



Annual Reports

2018-19

July 25, 2019

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Letter from the Chair of the Board of Trustees

July 16, 2019

Dear Members of the Department of Elementary & Secondary Education,

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

During the 2018-2019 school year we had three main areas of focus. The first was executing the first year of a three-year strategic plan priorities – teaching rigorous academic content, building strong social-emotional skills, and working with families and communities in making decisions and supporting students. The second was on implementing UP Academy Dorchester’s conditional renewal plan to build and strengthen the governance of the board and move UP Academy Dorchester to renewal without conditions. The third was onboarding and ensuring success for three new principals in our schools.

In terms of the first focus area, year one of implementation of the three-year strategic plan brought wins, lessons learned, and areas of focus we are excited to continue forward with into the 2019-2020 school year. From teaching rigorous academic content, school teams identified an opportunity to particularly hone in on ELA curriculum. Therefore, there will be a particular focus on outstanding English instruction for the 2019-2020 school year, with strong network and leadership supports providing critical learning for teachers across the network. Next, after a year of piloting social-emotional curriculum and continuing to work on suspension and referral numbers, UP Academy Boston and UP Academy Dorchester will increase the strong focus on social-emotional learning and on continuing to improve strong student culture. In 2019-2020,

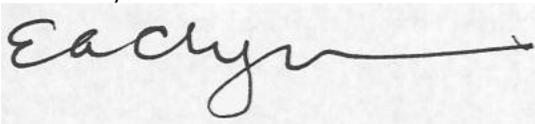
both schools look to continue to reduce referrals and suspensions and in moving from the pilot stage into implementing a strong social-emotional curriculum for students. Finally, we are excited for UP Academy Boston and UP Academy Dorchester to hone in on building lasting positive school and staff community to set both schools up for success for years to come.

The second major area of prioritization was in moving from conditional to unconditional renewal. The two school level committees increased their involvement and connection to each school, leading to a more robust pipeline of support between the Board and school. The execution of newly revised bylaws and compliance understanding has improved communication and growth expertise for the board, network, and schools alike. Notably we continued to execute & improve upon our new process for evaluating UP Network to ensure that they are providing the support and resources that our schools need to achieve their goals. We also added two new members to our board: the parent of several UP Academy Dorchester students, as well as a long-time board observer who worked closely with UP Dorchester. Successful execution of UP Academy Dorchester's conditional renewal plan has strengthened the governance of both schools, and supported UP Academy Dorchester moving to unconditional renewal in December of 2018. We are excited about how the lessons learned from this process has set up the supports for strong governance and execution in years to come.

The third focus area was successfully onboarding and supporting three new principals in our schools. We are happy to share that our Principals at UP Boston and UP Academy Dorchester Elementary School performed very strongly in their first years and will be returning for SY19-20. At UP Academy Dorchester Middle School, we made a leadership change early in the year, and are delighted that Ariella Silverstein-Tapp, who stepped into the interim role when that change was made, has seen great success and will be returning to UP Dorchester next year as well.

The result is that UP Academy Boston and UP Academy Dorchester have increasingly strong foundations going into SY19-20 and the Board is well-positioned to continue to support their hard work. The energy, focus, and lessons from SY18-19 will propel UP Academy Boston and UP Academy Dorchester forward into a very successful and exciting SY19-20. Thank you for taking the time to review our Annual Report.

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature is cursive and reads "Beth Clymer".

Beth Clymer
Board of Trustees Chair

Introduction to UP Academy Boston

UP Academy Boston			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location of School (Municipality)	Boston, MA
Regional or Non- Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) in which the Charter was Renewed (if applicable)	2016
Maximum Enrollment	540	Enrollment (as of 7/09)	490
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year	185	Students on Waitlist	0
School Hours	Monday- Thursday: 6 th Grade – 7:15am-3:30pm, 7 th /8 th Grade 7:15am-2:30pm; Friday: 6 th Grade 7:15am-12:00pm; 7 th /8 th Grade 7:15am-1:00pm	Age of School	Entering 9 th year
<p>Mission Statement</p> <p>UP Academy Boston will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential.</p>			

UP Academy Boston: Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

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

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

In the 2018-2019 school year, UP Academy Boston continued to make progress toward each of these core programmatic components of excellence.

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

This year, the school continued to hold high academic and behavioral expectations for all stakeholders. One way in which we continued this work was by expanding on the common curriculum adopted last year in the subjects of English and Math. In English, the school shifted teacher and student focus to grade-level appropriate texts thanks to the adoption of the Achievement First English Curriculum. In Math, the school expanded its use of Illustrative Math to grades six and seven. Finally, the school adopted the ANET and NWEA MAP tests. Administering these two tests has done the following:

- Demonstrated the appropriate bar for rigor in English and Math. With the ANET, an incredibly rigorous, standards-aligned grade-level test, our students had the opportunity to regularly practice exerting the level of stamina and brain power necessary to perform on such a test
- Created an opportunity for teachers to create instructional action plans that were responsive to student performance on the ANET. In doing this, students were able to get individualized interventions in the form of re-teaching, additional practice, and tighter feedback loops. This targeted instruction supported student learning.

- Provided another data point that correlated to student performance on the MCAS. The use of the NWEA MAP helped us uncover data that the ANET didn't provide per se. In other words, it permitted teachers and instructional leaders to assess the rate at which students were reaching their individualized learning targets. Additionally, the first time, our school was able to assess student learning in a standardized way due to the NWEA MAP Science exam.

The combination of each of these efforts meant that teachers were able to hold students to very high academic standards.

The school began some very important work around shifting our behavioral practices so that we could reduce the amount of time students were out of class via referrals to the Deans Office and out of school via Out-of-School Suspensions. In the fall of 2018. In the 2018-2019 school year, the school continued to implement its school-wide behavior management system, which includes rewards for going above the expectations and consistent consequences for failing to meet the expectation. This system was scrutinized in the fall to be sure it supported the development of the “whole student” and was influenced by our Network's mission to support students in “sharing their kind hearts and cultivating their sharp minds.”

Component 2: Seamless and detailed operating procedures.

In 2018-2019, we continued our focus around core operating procedures, while experimenting with differentiation by grade. In sixth and seventh grade, we continued our core non-instructional program, with a focus on maximizing consistency and predictability for students. In 8th grade in particular, we worked to think through what skills students needed to develop in order to have a smooth transition into high school. Partially through the year, we supported students across grade levels transitioning independently from classroom to classroom and eating lunch in the cafeteria. These shifts in the way our school operates was necessary in order to support student development in its entirety, provide them with opportunities to practice self-regulation, and give them a glimpse of what life beyond the confines of our school will be like.

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

In the 2018-2019 school year, the school continued to make progress toward ensuring that the school had rigorous, standards-based curriculum, instruction, and assessments. As mentioned in “Component 1,” this year, we implemented new curriculum in several grade-levels and content areas. All math teachers adopted the Illustrative Math curriculum, all science teachers adopted the curriculum from the charter network, Achievement First, and the 6th grade ELA teachers also adopted the Achievement First ELA curriculum. We doubled-down on ensuring that teachers in Math and English used

the curricula with fidelity. In addition, the focus on an Intellectual Preparation Protocol helped to support teacher-readiness for instruction in order to improve the students' achievement. The goals of implementing new curriculum were twofold. First, the school wanted to ensure that every student was exposed to rigorous, standards-based curriculum that had been written by experts in the field. Second, by adopting a pre-written curriculum, the school wanted to ensure that all teachers spent less time writing curriculum and more time internalizing and intellectually preparing to teach the curriculum.

In 2018-2019, the school adopted the standards-aligned Interim Assessments through the Achievement Network in order to ensure to maintain the level of standard on which students were expected to practice and perform. After the administration of these assessments, the school was able to assess our students' performance in the context of both our Network and the broader Network of schools across the country who take the ANET. Doing this, meant that teachers had to create detailed instructional action plans in order to close gaps in student learning—especially those gaps present in the mastery of power standards. Following the administration of each exam and the reporting of their results, the school would host a Professional Development day in which staff was able to look at student data both independently and in content teams in order to identify trends in areas of strength and growth. The teachers were able to submit plans to the Instructional Team for feedback.

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

In the 2018-2019 school year, the UP Academy Boston team continued to provide students with a wide-reaching network of supports, including students with disabilities and English Language Learners. Our students with disabilities in the inclusion setting continued to benefit from targeted instruction from Special Education Inclusion teachers. In this model, the Special Education Inclusion teachers utilized a push-in and pull-out model, in which they used progress monitoring data to determine the best way to support students with IEPs. Our English Language Learners continued to benefit from sheltered English instruction, in which EL teachers co-taught classes and served as a resource for General Education teachers as they included sheltered English instructional strategies into their courses. Additionally, EL teachers continued to teach a Newcomers class for our students who had the highest level of need in learning the English language.

One way in which the school shifted its approach to supporting all students in the 2018-2019 school year was by increasing the number of staff members who were Special Education certified and making a commitment to providing a third tier of support in Special Education Services through a Resource Classroom in math and English. At our school this year, students who received Special Education Service Delivery Minutes

could do so in at least one of three ways: an inclusion setting (push-in); a resource setting (pull-out); and a substantially-separate setting (self-contained). As a result of this, the school increased the content knowledge and expertise of many staff members so that more teachers can serve students with disabilities effectively. Additionally, the school made progress in supporting students to transition from substantially separate settings to inclusion setting.

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

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

In regards to academic achievement data, the leadership team and teachers consistently review ANET data. These assessments were administered every three times this year (roughly once per-quarter) and were always followed by a day-long professional development session in which the school took time to analyze the data. Teachers also regularly reviewed daily exit tickets, weekly quizzes, and unit tests to determine what to re-teach in between the ANET and NWEA MAP assessments.

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

Finally, the leadership team regularly analyzed data from the staff about their experience at the school through weekly survey data. Teachers completed weekly surveys, which highlighted strengths and areas of concern in the school. They also completed a beginning of year and end of year survey, which the leadership team analyzed extensively in order to determine the school's priorities for school year 19-20.

Component 6: An atmosphere of enthusiasm and joy.

This year, the school took several steps in order to further develop the atmosphere of enthusiasm and joy. First, we refined our school culture calendar to include spontaneous and planned student joy events. Some of those things include ice cream socials, pizza parties for attendance, and Honor Roll Assemblies. Others of those included buying pop-sockets and fanny packs branded with the UAB Lion for every student in the school. Doing these things helped to support and encourage positive behavior.

Second, the Leadership Team partnered with key staff to organize several student events including a spirit week in both the Fall and Spring, the selling of candygrams on

Valentine's Day, the raising of money through a snack cart and an 8th grade trip to Canobie Lake.

Finally, we implemented several steps to help teachers build positive, impactful relationships with students. Over the summer, we trained all staff on how to have restorative conversations with students and then coached teachers on how to effectively have these conversations as the year progressed. As a result, the groundwork was laid for students to have logical consequences when they'd failed to meet an expectation set forth in class or across the school. We also committed to the use of Circles during an extended advisory period in the fall; a tool we learned from Valor Collegiate Academy. These Circles, which are designed to help students develop social-emotional skills and build relationships with each other, have been a very successful addition to our program and have led students to feel closer to each other and to their teachers.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
7/9	Accountability Plan	Provisionally approved, Approved by BTU, BSC, and UAB Board, finalizing submission for final approval from DESE
7/9	Management Contract	Approved by UAB Board, approved in late June by BTU, will be on BSC calendar for Fall 2019

ACCESS AND EQUITY

The most recent, publicly available student discipline data can be found at: <http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04800405&orgtypecode=6&=04800405&>

In the 18-19 school year, the school took several steps to reduce the use of in and out of school suspension rates. First, the school set ambitious goals around suspension rates and supported that work by recommitting to efforts to bring families in as partners in their students' education. Additionally, the school trained teachers on what constitutes as a suspend-able offense according to DESE guidelines. Admittedly, this was a departure from our historic practice, but helped to provide a rationale for why discipline decisions were being made in the way that they were. A commitment to continuing the work done in DESE's Rethinking Discipline Professional Learning Network was also at the center of the work we'd done this year. Through this PLN, the school

created action plans to reduce exclusions and participated in sessions to learn from experts and other schools in the network about what they are doing to reduce exclusions. Second, the school initiated a review protocol to be initiated any time a student reached between 6-9 days of suspension. This protocol involved reviewing student's behaviors, implementing additional interventions, and exploring alternatives to suspension for any additional behavioral infractions. Finally, the school trained teachers to have restorative conversations with students. The aim of these conversations is to repair the relationships between the teacher and student and to help the student build conflict-resolution and relationship-building skills.

Moving into the 19-20 school year, the school has several plans to continue to reduce the in and out of school suspension rates. First, the school is implementing a school-wide SEL program, which will involve a daily advisory period. This advisory period will give students an opportunity to reflect on behavior and grades, set goals, and build relationships with their teachers and peers. In order to support this work, the school has hired a Coordinator of SEL (a new position). Additionally, in the 19-20 school year, the Principal will be trained on how to use Collaborative Problem Solving (CPS) to improve student skills and deescalate students.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	580	99	5.2	15.9	0
EL	136	27	8.8	15.4	0
Economically Disadvantaged	392	76	5.9	16.3	0
Students with Disabilities	123	27	4.9	21.1	0
High Needs	452	89	5.8	17.0	0
Female	257	35	4.3	19.8	0
Male	283	64	6.0	19.8	0
American Indian or Alaska Native	1				0
Asian	42	1			0
African American/Black	242	56	6.2	20.2	0
Hispanic/Latino	217	35	6.0	13.4	0
Multi-race, Non-Hispanic/Latino	13	3			0

Native Hawaiian or Pacific Islander	3				
White	22	4			

UP Academy Boston: Academic Program Success

STUDENT PERFORMANCE

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

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: Partially Meeting Targets	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx 16th Percentile	Meeting 42 percent of Improvement targets

PROGRAM DELIVERY

In the 2018-2019 school year, the UP Academy Boston team made some strategic changes to the school's curriculum, instructional model, and support for diverse learners.

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

To complement the shift in curriculum, the school also changed its approach to assessment by implementing the administration of two standards-aligned assessments: the ANET and NWEA MAP. Additionally, the school trained teachers on how to create more student-centered classrooms, in which students were doing the reading, writing,

and talking the vast majority of the time. Teachers had professional development on how to build a culture around class discussions, how to plan for strong discussions, how to facilitate strong discussions and partner work, and how to incorporate writing into their lessons every day.

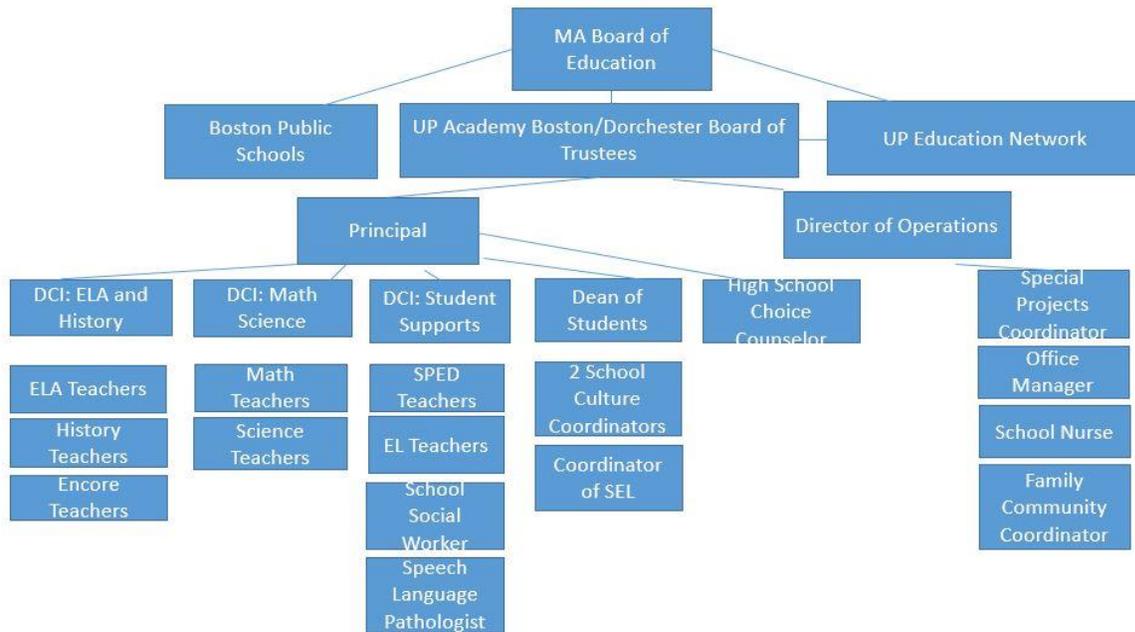
Finally, UAB further refined its approach to supporting diverse learners in a few ways. First, we supported several general education teachers to become special education certified. The purpose of this was to increase the content knowledge of general education teachers so that they could better serve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

As the school continued to develop ways to support all students to meet our behavioral expectations, the leadership team took a few strategic steps in 2018-2019. First, as mentioned previously, the school trained all staff members on how to have restorative conversations with students and implemented Valor Circles in the fall. These conversations were designed to not only help repair relationships between teachers and students, but they were also designed to help students build the social skills of sharing their perspective and resolving conflict. Additionally, this year, two key staff members attended training by Valor Collegiate schools to build more traction and deepen the impact of Valor Circles. The school plans to use this approach more in the 2019-2020 school year.

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 2018-19 school year, and the structure will remain the same for the 2019-2020 school year. Note that the school will be employing City Year support staff, who report to a City Year Manager who partners with the Principal and DOO. Please see below for an organizational chart.



BUDGET AND FINANCE

Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2018 to June 30, 2019.

	<u>Jul '18 - Jun 19</u>	<u>Annual Budget</u>	<u>% of Annual Budget</u>
Ordinary Income/Expense			
Income			
4000 - Tuition			
4001 - Tuition - WSFF	5,139,481	5,130,333	100%
4002 - Tuition - In Kind	2,847,212	2,918,648	98%
Total 4000 - Tuition	7,986,693	8,048,980	99%
4150 - Grants - Federal	736,529	716,962	103%
4180 - Grants - Private	24,217	0	100%
4450 - Contributions, Other	11,194		
4460 - Board Contributions	14,125	18,000	78%
4900 - Other Income	354		
Total Income	8,773,112	8,783,942	100%
Gross Profit	8,773,112	8,783,942	100%
Expense			
5000 - Salary Expense			

5010 · Salaries	4,398,733	4,715,327	93%
5000 · Salary Expense - Other	0	0	0%
Total 5000 · Salary Expense	4,398,733	4,715,327	93%
5225 · Fringe Benefits	962,221	1,029,672	93%
5245 · Taxes	56,859	60,844	93%
5300 · Contracted Services, Admin			
5301 · Audit	20,045	20,000	100%
5302 · Legal Fees	3,855	4,250	91%
5305 · Consulting Services	1,050	0	100%
5401 · Professional Development	12,659	14,500	87%
5403 · Administrative Internships	0	9,750	0%
5405 · Placement Fees	39,000	16,750	233%
5801 · School Management Contract	683,931	650,000	105%
5834 · Temporary Services	30,787	0	100%
Total 5300 · Contracted Services, Admin	791,327	715,250	111%
5312 · Other Instructional Programming			
5314 · Tutoring Services	992	0	100%
5315 · Enrichment	1,081	2,000	54%
5316 · Summer Program	4,465	500	893%
5318 · Special Education Services	135,054	32,625	414%
5833 · Athletic Services	8,798	10,000	88%
5837 · Field Trips	8,083	2,000	404%
Total 5312 · Other Instructional Programming	158,473	47,125	336%
5400 · Data and Assessment			
5453 · Student Information System(SIS)	8,500	8,500	100%
5455 · Instructional/Data Software	0	0	0%
5952 · Testing and Assessment	25,919	26,678	97%
Total 5400 · Data and Assessment	34,419	35,178	98%
5413 · Nursing Services	0	1,131	0%
5432 · Supplies & Materials			
5430 · Uniform Expense	1,799	1,500	120%
5431 · Instructional Supplies and Mate	56,500	47,750	118%
5433 · Copier Supplies	18,564	30,000	62%
5436 · Office Supplies & Materials	102,941	41,500	248%
Total 5432 · Supplies & Materials	179,804	120,750	149%
5454 · Technology and Equipment			

5451 · Copier & Printer Contracts	49,996	34,200	146%
5452 · Classroom IT	8,409	260	3,234%
5456 · Miscellaneous IT	1,389	2,000	69%
Total 5454 · Technology and Equipment	59,795	36,460	164%
5514 · Maintenance of Buildings and Gr	383,148	383,148	100%
5524 · Facilities			
5525 · Renovations	0	0	0%
5526 · Signage - Internal & External	5,009	6,824	73%
5527 · Custodial Overtime Costs	250	2,000	13%
5528 · Furniture (non-capitalized)	3,252	20,400	16%
5530 · Miscellaneous Facilities	10,607	1,456	728%
Total 5524 · Facilities	19,118	30,680	62%
5554 · Utilities	171,794	171,794	100%
5773 · Student Transportation (to and	996,803	996,803	100%
5800 · Operations Expense			
5317 · Interpretive/Translation Serv.	7,526	7,000	108%
5701 · Depreciation	81,446	85,676	95%
5783 · Travel - Tpass, Late Bus, Othe	2,664	0	100%
5835 · Staff Culture Program	29,046	13,500	215%
5836 · Student Culture Program	19,456	14,000	139%
5841 · Recruitment/Advertising	38,471	11,900	323%
5885 · Insurance (Non-Employee)	21,428	23,000	93%
5990 · Misc Operating	614	20,817	3%
Total 5800 · Operations Expense	200,653	175,893	114%
5811 · BPS Purchased Services	276,387	276,387	100%
5962 · Staff Stipends	82,173	57,500	143%
Total Expense	8,771,706	8,853,942	99%
Net Ordinary Income	1,406	-70,000	-2%
	1,406	-70,000	-2%

Unaudited statement of net assets for FY19 (balance sheet)

Jun 30, 19

ASSETS

Current Assets

Checking/Savings

1000 · Operating Cash	<u>181,666.97</u>
Total Checking/Savings	181,666.97
Accounts Receivable	
1250 · Due To/From - BPS	<u>659,660.08</u>
Total Accounts Receivable	659,660.08
Other Current Assets	
1300 · Prepaid Expenses	<u>3,638.33</u>
Total Other Current Assets	<u>3,638.33</u>
Total Current Assets	844,965.38
Fixed Assets	
1530 · Leasehold Improvements	288,193.92
1540 · Furniture & Fixtures	166,716.55
1560 · Computers	427,346.54
1570 · Software	1,550.00
1600 · Accumulated Depreciation	<u>-541,442.38</u>
Total Fixed Assets	<u>342,364.63</u>
TOTAL ASSETS	<u>1,187,330.01</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	<u>91,017.13</u>
Total Accounts Payable	91,017.13
Other Current Liabilities	
2700 · Due To UP Education Network	<u>36,996.49</u>
Total Other Current Liabilities	<u>4,365.35</u>
Total Current Liabilities	<u>95,382.48</u>
Total Liabilities	95,382.48
Equity	
3200 · Retained Earnings	1,057,910.07
Net Income	<u>1,406.32</u>
Total Equity	<u>1,091,947.53</u>
TOTAL LIABILITIES & EQUITY	<u>1,187,330.01</u>

Approved School Budget for FY20

Approved March 2019

FY20 Budget

INCOME	
4001: BPS WSFF Allocation	\$ 4,482,151
BPS Discretionary Allocations	654,237
4002: BPS In-Kind Contributions	2,863,281
State Grants (includes SRG)	-
4150: Federal Grant Funds	713,701
4180: Private Grants and Donations (UPEN)	-
4450: Contributions (Board)	18,000
TOTAL INCOME	\$ 8,731,370
EXPENSES	
Total Salaries	\$ 4,546,226
Total Stipends	70,500
Subtotal Contracted Services	744,476
Subtotal Other Instructional Programming	157,125
Subtotal Assessment and Data	35,731
Subtotal Supplies & Materials	102,250
Subtotal Technology	36,700
Subtotal Facilities	8,280
Subtotal Operations	165,658
Subtotal In-Kind Expenses	2,863,281
TOTAL OPERATING EXPENSES	\$ 8,730,227
OPERATING SURPLUS/(DEFICIT)	\$ 1,144

Capital Plan for FY20

Currently UP Academy Boston does not have any planned capital projects for FY20 or to begin in the next 10 years.

Introduction to UP Academy Dorchester

UP Academy Dorchester			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location of School (Municipality)	Dorchester
Regional or Non- Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A

Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	2018
Maximum Enrollment	820	Current Enrollment (as of 7/9/19)	717
Chartered Grade Span	PK-8	Current Grade Span	PK-8
# of Instructional Days per school year	185	Students on Waitlist	221
School Hours	7:45am-3:30pm, Mon, Tues, Thurs, Fri 7:45am-12:30pm, Weds	Age of School	Entering 7 th year
Mission Statement: UP Academy Dorchester will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential.			

UP Academy Dorchester: Faithfulness to Charter

Mission and Key Design Elements

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

1. Engage in transformative teaching that leads to high student achievement through joy and rigor.
2. Build a positive school culture of high expectations and high support.
3. Execute our systems with precision.
4. Partner with families and communities.

Core Programmatic Component 1: Engage in transformative teaching

Engaging in transformative teaching has been a key priority at UP Academy Dorchester (UAD) since the school's inception. This focus has driven improvement across the school in each year of operation. In 2018-19, UAD's school leadership team focused on leading teachers to continually hone their expertise, understanding of the standards, and ability to drive towards mastery by introducing intellectual preparation protocols for lessons. The UAD instructional team also focused on coaching teachers in a process

called “aggressive monitoring” which creates systems and structures for aggressively monitoring student work during independent time in order to drive towards mastery through three steps: noticing trends and details in student work; noting those data points down in real time; responding in real time with whole class or individualized written and verbal feedback.

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.

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

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

Through a strategic planning process, the leadership team identified *establishing a stable and warm student culture with consistent culture systems* as a priority in 2019 in particular. In order to work toward improvement in student culture, the leadership team provided coaching and professional development for staff around behavior management and systems use. Teams met together to norm and align on routines and expectations for each grade level. The culture team began to regularly analyze data across the school, using a system called Deanslist to identify trends in order to be preventative and proactive rather than reactive. We engaged resources from our network staff including our Director of Social Emotional Learning and our Director of Special Education to provide support to our staff in building their mindset and skill around de-escalation and helping students with lagging skills in SEL or behavior, by providing coaching and PD.

At UAD, the team strives to incorporate joy into all aspects of the teaching and learning experience. In the elementary grades, students begin each day with a Morning Meeting. During this time, classrooms welcome each other to the community for the day and set both academic and social-emotional goals for day. Every Monday, grades K2-2 begin their day with an assembly – where classes are recognized for achievements, shout-outs occur from teachers and students, and classes dance and sing together. Grades 3-5 engage in weekly high-energy community meetings, and grades 6-8 engage in these every three weeks. The community meetings are a joyful time for grade levels to celebrate their successes, set academic goals and participate in rituals that bind the community together.

The middle school has integrated an advisory program into their weekly schedule, and intends on making this a continued practice for the following year and throughout. Advisory allows for smaller groups of same-gender students, approximately 10-12, 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.

These efforts will multiply in 2019-2020, and we are confident that we will increase alignment and predictability in our school K1-8, leading to a strong, learning-focused culture at UAD.

Core Programmatic Component 3: Execute our systems with precision

The operating systems at UP Academy Dorchester (UAD) are wide-reaching and encompass every imaginable aspect of school operations. As we move into the 2019-2020 school year we are excited to take the lessons learned from systems this year and make even more improvements to systems such as arrival, dismissal, lunch, recess, and hallway transitions. We pride ourselves on examining every one of the school's operating systems with an unyielding attention to detail. All routines are modeled for and practiced by the appropriate constituents at the beginning of each year and regularly reinforced thereafter. It is typical practice for UAD teachers to spend the first six weeks of school practicing and reinforcing classroom and school wide systems, routines, and procedures. We refer to this period as the window of opportunity, or excellence training, as we believe that investing our energy in these areas, and for this extent of time will set us up for yearlong success.

We continued to focus on refining and improving our schedule across the school, including responding to schedule feedback in the middle school mid-year and making strategic adjustments. This year the operations team worked to increase transparency and efficiency when addressing facilities matters or repairs in the building. We spent time refining and aligning on systems for crisis response and safety in our building, using staff and family feedback on our previous processes.

In 2019-2020 we have ambitious goals for our operational systems that will lead to more joy and predictability, and an increase in instructional time: increased time for recess with structured and safe play that provides opportunities for social-emotional learning; increased calm and social time at lunch because of clear cleanup routines and systems; streamlined arrival and dismissal pathways to create a welcoming start to the day and a calm and safe end to the day; decreasing time for dismissal to increase instructional time; improving the urgency and peacefulness of our hallway transitions to create a sacred learning-focused environment even in our halls; strategic use of staff members on these non-instructional time duties.

Core Programmatic Component 4: Partner with families and communities

Through a strategic planning process, the leadership team identified *engaging families in collaborative partnerships* as an enduring priority. In order to work toward improvement in family engagement, the leadership team provided engaged an organization called 1647 in providing professional development and coaching for teachers around the rationale behind frequent, high-quality communication with families, along with guidance around how to approach building relationships with families. The co-principals held regular family feedback meetings starting in January to gather mid-year feedback from families that would aid in adjusting course as needed this year, and planning for the 2019-2020 school year. The leadership team also regularly used Deanslist (our data platform) to hold teachers accountable for contacting each student's family at least once biweekly, and logging the communication. In addition, the leadership team hosted – and supported teachers in hosting – many family events throughout the year, such as curriculum nights, publishing parties, arts showcases, and our Global Gourmet potlucks.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
7/9	Accountability plans - will be submitted for final approval in 18-19	Provisionally approved, Approved by BTU, BSC, and UAB Board, finalizing submission for final approval from DESE
7/9	Management Contract	Approved by UAB Board, approved in late June by BTU, will be on BSC calendar for Fall 2019

ACCESS AND EQUITY

The most recent, publicly available student discipline data can be found at: <http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35050405&orgtypecode=6&=35050405>

In the 2018-2019 school year, the school took several steps to reduce the use of in and out of school suspension rates.

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 been working with DESE to learn more about best practices and to collaboratively create the 2019-2020 action plan.

Second, the school initiated practices for students who had received many days of suspension or for students who were being considered for multi-day suspensions to include 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 re-structured its MTSS (Multi-Tiered System of Supports) system. Specifically, the school assigned special education team leads to spearhead and act as points of contact for teachers who are struggling to support students in their classroom. The restructured 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 leadership team.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	771	55	3.1	4.9	0.1
EL	222	6	1.4	1.8	0
Economically Disadvantaged	539	45	3.5	5.9	0.2
Students with Disabilities	158	20	3.8	10.1	0
High Needs	636	48	3.3	5.2	0.2
Female	377	12	1.9	1.9	0
Male	394	43	4.3	7.9	0.3
American Indian or Alaska Native	3				
Asian	12	0			
African American/Black	417	37	3.4	6.5	0.2
Hispanic/Latino	312	15	3.2	2.6	0
Multi-race, Non-Hispanic/Latino	15	3			
Native Hawaiian or Pacific Islander	3				
White	9	0			

UP Academy Dorchester: Academic Program Success

Student Performance

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

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Requiring assistance or intervention Reason for classification: In need of focused/targeted support	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx 6th Percentile	Meeting 38 percent of Improvement targets

Program Delivery

In the 2018-2019 school year, UP Academy Dorchester continued to adopt and implement other school networks' curricula that have a proven record of success. 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 K2-1 continued to use teacher-created ELA curricula, while K1 continued to use all teacher-created material. Adopting these curricula has increased instructional rigor, while enabling teachers to focus their time and energy on adapting material to meet their students' needs, and responding to data.

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

The school continues to use methods of Restorative Justice – Circles and Restorative Conferences – to help students meet their emotional needs in the classroom, and to help them repair the harm following incidents or conflicts. In addition, Early Childhood teachers continued to implement a social/emotional curriculum, *Incredible Flexible You/ We Thinkers*. In 2018-19, UAD progressed and did not suspend any students below

3rd grade. The school moved to adopt best practices identified by the Boston Public Schools and the state, including avoiding suspending students below fifth grade. Students in Upper Elementary grades use the Open Circle during daily or weekly community building circles to start the day. In addition, grades 6-8 engage in weekly Advisory sessions with a trusted adult in a small-group setting.

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.

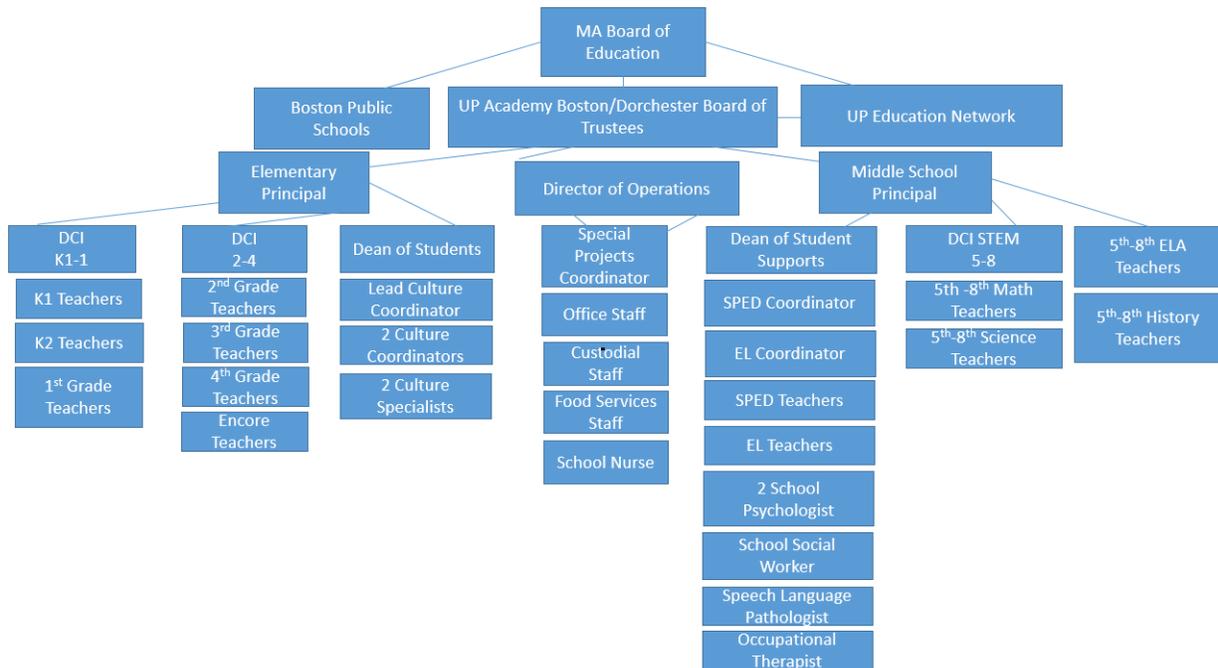
UP Academy Dorchester: Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Moving into the 2019-2020 academic year, UP Academy Dorchester will continue to have dedicated leadership for the Elementary School and Middle School, but will return to having one Director of Operations on staff for the entire building, to ensure continuity and alignment across the entire school. The staffing model will also have one Dean of Students for the entire school, supported by one lead Culture Coordinator, two Culture Coordinators, and two Culture Specialists to ensure differentiated support across the school. The school has also added a STEM DCI in the middle school as well as a 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 2nd – 4th grade Dean of Curriculum and Instruction.

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



BUDGET AND FINANCE

Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2018 to June 30, 2019.

	<u>Jul '18 - Jun 19</u>	<u>YTD Budget</u>	<u>% of Budget</u>
Ordinary Income/Expense			
Income			
4000 · Tuition			
4001 · Tuition - WSFF	6,804,671	6,779,426	100%
4002 · Tuition - In Kind	4,093,075	4,101,138	100%
Total 4000 · Tuition	10,897,746	10,880,564	100%
4150 · Grants - Federal	980,770	954,960	103%
4180 · Grants - Private	71,035	23,400	304%
4400 · Contributions In-Kind			
Transport	0	0	0%
4450 · Contributions	2,385	0	100%
4460 · Board Contributions	13,875	18,000	77%
4900 · Other Income	8,500		

Total Income	<u>11,974,311</u>	<u>11,876,924</u>	<u>101%</u>
Gross Profit	11,974,311	11,876,924	101%
Expense			
5000 · Salaries	6,233,650	6,325,004	99%
5225 · Fringe Benefits	1,371,403	1,379,016	99%
5245 · Taxes	81,037	81,488	99%
5300 · Contracted Services			
5301 · Audit	20,045	20,000	100%
5302 · Legal	9,686	4,500	215%
5306 · Consulting Services	2,077		
5401 · Professional Development	43,796	46,470	94%
5403 · Administrative Internships	0	2,750	0%
5405 · Placement Fees	35,250	24,500	144%
5801 · School Management Contract	725,000	650,000	112%
5834 · Temporary Services	0	1,500	0%
Total 5300 · Contracted Services	<u>835,853</u>	<u>749,720</u>	<u>111%</u>
5312 · Other Instructional Programming			
5314 · Tutoring	89	10,000	1%
5315 · Enrichment	0	1,500	0%
5318 · Special Education Services	75,477	20,969	360%
5833 · Athletic Services	4,119	5,000	82%
5837 · Field Trips	22,671	21,460	106%
Total 5312 · Other Instructional Programming	<u>102,356</u>	<u>58,929</u>	<u>174%</u>
5400 · Data and Assessment			
5453 · Student Information System	10,858	13,493	80%
5455 · Instructional/Data Software	3,465	13,610	25%
5952 · Testing & Assessment	30,106	21,307	141%
Total 5400 · Data and Assessment	<u>44,429</u>	<u>48,410</u>	<u>92%</u>
5413 · Nursing Services	0	2,000	0%
5432 · Supplies & Materials			
5430 · Uniform Expense	1,210	4,200	29%
5431 · Instructional Supplies & Mat	72,283	74,300	97%
5433 · Copier Supplies	50,326	30,000	168%
5436 · Office Supplies & Materials	43,894	90,000	49%
Total 5432 · Supplies & Materials	<u>167,712</u>	<u>198,500</u>	<u>84%</u>
5454 · Technology and Equipment			
5451 · Copier & Printing Contracts	50,528	35,900	141%
5452 · Classroom IT	9,629	938	1,027%
5456 · Miscellaneous IT	1,576	3,810	41%
Total 5454 · Technology and Equipment	<u>61,733</u>	<u>40,648</u>	<u>152%</u>
5514 · Maintenance of Bldg & Grounds	553,437	553,437	100%

5524 · Facilities			
5526 · Signage	10,105	4,922	205%
5527 · Custodial Overtime	0	5,000	0%
5528 · Furniture (Non-Capitalized)	41,766	8,500	491%
5530 · Misc Facilities	15,070	6,000	240%
Total 5524 · Facilities	66,940	24,422	274%
5554 · Utilities	248,147	248,147	100%
5773 · Student Transportation	1,439,826	1,439,826	100%
5800 · Operations Expense			
5317 · Interpretive/Translation Svc	5,680	30,000	19%
5701 · Depreciation	95,929	96,477	99%
5757 · Interest Expense	7,000	8,000	88%
5783 · Travel - Tpass, Late Bus, Other	5,509	9,962	55%
5835 · Staff Culture Program	17,176	29,495	58%
5836 · Student Culture Program	17,076	25,000	68%
5841 · Recruiting/Advertising	7,616	17,906	43%
5885 · Insurance Expense	22,301	23,036	97%
5990 · Misc Operating	653	30,177	2%
Total 5800 · Operations Expense	178,941	270,053	66%
5811 · BPS Purchased Services	399,225	399,225	100%
5962 · Staff Stipends	78,634	58,100	135%
Total Expense	11,863,324	11,876,924	100%
Net Ordinary Income	110,987	0	100%
Net Income	110,987	0	100%

Unaudited statement of net assets for FY19 (balance sheet)

	<u>Jun 30, 2019</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Operating Cash - BPBT	<u>517,826</u>
Total Checking/Savings	517,826
Accounts Receivable	
1250 · Due To/From - BPS	<u>497,303</u>
Total Accounts Receivable	497,303
Other Current Assets	
1300 · Prepaid Expenses	<u>3,638</u>
Total Other Current Assets	<u>3,638</u>
Total Current Assets	1,018,767
Fixed Assets	

1520 · Building Improvements	127,461
1540 · Furniture and Fixtures	192,064
1560 · Computers	388,216
1600 · Accumulated Depreciation	<u>-455,502</u>
Total Fixed Assets	<u>252,240</u>
TOTAL ASSETS	<u><u>1,271,007</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	<u>42,979</u>
Total Accounts Payable	42,979
Other Current Liabilities	
2700 · Due To Unlocking Potential	<u>251,676</u>
Total Other Current Liabilities	<u>251,676</u>
Total Current Liabilities	<u>294,656</u>
Total Liabilities	294,656
Equity	
3300 · Unrestricted Net Assets	856,349
3304 · Temp. Restricted Net Assets	9,016
Net Income	<u>110,987</u>
Total Equity	<u>976,351</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,271,007</u></u>

Approved School Budget for FY20

Approved March 2019

FY20 Budget	
INCOME	
4001: BPS WSFF Allocation	\$ 6,083,317
BPS Discretionary Allocations	713,561
4002: BPS In-Kind Contributions	3,932,614
State Grants (includes SRG)	-
4150: Federal Grant Funds	954,166
4180: Private Grants and Donations (UPEN)	8,400
4450: Contributions (Board)	18,000
TOTAL INCOME	<u>\$ 11,710,059</u>
EXPENSES	
Total Salaries	\$ 6,293,513

Total Stipends	59,000
Subtotal Contracted Services	810,900
Subtotal Other Instructional Programming	163,774
Subtotal Other Data and Assessment	30,515
Subtotal Supplies & Materials	164,625
Subtotal Technology	44,579
Subtotal Facilities	13,369
Subtotal Operations	198,270
Subtotal In-Kind Expense	3,932,614
TOTAL OPERATING EXPENSES	\$ 11,711,160

OPERATING SURPLUS/(DEFICIT)	\$ (1,101)
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Capital Plan for FY20

Currently UP Academy Dorchester does not have any planned capital projects for FY20 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 2018-19 school year, staff members from both schools as well as from the UP Education Network office shared best practices with a variety of audiences both regionally and nationally. In addition, UP Academy Boston and UP Academy Dorchester continue to both share ideas with and learn best practices from the local school district partner, Boston Public Schools, through frequent and regular communication with the district's central office.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
School Design & Replication: School Visits	Tour, classroom observations, problem of practice share-outs and debrief.	Principal of UAB	Monthly meeting participants included leaders from across UP Education Network including all UP Academy Boston schools and Lawrence schools.	Varied by participant
School Design & Replication: School Visits	Tour, classroom observations, problem of practice share-outs and debrief.	Principals of UAD	Monthly meeting participants included leaders from across UP Education Network including all UP Academy Boston schools and Lawrence schools.	Varied by participant
Data and Technology: DeansList Conference	Presentation on family portal and family engagement through DeansList	ELA Teacher – UAB	Conference Attendees District and charter leaders from: <ul style="list-style-type: none"> • Massachusetts • KIPP • Chicago • DC • New Jersey • New York 	Session Materials, Agenda, Varied by Participant
Curriculum and Instruction: Site Visit	Observations and debrief on instruction in various classrooms.	Teachers, Deans of Curriculum and Instruction – UAB	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
Curriculum and	Observations and debrief on instruction in various classrooms.	Teachers, Deans of Curriculum and	Participants were Deans of Curriculum and Instruction from other UP Education Network schools, including	Varied by participant

Instruction: Site Visit		Instruction – UAD	UP Academy Holland, UP Academy Boston, and Lawrence Schools.	
School Climate and Culture: Site Visit	Observations, problems of practice and debrief on student culture settings	Dean of Students - UAB	Monthly meeting with participants from other UP Education Network schools, including UP Academy Holland, UP Academy Dorchester, and Lawrence schools.	Varied by participant
School Climate and Culture: Site Visit	Observations, problems of practice and debrief on student culture settings	Deans of Students - UAD	Monthly meeting with participants from other UP Education Network schools, including UP Academy Holland, UP Academy Boston, and Lawrence schools.	Varied by participant
Data and Technology: DeansList Conference	Data leader round table at DeansList Annual Conference on use of data and education technology in analyzing student results at UAB and UAD.	Managing Director of Strategy and Analytics	Participants included representatives of charter schools, education technology organizations, and districts such as: <ul style="list-style-type: none"> • Massachusetts • KIPP • Chicago • DC • New Jersey • New York 	Varied by participant
Data and Technology: DeansList Conference	Participation in sessions on how to use DeansList to improve the student engagement, student lists and student information services.	Special Projects Coordinator – UAD	Conference Attendees were district and charter leaders from: <ul style="list-style-type: none"> • Massachusetts • KIPP • Chicago • Washington DC • New Jersey • New York 	Varied by participant, session materials and agendas available

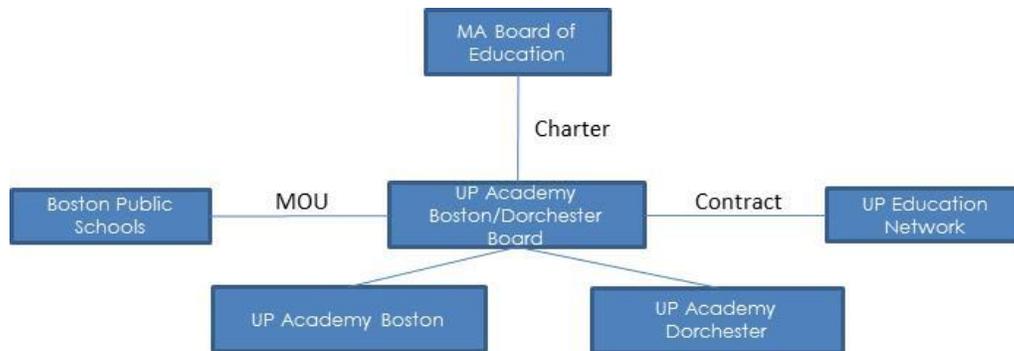
Social Emotional Supports: Coaching – Valor Collegiate Cohort Compass Campus Training	Managing Director of Social Emotional Learning for UP Education Network and Chief Academic Officer for UP Education Network	Managing Director of Social Emotional Learning for UP Education Network and Chief Academic Officer, Representatives from UAB	Participated in training and professional development cohort to support in implementation of and learning from Valor Collegiate curriculum. Participants in cohort include: <ul style="list-style-type: none"> • Bright Star Schools – Los Angeles • FirstLine Schools – New Orleans • KIPP Texas • Growth Public Schools – Sacramento • Rocky Mountain Prep - Denver 	Successful Social Emotional Learning curriculum implementation strategies.
Sharing Best Practices: UP Education Network Summit	Annual network-wide conference highlighting best practices from across the district, featuring presentations from various UAB and UAD representatives on a range of topic areas	Principal, Director of Operations, Teachers 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
Data and Technology: Boston School Data Network Spring Meeting	Presentation on various best practices learned from data systems at UAB and UAD as well as lessons learned for effective analysis	Managing Director of Strategy and Analytics	Participants were members of the Boston School Data Network which include representatives from various Boston area charters including Cambridge, City on a Hill, Excel, KIPP, and others.	Varied by participant
School Climate: InSPIRED fellows	Participated as DESE inspired fellows program – presented to students at UMass Boston about	ELA Teachers from UAB	Students at UMass Boston, other InSPIRED fellows	Varied by participant

	becoming teachers to build interest in the teaching profession and discuss the need for more teachers of color.			
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NETWORK STRUCTURE OR MULTIPLE CAMPUS ORGANIZATIONAL STRUCTURE

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 2018-2019 school year, the Board continued to implement and execute on the lessons learned through the conditional renewal process. The Board embedded regular processes for continuing professional development into their schedule, honed meeting procedures and expectations, and continued investment in robust school-level committees for each school. In addition, the Board supported the development of new principals at both schools. These efforts positioned the Board to provide strong support and oversight to both schools throughout the year, to have the conditions on UP Academy Dorchester's renewal lifted, and put them on strong trajectory for continued success in the 2019-2020 school year.

The 2018-2019 school year also saw the implementation of key strategic priorities identified the previous year after a long listening and learning tour. These priorities included teaching rigorous academic content, building strong social-emotional skills, and working with families and communities in making decisions and supporting students. After a year of execution, the school management organization is excited to leverage lessons and apply them to the ongoing work on these key priorities, and in how they are honed for the 2019-2020 school year. This means that there will be a particular focus on supporting exceptional ELA instruction and in building joyful, sustainable student culture at each school.



Appendix A: UP Academy Boston Accountability Plan Evidence 2018-2019

Please see below for UP Academy Boston's current provisionally approved Accountability plan. Note that this plan has now been approved by the Board, Boston School Committee, and Boston Teacher's Union, and is in the process of submission to DESE for final approval from the Commissioner.

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: UP Academy Charter School of Boston scholars will demonstrate the knowledge and skills necessary to succeed on the path to college.		
Measure: UP Academy Boston students will grow at least as much as the typical student in Math on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	Partially Met	The average Fall-to-Spring student growth percentile for UP Academy Boston was 48 in Math
Measure: UP Academy Boston students will grow at least as much as the typical student in ELA on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.	Not Met	The average Fall-to-Spring student growth percentile for UP Academy Boston was 40 in ELA
Measure: UP Academy Boston is in the top quartile of student growth in ELA on the statewide test every year among schools where a majority of students are economically disadvantaged.	TBD	2018-2019 state test results will be released in late September.
Measure: UP Academy Boston is in the top quartile of student growth in Math on the statewide test every year among schools where a majority of students are economically disadvantaged.	TBD	2018-2019 state test results will be released in late September.
Objective: UP Academy Charter School of Boston scholars will develop exceptional strength of character necessary to achieve their full potential.		
Measure: The UP Academy Boston average grade in core academic classes is 85% each year.	Partially Met	The average grade at UP Academy Boston was 81 in core academic classes in 2018-2019
Measure: UP Academy Boston will have an annual attendance rate of 95%.	Partially Met	UP Academy Boston's attendance rate in 2018-2019 was 92.9%.

Objective: UP Academy Charter School of Boston establishes a professional culture of reflection and feedback that results in a purposeful learning environment that is focused on student achievement.		
Measure: By the end of each year, at least 80% of teachers will have mastered the foundational outcomes on UP Education Network's teacher standards, and will consistently demonstrate clear instruction, stable culture, and aligned and cohesive materials.	Met	86% of UP Academy Boston mastered the foundational outcomes on UP Education Network's teacher standards as measured through end-of-year ratings.
Objective: UP Education Network will share about its approach to school restart with other public schools both locally and nationally.		
Measure: UP Boston School staff and UP Education Network staff will present best practices from UP Academy Boston and the network's approach to school restart at local and national conferences a minimum of five times each year.	Met	UP Academy Boston / 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 Boston Recruitment Plan 2018-2019

School Name: UP Academy Boston
Date: July 15, 2019

<ul style="list-style-type: none"> In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?
<p>2018-2019 Implementation Summary:</p> <p>There continue to be changing variables in the recruitment landscape for a stand-alone 6th-8th grade Horace Mann middle school located in Boston in 2018-2019. Overall drops in district enrollment numbers, major changes to grade configuration, school locations, and feeder school patterns coming through the ten year BuildBPS initiative, as well as the continuation of the Boston Common Application for Commonwealth Charter schools have all been hurdles UP Academy Boston has had to address in implementing a successful Recruitment Plan. These variables have meant that while the execution of our multi-faceted 2018-2019 Recruitment Plan has been successful to date, we have needed to continue to come up with creative</p>

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 Centers with our applications and informational fliers, and met with Welcome Center staff to provide in-depth knowledge about our goals and programs. In doing so, we ensured they were well equipped to accurately relay information about our school to prospective families. We provided applications to BPS schools ending in grade 5, hosted several open houses throughout the year, and provided open access for tours to families both during and after the school day, to give families the opportunity to see the school, meet with our scholars and staff, and ask questions. Further, as in years past, we sent a comprehensive letter and application directly to families of all 5th, 6th grade, and 7th grade students in Boston. We sent out multiple translated mailers in English, Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese, which yielded a significant portion of our applications and completed Intent to Enroll forms.

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

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

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

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

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

General Recruitment Activities for 2019-2020:

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
19.5%

GNT percentage: NA
CI percentage: 17.8%

The school is **above** CI percentages

(b) Continued 2018-2019 Strategies

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- Send letters to the families of all identified 5th grade students with disabilities and/or with IEPs in BPS emphasizing that UP Academy Boston provides:
 - Comprehensive support for all learners
 - 1:1 meetings with all families
 - Exceptional 1:1 and small sub-separate special education services
 - Safe, orderly learning environments
- Utilize SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support services

	<ul style="list-style-type: none"> Distribute school program fliers and packets that highlight our intention to serve a large population of students with disabilities and diverse student learners Attend relevant community organization meetings to address the importance of programs and services for students with disabilities and diverse student learners
(c) 2019-2020 Additional Strategy(ies), if needed	
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 29.4%</p> <p>GNT percentage: NA</p> <p>CI percentage: 17.2%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Send letters in English, Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese to families of all 5th grade EL students in BPS with an emphasis on UP Academy Boston's: <ul style="list-style-type: none"> EL program and support services 1:1 and small-group services Safe, orderly learning environments Target outreach to organizations and businesses that serve families that speak languages other than English Distribute non-English language fliers at Welcome Centers
(c) 2019-2020 Additional Strategy(ies), if needed	
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 67.3%</p> <p>GNT percentage: NA</p> <p>CI percentage: 48.5%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>All students are eligible for free or reduced lunch in BPS, so there is no specific strategy for this category</p>
(c) 2019-2020 Additional Strategy(ies), if needed	
None needed at this time.	
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Send letters to families of 5th grade students in BPS emphasizing: <ul style="list-style-type: none"> Academic supports for all students, including diverse student learners Rigorous academic and behavioral expectations Unique partnership with BPS and high-performing charter and district schools nation-wide

<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Request from BPS data related to attendance history and 3rd grade ELA MCAS scores, which research has shown correlates to eventual dropout likelihood; if such data cannot be made available to UP Academy Boston prior to enrollment, we will review said data upon a student's enrollment to ensure s/he receives the appropriate support Send letters to families of all current Boston 5th grade students in UAB's catchment area, emphasizing the school's rigorous academic program, supportive behavioral expectations, and partnership with BPS
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2018-2019 Strategies</p> <p>School Social worker will keep open lines of communication with external agencies such as DCF, providing applications to students who are not currently enrolled in a school in Boston</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Distribute fliers to residents in South Boston, emphasizing key programmatic elements such as UP Academy Boston's: <ul style="list-style-type: none"> Supportive discipline and structure Rigorous curriculum Advisory program High school placement counselor

Retention Plan
UP Academy Boston: 2019-2020

<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-2020 Retention Plan.</p>
<p align="center">2018-2019 Implementation Summary:</p> <p>In analyzing the implementation of UP Academy Boston's retention strategies from the 2018-2019 retention plan, several areas stand out as positive. UP Academy Boston's overall retention rate improved from 82% to 84.3%. In addition, significant improvements were made in several of the areas identified for additional focus and improvement, including moving the rate for Students with Disabilities from 86.4% to 94.4%, and the rate for Low Income students from 83.6% to 84.8% in one year. Additionally, UP Academy Boston made improvements in other areas, with their High Needs rate moving from 82.8% of students remaining enrolled to 83.3%.</p> <p>Though there are these areas of success in a variety of specific populations, there are also areas for improvement in UP Academy Boston's retention strategies, both in continuing to improve the overall retention rate, and in renewing focus on EL students, whose rate decreased from 94.3% to 89.2% in the 18-19 school year.</p>

Feedback from students and families has continued to indicate that improving retention will require increased energy and emphasis on family engagement to build greater trust, investment, and connections between students, families, the community at large, and the school. These strategies were a focus during the 2018-2019 school year, and did result in improvements to both the overall retention rate and a number of special population retention rates, there continues to be room to strengthen and streamline practices for 2019-2020. For the upcoming school year, UP Academy Boston will continue to employ a dedicated Family Community Coordinator who will continue to spearhead much of the work on Family Engagement and Attendance. In addition, the school's Coordinator of SEL will help lead the work on incorporating more restorative justice practices. UP Academy Boston will also be working with a number of City Year volunteers in the upcoming year, 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 one full-time FTE devoted to helping UP Academy Boston students get into 6th-12th grade exam schools, and the overall transience of student populations in stand-alone middle schools, we do anticipate a certain percentage of health natural attrition will continue to occur at UP Academy Boston, which is why the retention goal for next year will continue to be set at 85%.

- Interim assessments
 - Students take regular interim assessments that provide a benchmark toward proficiency and a passing grade. Teachers review the assessments to adjust their instruction and students who are lacking skills will be provided additional supports (e.g. tutoring, literacy support).
- Regular Progress reports
 - Families are provided with a progress report each trimester of student performance. The report will clearly break down performance on every standard, and provide a data point to discuss with families.
- Consistent Family Communication
 - Every parent will be contacted at least once every two weeks to communicate progress (or lack of progress) in academics and behavior, as well as to discuss possible strategies for improvement.
- Response to Intervention Process

- Teams of general education teachers, special educators and the DCI for Special Education will meet on a regular basis to create in-class interventions to address the needs of struggling students. This provides a clear process for addressing challenges early on, and if interventions fail, this ensures that a student can be evaluated (with parental permission) to determine if s/he has a disability and needs more extensive supports.
- Organizational support
 - The school systematically teaches students strategies for being organized and addresses students' organizational needs based on referrals from teachers. Therefore, students who are disorganized receive targeted intervention so as to prevent disorganization as being a reason for retention.
- Behavior support
 - Students that are struggling behaviorally will receive support from their advisor, one of their teachers, the Dean of Students, or their homeroom teacher. This may include a behavior incentive plan, an in-class accommodation, preferential seating, or more frequent family communication.
- Homework system
 - Homework is collected and recorded every day. Students who drop below an 80% homework completion rate attend afterschool Homework Support until their average is above 80%. A student's family is notified the day a student fails to complete HW.
- High Expectations for grade promotion
 - Often a parent does not reenroll their student if the student is not promoted to the next grade. To prevent this outcome, UP Academy Boston will consistently communicate with families regarding the status of their child. Additionally, if retention is necessary, we will, in meetings with the student's parents, clearly communicate the purpose of retention toward ensuring overall college success and fulfilling potential, in order to gain mutual agreement of the decision.
- College prep school culture
 - UP Academy Boston has a college prep school culture focused on success not only in high school, but also in college. Throughout the course of their time at UP Academy Boston, students are exposed to the advantages of having a high school and college degree and be educated about the path required to graduate from both. Students' classrooms are named after colleges and universities, students will periodically visit or learn about local colleges, and the advisory curriculum, especially in the 8th grade, will be highly focused on college prep high school acceptance. This instills in students a desire to stay in school in order to achieve their full potential.
- Strong relationships with at least one adult
 - The classroom cohort model provides a group of teachers solely focused on teaching a specific group of students within a grade, allowing for strong relationships. In addition to the advisory and homeroom structure provides additional times in the day and week for students, teachers, and families to connect and build the strong relationships necessary for continued school engagement.
 - Implementation of Valor Circles and social emotional learning curriculum for all students to foster strong community relationships between students and staff.

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>School percentage: 5.6%</p> <p>Third Quartile: 16.5%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Retain students in this group at a level comparable to our overall retention rate.</p> <ul style="list-style-type: none"> • Intervention program targeting reading fluency, comprehension, mathematical fluency and conceptual understanding. • Teacher evaluation criteria related to knowledge of student disabilities and their academic growth. • Continued professional development for staff to increase skills of materials differentiation through whole school professional development and instructional coaching • Collect detailed information from students with disabilities and their families regarding reasons for attrition. Ways to gather include: <ul style="list-style-type: none"> ◦ Targeted Student/Family survey questions to current students ◦ Capturing detailed feedback from transferring students • Leverage data from families to better implement strategies for retention • Targeted opportunities to build community with students with disabilities and their families outside of the regular school schedule. Outreach might include: <ul style="list-style-type: none"> ◦ Additional staff support to ensure regularity of communication with parents • Scheduled events to build community, such as a targeted open house/tour night, Question and Answer sessions, or classroom celebrations/showcases.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile:</p>
Limited English Language-proficient students/English learners	
<p><u>(a) CHART data</u></p>	<p>(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

<p>School percentage: 10.8%</p> <p>Third Quartile: 16.6%</p> <p>The school is below third quartile percentages.</p>	<ul style="list-style-type: none"> • Ensure family communication is provided in families' native languages as requested and available • Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers • Dedicate additional staff to EL student support to increase both programming and family communication for families • Increase percentage of faculty who speak a second language common among the school's ELs. • Leverage RTI process
<p>(c) 2019-2020 Additional Strategy(ies), if needed</p>	
<p>Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 15.2%</p> <p>Third Quartile: 17.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Partner with cafeteria staff to ensure all families have appropriate information • Connect with families that may be in need of additional support through advisor calls to ensure families are aware of available supports • Leverage school based Family and Community Coordinator and network Director of Family and Community Engagement to further connect families to resources • Increase family events to build stronger school community, through events such as <ul style="list-style-type: none"> ○ Picnics or gatherings ○ Classroom celebrations ○ Cultural food festivals • Leverage technology to reach out to families and build relationships. DeansList data system now has the capacity to create email listservs, for outreach to parents. Now can add email communication as another avenue for teachers and the school to connect with families. <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress • Increase the faculty's skills of materials differentiation
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2019-2020 Strategies</p>

	<ul style="list-style-type: none"> • Implement Social Emotional Learning Curriculum including Valor Circles. • Leverage RTI process. • Leverage SST and Crisis Team process. • Provide student access to at-risk counseling from Social Worker. • Use distinct promotion criteria for double repeaters that places the "burden of work" on the school. • Continue practice of completing FBAs and BIPs for challenging students. • Create strategic advisor relationships with those of a similar cultural or socioeconomic background.
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Regular attendance meetings and follow-up planned by Culture, Leadership, and Operations Teams • Additional attendance outreach support from City Year volunteers. • Commitment to communicating with families whose children's attendance becomes a concern to offer support
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	Address the needs of such sub-groups as they are identified.

Appendix C: UP Academy Boston School and Student Data Tables

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	228	44.1
Asian	31	6.0
Hispanic	231	44.7
Native American	0	0

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION

White	13	2.5
Native Hawaiian, Pacific Islander	1	0.2
Multi-race, non-Hispanic	13	2.5
Special education	101	19.5
Limited English proficient	152	29.4
Economically Disadvantaged	348	67.3

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR

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"> Oversees academic program Manages the school's deans 	July 2, 2018	
Tiffany Wen, Director of Operations	<ul style="list-style-type: none"> Oversees school operations Manages operations team 	July 2, 2018	June 30, 2019
Brandi Higginbottom, Dean of Students	<ul style="list-style-type: none"> Oversees school culture Manages Dean's Office 	July 2, 2018	January 11, 2019
Ryan Caswell, Dean of Students	<ul style="list-style-type: none"> For start of the year, managed and coached Math and Science teachers Oversees school culture Manages Dean's Office 	September 5, 2018	June 30, 2019
Adriana Escamilla, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches ELA and history teachers 	July 2, 2018	June 30, 2019
Emily Benak, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches SP 	August 22, 2018	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR

	Number as of the last day of the 2018-2019 school year	# Departures during the 2018-2019 school year	# Departures at the end of the school year	Reason(s) for Departure
Teachers	46	5	17	Personal reasons, dismissal, other job opportunities (internal and external)
Other Staff	14	5	3	Personal reasons, other job opportunities, (internal and external), transfer of student for 1-1 aide.

Appendix D: UP Academy Boston Additional Required Information

Key Leadership Changes (SY 2019-20)

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Elizabeth Clymer	No Change
Charter School Leader	Rashidah Lawson	No Change
Assistant Charter School Leader	James Frier	New
Special Education Director	Emily Benak	No Change
MCAS Test Coordinator	Rashidah Lawson	No Change
SIMS Coordinator	Elise Cole	New
English Language Learner Director	MaryEllen Leonard	No Change
SIMS Contact	Elise Cole	New

Facilities

UP Academy Boston did not relocate or acquire a new facility during the 2018-19 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Friday, February 28, 2020
Lottery	Wednesday, March 4, 2020

Appendix A: UP Academy Dorchester Accountability Plan Evidence 2018-2019

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
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)		
Measure: 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.	Not Met	The average Fall-to-Spring student growth percentile for UP Academy Dorchester was 40 in Math
Measure: 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.	Not Met	The average Fall-to-Spring student growth percentile for UP Academy Dorchester was 36 in ELA
Measure: 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.	TBD	2018-2019 state test results will be released in late September.
Measure: 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.	TBD	2018-2019 state test results will be released in late September.
Measure: 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	Met	UP Academy Dorchester students in grades 5-8 received daily science and students in grades K-4 received weekly science, supported by ongoing professional development
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)		
Measure: 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	Partially Met	The average grade for the middle school grades was 82 in core classes and the average standards grade was 2.6 in elementary school.

Measure: 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.	Partially Met	Elementary school TIGER score average was 3.3 out of 4, while 45% of middle school students had an average TIGER score over 70.
Measure: UP Academy Dorchester will have an annual attendance rate of 95%.	Partially Met	The attendance rate for UP Academy Dorchester was 94.4% in the elementary school and 94.0% in the middle school.
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)		
Measure: 80% of teachers will demonstrate proficiency by being rated proficient or exemplary on their mid-year and their end of year teaching evaluation	Met	80.3% of teachers were rated proficient or exemplary at UP Academy Dorchester
Measure: 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.	Met	UP Academy Dorchester held data days on 10/5, 11/6, 1/2, 2/1 and 3/15, during which 90% of teachers implemented re-teaching plans when relevant
Objective: UP Education Network establishes a firm and robust network of support for students, families, and staff (KDE #3)		
Measure: 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.	Partially Met	UP Academy Dorchester has retained 68% of staff who earned a recommitment letter.
Measure: 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.	Partially Met	UP Academy Dorchester launched Open Circle at the elementary school grades, which was fully implemented. At the middle school level, UP Academy Dorchester piloted the Compass model for Valor Collegiate Academies, which was partially implemented
Measure: UP Dorchester will implement a calendar of at least five "joyful events" each school year for families and students to participate in, including celebrations of culture and relationship building opportunities.	Met	UP Academy Dorchester had more than 5 joyful events for students and families, including a Stevie Wonder singalong, a well-attended Black Excellence in Entertainment Soul Food Dinner and Talent Show, an ice cream social and a field day.

Objective and Measures related to Dissemination (required):

Objective: UP Education Network establishes a firm and robust network of support for students, families, and staff (KDE #3)		
<p>Measure: 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.</p>	<p>Met</p>	<p>UP Academy Boston / 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.</p>

Appendix B: UP Academy Dorchester Recruitment Plan 2018-2019

School Name: UP Academy Dorchester
Date: July 16, 2019

- In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan?**

2018-2019 Implementation Summary:

As was the case with UP Academy Boston, despite the ongoing impact of changing variables in the recruitment landscape in 2018-2019 – namely overall drops in district enrollment, major changes to grade configuration, school locations, and feeder school patterns coming through the ten year BuildBPS initiative, and the continuation of the Boston Common Application for Commonwealth Charter schools – the execution of our 2018-2019 Recruitment Plan was largely successful. We continued to build on the foundation of prior years' strategies, and to hone our execution. In building on lessons learned from previous years and honing our outreach, we deployed a variety of strategies to recruit applicants.

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

After identifying middle school grade recruitment as an area for increased energy and focus, we sent a comprehensive letter and application directly to families of all 5th and 6th grade students in Boston. In addition, changes to the Boston Charter landscape meant that some recruitment fair opportunities that had previously been extremely helpful for connecting with families were no longer hosted by Commonwealth Charters. We have developed several

strategies to help counter-balance these change, including increasing community outreach and direct outreach to pre-school programs, as well as sending out a mailer to rising Kindergarten students. Overall, we sent out two mailings translated into Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese, which yielded a significant portion of our applications and completed Intent to Enroll forms.

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

We also leveraged the broader charter and district school community to raise awareness of our school. We participated in well-attended charter and district school showcases, including the Boston Public School Showcase, UP Academy Holland 5th grade Fair, and the Boston Renaissance Charter Fair. We also emailed mailed applications to families with middle school students who were waitlisted at other charter schools in the city.

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

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

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

General Recruitment Activities for 2019-2020:

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

- Completed outreach to siblings of current students through phone calls and mailings, ensuring all families received an enrollment application
- Disseminated district-wide mailings
- Advertised with media outlets, including Facebook advertisements and Instagram outreach.
- Posted information in local organizations and businesses within the community
- Canvassed our local communities and neighborhoods to increase in-person interactions
- Targeted application messaging using UP Education Network's existing social media platforms

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 16.4%</p> <p>GNT percentage: 15.7%</p> <p>CI percentage: 16.0%</p> <p>The school is above GNT percentages and CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to special education services • Offering 1:1 support to families enrolling in our school to ensure families understand how their children will be supported by various staff • Connecting families directly with the Special Education team to discuss how UP Academy Dorchester can best support their child • Utilizing SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 30.9%</p> <p>GNT percentage: 22.6%</p> <p>CI percentage: 26.4%</p> <p>The school is above GNT and CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to services to LEP students • Translating general recruitment outreach documents into Spanish, Portuguese, Haitian Creole, Vietnamese, and Somali • Leveraging partnerships with community members and organizations that serve families that speak languages other than English • Providing translation services at informational events, when needed, to ensure all families receive the same information • Targeting outreach to organizations and businesses that serve families that speak languages other than English

	<ul style="list-style-type: none"> 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 Gather feedback from current LEP families on additional outreach strategies.
	<p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p align="center">Not applicable at this time.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 63.7%</p> <p>GNT percentage: NA</p> <p>CI percentage: 51.1%</p> <p>The school is above CI percentages</p>	<p align="center">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>All students are eligible for free and reduced lunch in BPS, so there is no specific strategy needed for this category. However, UP Academy Dorchester will continue to highlight in our recruitment materials that:</p> <ul style="list-style-type: none"> We are tuition free and that the school offers assistance to families that may need it when purchasing uniforms All students receive universal free breakfast, lunch, and daily snacks
	<p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2018-2019 Strategies</p> <p>Work with the district to appropriately target current BPS students with mailing outreach, ensuring students within the district are aware of the opportunity to apply to UP Academy Dorchester</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2018-2019 Strategies</p> <p>Work with district and partner organization(s) to understand the population of students in grades K1-8 who have a higher chance of dropping out and provide assistance</p>
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2018-2019 Strategies</p> <p>Work with district and partner organizations to understand the population of students in grades K1-8 who may have dropped out and provide informational materials and applications to these stakeholders when appropriate</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> Request support from community partners to identify opportunities to present information and to connect with students that may benefit from enrolling at UP Academy Dorchester Work to recruit staff that represent diverse groups to represent UP Academy Dorchester at recruiting fairs and other events

Retention Plan
UP Academy Dorchester: 2019-2020

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

UP Academy Dorchester had a goal of at least 90% retention for the 2018-2019 school year. With a rate of 91.6%, UP Academy Dorchester met their goal, and remained well above the Third Quartile rate of 79.5%. In terms of special populations, UP Academy Dorchester had significant success in a number of areas. For the 2018-2019 year, UP Academy Dorchester retained 90.7% of Students with Disabilities – significantly ahead of the Third Quartile at 81.8%. In addition, EL Retention rates were very strong at 94.1%, a large improvement on the statewide average of 86.7% EL retention for the year.

These encouraging retention data points demonstrate that UP Academy Dorchester has an environment where students want to get to school and stay in school. However, there is still plenty of space for improvement, especially in continuing to push to reduce In-School and Out-of-School Suspension rates.

Therefore, UP Academy Dorchester plans to continue leveraging the successful strategies used in past years, while adding additional supports in order to not only meet but exceed retention goals and reduced suspension rates in the 2019-2020 school year. Namely, UP Academy Dorchester has added additional culture support as well as City Year volunteers to their model to support the implementation of more robust follow-ups with families on attendance, implementation of restorative practices and a social emotional learning curriculum. 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.
- Homework system
 - Homework is collected and recorded every day. Students who drop below an 80% homework completion rate attend afterschool Homework Support until their average is above 80%. A student's family is notified the day a student fails to complete HW.
- High Expectations for grade promotion
 - Often a parent does not reenroll their student if the student is not promoted to the next grade. To prevent this outcome, UP Academy Dorchester must consistently communicate with families regarding the status of their child. Additionally, if retention is necessary, we must, in meetings with the student's parents, clearly communicate the purpose of retention toward ensuring overall college success and fulfilling potential, in order to gain mutual agreement of the decision.
- College prep school culture
 - UP Academy Dorchester has a college prep school culture focused on success not only in high school, but also in college. Throughout the course of their time at UP Academy Dorchester, students are exposed to the advantages of having a high school and college degree and be educated about the path required to graduate from both. Students' classrooms will be named after colleges and universities, students periodically visit or learn about local colleges, and the advisory curriculum, especially in the 8th grade, will be highly focused on college prep high school acceptance. This instills in students a desire to stay in school in order to achieve their full potential.
- Strong relationships with at least one adult
 - The advisory and homeroom structure provides additional times in the day and week for students, teachers, and families to connect and build the strong relationships necessary for continued school engagement.

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

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

Retention Plan –Strategies
List strategies for retention activities for each demographic group.
Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 9.3% Third Quartile: 18.2%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continued implementation of co-teaching classrooms in 2019-2020 to further integrate our students receiving special education services with their peers • Dedicate additional staff to special education student support to increase programming and family communication for the families, including the addition of a Dean of Student Supports to the leadership team. <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.9% Third Quartile: 19.6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Ensure family communication is provided in families' native languages as requested and available • Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers • Dedicate additional staff to EL student support to increase both programming and family communication for families <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.9% Third Quartile: 20.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Partner with cafeteria staff to ensure all families have appropriate information • Connect families that may be in need of additional support with our Family and Community outreach support and the Family Resource Center to ensure families are aware of available supports <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>Not applicable at this time</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress

	<ul style="list-style-type: none"> UP Academy Dorchester's high expectations for grade promotion
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> UP Academy Dorchester's high expectations for grade promotion Connect any families expressing concerns with staying at UP Academy Dorchester with our Family and Community outreach team or another applicable leadership team members to discuss support
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> Regular attendance meetings and follow-up planned by school staff Commitment to communicating with families whose children's attendance becomes a concern to offer support
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2019-2020 Strategies</p> <p>Address the needs of such groups as they are identified.</p>

Appendix C: UP Academy Dorchester School and Student Data Tables

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	397	54.8
Asian	6	0.8
Hispanic	293	40.5
Native American	3	0.4
White	8	1.1

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Native Hawaiian, Pacific Islander	5	0.7
Multi-race, non-Hispanic	12	1.7
Special education	119	16.4
Limited English proficient	224	30.9
Economically Disadvantaged	458	63.3

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
John Cunningham-Elder, Middle School Principal	<ul style="list-style-type: none"> Oversees academic program of grades 6-8 Manages DCIs, DOSs, 	July 1, 2018	June 30, 2019
Julia Garcia, Director of Operations	<ul style="list-style-type: none"> Oversees school operations Manages operations team 	July 30, 2018	June 30, 2019
Erica Andrew, Elementary School Principal	<ul style="list-style-type: none"> Oversees academic program of grades K1-5 Manages DCIs, DOSs, and Special Education Coordinator 	August 16, 2018	
Stephanie Saporito, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers 	July 1, 2016	May 10, 2019
Mistie Parsons, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers for grades 6-8 	January 11, 2016	December 31, 2018
Rachel Conway, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers 	July 1, 2016	June 30, 2019
Jordan Manchester, Dean of Students	<ul style="list-style-type: none"> Oversees school culture for grades 6-8 Manages Dean's Office 	January 2, 2019	June 30, 2019
Nathan Kaplan, Dean of Students	<ul style="list-style-type: none"> Oversees school culture for grades K1-5 Manages Dean's Office 	July 1, 2016	June 30, 2019

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	61	3	20	Personal reasons, dismissal other job opportunities (internal and external), , position elimination
Other Staff	28	3	8	Personal reasons, other job opportunities (internal and external)

UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER BOARD OF TRUSTEES

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2019	10
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 2018-2019 school year	5

BOARD MEMBERS FOR THE 2018-19 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Elizabeth Clymer	Board Chair	Finance, Governance, Hiring	3	07/01/14-06/30/20
Amar Kumar	Vice Chair	Governance, UAB (Chair), Hiring	2	12/02/15-06/30/22

Barbara Sullivan	Trustee	Governance (Chair), Hiring	3	07/01/14-06/30/20
Robert McConnaughey	Trustee		3	07/01/14-06/30/20
Tchintcia Barros	Trustee	Finance, Governance	3	07/01/16-6/30/2021
Nelly Xavier	Trustee		2	12/02/15-06/30/22
Nii Amaah Ofosu-Amaah	Treasurer	Finance (Chair), Treasurer	2	12/02/15-06/30/22
Lana Ewing	Trustee	UAD	1	10/26/2017-06/30/21
Alisha Johnson	Trustee	UAD	1	10/15/18-6/30/22
Ali Huberlie	Trustee	UAD (Chair), Hiring	1	02/26/19-6/30/22
Mark Parry (resigned during the 18-19 school year)	Trustee	UAB	1	01/17/18-07/23/19

Anticipated Board Meeting Schedule for 2019-2020		
Date	Time	Location
Wednesday, July 24, 2019	4:00-8:00pm	Jobcase, Cambridge, MA
Wednesday, October 16, 2019	8:30-11:30am	UP Academy Dorchester
Monday, November 18, 2019	5:00-8:00pm	UPEN Office
Wednesday, February 5, 2020	5:00-8:00pm	UPEN Office
Wednesday, April 29, 2020	8:30-11:30am	UP Academy Boston
Wednesday, June 17, 2020	5:00-8:00pm	UPEN Office

Appendix D: UP Academy Dorchester Additional Required Information

Key Leadership Changes (SY 2019-20)

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Elizabeth Clymer	No change
Charter School Leader	Erica Andrew	No change

Assistant Charter School Leader	Michaela Power	New
Assistant Charter School Leader	Ariella Silverstein-Tapp	New
Special Education Director	Casey Mandel	New
MCAS Test Coordinator	Michaela Power	New
SIMS Coordinator	Shaiana Nunez	No change
English Language Learner Director	Leanne Hall	No change
SIMS Contact	Shaiana Nunez	No change

Facilities

UP Academy Dorchester did not relocate or acquire a new facility during the 2018-19 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Friday, February 28, 2020
Lottery	Wednesday, March 4, 2020

UP ACADEMY DORCHESTER CONDITIONS

UP Academy Dorchester's conditional renewal was officially lifted in December of 2018. There are no longer outstanding conditions on UP Academy Dorchester's charter.