach building relationships with families. The leadership team provided time during August professional development for teachers to conduct home visits to meet each family. The leadership team also regularly used Deanslist (our data platform) to hold teachers accountable for contacting each student's family at least once biweekly, and logging the communication. In addition, the leadership team hosted – and supported teachers

in hosting – many family events throughout the year, such as curriculum nights, publishing parties, arts showcases, and our Global Gourmet potlucks.

These efforts led to an improvement in family satisfaction and sense of school inclusiveness, as evidenced by positive responses to our annual family survey.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
	Amendments in process include Expulsion and Accountability plans - will be submitted for final approval in 18-19	

ACCESS AND EQUITY

During the 2018-2019 School Year, UP Academy Charter School of Dorchester will work to further reduce our suspension rates by continuing to invest in training staff on creating strong classroom cultures and building strong relationships with students and by exploring alternatives to suspension during hearings.

In particular, we will work to reduce these numbers for our male students and students with disabilities by implementing a Multi-Tiered System of Support, initiating a review of any students who have between 6-9 days of suspension, and exploring alternatives to suspension once a student has received more than 9 days of suspension.

One of the primary underlying factors that contribute to the disproportionate number of suspensions for high needs students is skill gaps among the teachers serving those students. Teachers need more training on how to support high needs students and implement appropriate interventions for students who struggle to meet the expectations we have for them. Some of the underlying factors that contribute to the disproportionate number of days for African American students may include implicit biases and/or lack of cultural competence. When teachers are culturally competent, they are able to make lessons more relevant and are able to build stronger relationships with their students. When lessons are engaging and relationships are strong, students are less likely to misbehave. Implicit biases can lead to these discrepancies. If teachers don't have a clear understanding of their own biases, they may be enacting these biases in the way that they issue consequences to students. For example, they may be interpreting certain words or actions as "disrespectful," when in reality they just don't understand the cultural context in which the student lives and are simply imposing their own cultural biases. This will be an emphasis of August PD and will live in coaching and professional development throughout the school year. We are also moving towards a discipline system that places less emphasis on respect and more on teaching students skills.

To those ends, the charts below outline our initiatives for the coming school year:

Teachers	School Leaders	Students	Families
<p>In the 18-19 school year, teachers will be trained on several strategies for addressing behavior and improving school climate.</p> <p>First, all new teachers will attend the New Teacher Training at the UP Education Network office. The goal of this training is to help teachers implement strategies to achieve stable culture.</p> <p>Second, in the upper school, all teachers will be trained on how to run a strong advisory. This advisory, which will consist of 10-12 students, will meet every morning (this is a change to the schedule). Similarly, in both schools, emphasis will be building strong relationships between staff and students.</p> <p>Third, upper school teachers will be further trained on effective implementation of Response to Intervention (RTI). Analysis of the tracking</p>	<p>Our Principals, along with our new Coordinators of Social-Emotional Learning, will continue to get training on how to hold effective hearings and how to implement alternatives to suspension. They will also be trained on how to effectively monitor the number of days that students are suspended. This will allow her to implement alternatives to suspension once a student has been suspended for 9 days. Additionally, we will continue to implement restorative justice circles between students when there is conflict between them in the lower school and expand implementation into the upper school.</p>	<p>In the 18-19 school year, all older students will participate in the daily advisory block. This 15-minute block will occur every morning and will provide students with an opportunity to reflect on goals and progress, build relationships with each other and their teacher, and develop a positive identity and sense of self. In addition, once a week, these advisory groups will be for 45 minutes and will utilize circle protocols for deepening SEL skills and building relationships, both peer to peer and student to staff. The advisory and circle program will be modeled after the Valor Academies' (TN) compass system, which makes SEL and strong community values explicit for</p>	<p>In the 18-19 school year, families will continue to be part of the school-wide parent council.</p> <p>Families will receive regular communication regarding RTI processes, specifically what supports the school is recommending their child/ren receive, and whether further supports (ex: Tier 2) are recommended.</p> <p>A key component of staff orientation in August – for both new and returning staff – will be a series of parent/family panels. Facilitated by a combination of school leaders, the Director of Family and Community Engagement, and parent/community leaders, these</p>

<p>and implementation of RTI supports during our daily Intervention blocks will be the primary focus of cohort level meetings held biweekly among grade level teams.</p> <p>Finally, teachers will be trained on how to implement Social Emotional Learning strategies next year. The school is hiring two SEL coordinators (one in the upper and one in the lower schools) to train teachers.</p> <p>Training will happen during staff orientation in August (3 weeks of full-time PD for staff), weekly PD sessions on Fridays, and PD days which happen 3-4 times throughout the year.</p> <p>The intended foci of these supports is to increase staff understanding of the populations we serve, equip them with better tools to manage and support students within the classroom and to teach students social emotional skills.</p>	<p>In the 18-19 school year, the leadership team will receive training on effective Social Emotional Learning program facilitation.</p> <p>This training will mostly happen during the school leader professional development in July, but will also be conducted through on-going professional development throughout the year, as well as scheduled visits of other schools implementing SEL curriculum and programming.</p>	<p>adults and for students.</p> <p>The SEL coordinator will train teachers on how to run a strong advisory and the school leaders (Principal and Assistant Principal) will monitor these advisory and circle blocks to ensure successful execution.</p> <p>In the lower school, we will continue to ensure that every student has access to recess, regardless of consequences. We will continue the Tiger-to-Cub mentorship program that enabled leaders from the upper school to mentor and support our lower school students.</p>	<p>panels will ask parents and guardians to share their experiences, their relationship to the UP community, the challenges they have encountered, as well as their hopes for the upcoming school year.</p> <p>Additionally, the incoming middle school principal is working with the Director of Family and Community Engagement to establish a monthly "coffee hour" – similar to those held by other BPS principals – in order to regularly meet with parents and families to hear questions and concerns.</p>
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Classroom and Student Level	School Level
<p>Each student will participate in a 30 - minute advisory block at the start of each day. This advisory block will give students an opportunity to reflect on daily goals, build social emotional skills, and deepen relationships with their peers and teachers.</p> <p>The leadership team will measure the success of the advisory program by doing advisory walkthroughs and assessing the strength of each one an internally-created rubric with pre-identified observation points and criteria for success that all advisory/circles leaders will be trained on during August orientation.</p> <p>The leadership team will also use student surveys to determine the extent to which they feel connected to their teachers.</p>	<p>In the 18-19 school year, the school will have a Coordinator of SEL to guide the staff in implementing advisory and SEL strategies. This Coordinator, along with other members of the leadership team, will train the staff during August orientation (two weeks of Professional Development), during weekly Professional Development sessions throughout the year, and in individual coaching sessions, as needed.</p> <p>The school will look at school-wide referral and suspension rates to help determine whether the SEL program is helping students to build positive relationships, make responsible decisions, and feel more connected to and engaged in school.</p>

One of the 4 school-wide priorities next year is to implement Social Emotional Learning. This is in direct response to the reflection that the school has done as part of its efforts to lower suspension numbers and build a strong school culture. This priority will drive Professional Development plans for staff orientation in August and Friday PD time. Additionally, the school has created Professional Development sessions related to implicit bias and cultural competence. This past year, we did a PD session on privilege and micro-aggressions. We will do more of this this year.

Additionally, training and professional development for upper school staff will focus on several key texts – Ross Greene’s *Lost at School*, Jean Anyon’s “Social Class and the Hidden Curriculum of Work,” and Richard Curwin’s *Discipline with Dignity* – that emphasize the importance of providing students with meaningful and challenging academic work, while supporting them behaviorally with proactive classroom management strategies. We intend to build on the foundation laid the previous year that students do well if they can, and that what is often termed “misbehavior” is either a lagging skillset or an unmet student need. Both the upper and lower schools are moving towards implementation of Think:Kids, a program designed to support collaborative problem solving, over the course of the next year.

UP Academy Dorchester: Academic Program Success

STUDENT PERFORMANCE

The most recent, publically available student performance data for UP Academy Dorchester can be found [here](#).

PROGRAM DELIVERY

In the 2017-2018 school year, UP Academy Dorchester adopted other school networks' curricula that have a proven record of success. Grades K2-5 use Brooke's math curriculum, grades 6-8 use Illustrative Math, Grades 2-4 use the Success ELA curriculum, and grades 5-8 use Achievement First's ELA curriculum. Grades K2-1 continue to use teacher-created ELA curricula, while K1 continues to use all teacher-created material. Adopting these curricula has increased instructional rigor, while enabling teachers to focus their time and energy on adapting material to meet their students' needs, and responding to data.

UP Academy Dorchester's curriculum is aligned to the Common Core Massachusetts State Standards for English, math, social studies, science, music, art, theater, and physical education. Additionally, UAD offers a High School Choice course to its 8th graders, and an enrichment program that provides students in grades 6-8 with the opportunity to take extracurricular courses.

UP ACADEMY DORCHESTER: SOCIAL, EMOTIONAL, AND HEALTH NEEDS

UP Academy Dorchester continually strives to better meet students' social and emotional needs. The school continues to use methods of Restorative Justice – Circles and Restorative Conferences – to help students meet their emotional needs in the classroom, and to help them repair the harm following incidents or conflicts. In addition, Early Childhood teachers implemented a social/emotional curriculum, *Incredible Flexible You/ We Thinkers*. The elementary school also completed its fourth year of implementation of *Dovetail Learning*, which provides students with meaningful tools for supporting their growth in social and emotional learning skills. The school continued to not suspend K1 or K2 students, as a policy, while significantly lowering overall suspension rates. In addition, grades 6-8 engage in weekly Advisory sessions with a trusted adult in a small-group setting. Advisory sessions provide students with opportunities to address many of their social-emotional needs.

The Deans of Students improved their facilitation of "Student of Concern" meetings. During these meetings, teachers raised questions and concerns about specific student behaviors, and Culture Team members facilitated a process of thinking through strategies to better support the student(s). Follow-up meetings were held in order to monitor student behavioral progress. The Culture Team collaborated closely with the

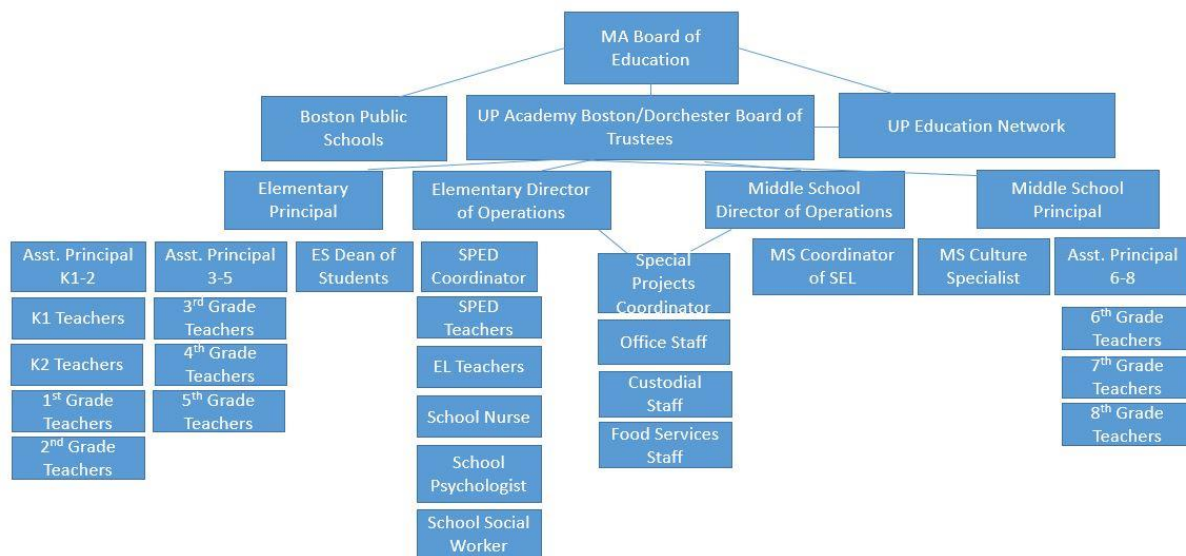
mental health team and other related service providers in order to give teachers the best possible advice and access to resources during these meetings.

UP Academy Dorchester: Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Moving into the 2018-2019 academic year, UP Academy Dorchester will continue to have dedicated leadership for the Elementary School and Middle School, and will expand that dedicated leadership by adding an additional Director of Operations to their staff, so that there is one dedicated Director of Operations for the Elementary School, and another for the Middle School. The staffing model reflects this leadership as well as two Deans of Students split between Elementary School (K1-5th), and Middle School (6th-8th). The school has also removed the second Dean of Students role (formerly dedicated to the Middle School) and have instead replaced that position with both a Culture Specialist and a Coordinator of SEL.

Please see an up-to-date UP Academy Dorchester organizational chart below:



BUDGET AND FINANCE

Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2017 to June 30, 2018.

Jul '17 - Jun 18

Income

4000 · Tuition	
4001 · Tuition – WSFF	6,512,130
4002 · Tuition - In Kind	<u>4,025,797</u>
Total 4000 · Tuition	10,537,927
4150 · Grants – Federal	938,009
4180 · Grants – Private	174,398
4450 · Contributions	5,719
4900 · Other Income	<u>6,078</u>
Total Income	<u><u>11,662,131</u></u>

Expense

5000 · Salaries	5,981,930
5225 · Fringe Benefits	1,315,127
5245 · Taxes	77,712
Total 5300 · Contracted Services	711,713
Total 5312 · Other Instructional Programming	53,403
Total 5400 · Data and Assessment	22,048
Total 5432 · Supplies & Materials	254,509
Total 5454 · Technology and Equipment	34,979
5514 · Maintenance of Bldg & Grounds	551,828
Total 5524 · Facilities	41,872
5554 · Utilities	247,425
5773 · Student Transportation	1,435,640
Total 5800 · Operations Expense	184,149
5811 · BPS Purchased Services	398,065
5962 · Staff Stipends	<u>118,035</u>
Total Expense	<u><u>11,428,435</u></u>
Net Income	<u><u>233,696</u></u>

Unaudited statement of net assets for FY18 (balance sheet)**Jun 30, 2018****ASSETS****Current Assets**

Checking/Savings	
1000 · Operating Cash - BPBT	522,004
Total Checking/Savings	522,004
Accounts Receivable	
1100 · Accounts Receivable	
1120 · Grant Receivable - Federal	2,507
Total 1100 · Accounts Receivable	2,507
1250 · Due To/From - BPS	412,897
Total Accounts Receivable	415,404
Other Current Assets	
1300 · Prepaid Expenses	6,965
Total Other Current Assets	6,965
Total Current Assets	944,372
Fixed Assets	
1520 · Building Improvements	108,261
1540 · Furniture and Fixtures	192,064
1560 · Computers	253,932
1600 · Accumulated Depreciation	-359,572
Total Fixed Assets	194,685
Other Assets	
1275 · Deposit	3,265
Total Other Assets	3,265
TOTAL ASSETS	<u>1,142,322</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	58
Other Current Liabilities	
2700 · Due To Unlocking Potential	285,468
Total Other Current Liabilities	285,468
Total Current Liabilities	285,526
Total Liabilities	285,526
Equity	
3300 · Unrestricted Net Assets	614,084
3304 · Temp. Restricted Net Assets	9,016
Net Income	233,696
Total Equity	856,795
TOTAL LIABILITIES & EQUITY	<u>1,142,322</u>

Approved School Budget for FY19

FY19 Budget	
INCOME	
4001: BPS WSFF Allocation	\$ 6,077,964
BPS Discretionary Allocations	\$ 713,616
4002: BPS In-Kind Contributions	\$ 4,016,074
State Grants (includes SRG)	\$ -
4150: Federal Grant Funds	\$ 872,257
4180: Private Grants and Donations (UPEN)	\$ 8,400
4450: Contributions (Board)	\$ 18,000
TOTAL INCOME	\$ 11,706,310
EXPENSES	
Total Salaries	\$ 6,320,496
5962: Other Staff Stipends	\$ 60,600
Subtotal Contracted Services	\$ 704,970
Subtotal Other Instructional Programming	\$ 48,929
Subtotal Other Data and Assessment	\$ 41,156
Subtotal Supplies & Materials	\$ 193,560
Subtotal Technology	\$ 36,357
Subtotal Facilities	\$ 16,402
Subtotal Operations	\$ 229,925
Subtotal In-Kind Expense	\$ 4,016,074
TOTAL OPERATING EXPENSES	\$ 11,668,468
OPERATING SURPLUS/(DEFICIT)	\$ 37,842

Capital Plan for FY19

Currently UP Academy Dorchester does not have any planned capital projects for FY19 or to begin in the next 10 years.

Additional Information about UP Academy Boston and UP Academy Dorchester

TEACHER EVALUATION

UP Academy Boston and UP Academy Dorchester use the Massachusetts model to evaluate the performance of our teachers, but we also rely on an internally-developed, state-approved evaluation system to hold all school staff accountable to similar expectations. The schools' evaluation systems are based on five core clusters of competencies: Role Expertise, Team Leadership, Community Building, Individual and

Collective Excellence. All teachers are evaluated across these clusters and the ratings are then cross-walked to the MA model.

UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER: DISSEMINATION EFFORTS

Both UP Academy Boston and UP Academy Dorchester continue to view dissemination as integral to their work as public Horace Mann charter schools. During the 2017-18 school year, staff members from both schools as well as from the UP Education Network office shared best practices with a variety of audiences both regionally and nationally. In addition, UP Academy Boston and UP Academy Dorchester continue to both share ideas with and learn best practices from the local school district partner, Boston Public Schools, through frequent and regular communication with the district's central office.

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)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
School Design & Replication: School Visits	Tour, classroom observations, and debrief.	Principal of UAB	Social, Emotional, Health Needs	Participants included educators and leaders from: <ul style="list-style-type: none"> • Staff members from the Boston Public Schools Department of Social Emotional Learning and Wellness, including the Assistant Superintendent of Social Emotional Learning and Wellness and the Executive Director of SEL Instruction & Support Services 	Varied by participant
Data and Technology: DeansList Conference	Presentation on the running data-driven RTI meetings.	ELA Teacher - UAB	Instruction	Conference Attendees <ul style="list-style-type: none"> • District and charter leaders from: <ul style="list-style-type: none"> ○ Massachusetts ○ Connecticut ○ New York ○ New Jersey ○ Washington DC 	Session Materials, Agenda, Varied by Participant

Curriculum and Instruction: Site Visit	Observations and debrief on instruction in various classrooms.	Teachers, Deans of Curriculum and Instruction – UAB	Curriculum	Participants were teachers at Edward Brooke	Varied by participant
Curriculum and Instruction: Site Visit	Observations and debrief of Substantially Separate Classrooms.	Principal – UAB, Substantially Separate Teachers - UAB	Instruction	Participants were a teaching team from Boston Prep.	Varied by participant
Curriculum and Instruction: Site Visit	Observations and debrief on inclusion settings.	Teachers - UAB	Instruction	Participants were from UAH's Special Education Team	Varied by participant
Curriculum and Instruction: Site Visit	Observations and discussion on inclusion settings.	Teachers – UAB, Teachers – UAD	Instruction	Participants were from UAD's Special Education Team and UAB's Special Education Team	Varied by participant
School Design and Replication: School Visits	Observations of various instructional best practices.	Teachers – UAB	Instruction	Participants were from School Works and Schools from Kansas City	Varied by participant
Data and Technology: Learn Launch Conference	Presentation at Learn Launch Conference on use of data and education technology in analyzing student results at UAB and UAD.	Director of Strategy and Evaluation	Assessment and Program Evaluation	Participants included representatives of charter schools, education technology organizations, and districts such as: <ul style="list-style-type: none"> • Boston • Burlington • Lexington 	Varied by participant
Data and Technology: DeansList Conference	Presentation on how to use DeansList to improve the student attendance rate.	Special Projects Coordinator – UAD	Family Engagement	Conference Attendees <ul style="list-style-type: none"> • District and charter leaders from: <ul style="list-style-type: none"> ○ Massachusetts 	Session Materials, Agenda, Varied by Participant

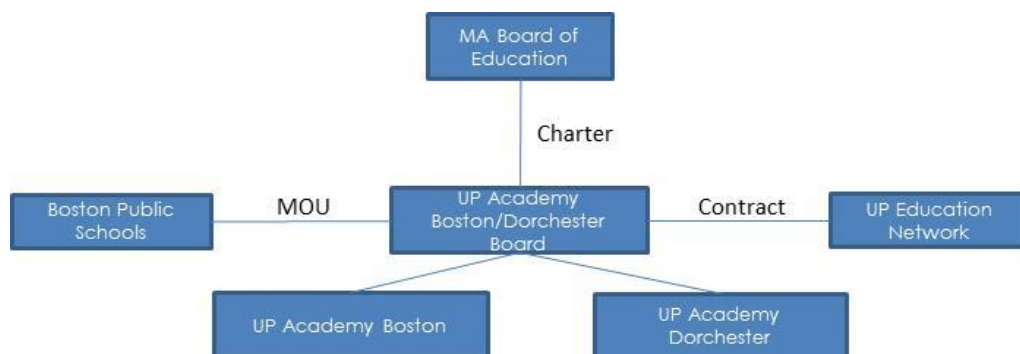
				<ul style="list-style-type: none"> o Connecticut o New York o New Jersey <p>Washington DC</p>	
Social Emotional Supports: Coaching	Dean of Students at UAD shared best practice strategies to support developing a successful behavior plan with Culture Team Member for student at another school.	Dean of Students – UAD	Social, Emotional, Health Needs	Culture Team members at UP Academy Holland	Successful Behavior Plan and Strategies
Sharing Best Practices: UP Education Network Summit	Annual network-wide conference highlighting best practices from across the district, featuring presentations from various UAB and UAD representatives on a range of topic areas	Principal, Director of Operations, Teachers	Instruction	Participants were full staffs of all six UP Education Network schools, UP Education Network staff, and various community and external partners	Varied by participant
Curriculum and Instruction: Site Visit	Observations and discussion on classroom instruction and curriculum.	Teachers – UAD	Curriculum	Participants were staff at Brooke charter school, including the Co-Director of Academics.	Varied by participant
Curriculum and Instruction: Coaching	Presentation to and coaching of graduate students on curriculum and instruction.	Dean of Curriculum and Instruction, K1-2 nd Grade - UAD	Instruction	Participants were graduate students at Sposato	Varied by participant

NETWORK STRUCTURE OR MULTIPLE CAMPUS ORGANIZATIONAL STRUCTURE

The Board of Trustees of UP Academy Boston and UP Academy Dorchester is committed to overseeing and ensuring the success of both schools. The election of Beth Clymer as the new Board Chair and the conditional renewal of UP Academy Dorchester's charter provided an opportunity for the Board to reinvigorate their structure and management. In the past year, the Board continued their trajectory of professional development trainings, created a Hiring Committee, developed and invigorated school-level committees for each school, revised their bylaws, and re-normed on meeting procedures and expectations. These efforts have positioned the Board to provide strong support and oversight to both schools in the years ahead.

The 2017-2018 school year also saw continued development at the school management organization. In her first year as CEO, Veronica Conforme embarked on a months-long strategic plan process that involved listening, learning, and working in partnership with teachers, leaders, students, and families. This process led to an updated vision for how the school management organization defines success in schools. These priorities include teaching rigorous academic content, building strong social-emotional skills, and working with families and communities in making decisions and support students. In turn, a refreshed vision statement highlights these priorities – to transform schools into exceptional learning environments in partnership with our families and communities. Students in UP Schools cultivate their sharp minds, share their kind hearts, and explore their path and potential. UP graduates succeed on the path to college and pursue their passions.

In order to best support the strategic vision, the school management organization has made some adjustments to its staffing model, in order to continue to better support both schools in the upcoming school year. For example, UP Education Network has shifted support to be more regionally focused in the year ahead. This includes building out the support functions of the Academic Team for Springfield, Lawrence, and Boston schools, including adding a dedicated Manager Director of Academic Leadership solely dedicated to Boston Schools in order to focus Principal support and coaching, as well as two dedicated academic coaches only focused on Boston Schools.



Appendix A: UP Academy Boston Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: UP Academy Charter School of Boston scholars will demonstrate the knowledge and skills necessary to succeed on the path to college.		
Measure: UP Academy Boston students will grow at least as much as the typical student in Math on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	TBD	UP Academy Boston will take the NWEA MAP assessment for the first time in the 2018-2019 school year
Measure: UP Academy Boston students will grow at least as much as the typical student in ELA on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	TBD	UP Academy Boston will take the NWEA MAP assessment for the first time in the 2018-2019 school year
Measure: UP Academy Boston is in the top quartile of student growth in ELA on the statewide test every year among schools where a majority of students are economically disadvantaged.	TBD	2017-2018 state test results will be released in late September.
Measure: UP Academy Boston is in the top quartile of student growth in Math on the statewide test every year among schools where a majority of students are economically disadvantaged.	TBD	2017-2018 state test results will be released in late September.
Objective: UP Academy Charter School of Boston scholars will develop exceptional strength of character necessary to achieve their full potential.		
Measure: The UP Academy Boston average grade in core academic classes is 85% each year.	Partially Met	The average grade at UP Academy Boston was 82 in core academic classes in 2017-2018
Measure: UP Academy Boston will have an annual attendance rate of 95%.	Partially Met	UP Academy Boston's attendance rate in 2017-2018 was 92.8%.
Objective: UP Academy Charter School of Boston establishes a professional culture of reflection and feedback that results in a purposeful learning environment that is focused on student achievement.		
Measure: By the end of each year, at least 80% of teachers will have mastered the foundational outcomes on UP Education	Met	91% of UP Academy Boston mastered the foundational

Network's teacher standards, and will consistently demonstrate clear instruction, stable culture, and aligned and cohesive materials.		outcomes on UP Education Network's teacher standards as measured through end-of-year ratings.
Objective: UP Education Network will share about its approach to school restart with other public schools both locally and nationally.		
Measure: UP Boston School staff and UP Education Network staff will present best practices from UP Academy Boston and the network's approach to school restart at local and national conferences a minimum of five times each year.	Met	UP Academy Boston shared best practices with local and national representatives more than five times in the last year, as demonstrated on the Dissemination Tracker.

Appendix B: UP Academy Boston Recruitment Plan 2018-2019

School Name: UP Academy Boston
Date: July 27, 2018

<ul style="list-style-type: none"> In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan?
<p>2017-2018 Implementation Summary:</p> <p>Despite the ongoing impact of changing variables in the recruitment landscape in 2017-2018 – namely continuation of the Boston Common Application for Commonwealth Charter schools, the execution of our 2017-2018 Recruitment Plan was largely successful. We continued to build on the foundation of prior years' strategies, and to hone our execution. In building on lessons learned from previous years and further refining our outreach, we deployed a variety of strategies to recruit applicants.</p> <p>We provided BPS Welcome Centers with our applications and informational fliers, and met with Welcome Center staff to provide in-depth knowledge about our goals and programs. In doing so, we ensured they were well equipped to accurately relay information about our school to prospective families. We provided applications to BPS schools ending in grade 5, hosted several open houses throughout the year, and provided open access for tours to families both during and after the school day, to give families the opportunity to see the school, meet with our scholars and staff, and ask questions. Further, as in years past, we sent a comprehensive letter and application directly to families of all 5th grade students in Boston and 6th grade students in Boston, while adding a mailer to the families of 7th grade students. We sent out multiple translated mailers in English, Spanish, Haitian Creole, Portuguese (Cape</p>

Verdean), and Vietnamese, which yielded a significant portion of our applications and completed Intent to Enroll forms.

For the third year in a row, in addition to paper applications, we offered an online application through the platform of SchoolMint, which has created an exciting additional opportunity to disseminate applications to families using social media, including a Facebook ad campaign, Instagram messaging, and email listservs. SchoolMint also provided an accessible communication tool for families, who were able to track the progress of their application starting at the moment of submission all the way through to a seat offer. Through the system, families were also able to complete Intent to Enroll forms, and contact the school for support and additional information.

We also leveraged the broader charter and district school communities to raise awareness of our school. We participated in well-attended school showcases, including the Boston Public School Showcase and the Boston Renaissance Charter Fair. We also emailed mailed applications to families with middle school students who were waitlisted at other charter schools in the city.

To ensure the scope of our outreach beyond formal events and mailings several of our staff members canvassed the residential and retail areas in South Boston and Dorchester, handing out physical applications to prospective families. Similarly, we made applications available at a number of community partners, such as libraries and community centers. Beyond libraries and community centers, we also conducted targeted outreach to a number of community partners who work specifically with English Learner populations, such as Viet-Aid, End Accion, and the Haitian Multi-Services Center. This in-person approach allowed us to strengthen the ties between our school and the community.

We appear to be on track to meet the comparison index at this time, however, we are still filling seats at the school off of our waitlist, and will not have a full picture until the October 1st SIMS deadline submission.

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

General Recruitment Activities for 2018-2019:

- Hosted highly publicized open houses, including open hours through BPS' school choice program for prospective families.
- Conducted tours and informational sessions for interested families
- Distributed information packets and applications to community centers, stores, churches, and other areas of local prominence and/or attendance
- Attended recruitment fairs including the Boston Public Schools Showcase, UP Academy Holland Middle School Fair, and Boston Renaissance Charter Showcase.
- Distributed information packets and applications to exiting BPS K-5 schools.
- Distributed applications in English, Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese and information packets to all BPS welcome centers.
- Completed outreach to siblings of current students through phone calls and mailings, ensuring all families received an enrollment application
- Disseminated district-wide mailings in English, Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese.

- Advertised with media outlets, including Facebook advertisements and Instagram postings.
- Posted information in local organizations and businesses within the community
- Canvassed our local communities and neighborhoods to increase in-person interactions
- Targeted application messaging using UP Education Network's existing social media platforms

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 21.5%</p> <p>GNT percentage: NA</p> <p>CI percentage: 17.1%</p> <p>The school is above CI percentages</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Send letters to the families of all identified 5th grade students with disabilities and/or with IEPs in BPS emphasizing that UP Academy Boston provides: <ul style="list-style-type: none"> ○ Comprehensive support for all learners ○ 1:1 meetings with all families ○ Exceptional 1:1 and small sub-separate special education services ○ Safe, orderly learning environments • Utilize SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support services • Distribute school program fliers and packets that highlight our intention to serve a large population of students with disabilities and diverse student learners • Attend relevant community organization meetings to address the importance of programs and services for students with disabilities and diverse student learners
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 25.3%</p> <p>GNT percentage: NA</p> <p>CI percentage: 16.3%</p> <p>The school is above CI percentages</p>	<p>(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Send letters in English, Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese to families of all 5th grade EL students in BPS with an emphasis on UP Academy Boston's: <ul style="list-style-type: none"> ○ EL program and support services ○ 1:1 and small-group services ○ Safe, orderly learning environments • Target outreach to organizations and businesses that serve families that speak languages other than English • Distribute non-English language fliers at Welcome Centers

	(c) 2018-2019 Additional Strategy(ies), if needed
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 68.7%</p> <p>GNT percentage: NA</p> <p>CI percentage: 50.2%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed All students are eligible for free or reduced lunch in BPS, so there is no specific strategy for this category</p> <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>None needed at this time.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Send letters to families of 5th grade students in BPS emphasizing: <ul style="list-style-type: none"> ◦ Academic supports for all students, including diverse student learners ◦ Rigorous academic and behavioral expectations • Unique partnership with BPS and high-performing charter and district schools nation-wide
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Request from BPS data related to attendance history and 3rd grade ELA MCAS scores, which research has shown correlates to eventual dropout likelihood; if such data cannot be made available to UP Academy Boston prior to enrollment, we will review said data upon a student's enrollment to ensure s/he receives the appropriate support • Send letters to families of all current Boston 5th grade students in UAB's catchment area, emphasizing the school's rigorous academic program, supportive behavioral expectations, and partnership with BPS
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2017-2018 Strategies</p> <p>School Social worker will keep open lines of communication with external agencies such as DCF, providing applications to students who are not currently enrolled in a school in Boston</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Distribute fliers to residents in South Boston, emphasizing key programmatic elements such as UP Academy Boston's: <ul style="list-style-type: none"> ◦ Supportive discipline and structure ◦ Rigorous curriculum ◦ Advisory program ◦ High school placement counselor

Retention Plan

UP Academy Boston: 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

In analyzing the implementation of UP Academy Boston's retention strategies from the 2017-2018 retention plan, several areas stand out as positives. While UP Academy Boston's overall retention rate held steady from the previous year at 82%, significant improvements were made in several of the areas identified for additional focus and improvement, including moving the rate for Students with Disabilities from 80% to 86.4%, and the rate for High Needs students from 81.1% to 82.8% in one year. Additionally, UP Academy Boston made improvements in other areas, with their EL rate moving from 84.7% of students remaining enrolled to 94.3%, demonstrated the continued overall success of EL retention strategies.

Though there are these areas of success in a variety of specific populations, there are also areas for improvement in UP Academy Boston's retention strategies, especially improving the overall retention rate. Feedback from students and families has continued to indicate that improving retention will require increased energy and emphasis on family engagement to build greater trust, investment, and connections between students, families, the community at large, and the school. While many of these strategies were implemented in part during the 2017-2018 school year, there are a number of ways these practices can be strengthened and streamlined. For the upcoming school year, UP Academy Boston has also identified a dedicated Family Community Coordinator who will be spearheading much of the work on Family Engagement and Attendance, and a Coordinator of SEL who will help lead the work on incorporating restorative justice practices.

- Family Engagement
 - Year-long calendar of joy events to build community and relationships between school staff, students, parents, and the community at large.
 - Focus on building the capacity of the School Site Council
- Attendance Focus
 - Increased outreach, follow-up and coaching support for those students with low attendance rates
 - Connect families to diverse resources to support better attendance
- Continued focus on decreasing exclusions and incorporating restorative justice practices.
 - Reducing exclusions through restorative justice and family partnerships will continue to reduce student time out of class, increase student investment in the school community, and in term lead to increases in retention rates.

In addition to the emphasis on Family Engagement, Attendance Focus, Continued Focus on Reducing Exclusions, and the targeted strategies outlined in the special populations chart, UP Academy Boston will continue to leverage the strategies below in the coming year, which have proven important tools in maintaining overall retention rates. Note that with one full-time FTE devoted to helping UP Academy Boston students get into 6th-12th grade exam schools, and the overall transience of student populations in stand-alone middle schools, we do

anticipate a certain percentage of health natural attrition will continue to occur at UP Academy Boston, which is why the retention goal for next year will continue to be set at 85%.

- Interim assessments
 - Students take regular interim assessments that provide a benchmark toward proficiency and a passing grade. Teachers review the assessments to adjust their instruction and students who are lacking skills will be provided additional supports (e.g. tutoring, literacy support).
- Regular Progress reports
 - Families are provided with a progress report each trimester of student performance. The report will clearly break down performance on every standard, and provide a data point to discuss with families.
- Consistent Family Communication
 - Every parent will be contacted at least once every two weeks to communicate progress (or lack of progress) in academics and behavior, as well as to discuss possible strategies for improvement.
- Response to Intervention Process
 - Teams of general education teachers, special educators and the DCI for Special Education will meet on a regular basis to create in-class interventions to address the needs of struggling students. This provides a clear process for addressing challenges early on, and if interventions fail, this ensures that a student can be evaluated (with parental permission) to determine if s/he has a disability and needs more extensive supports.
- Organizational support
 - The school systematically teaches students strategies for being organized and addresses students' organizational needs based on referrals from teachers. Therefore, students who are disorganized receive targeted intervention so as to prevent disorganization as being a reason for retention.
- Behavior support
 - Students that are struggling behaviorally will receive support from their advisor, one of their teachers, the Dean of Students, or their homeroom teacher. This may include a behavior incentive plan, an in-class accommodation, preferential seating, or more frequent family communication.
- Homework system
 - Homework is collected and recorded every day. Students who drop below an 80% homework completion rate attend afterschool Homework Support until their average is above 80%. A student's family is notified the day a student fails to complete HW.
- High Expectations for grade promotion
 - Often a parent does not reenroll their student if the student is not promoted to the next grade. To prevent this outcome, UP Academy Boston will consistently communicate with families regarding the status of their child. Additionally, if retention is necessary, we will, in meetings with the student's parents, clearly communicate the purpose of retention toward ensuring overall college success and fulfilling potential, in order to gain mutual agreement of the decision.
- College prep school culture
 - UP Academy Boston has a college prep school culture focused on success not only in high school, but also in college. Throughout the course of their time at UP Academy Boston, students are exposed to the advantages of having a high school and college degree and be educated about the path required to

graduate from both. Students' classrooms are named after colleges and universities, students will periodically visit or learn about local colleges, and the advisory curriculum, especially in the 8th grade, will be highly focused on college prep high school acceptance. This instills in students a desire to stay in school in order to achieve their full potential.

- Strong relationships with at least one adult
 - The classroom cohort model provides a group of teachers solely focused on teaching a specific group of students within a grade, allowing for strong relationships. In addition to the advisory and homeroom structure provides additional times in the day and week for students, teachers, and families to connect and build the strong relationships necessary for continued school engagement.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	85%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 13.6%</p> <p>Third Quartile: 15.9%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Retain students in this group at a level comparable to our overall retention rate.</p> <ul style="list-style-type: none"> • Intervention program targeting reading fluency, comprehension, mathematical fluency and conceptual understanding. • Teacher evaluation criteria related to knowledge of student disabilities and their academic growth. • Continued professional development for staff to increase skills of materials differentiation through whole school professional development and instructional coaching • Collect detailed information from students with disabilities and their families regarding reasons for attrition. Ways to gather include: <ul style="list-style-type: none"> ◦ Targeted Student/Family survey questions to current students ◦ Capturing detailed feedback from transferring students • Leverage data from families to better implement strategies for retention • Targeted opportunities to build community with students with disabilities and their families outside of the regular school schedule. Outreach might include:

	<ul style="list-style-type: none"> ○ Additional staff support to ensure regularity of communication with parents ● Scheduled events to build community, such as a targeted open house/tour night, Question and Answer sessions, or classroom celebrations/showcases.
	<p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <input type="checkbox"/> Above third quartile:

Limited English Language-proficient students/English learners

<p align="center">(a) CHART data</p> <p>School percentage: 5.7% Third Quartile: 18.2%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2017-2018 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> ● Ensure family communication is provided in families' native languages as requested and available ● Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers ● Dedicate additional staff to EL student support to increase both programming and family communication for families ● Increase percentage of faculty who speak a second language common among the school's ELs. ● Leverage RTI process
	<p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p align="center">(a) CHART data</p> <p>School percentage: 16.4% Third Quartile: 18.5%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) Continued 2017-2018 Strategies</p> <input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> ● Partner with cafeteria staff to ensure all families have appropriate information ● Connect with families that may be in need of additional support through advisor calls to ensure families are aware of available supports ● Leverage school based Family and Community Coordinator and network Director of Family and Community Engagement to further connect families to resources ● Increase family events to build stronger school community, through events such as <ul style="list-style-type: none"> ○ Picnics or gatherings ○ Classroom celebrations ○ Cultural food festivals ● Leverage technology to reach out to families and build relationships. DeansList data system now has the capacity to create email listservs, for outreach to parents. Now can add email communication as another avenue for teachers and the school to connect with families.
	<p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p>

	<input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress • Increase the faculty's skills of materials differentiation
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Leverage RTI process. • Leverage SST and Crisis Team process. • Provide student access to at-risk counseling from Social Worker. • Use distinct promotion criteria for double repeaters that places the "burden of work" on the school. • Continue practice of completing FBAs and BIPs for challenging students. • Create strategic advisor relationships with those of a similar cultural or socioeconomic background.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Regular attendance meetings and follow-up planned by Culture, Leadership, and Operations Teams • Commitment to communicating with families whose children's attendance becomes a concern to offer support
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	Address the needs of such sub-groups as they are identified.

Appendix C: UP Academy Boston School and Student Data Tables

UP Academy Boston's student demographic enrollment data and school profile can be found [here](#).

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	228	45.4
Asian	33	6.6
Hispanic	207	41.2
Native American	1	.2

White	19	3.8
Native Hawaiian, Pacific Islander	3	.6
Multi-race, non-Hispanic	11	2.2
Special education	108	21.5
Limited English proficient	127	25.3
Economically Disadvantaged	345	68.7

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Katy Buckland, Principal	<ul style="list-style-type: none"> Oversees academic program Manages the school's deans 	November 30, 2015	June 30, 2018
Emily Maine, Director of Operations	<ul style="list-style-type: none"> Oversees school operations Manages operations team 	July 1, 2016	June 30, 2018
Jason Smith, Dean of Students	<ul style="list-style-type: none"> Oversees school culture Manages Dean's Office 	November 19, 2015	February, 16, 2018
Elena Milius, Dean of Students	<ul style="list-style-type: none"> Oversees school culture Manages Dean's Office 	January 4, 2016	June 30, 2018
Laule'a Gorden-Kuehn, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches math and science teachers 	July 1, 2016	June 30, 2018
Christine Menard, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches ELA and history teachers 	August 1, 2013	June 30, 2018

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	# Departures during the 2017-2018 school year	# Departures at the end of the school year	Reason(s) for Departure
Teachers	46	1	12	Personal reasons, other job opportunities (internal and external)

Other Staff	16	1	10	Personal reasons, other job opportunities, dismissal (internal and external)
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Appendix D: UP Academy Boston Additional Required Information

Key Leadership Changes (SY 2018-19)

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Elizabeth Clymer	No Change
Charter School Leader	Rashidah Lawson	New
Assistant Charter School Leader	Tiffany Wen	New
Special Education Director	MyKayla Marcelino	New
MCAS Test Coordinator	Rashidah Lawson	New
SIMS Coordinator	Tiffany Wen	New
English Language Learner Director	Adriana Escamilla	No change
SIMS Contact	Tiffany Wen	No change

Facilities

UP Academy Boston did not relocate or acquire a new facility during the 2017-18 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Friday, March 2, 2018
Lottery	Wednesday, March 7, 2018

Appendix A: UP Academy Dorchester Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Objective: UP Academy Dorchester scholars will demonstrate the knowledge and skills necessary to succeed on the path to college.		
<p>Measure: : ANet assessments will indicate that students are on track, over the course of the year, to meet or exceed student achievement indicators for ELA as outlined in the school's charter application. By the end of the school's first year, 45% of students will be projected to be proficient in ELA. By the end of the school's second year, 55% of students will be projected to be proficient in ELA. By the end of the school's third year 65% of students will be projected to be proficient in ELA. By the end of the school's fourth and fifth year, 75% of students will be projected to be proficient in ELA.</p>	N/A	In the 2017-18 school year, the school used the UP Education Network school management organization's internal benchmark assessments and took the next generation MCAS exam, which will not be scored in terms of proficiency.
<p>Measure: ANet assessments will indicate that students are on track, over the course of the year, to meet or exceed student achievement indicators for math as outlined in the school's charter application. By the end of the school's first year, 45% of students will be projected to be proficient in math. By the end of the school's second year, 55% of students will be projected to be proficient in math. By the end of the school's third year 65% of students will be projected to be proficient in math. By the end of the school's fourth and fifth year, 75% of students will be projected to be proficient in math.</p>	N/A	In the 2017-18 school year, the school used the UP Education Network school management organization's internal benchmark assessments and took the next generation MCAS exam, which will not be scored in terms of proficiency.
Objective: UP Academy Dorchester scholars will develop exceptional strength of character necessary to achieve their full potential.		
<p>Measure: By end of the school's third year in operation, students will show high character by completing high quality homework, having high attendance rates, and displaying positive behavior as evidenced by over 80% of 5th, 6th, and 7th grade students maintaining end-of-year Core Value Report averages of "meeting expectations" or higher.</p>	Met Goal	86.6% of 5 th , 6 th , and 7 th graders maintained an end-of-year TIGER score over 70, which is the meeting expectations cut.
<p>Measure: All UP Academy Dorchester teachers will be observed by members of the leadership team and receive observation feedback</p>	Partially Met	Our observation tracker indicates that the majority of teachers received

(written or oral) at a minimum of 20 times each school year.		observation feedback a minimum of 20 times.
Measure: All DCIs will receive coaching and feedback from the principal on their instructional observations at a minimum of 20 times each school year.	Partially Met	Most DCIs received coaching and feedback from the Principal a minimum of 20 times.

*Add rows as necessary

Appendix B: UP Academy Dorchester Recruitment Plan 2018-2019

School Name: UP Academy Dorchester

Date: July 28, 2018

- **In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan?**

2017-2018 Implementation Summary:

As was the case with UP Academy Boston, despite the ongoing impact of changing variables in the recruitment landscape in 2017-2018 – namely continuation of the Boston Common Application for Commonwealth Charter schools, the execution of our 2017-2018 Recruitment Plan was largely successful. We continued to build on the foundation of prior years' strategies, and to hone our execution. In building on lessons learned from previous years and honing our outreach, we deployed a variety of strategies to recruit applicants.

We provided BPS Welcome Centers with our applications and informational fliers, and met with Welcome Center staff to provide in-depth knowledge about our goals and programs. In doing so, we ensured they were well equipped to accurately relay information about our school to prospective families. We provided applications to BPS schools ending in grade 5, hosted several open houses throughout the year, and provided open access for tours to families both during and after the school day, to give families the opportunity to see the school, meet with our scholars and staff, and ask questions.

After identifying middle school grade recruitment as an area for increased energy and focus, we sent a comprehensive letter and application directly to families of all 6th grade students in Boston. In addition, changes to the Boston Charter landscape meant that one of our key recruitment opportunities, the Boston Commonwealth Charter Fair, did not occur this year for the first time in 18 years. To counter-balance this impact, we also sent out a mailer to rising Kindergarten students. Overall, we sent out two mailings translated into Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese, which yielded a significant portion of our applications and completed Intent to Enroll forms.

For the third year in a row, in addition to paper applications, we offered an online application through the platform of SchoolMint, which has created an exciting additional opportunity to disseminate applications to families using social media, especially a Facebook ad campaign

and email listservs. SchoolMint also provided an accessible communication tool for families, who were able to track the progress of their application starting at the moment of submission all the way through to a seat offer. Through the system, families were also able to complete Intent to Enroll forms, and contact the school for support and additional information.

We also leveraged the broader charter and district school community to raise awareness of our school. We participated in well-attended charter and district school showcases, including the Boston Public School Showcase and the Boston Renaissance Charter Fair. We also emailed mailed applications to families with middle school students who were waitlisted at other charter schools in the city.

In order to expand the scope of our outreach beyond formal events and mailings several of our staff members canvassed the residential and retail areas in South Boston, Dorchester, and the surrounding areas, handing out physical applications to prospective families. Similarly, we made applications available at a number of community partners, such as libraries and community centers, as well as local pre-schools. Beyond libraries and community centers, we also conducted targeted outreach to a number of community partners who work specifically with English Language Learner populations, such as Viet-Aid, En Accion, and the Haitian Multi-Services Center. This in-person approach allowed us to strengthen the ties between our school and the community.

We appear to be on track to meet the comparison index at this time, however, we are still filling seats at the school off of our waitlist, and will not have a full picture until the October 1st SIMS deadline submission.

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

General Recruitment Activities for 2018-2019:

- Hosted highly publicized open houses, including open hours through BPS' school choice program for prospective families.
- Conducted tours and informational sessions for interested families
- Distributed information packets and applications to community centers, stores, churches, and other areas of local prominence and/or attendance
- Attended recruitment fairs including the Boston Public School Showcase, UP Academy Holland Middle School Fair, and Boston Renaissance Charter Showcase.
- Distributed information packets and applications to exiting BPS K-5 schools.
- Distributed applications in English, Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese and informational packets to all BPS welcome centers
- Completed outreach to siblings of current students through phone calls and mailings, ensuring all families received an enrollment application
- Disseminated district-wide mailings
- Advertised with media outlets, including Facebook advertisements and Instagram outreach.
- Posted information in local organizations and businesses within the community
- Canvassed our local communities and neighborhoods to increase in-person interactions
- Targeted application messaging using UP Education Network's existing social media platforms

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 19.6%</p> <p>GNT percentage: 15.5%</p> <p>CI percentage: 19.6%</p> <p>The school is above GNT percentages and at CI percentages</p>	<p style="text-align: center;">(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to special education services • Offering 1:1 support to families enrolling in our school to ensure families understand how their children will be supported by various staff • Connecting families directly with the Special Education team to discuss how UP Academy Dorchester can best support their child • Utilizing SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support <hr/> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 25.8%</p> <p>GNT percentage: 21.9%</p> <p>CI percentage: 26.0%</p> <p>The school is above GNT and below CI percentages</p>	<p style="text-align: center;">(b) 2017-2018 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to services to LEP students • Translating general recruitment outreach documents into Spanish, Portuguese, Haitian Creole, Vietnamese, and Somali • Leveraging partnerships with community members and organizations that serve families that speak languages other than English • Providing translation services at informational events, when needed, to ensure all families receive the same information • Targeting outreach to organizations and businesses that serve families that speak languages other than English <hr/> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: UAD's efforts from the previous year to increase their EL enrollment showed strong results, with a jump to 25.8% from 21.1% the year before. UAD did meet and in fact exceed the GNT this year, however, they were .2% away from the CI. As we approach the upcoming year, we will continue our commitment to the strategies outlined last year, that produced promising results. 1-2 years:</p> <ul style="list-style-type: none"> • Increase scope of outreach to English Language Learner community partners to move beyond targeted materials to

	<p>including dedicated events with opportunities for question and answer sessions</p> <ul style="list-style-type: none"> • Include Chinese and Arabic material translations • Gather feedback from current LEP families on additional outreach strategies.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 66.7%</p> <p>GNT percentage: NA</p> <p>CI percentage: 52.9%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>All students are eligible for free and reduced lunch in BPS, so there is no specific strategy needed for this category. However, UP Academy Dorchester will continue to highlight in our recruitment materials that:</p> <ul style="list-style-type: none"> • We are tuition free and that the school offers assistance to families that may need it when purchasing uniforms • All students receive universal free breakfast, lunch, and daily snacks
	(c) 2018-2019 Additional Strategy(ies), if needed
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <p>Work with the district to appropriately target current BPS students with mailing outreach, ensuring students within the district are aware of the opportunity to apply to UP Academy Dorchester</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <p>Work with district and partner organization(s) to understand the population of students in grades K1-8 who have a higher chance of dropping out and provide assistance</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>Work with district and partner organizations to understand the population of students in grades K1-8 who may have dropped out and provide informational materials and applications to these stakeholders when appropriate</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Request support from community partners to identify opportunities to present information and to connect with students that may benefit from enrolling at UP Academy Dorchester • Work to recruit staff that represent diverse groups to represent UP Academy Dorchester at recruiting fairs and other events

Retention Plan
UP Academy Dorchester: 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

UP Academy Dorchester had a goal of at least 90% retention for the 2017-2018 school year. With a rate of 89.6%, UP Academy Dorchester was just short of their goal, though well above the Third Quartile rate of 78.8%. In terms of special populations, UP Academy Dorchester had significant success in a number of areas. For the 2017-2018 year, UP Academy Dorchester retained 90.7% of Students with Disabilities – higher than the state average of 90.4%, and significantly ahead of the Third Quartile at 81.6%. In addition, EL Retention rates were very strong at 94.8%, a large improvement on the statewide average of 87.1% EL retention for the year.

These encouraging retention data points combined with improvements from the previous year in attendance rate (up from 94.8% to 95%) indicate despite being just shy of their retention goal, UP Academy Dorchester has an environment where students want to get to school and stay in school. However, there is still space for improvement, especially in continuing their trend of reducing In-School and Out-of-School Suspension rates in the upcoming year.

Therefore, UP Academy Dorchester plans to continue leveraging the successful strategies used in past years, while adding several key supports in order to not only meet but exceed retention goals in the 2018-2019 school year. Namely, UP Academy Dorchester has added a Coordinator of SEL in order to support restorative practices, and provide additional supports towards reducing suspensions and keeping students in class. In addition, UP Academy Dorchester has added a second Director of Operations role which will support the middle school, providing more operational support and focus on retention initiatives. In addition to these roles, we will continue to use the following strategies as retention supports for all students in the next school year:

- Interim assessments
 - Students take regular interim assessments that provide a benchmark toward proficiency and a passing grade. Teachers review the assessments to adjust their instruction and students who are lacking skills will be provided additional supports (e.g. tutoring, literacy support).
- Regular Progress reports
 - Families are provided with a progress report each trimester of student performance. The report will clearly break down performance on every standard, and provide a data point to discuss with families.
- Consistent Family Communication
 - Every parent is contacted at least once every two weeks to communicate progress (or lack of progress) in academics and behavior, as well as to discuss possible strategies for improvement.
- Response to Intervention Process
 - Teams of general education teachers, special educators and the DCI for Special Education meet on a regular basis to create in-class interventions to address the needs of struggling students. This provides a clear process for addressing challenges early on, and if interventions fail, this ensures that a student can be evaluated (with parental permission) to determine if s/he has a disability and needs more extensive supports.
- Organizational support

- The school systematically teaches students strategies for being organized and addresses students' organizational needs based on referrals from teachers. Therefore, students who are disorganized receive targeted intervention so as to prevent disorganization as being a reason for retention.
- Behavior support
 - Students that are struggling behaviorally receive support from their advisor, one of their teachers, the Dean of Students, or their homeroom teacher. This may include a behavior incentive plan, an in-class accommodation, preferential seating, or more frequent family communication.
- Homework system
 - Homework is collected and recorded every day. Students who drop below an 80% homework completion rate attend afterschool Homework Support until their average is above 80%. A student's family is notified the day a student fails to complete HW.
- High Expectations for grade promotion
 - Often a parent does not reenroll their student if the student is not promoted to the next grade. To prevent this outcome, UP Academy Dorchester must consistently communicate with families regarding the status of their child. Additionally, if retention is necessary, we must, in meetings with the student's parents, clearly communicate the purpose of retention toward ensuring overall college success and fulfilling potential, in order to gain mutual agreement of the decision.
- College prep school culture
 - UP Academy Dorchester has a college prep school culture focused on success not only in high school, but also in college. Throughout the course of their time at UP Academy Dorchester, students are exposed to the advantages of having a high school and college degree and be educated about the path required to graduate from both. Students' classrooms will be named after colleges and universities, students periodically visit or learn about local colleges, and the advisory curriculum, especially in the 8th grade, will be highly focused on college prep high school acceptance. This instills in students a desire to stay in school in order to achieve their full potential.
- Strong relationships with at least one adult
 - The advisory and homeroom structure provides additional times in the day and week for students, teachers, and families to connect and build the strong relationships necessary for continued school engagement.

Do not repeat strategies. Each group should have its own set of specific and deliberate strategies.

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

Retention Plan –Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 9.3% Third Quartile: 18.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continued implementation of co-teaching classrooms in 2018-2019 to further integrate our students receiving special education services with their peers • Dedicate additional staff to special education student support to increase programming and family communication for the families
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.2% Third Quartile: 20.3%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Ensure family communication is provided in families' native languages as requested and available • Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers • Dedicate additional staff to EL student support to increase both programming and family communication for families
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.2% Third Quartile: 20.8%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Partner with cafeteria staff to ensure all families have appropriate information • Connect families that may be in need of additional support with our Family and Community outreach support and the Family Resource Center to ensure families are aware of available supports
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress

	<ul style="list-style-type: none"> UP Academy Dorchester's high expectations for grade promotion
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> UP Academy Dorchester's high expectations for grade promotion Connect any families expressing concerns with staying at UP Academy Dorchester with our Family and Community outreach team or another applicable leadership team members to discuss support
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Regular attendance meetings and follow-up planned by school staff Commitment to communicating with families whose children's attendance becomes a concern to offer support
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <p>Address the needs of such groups as they are identified.</p>

Appendix C: UP Academy Dorchester School and Student Data Tables

UP Academy Dorchester's student demographic enrollment data and school profile can be found [here](#).

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	399	54
Asian	15	2
Hispanic	298	40.3
Native American	3	.4
White	9	1.2
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	15	2.0
Special education	145	19.6
Limited English proficient	191	25.8
Economically Disadvantaged	493	66.7

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Jabari Peddie, Middle School Principal	<ul style="list-style-type: none"> Oversees academic program of grades 6-8 Manages DCIs, DOSs, 	July 1, 2016	June 13, 2018
Emily Monteiro, Director of Operations	<ul style="list-style-type: none"> Oversees school operations Manages operations team 	July 1, 2017	June 30, 2018
Brittany Morse, Elementary School Principal	<ul style="list-style-type: none"> Oversees academic program of grades K1-5 Manages DCIs, DOSs, and Special Education Coordinator 	July 1, 2015	June 30, 2018
Stephanie Saporito, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers 	July 1, 2016	N/A
Mistie Parsons, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers for grades 6-8 	January 11, 2016	N/A
Rachel Conway, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers 	July 1, 2016	N/A
Darius Velez, Dean of Students	<ul style="list-style-type: none"> Oversees school culture for grades 6-8 Manages Dean's Office 	July 1, 2015	June 30, 2018
Nathan Kaplan, Dean of Students	<ul style="list-style-type: none"> Oversees school culture for grades K1-5 Manages Dean's Office 	July 1, 2016	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	65	3	21	Personal reasons, other job opportunities (internal and external), position elimination
Other Staff	26	5	7	Personal reasons, other job

				opportunities (internal and external)
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UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER BOARD OF TRUSTEES

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	9
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2017-18 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Elizabeth Clymer	Board Chair	Finance, Governance, Hiring	3	07/01/14-06/30/20
Amar Kumar	Vice Chair	Governance, UAB (Chair), Hiring	1	12/02/15-06/30/19
Barbara Sullivan	Trustee	Governance (Chair), Hiring	3	07/01/14-06/30/20
Robert McConnaughey	Trustee	Governance, Hiring	3	07/01/14-06/30/20
Tchintcia Barros	Trustee	Finance, Governance	2	07/01/16-6/30/2019
Nelly Xavier	Trustee	Finance, UAD, Hiring	1	12/02/15-06/30/19
Nii Amaah Ofosu-Amaah	Treasurer	Finance (Chair), Treasurer	1	12/02/15-06/30/19
Lana Ewing	Trustee		1	10/26/17-06/30/20
Mark Perry	Trustee		1	01/17/18-06/30/20
David Biele (resigned during the 17-18 school year)	Trustee	UAB	1	12/02/15-07/26/17

Tamekia Groce (resigned during the 17-18 school year)	Trustee	UAD	2	04/18/14- 02/21/18
Daniel Manning (resigned during the 17-18 school year)	Trustee	UAB	1	10/15/14- 03/21/18

Appendix D: UP Academy Dorchester Additional Required Information

Key Leadership Changes (SY 2018-19)

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Elizabeth Clymer	New
Charter School Leader	John Cunningham-Elder	New
Assistant Charter School Leader	Julia Garcia	New
Assistant Charter School Leader	Mariela Abreu	New
Special Education Director	Kamalawatee Simpson	New
MCAS Test Coordinator	John Cunningham-Elder	New
SIMS Coordinator	Shaiana Nunez	No change
English Language Learner Director	Leanne Hall	No change
SIMS Contact	Shaiana Nunez	No change

Facilities

UP Academy Dorchester did not relocate or acquire a new facility during the 2017-18 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Friday, March 2, 2018
Lottery	Wednesday, March 7, 2018




UP ACADEMY DORCHESTER CONDITIONS



UP Academy Dorchester currently has conditions placed on their charter renewal. In order to track progress, the Board of Trustees, in partnership with the school management organization, developed a check-list to monitor progress. Please see below for an updated version of the checklist as of July 27, 2018, and a brief update on progress towards meeting the conditions.

The Current Status column provides a quick check on how items are progressing according to the following definitions:

- A check mark indicates that something is complete
- A green ball indicates that something is **on-track** and there are no concerns to report
- A yellow ball indicates that some progress has been made, but this issue needs continued monitoring and/or support to ensure it doesn't go off-track
- A red ball indicates an area is off-track and requires either further interventions or watchful monitoring

Overall Conditional Renewal Checklist

Condition #	Condition	TIMELINE	Owner – Board level and UPEN level	Current Status	Comments
1.	Submit board meeting materials to DESE and monthly financial statements	Ongoing	Beth Clymer, Chair of UAB and UAD Board Victoria Lautsch, Chief of Staff		Board and Committee meeting materials are being submitted to DESE as they happen; monthly financial statements are also being submitted to DESE.
2.	Training for Board on Open Meeting Law and roles and responsibilities	February 28	Beth Clymer, Chair of UAB and UAD Board Victoria Lautsch, Chief of Staff		Open Meeting Law training for all Board members successfully completed.
3.	Board self-evaluation of its practices and capacity	March 30	Beth Clymer, Chair of UAB and UAD Board Victoria Lautsch, Chief of Staff		Board self-evaluation was successfully submitted to DESE by March 30 deadline.

4.	Revise by-laws and submit them to DESE for approval	April 15	Beth Clymer, Chair of UAB and UAD Board Victoria Lautsch, Chief of Staff		Submitted to DESE for approval, feedback received in July, and incorporated. Waiting on final approval from DESE.
5.	Submit action plan to address school's areas in need of improvement	April 30	Nelly Xavier, Chair of UAD Committee Tisha Markette, Chief Academic Officer		Action plan was successfully submitted to DESE by April 30 deadline. Board providing ongoing monitoring at Committee and Board meetings.