



# Annual Reports

## 2020-21

July 30, 2021

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**Letter from the Chair of the Board of Trustees**

July 23, 2021

Dear Members of the Department of Elementary and Secondary Education,

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

The 2020-2021 school year was one of innovation and persistence, with the COVID pandemic demanding a wide range of educational models across the course of the school year. At various points in the year, UP Academy Boston and Dorchester operated as fully remote, in a hybrid model, and full time in-person for those students who opted in. We are very proud of the determination and dedication of our schools and teachers, who worked tirelessly to provide seamless opportunities for our students - leveraging a wide range of technological platforms to keep instructional quality high. Simultaneously, both schools heavily prioritized ongoing connections and outreach to families, from frequent calls, texts, and emails to a wide range of engaging events such as movie nights, remote coffee hours, and a cultural gallery walk to build community even in a remote environment. These combined efforts kept student engagement and attendance levels high despite the challenges of the pandemic.

In addition to navigating the challenges presented by COVID, the past school year had two main areas of focus. The first was rooted in our ongoing concentration on providing rigorous academic content, with a continuation of our focus on outstanding ELA instruction as a priority. The learnings from our work on ELA have us excited to expand our focus for the 2021-2022 school year, prioritizing responding to student learning in our instruction for the upcoming year. Through this priority, our schools will increase the quality of our data driven instruction by effectively coaching and executing on a cycle of continuous prep, active monitoring, and weekly data meetings for all teachers.

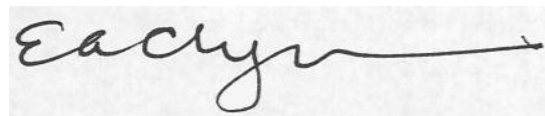
Alongside our academic priority, we are continuing our focus on equity as a priority for the 2021-2022 school year. After much data review, reflection and feedback, we will have identified training all managers at the school and network level on managing across lines of difference as the biggest lever to move our equity work forward. In the next year, managers at both schools and the network will receive dedicated emotional intelligence coaching and professional development training from an organization called Noble Story. We believe that equipping all our managers to lead with a lens of equity and emotional intelligence will impact all our students and staff and lead to positive student outcomes. Coupled with this work, we are continuing to improve our staff survey process to get the most accurate and diverse feedback possible, and updating our data dashboards to better track progress by manager to increase accountability.

Beyond these named priorities, we are honored to continue the work of operating UP Academy Boston in its third charter term. As part of that process we are working closely with DESE to develop an action plan aligned to the areas of growth identified in our SOR, and are looking forward to implementing this work through our priorities in the upcoming year.

The 2021-2022 school year will also find our current Board chair, Beth Clymer, transitioning from the role of Chair as part of a planned succession program. Beth will remain an active member of the Board, finance, and governance committees and we are glad to continue to benefit from her strong leadership. Amar Kumar, a board member since 2015 and our Vice Chair since 2018 will be stepping into the Board Chair role as of July 29th, 2021. Amar has been an active member of our board for many years, and brings years of experience and expertise from the Boston and national business and education world to his role as Chair. Amar is honored and excited to step into this leadership role to continue to support the important work at UP Academy Boston and UP Academy Dorchester.

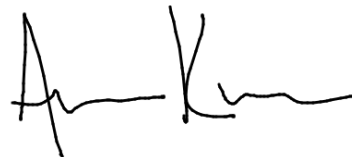
We are confident in the trajectory of our improvements around academics and culture, and excited about our priorities and plans for the year ahead, despite the ongoing potential hurdles of the pandemic. Regardless of what the 2021-2022 school year brings, UP Academy Boston and UP Academy Dorchester remain committed to creating exceptional learning environments in partnership with our families and communities, where students can cultivate their sharp minds, share their kind hearts, and explore their path and potential.

Sincerely,



Beth Clymer

*Outgoing Board Chair*



Amar Kumar

*Incoming Board Chair*

### **Introduction to UP Academy Boston**

<b>UP Academy Boston</b>			
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, 2021
Maximum Enrollment	540	Enrollment (as of 7/21/21)	349
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year (as stated in the charter)	185	Students on Waitlist (7/21)	0
Final # of Instructional Days during 2020-2021 School Year	170		
School Hours	Start of the year to April M-F 8:00-2:30 April-EOY M-Thurs 8-2:30, F 8:00-12:00	Age of School in 2020-2021 School Year	10 <sup>th</sup> 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**

At UP Academy Boston (UAB), our team works diligently to fulfill our mission of ensuring our students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. More simply put, we strive to help students cultivate their sharp minds and share their kind hearts. UAB is a school that since its inception, has evolved to more appropriately meet the needs of the students and families we serve. The shifts have moved us closer to guaranteeing our mission is realized: students who are able to succeed beyond the doors of our school and have access and opportunity to realize their full potential. Though our school has matured and developed in its approach toward excellence, we still hold sacred the key tenants or six core program components that have long-helped us strive toward our vision of excellence:

1. Relentlessly high, 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 support for all students, including Special Education students and English Language Learners.
5. An obsession with regularly and effectively using data.
6. An atmosphere of enthusiasm and joy.

This school year, the school has continued to demonstrate promising movement—even in the face of the pandemic. For the second year in a row, the suspension numbers and daily classroom referral rates were the lowest they'd ever been with the suspension rate hovering well below 5%, a significant decrease from year's past. Additionally, the referral rate also remains incredibly low, with classroom referrals virtually being non-existent, as most days, we had zero classroom referrals once we opened our doors to all students for five days a week. Moreover, there was a deeper commitment to instructional excellence with the school continuing its work with assessments like NWEA MAP and ANET in addition to using the NavLit Interims in Literacy courses. School leadership sought to deepen the efficacy of our school's academic programming by continuing to shift toward a school culture that promoted equity and trauma-informed practices. The pursuit to do this would be a necessary next step to increasing student performance on important academic assessments (like the MCAS): the educational landscape was shifting—no longer were no-excuses models considered equitable and appropriate for schools with demographics like that of UAB's. Worse still, the school was finding research and school reality necessitated a radical shift in the approach toward achieving the vision of excellence.

School leadership deepened the work started in the fall of 2019 and sought to prioritize three things this school year: rigorous instruction through teacher development, high expectations and high support for student behavior, and collaboration amongst staff. These foci were developed in a strategic plan in response to data from previous years in the school. More concretely, rigorous instruction brought a commitment to common curriculum and training for that curriculum across math and English courses, regular formative assessments to progress-monitor students' growth and achievement (the NWEA MAP and the ANET), and a focus on Independent Practice in the classroom. This year, school leadership was also able to support teachers through coached practices on Looking at Student Work (LASW) and we saw early indicators that While the school year was impacted by the spread of COVID-19 and school closings since March 2020, the foundation was laid for the school to continue moving the needle and realizing growth for its students. Additionally, our teachers sprang into action and tried on myriad teaching models: hybrid and exclusive remote-teaching, for example. On high expectations and high support, the school maintained its high behavioral expectations, while shifting its approach to discipline to support appropriate student development. This meant that the school developed careful systems so that students would be able to transition from classroom-to-classroom—a shift from eight years prior. Additionally, the school created space for students to safely eat in the cafeteria during lunch time—another shift—they'd eaten in classrooms instead, including during COVID. From where we stood, it was imperative to preserve a social element to the school day since students had spent so much time in isolation due to the pandemic. In order to build a

more equitable environment that permitted our students to have access to a life of choice and college completion, the school strove to shift its approach to discipline and the structures that supported it by piloting the removal of behavioral infractions such as demerits and core value violations, two lower level discipline measures that could often escalate students' behavior. We found the impact of this to be quite positive, though the school leadership is continuing to think about the sustainability of this system. Finally, the 20-21 strategic priorities made it possible for teachers to have daily common planning with their content teams in addition to daily common planning with their cohorts--teachers who shared the same students.

In SY 19-20, the school's leadership named for its staff two year-long priorities: professional development for staff and strong tier one behavioral support for all students. This was strengthened in 20-21 with the priorities being Tier One Instruction and Community and Sense of Belonging for All Students. This included a more robust Student Support Team: two School Social Workers, one School Psychologist, one Social-Emotional-Learning Coordinator, and contracting two full-time Home For Little Wanderer (HFLW) Clinicians, for instance. The school leadership team also spent time throughout various school-wide PD supporting teachers with establishing strong relationships with their students so they could use those relationships to rely on in order to establish strong rapport and ultimately strong, highly-functioning classroom environments. This PD cycle was mostly rooted in instruction, given the virtual nature of things but on the whole, the cadence was consistent throughout the year. It included a tight-feedback loop and observation cycle for all teachers and staff, complete with rubrics on a weekly Coaching Point and a Friday Afternoon PD "kick-off" to the following week's focus. It consisted of weekly data meetings with the Instructional Leadership Team and a plan of attack to close gaps or re-align things that appeared to dilute the vision of excellence. Further, and arguably, most importantly, it consisted of a regular collaboration with Teachers and Teacher Leaders--Cohort Leaders, who formally meet with the Leadership Team at least twice per month in order to advise on important decisions and give candid feedback. In SY 21-22, the school will be in its eleventh year and along with the staff, its leadership is poised for continued upward movement, focusing on strengthening data-driven instruction and robust reward systems for student performance.

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

UAB has long been known to its stakeholders as a place of extraordinarily high expectation. The deep focus on behavior paired with strong academic programming made it possible for the school's students to enjoy unprecedented growth in some content areas. As we enter our tenth year, one way to bolster the strong academic expectations is through the careful and methodical training of all instructors in administering high quality feedback frequently, especially during students' independent work. We know that quality tasks and quality adults in the classroom are two of the most critical ingredients to student achievement. The school was able to put this theory to the test in its 8th and 9th years when students were assessed in math and English using the NWEA MAP, ANET, and NavLit English assessments. If we are to hold our students to high expectations, we must sufficiently develop their teachers to be capable of consistently assessing their progress toward meeting expectations. Similarly,

one primary way the school seeks to cement high behavioral expectations and strong school culture is through clear “rules” and “rewards.” In the spring of 18-19, UAB staff and leadership embarked on a weeks-long process to establish a clear, consistent, and fair Culture Management System that reflected our schools’ ASPIRE values of achievement, scholarship, perseverance, integrity, respect, and enthusiasm. We then intensely trained each staff member on the use of this system and communicated it to students and families. Using our observation and feedback cycle, the Leadership Team looked for how the system was implemented, intervening through additional training, modeling, or co-doing with teachers and staff when necessary. It is this commitment to continuous development and clear, ambitious, expectations that UAB was founded on—it is something that still persists.

*Rigorous, standards-based curriculum, instruction, and assessments.*

UAB is committed to giving students quality tasks and encouraging teachers to cultivate a classroom environment that embraces a “productive struggle” for students. An example of this is the work that began in the school’s 18-19 and really took off in 19-2. This work was deepened this year through the LASW cycle in which teachers and leaders regularly assessed student mastery against teacher exemplars in order to identify reteach plans and determine an appropriate re-teach plan. UAB, with other schools in the UP Education Network (UPEN), partnered with the NavLit Accelerator Program offered by Achievement First. This program transformed the student experience in literacy classes, providing students an opportunity to confront highly-rigorous nonfiction and fiction texts. Each day, students have an essential question to answer about the text and strive to independently find evidence to support their assertion. Further, students frequently discussed and debated their findings with classmates, deeply enriching the experience of every student in the classroom. Classes like this would not be possible without the careful training of and effort by our teachers. With support from our Network and a commitment by the Instructional Leadership Team, UAB’s English teachers received weekly development in their use of this curriculum through Intellectual Prep Periods facilitated by the Dean of Curriculum and Instruction for Humanities. Following the administration of an in-class assessment, content teams would come together in order to assess student performance and devise a plan to reteach skills and content that students hadn’t yet mastered. The school staff is really looking forward to focusing on student writing next year and partnering that work with the reading of texts by more diverse authors that more accurately reflect our students’ lived experiences.

Math classes at UAB are no different. Led by in-house content experts with the support of the Dean of Curriculum and Instruction for STEM, the math department has a similar cadence: plan collaboratively with content teams using the Illustrative Math Curriculum, internalize lesson plans, complete exemplars for student work (independent practice and exit tickets) and anticipate errors and misconceptions so you can help students course correct. In the spring of 2020, UAB partnered with the Network to do similar work in Science, re-committing to a curriculum the school has used since 17-18 and planning the implementation of the use of a module of Project Lead the Way. IN the Spring of 2021, the school was awarded a grant to adopt the OpenSciEd science curriculum. Teachers and leadership at all levels had a strong amount of collaboration here and every stakeholder is eager to see the ways in which this new curriculum might



enrich our students' experiences in science. Finally, the school has committed to bolstering students' non-fiction reading skills in History class, moving closer and closer to giving students a double-dose of literacy with History classes.

*A wide-reaching network of support for all students, including Special Education students and English Language Learners.*

UAB has carefully and intentionally arranged its staffing to support the diverse population we serve. Through the widening of our services for students' Mental Health, the school has committed to hiring a group of staff that reflect our students' diversity and strive to support their diverse needs. For example, each general education English teacher is paired with an English Language Learner (ELL) teacher in an effort to bolster students' literacy skills and language acquisition. While we don't yet have data from the WIDA assessment administered in the Winter of 2020, we look forward to seeing years' worth of efforts and intervention pay off there.

Additionally, Special Educators and Support Staff are an integral part of our school fabric. We work tirelessly as a team to provide the structures and opportunities for Special Educators to collaborate with their General Education partners and receive similar PD to their colleagues and differentiated PD when it is necessary.

These are just some of the technical moves our school has made to support a wide-reaching network of students. What we hope to continue to develop is the skills and best practices necessary to help all students--SWDs, ELLs, or otherwise--see growth and realize achievement.

*An obsession with regularly and effectively using data.*

Data is critical to running an effective school and is used regularly and at every level within our school. As an Instructional Leadership Team, the Principal and Deans of Curriculum review data on a weekly basis. This process often starts with tracking predetermined data points that align to the week's focus. There is, however, data that is always tracked. Examples of teacher-specific data collected at the Leadership Team level might be the following: phone calls home, classroom referrals, merit to demerit ratio, and grades entered. This is data the Leadership Team regularly collects to assess progress toward school-wide goals and interfere when necessary. If we see a positive trend, this process permits us to elevate best practices and multiple them across our school. If we see a downward trend or anomalies, this process permits us to offer targeted support to specific teachers or groups of teachers. This may mean more frequent check-ins, practice clinics, co-doing, Coaching Plans or Performance Improvement Plans. There is data that is variable--depending on our Arc of the Year--or coaching and development for a chunk of time. In the fall, this may look like measuring our progress during the WOO, or Window of Opportunity to establish strong school culture. Often in the WOO, we measure classroom management skills: clear directions, strong voice, perch and scan, to name a few. During that period of time, it is appropriate for us to track each teacher's rubric-aligned score on each of these skills. Following the WOO, we'll enter a Rapid Feedback Cycle or something called the WIMC (Write the Exemplar, Independent Practice, Monitor Aggressively, Check for Understanding). During this Arc, we may monitor for teachers' use of their exemplars to

check student work, or the number of minutes during an observation that students are on task and the level of work each student produced. To emphasize, this level of intensity and granularity helps us to be clear on our vision of excellence and course-correct accordingly. We continued this work with a mini-WOO in January of 2021 that supported teachers' ability to build relationships and influence students' behavior since they couldn't see them. Further, we'd continued our work through the LASW cycle and enjoyed the highest results in our Network with students on average out-performing their peers in every grade-level in every assessment.

*An atmosphere of enthusiasm and joy.*

If we are to cultivate students' sharp minds and help them share their kind hearts, we have to also commit to cultivating routine moments where joy can happen. Sometimes, joy can be spontaneous. Often, at scale, it must be planned. Like anything else at UAB, we have clear systems and guidelines to planning joy for our students. Community Circle has long-been a UAB tradition. It is an opportunity to stamp who we are as a community, honor and recognize students' achievements and growth, and compete in low-stakes, light hearted ways. To add, students often see their teachers in a different light--watching your science teacher clumsily run against your classmate in a game of "dizzy bat" and lose is extraordinary *and* memorable. Further, Community Leader opportunities help cement habits and behaviors that are desirable. Students have the chance to be formally recognized for good deeds or continued excellence. In the past two years, our school has sought for ways to do this work even better. We have begun this work in the spring and summer the previous year to launch it in the fall. We also found some silver linings in COVID--and were able to get families to attend many more events than they have historically because they no longer had child-care or parking to serve as a deterrent. While this work is encouraged by the Leadership Team, it is often staff-facilitated. With staff, the Leadership Team identifies joy events that require advanced planning and those that can be "spontaneous." Unplanned events may look like every student gets a popsicle on a warm day, hot chocolate from Dunkin Donuts on a cold winter day during lunch, fanny packs and pop-sockets after completing state standardized tests. Planned events may be a Costume Day on Halloween, Spirit Week, Staff-Student basketball game, a pot-luck, an Atten-Dance, an Honor Roll assembly to which parents are invited. This work was bolstered by a Working Group of about ten non-leadership team staff members who developed an extraordinarily robust "Joy Plan" for SY 20-21. Some of this work was cast aside because we had to adapt to the reality of remote work. The school leadership is eager to revisit these plans for the SY 21-22 as things slowly return to "normal." These are the moments that make our school special. While we are tasked with the critical work of growing students' brains, we must also give them an opportunity to enjoy themselves--each year, we do this better and better.

**AMENDMENTS TO THE CHARTER**

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
August 2020	Management Contract	Yes

August 2020	MOU	Yes
August 2020	Enrollment Policy	Yes
August 2020	Expulsion Policy	Yes
August 2021	MOU	Pending BSC vote on August 4 <sup>th</sup> will then be submitted for DESE approval
August 2021	Management Contract	Pending BSC vote on August 4 <sup>th</sup> will then be submitted for DESE approval

## ACCESS AND EQUITY

The most recent, publicly available student discipline data can be found at:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04800000&orgtypecode=5&=04800000&>

By the end of the 19-20, our school saw its lowest Out of School Suspension rate yet at 9%. This work continued in 20-21 with the suspension rate under 3% at the time this was written. While this rate is still higher than the School Leader would like it to be, reducing it to its lowest rates for the past three years has been work that was carefully orchestrated. Additionally, the school has done some tremendous work around cultivating a sense of equity and consciousness with its staff, hosting a monthly 1-2 hour long PD on Equity. This has shifted mindsets in our school and required that folks have a more equity-centered lens.

Over the past three years, the school has done a ton of work around shifting its Behavior Management System, the Progressive Discipline “ladder” of sorts that often resulted in an ISS or OSS if a student exhausted the “in class” or “in school consequences.” A close review of that data in the Spring of 2018 revealed what research has long-supported: removing “disruptive” or “challenging” students neither changed students’ behavior, nor made the learning environment more productive. Instead, we saw the opposite effect: it isolated those students and cemented their self-narrative that they were “bad” and incapable of learning. We saw this impact students’ achievement and the affect and attitudes of other students who seldom or never received drastic consequences. With new leadership, in the summer of 2018, existing discipline policies and structures were examined. Historically, students could receive classroom referrals-- often a precursor to an ISS or OSS for seemingly frivolous or age-appropriate behaviors. They, at times, can be disruptive, but they almost always served the function of getting a need met. Admittedly, this was challenging for the school. it was a new way of thinking and operating, but ultimately, it paid off. In the spring of 2019, with the returning staff, the Principal embarked on a process to recreate the school’s Culture Management System. The objective was to create a Behavior Management System with an equity lens, that reflected the values of our school and that would ultimately prepare our students for success. While the system was not perfect, it was a significant difference. By March 15, 2020, the school enjoyed a 78% reduction in classroom referrals from the year before. Moreover, the average rate of classroom referrals was the lowest

it had ever been in the history of the school. Fast forward to June 2021 and on a typical day, the school has had 0 referrals total--an indication that the school's earlier efforts are starting to come to fruition.

Finally, on Out of School Discipline, the Principal and the Dean of Students collaborated closely with the Network to make decisions around how to handle egregious behavior--which admittedly, happened significantly less often this year than in year's past. That can be attributed to both the pandemic--our students and staff have been so resilient in such a challenging year--and the strong foundation on which this was all built. Together, we talked with staff about how to curb behaviors and how to help the most "challenging" students strive through a careful MTSS process and the use of "CICO," a check-in, check-out process where students whose discipline data demonstrated a need for extra support could check-in with a trusted adult each day to set goals and intentions for the day, get low-stakes feedback from their teachers throughout the day, and check-out with the same adult, earning an incentive if they'd met their goals. In the Spring of 2020, members of the Student Support Team reflected on the use of CICO this past school year and identified key ways to improve it, including the Cohort Leaders in this process as well, so there would be buy-in from various stakeholders. UAB is learning and improving how to support all students in a way that makes school a place all students want to be.

The school leadership will continue to build on the foundation from earlier on to ensure our school is truly a place where 100% of students, no matter their subgroups, can thrive and flourish--academically, socially, and behaviorally.

<b>2019-2020 Student Discipline</b>					
<a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04800000&amp;orgtypecode=5&amp;=04800000&amp;">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04800000&amp;orgtypecode=5&amp;=04800000&amp;</a>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	439	50	4.3	8.2	0.0
<b>English Learner</b>	131	11	2.3	6.1	0.0
<b>Economically Disadvantaged</b>	338	43	4.1	9.8	0.0
<b>Students with Disabilities</b>	102	14	4.9	10.8	0.0
<b>High Needs</b>	394	48	4.3	9.1	0.0
<b>Female</b>	210	15	1.4	5.7	0.0
<b>Male</b>	229	35	7.0	10.5	0.0
<b>American Indian or Alaska Native</b>	0	0	0	0	0.0
<b>Asian</b>	24	0	0	0	0.0

<b>African American/Black</b>	190	30	6.3	11.6	0.0
<b>Hispanic/Latino</b>	209	18	3.3	5.7	0.0
<b>Multi-race, Non-Hispanic/Latino</b>	6	1	0	0	0.0
<b>Native Hawaiian or Pacific Islander</b>	1	0	0	0	0.0
<b>White</b>	9	0	0	0	0.0

**UP Academy Boston: Academic Program Success**

**STUDENT PERFORMANCE**

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

The students at UAB have demonstrated promise on the MCAS and while there is much room for growth and improvement, have continued to out-perform schools with similar demographics. Below, please find a chart that demonstrates students' proficiency and student growth percentages on state tests over time during the second cycle of our Charter:

Year	6th ELA	6th Math	7th ELA	7th Math	8th ELA	8th Math	8th Science
18-19 (proficiency)	36%	31%	32%	39%	18%	25%	11%
18-19 (SGP)	43.6%	40.7%	53.4%	63.3%	34.3%	54.9%	NA
19-20*							

\*The spring 2020 tests were not administered because of school closures as a result of COVID-19. And while the 20-21 tests were administered, at the time this was written, it was too soon to have received results to report.

It is worth noting that proficiency rates more than doubled in 7th grade Math and 8th Science.

As the chart demonstrates, students of UAB have made steady progress on the Next Generation MCAS from one year to the next. During the most recent administration of the MCAS, overall, students doubled their proficiency rates in 7th grade math and 8th grade Science. MAP SGP rates also show promising signs, with projected year over year increases of 4.1 in Math and 5.3 in ELA. While there is more growth to be made, the school has made a conscious effort to improve its instructional approach, examining what has worked and what ought to be improved. Rooted in our six core program components, the school has adopted common curriculum, trained teachers on the

curriculum, normalized Looking at Student Work (LASW) protocols and practices in English and Math classes and given students several at-bats at formal assessments to measure their progress toward standard or skill mastery. This can be seen in our test administration results in the administration of the NWEA MAP, ANET assessments. Each of these tests were brought to the school in the fall of 2018 with a change in leadership at the school level. In the fall of 2019, the school partnered with UPEN in order to give students another opportunity to demonstrate their mastery in ELA with the NAVLit program, work that continued throughout the 20-21 school year.

### *Common Curriculum*

Most recently, in an effort to guarantee student development, with support of the Network, the school has intensely trained teachers and leaders on the use of curriculum, particularly in ELA as our curriculum for Math has long been established. This training includes (but has not been limited to) some of the following: daily Intellectual Prep Periods (IPP) weekly facilitated meetings, cross-campus collaboration and support with data analysis. During IPP, teachers review a protocol and ask critical questions of the lessons: what is the essential skill students need to learn? What misconceptions can we anticipate? How will we correct those misconceptions without diluting the rigor? In cross-campus collaboration, teachers are introduced to the next “Arc of the Year.” It’s here that teachers learn how to enrich discussion. The facilitators model these skills, ask teachers to identify teaching tools they use, make teachers practice the skill, plan for use of the skill and with the support of the DCI–Humanities, assesses the teachers’ use of the skill in classroom observations and feedback sessions. Each year, the school learns to do this work better. Each year, we expect to see more consistent growth.

### *Looking at Student Work*

We can’t wait until the administration of the MCAS to assess our teaching efficacy. Through professional development, teachers are taught that in a single class, there are countless opportunities to assess students’ progress toward mastery. Often, that involves aggressively monitoring and giving high quality feedback during Independent Practice. More formally, that looks like bringing classwork or exit tickets to the next IPP, reviewing specific sections of work, comparing it against a teacher-created exemplar, identifying a specific gap to close and planning a reteach and reassess plan to close that gap. At the Leadership level, this happens too, with Deans of Curriculum and Instruction (DCI) bringing student work from the teachers they manage to meetings with the Principal. During this time, the Principal supports the DCI in planning the meeting for teachers.

### *Formative Assessments*

While we are proud of the work that we’ve done in this cycle, we know that the true mark of our school’s success is the ability to support kids’ proficient performance on grade-level tasks and assessments. While our students demonstrated impressive growth

in SY 18-19 for many subject areas and this year, we've gained traction in Independent Practice for students in addition to High Quality Feedback from teachers and from teachers Looking at Student Work (LASW). We know that we are still on the journey for our students and staff in developing deep instructional practices. In particular, our school on the whole, does very little to effectively and consistently support the needs of students who have learning differences, allowing gaps to persist--or worse--to widen and grow. Further, our Tier One Instruction is not yet consistently High Quality with too much variability in teacher preparedness, instructional quality, feedback quality and frequency and ultimately, student outcome and achievement. It's important to note, however, that we have worked quite hard to reduce variability here, though it is true that there is. We know that in order to aggressively and urgently improve student outcomes, we must improve two things in particular: Tier One Instruction *and* interventions for students with IEPs or who are ELLs. While virtually all students will benefit from this, the truth is, raising the bar on what it means to offer strong instruction is what all of our students need. It is progress our school looks forward to continuing.

## **ACADEMIC PROGRAM**

UP Academy Boston believes that rigorous, standards-aligned curriculum is about equity. As such, they choose a common curriculum for most subjects that is rigorous and engages students in meaningful, grade-level content. All math teachers use Illustrative Mathematics (IM) for core instruction, a curriculum that is very highly rated by EdReports (see ratings [here](#)). All literacy teachers instruct using Nav Lit, a curriculum from the Achievement First Network, that while not rated by EdReports, aligns completely with the shifts demanded by the Common Core. Similarly, science teachers use Achievement First curriculum. This science curriculum emphasized focus, hands-on lab experiences and alignment with NextGen standards. While there is more autonomy in curriculum selection for history, all teachers emphasize learning through reading and making meaning of primary sources, discussion and writing. The curriculum is reviewed yearly for all subjects in the spring when considering whether or not to use it the next year. We also have the same curriculum across grades for each subject to ensure vertical alignment. In these ways, and in the ways described earlier in the paragraph, our curriculum aligns with the Charter School Performance Criteria.

UP Academy Boston has several systems, structures and practices to ensure that instruction is high quality. First, the school has a large focus on development. All teachers are coached individually at least every other week on something that is specific to their development. Second, the entire staff engages in professional development once weekly. This development primarily focuses on instructional practices that are either proactively selected given their tie to strategic priorities, or selected based on trends the leadership team observes during walkthroughs. In addition, content teams intellectually prepare for their lessons at least twice weekly and one of those times is coached by their Dean of Curriculum and Instruction. On top of this, the school engages staff in needs-based practice clinics and extra coaching as is

needed. All of these practices help to create a shared vision for instructional excellence that is based on best practices. On top of this, walk throughs are conducted using an equity lens and instructional quality lens. Specifically, while in rooms we assess if there are patterns of bias in teacher practice (such as consequence frequency, who is getting called on). At the same time, we use instructional rubrics to rate practices. In these ways we are able to ensure our practices are anti-racist and create environments conducive to learning, aligned with the Charter School Performance Criteria.

The school uses assessments strategically and thoughtfully. First, teachers place a heavy emphasis on formative assessment and analyze student work on an ongoing basis, as well as provide students with in the moment feedback on their classwork. In addition, in math and literacy, students take quizzes on a bi-weekly basis. These align with the curriculum and give teachers information about mastery of content and student progress on a more holistic level over the last two weeks. In addition, the school administers interim exams for both math and literacy three times a year. These serve to provide teachers with information about standards-level mastery at key intervals throughout the year. All interim assessments are followed by a data day during which teachers analyze results and make revised teaching plans. Last, the school administers the NWEA MAP assessment. This assessment tells us individualized student levels as well as projected proficiency levels on the state exam. NWEA MAP and interim assessments, when examined together, give us a comprehensive picture of how to best support students. In addition to the teacher data days, leaders also do an initial analysis of the data after each interim. This allows them to assess whether or not the current programming and its execution is positively impacting student learning.

Because the school works to collect student performance on grade level tasks through the use of the NWEA MAP, the ANET, and other interim assessments, the school is able to recognize discrepancies or disparities in student performance in order to determine whether or not interventions are appropriate. Through the child find process, along with other teachers in their cohort, teachers assess student progress on assessments and compare that progress with historical data to determine whether or not interventions are appropriate. This is one of the very first steps in the MTSS process. If the team agrees that interventions are appropriate, the team works collaboratively to identify the proper next steps to take with the student, always starting first with the least invasive. This might mean coordinating regular Homework Club attendance with the student's parent, changing the monitoring pathway during class and going to review that student's work first during independent practice, pulling the student for additional support and tutoring during lunch group. If that process doesn't yield positive movement, the group will establish more invasive interventions. If the student still doesn't respond positively, the group may consider other interventions.

### *Access to Academic Program*



The UP Academy Boston team used a wide range of methods during the past school year to ensure all students had access to our academic program despite the many challenges of COVID. Over the course of the year, students participated in models ranging from completely remote, to hybrid, to in person. In each model, we worked to adapt our methods to make the academic program accessible for all. The school partnered with BPS and with families to provide Chromebooks to all students who needed access to devices at home. To ensure there were not issues with internet access for any families, we established a partnership with Verizon to distribute internet hot spots to all families who needed internet or a signal boost. From there, it enabled the school to leveraging a wide range of technological platforms, from google classroom to Zoom to ensure students were receiving instruction when not in person. These platforms were boosted by a number of helpful teaching tools that allowed for student participation and teacher feedback, from breakout rooms, to live remote annotations on text.

### *Safety Measures During COVID*

UAB followed all DESE and BPS guidance regarding in person learning. This included:

- Sanitizing stations were placed in hallways throughout the building
- Sanitizing dispensers were installed at all entrances
- All ventilations/heating systems were fixed/updated
- Disinfecting spray bottles and paper towels stocked in every room
- Every teacher and related service provider had a plexiglass barrier to use in the classroom
- Masks were provided, when needed, to students and staff
- Fans were delivered to all classrooms for greater circulation of air
- All doors were propped open
- All windows were fixed
- Front office barrier was installed
- Sign in procedures were virtual and incorporated tracking
- Students did not transition (except to retrieve lunch in the fall and to eat lunch in the Spring)
- Staff bathrooms were equipped with disinfecting spray
- Common surfaces (ie doorknobs) are sanitized every day, multiple times per day
- All classrooms were cleaned with a disinfecting sprayer on Wednesdays and between Friday and Monday

### *Plans to accelerate learning in 2021-2022*

As outlined above, UP Academy Boston looks forward to executing on our academic program in the 2021-2022 school year. We are looking forward to hitting the ground running in the upcoming school year, with three clearly defined school strategic priorities, which are aligned with the network level priorities for the year. Our academic priority is centered around responding to student learning and data driven instruction, which we believe will truly drive forward our instruction in the upcoming school year.

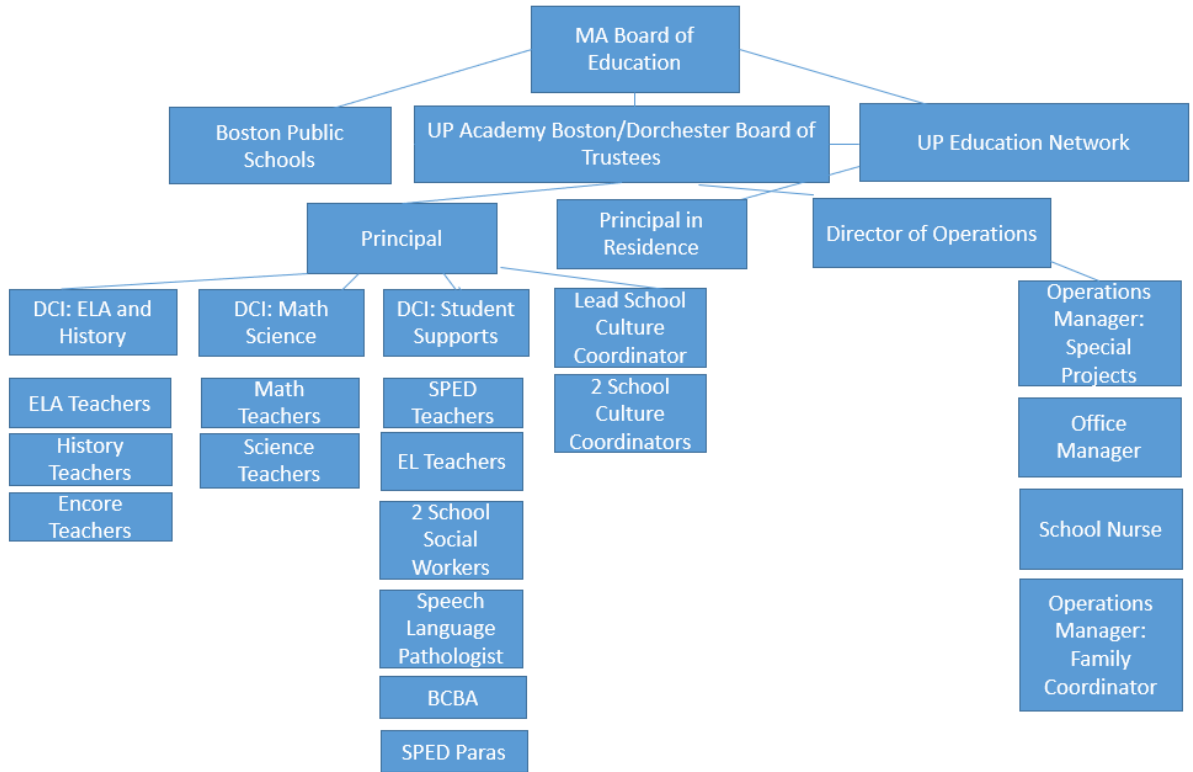
We are also continuing our commitment to equity as a priority in the upcoming school year, with managers across the school set to receive direct coaching throughout the year from an organization called Noble Story on managing across lines of difference. The school also remains focused on creating a positive school culture through high expectations, high support, and joy – a focus that will include the continuation of our SEL work, community building events, and ongoing work on building an inclusive and responsive school culture for all students. All of these priorities are meant to create an environment where learning can accelerate, and will be additionally supported through increased capacity within the school, from reading specialist positions to more coaching for staff members.

Integrated in these priorities is the idea of truly accelerating student learning through a method of keeping students working at grade level and scaffolding to support them not through remediation, but keeping students on grade level and bringing in concepts from previous lessons. We have a Director of Curriculum and Instruction at one of the schools in the UP Network leading this effort for the network and are looking forward to the results. TNTP has captured this concept and we are learning with them on how to execute successfully as you can see referenced [here](#).

## **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 20-21 school year, and the structure will remain largely the same for the 21-22 school year. UP Academy Boston has one principal who oversees the academic program for the entire school. The principal is supported by two Deans of Curriculum and Instruction- one for ELA and History, and another for STEM, who directly coach the teachers in those subject areas. In addition, there is a Dean of Student Supports who oversees the coaching and management of the SPED, EL and student support teams at the school. The principal co-leads the school with the Director of Operations, who is in charge of all operations for the school, and manages the operations team.



**BUDGET AND FINANCE**

**Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement).** July 1, 2020 to June 30, 2021.

	<u>Jul '20 - Jun 21</u>	<u>Annual Budget</u>	<u>% of Annual Budget</u>
<b>Ordinary Income/Expense</b>			
<b>Income</b>			
<b>4000 · Tuition</b>			
<b>4001 · Tuition - WSFF</b>	4,566,977	4,548,590	100%
<b>4002 · Tuition - In Kind</b>	2,364,704	2,364,177	100%
<b>Total 4000 · Tuition</b>	6,931,681	6,912,767	100%
<b>4150 · Grants - Federal</b>	1,275,694	1,256,438	102%
<b>4180 · Grants - Private</b>	18,000		
<b>4430 · Contributions-In-Kind</b>	160,500		
<b>4450 · Contributions, Other</b>	650		
<b>4460 · Board Contributions</b>	5,000	0	100%
<b>4900 · Other Income</b>	2,578		
<b>Total Income</b>	8,394,102	8,169,205	103%
<b>Gross Profit</b>	8,394,102	8,169,205	103%

<b>Expense</b>			
<b>5000 · Salary Expense</b>	4,458,143	4,444,325	100%
<b>5225 · Fringe Benefits</b>	975,841	975,344	100%
<b>5245 · Taxes</b>	57,663	57,634	100%
<b>5300 · Contracted Services, Admin</b>			
<b>5301 · Audit</b>	10,360	23,000	45%
<b>5302 · Legal Fees</b>	13,018	4,000	325%
<b>5401 · Professional Development</b>	7,545	10,000	75%
<b>5405 · Placement Fees</b>	7,000	7,000	100%
<b>5801 · School Management Contract</b>	<u>607,930</u>	<u>607,930</u>	<u>100%</u>
<b>Total 5300 · Contracted Services, Admin</b>	645,853	651,930	99%
<b>5312 · Other Instructional Programming</b>			
<b>5315 · Enrichment</b>	426	500	85%
<b>5318 · Special Education Services</b>	84,342	65,056	130%
<b>5320 · Partnerships</b>	40,000	60,000	67%
<b>5833 · Athletic Services</b>	521	9,000	6%
<b>5837 · Field Trips</b>	<u>0</u>	<u>2,000</u>	<u>0%</u>
<b>Total 5312 · Other Instructional Programming</b>	125,289	136,556	92%
<b>5400 · Data and Assessment</b>			
<b>5453 · Student Information System(SIS)</b>	7,500	7,500	100%
<b>5455 · Instructional/Data Software</b>	12,732	14,670	87%
<b>5952 · Testing and Assessment</b>	<u>27,354</u>	<u>22,283</u>	<u>123%</u>
<b>Total 5400 · Data and Assessment</b>	47,585	44,453	107%
<b>5413 · Nursing Services</b>	0	1,131	0%
<b>5432 · Supplies &amp; Materials</b>			
<b>5430 · Uniform Expense</b>	1,374	2,000	69%
<b>5431 · Instructional Supplies and Mate</b>	33,392	38,277	87%
<b>5433 · Copier Supplies</b>	3,647	18,000	20%
<b>5436 · Office Supplies &amp; Materials</b>	<u>16,930</u>	<u>53,500</u>	<u>32%</u>
<b>Total 5432 · Supplies &amp; Materials</b>	55,344	111,777	50%
<b>5454 · Technology and Equipment</b>			
<b>5451 · Copier &amp; Printer Contracts</b>	33,335	45,000	74%
<b>5452 · Classroom IT</b>	181,815	2,400	7,576%
<b>5456 · Miscellaneous IT</b>	<u>1,077</u>	<u>2,750</u>	<u>39%</u>
<b>Total 5454 · Technology and Equipment</b>	216,227	50,150	431%
<b>5514 · Maintenance of Buildings and Gr</b>	278,999	278,999	100%
<b>5524 · Facilities</b>			
<b>5526 · Signage - Internal &amp; External</b>	0	1,200	0%
<b>5527 · Custodial Overtime Costs</b>	0	2,000	0%
<b>5530 · Miscellaneous Facilities</b>	<u>90</u>	<u>1,456</u>	<u>6%</u>
<b>Total 5524 · Facilities</b>	90	4,656	2%

5554 · Utilities	125,096	125,096	100%
5773 · Student Transportation (to and	725,846	725,846	100%
<b>5800 · Operations Expense</b>			
5317 · Interpretive/Translation Serv.	18,693	7,000	267%
5701 · Depreciation	80,130	91,122	88%
5783 · Travel - Tpass, Late Bus, Othe	0	71,834	0%
5835 · Staff Culture Program	13,091	12,875	102%
5836 · Community/School Engagement	11,172	10,000	112%
5841 · Student Recruitment/Outreach	78,268	42,570	184%
5885 · Insurance (Non-Employee)	21,752	21,025	103%
5990 · Misc Operating	8,804	1,300	677%
<b>Total 5800 · Operations Expense</b>	<b>231,911</b>	<b>257,726</b>	<b>90%</b>
5811 · BPS Purchased Services	201,258	201,258	100%
5962 · Staff Stipends	64,612	54,652	118%
5999 · Covid-19 Related Expense	0	147,672	0%
<b>Total Expense</b>	<b>8,209,758</b>	<b>8,269,205</b>	<b>99%</b>
<b>Net Ordinary Income</b>	<b>184,344</b>	<b>-100,000</b>	<b>-184%</b>
<b>Net Income</b>	<b>184,344</b>	<b>-100,000</b>	<b>-184%</b>

**Unaudited statement of net assets for FY21 (balance sheet)**

	<u>Jun 30, 21</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Checking/Savings	
1000 · Operating Cash	<u>746,203</u>
<b>Total Checking/Savings</b>	746,203
Accounts Receivable	
1250 · Due To/From - BPS	<u>44,222</u>
<b>Total Accounts Receivable</b>	44,222
Other Current Assets	
1300 · Prepaid Expenses	<u>4,011</u>
<b>Total Other Current Assets</b>	<u>4,011</u>
<b>Total Current Assets</b>	794,436
<b>Fixed Assets</b>	
1530 · Leasehold Improvements	288,194
1540 · Furniture/Fixtures/Equip (FFE)	204,151
1560 · Computers	477,977
1570 · Software	1,550
1600 · Accumulated Depreciation	-729,584

<b>Total Fixed Assets</b>	<u>242,289</u>
<b>TOTAL ASSETS</b>	<u><b>1,036,725</b></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 · Accounts Payable	<u>10,562</u>
<b>Total Accounts Payable</b>	10,562
<b>Other Current Liabilities</b>	
2700 · Due To UP Education Network	<u>42,999</u>
<b>Total Other Current Liabilities</b>	<u>42,999</u>
<b>Total Current Liabilities</b>	<u>53,561</u>
<b>Total Liabilities</b>	53,561
<b>Equity</b>	
3200 · Retained Earnings	798,820
Net Income	<u>184,344</u>
<b>Total Equity</b>	<u>983,165</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><b>1,036,725</b></u>

## ***Approved School Budget for FY22***

Approved March 2021

<b>FY22 Budget</b>	
<b>INCOME</b>	
4001: BPS WSFF Allocation	\$ 3,676,432
BPS Discretionary Allocations	1,166,029
4002: BPS In-Kind Contributions	2,318,832
4150: Federal Grant Funds	1,857,791
4180: Private Grants and Donations (UPEN)	-
4450: Contributions (Board)	-
<b>TOTAL INCOME</b>	<b>\$ 9,019,084</b>

<b>EXPENSES</b>	
Total Salaries	\$ 4,953,579
Total Stipends	77,152
Subtotal Contracted Services	693,072
Subtotal Other Instructional Programming	136,556
Subtotal Assessment and Data	44,453
Subtotal Supplies & Materials	111,777
Subtotal Technology	50,150

Subtotal Facilities	4,656
Subtotal Operations	628,857
Subtotal In-Kind Expenses	2,318,832
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 9,019,084</b>

<b>OPERATING SURPLUS/(DEFICIT)</b>	<b>\$ 0</b>
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<b>FY22 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2021 submission	360
Number of students upon which FY22 budget tuition line is based	318
Number of expected students for FY22 first day of school	335
Please explain any variances: <i>UP Academy Boston serves students in grades 6-8. The graduating eighth grade class is larger than the expected size of the incoming 6<sup>th</sup> grade class. Budget line is based on BPS projections, pre-enrollment report is based on capacity, expected students is based on recruitment efforts to date.</i>	

### Capital Plan for FY22

Currently UP Academy Boston does not have any planned capital projects for FY22 or to begin in the next 10 years.

### Introduction to UP Academy Dorchester

<b>UP Academy Dorchester</b>			
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)	2018
Maximum Enrollment	750	Current Enrollment (as of 7/21/21)	685

Chartered Grade Span	PK-8	Current Grade Span	PK-8
# of Instructional Days per school year (as stated in the charter)	185	Students on Waitlist (7/21/21)	65
# of Instructional Days during 2020-2021 School Year	170		
School Hours	Start of the year to March M-F: 8:30-2:40  April - EOY: M-T, Th-F 7:15-3:00, W 7:15-12:30	Age of School as of 2020-2021 School year	8 <sup>th</sup> year
<b>Mission Statement:</b> 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. High level of academic and behavioral expectations for all students
2. Rigorous, standards-based curriculum, instruction, and assessments
3. Network of supports
4. Obsession with data

### ***Core Programmatic Component 1: A high level of academic and behavioral expectations for all students.***

A key component of UAD's identity is setting and maintaining high expectations for all students. This work is critical to achieving equitable outcomes for all students and for ensuring students continue to learn and grow. UAD knows that setting high academic expectations begins through supporting and developing amazing instruction. In 2020-2021, UAD's school leadership team focused on supporting and coaching teachers to maintain academic rigor and student engagement during remote learning and the return to in-person learning. This was done through streamlining rigorous, standards-based academic tasks through online platforms and by continuing to analyze student



work and mastery. Through weekly professional development (both in-person and remote), coached intellectual prep protocols and structures and individual coaching during and after lesson observations (both in-person and remote), UAD's high academic expectations have been reinforced throughout this school year.

UAD also continued to hold a high bar for behavioral expectations. Each year, the leadership team engages a working group of staff in a strategic planning process to get input and collaborate on the design of a set of strategic priorities and an accompanying action plan. Last year, leading up to COVID-19 related school closure, UAD made great strides towards reaching its yearlong goals. Like the 2019-2020 school year, two of this year's strategic priorities centered on high expectations and joy, both for students and for staff. One of those priorities had the headline, "Together we shape behavior." During the leadership team's summer work we utilized the feedback from our staff working group to revise behavior management systems and approaches to school climate and culture. We continued the work of analyzing our systems and policies with our external race and equity consultants, with whom UAD co-leaders meet monthly. Beginning in our August professional development and continuing throughout the school year we focused on aligning and building our staff's vision, alignment, and skills to manage behavior with consistency, warmth, and high expectations. Since this work began in the 2019-2020 school year, this year's work focused on consistent execution of systems within a remote setting, while planning for in-person policies and systems for in-person learning. Teams met together (virtually and in-person) to norm and align on routines and expectations for each grade level, share best practices, and actually practice execution. During in-person learning, the culture team has also met throughout the week (as needed) to debrief that day's incidents, analyze data, and make an action plan for the following day. The goal of their debriefs as well as their weekly team meetings is to identify trends in order to be preventative and proactive rather than reactive. We continued to partner with network staff and coaches to provide development for our staff around the functions of behavior, de-escalation strategies, and building lagging SEL or behavioral skills. Finally, we worked to solidify our school wide MTSS (Multi-Tiered System of Support) program in order to identify students who needed additional interventions to help them succeed in school.

***Core Programmatic Component 2: Rigorous, standards-based curriculum, instruction, and assessments.***

Rigorous, standards-based curriculum is another critical piece of UAD's academic program. UAD leverages high quality curricula across grade levels including Achievement First's NavLit ELA curriculum and Illustrative Math in middle school, the Success ELA curriculum in 2-4., and Brooke's Math and ELA curricula in elementary. All of UAD's curricula are aligned to the Common Core Massachusetts State Standards across subject areas, and have raised the bar for instructional rigor, while allowing teachers to focus their energy on adapting material to meet student needs and respond to data.

UAD leveraged several assessments in order to progress-monitor, track for understanding, and respond to student needs. In addition to exit tickets, classwork, and homework, UAD administered assessments in math and English through the NWEA MAP, ANet, and NavLit English assessments. One area of focus for the school in the 2019-2020 school year was participating in the NavLit Accelerator Program offered by Achievement First. The program deepened the middle school ELA experience, with students grappling with rigorous texts both in fiction and non-fiction. The program encourages student debate and discussion around an essential question and pushes independent student thinking. To support implementation of this curriculum, teachers received regular coaching and development. This work continued this school year, focusing mainly on remote implementation for the better part of the year. UAD used the data from these assessments to address unfinished learning, creating a schoolwide approach to skill gaps, learning regression and unfinished learning. This charge was in response to COVID-19 related challenges, but is a mindset continually used to support all students.

The UAD instructional team continued to coach teachers in grades 5-8 in a process called “aggressive monitoring,” which creates systems and structures for tracking student mastery as demonstrated in student work during independent time. Teachers created an intentional seating chart (for in-person learning) and monitoring pathway, using key data points, to ensure teachers reviewed the work of 100% of students during independent practice. Teachers also created a daily data tracking tool, designed to track mastery on one to two high leverage skills present in the day’s lesson. Middle school staff then went on to further develop their skills in effectively analyzing this data and determining how to intervene most effectively.

This focus drove staff professional development and coaching. Additionally, staff professional development and coaching was heavily focused on clearing the path for learning by implementing effective management strategies such as scanning for work production from strategic points in the room, using timers and positive narration to support urgent pacing, and acknowledging positive academic behaviors.

### ***Core Programmatic Component 3: Network of Supports***

UAD is committed to providing a robust network of supports for all students. Beginning at arrival students enter the building to see the same smiling staff faces in arrival duty locations; we believe that this is critical to ensuring that our students feel a level of predictability and routine from the first moment of the school day. In the elementary grades, students begin each day with a Morning Meeting. During this time, classrooms welcome each other to the community, build their teamwork through games and sharing activities, and set both academic and social-emotional goals. Several times throughout the week grades K2-4 meet for either Morning Motivation or Community Meeting out in the shared pod space. These times are for the entire grade level to

come together and celebrate accomplishments, share shoutouts, and engage in character education minilessons. These high energy meetings often incorporate dance parties, presentations about remarkable people the scholars are learning about, and chants.

Creating consistency and community is equally important for older UAD students. The middle school has a daily 25 minute advisory block, which includes time to check in/check out with a teacher and to participate in a Second Step social-emotional learning lesson. Advisory allows for smaller groups of approximately 10-12 students to build strong and trusting relationships with one adult, whom students and their families can rely on for communication and support all throughout the year. During advisory students have a safe space to explore issues that they are working through in their life as people or scholars. The middle school also had weekly remote grade-wide joy events this year.

UAD also revised its MTSS (Multi-Tiered System of Supports) system. This revision identified owners for each tier of the system, restructured the school wide MTSS systems and leadership team, and promoted a new system for Tier 2 interventions, with individual student trackers and close progress and goal monitoring.

Finally, UAD always wants to ensure we have the staff we need to support the wide range of needs of our students. As a result, we have a robust team of staff members focused on supporting student mental health and wellness. Whether supporting critical SEL work across grade levels or providing response support to our students, UAD's School Psychologists and Social Worker are a critical part of providing responsive supports to students. Equally critical are the team of teachers who work with our English Learners and students with disabilities. We also know that while having the right staff in place is key to supporting our students, it is equally important to invest in staff training and professional development. As a result, we have a dedicated member of our Leadership Team who is focused on coaching and supporting the work of our special education and student support staff.

#### ***Core Programmatic Component 4: Obsession with Data***

Central to UAD's identity is an obsession with data. As a result, data is reviewed and leveraged regularly across all school teams. The school leadership team reviews data on a weekly basis, from using exclusion dashboards to monitor, analyze and problem solve around school culture, to reviewing assessment data to hone professional development focus areas for staff, to tracking calls home to ensure critical feedback loops with families are maintained and prioritized. Our staff attendance lead monitors attendance and outreach data to support student presence and focus supports for students who are struggling with getting to school. A weekly report of communication logs from staff to families was shared with all coaches, who ensured all families received weekly calls from staff. Teachers review interim assessment data and exit tickets to

inform lesson planning and reteach plans. Each Wednesday, UAD students have an early dismissal day (both remote and in-person) in order to facilitate ongoing professional development and support for teachers. Agendas for this time are informed by review of academic and behavioral data, and in term this time can also be devoted to data analysis and action planning. Further, at least four times a year the school steps back for data days, which provide opportunities for deep analysis of student data and reteach planning.

### AMENDMENTS TO THE CHARTER

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved?</b>
August 2020	Management Contract	Yes
August 2020	MOU	Yes
August 2020	Enrollment Policy	Yes
August 2020	Expulsion Policy	Yes
August 2021	Management Contract	Pending BSC vote on August 4 <sup>th</sup> will then be submitted for DESE approval

### ACCESS AND EQUITY

The most recent, publicly available student discipline data can be found at: <https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35050000&orgtypecode=5&=35050000&>

In the 2020-2021 school year, the school took several steps to reduce the use of in and out of school suspension rates. Though COVID-19 school closure significantly lessened the number of students in the building, the UAD leadership and culture teams, alongside UP Network, carefully revised the practices and policies used for discipline. Though there are no numbers to compare across the last two school years clearly, improved systems for sharing work with students and families during exclusions were updated this school year.

First, the school continued to participate 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. UAD school leaders have

continued working with DESE to learn more about best practices and to collaboratively create the 2021-2022 action plan.

Second, the school continued to use practices for students who had received many days of suspension or for students who were being considered for multi-day suspensions, including more logical consequences for behavior and alternatives to exclusion, such as research reports to help students learn about the impact of their actions or community service to support the school.

Third, the school revised its MTSS (Multi-Tiered System of Supports) system. Specifically, the school created new owners of each tier of the system, ensuring those in lead roles had a strong understanding of the process and their role. The Tier 2 leads executed a new “check-in, check-out” system, which implemented individual student trackers, aimed to log their progress to specific goals set with Tier 2 leads. In addition, the protocol for identifying struggling students allowed the school team to identify and provide interventions for students who are struggling and re-structured our school-wide MTSS systems and leadership team.

<b>2019-2020 Student Discipline</b>					
<a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35050000&amp;orgtypecode=5&amp;=35050000&amp;">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35050000&amp;orgtypecode=5&amp;=35050000&amp;</a>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	749	57	2.8	6.0	1.1
<b>English Learner</b>	256	14	1.6	4.3	0.0
<b>Economically Disadvantaged</b>	549	44	3.3	6.4	1.1
<b>Students with Disabilities</b>	128	24	7.0	15.6	2.3
<b>High Needs</b>	644	52	3.0	6.5	1.1
<b>Female</b>	370	17	1.9	3.0	0.3
<b>Male</b>	379	40	3.7	9.0	1.8
<b>American Indian or Alaska Native</b>	3	0	0	0	0.0
<b>Asian</b>	4				
<b>African American/Black</b>	417	38	3.4	7.9	1.4

<b>Hispanic/Latino</b>	298	17	2.0	3.7	0.3
<b>Multi-race, Non-Hispanic/Latino</b>	12	1	0	0	0.0
<b>Native Hawaiian or Pacific Islander</b>	5	0	0	0	0.0
<b>White</b>	10	1	0	0	0.0

**UP Academy Dorchester: Academic Program Success**

**Student Performance**

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

**ACADEMIC PROGRAM**

In the 2020-2021 school year, UP Academy Dorchester continued to adopt and implement other school networks' curricula that have demonstrated, through student achievement data, to be successful in guiding students to mastery. Grade K1 designed their own math curriculum based on Learning Without Tears and Building Blocks. Grades K2-5 continued to 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 K1-1 used ELA curriculum based on the Brooke literacy curriculum. 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. The continued use of these curricula has allowed veteran and returning staff members to focus their energy on data driven instruction and meeting the needs of individual students, as their content knowledge and lesson structures are consistent and predictable.

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 8. graders, and an enrichment program that provides students in grades 5-8 with the opportunity to take extracurricular courses.

In addition, Early Childhood and Elementary teachers focused on increased integrity with implementation of our social/emotional curriculum, Open Circle. The school continued to adopt best practices identified by the Boston Public Schools and the state, including avoiding suspending students below fifth grade. Students in all elementary grades engage in Responsive Classroom Morning Meetings and Closing

Circles daily. In addition, grades 5-8 engage in weekly Advisory sessions with a trusted adult in a small-group setting, using the Second Step curriculum.

The Deans of Students and Culture Team members continued to facilitate "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). Progress monitoring has been on-going and includes behavioral data collection and analysis. In addition, the UAD team continued to implement MTSS data meetings, aimed to analyze school-wide and individual student data to identify appropriate interventions, supports and systems level adjustments needed to meet the needs of students. These bi-weekly and monthly meetings were part of the team's ongoing progress monitoring.

### *Access to Academic Program*

The UP Academy Dorchester team used a wide range of methods during the past school year to ensure all students had access to our academic program despite the many challenges of COVID. Over the course of the year, students participated in models ranging from completely remote, to hybrid, to in person. In each model, we worked to adapt our methods to make the academic program accessible for all. The school partnered with BPS and with families to provide Chromebooks to all students who needed access to devices at home. To ensure there were not issues with internet access for any families, we established a partnership with Verizon to distribute internet hot spots to all families who needed internet or a signal boost. From there, it enabled the school to leveraging a wide range of technological platforms, from google classroom to Zoom to ensure students were receiving instruction when not in person. These platforms were boosted by a number of helpful teaching tools that allowed for student participation and teacher feedback, from breakout rooms, to live remote annotations on text.

### *Safety Measures During COVID.*

UAD followed all DESE and BPS guidance regarding in person learning. This included:

- Students were checked for masks and hands were sanitized upon arrival
- Students were seated at least 3ft apart in class and 6ft apart whilst eating
- Markers were placed in the hallways to ensure 6ft/3ft of distance
- Hand sanitizer and wipes were provided for all classrooms and offices
- Masks were available for staff and students (varying sizes and types)
- Routines and procedures were created and followed regarding sanitation, hand washing, and all non-instructional times (recess, transitions, lunch, dismissal)
- Students did not shift or move classrooms to keep contact small throughout the day
- Close contact procedures were executed as needed and all families were informed

- Pool testing for students happened twice a week
- Staff were tested one a week

### *Plans to accelerate learning in 2021-2022*

As outlined above, UP Academy Dorchester looks forward to executing on our academic program in the 2021-2022 school year. We are looking forward to hitting the ground running in the upcoming school year, with three clearly defined strategic priorities, which are aligned with the network level priorities for the year. Our academic priority is centered around responding to student learning and data driven instruction with a focus on student discussion and student voice which we believe will drive forward student learning in the upcoming school year. We are also continuing our commitment to equity as a priority in the upcoming school year, with managers across the school set to receive direct coaching throughout the year from an organization called Noble Story on managing across lines of difference. The school also remains focused on creating a culture of achievement through centering logical consequences – both positive and constructive, and community rituals in our feedback and acknowledgement systems with students. This includes SEL work, community meetings, joy events, and ongoing race and equity PD. We believe that by focusing on training and coaching in these areas, we will create better conditions for learning for all students. Integrated in these priorities is the idea of truly accelerating student learning through a method of keeping students working at grade level and scaffolding to support them not through remediation, but keeping students on grade level and bringing in concepts from previous lessons. We have a Director of Curriculum and Instruction at one of the schools in our network leading this effort for the network and are looking forward to the results. TNTP has captured this concept and we are learning with them on how to execute successfully as you can see referenced [here](#).

## **UP Academy Dorchester: Organizational Viability**

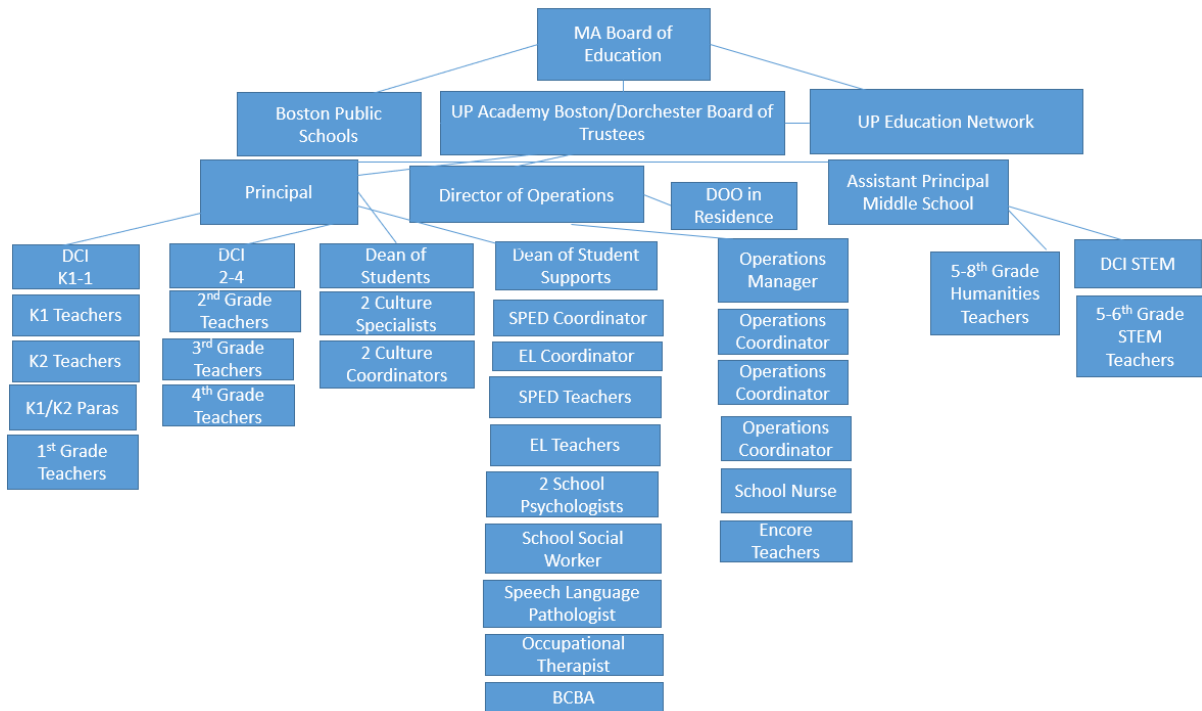
### **ORGANIZATIONAL STRUCTURE OF THE SCHOOL**

Moving into the 2021-2022 academic year, UP Academy Dorchester will make a shift, to have one dedicated principal leading both for the Elementary School and Middle School with an Assistant Principal providing additional leadership support, with a particular focus on the Middle School. As was the case in 19-20 and 20-21, there will be one Director of Operations on staff for the entire building, to ensure continuity and alignment across the entire school. In the 21-22 school year, UAD will have a Director of Operations in Residence to support with operational capacity. The Director of Operations also manages encore teaching staff. The staffing model will also have one Dean of Students for the entire school, supported by two Culture Coordinators and two Culture Specialists to ensure differentiated support across the school. The school has one DCI in the middle school coaching STEM teachers in 5<sup>th</sup>-8<sup>th</sup> grade, with the Assistant Principal providing that coaching support for the Humanities team. There is one Dean



of Student Supports who will lead across the entire building. Additionally, the school has kept the role of K1-1 Dean of Curriculum and Instruction (DCI), and a 2<sup>nd</sup> – 4<sup>th</sup> grade Dean of Curriculum and Instruction.

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



## BUDGET AND FINANCE

**Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement).** July 1, 2020 to June 30, 2021.

	Jul '20 - Jun 21	Annual Budget	% of Annual Budget
<b>Ordinary Income/Expense</b>			
<b>Income</b>			
<b>4000 · Tuition</b>			
<b>4001 · Tuition - WSFF</b>	7,121,425	7,164,945	99%
<b>4002 · Tuition - In Kind</b>	4,183,398	4,182,650	100%
<b>Total 4000 · Tuition</b>	11,304,823	11,347,595	100%
<b>4050 · Services</b>	0	0	0%
<b>4150 · Grants - Federal</b>	1,509,628	1,497,650	101%

4180 · Grants - Private	0	16,400	0%
4430 · Contributions In-Kind	234,050		
4460 · Board Contributions	5,000	0	100%
4900 · Other Income	490		
<b>Total Income</b>	<u>13,053,991</u>	<u>12,861,645</u>	<u>101%</u>
<b>Gross Profit</b>	13,053,991	12,861,645	101%
<b>Expense</b>			
5000 · Salaries	7,053,554	7,085,944	100%
5225 · Fringe Benefits	1,545,732	1,545,026	100%
5245 · Taxes	91,339	91,297	100%
<b>5300 · Contracted Services</b>			
5301 · Audit	10,360	23,000	45%
5302 · Legal	41,519	10,000	415%
5306 · Consulting Services	0	6,000	0%
5401 · Professional Development	1,688	25,950	7%
5403 · Administrative Internships	0	0	0%
5405 · Teacher Pipeline Support	11,000	11,500	96%
5801 · School Management Contract	725,000	725,000	100%
<b>Total 5300 · Contracted Services</b>	<u>789,567</u>	<u>801,450</u>	<u>99%</u>
<b>5312 · Other Instructional Programming</b>			
5315 · Enrichment	0	1,000	0%
5318 · Special Education Services	10,632	64,774	16%
5833 · Athletic Services	670	5,000	13%
5837 · Field Trips	0	10,000	0%
<b>Total 5312 · Other Instructional Programming</b>	<u>11,303</u>	<u>80,774</u>	<u>14%</u>
<b>5400 · Data and Assessment</b>			
5453 · Student Information System	12,120	10,720	113%
5455 · Instructional/Data Software	31,426	29,009	108%
5952 · Testing & Assessment	28,590	28,590	100%
<b>Total 5400 · Data and Assessment</b>	<u>72,136</u>	<u>68,319</u>	<u>106%</u>
5413 · Nursing Services	0	2,000	0%
<b>5432 · Supplies &amp; Materials</b>			
5430 · Uniform Expense	4,714	4,000	118%
5431 · Instructional Supplies & Mat	46,273	80,097	58%
5433 · Copier Supplies	1,439	25,000	6%
5436 · Office Supplies & Materials	33,225	50,000	66%
<b>Total 5432 · Supplies &amp; Materials</b>	<u>85,650</u>	<u>159,097</u>	<u>54%</u>
<b>5454 · Technology and Equipment</b>			
5451 · Copier & Printing Contracts	50,695	50,700	100%
5452 · Classroom IT	299,604	3,490	8,585%
5456 · Miscellaneous IT	632	6,029	10%

<b>Total 5454 · Technology and Equipment</b>	350,931	60,219	583%
<b>5514 · Maintenance of Bldg &amp; Grounds</b>	533,671	533,671	100%
<b>5524 · Facilities</b>			
<b>5525 · Facilities Renovation</b>	0	500	0%
<b>5526 · Signage</b>	0	1,369	0%
<b>5527 · Custodial Overtime</b>	0	3,500	0%
<b>5528 · Furniture (Non-Capitalized)</b>	0	1,500	0%
<b>5530 · Misc Facilities</b>	35,726	6,500	550%
<b>Total 5524 · Facilities</b>	35,726	13,369	267%
<b>5554 · Utilities</b>	239,284	239,284	100%
<b>5773 · Student Transportation</b>	1,388,404	1,388,404	100%
<b>5800 · Operations Expense</b>			
<b>5317 · Interpretive/Translation Svc</b>	476	5,000	10%
<b>5701 · Depreciation</b>	105,930	115,988	91%
<b>5757 · Interest Expense</b>	5,000	6,000	83%
<b>5783 · Travel - Tpass, Late Bus, Other</b>	0	6,825	0%
<b>5835 · Staff Culture Program</b>	7,888	18,875	42%
<b>5836 · Community/School Engagement</b>	4,286	10,000	43%
<b>5841 · Student Recruitment/Outreach</b>	45,911	16,570	277%
<b>5885 · Insurance Expense</b>	28,464	23,809	120%
<b>5990 · Misc Operating</b>	9,632	1,500	642%
<b>Total 5800 · Operations Expense</b>	207,588	204,567	101%
<b>5811 · BPS Purchased Services</b>	384,968	384,968	100%
<b>5962 · Staff Stipends</b>	56,555	14,317	395%
<b>5999 · Covid-19 Related Expenses</b>	0	338,939	0%
<b>Total Expense</b>	<u>12,846,407</u>	<u>13,011,645</u>	<u>99%</u>
<b>Net Ordinary Income</b>	<u>207,583</u>	<u>-150,000</u>	<u>-138%</u>
<b>Net Income</b>	<u><u>207,583</u></u>	<u><u>-150,000</u></u>	<u><u>-138%</u></u>

### **Unaudited statement of net assets for FY21 (balance sheet)**

	<u>Jul 30, 21</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
<b>1000 · Operating Cash - BPBT</b>	<u>1,074,693.86</u>
<b>Total Checking/Savings</b>	1,074,693.86
<b>Accounts Receivable</b>	
<b>1250 · Due To/From - BPS</b>	<u>16,515.83</u>

<b>Total Accounts Receivable</b>	16,515.83
<b>Other Current Assets</b>	
1300 · Prepaid Expenses	<u>4,011.36</u>
<b>Total Other Current Assets</b>	<u>4,011.36</u>
<b>Total Current Assets</b>	1,095,221.05
<b>Fixed Assets</b>	
1520 · Building Improvements	127,461.36
1540 · Furniture and Fixtures	211,599.51
1560 · Computers	526,326.17
1600 · Accumulated Depreciation	<u>-676,331.52</u>
<b>Total Fixed Assets</b>	<u>189,055.52</u>
<b>TOTAL ASSETS</b>	<b><u><u>1,284,276.57</u></u></b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 · Accounts Payable	<u>32,287.74</u>
<b>Total Accounts Payable</b>	32,287.74
<b>Other Current Liabilities</b>	
2700 · Due To UP Education Network	<u>164,022.01</u>
<b>Total Other Current Liabilities</b>	<u>164,022.01</u>
<b>Total Current Liabilities</b>	<u>196,309.75</u>
<b>Total Liabilities</b>	196,309.75
<b>Equity</b>	
3300 · Unrestricted Net Assets	871,367.92
3304 · Temp. Restricted Net Assets	9,015.64
Net Income	<u>207,583.26</u>
<b>Total Equity</b>	<u>1,087,966.82</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u><u>1,284,276.57</u></u></b>

## Approved School Budget for FY22

Approved March 2021

	FY22 Budget
<b>INCOME</b>	
4001: BPS WSFF Allocation	\$ 6,143,447
BPS Discretionary Allocations	1,473,251
4002: BPS In-Kind Contributions	4,302,141
4150: Federal Grant Funds	2,330,319
4180: Private Grants and Donations (UPEN)	16,400

4450: Contributions (Board)	\$ -
<b>TOTAL INCOME</b>	<b>\$ 14,265,558</b>

<b>EXPENSES</b>	
Total Salaries	\$ 7,879,306
Total Stipends	54,317
Subtotal Contracted Services	801,450
Subtotal Other Instructional Programming	80,774
Subtotal Other Data and Assessment	68,317
Subtotal Supplies & Materials	159,097
Subtotal Technology	60,219
Subtotal Facilities	13,369
Subtotal Operations	846,568
Subtotal In-Kind Expense	4,302,141
<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 14,265,558</b>

<b>OPERATING SURPLUS/(DEFICIT)</b>	<b>\$ 0</b>
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<b>FY22 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2021 submission	710
Number of students upon which FY22 budget tuition line is based	678
Number of expected students for FY22 first day of school	710
Please explain any variances: <i>Normal year-to-year fluctuations in class size, as well as potential shifts due to the impact of COVID-19. Our budgeted enrollment is based on BPS enrollment projections.</i>	

### **Capital Plan for FY22**

Currently UP Academy Dorchester does not have any planned capital projects for FY22 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, in addition to our 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 ratings are then aligned 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 2020-21 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, despite COVID-19's impact on being able to do so in person. 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. Despite much of the school year occurring remotely – during which participation in a number of annual national and local dissemination opportunities was not possible – both schools still exceeded their dissemination accountability goals for the year.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b>
School Design & Replication: <b>School Visits</b>	Virtual classroom observations, best practice and problem of practice share-outs and debriefs	Principal of UAB and Principals of UAD	Monthly meeting participants included leaders from across UP Education Network including all UP Network Boston schools and Lawrence schools.	Varied by participant
School Climate and Culture: <b>Working Group</b>	Social Emotional and Restorative Supports	UAB and UAD SEL Leads  Manager of SEL - UPEN	Monthly Social Emotional Working group discussing best practices and approaches comprised of various SEL staff leads from across the network	Varied by participant
Curriculum and Instruction: <b>Site Visit</b>	Virtual observations, best practice share-outs, and debrief on instruction in various classrooms.	Teachers, Deans of Curriculum and Instruction – UAB and UAD	Participants were Deans of Curriculum and Instruction from other UP Education Network schools, including UP Academy Holland, UP Academy Dorchester, and Lawrence Schools.	Varied by participant
School Climate and Culture: <b>Site Visit</b>	Best practice share outs, problems of practice and debrief on student culture settings	Dean of Students – UAB and Dean of Students UAD	Monthly meeting with participants from other UP Education Network schools, including UP Academy Holland, UP Academy Dorchester, and Lawrence schools.	Varied by participant
School Design & Replication: <b>School Visits</b>	Problem of practice share-outs, case studies and debrief.	DOO of UAB, Interim DOO of UAB, DOO of UAD, Deputy DOO of UAD	Monthly meeting participants included leaders from across UP Education Network including all UP Network Boston schools and Lawrence schools.	Varied by participant

Sharing Resources & Programs: <b>Operational Best Practice</b>	Created partnership with Verizon to distribute internet hot spots to families	Chief Operating Officer and Managing Director of Operations Boston	Disseminated practice and tools to support partnership with BPS, DESE, and Mass Charter Association.	Varied by participant
Sharing Best Practices: <b>UP Education Network Summit</b>	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 at UAB and UAD	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: <b>Conference and Cohort</b>	Participation in NavList Cohort	DCI at UAB and DCI at UAD	Participated in regular Achievement First Nav Lit coaching sessions with various schools from across the country	Varied by participant
Equitable Instruction Unbound ED: <b>Conference and Cohort</b>	Unbound Ed training and learning cohort focused on developing capacity to lead to increase equity in instructional practices	DCIs at UAB and UAD, Network staff including Chief Equity Officer and Chief of Schools	Participants included educators from other UP network schools, and from many districts across MA, including Waltham and Sommerville districts.	Varied by participant
Instruction and Operations: <b>Best Practice Sharing</b>	Exchanged best practices from UPEN including from UAB and UAD on responding to and accelerating student learning as well as general operational best practices during COVID	Chief Operating Officer and Chief of Schools	Chicago based orgs including: Distinctive Schools, Chicago International Charter Schools, and CIVITAS Education Partners	Varied by participant

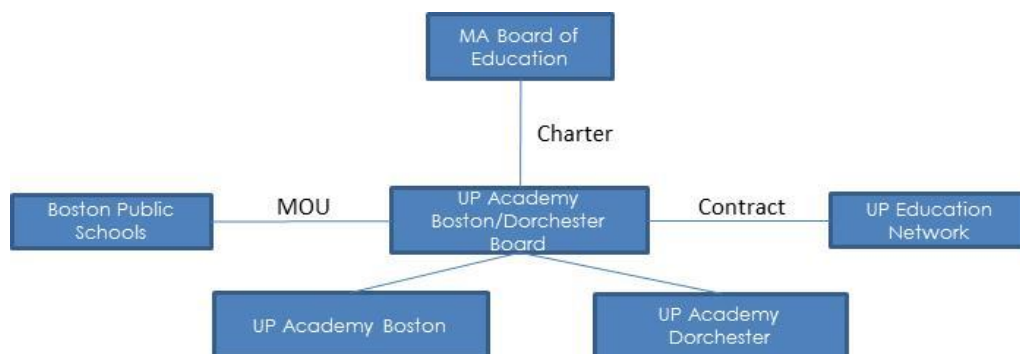


### NETWORK STRUCTURE OR MULTIPLE CAMPUS ORGANIZATIONAL STRUCTURE

UP Academy Boston and UP Academy Dorchester made no structural changes regarding the network structure or organizational structure during the 2020-2021 school year. The Board of Trustees continues to hold the charters for both schools and provide governance and oversight over both schools, while contracting the EMO UP Education Network to support the daily operational management of both schools, as outlined in the Management Contract with the Board.

The Board of Trustees of UP Academy Boston and UP Academy Dorchester remains committed to overseeing and ensuring the success of both schools. In the 2020-2021 school year, the Board continued to implement and execute on the lessons learned through the conditional renewal process for UAD. The Board embedded regular processes for continuing professional development into their schedule, honed meeting procedures and expectations, developed a mission aligned data dashboard for regular review and discussion, developed a robust network, principal, and internal evaluation process, and continued investment in robust school-level committees for each school. These efforts positioned the Board to provide strong support and oversight to both schools throughout the year and put them on strong trajectory for continued success in the 2021-2022 school year.

The 2020-2021 school year also saw the implementation of several key strategic priorities, namely supporting the ongoing focus on exceptional ELA instruction and prioritizing equity. In addition, with the ongoing challenges of COVID-19 the 2020-2021 school year was one of continued growth and learning for all, as the Board, network, and school teams worked together to ensure students were receiving high-quality instruction, deep and robust supports, and an enriching joyful experience regardless of whether schools were operating in-person, remotely, or in a hybrid format. As outlined in the letter from the incoming and outgoing Board chair, we look forward to executing on priorities around data driven instruction and leveraging student work, as well as continuing the equity work with a focus on managing across lines of difference, in the 21-22 school year.



## Appendix A: UP Academy Boston Accountability Plan Evidence 2020-2021

### Faithfulness to Charter

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: UP Academy Charter School of Boston scholars will demonstrate the knowledge and skills necessary to succeed on the path to college.</b>		
<b>Measure:</b> 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.	<b>Not Met</b>	The average Winter-to-Winter student growth percentile for UP Academy Boston was 41 in Math.
<b>Measure:</b> 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.	<b>NA</b>	MAP ELA was not taken during the school year.
<b>Measure:</b> 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.	<b>NA</b>	MCAS results not yet available until August 2021.
<b>Measure:</b> 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.	<b>NA</b>	MCAS results not yet available until August 2021.
<b>Objective: UP Academy Charter School of Boston scholars will develop exceptional strength of character necessary to achieve their full potential.</b>		
<b>Measure:</b> The UP Academy Boston average grade in core academic classes is 85% each year.	<b>Not Met</b>	The average grade in core academic classes at the end of the 2020-21 school year was 2.2 or an average percentage grade of 79%
<b>Measure:</b> UP Academy Boston will have an annual attendance rate of 95%.	<b>Partially Met</b>	UP Academy Boston's attendance rate in 2020-2021 was 93.4%.
<b>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.</b>		
<b>Measure:</b> By the end of each year, at least 80% of teachers will have mastered the foundational outcomes on UP Education Network's teacher standards, and will consistently demonstrate clear instruction, stable culture, and aligned and cohesive materials.	<b>Met</b>	95% of teachers mastered the foundational outcomes on UP Education Network's teacher standards.
<b>Objective: UP Education Network will share about its approach to school restart with other public schools both locally and nationally.</b>		
<b>Measure:</b> UP Boston School staff and UP Education Network staff will present best practices from UP	<b>Met</b>	UP Academy Boston / UP Education Network shared best

Academy Boston and the network's approach to school restart at local and national conferences a minimum of five times each year.		practices with local and national representatives more than five times in the last year, as demonstrated on the Dissemination Tracker.
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## Appendix B: UP Academy Boston Recruitment Plan 2021-2022

School Name: UP Academy Boston
Date: July 15, 2021

- **In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2020-2021 Recruitment Plan?**

**2020-2021 Implementation Summary:**

There continue to be changing variables in the recruitment landscape for a stand-alone 6<sup>th</sup>-8<sup>th</sup> grade Horace Mann middle school located in Boston in 2020-2021. COVID had a noticeable impact on the ongoing trend of drops in district enrollment numbers. In addition, there continued to be major changes to grade configuration, school locations, and feeder school patterns coming through the ten-year BuildBPS initiative. These factors have all been hurdles for UP Academy Boston to address in implementing a successful Recruitment Plan. In addition, the continuation of stay-at-home orders due to the pandemic created a variety of additional challenges to some of our traditional recruitment practices, pushing the team to come up with new and creative ways to inclusively engage families who were not able to leave their homes. These variables have meant that while the execution of our multi-faceted 2020-2021 Recruitment Plan has been successful to date, we have needed to continue to come up with creative ways to recruit students in addition to continuing to build on the foundation of prior years' strategies. This has meant that we have continued to build on lessons learned from previous years, further refined our outreach, and deployed a variety of strategies to recruit applicants. The current challenges of the recruitment landscape have also meant we have needed to add strategies to our approach, as well as to continue with focused recruitment throughout the spring and summer.

We provided BPS Welcome Services with our applications and informational fliers, and shared updated information about our goals and programs to ensure they could provide accurate 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 5<sup>th</sup>, 6<sup>th</sup> grade, and 7<sup>th</sup> grade students in Boston. We sent out multiple translated mailers in English, Spanish, Haitian Creole,

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

In addition to paper applications, we offered an online application through the platform of SchoolMint, which allows us 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.

Opportunities for in-person recruitment events were limited due to COVID, though we still leveraged the broader charter and district school communities to raise awareness of our school. We shared applications and information with various school and district partners for dissemination to students including the Boston Public Schools, UP Academy Holland, and Boston Renaissance Charter School among others.

To ensure the scope of our outreach beyond formal events and mailings we also did canvassing outreach to a number of community hot spots and retail areas in South Boston and Dorchester, distributing applications to prospective families. Similarly, we made applications available at a number of community partners, such as libraries and community centers. With COVID related closures, this sometimes meant emailing listservs from community partners instead of providing physical applications. 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, and the Haitian Multi-Services Center. To further the scope of awareness, and to help balance some of the more common activities not readily available due to COVID, the school hosted an advertising billboard in a common community location.

The impact of continuing remote learning and stay-at-home orders prompted innovations and creative recruitment in other areas as well. We created a virtual tour to highlight the school and academic programming, and hosted multiple virtual recruitment events featuring student and teacher panels for prospective families, as well as a virtual game night so prospective students had the chance to get to know UAB teachers and leadership team members in community building setting.

We appear to be on track to meet the comparison index at this time, however, not only are we still filling seats at the school, we are also contending with unprecedented national circumstances with the current pandemic which will impact families' enrollment decisions. Therefore, we will not have a full picture of our enrollment until the October 1<sup>st</sup> SIMS deadline submission.

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

**General Recruitment Activities for 2020-2021:**

- Hosted highly publicized virtual open houses, including open hours through BPS' school choice program for prospective families.
- Conducted virtual 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

- Distributed information packets and applications to exiting BPS K-5 schools.
- Distributed applications in English, Spanish, Haitian Creole, Cape Verdean, Chinese 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, Cape Verdean, Chinese and Vietnamese.
- Advertised with media outlets, including Facebook advertisements and Instagram postings.
- Advertised using a billboard in a well trafficked Dorchester location.
- Posted information in local organizations and businesses within the community
- Targeted application messaging using UP Education Network's existing social media platforms
- Hosted multiple virtual events for families during stay-at-home orders, including information sessions and a virtual game night

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 27.5%</p> <p><b>GNT percentage:</b> NA</p> <p><b>CI percentage:</b> 18.3%</p> <p>The school is <b>above</b> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Send letters to the families of all identified 5<sup>th</sup> grade students with disabilities and/or with IEPs in BPS emphasizing that UP Academy Boston provides:               <ul style="list-style-type: none"> <li>○ Comprehensive support for all learners</li> <li>○ 1:1 meetings with all families</li> <li>○ Exceptional 1:1 and small sub-separate special education services</li> <li>○ Safe, orderly learning environments</li> </ul> </li> <li>• Utilize SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support services</li> <li>• Distribute school program fliers and packets that highlight our intention to serve a large population of students with disabilities and diverse student learners</li> <li>• Attend relevant community organization meetings to address the importance of programs and services for students with disabilities and diverse student learners</li> </ul>
<b>(c) 2021-2022 Additional Strategy(ies), if needed</b>	
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p>	<p style="text-align: center;"><b>(b) 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>

<p><b>School percentage:</b> 24.4%</p> <p><b>GNT percentage:</b> NA</p> <p><b>CI percentage:</b> 13.1%</p> <p>The school is <b>above</b> CI percentages</p>	<ul style="list-style-type: none"> <li>• Send letters in English, Spanish, Haitian Creole, Cape Verdean, Chinese and Vietnamese to families of all 5<sup>th</sup> grade EL students in BPS with an emphasis on UP Academy Boston's: <ul style="list-style-type: none"> <li>◦ EL program and support services</li> <li>◦ 1:1 and small-group services</li> <li>◦ Safe, orderly learning environments</li> </ul> </li> <li>• Translating general recruitment outreach documents into Spanish, Cape Verdean, Haitian Creole, Vietnamese, and Chinese</li> <li>• Target outreach to organizations and businesses that serve families that speak languages other than English</li> <li>• Distribute non-English language fliers to BPS for sharing through Welcome Centers</li> </ul>
<b>(c) 2021-2022 Additional Strategy(ies), if needed</b>	
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 79.1%</p> <p><b>GNT percentage:</b> NA</p> <p><b>CI percentage:</b> 55.6%</p> <p>The school is <b>above</b> CI percentages</p>	<p style="text-align: center;"><b>(b) 2020-2021 Strategies</b></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;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>None needed at this time.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Send letters to families of 5<sup>th</sup> grade students in BPS emphasizing: <ul style="list-style-type: none"> <li>◦ Academic supports for all students, including diverse student learners</li> <li>◦ Rigorous academic and behavioral expectations</li> </ul> </li> <li>• Unique partnership with BPS and high-performing charter and district schools nation-wide</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Request from BPS data related to attendance history and 3<sup>rd</sup> 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</li> <li>• Send letters to families of all current Boston 5<sup>th</sup> grade students in UAB's catchment area, emphasizing the school's rigorous academic program, supportive behavioral expectations, and partnership with BPS</li> </ul>

<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Distribute fliers to residents in South Boston, emphasizing key programmatic elements such as UP Academy Boston's: <ul style="list-style-type: none"> <li>○ Supportive discipline and structure</li> <li>○ Rigorous curriculum</li> <li>○ Advisory program</li> <li>○ High school placement counselor</li> <li>○ Social emotional supports</li> </ul> </li> </ul>
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**Retention Plan**  
UP Academy Boston: 2021-2022

<p><b>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.</b></p>
<p style="text-align: center;"><b>2020-2021 Implementation Summary:</b></p> <p>While the COVID pandemic presented a number of obstacles for UP Academy Boston as it did for schools across the country, UP Academy Boston's 2020-2021 was one with many positives. One of which was large decline to UP Academy Boston's retention rate year over year, with rates at 85.5%</p> <p>This higher retention rate was also reflected in several sub-groups – notably high needs and low-income students, whose rate was 87%. There a number of bright spots, particularly the rate for students with disabilities, which was one of UP Academy Boston's lowest historic rates for that sub-group at 92.1%, also higher than the state-wide average. These positive results indicate that the retention steps UP Academy Boston invested made an impact.</p> <p>UP Academy Boston invested in its student support and special education teams by adding FTE. We engaged City Year to provide additional adult support in the building, which has been helpful particularly in attendance and engagement outreach. After piloting some programs, the school implemented a full social emotional learning curriculum from Valor to further foster community and engagement. Creating a joyful environment for students was also a key focus, with the school executing on a calendar of joy events throughout the school year from movie nights and honor roll celebrations to cultural and student showcases. UP Academy Boston plans to build on and continue these initiatives in the 2021-22 school year, including the continuation of a joy committee/working group to bring more voices into the process of planning and executing joyful events during the year. We are excited for the opportunity to host more events in person in the year ahead, while also leveraging some of the lessons learned about the accessibility and community building available by providing virtual opportunities.</p> <p>In addition, UP Academy Boston wants to continue fostering an equitable community of joy and enthusiasm in the 2021-2022 school year. As outlined in the strategies section below, UP Academy Boston school is continuing with strategies that created community in the past year,</p>

including several affinity/mentorship groups for some of our most high needs students. This will provide a space for students to build deeper connections with each other and help foster strong relationships with staff.

Feedback from students and families has continued to indicate high levels of energy and emphasis on family engagement are critical in building greater trust, investment, and connections between students, families, the community at large, and the school. For the upcoming school year, UP Academy Boston will continue to employ a dedicated Family Community Coordinator (Operations Manager) who will continue to spearhead much of the work on Family Engagement and Attendance. In addition, the school's SEL lead will help lead the work on leveraging restorative justice practices. UP Academy Boston will also continue to work with a number of City Year volunteers to provide additional personnel support to some of these key initiatives:

- 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 an employee devoted to helping UP Academy Boston students get into 6<sup>th</sup>-12<sup>th</sup> 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.
  - Implementation of social emotional learning curriculum for all students to foster strong community relationships between students and staff.

- Creation of several new counseling/affinity mentorship programs specifically supporting high risk and high needs students

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><u>(a) CHART data</u></p> <p><b>School percentage:</b> 7.9%</p> <p><b>Third Quartile:</b> 12.7%</p> <p>The school is <b>below</b> third quartile percentages.</p>	<p><b>(b) 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Retain students in this group at a level comparable to our overall retention rate.</p> <ul style="list-style-type: none"> <li>• Intervention program targeting reading fluency, comprehension, mathematical fluency and conceptual understanding.</li> <li>• Teacher evaluation criteria related to knowledge of student disabilities and their academic growth.</li> <li>• Continued professional development for staff to increase skills of materials differentiation through whole school professional development and instructional coaching</li> <li>• Collect detailed information from students with disabilities and their families regarding reasons for attrition. Ways to gather include:               <ul style="list-style-type: none"> <li>○ Targeted Student/Family survey questions to current students</li> <li>○ Capturing detailed feedback from transferring students</li> </ul> </li> <li>• Leverage data from families to better implement strategies for retention</li> <li>• 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"> <li>○ Additional staff support to ensure regularity of communication with parents</li> </ul> </li> <li>• Scheduled events to build community, such as a targeted open house/tour night, Question and Answer sessions, or classroom celebrations/showcases.</li> </ul>
	<p><b>(c) 2021 -2022 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile:</p>
Limited English Language-proficient students/English learners	
<u>(a) CHART data</u>	<b>(b) 2020-2021 Strategies</b>

<p><b>School percentage:</b> 12.9%</p> <p><b>Third Quartile:</b> 13.2%</p> <p>The school is <b>below</b> third quartile percentages.</p>	<p>☒ Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Ensure family communication is provided in families' native languages as requested and available</li> <li>• Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers</li> <li>• Dedicate additional staff to EL student support to increase both programming and family communication for families</li> <li>• Increase percentage of faculty who speak a second language common among the school's ELs.</li> <li>• Leverage RTI process</li> </ul> <p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 13.0%</p> <p><b>Third Quartile:</b> 13.4%</p> <p>The school is <b>above</b> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2020-2021 Strategies</b></p> <p>☒ Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Partner with cafeteria staff to ensure all families have appropriate information</li> <li>• Connect with families that may be in need of additional support through advisor calls to ensure families are aware of available supports</li> <li>• Leverage school based Family and Community Coordinator and network Director of Family and Community Engagement to further connect families to resources</li> <li>• Increase family events to build stronger school community, through events such as <ul style="list-style-type: none"> <li>○ Picnics or gatherings</li> <li>○ Classroom celebrations</li> <li>○ Cultural food festivals</li> </ul> </li> <li>• 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.</li> </ul> <p>Above third quartile: additional and/or enhanced strategies described below.</p> <ul style="list-style-type: none"> <li>• School-side priority of cultivating community and a sense of belonging, including:</li> <li>• Implement planned Joy Committee working group to enhance opportunities for the school, students, and families to build deeper connections (2-3 years)</li> <li>• Executing on several new counseling/affinity mentorship programs specifically supporting high risk and high needs students at UAB (1 year)</li> </ul>
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	<ul style="list-style-type: none"> <li>Further implementation of social emotional curriculum (2 years)</li> </ul>
	<p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li></li> </ul>
<u>Students who are sub-proficient</u>	<p><b>(d) 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Increase the faculty's skills of materials differentiation</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>Implement Social Emotional Learning Curriculum including Valor Circles.</li> <li>Leverage RTI process.</li> <li>Leverage SST and Crisis Team process.</li> <li>Provide student access to at-risk counseling from Social Worker.</li> <li>Use distinct promotion criteria for double repeaters that places the "burden of work" on the school.</li> <li>Continue practice of completing FBAs and BIPs for challenging students.</li> <li>Create strategic advisor relationships with those of a similar cultural or socioeconomic background.</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>Regular attendance meetings and follow-up planned by Culture, Leadership, and Operations Teams</li> <li>Additional attendance outreach support from City Year volunteers.</li> <li>Commitment to communicating with families whose children's attendance becomes a concern to offer support</li> </ul>
<b><u>OPTIONAL</u></b> 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

Student demographic information can be found here:

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04800000&orgtypecode=5>

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR</b>	
Race/Ethnicity	% of School
African American	44.7
Asian	3.2
Hispanic	47.9
Native American	0.3
White	2.9
Native Hawaiian, Pacific Islander	0.6
Multi-race, non-Hispanic	0.6
Selected Populations	% of School
First Language not English	50.4
English Language Learner	24.4
Students with Disabilities	27.5
High Needs	90.3
Economically Disadvantaged	79.1

<b>ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Rashidah Lawson, Principal	<ul style="list-style-type: none"> <li>Oversees academic program</li> <li>Manages the school's deans</li> </ul>	July 2, 2018	June 30,2021
James Frier, Director of Operations	<ul style="list-style-type: none"> <li>Oversees school operations</li> <li>Manages operations team</li> </ul>	May 31, 2019	
Kasim Shavis Lead School Culture Coordinator	<ul style="list-style-type: none"> <li>Oversees school culture</li> <li>Manages Dean's Office</li> </ul>	November 13, 2017	
Jeanne Morris Dean of Students	<ul style="list-style-type: none"> <li>Manages and coaches Math and Science teachers</li> </ul>	July 1,2019	
John Derksen, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> <li>Manages and coaches ELA and history teachers</li> </ul>	July 1, 2019	
Emily Benak, Dean of SPED/Student Supports	<ul style="list-style-type: none"> <li>Manages special-ed caseload and coaches teachers</li> </ul>	August 22, 2018	

### **TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR**

	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	34	1	3	Termination/non-renewal and Employee chose to end employment
Other Staff	25	6	3	Termination/non-renewal and Employee chose to end employment

## Appendix D: UP Academy Boston Additional Required Information

### Key Leadership Changes (SY 2021-22)

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amar Kumar	<a href="mailto:amarkumar81@gmail.com">amarkumar81@gmail.com</a>	New
Charter School Leader	James Frier	<a href="mailto:jfrier@upacademyboston.org">jfrier@upacademyboston.org</a>	New
Assistant Charter School Leader	Brittani Bond	<a href="mailto:bbond@upacademyboston.org">bbond@upacademyboston.org</a>	New
Special Education Director	Emily Benak	<a href="mailto:ebenak@upacademyboston.org">ebenak@upacademyboston.org</a>	No Change
MCAS Test Coordinator	James Frier	<a href="mailto:jfrier@upacademyboston.org">jfrier@upacademyboston.org</a>	New
SIMS Coordinator	Elise Cole	<a href="mailto:ecole@upacademyboston.org">ecole@upacademyboston.org</a>	No Change
English Language Learner Director	MaryEllen Leonard	<a href="mailto:mleonard@upacademyboston.org">mleonard@upacademyboston.org</a>	No Change
School Business Official	Brittani Bond	<a href="mailto:bbond@upacademyboston.org">bbond@upacademyboston.org</a>	New
SIMS Contact	Elise Cole	<a href="mailto:ecole@upacademyboston.org">ecole@upacademyboston.org</a>	No Change
Admissions and Enrollment Coordinator	Elise Cole	<a href="mailto:ecole@upacademyboston.org">ecole@upacademyboston.org</a>	No Change

### Facilities

UP Academy Boston did not relocate or acquire a new facility during the 2020-21 school year.

**Enrollment**

Action	Date(s)
Student Application Deadline	Friday, March 4, 2022
Lottery	Wednesday, March 9, 2022

**Conditions:**

UP Academy Boston’s charter was renewed with two conditions for a third term which began on July 1, 2021.

The two conditions were as follows:

*Condition One: By December 31, 2023, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science. UP Academy Boston is in the midst of planning and preparing for the 2021-2022 school year. There are a number of initiatives that are set to address this condition in the coming year. In these first few weeks, leaders have begun summer professional development training, including work focused on achieving our priority of improving data driven instruction for the 2021-2022 school year.*

*Condition Two: By July 31, 2021, the school must conduct a comprehensive review of the school’s program and submit an action plan to the Department that addresses areas in need of improvement as outlined in the Summary of Review (SOR). In June 2021, UP Academy Boston submitted a comprehensive review to DESE, which was approved. UP Academy Boston submitted their completed action plan to DESE on July 30, 2021.*

## APPENDIX A: UP ACADEMY DORCHESTER ACCOUNTABILITY PLAN EVIDENCE 2020-2021

### Faithfulness to Charter

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: UP Academy Charter School of Dorchester will provide scholars with rigorous, standard-based curriculum, instruction and assessments. UP scholars will demonstrate the knowledge and skills necessary to succeed on the path to college. (KDE #2)</b>		
<b>Measure:</b> UP Academy Dorchester students (grades K-8) 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.	<b>Not Met</b>	The average Winter-to-Winter student growth percentile for UP Academy Boston was 30.6 in Math.
<b>Measure:</b> UP Academy Dorchester 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.	<b>NA</b>	MAP ELA was not taken during the school year.
<b>Measure:</b> UP Academy Dorchester is in the top quartile of student growth for grades 4-8 in ELA on the statewide test every year among schools where 50% or more of students are economically disadvantaged.	<b>NA</b>	MCAS results not yet available until August 2021.
<b>Measure:</b> UP Academy Dorchester is in the top quartile of student growth for grades 4-8 in Math on the statewide test every year among schools where 50% or more of students are economically disadvantaged.	<b>NA</b>	MCAS results not yet available until August 2021.
<b>Measure:</b> UP Academy Dorchester expands high quality science lessons to all students in grades K-4 on a weekly basis and grades 5-8 on a daily basis; teachers receive ongoing professional development on how to teach science in preparation for the MCAS	<b>Partially Met</b>	Student schedules in K-4 did not have weekly science instruction, though science topics were taught through other subjects. Students in 5-8 received daily science instruction. Teachers received ongoing professional development across the course of the year in science instruction.
<b>Objective: UP Academy Charter School of Dorchester will hold high behavioral and academic expectations and scholars will develop exceptional strength of character and grit necessary to achieve their full potential. (KDE #1)</b>		
<b>Measure:</b> The UP Academy Dorchester average grade in core academic classes is 85% each year in middle school and in elementary school the average standards grade 3.0 out of 4.0	<b>NA</b>	The average grade for the middle school grades was 76% in core classes. Due to COVID, shifts were made to elementary grades so they were calculated



		as: 53% of students met or exceeded Math standards and 52% of students met or exceeded ELA standards. 47% of students approached or did not meet math standards, and 48% of students approached or did not meet ELA standards.
<b>Measure:</b> Annually, 80% of UP Academy Dorchester middle school students will have an average TIGER score (based on a weekly report which tracks the alignment of a student's weekly effort with school values) of 70 or more, and 80% of elementary school students will maintain an average of 3 out of 4 on their TIGER reports.	<b>NA</b>	Weekly points were not tracked on TIGER reports due to remote learning.
<b>Measure:</b> UP Academy Dorchester will have an annual attendance rate of 95%.	<b>Partially Met</b>	The attendance rate for UP Academy Dorchester was 92.8%
<b>Objective: Obsession with data: UP Academy Charter School of Dorchester establishes a professional culture of data-driven reflection and feedback that results in a purposeful learning environment that is focused on student achievement. (KDE #4)</b>		
<b>Measure:</b> 80% of teachers will demonstrate proficiency by being rated proficient or exemplary on their mid-year and their end of year teaching evaluation	<b>Met</b>	85% of teachers demonstrated proficiency by being rated proficient or exemplary on their mid-year and their end of year teaching evaluation
<b>Measure:</b> Teachers will engage in at least 4 regular "data days" that are focused on deeply understanding student data and develop action-oriented plans to respond to identified needs. This will include 90% of teachers implementing effective re-teaching plans for groups and individuals based on instructional walk-throughs from Principals and Assistant Principals.	<b>Met</b>	Teachers engaged in 6 data days during the 20-21 school year and delivered re-teaching plans as observed by school and network staff.
<b>Objective: UP Education Network establishes a firm and robust network of support for students, families, and staff (KDE #3)</b>		
<b>Measure:</b> UP Dorchester's commitment to supporting faculty will be reflected by retaining at least 75% of teachers each year, excluding teachers who move for reasons unrelated to work.	<b>Met</b>	At the end of the school year, 82% of teachers were retained.
<b>Measure:</b> UP Dorchester will fully implement a Social Emotional Learning curriculum in all classrooms each year, including researched-based circle where students come together to work through a Social Emotional Learning curriculum at least four times a week and other restorative practices, such as focusing behavior management more on relationship repairing and building instead of punishment.	<b>Met</b>	100 % of teachers implement the chosen SEL curriculum (Open Circle or Second Step) with integrity daily in grades K1-8.  All staff received PD across the year covering SEL topics including Self-efficacy strategies for the classroom, and trauma informed practice PD.
<b>Measure:</b> UP Dorchester will implement a calendar of at least five "joyful events" each school year for families and students to participate in, including	<b>Met</b>	UP Academy Dorchester had more than 5 joyful events for students and families, though

celebrations of culture and relationship building opportunities.		most were virtual, including Family Orientation (August), Winter Performance (December), Career Day Celebration (February), Black History Showcase (March), and a Theater Showcase (June)
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Objective and Measures related to Dissemination (*required*):

<b>Objective: UP Education Network establishes a firm and robust network of support for students, families, and staff (KDE #3)</b>		
<b>Measure:</b> UP Dorchester School staff and UP Education Network staff will present best practices from UP Academy Dorchester and the network's approach to school restart at local and national conferences a minimum of five times each year.	<b>Met</b>	UP Academy Dorchester / UP Education Network 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 Dorchester Recruitment Plan 2020-2021

School Name: UP Academy Dorchester
Date: July 22, 2021

<ul style="list-style-type: none"> <li><b>In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2020-2021 Recruitment Plan?</b></li> </ul>
<p style="text-align: center;"><b>2020-2021 Implementation Summary:</b></p> <p>In 2020-2021 UP Academy Dorchester continued to face a number of ongoing challenges to the recruitment landscape. This includes overall in district enrollment numbers, major changes to grade configuration, school locations, and feeder school patterns coming through the BuildBPS initiative, as well as the continuation of the Boston Common Application for Commonwealth Charter schools. COVID-19 also presented a myriad of challenges to recruitment, pushing the team to come up with innovative and creative ways to inclusively engage families who were not able to leave their homes. These variables have meant that while the execution of our multi-faceted 2020-2021 Recruitment Plan has been successful to date, we have needed to continue to come up with creative ways to recruit students in addition to continuing to build on the foundation of prior years' strategies. This has meant that we have continued to build on lessons learned from previous years, further refined our outreach, and deployed a variety of strategies to recruit applicants. The current challenges of the recruitment landscape also meant we needed to add strategies to our approach.</p>

We provided BPS Welcome Centers with our applications and informational fliers, and shared updated information about our goals and programs to ensure they could provide accurate 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. We sent out a translated mailer in English, Spanish, Haitian Creole, Cape Verdean, Chinese, and Vietnamese, to all K0, K1, and K2 and 3<sup>rd</sup> students which yielded a significant portion of our applications and completed Intent to Enroll forms.

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.

Opportunities for in-person recruitment events were limited due to COVID, though we still leveraged the broader charter and district school communities to raise awareness of our school. We shared applications and information with various school and district partners for dissemination to students including the Boston Public Schools, UP Academy Holland, various area pre-schools and Boston Renaissance Charter School among others. To ensure the scope of our outreach beyond formal events and mailings we also did canvassing outreach to a number of community hot spots and retail areas in South Boston and Dorchester, distributing applications to prospective families. Similarly, we made applications available at a number of community partners, such as libraries and community centers. With COVID related closures, this sometimes meant emailing listservs from community partners instead of providing physical applications. 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, and the Haitian Multi-Services Center. To further the scope of awareness, and to help balance some of the more common activities not readily available due to COVID, the school hosted an advertising billboard in a common community location.

The impact of continuing remote learning and stay-at-home orders prompted innovations and creative recruitment in other areas as well. We created a virtual tour to highlight the school and academic programming, and hosted multiple virtual recruitment events featuring student and teacher panels for prospective families so prospective students had the chance to get to know UAD teachers and leadership team members in community building setting.

We appear to be on track to meet the comparison index at this time, however, not only are we still filling seats at the school, we are also contending with unprecedented national circumstances with the current pandemic which will impact families' enrollment decisions. Therefore, we will not have a full picture of our enrollment until the October 1<sup>st</sup> SIMS deadline submission.

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

**General Recruitment Activities for 2021-2022:**

- Hosted highly publicized virtual open houses, including open hours through BPS' school choice program for prospective families.
- Conducted virtual 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
- Distributed information packets and applications to Boston pre-schools
- Distributed applications in English, Spanish, Haitian Creole, Cape Verdean, Chinese 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, Cape Verdean, Chinese and Vietnamese.
- Advertised with media outlets, including Facebook advertisements and Instagram postings.
- Advertised using a billboard in a well trafficked Dorchester location.
- Posted information in local organizations and businesses within the community
- Targeted application messaging using UP Education Network's existing social media platforms
- Hosted multiple virtual events for families during stay-at-home orders, including information sessions and a virtual game night

<p align="center"><b>Recruitment Plan –Strategies</b></p> <p align="center"><b>List strategies for recruitment activities for <u>each</u> demographic group.</b></p>	
<p align="center"><b>Special education students/students with disabilities</b></p>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 14.9%</p> <p><b>GNT percentage:</b> 16.1%</p> <p><b>CI percentage:</b> 16.5%</p> <p>The school is <b>below</b> GNT percentages and CI percentages</p>	<p align="center"><b>(b) 2020-2021 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Highlighting our commitment to serving all students during outreach</li> <li>• Offering 1:1 support related to special education services</li> <li>• Offering 1:1 support to families enrolling in our school to ensure families understand how their children will be supported by various staff</li> <li>• Connecting families directly with the Special Education team to discuss how UP Academy Dorchester can best support their child</li> <li>• Utilizing SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support</li> </ul>
	<p align="center"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Highlight supports for all students in social media posts (2 years)</li> <li>• Special education staff attend recruitment events to connect with families (2 years)</li> <li>• Additional promotional materials providing more detailed information about special education supports for students (ongoing)</li> </ul>

	<ul style="list-style-type: none"> <li>Build in school capacity in instructional, cultural, and general expertise in order to support enrollment and retention of SPED applicants (ongoing)</li> </ul>
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 33.7%</p> <p><b>GNT percentage:</b> 21.8%</p> <p><b>CI percentage:</b> 23.2%</p> <p>The school is <b>above</b> GNT and CI percentages</p>	<p style="text-align: center;"><b>(b) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> <li>Highlighting our commitment to serving all students during outreach</li> <li>Offering 1:1 support related to services to LEP students</li> <li>Translating general recruitment outreach documents into Spanish, Cape Verdean, Haitian Creole, Vietnamese, Chinese, and Somali</li> <li>Leveraging partnerships with community members and organizations that serve families that speak languages other than English</li> <li>Providing translation services at informational events, when needed, to ensure all families receive the same information</li> <li>Targeting outreach to organizations and businesses that serve families that speak languages other than English</li> <li>Increase scope of outreach to English Language Learner community partners to move beyond targeted materials to including dedicated events with opportunities for question and answer sessions</li> <li>Gather feedback from current LEP families on additional outreach strategies.</li> </ul>
	<p style="text-align: center;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>None needed at this time</p>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 74.5%</p> <p><b>GNT percentage:</b> NA</p> <p><b>CI percentage:</b> 58.0%</p> <p>The school is <b>above</b> CI percentages</p>	<p style="text-align: center;"><b>(b) 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> </ul> <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"> <li>We are tuition free and that the school offers assistance to families that may need it when purchasing uniforms</li> <li>All students receive universal free breakfast, lunch, and daily snacks</li> </ul>
	<p style="text-align: center;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2020-2021 Strategies</b></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 align="center"><b>((d) Continued 2020-2021 Strategies</b></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 align="center"><b>(d) Continued 2020-2021 Strategies</b></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>
<p align="center"><b>OPTIONAL</b></p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center"><b>(d) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Work to recruit staff that represent diverse groups to represent UP Academy Dorchester at recruiting fairs and other events</li> </ul>

**Retention Plan**  
UP Academy Dorchester: 2021-2022

<p><b>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.</b></p>
<p align="center"><b>2020-2021 Implementation Summary:</b></p> <p>UP Academy Dorchester had a goal of at least 90% retention for the 2020-2021 school year. With a rate of 89.8%, UP Academy Dorchester felt just shy of hit their goal. Despite the challenges of COVID, UP Academy Dorchester managed to keep their community engaged and connected – often times remotely, which is reflected in their retention numbers for the year. As the team continues to build relationships with families and execute our historically successful strategies to keep families connected and engaged, we expect to meet our retention goal in 2021-2022</p> <p>There were several bright spots in terms of sub-group retention despite falling .2% shy of our goal. In terms of special populations, UP Academy Dorchester had significant success in a number of areas. For the 2020-2021 year, UP Academy Dorchester retained 92.1% of their EL students – significantly ahead of the Third Quartile at 85.8% and a year over year improvement of 2.4%. In addition, low income retention rates were 91%, also well above the Third Quartile.</p> <p>The majority of sub--group data and the overall retention rate at UP Academy show encouraging signs that UP Academy Dorchester has an environment where students want to get to school and stay in school. We plan to continue to leverage successful strategies from past years, while building on lessons learned, especially by continuing to build relationships with families and the community. UP Academy Dorchester, and UP Network are continuing to prioritize equity work for the 2021-2022 school year, proving year long professional</p>

development training around managing across lines of difference for all managers. We believe that this focus on equity will also support developing an inclusive, welcoming community for all students.

In addition, 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.
  - Implementing social emotional learning curriculum to build a strong community of support
- 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.
  - Build out Special Education Capacity
    - Sub-group data shows a spike in SPED student attrition year over year, to 12.9% from 7.6%. Though still below the third quartile, this is an area for focused improvement. As noted in our recruitment plan, UP Academy Dorchester is investing in increased capacity at the instructional, cultural, and general expertise level to provide better support for our Special Education Students. We hope capacity building will have a positive impact on SPED retention in the coming year.

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

<b>Overall Student Retention Goal</b>	
Annual goal for student retention (percentage):	<b>90%</b>

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 129%</p> <p><b>Third Quartile:</b> 14.1%</p>	<p style="text-align: center;"><b>(b) continued 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continued implementation of co-teaching classrooms in 2020-2021 to further integrate our students receiving special education services with their peers</li> <li>• Dedicate additional staff to special education student support to increase programming and family communication for the</li> </ul>



<p>The school is <b>below</b> third quartile percentages.</p>	<p>families, including the addition of a Dean of Student Supports to the leadership team.</p> <p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b> Not applicable at this time</p>
<p><b>Limited English-proficient students/English learners</b></p>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 7.9%</p> <p><b>Third Quartile:</b> 14.2%</p> <p>The school is <b>below</b> third quartile percentages.</p>	<p><b>(b) continued 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Ensure family communication is provided in families' native languages as requested and available</li> <li>• Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers</li> <li>• Dedicate additional staff to EL student support to increase both programming and family communication for families</li> </ul> <p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b> Not applicable at this time</p>
<p><b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b></p>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 9.0%</p> <p><b>Third Quartile:</b> 13.9%</p> <p>The school is <b>below</b> third quartile percentages.</p>	<p><b>(b) continued 2020-2021 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Partner with cafeteria staff to ensure all families have appropriate information</li> <li>• 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</li> </ul> <p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b> Not applicable at this time</p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• UP Academy Dorchester's high expectations for grade promotion</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• UP Academy Dorchester's high expectations for grade promotion</li> <li>• Connect any families expressing concerns with staying at UP Academy Dorchester with our Family and Community outreach</li> </ul>

	team or another applicable leadership team members to discuss support
<u>Students who have dropped out of school</u>	<p align="center"><b>(f) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>• Regular attendance meetings and follow-up planned by school staff</li> <li>• Commitment to communicating with families whose children's attendance becomes a concern to offer support</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center"><b>(g) Continued 2020-2021 Strategies</b></p> <p>Address the needs of such groups as they are identified.</p>

## Appendix C: UP Academy Dorchester School and Student Data Tables

Student demographic information can be found here:

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35050000&orgtypecode=5>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	55.2
Asian	0.3
Hispanic	40.9
Native American	0.1
White	1.2
Native Hawaiian, Pacific Islander	0.6
Multi-race, non-Hispanic	1.8
Selected Populations	% of School
First Language not English	47.3
English Language Learner	33.7
Students with Disabilities	14.9
High Needs	87.6
Economically Disadvantaged	74.5

<b>ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (if no longer employed at the school)
Ariella Silverstein-Tapp, Elementary School Principal	<ul style="list-style-type: none"> <li>Oversees academic program of grades K1-4</li> <li>Manages DCIs, DOSs,</li> </ul>	July 01, 2015	
Michaela Power Director of Operations	<ul style="list-style-type: none"> <li>Oversees school operations</li> <li>Manages operations team</li> </ul>	January 9, 2017	
Erica Andrew, Elementary School Principal	<ul style="list-style-type: none"> <li>Oversees academic program of grades K1-5</li> <li>Manages DCIs, DOSs, and Special Education Coordinator</li> </ul>	August 16, 2018	June 30, 2021
Nathan Walsh	<ul style="list-style-type: none"> <li>Supports oversight of school operations</li> <li>Manages members of operations team</li> </ul>	October 17, 2019	June 30, 2021
Michelle Russo, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> <li>Manages and coaches teachers in K1-1</li> </ul>	July 1, 2019	June 30, 2021
Ogina Walters, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> <li>Manages and coaches teachers for grades 2-4</li> </ul>	August 1, 2013	
Abigail McLean Blevins, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> <li>Manages and coaches teachers for 7-8</li> </ul>	July 1, 2019	June 30, 2021
Lyndsea Arikian, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> <li>Manages and coaches teachers for 5-6</li> </ul>	November 04, 2019	June 30, 2021
Priya Venkatakrishnan, Dean of Students	<ul style="list-style-type: none"> <li>Oversees school culture for grades 5-8</li> <li>Manages Dean's Office</li> </ul>	July 1, 2019	
Casey Mandel, Dean of SPED/Student Supports	<ul style="list-style-type: none"> <li>Manages special-ed caseload and coaches teachers</li> </ul>	July 1, 2019	

<b>TEACHERS AND STAFF ATRITION FOR THE 2020-2021 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2020-2021 school year</b>	<b>Departures during the 2020-2021 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>

Teachers	51	1	15	Termination/non-renewal and Employee chose to end employment
Other Staff	38	2	7	Termination/non-renewal and Employee chose to end employment

**UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER BOARD OF TRUSTEES**

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioner approved board members <b>as of August 1, 2021</b>	8
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2020-2021 school year	3

<b>BOARD MEMBERS FOR THE 2020-21 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term</b> (including date of election and expiration)
Elizabeth Clymer	Board Chair	Finance, Governance, Hiring	4	07/01/14-06/30/23
Amar Kumar	Vice Chair	Governance (Chair), UAB, Hiring	2	12/02/15-06/30/22
Barbara Sullivan (resigned during SY 20-21)	Trustee	Governance (Chair), Hiring	4	07/01/14-06/15/21
Aisha Miller	Secretary	UAD	1	10/6/21-6/30/2024
Tchintcia Barros (resigned during SY 20-21)	Trustee	Finance, Governance	3	07/01/16-1/28/2021

Nelly Xavier (resigned during SY 20-21)	Trustee		2	12/02/15-12/31/20
Nii Amaah Ofosu-Amaah (resigned during SY20-21)	Treasurer	Finance (Chair), Treasurer	2	12/02/15-02/01/21
Lana Ewing	Trustee	UAD	2	10/26/2017-06/30/24
Alisha Johnson	Trustee	UAD	1	10/15/18-6/30/22
Ali Huberlie	Trustee	UAD (Chair), Hiring	1	02/26/19-6/30/22
Matt Lesniak	Treasurer	Finance (Chair)	1	11/24/2020-6/30/2024
Rishi Shukla	Trustee	UAB (Chair), Hiring	1	10/6/2020-6/30/2024

### Anticipated Board Meeting Schedule for 2021-22

Approved July 29, 2021

Please note, with current uncertainty remote/in-person conditions, meeting locations and timing are subject to change. For example, per bylaws the Board has two meetings a year at schools, however, this will only be possible if safety recommendations allow.

Date	Time	Location
Thursday, July 29th 2021	5:30-8:00pm	Virtual
Wednesday, September 22nd 2021	5:00-7:00pm	Virtual
Wednesday, October 27th 2021	5:00-8:00pm	Virtual/TBD
Wednesday, January 26th 2022	5:00-8:00pm	Virtual/TBD
Wednesday, March 16th 2022	5:00-8:00pm	Virtual/TBD
Wednesday, April 27th 2022	8:00-11:00am	School Based
Wednesday, June 15th 2022	5:00-7:00pm	TBD

### COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR

Please note, with current uncertainty remote/in-person conditions, meeting locations and timing are subject to change. For example, per bylaws the Board has two meetings a year at schools, however, this will only be possible if safety recommendations allow.

Name of Committee	Date/Time	Location
UP Academy Boston School Committee	August 2021	Virtual/UAB if possible
UP Academy Boston School Committee	November 2021	Virtual/UAB if possible
UP Academy Boston School Committee	February 2022	Virtual/UAB if possible
UP Academy Boston School Committee	April 2022	Virtual/UAB if possible

### COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR

Please note, with current uncertainty remote/in-person conditions, meeting locations and timing are subject to change. For example, per bylaws the Board has two meetings a year at schools, however, this will only be possible if safety recommendations allow.

UP Academy Dorchester School Committee	August 2021	Virtual/UAD if possible
UP Academy Dorchester School Committee	November 2021	Virtual/UAD if possible
UP Academy Dorchester School Committee	February 2022	Virtual/UAD if possible
UP Academy Dorchester School Committee	April 2022	Virtual/UAD if possible
Finance Committee	September 2021	Virtual/in person if possible
Finance Committee	October 2021	Virtual/in person if possible
Finance Committee	January 2022	Virtual/in person if possible
Finance Committee	April 2022	Virtual/in person if possible
Governance Committee	September 2021	Virtual/UPEN if possible
Governance Committee	November 2021	Virtual/UPEN if possible
Governance Committee	March 2022	Virtual/UPEN if possible
Governance Committee	May 2022	Virtual/UPEN if possible

## Appendix D: UP Academy Dorchester Additional Required Information

### Key Leadership Changes (SY 2021-22)

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Amar Kumar	<a href="mailto:amarkumar81@gmail.com">amarkumar81@gmail.com</a>	New
Charter School Leader	Ariella Silverstein-Tapp	<a href="mailto:Asilverstein-tapp@upacademydorchester.org">Asilverstein-tapp@upacademydorchester.org</a>	No Change
Assistant Charter School Leader	Michaela Power	<a href="mailto:mpower@upacademydorchester.org">mpower@upacademydorchester.org</a>	No change
Assistant Charter School Leader	Michael Lester	<a href="mailto:mlester@upacademydorchester.org">mlester@upacademydorchester.org</a>	New
Special Education Director	Casey Mandel	<a href="mailto:cmandel@upacademydorchester.org">cmandel@upacademydorchester.org</a>	No Change
MCAS Test Coordinator	Michaela Power	<a href="mailto:mpower@upacademydorchester.org">mpower@upacademydorchester.org</a>	No Change

SIMS Coordinator	Sheila Afonseca	<a href="mailto:safonseca@upacademydorchester.org">safonseca@upacademydorchester.org</a>	No Change
English Learner Program Director	Johanna Crowley	<a href="mailto:jcrowley@upacademydorchester.org">jcrowley@upacademydorchester.org</a>	New
School Business Official	Michaela Power	<a href="mailto:mpower@upacademydorchester.org">mpower@upacademydorchester.org</a>	No Change
SIMS Contact	Sheila Afonseca	<a href="mailto:safonseca@upacademydorchester.org">safonseca@upacademydorchester.org</a>	No Change
Admissions and Enrollment Coordinator	Sheila Afonseca	<a href="mailto:safonseca@upacademydorchester.org">safonseca@upacademydorchester.org</a>	No Change

### Facilities

UP Academy Dorchester did not relocate or acquire a new facility during the 2020-21 school year.

### Enrollment

Action	Date(s)
Student Application Deadline	Friday, March 4, 2022
Lottery	Wednesday, March 9, 2022