



Annual Reports

2019-20

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Letter from the Chair of the Board of Trustees

Dear Members of the Department of Secondary and Elementary Education

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

The 2019-2020 school year had two main areas of focus. The first was rooted in our ongoing concentration on providing rigorous academic content, with a particular emphasis on outstanding English curriculum and instruction. This priority was implemented with strong network and leadership supports for teachers, and despite a school year with the unprecedented challenges brought on by stay-at-home orders, we were encouraged with the growth and learning that occurred during the first year of this ELA priority. As we look ahead to a year where we know the mode of instruction will vary, we continue to believe that outstanding ELA instruction is necessary, therefore it will remain a priority in the 2020-2021 school year.

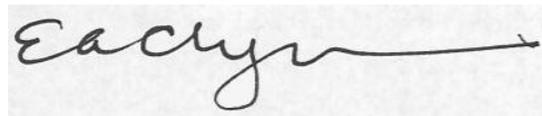
In addition to our academic priority, we focused on the critical work of continuing to improve student culture through a lens of trauma-informed, equity-based approaches. This included leveraging a social emotional learning curriculum across both schools. Prioritizing student culture in 2019-2020 has shown promising results at UP Academy Boston and UP Academy Dorchester with decreases to exclusions in both communities. We will continue this work in the 2020-2021 school year, with equity and community building work a priority for both schools and the network. To support the work the network has named a Chief Equity Officer and will continue to have a dedicated staff member focused on the implementation of SEL at schools including providing ongoing training and development for school staff.

Although we are very proud of and optimistic about what the future holds for our schools and the work done in the past school year, we know that our more

recent academic results are not where we want them to be. We are disappointed to not receive performance data for the 2019-2020 school year because all leading indicators showed that improvement was to be realized. We also know that stability of leadership and staff is critical to the success of our schools, which is why we are happy to welcome all of co-leaders at both UP Academy Boston and Dorchester for the upcoming school year.

We are confident in the trajectory of our improvements around culture and academics, and excited about our priorities and plans for the year ahead, despite the unprecedented circumstances of preparing to pivot between multiple modes of instruction. Regardless of what school looks like in 2020-2021, UP Academy Boston and UP Academy Dorchester remain committed to creating exceptional learning environments in partnership with our families and communities, where students can cultivate their sharp minds, share their kind hearts, and explore their path and potential.

Sincerely,



Beth Clymer, Board Chair UP Academy Boston and Dorchester Board of Trustees

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)	403
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year (as stated in the charter)	185	Students on Waitlist	0
Final # of Instructional Days during 2019-2020 School Year	In person: 123 Remote: 62 185 total		
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 10 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

At UP Academy Boston (UAB), our team works diligently to fulfill our mission of ensuring our students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. More simply put, we strive to help students cultivate their sharp minds and share their kind hearts. UAB is a school that since its inception, has evolved to more appropriately meet the needs of the student and families we serve. The shifts have moved us closer to guaranteeing our mission is realized: students who are able to succeed beyond the doors of our school

and have access and opportunity to realize their full potential. Though our school has matured and developed in its approach toward excellence, we still hold sacred the key tenants or six core program components that have long helped us strive toward our vision of excellence:

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

This school year, the school has shown promising movement. The suspension numbers and daily classroom referral rates were the lowest they'd ever been with the suspension rate hovering around 15% and the daily referral rate at just over 18 referrals per day. The lowest rate before then was around 34 referrals per day on average. Moreover, there was a deeper commitment to instructional excellence with the school continuing its work with assessment like NWEA MAP and ANET in addition to using the NavLit Interims in Literacy courses. School leadership sought to deepen the efficacy of our school's academic programming by shifting toward a school culture that promoted equity and trauma-informed practices. The pursuit to do this would be a necessary next step to increasing student performance on important academic assessments (like the MCAS): the educational landscape was shifting--no longer were no-excuses models considered equitable and appropriate for schools with demographics like that of UAB's. Worse still, the school was finding research and school reality necessitated a radical shift in the approach toward achieving the vision of excellence.

School leadership deepened the work started last year and sought to prioritize three things this school year: rigorous instruction through teacher development, high expectations and high support for student behavior, and collaboration amongst staff. These foci were developed in a strategic plan in response to data from previous years in the school. More concretely, rigorous instruction brought a commitment to common curriculum and training for that curriculum across math and English courses, regular formative assessments to progress-monitor students' growth and achievement (the NWEA MAP and the ANET), and a focus on Independent Practice in the classroom. While the school year was abruptly halted by the spread of COVID-19 and school closings as early as March 2020, the foundation was laid for the school to continue moving the needle and realizing growth for its students. On high expectations and high support, the school maintained its high behavioral expectations, while shifting its approach to discipline to support appropriate student development. This meant that the school developed careful systems so that students would be able to transition from classroom-to-classroom--a shift from seven years prior. Additionally, the school created

space for students to eat in the cafeteria during lunch time--another shift--they'd eaten in classrooms instead. In order to build a more equitable environment that permitted our students to have access to a life of choice and college completion, the school strove to shift its approach to discipline and the structures that supported it. Finally, the 18-19 strategic priorities made it possible for teachers to have daily common planning with their content teams in addition to daily common planning with their cohorts--teachers who shared the same students.

In SY 19-20, the school's leadership named for its staff two year-long priorities: professional development for staff and strong tier one behavioral support for all students. This included a more robust Student Support Team: two School Social Workers, one School Psychologist, one Social-Emotional-Learning Coordinator, and contracting two full-time Home For Little Wanderer (HFLW) Clinicians, for instance. It included a tight-feedback loop and observation cycle for all teachers and staff, complete with rubrics on a weekly Coaching Point and a Friday Afternoon PD "kick-off" to the following week's focus. It consisted of weekly data meetings with the Instructional Leadership Team and a plan of attack to close gaps or re-align things that appeared to dilute the vision of excellence. Further, and arguably, most importantly, it consisted of a regular collaboration with Teachers and Teacher Leaders--Cohort Leaders, who formally meet with the Leadership Team at least twice per month in order to advise on important decisions and give candid feedback. In SY 20-21, the tenth year, the school and its leadership are poised for continued upward movement, focusing on strengthening data-driven instruction and robust reward systems for student performance.

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

UAB has long been known to its stakeholders as a place of extraordinarily high expectation. The deep focus on behavior paired with strong academic programming made it possible for the school's students to enjoy unprecedented growth in some content areas. As we enter our tenth year, one way to bolster the strong academic expectations is through the careful and methodical training of all instructors in administering high quality feedback frequently, especially during students' independent work. We know that quality tasks and quality adults in the classroom are two of the most critical ingredients to student achievement. The school was able to put this theory to the test in its 8th and 9th years when students were assessed in math and English using the NWEA MAP, ANET, and NavLit English assessments. If we are to hold our students to high expectations, we must sufficiently develop their teachers to be capable of consistently assessing their progress toward meeting expectations. Similarly, one primary way the school seeks to cement high behavioral expectations and strong school culture is through clear "rules" and "rewards." In the spring of 18-19, UAB staff and leadership embarked on a weeks-long process to establish a clear, consistent, and fair Culture Management System that reflected our schools' ASPIRE values of achievement, scholarship, perseverance, integrity, respect, and enthusiasm. We then

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intensely trained each staff member on the use of this system and communicated it to students and families. Using our observation and feedback cycle, the Leadership Team looked for how the system was implemented, intervening through additional training, modeling, or co-doing with teachers and staff when necessary. It is this commitment to continuous development and clear, ambitious, expectations that UAB was founded on- it is something that still persists.

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

UAB is committed to giving students quality tasks and encouraging teachers to cultivate a classroom environment that embraces a "productive struggle" for students. An example of this is the work that began in the school's 18-19 and really took off in 19-20. UAB, with other schools in the UP Education Network (UPEN), partnered with the NavLit Accelerator Program offered by Achievement First. This program transformed the student experience in literacy classes, providing students an opportunity to confront highly-rigorous nonfiction and fiction texts. Each day, students have an essential question to answer about the text and strive to independently find evidence to support their assertion. Further, students frequently discussed and debated their findings with classmates, deeply enriching the experience of every student in the classroom. Classes like this would not be possible without the careful training of and effort by our teachers. With support from our Network and a commitment by the Instructional Leadership Team, UAB's English teachers received weekly development in their use of this curriculum through Intellectual Prep Periods facilitated by the Dean of Curriculum and Instruction for Humanities. Following the administration of an in-class assessment, content teams would come together in order to assess student performance and devise a plan to reteach skills and content that students hadn't yet mastered.

Math classes at UAB are no different. Led by in-house content experts with the support of the Dean of Curriculum and Instruction for STEM, the math department has a similar cadence: plan collaboratively with content teams using the Illustrative Math Curriculum, internalize lesson plans, complete exemplars for student work (independent practice and exit tickets) and anticipate errors and misconceptions so you can help students course correct. In the spring of 2020, UAB partnered with the Network to do similar work in Science, re-committing to a curriculum the school has used since 17-18 and planning the implementation of the use of a module of Project Lead the Way. Finally, the school has committed to bolstering students' non-fiction reading skills in History class, moving closer and closer to giving students a double-dose of literacy with History classes.

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

UAB has carefully and intentionally its staffing to support the diverse population we serve. Through the widening of our services for students' Mental Health, the school has

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

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

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

An obsession with regularly and effectively using data.

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

An atmosphere of enthusiasm and joy.

If we are to cultivate students' sharp minds and help them share their kind hearts, we have to also commit to cultivating routine moments where joy can happen. Sometimes, joy can be spontaneous. Often, at scale, it must be planned. Like anything else at UAB, we have clear systems and guidelines to planning joy for our students. Community Circle has long-been a UAB tradition. It is an opportunity to stamp who we are as a community, honor and recognize students' achievements and growth, and compete in low-stakes, light hearted ways. To add, students often see their teachers in a different light--watching your science teacher clumsily run against your classmate in a game of "dizzy bat" and lose is extraordinary *and* memorable. Further, Community Leader opportunities help cement habits and behaviors that are desirable. Students have the chance to be formally recognized for good deeds or continued excellence. In the past two years, our school has sought for ways to do this work even better. We have begun this work in the spring and summer the previous year to launch it in the fall. While this work is encouraged by the Leadership Team, it is often staff-facilitated. With staff, the Leadership Team identifies joy events that require advanced planning and those that can be "spontaneous." Unplanned events may look like every student gets a popsicle on a warm day, hot chocolate from Dunkin Donuts on a cold winter day during lunch, fanny packs and pop-sockets after completing state standardized tests. Planned events may be a Costume Day on Halloween, Spirit Week, Staff-Student basketball game, a pot-luck, an Atten-Dance, an Honor Roll assembly to which parents are invited. This work was bolstered by a Working Group of about ten non-leadership team staff members who developed an extraordinarily robust "Joy Plan" for SY 20-21. These are the moments that make our school special. While we are tasked with the critical work of growing students' brains, we must also give them an opportunity to enjoy themselves--each year, we do this better and better.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
2019-2020	Accountability Plan	Yes
8/3/20	Management Contract	Submitted for DESE approval
8/3/20	MOU	Submitted for DESE approval
8/3/20	Enrollment Policy	Submitted for DESE approval

8/3/20	Expulsion Policy	Submitted for DESE approval
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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&>

By the end of the 19-20, our school will have seen its lowest Out of School Suspension rate yet at 9%. While this rate is still higher than the School Leader would like it to be, reducing it to its lowest rates for the past two years has been work that was carefully orchestrated.

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

Finally, on Out of School Discipline, the Principal and the Dean of Students collaborated closely with the Network to make decisions around how to handle egregious behavior. Together, we talked with staff about how to curb behaviors and how to help the most "challenging" students strive through a careful MTSS process and the use of "CICO," a check-in, check-out process where students whose discipline data demonstrated a need for extra support could check-in with a trusted adult each day to set goals and

intentions for the day, get low-stakes feedback from their teachers throughout the day, and check-out with the same adult, earning an incentive if they'd met their goals. In the Spring of 2020, members of the Student Support Team reflected on the use of CICO this past school year and identified key ways to improve it, including the Cohort Leaders in this process as well, so there would be buy-in from various stakeholders. UAB is learning and improving how to support all students in a way that makes school a place all students want to be.

Equal Access to Opportunities

UAB is committed to closing the opportunity gap. That includes addressing learning differences within our own population. Some of our students are SWDs, the overwhelming majority of them do not. Some of our students are ELLs, while others of them are not. Our school has evolved into a place where we are unapologetic about ensuring all students have access to all the opportunities our schools offer. This includes providing opportunities for socializing with their General Education peers at lunch by scheduling students in our most restrictive substantially-separate classrooms to join their classmates at lunch. This means ensuring those same group of students take gym class with their peers. We can't purport to be a school that strives for social justice and the eradication of social inequality if we permit our most vulnerable students to be isolated.

This also includes our ELs. Upwards of 70% of our students speak a language that is *not* English at home with their parents. No matter their language, that shared experience is a unifying factor. It's why our Newcomers are included with their classmates and provided additional support by EL teachers. It's why we host regular potlucks and translate speeches given by school staff to families--inclusion and opportunity matters. More importantly, it's why in it's 9th year, over 40% of UAB's new hires were staff of color--disrupting a trend of students not seeing themselves reflected in their teachers.

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	550	60	0.7	10.7	0.4
English Learner	162	11	0.6	6.8	0.6
Economically Disadvantaged	410	49	1.0	11.7	0.5
Students with Disabilities	110	20	1.8	18.2	1.8
High Needs	474	52	0.8	10.8	0.4

Female	260	24	0.8	8.8	0.0
Male	290	36	0.7	12.4	0.7
American Indian or Alaska Native	0				
Asian	32	0			
African American/Black	244	38	1.6	15.2	0.4
Hispanic/Latino	245	18	0.0	7.3	0.4
Multi-race, Non-Hispanic/Latino	13	2			
Native Hawaiian or Pacific Islander	1				
White	15	2			

UP Academy Boston: Academic Program Success

STUDENT PERFORMANCE

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

2019 Official Accountability Report – [UP Academy Boston]	
Overall classification	Requiring assistance or intervention
Reason for classification	Focused/targeted support
Progress toward improvement targets	40%
Accountability percentile	9%

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

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

*The spring 2020 tests were not administered because of school closures as a result of COVID-19.

Note: "green" font indicates a rise in test scores. It is worth noting that proficiency rates more than doubled in 7th grade Math and 8th Science.

As the chart demonstrates, students of UAB have made steady progress on the Next Generation MCAS from one year to the next. During the most recent administration of the MCAS, overall, students doubled their proficiency rates in 7th grade math and 8th grade Science. MAP SGP rates also show promising signs, with projected year over year increases of 4.1 in Math and 5.3 in ELA. While there is more growth to be made, the school has made a conscious effort to improve its instructional approach, examining what has worked and what ought to be improved. Rooted in our six core program components, the school has adopted common curriculum, trained teachers on the curriculum, normalized Looking at Student Work (LASW) protocols and practices in English and Math classes and given students several at-bats at formal assessments to measure their progress toward standard or skill mastery. This can be seen in our test administration results in the administration of the NWEA MAP, ANET assessments. Each of these tests were brought to the school in the fall of 2018 with a change in leadership at the school level. In the fall of 2019, the school partnered with UPEN in order to give students another opportunity to demonstrate their mastery in ELA with the NAVLit program.

Common Curriculum

Most recently, in an effort to guarantee student development, with support of the Network, the school has intensely trained teachers and leaders on the use of curriculum, particularly in ELA as our curriculum for Math has long been established. This training includes (but has not been limited to) some of the following: daily Intellectual Prep Periods (IPP) weekly facilitated meetings, cross-campus collaboration and support with data analysis. During IPP, teachers review a protocol and ask critical questions of the lessons: what is the essential skill students need to learn? What misconceptions can we anticipate? How will we correct those misconceptions without diluting the rigor? In cross-campus collaboration, teachers are introduced to the next "Arc of the Year." It's here that teachers learn how to enrich discussion. The facilitators model these skills, ask

teachers to identify teaching tools they use, make teachers practice the skill, plan for use of the skill and with the support of the DCI--Humanities, assesses the teachers' use of the skill in classroom observations and feedback sessions. Each year, the school learns to do this work better. Each year, we expect to see more consistent growth.

Looking at Student Work

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

Formative Assessments

The school regularly administers assessments meant to assess student performance and mastery. Please find the most recent data here:

	ANET (1) MATH	ANET (1) ELA	ANET (2) MATH	ANET (2) ELA	ANET (3) MATH*	ANET (3) ELA
Sixth Grade	30%	35%	39%	36%		35%
Seventh Grade	38%	48%	27%	41%		49%
Eighth Grade	51%	45%	39%	42%		40%

*This assessment was not administered due to school closures because of COVID-19.

- Navigator Results (A2 Assessment):

	Sixth Grade	Seventh Grade	Eighth Grade
NavLit Average	47.2%	49.7%	48%
UPEN Average	36.4%	36%	37.1%

UAB Average	37.7%	40.5%	36.0%
Difference from UPEN Avg.	1.3	4.5	(1.1)
NavLit Average Growth from A1	4%	5%	.5
UPEN Average Growth from A1	7%	4.5%	2%
UAB Average Growth from A1	3.4%	9.4%	(3.1%)

While we are proud of the work that we've done in this cycle, we know that the true mark of our school's success is the ability to support kids' proficient performance on grade-level tasks and assessments. While our students demonstrated impressive growth in SY 18-19 for many subject areas and this year, we've gained traction in Independent Practice for students in addition to High Quality Feedback from teachers, we know that we are still on the journey for our students and staff in developing deep instructional practices. In particular, our school on the whole, does very little to effectively and consistently support the needs of students who have learning differences, allowing gaps to persist--or worse--to widen and grow. Further, our Tier One Instruction is not yet consistently High Quality with too much variability in teacher preparedness, instructional quality, feedback quality and frequency and ultimately, student outcome and achievement. We know that in order to aggressively and urgently improve student outcomes, we must improve two things in particular: Tier One Instruction *and* interventions for students with IEPs or who are ELLs. While virtually all students will benefit from this, the truth is, raising the bar on what it means to offer strong instruction is what all of our students need. It is progress our school looks forward to continuing.

ACADEMIC PROGRAM

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

vertical alignment. In these ways, and in the ways described earlier in the paragraph, our curriculum aligns with the Charter School Performance Criteria.

UP Academy Boston has several systems, structures and practices to ensure that instruction is high quality. First, the school has a large focus on development. All teachers are coached individually at least every other week on something that is specific to their development. Second, the entire staff engages in professional development once weekly. This development primarily focuses on instructional practices that are either proactively selected given their tie to strategic priorities, or selected based on trends the leadership team observes during walkthroughs. In addition, content teams intellectually prepare for their lessons at least twice weekly and one of those times is coached by their Dean of Curriculum and Instruction. On top of this, the school engages staff in needs-based practice clinics and extra coaching as is needed. All of these practices help to create a shared vision for instructional excellence that is based on best practices. On top of this, walk throughs are conducted using an equity lens and instructional quality lens. Specifically, while in rooms we assess if there are patterns of bias in teacher practice (such as consequence frequency, who is getting called on). At the same time, we use instructional rubrics to rate practices. In these ways we are able to ensure our practices are anti-racist and create environments conducive to learning, aligned with the Charter School Performance Criteria.

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

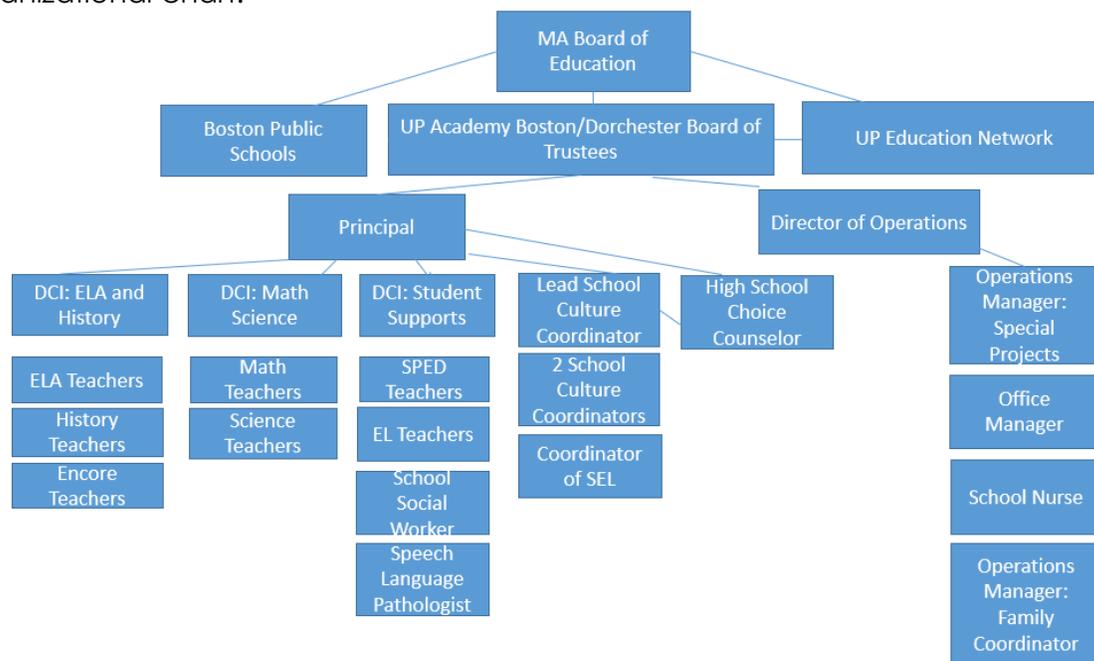
Because the school works to collect student performance on grade level tasks through the use of the NWEA MAP, the ANET, and other interim assessments, the school is able to recognize discrepancies or disparities in student performance in order to determine whether or not interventions are appropriate. Through the child find process, along with other teachers in their cohort, teachers assess student progress on assessments and compare that progress with historical data to determine whether or not interventions

are appropriate. This is one of the very first steps in the MTSS process. If the team agrees that interventions are appropriate, the team works collaboratively to identify the proper next steps to take with the student, always starting first with the least invasive. This might mean coordinating regular Homework Club attendance with the student's parent, changing the monitoring pathway during class and going to review that student's work first during independent practice, pulling the student for additional support and tutoring during lunch group. If that process doesn't yield positive movement, the group will establish more invasive interventions. If the student still doesn't respond positively, the group may consider other interventions.

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 19-20 school year, and the structure will remain largely the same for the 20-21 school year. The one change of note is that instead of a Dean of Students, the school will have a Lead Culture Coordinator managing the culture team. Please see below for an organizational chart.



BUDGET AND FINANCE

Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2019 to June 30, 2020.

	<u>Jul '19 - Jun 20</u>	<u>Annual Budget</u>	<u>% of Annual Budget</u>
Income			
4000 - Tuition			
4001 - Tuition - WSFF	4,731,105	4,731,105	100%
4002 - Tuition - In Kind	<u>2,578,275</u>	<u>2,601,572</u>	<u>99%</u>
Total 4000 - Tuition	7,309,380	7,332,677	100%
4150 - Grants - Federal	770,568	757,206	102%
4180 - Grants - Private	6,000		
4450 - Contributions, Other	9,324		
4460 - Board Contributions	5,000	13,875	36%
4900 - Other Income	<u>210</u>		
Total Income	<u>8,100,482</u>	<u>8,103,758</u>	<u>100%</u>
Expense			
5000 - Salary Expense	4,321,168	4,435,706	97%
5225 - Fringe Benefits	972,005	994,002	98%
5245 - Taxes	57,437	58,736	98%
5300 - Contracted Services, Admin			
5301 - Audit	22,510	20,000	113%
5302 - Legal Fees	2,077	4,000	52%
5401 - Professional Development	20,417	10,000	204%
5403 - Administrative Internships	11,000	13,000	85%
5405 - Placement Fees	25,000	26,000	96%
5801 - School Management Contract	637,134	637,133	100%
5834 - Temporary Services	<u>14,290</u>	<u>18,000</u>	<u>79%</u>
Total 5300 - Contracted Services, Admin	732,428	728,133	101%
5312 - Other Instructional Programming			
5314 - Tutoring Services	675	500	135%
5315 - Enrichment	257	1,000	26%
5316 - Summer Program	17,153	14,448	119%
5318 - Special Education Services	22,700	30,125	75%
5320 - Partnerships	120,000	120,000	100%

5833 · Athletic Services	9,432	9,000	105%
5837 · Field Trips	0	2,000	0%
Total 5312 · Other Instructional Programming	170,217	177,073	96%
5400 · Data and Assessment			
5453 · Student Information System (SIS)	8,500	9,000	94%
5455 · Instructional/Data Software	5,275	5,220	101%
5952 · Testing and Assessment	27,824	28,161	99%
Total 5400 · Data and Assessment	41,599	42,381	98%
5413 · Nursing Services	0	1,131	0%
5432 · Supplies & Materials			
5430 · Uniform Expense	3,328	3,500	95%
5431 · Instructional Supplies and Mate	36,486	35,750	102%
5433 · Copier Supplies	10,492	18,000	58%
5436 · Office Supplies & Materials	32,934	23,500	140%
Total 5432 · Supplies & Materials	83,241	80,750	103%
5454 · Technology and Equipment			
5451 · Copier & Printer Contracts	48,672	52,534	93%
5452 · Classroom IT	2,086	12,500	17%
5456 · Miscellaneous IT	582	1,500	39%
Total 5454 · Technology and Equipment	51,341	66,534	77%
5514 · Maintenance of Buildings and Gr	324,612	324,612	100%
5524 · Facilities			
5525 · Renovations	0	0	0%
5526 · Signage - Internal & External	2,271	2,200	103%
5527 · Custodial Overtime Costs	-882	2,000	-44%
5528 · Furniture (non-capitalized)	472	0	100%
5530 · Miscellaneous Facilities	5,879	1,456	404%
Total 5524 · Facilities	7,740	5,656	137%
5554 · Utilities	145,547	145,547	100%
5773 · Student Transportation (to and	844,513	844,513	100%
5800 · Operations Expense			
5317 · Interpretive/Translation Serv.	13,696	7,000	196%
5701 · Depreciation	108,112	104,638	103%
5783 · Travel - Tpass, Late Bus, Other	2,590	3,833	68%
5835 · Staff Culture Program	10,206	12,875	79%
5836 · Community/School Engagement	7,606	10,000	76%
5841 · Student Recruitment/Outreach	68,921	49,138	140%
5885 · Insurance (Non-Employee)	22,289	22,589	99%

5990 - Misc Operating	6,972	1,300	536%
Total 5800 - Operations Expense	240,391	211,373	114%
5811 - BPS Purchased Services	234,161	234,161	100%
5962 - Staff Stipends	33,512	41,375	81%
5991 - Reserve	0	1,075	0%
5999 - Covid-19 Related Expense	5,549		
Total Expense	8,265,460	8,392,758	98%
Net Income	-164,978	-289,000	

Unaudited statement of net assets for FY20 (balance sheet)

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Total Checking/Savings	298,911
Total Accounts Receivable	<u>376,425</u>
Total Other Current Assets	<u>3,820</u>
Total Current Assets	<u>679,157</u>
Total Fixed Assets	<u>298,319</u>
TOTAL ASSETS	<u>977,476</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	<u>42,668</u>
Total Other Current Liabilities	<u>83,047</u>
Total Current Liabilities	<u>125,715</u>
Total Liabilities	125,715
Equity	
3200 - Retained Earnings	1,016,739
Net Income	<u>-164,978</u>
Total Equity	<u>851,761</u>
TOTAL LIABILITIES & EQUITY	<u>977,476</u>

Approved School Budget for FY21

Approved March 19, 2020

FY21 Budget

INCOME	
4001: BPS WSFF Allocation	\$ 3,872,782
BPS Discretionary Allocations	675,808
4002: BPS In-Kind Contributions	2,356,779
Enrollment Reconciliation	89,782
4150: Federal Grant Funds	719,346
4180: Private Grants and Donations (UPEN)	107,494
4450: Contributions (Board)	13,875
TOTAL INCOME	\$ 7,835,866

EXPENSES	
Total Salaries	\$ 4,354,693
Total Stipends	49,375
Subtotal Contracted Services	668,430
Subtotal Other Instructional Programming	116,072
Subtotal Assessment and Data	38,092
Subtotal Supplies & Materials	108,981
Subtotal Technology	48,350
Subtotal Facilities	4,656
Subtotal Operations	190,438
Subtotal In-Kind Expenses	2,356,779
TOTAL OPERATING EXPENSES	\$ 7,935,866

OPERATING SURPLUS/(DEFICIT)	\$ (100,000)
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FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	404
Number of students upon which FY21 budget tuition line is based	390
Number of expected students for FY21 first day of school	390
Please explain any variances: <i>UP Academy Boston serves students in grades 6-8. The graduating eighth grade class is larger than the expected size of the incoming 6th grade class.</i>	

Capital Plan for FY21

Currently UP Academy Boston does not have any planned capital projects for FY21 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 7/27/20)	707
Chartered Grade Span	PK-8	Current Grade Span	PK-8
# of Instructional Days per school year	185	Students on Waitlist (7/24)	148
Final # Instructional Days during 2019-2020 School Year	In person: 123 Remote: 62 Total: 185		
School Hours	7:45am-3:30pm, Mon, Tues, Thurs, Fri 7:45am-12:30pm, Weds	Age of School	Entering 8 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. High level of academic and behavioral expectations for all students
2. Rigorous, standards-based curriculum, instruction, and assessments
3. Network of supports
4. Obsession with data

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

A key component of UAD's identity is setting and maintaining high expectations for all students. This work is critical to achieving equitable outcomes for all students and for ensuring students continue to learn and grow. UAD knows that setting high academic expectations begins through supporting and developing amazing instruction. In 2019-2020, 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.

UAD also continued to hold a high bar for behavioral expectations. Each year, the leadership team engages a working group of staff in a strategic planning process to get input and collaborate on the design of a set of strategic priorities and an accompanying action plan. This year, two of our strategic priorities centered on high expectations and joy, both for students and for staff. One of those priorities had the headline, "Together we shape behavior." During the leadership team's summer work we utilized the feedback from the working group as well as from staff in order to revise behavior management systems and approaches to school climate and culture. Beginning in our August professional development and continuing throughout the school year we focused on building our staff's vision, alignment, and skills to manage behavior with consistency, warmth, and high expectations. Teams met together to norm and align on routines and expectations for each grade level, share best practices, and actually practice execution. The culture team also began meeting daily to debrief that day's incidents, analyze data, and make an action plan for the following day. The goal of their daily debriefs as well as their weekly team meetings was to identify trends in order to be preventative and proactive rather than reactive. We continued to partner with network staff and coaches to provide development for our staff around the functions of behavior, de-escalation strategies, and building lagging SEL or behavioral skills. Finally, we worked to launch the first phase of a schoolwide MTSS (Multi Tiered System of Support) program in order to identify students who needed additional interventions to help them succeed in school.

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

Rigorous, standards-based curriculum is another critical piece of UAD's academic program. UAD leverages high quality curricula across grade levels including Achievement First's NavLit ELA curriculum and Illustrative Math in middle school, the

Success ELA curriculum in 2-4th, and Brooke's math and ELA curricula in elementary. All of UAD's curricula are aligned to the Common Core Massachusetts State Standards across subject areas, and have raised the bar for instructional rigor, while allowing teachers to focus their energy on adapting material to meet student needs and respond to data.

UAD leveraged several assessments in order to progress-monitor, track for understanding, and respond to student needs. In addition to exit tickets, classwork, and homework, UAD administered assessments in math and English through the NWEA MAP, ANet, and NavLit English assessments. Engaging in transformative teaching has been a key priority at UP Academy Dorchester (UAD) since the school's inception. One area of focus for the school in the 19-20 school year was participating in the NavLit Accelerator Program offered by Achievement First. The program deepened the middle school ELA experience, with students grappling with rigorous texts both in fiction and non-fiction. The program encourages student debate and discussion around an essential question and pushes independent student thinking. To support implementation of this curriculum, teachers received regular coaching and development.

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

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

Core Programmatic Component 3: Network of Supports

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

throughout the week grades K2-4 meet for either Morning Motivation or Community Meeting out in the shared pod space. These times are for the entire grade level to come together and celebrate accomplishments, share shoutouts, and engage in character education minilessons. These high energy meetings often incorporate dance parties, presentations about remarkable people the scholars are learning about, and chants.

Creating consistency and community is equally important for older UAD students. The middle school has a weekly advisory block which we intend to further strengthen in the coming year. 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. During advisory students have a safe space to explore issues that they are working through in their life as people or scholars. The middle school also had several whole-school joy events this year including staff vs. student basketball games, a pep rally, and a school dance.

In the 2020-2021 school year, we have already identified that one of our two strategic priorities will be focused on SEL and logical consequences, and we are excited to finish the process of action planning and making data-based adjustments to take our current aligned systems to the next level.

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

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

Core Programmatic Component 4: Obsession with Data

Central to UAD's identity is an obsession with data. As a result, data is reviewed and leveraged regularly across all school teams. The school leadership team reviews data

on a weekly basis, from using exclusion dashboards to monitor, analyze and problem solve around school culture, to reviewing assessment data to hone professional development focus areas for staff, to tracking calls home to ensure critical feedback loops with families are maintained and prioritized. Staff attendance teams monitor attendance and outreach data to support student presence and focus supports for students who are struggling with getting to school. Teachers review interim assessment data and exit tickets to inform lesson planning and reteach plans. Each Wednesday, UAD students have an early dismissal day in order to facilitate ongoing professional development and support for teachers. Agendas for this time are informed by review of academic and behavioral data, and in term this time can also be devoted to data analysis and action planning. Further, at least four times a year the school steps back for data days, which provide opportunities for deep analysis of student data and reteach planning.

AMENDMENTS TO THE CHARTER

<u>Date</u>	<u>Amendment Requested</u>	<u>Approved?</u>
2019-2020	Accountability Plan	Yes
8/3/20	Management Contract	Submitted for DESE approval
8/3/20	MOU	Submitted for DESE approval
8/3/20	Enrollment Policy	Submitted for DESE approval
8/3/20	Expulsion Policy	Submitted for DESE approval

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 2019-2020 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 continued working with DESE to learn more about best practices and to collaboratively create the 2020-2021 action plan.

Second, the school continued to use practices for students who had received many days of suspension or for students who were being considered for multi-day suspensions, including more logical consequences for behavior and alternatives to exclusion, such as research reports to help students learn about the impact of their actions or community service to support the school. UAD also collaborated more closely in the 2019-2020 school year with BPS and Succeed, which provided resources and learning opportunities for several UAD students.

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

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	759	95	6.1	10.5	1.1
English Learner	236	18	3.8	5.5	0.0
Economically Disadvantaged	529	69	5.5	11.5	1.3
Students with Disabilities	128	24	4.7	18.0	3.1
High Needs	631	80	5.5	10.8	1.1
Female	377	29	5.6	5.3	0.0
Male	382	66	6.5	15.7	2.1
American Indian or Alaska Native	3				
Asian	6	1			
African American/Black	416	55	7.2	10.6	1.7

Hispanic/Latino	308	34	4.9	9.7	0.0
Multi-race, Non-Hispanic/Latino	13	4			
Native Hawaiian or Pacific Islander	5				
White	8	1			

UP Academy Dorchester: Academic Program Success

Student Performance

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

2019 Official Accountability Report – [UP Academy Dorchester]	
Overall classification	Requiring assistance or intervention
Reason for classification	Focused/targeted support
Progress toward improvement targets	42%
Accountability percentile	6%

ACADEMIC PROGRAM

In the 2019-2020 school year, UP Academy Dorchester continued to adopt and implement other school networks' curricula that have demonstrated, through student achievement data, to be successful in guiding students to mastery. Grade K1 designed their own math curriculum based on Learning Without Tears and Building Blocks. Grades K2-5 continued to use Brooke's math curriculum, grades 6-8 use Illustrative Math, Grades 2-4 use the Success ELA curriculum, and grades 5-8 use Achievement First's ELA curriculum. Grades K1-1 used ELA curriculum based on the Brooke literacy curriculum. Adopting these curricula has increased instructional rigor, while enabling teachers to focus their time and energy on adapting material to meet their students' needs, and responding to data. The continued use of these curricula has allowed veteran and returning staff members to focus their energy on data driven instruction and meeting the needs of individual students, as their content knowledge and lesson structures are consistent and predictable.

UP Academy Dorchester's curriculum is aligned to the Common Core Massachusetts State Standards for English, math, social studies, science, music, art, theater, and

physical education. Additionally, UAD offers a High School Choice course to its 8th graders, and an enrichment program that provides students in grades 5-8 with the opportunity to take extracurricular courses.

In addition, Early Childhood and Elementary teachers focused on increased integrity with implementation of our social/emotional curriculum, Open Circle. The school continued to adopt best practices identified by the Boston Public Schools and the state, including avoiding suspending students below fifth grade. Students in all elementary grades engage in Responsive Classroom Morning Meetings and Closing Circles daily. In addition, grades 5-8 engage in weekly Advisory sessions with a trusted adult in a small-group setting.

The Deans of Students and Culture Team members continued to facilitate "Student of Concern" meetings. During these meetings, teachers raised questions and concerns about specific student behaviors, and Culture Team members facilitated a process of thinking through strategies to better support the student(s). Progress monitoring has been on-going and includes behavioral data collection and analysis. In addition, the UAD team began to implement MTSS data meetings, aimed to analyze school-wide and individual student data to identify appropriate interventions, supports and systems level adjustments needed to meet the needs of students. These bi-weekly and monthly meetings were part of the team's ongoing progress monitoring.

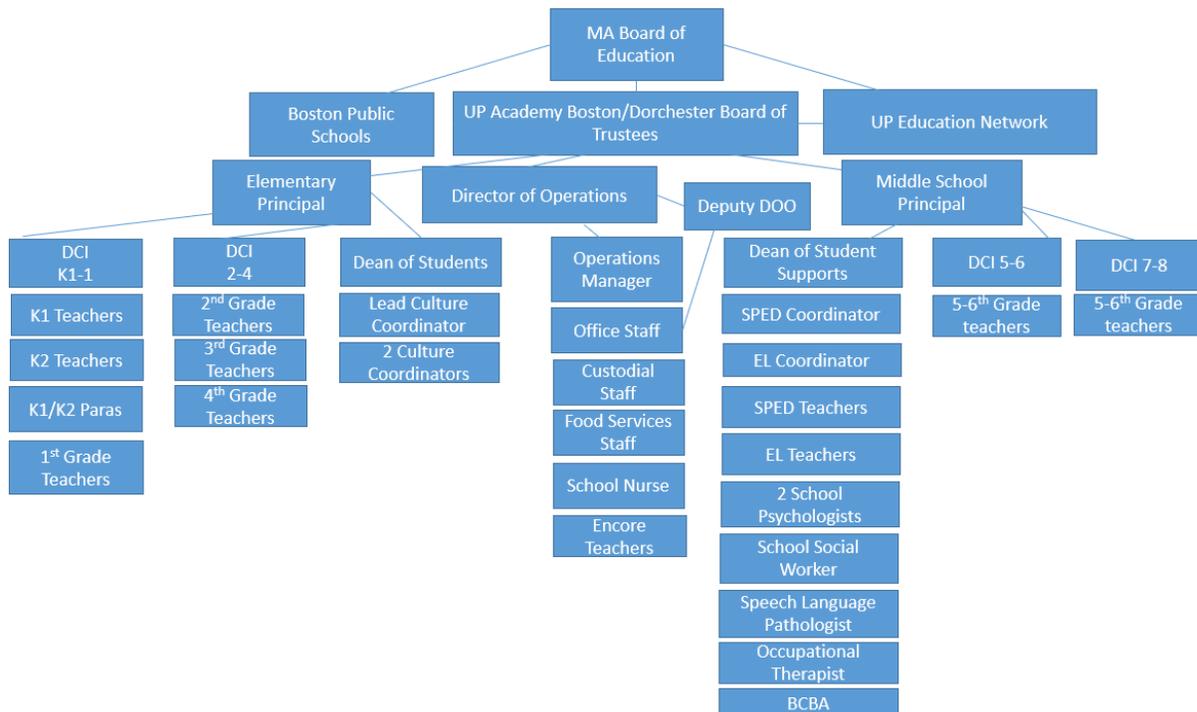
UP Academy Dorchester: Organizational Viability

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

Moving into the 2020-2021 academic year, UP Academy Dorchester will continue to have dedicated principal leadership for the Elementary School and Middle School with one Director of Operations on staff for the entire building, to ensure continuity and alignment across the entire school. The Director of Operations also manages core teaching staff. To support operational capacity, the school added a Deputy Director of Operations who manages two members of the operations team. The staffing model will also have one Dean of Students for the entire school, supported by two Culture Coordinators and three Culture Specialists to ensure differentiated support across the school. The school has two DCIs in the middle school – one for 5th-6th and another for 7th-8th 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 FY20 statement of revenues, expenses, and changes in net assets (income statement). July 1, 2019 to June 30, 2020.

	<u>Jul '19 - Jun 20</u>	<u>Annual Budget</u>	<u>% of Annual Budget</u>
Income			
4000 - Tuition			
4001 - Tuition - WSFF	6,811,588	6,811,588	100%
4002 - Tuition - In Kind	<u>4,129,640</u>	<u>4,122,649</u>	100%
Total 4000 - Tuition	10,941,228	10,934,237	100%
4150 - Grants - Federal	1,014,298	960,974	106%
4180 - Grants - Private	38,200	16,400	233%

4450 · Contributions	2,809		
4460 · Board Contributions	5,000	13,875	36%
4900 · Other Income	643		
Total Income	12,002,178	11,925,486	100%
Expense			
5000 · Salaries	6,180,287	6,391,941	97%
5225 · Fringe Benefits	1,399,077	1,392,477	100%
5245 · Taxes	82,673	82,283	100%
5300 · Contracted Services			
5301 · Audit	22,510	20,000	113%
5302 · Legal	8,212	7,000	117%
5306 · Consulting Services	0	6,000	0%
5401 · Professional Development	18,918	32,495	58%
5403 · Administrative Internships	17,250	13,750	125%
5405 · Teacher Pipeline Support	31,500	45,000	70%
5801 · School Management Contract	725,000	725,000	100%
5834 · Temporary Services	61		
Total 5300 · Contracted Services	823,451	849,245	97%
5312 · Other Instructional Programming			
5315 · Enrichment	274	1,000	27%
5318 · Special Education Services	159,553	9,774	1,632%
5320 · Partnerships	120,000	120,000	100%
5833 · Athletic Services	6,562	5,000	131%
5837 · Field Trips	2,734	20,400	13%
Total 5312 · Other Instructional Programming	289,123	156,174	171%
5400 · Data and Assessment			
5453 · Student Information System	12,115	10,500	115%
5455 · Instructional/Data Software	10,575	16,058	66%
5952 · Testing & Assessment	30,355	29,444	103%
Total 5400 · Data and Assessment	53,045	56,002	95%
5413 · Nursing Services	4,895	2,000	245%
5432 · Supplies & Materials			
5430 · Uniform Expense	3,892	4,000	97%
5431 · Instructional Supplies & Mat	95,075	105,000	91%
5433 · Copier Supplies	7,380	30,000	25%
5436 · Office Supplies & Materials	31,101	60,000	52%
Total 5432 · Supplies & Materials	137,449	199,000	69%
5454 · Technology and Equipment			

5451 · Copier & Printing Contracts	70,850	50,700	140%
5452 · Classroom IT	1,850	7,819	24%
5456 · Miscellaneous IT	2,511	2,779	90%
Total 5454 · Technology and Equipment	75,211	61,298	123%
5514 · Maintenance of Bldg & Grounds	554,957	554,957	100%
5524 · Facilities			
5525 · Facilities Renovation	0	500	0%
5526 · Signage	-296	1,369	-22%
5527 · Custodial Overtime	539	3,500	15%
5528 · Furniture (Non-Capitalized)	2,733	1,500	182%
5530 · Misc Facilities	29,719	6,500	457%
Total 5524 · Facilities	32,694	13,369	245%
5554 · Utilities	248,828	248,828	100%
5773 · Student Transportation	1,443,782	1,443,782	100%
5800 · Operations Expense			
5317 · Interpretive/Translation Svc	3,139	10,000	31%
5701 · Depreciation	114,352	102,130	112%
5757 · Interest Expense	6,000	6,000	100%
5783 · Travel - Tpass, Late Bus, Other	0	6,825	0%
5835 · Staff Culture Program	12,379	18,875	66%
5836 · Community/School Engagement	3,611	10,000	36%
5841 · Student Recruitment/Outreach	19,864	16,138	123%
5885 · Insurance Expense	23,656	23,656	100%
5990 · Misc Operating	6,357	1,500	424%
Total 5800 · Operations Expense	189,359	195,124	97%
5811 · BPS Purchased Services	400,323	400,323	100%
5962 · Staff Stipends	42,053	26,000	162%
5991 · Discretionary/Reserve Funds	0	2,684	0%
5999 · Covid-19 Related Expenses	52,579		
Total Expense	12,009,785	12,075,487	99%
Net Income	-7,607	-150,001	

Unaudited statement of net assets for FY20 (balance sheet)

Jun 30, 20

ASSETS

Current Assets	
Total Checking/Savings	448,173
Total Accounts Receivable	<u>582,028</u>
Total Other Current Assets	<u>3,820</u>
Total Current Assets	<u>1,034,022</u>
Total Fixed Assets	<u>260,978</u>
TOTAL ASSETS	<u><u>1,295,000</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	<u>129,119</u>
Total Other Current Liabilities	<u>220,233</u>
Total Current Liabilities	<u>349,352</u>
Total Liabilities	349,352
Equity	
3300 - Unrestricted Net Assets	944,238
3304 - Temp. Restricted Net Assets	9,016
Net Income	<u>-7,607</u>
Total Equity	<u>945,647</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,295,000</u></u>

Approved School Budget for FY21

Approved March 19, 2020

FY21 Budget

INCOME	
4001: BPS WSFF Allocation	\$ 6,261,011
BPS Discretionary Allocations	766,153
4002: BPS In-Kind Contributions	4,146,875
Enrollment Reconciliation	43,520
4150: Federal Grant Funds	960,974
4180: Private Grants and Donations (UPEN)	16,400
4450: Contributions (Board)	13,875
TOTAL INCOME	\$ 12,208,808

EXPENSES	
Total Salaries	\$ 6,786,925
Total Stipends	50,000
Subtotal Contracted Services	812,950
Subtotal Other Instructional Programming	25,774
Subtotal Other Data and Assessment	55,448
Subtotal Supplies & Materials	180,488
Subtotal Technology	60,219
Subtotal Facilities	13,369
Subtotal Operations	226,760
Subtotal In-Kind Expense	4,146,875
TOTAL OPERATING EXPENSES	\$ 12,358,808

OPERATING SURPLUS/(DEFICIT)	\$ (150,000)
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FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	744
Number of students upon which FY21 budget tuition line is based	707
Number of expected students for FY21 first day of school	725
Please explain any variances: <i>Normal year-to-year fluctuations in class size, as well as potential shifts due to current COVID-19 uncertainty. Our budgeted enrollment is based on BPS enrollment projections.</i>	

Capital Plan for FY21

Currently UP Academy Dorchester does not have any planned capital projects for FY21 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 2019-20 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. Despite a third of the school year occurring remotely – during which participation in a number of planned national and local dissemination opportunities was not possible – both schools still exceeded their dissemination accountability goals for the year.

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
School Climate and Culture: Working Group	Social Emotional and Restorative Supports	UAB Teachers	Social Emotional Working group discussing best practices and approaches comprised of various school staff from across the network	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 Instruction: Site Visit	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,	Varied by participant

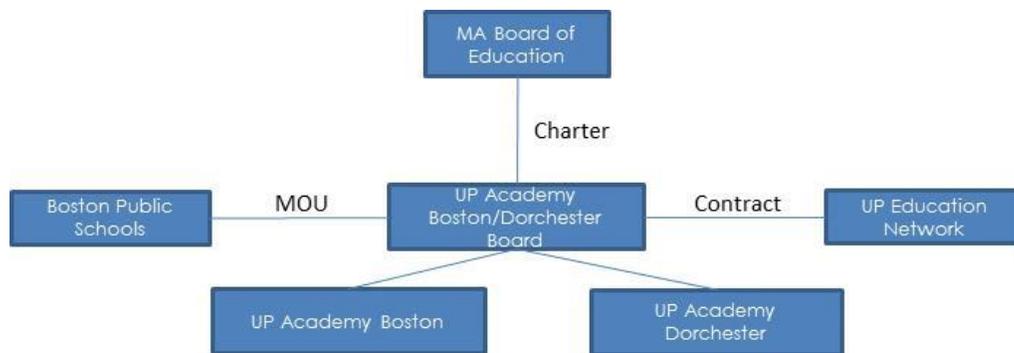
		Instruction – UAD	including UP Academy Holland, UP Academy Boston, and Lawrence Schools.	
School Climate and Culture: Site Visit	Observations, problems of practice and debrief on student culture settings	Dean of Students - UAB	Monthly meeting with participants from other UP Education Network schools, 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
Social Emotional and Restorative Supports: Site Visit	School visit and debrief	Chief Operating Officer and Managing Director of Academics Boston	Boston Public Schools Restorative Justice Coach came to UP Academy Boston discuss best practices in Restorative Justice and Social Emotional Learning curriculum at both UAB and UAD	Varied by participant
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 and UAD	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
Curriculum and Instruction: Conference and Cohort	Participation in NavList Cohort	Dean of Curriculum and Instruction at UAB and Principal at UAD	Participated in monthly Achievement First Nav Lit coaching sessions with various schools from across the country	Varied by participant

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 2019-2020 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, developed a mission aligned data dashboard for regular review and discussion, developed a robust network, principal, and internal evaluation process, and continued investment in robust school-level committees for each school. These efforts positioned the Board to provide strong support and oversight to both schools throughout the year and put them on strong trajectory for continued success in the 2020-2021 school year.

The 2019-2020 school year also saw the implementation of several key strategic priorities, namely supporting exceptional ELA instruction and building joyful, sustainable student culture at each school. Moving into the 2020-2021 year, the network has identified equity as a priority for the year. To support this work, the network has appointed a Chief Equity Officer to support this work across all schools. In addition, with the uncertainty brought on by COVID-19 the network as a whole will be focused on building on lessons learned from Spring 2020 to ensure students are receiving high-quality instruction, deep and robust supports, and an enriching joyful experience regardless of whether schools are operating in-person, remotely, or in a hybrid format.



Appendix A: UP Academy Boston Accountability Plan Evidence 2019-2020

Faithfulness to Charter

	2019-2020 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.	NA	MAP results do not demonstrate a full school year due to COVID-19. The average Fall-to-Winter student growth percentile for UP Academy Boston was 32 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.	NA	MAP results do not demonstrate a full school year due to COVID-19. The average Fall-to-Winter student growth percentile for UP Academy Boston was 45 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.	NA	MCAS not administered due to COVID-19.
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.	NA	MCAS not administered due to COVID-19.
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 2019-2020 through March, however, final grades were not given due to remote learning.
Measure: UP Academy Boston will have an annual attendance rate of 95%.	Partially Met	UP Academy Boston's attendance rate in 2019-2020 was 92.3%.
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.	NA	80% of teachers were on track to meet this standard in 2019-2020, however, given remote learning, there was no end of year evaluation for teachers.

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 2019-2020

School Name: UP Academy Boston

Date: July 20, 2020

- In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2019-2020 Recruitment Plan?**

2020-2021 Implementation Summary:

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 2019-2020. 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. In addition, the advent of stay-at-home orders in March created new challenges to recruitment, pushing the team to come up with new and creative ways to inclusively engage families who were not able to leave their homes. These variables have meant that while the execution of our multi-faceted 2019-2020 Recruitment Plan has been successful to date, we have needed to continue to come up with creative ways to recruit students in addition to continuing to build on the foundation of prior years' strategies. This has meant that we have continued to build on lessons learned from previous years, further refined our outreach, and deployed a variety of strategies to recruit applicants. The current challenges of the recruitment landscape have also meant we have needed to add strategies to our approach, as well as to continue with focused recruitment throughout the spring and summer.

We provided BPS Welcome Centers with our applications and informational fliers, and shared updated information about our goals and programs to ensure they could provide accurate information about our school to prospective families. We provided applications to BPS schools ending in grade 5, hosted several open houses throughout the year, and provided open access for tours to families both during and after the school day, to give families the opportunity to see the school, meet with our scholars and staff, and ask questions. 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. Recruitment materials and applications were also available in Chinese.

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

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, the UP Academy Holland 5th Grade Middle School Fair, the Boston Commonwealth Charter 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.

With the introduction of stay-at-home orders and remote learning, UP Academy Boston needed to come up with new approaches to connecting with prospective families. We created a virtual tour to highlight the school and academic programming, and hosted multiple virtual recruitment events featuring student and teacher panels for prospective families.

We appear to be on track to meet the comparison index at this time, however, not only are we still filling seats at the school, we are also contending with unprecedented national circumstances with the current pandemic which will impact families' enrollment decisions. Therefore, we will not have a full picture of our enrollment until the October 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, Cape Verdean, and Vietnamese and information packets to all BPS welcome centers, Chinese applications were also available upon request.
- 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, Cape Verdean, and Vietnamese. Chinese translations also available upon request.
- 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
- Hosted in-person recruitment event
- Hosted multiple virtual events for families during stay-at-home orders

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data		(b) Continued 2019-2020 Strategies	
School percentage: 23.5%		<input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed	
GNT percentage: NA		• Send letters to the families of all identified 5 th grade students with disabilities and/or with IEPs in BPS emphasizing that UP Academy Boston provides:	
CI percentage: 18.2%		○ Comprehensive support for all learners	
The school is above CI percentages		○ 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) 2020-2021 Additional Strategy(ies), if needed	
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 29.9%</p> <p>GNT percentage: NA</p> <p>CI percentage: 16.2%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 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 Translating general recruitment outreach documents into Spanish, Cape Verdean, Haitian Creole, Vietnamese, and Chinese Target outreach to organizations and businesses that serve families that speak languages other than English Distribute non-English language fliers at Welcome Centers
(c) 2020-2021 Additional Strategy(ies), if needed	
<ul style="list-style-type: none"> Cape Verdean translations now available in Cape Verdean Creole 	
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 70.3%</p> <p>GNT percentage: NA</p> <p>CI percentage: 50.7%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 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) 2020-2021 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) 2019-2020 Strategies</p> <ul style="list-style-type: none"> Send letters to families of 5th grade students in BPS emphasizing: <ul style="list-style-type: none"> Academic supports for all students, including diverse student learners Rigorous academic and behavioral expectations Unique partnership with BPS and high-performing charter and district schools nation-wide

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2019-2020 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>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2019-2020 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 ○ Social emotional supports

Retention Plan
UP Academy Boston: 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

UP Academy Boston's 2018-2019 year was one of transition for the school, with a new leadership team implementing critical changes to reduce suspension rates and implement more restorative culture management practices. These changes positively reflected in a decline to UP Academy Boston's suspension rates in both the 18-19 and 19-20 school years. However, implementing these necessary changes was not always smooth, and undoubtedly contributed to higher than normal attrition rate between the 18-19 and 19-20 school years, with the retention rate dropping from 84.3% to 76.2%.

This lower retention rate was also reflected in drops in several sub-groups – notably high needs and low-income students, whose rate was 77.3%. There were also some brighter spots, particularly the rate for students with disabilities, which was one of UP Academy Boston's lowest historic rates for that sub-group at 91.9%, also higher than the state-wide average. However, overall UP Academy Boston knew before even seeing attrition rates heading into the 19-20 year that the natural stabilization to school culture that would come after a year of transition was not enough, and that we would need to build out more robust supports for students to address these attrition rates head on.

As a result, for the 19-20 school year UP Academy Boston pre-emptively invested in its student support and special education teams by adding FTE. We engaged City Year to provide

additional adult support in the building, which has been helpful particularly in attendance and engagement outreach. After piloting some programs, the school implemented a full social emotional learning curriculum from Valor to further foster community and engagement. Creating a joyful environment for students was also a key focus, with the school executing on a calendar of joy events throughout the school year from movie nights and honor roll celebrations to cultural and student showcases. UP Academy Boston plans to build on and continue these initiatives in the 2020-21 school year, including the creation of a joy committee/working group to bring more voices into the process of planning and executing joyful events during the year.

In addition, UP Academy Boston has identified cultivating community and a sense of belonging as a key priority for the 2020-2021 school year. As outlined in the strategies section below, the school is launching several affinity/mentorship groups for some of our most high needs students. This will provide a space for students to build deeper connections with each other and help foster strong relationships with staff.

Feedback from students and families has continued to indicate 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. For the upcoming school year, UP Academy Boston will continue to employ a dedicated Family Community Coordinator (Operations Manager) who will continue to spearhead much of the work on Family Engagement and Attendance. In addition, the school's Coordinator of SEL will help lead the work on incorporating more restorative justice practices. UP Academy Boston will also continue to work with a number of City Year volunteers to provide additional personnel support to some of these key initiatives:

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

In addition to the emphasis on Family Engagement, Attendance Focus, Continued Focus on Reducing Exclusions, and the targeted strategies outlined in the special populations chart, UP Academy Boston will continue to leverage the strategies below in the coming year, which have proven important tools in maintaining overall retention rates. Note that with one 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 social emotional learning curriculum for all students to foster strong community relationships between students and staff.
 - Creation of several new counseling/affinity mentorship programs specifically supporting high risk and high needs students

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

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 8.1%</p> <p>Third Quartile: 14.8%</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 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

	<ul style="list-style-type: none"> • 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 style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <input type="checkbox"/> Above third quartile:
Limited English Language-proficient students/English learners	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 15.6%</p> <p>Third Quartile: 17.0%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Ensure family communication is provided in families' native languages as requested and available • Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers • Dedicate additional staff to EL student support to increase both programming and family communication for families • Increase percentage of faculty who speak a second language common among the school's ELs. • Leverage RTI process <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 22.7%</p> <p>Third Quartile: 17.4%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Partner with cafeteria staff to ensure all families have appropriate information • Connect with families that may be in need of additional support through advisor calls to ensure families are aware of available supports • Leverage school based Family and Community Coordinator and network Director of Family and Community Engagement to further connect families to resources • Increase family events to build stronger school community, through events such as <ul style="list-style-type: none"> ◦ Picnics or gatherings ◦ Classroom celebrations ◦ Cultural food festivals • Leverage technology to reach out to families and build relationships. DeansList data system now has the capacity to create email listservs, for outreach to parents. Now can add

	<p>email communication as another avenue for teachers and the school to connect with families.</p> <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p> <ul style="list-style-type: none"> • School-side priority of cultivating community and a sense of belonging, including: • Implement planned Joy Committee working group to enhance opportunities for the school, students, and families to build deeper connections (2-3 years) • Executing on several new counseling/affinity mentorship programs specifically supporting high risk and high needs students at UAB (1 year) • Further implementation of social emotional curriculum (2 years)
<u>Students who are sub-proficient</u>	<p>(d) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress • Increase the faculty's skills of materials differentiation
<u>Students at risk of dropping out of school</u>	<p>(e) 2020-2021 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>(f) 2020-2021 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	Address the needs of such sub-groups as they are identified.

targeted to eliminate the achievement gap	
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Appendix C: UP Academy Boston School and Student Data Tables

Student demographic information can be found here:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04800405&orgtypecode=6>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	43.5
Asian	5.2
Hispanic	48.0
Native American	0.0
White	2.1
Native Hawaiian, Pacific Islander	0.2
Multi-race, non-Hispanic	1.0
Selected Populations	% of School
First Language not English	55.6
English Language Learner	29.9
Students with Disabilities	23.5
High Needs	86.7
Economically Disadvantaged	70.3

ADMINISTRATIVE ROSTER FOR THE 2019-2020 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	
James Frier, Director of Operations	<ul style="list-style-type: none"> • Oversees school operations • Manages operations team 	May 31, 2019	
Jaza Broadwater Dean of Students	<ul style="list-style-type: none"> • Oversees school culture • Manages Dean's Office 	July 1, 2019	June 30, 2020

Jeanne Morris Dean of Students	<ul style="list-style-type: none"> Manages and coaches Math and Science teachers 	July 1, 2019	
John Derksen, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches ELA and history teachers 	July 1, 2019	
Emily Benak, Dean of SPED/Student Supports	<ul style="list-style-type: none"> Manages special-ed caseload and coaches teachers 	August 22, 2018	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	46	6	7	Personal reasons, dismissal, other job opportunities (internal and external), position elimination
Other Staff	16	5	3	Personal reasons, dismissal, other job opportunities (internal and external), position elimination

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	No Change
Special Education Director	Emily Benak	No Change
MCAS Test Coordinator	Rashidah Lawson	No Change
SIMS Coordinator	Elise Cole	No Change

English Language Learner Director	MaryEllen Leonard	No Change
School Business Official	James Frier	No Change
SIMS Contact	Elise Cole	No Change
Admissions and Enrollment Coordinator	Elise Cole	No Change

Facilities

UP Academy Boston did not relocate or acquire a new facility during the 2019-20 school year.

Enrollment

Action	Date(s)
Student Application Deadline	Friday, February 26, 2021
Lottery	Wednesday, March 3, 2021

APPENDIX A: UP ACADEMY DORCHESTER ACCOUNTABILITY PLAN EVIDENCE 2019-2020

Faithfulness to Charter

	2019-2020 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.	NA	MAP results do not demonstrate a full school year due to COVID-19. The average Fall-to-Winter student growth percentile for UP Academy Dorchester was 41 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.	NA	MAP results do not demonstrate a full school year due to COVID-19. The average Fall-to-Winter student growth percentile for UP Academy Dorchester was 37 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.	NA	MCAS not administered due to COVID-19.
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.	NA	MCAS not administered due to COVID-19.
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	K-4 students received weekly science lessons, and 5-8 students received daily instruction in science per UAD's 2019-2020 schedule. In addition, teachers received ongoing PD on science instruction.
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	NA	The average grade for the middle school grades was 78 in core classes. Students in

middle school and in elementary school the average standards grade 3.0 out of 4.0		elementary school did not receive standard scores for the year due to COVID-19.
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	44% of middle school students had an average TIGER (Remote Learning) score over 70. 80% of elementary school students had a TIGER (Remote Learning) 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 93.7%
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	NA	67% of teachers were marked as proficient or exemplary on their mid-year evaluation, however, end of year evaluations could not be conducted due to stay at home orders
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 9/27, 11/5, 1/6, and 3/6, 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.	Met	At March recommitment, 35 out of the 45 teachers offered recommitment letters, or 78% signed on to continue.
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	100 % of teachers implement the chosen SEL curriculum (Open Circle or Second Step) with integrity at least 2x/week. 100% of teachers and staff report in surveys that themselves and students use OC/Second Step language throughout the day "sometimes" or "often"
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 Ice Cream Social (August), Family Orientation (August), Global Gourmet (November & January), Winter Performance (December).

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 Dorchester / UP Education Network shared best practices with local and national representatives more than five times in the last year, as demonstrated on the Dissemination Tracker.</p>

Appendix B: UP Academy Dorchester Recruitment Plan 2019-2020

<p>School Name: UP Academy Dorchester</p>
<p>Date: July 20, 2020</p>

- In a brief narrative, report the successes and challenges of implementing the school's recruitment strategies from the 2019-2020 Recruitment Plan?**

2019-2020 Implementation Summary:

In 2019-2020 UP Academy Dorchester continued to face a number of ongoing challenges to the recruitment landscape. This includes overall in district enrollment numbers, major changes to grade configuration, school locations, and feeder school patterns coming through the BuildBPS initiative, as well as the continuation of the Boston Common Application for Commonwealth Charter schools. In addition, the advent of stay-at-home orders in March created new challenges to recruitment, pushing the team to come up with innovative and creative ways to inclusively engage families who were not able to leave their homes. These variables have meant that while the execution of our multi-faceted 2019-2020 Recruitment Plan has been successful to date, we have needed to continue to come up with creative ways to recruit students in addition to continuing to build on the foundation of prior years' strategies. This has meant that we have continued to build on lessons learned from previous years, further refined our outreach, and deployed a variety of strategies to recruit applicants. The current challenges of the recruitment landscape also meant we needed to add strategies to our approach.

We provided BPS Welcome Centers with our applications and informational fliers, and shared updated information about our goals and programs to ensure they could provide accurate information about our school to prospective families. We provided applications to BPS schools ending in grade 5, hosted several open houses throughout the year, and provided open access for tours to families both during and after the school day, to give families the opportunity to see the school, meet with our scholars and staff, and ask questions. We sent

out a translated mailer in English, Spanish, Haitian Creole, Portuguese (Cape Verdean), and Vietnamese, to all K0, K1, and K2 students which yielded a significant portion of our applications and completed Intent to Enroll forms. Recruitment materials and applications also were available in Chinese.

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, the Boston Commonwealth Charter Showcase, and the Boston Renaissance Charter Fair. We also emailed mailed applications to families with middle school students who were waitlisted at other charter schools in the city.

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

With the introduction of stay-at-home orders and remote learning, UP Academy Dorchester needed to come up with new approaches to connecting with prospective families. We created a virtual tour to highlight the school and academic programming, and hosted multiple virtual enrollment events featuring student and teacher panels for prospective families.

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

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

General Recruitment Activities for 2020-2021:

- Hosted highly publicized 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, Boston Commonwealth Charter Showcase, and the Boston Renaissance Charter Showcase.
- Distributed information packets and applications to exiting BPS K-5 schools.
- Distributed applications in English, Spanish, Haitian Creole, Cape Verdean, and Vietnamese and informational packets to all BPS welcome centers. Chinese translations also available upon request.
- 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
- Hosted in-person recruitment event
- Hosted multiple virtual enrollment events

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: 15.9%</p> <p>GNT percentage: 16.2%</p> <p>CI percentage: 16.9%</p> <p>The school is above GNT percentages and CI percentages</p>	<p align="center">(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to 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 align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Highlight supports for all students in social media posts (2 years)

	<ul style="list-style-type: none"> Special education staff attend recruitment events to connect with families (2 years) Additional promotional materials providing more detailed information about special education supports for students (ongoing)
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 33.9%</p> <p>GNT percentage: 23.0%</p> <p>CI percentage: 26.1%</p> <p>The school is above GNT and CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 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, Cape Verdean, Haitian Creole, Vietnamese, Chinese, 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 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 style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Cape Verdean translations now available in Cape Verdean Creole</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 63.6%</p> <p>GNT percentage: NA</p> <p>CI percentage: 52.7%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <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 style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <p>Work with the district to appropriately target current BPS students with mailing outreach, ensuring students within the district are aware of the opportunity to apply to UP Academy Dorchester</p>

<u>Students at risk of dropping out of school</u>	<p align="center">(e) Continued 2019-2020 Strategies</p> <p>Work with district and partner organization(s) to understand the population of students in grades K1-8 who have a higher chance of dropping out and provide assistance</p>
<u>Students who have dropped out of school</u>	<p align="center">(f) Continued 2019-2020 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 align="center">OPTIONAL</p> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) Continued 2019-2020 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: 2020-2021

<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">2019-2020 Implementation Summary:</p> <p>UP Academy Dorchester had a goal of at least 90% retention for the 2019-2020 school year. With a rate of 88.7%, UP Academy Dorchester felt just short of their goal, though remained well above the Third Quartile rate of 80.5%. After a year of much transition in the leadership of the school UP Academy Dorchester will be welcoming back its entire leadership team for 2020-2021. As the team continues to build relationships with families and execute our historically successful strategies to keep families connected and engaged, we expect to meet our retention goal in 2020-2021</p> <p>While UP Academy Dorchester fell just short of their overall retention goal, there were a number of bright spots in terms of sub-group retention. In terms of special populations, UP Academy Dorchester had significant success in a number of areas. For the 2019-2020 year, UP Academy Dorchester retained 92.4% of Students with Disabilities – significantly ahead of the Third Quartile at 83%. In addition, the EL Retention rates were 90.6%, above the state average at 87.5% and well above the Third quartile.</p> <p>Sub--group data and the overall retention rate at UP Academy show encouraging signs that UP Academy Dorchester has an environment where students want to get to school and stay in school. We plan to continue to leverage successful strategies from past years, while building on lessons learned, especially by continuing to build relationships with families and the community. UP Academy Dorchester, and UP Network as a whole have prioritized equity work for the 2020-2021 school year, including appointing a Chief Equity Officer. We believe that this</p>

focus on equity will also support developing an inclusive, welcoming community for all students.

In addition, we will continue to use the following strategies as retention supports for all students in the next school year:

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

- college success and fulfilling potential, in order to gain mutual agreement of the decision.
- College prep school culture
 - UP Academy Dorchester has a college prep school culture focused on success not only in high school, but also in college. Throughout the course of their time at UP Academy Dorchester, students are exposed to the advantages of having a high school and college degree and be educated about the path required to graduate from both. Students' classrooms will be named after colleges and universities, students periodically visit or learn about local colleges, and the advisory curriculum, especially in the 8th grade, will be highly focused on college prep high school acceptance. This instills in students a desire to stay in school in order to achieve their full potential.
 - Strong relationships with at least one adult
 - The advisory and homeroom structure provides additional times in the day and week for students, teachers, and families to connect and build the strong relationships necessary for continued school engagement.

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 <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.6%</p> <p>Third Quartile: 17.0%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) continued 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.
	<p style="text-align: center;">(c) 2020-2021 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 style="text-align: center;">(b) continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p>

<p>School percentage: 9.4% Third Quartile: 18.3%</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 <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed 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: 11.3% Third Quartile: 18.5%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) continued 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 <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed Not applicable at this time</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 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 • UP Academy Dorchester's high expectations for grade promotion
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 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
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 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>	(g) Continued 2019-2020 Strategies Address the needs of such groups as they are identified.
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Appendix C: UP Academy Dorchester School and Student Data Tables

Student demographic information can be found here:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35050405&orgtypecode=6>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	55.3
Asian	0.6
Hispanic	40.8
Native American	0.3
White	1
Native Hawaiian, Pacific Islander	0.7
Multi-race, non-Hispanic	1.4
Selected Populations	% of School
First Language not English	46.1
English Language Learner	33.9
Students with Disabilities	15.9
High Needs	80.9
Economically Disadvantaged	63.6

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Ariella Silverstein-Tapp, Elementary School Principal	<ul style="list-style-type: none"> • Oversees academic program of grades K1-4 • Manages DCIs, DOSs, 	July 01, 2015	

Michaela Power Director of Operations	<ul style="list-style-type: none"> Oversees school operations Manages operations team 	January 9, 2017	
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	
Nathan Walsh, Director of Operations in Residence	<ul style="list-style-type: none"> Supports oversight of school operations Manages members of operations team 	October 17, 2019	
Michelle Russo, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers in K1-1 	July 1, 2019	
Ogina Walters, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers for grades 2-4 	August 1, 2013	
Abigail McLean Blevins, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers for 7-8 	July 1, 2019	
Lyndsea Arikian, Dean of Curriculum and Instruction	<ul style="list-style-type: none"> Manages and coaches teachers for 5-6 	November 04, 2019	
Priya Venkatakrishnan, Dean of Students	<ul style="list-style-type: none"> Oversees school culture for grades 5-8 Manages Dean's Office 	July 1, 2019	
Casey Mandel, Dean of SPED/Student Supports	<ul style="list-style-type: none"> Manages special-ed caseload and coaches teachers 	July 1, 2019	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	61	13	17	Personal reasons, dismissal, other job opportunities (internal and external), position elimination
Other Staff	28	7	5	Personal reasons, other job

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

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2020	9
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 2019-2020 school year	6

BOARD MEMBERS FOR THE 2019-20 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	4	07/01/14-06/30/23
Amar Kumar	Vice Chair	Governance, UAB (Chair), Hiring	2	12/02/15-06/30/22
Barbara Sullivan	Trustee	Governance (Chair), Hiring	4	07/01/14-06/30/23
Robert McConnaughey (resigned during 19-20 school year)	Trustee		3	07/01/14-11/18/19
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

Anticipated Board Meeting Schedule for 2020-21

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

Date	Time	Location
Monday, July 27th 2020	5:00-7:00pm	Virtual
Wednesday, September 23th 2020	5:00-7:00pm	Virtual/TBD
Wednesday, October 28th 2020	5:00-8:00pm	Virtual/TBD
Wednesday, January 27th 2021	5:00-8:00pm	Virtual/TBD
Tuesday, March 16th 2021	5:00-8:00pm	Virtual/TBD
Wednesday, April 28th 2021	8:00-11:00am	Virtual/TBD
Wednesday, June 16th 2021	5:00-7:00pm	Virtual/TBD

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR

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

Name of Committee	Date/Time	Location
UP Academy Boston School Committee	August 19, 2020	Virtual/UAB if possible
UP Academy Boston School Committee	November 12, 2020	Virtual/UAB if possible
UP Academy Boston School Committee	February 8, 2021	Virtual/UAB if possible
UP Academy Boston School Committee	April 7, 2021	Virtual/UAB if possible
UP Academy Dorchester School Committee	August 20, 2020	Virtual/UAD if possible
UP Academy Dorchester School Committee	November 11, 2020	Virtual/UAD if possible
UP Academy Dorchester School Committee	February 6, 2021	Virtual/UAD if possible
UP Academy Dorchester School Committee	April 8, 2021	Virtual/UAD if possible
Finance Committee	September 2020	Virtual/in person if possible
Finance Committee	October 2020	Virtual/in person if possible
Finance Committee	January 2021	Virtual/in person if possible

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR

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

Finance Committee	April 2021	Virtual/in person if possible
Governance Committee	September 2020	Virtual/UPEN if possible
Governance Committee	November 2020	Virtual/UPEN if possible
Governance Committee	March 2021	Virtual/UPEN if possible
Governance Committee	May 2021	Virtual/UPEN if possible

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	No change
Assistant Charter School Leader	Ariella Silverstein-Tapp	No Change
Special Education Director	Casey Mandel	No Change
MCAS Test Coordinator	Michaela Power	No Change
SIMS Coordinator	Sheila Afonseca	New
English Learner Program Director	Candice Quinn	New
School Business Official	Michaela Power	No Change
SIMS Contact	Sheila Afonseca	New
Admissions and Enrollment Coordinator	Sheila Afonseca	New

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 26, 2021
Lottery	Wednesday, March 3, 2021