



Application for Renewal of a Public Charter School

Submitted to the Massachusetts Department of Elementary
and Secondary Education on June 7, 2017

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Letter from the Chair of the Board of Trustees

May 22, 2017

Dear Friends of UP Academy Charter School of Dorchester,

It is with great pride at what has been accomplished and great optimism regarding what can still be achieved that I present to you the application for charter renewal for UP Academy Dorchester. It is remarkable that almost five years have passed since we began this journey, but we believe that the evidence is clear that UP Academy Dorchester has made the major step from a significantly underperforming school to a significantly improved school, and it has the opportunity to continue its trajectory towards being an extraordinary school. In 2013, few people saw much hope for transformation at the low-performing John Marshall Elementary School.

On the 2013 MCAS, only 12% of Marshall students scored as proficient or advanced in math, while only 14% cleared that bar in ELA. At that time, Superintendent Carol Johnson moved to have UP Education Network convert the Marshall into one of the city's Horace Mann (in-district) Type III charter schools. After the progress that had already been made at UP Academy Boston (the former Gavin), our board had a vision for what was possible in the newly launched UP Academy Dorchester, and we believe that we continue to make meaningful progress towards our goals.

UP Academy Dorchester's first year of operation brought incredible academic growth, with UP Academy Dorchester ranking #1 among all elementary, middle, and high schools in the state for academic growth in math. That progress has continued – the year before conversion, the Marshall had one of the lowest CPIs in the state; by 2016, UP Academy Dorchester's CPI has nearly reached the state average. On the rigorous PARCC exam in 2016, 47% of students were proficient or above in ELA and 39% cleared that bar in math. Restarting a fully enrolled school with more than 680 students and with a staff of around 70 educators made executing our charter and game plan seem daunting. There has also been the added challenge of growing into a K1-8 school, which has created additional complexities to navigate as we sought to continue to learn alongside the Boston Public Schools while still retaining our autonomy. Despite these high hurdles, UP Academy Dorchester has progressed on pace with our original vision, truly maximizing its initial years as a turnaround school. Today, we can proudly say that UP Academy Dorchester is a Level One school, and 28% of our first class of 8th graders were accepted into a BPS exam school. Now, we turn to the next five years with our sights set on making the school extraordinary.

Our school is founded on creating a learning atmosphere of rigor and joy for our entire community. This requires a deep commitment to inclusiveness and to equity. We have made real progress towards this vision, but we still see significant room for improvement. Addressing the "rigor" element of the plan, we believe we have met this goal as evidenced by the substantial progress in our students' measurable academic achievement. We also feel that we have made notable progress on the "joy" side of the equation with increases in positive engagement with students, their families, and

with our own hard-working staff. We know, though, that we can always improve, and we see further steps forward on both the “rigor” and “joy” aspects of our school as our major focus for the next stage in UP Academy Dorchester’s journey.

When we consider our mission of preparing our students for college, optimizing their opportunities for eventual professional success, and instilling in them a love of learning, we know that purely academic building blocks are necessary but not sufficient. This is why we have also added significantly to our core programs to include exciting opportunities for enrichment and extracurricular challenges that every student can access. Access to the arts, athletics, and other aspects of the educational experience allowed for opportunities for positive engagement in a way that inspires our students, families, and staff without taking away from our focus on academic rigor.

As I reflect on the transformation of the Marshall into UP Academy Dorchester, I know that the school’s journey is only just beginning. We have established a solid foundation where excitement for our future is building, but the path towards the truly extraordinary school that our community deserves still stretches ahead of us. We will redouble our efforts and look forward to reporting even greater progress in the years to come.

Sincerely,

Robert McConnaughey
Chairperson, UP Academy Charter School of Boston and UP Academy Charter School
of Dorchester Board of Trustees

Introduction to UP Academy Charter School of Dorchester

Name of School: UP Academy Charter School of 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) Renewed (if applicable)	n/a
Maximum Enrollment	820	Current Enrollment	750
Chartered Grade Span	K1-8	Current Grade Span	K1-8
# of Instructional Days per School Year	185	Students on Waitlist	712
School Hours	7:45am-3:30pm, Mon, Tues, Thurs, Fri 7:45am- 12:30pm, Weds	Age of School	Entering Year 5
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.			

Mission and Key Design Elements

As UP Academy Charter School of Dorchester (UAD) completes its fourth year of operation, all of its stakeholders remain 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. *We engage in transformative teaching.*
2. *We build positive school cultures of high expectations and joy.*
3. *We execute our systems with precision.*
4. *We partner with our families and communities.*

As in years past, in SY 2016-17, UAD's leadership team designed and implemented a set of strategic initiatives based on these program components and with the aim of successfully transitioning the school to the rigor required for students to be on the path to college.

With respect to program component one, we have spent the past two years focusing on increasing instructional rigor. In mathematics, we have moved from a pedagogical model focused primarily on direct instruction toward a more constructivist approach. In order to make this shift, Leadership Team members (in collaboration with the Network Academic Team) have provided professional development (PD) and coaching on cognitively guided instruction, in which students use prior knowledge, numerical flexibility, and discussion with classmates in order to move toward mastery of new concepts. To increase rigor in English Language Arts, we have promoted the use of high-interest, rigorous texts and challenging, thought-provoking text-based questions. We regularly analyze data – from Benchmark Assessments to in-class assessments – to determine where to focus our attention on further increasing instructional rigor.

In targeting program component two, the school has sought to build a warm and stable student culture that would allow teachers and students to maximize teaching and learning time in the classroom. The Leadership Team has supported teachers in establishing warm and stable environments by providing coaching and PD around relationship-building with students, along with behavior systems implementation. In addition, K2-2nd grade students participate in Morning Motivation each Monday to prepare for a focused and joyful week of school, and 1st-8th grade students participate in weekly Community Circles to foster strong relationships and to work toward grade level wide community goals. By establishing and maintaining warmth and stability, we build positive school cultures of high expectations and joy and create an environment that is conducive to learning.

Executing our systems with precision is largely addressed by our Operations Team, which manages systems relating to transportation, budgeting, facilities, arrival and dismissal procedures, coverage/substitute needs, and school-wide communication with

families. The Director of Operations, an Office Manager, a Special Projects Coordinator, a Family & Community Engagement Coordinator, and a High School Placement Coordinator comprise our Operations Team. They ensure that systems run smoothly and predictably so that teachers and Academic and Culture team members are able to focus their time and attention on instruction and student culture.

UAD has focused on family engagement throughout its first charter term and has elevated its priority in SY 2016-17. The Leadership Team provided time and resources during August PD for teachers to conduct home visits to get to know their students and their families. In collaboration with the Network Director of Family and Community Engagement, we have provided teachers with explicit PD sessions on cultivating relationships with students’ families. In addition, we hired a Coordinator of Family and Community Engagement, who serves as a liaison between staff and families and fosters communication between both parties. In addition, we have adjusted our arrival and dismissal procedures and expectations in order to make families feel more welcome in the school building and in their children’s classrooms. We have also hosted several events for families, including a Summer Orientation, an Ice Cream Social, two “Global Gourmet” potluck dinners, two Winter Arts Showcases, several Behavior Systems/ Code of Conduct feedback meetings, School Site Council meetings, and Grade Level Curriculum Events. Families have reported high levels of satisfaction with the outreach and communication from UAD in SY 2016-2017.

As the school looks to its critical fifth year of operation, there are many opportunities to deepen the instructional work and to further improve in addressing each core program component. At the same time, there is much happening in UAD classes every day of which to be proud.

Charter Amendments

Date	Amendment Requested	Approved?
2014-2015	To modify the number of student days from 185 to 180 for the 2014-2015 school year only	Yes
2014-2015	To amend enrollment policy so that the lottery can be electronic	Yes
2014-2015	To modify how special education funding is provided by the school to the district	Yes
2016-2017	To increase student enrollment maximum from 750 students to 820 for three years only	Yes

Access and Equity

Recruitment and Retention plan

UAD has continued to hone, evaluate, and refine our Recruitment and Retention Plan during each year of operation. The results of UAD's Recruitment and Retention Plan have, in most years, lead to UAD receiving well over a thousand applications a year. Although there have been many successes in implementing UAD's plan, there are still areas we want to continue to improve upon. Additionally, we are still determining the exact impact of the shared, on-line application used by Boston Commonwealth Charter schools on our recruitment efforts for the 2017-2018 school year.

UAD's population of students with disabilities, at 19.5% in 2017, is slightly higher than the state average of 17.4% and is aligned with the BPS average of 19.5%. It also represents the highest percentage of students with disabilities served by UAD since the school opened. This growth is not accidental. The comprehensive recruitment outreach UAD executes each year includes making application materials and information available through a wide variety of community partners, third party mailings, Facebook and social media promotion, open houses and tour hours, school fairs, and partnership with BPS Welcome Centers. The outreach highlights the supports provided to all students in promotional materials and specifically includes student support personnel as school representatives at recruitment events like school fairs and open houses in order to provide families with more detailed information about the services we provide. We will continue our targeted outreach to students with disabilities as well as our commitment to providing high quality services.

UAD's population of English Language Learners is currently at 21.1%, which is fairly consistent with ELL percentages at UAD throughout the charter term. This percentage is more than double the statewide average of 9%, though lower than the Boston Public School average of 31.2%. As a part of our recruitment efforts, we specifically target community partners that serve ELL students, such as VietAid, the Boston Chinatown Neighborhood Center, and the Haitian Multi-Services Center. We distribute our applications in multiple languages, including English, Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese. In part as a result of our low attrition rates and the wide band of grades UAD serves, we do believe our overall ELL student numbers have declined as a result of improved programming that increases the speed of language acquisition for ELL students and rapidly moves students out of Limited English Proficient status. For example, 18 of the 113 students (16%) who enrolled at UAD in Fall 2016 and participated in ACCESS testing had made such progress during the school year that they were recommended to be classified as Formerly Limited English Proficient.

Finally, UAD's percentage of students who are low-income and high-needs is greater than both the state average and the average for Boston Public Schools. This reflects our commitment to serving all students and also reflects our efforts to reach out to a wide variety of community-based organizations as part of our student recruitment strategy. Like BPS, UAD experienced an overall decline our Low Income/Economically Disadvantaged numbers starting in 2015 primarily due to the shift from using Free and

Reduced Lunch to using direct certification to determine students as economically disadvantaged. The resulting decline is reflected at UAD as well as across the state.

Attrition Data

The trends in retention and attrition rates are very positive. UAD strongly believes that keeping our students is a critical part of the success of the school. Along with creating an urgent and enthusiastic classroom environment, UAD also provides students with opportunities to experience joy in the process of learning and performing.

Overall student attrition has significantly improved since the conversion of the Marshall Elementary School into UAD. In its final year of operation, student attrition at the Marshall was 24%. Student attrition at UAD was 4.8% in 2015, 4.2% in 2016, and 7% in 2017. UAD's attrition rates are consistently under the state average and are approximately three-four times less than the BPS averages during the same time frame. UAD's successful overall attrition rates also translate to successful rates for sub-groups. UAD's attrition rate has remained below the state average in all reported sub-group categories (Students with Disabilities, ELL, High Needs, and Low Income) for each year of our charter term.

Suspension and Expulsion Data

In June 2016, UAD joined a DESE-sponsored professional learning network of other schools seeking to reduce suspensions. We have been dedicated to reducing suspension rates at our school and are pleased to report significant improvements in our practices since June 2016. We introduced a variety of initiatives intended to better meet the emotional and developmental needs of our scholars, such as restorative justice practices, alternative consequences, increased focus on logical consequences, and afterschool detention.

Specifically, these practices included weekly scheduled time blocks for community building and restorative practices, such as restorative justice circles, community circles, and character education programming. To better equip staff for these changes, we have incorporated routine professional development on emotionally and developmentally appropriate behavior management from licensed clinicians. Additionally, we have expanded our student support and culture team and for the 2016-2017 school year have employed two deans of students and three school culture specialists. Beyond these changes to our daily structures, training approaches, and staffing, we have also developed partnerships with counseling centers and licensed clinicians from the community, such as The Home for Little Wanderers.

The evidence shows that these changes are working. Through April 2017, UAD reduced the percentage of students suspended by 40% and the number of suspension incidents by 69% compared to the same time period the previous year. This decline is consistent across special populations – suspension incidents for students with disabilities have declined 70% from the previous year, and suspension incidents for black students have declined by 67%. We plan to continue with this new approach moving forward.

Compliance

Internal audits have shown UAD to be fully compliant in all selected areas pertaining to special education. These include: adherence to state timelines related to meeting due dates, usage of systems to ensure implementation of IEPs, and documentation of completed IEP-related processes. Similarly, UAD was found compliant in disciplinary areas: parents were notified of suspensions, invited to hearings, and suspension notification and decision letters were provided. Lastly, related to civil rights regulations, the audit found that the school's handbook and trainings included the required policies and procedures.

The audit of ESL minutes of instruction revealed that because some student folders did not contain the required documentation, some required minutes were out of compliance and FELL (former English Language Learner) monitoring was out of compliance. In order to correct this discrepancy, UAD reviewed student schedules and updated minutes, and used the UP template checklist of documents for FLEP folders and updated the folders accordingly.

As for teacher licensure and compliance, with one exception, all teachers are appropriately licensed or working under a waiver if they are not yet certified. Additionally, all but one educator is endorsed or currently enrolled in the correct courses to achieve endorsement by the appropriate deadline. In the case of the one licensure exception, we have one teacher who is not licensed or under a waiver due to her ELAR account being locked and inaccessible during the 6-month waiver posting period. She is currently working on getting licensed. The one educator who is not enrolled in a RETELL course is planning to take the SEI MTEL.

Dissemination

Best Practice Shared	Year Dissemination Occurred	Vehicle for Dissemination	Criteria	With whom	Result of dissemination
<p>Empowering educators of color: Educators of Color Leadership Conference</p>	<p>2013-2017</p>	<p>Conference</p> <p>Conference co-sponsored by the Boston University School of Education in 2015-2016 and 2016-2017</p> <p>Presenters and/or attendees included teachers and leaders at UP Academy Dorchester</p>	<p>Professional Climate</p>	<p>Participants over the years have included Educators and Leaders from:</p> <ul style="list-style-type: none"> • Other UP schools • Boston Public Schools • Lawrence Public Schools • Other Massachusetts Districts • Chicago Public Schools • Fulton County Public Schools • KIPP • Uncommon Schools • Achievement First • Other Massachusetts Charter Schools • Teach for America • Local universities 	<p>Varied by participant</p>
<p>School Design & Replication: School Visits</p>	<p>2013-2017</p>	<p>School tour Q&A with School Leaders</p>	<p>Mission and Key Design Elements</p>	<p>Organizations hosted include:</p> <ul style="list-style-type: none"> • Boston Public Schools • Lawrence Public Schools • Springfield Public Schools • Connecticut School Turnaround Leaders (CT) • Salem Public Schools • Tech Boston • Better Lesson • The Parthenon Group • Maine Promise Neighborhoods (ME) • Neighborhood House 	<p>Varied by organization</p>

				<ul style="list-style-type: none"> • Charter School • Edward Brooke Charter Schools • Lake Wales School District (FL) • The Achievement School District (TN) • Scholar Academies • Policymakers, including members of the Massachusetts legislature • Achievement First (Rhode Island, New York, Connecticut) • Holyoke Public Schools • Mastery Charter Schools (Philadelphia) • Education officials from Liberia • STRIVE Prep (Colorado) • University Prep (Colorado) • Kindezi Schools (Atlanta, Georgia) • Hayden Foundation 	
School Restart	2015-2016	<p>Senior Leadership Team presented at the School Restart Conference in Philadelphia, PA</p> <p>Practices presented were grounded in lessons learned from UAD</p>	Mission and Key Design Elements	Participants included over 150 district, charter and policy leaders across the country interested, or currently involved in, school restart.	Varied by organization

Student Performance

Many UAD scholars have demonstrated the knowledge and skills necessary to succeed on the path to college, in line with the mission of the school. UAD students' progress represents what is possible when a chronically low-performing traditional district school is given the opportunity to be restarted. The differences in performance between UAD and its predecessor, the Marshall, are striking:

- While 92% of K2-2nd grade students were reading below grade level in August 2013, only 39% were reading below grade level in June 2016, according to STEP assessments
- Math proficiency rates have increased from 12% on MCAS (Marshall, 2013, grades 3-5) to 39% on the more rigorous PARCC (UAD, 2016, grades 3-7).
- ELA proficiency rates have increased from 14% on MCAS (Marshall, 2013, grades 3-5) to 47% on the more rigorous PARCC (UAD, 2016, grades 3-7).
- Science proficiency rates have increased from 4% on MCAS (Marshall, 2013, grade 5) to 30% on MCAS (UAD, 2016, grade 5).

These results contributed to UAD being named a Level One school in 2015. As UAD scholars close proficiency gaps, they prove what is possible.

Program Delivery

Curriculum and Instruction

UP Academy Dorchester (UAD) has developed a curriculum aligned to the Common Core Massachusetts State Standards for English, math, history, science, music, art, theater, and physical education. Additionally, UAD offers a High School Choice course to its 8th graders, and a weekly enrichment program where students in grades 6-8 take trimester length, interest-based courses in topics varying from film study, health and sexual education, culinary arts, and athletics.

All curricula at the school are backwards designed from the state standards. The curricula are built out in year-long scopes and sequences that are adapted and revised each summer by school leadership. Starting during summer PD, teachers and Deans of Curriculum and Instruction collaborate to design unit plans within the scopes and sequences. Each week, during common planning times, professional learning teams of teachers meet to edit and revise lessons within the unit.

Our school operates from a constructivist approach and does not engage in significant direct instruction. Teachers facilitate discussions and scaffold questions to stimulate critical thinking at a variety of levels. The curriculum plays a key role in supporting this instructional approach by providing high quality and engaging problems and texts.

The starting place for much of the curriculum is proven curriculum used in other contexts. The baseline curriculum may be drawn from other successful UP Academies, developed by the UP Education Network academic team, or adopted from other high performing organizations. The school team is therefore continuously revising and adapting a curriculum developed on best practices in cultural competency and supports for diverse learners.

ESL and Special Education Inclusion teachers are an integral part of grade level and content teams. Both ESL and inclusion teachers attend content team common planning periods. These support teachers also develop differentiation plans every week that explain how the student-facing materials and instruction will be differentiated, accommodated, and modified for the students on their caseloads. These plans may include choices to instruct a small group rather than co-teach, provide an accommodated version of a text, or to add scaffolds into the lesson materials. Support teachers often provide fully accommodated versions of texts and materials, and they help educate and keep the general education teachers abreast of the students' IEPs and any relative developments.

Students and High Quality Instruction

We ensure that all students are getting high quality instruction through our intentional and strategic development of our teachers. The overwhelming focus of our Deans of Curriculum and Instruction is helping our teachers to get better. Our teachers are observed frequently – at least every other week – and have professional development time at least once a week. Our Deans review student work regularly and differentiate their coaching interventions based on need. A Dean may reach for various strategies to help a student improve, including tight observation-feedback cycles, video observations and self-reflections, peer observations, co-teaching, co-planning, and mentor teaching.

Realizing our common vision for strong constructivist pedagogy requires deep intellectual preparation by teachers prior to instructing a lesson. Teacher teams are a critical component of how we prepare high-quality instruction. Professional learning teams run rigorous intellectual prep protocols during common planning times. Teachers break down standards, work through problems, debate texts, and review common misconceptions to ensure that they are able to deliver a lesson fluently and expertly.

Our instruction is based on the belief that, in order to achieve our mission of putting all students on a path to college and to achieve their full potential, we need to build positive school cultures of high expectations and joy. We believe that students learn best when they are grappling with challenging material, and we firmly believe that *all students* means *all students* – we need to support every student as an individual as they reach for ambitious learning goals. We operationalize these ideals through student work review protocols and behavioral data review to help us spot areas where we can up the expectations we have for students or provide additional support to help each student realize their goals.

Assessment and Program Evaluation

UAD's assessment program is founded on regular summative benchmark assessments, regular reading level data tracking, and continuous formative assessment. These assessments provide artifacts for deep qualitative review, in addition to reliable quantitative data.

UAD's benchmark assessments are developed by UP Education Network and provide aggregate and/or anonymous comparisons to students in other UP Education Network schools. The benchmarks utilize machine learning techniques to identify students and teachers who are outperforming expectations and students and teacher who need additional help on particular standards or content groups.

UAD uses STEP in grades K-3 and F&P in grades 4-6 to norm reading level data. Our reading level analysis focuses on identifying and removing barriers to student growth, and influences our guided reading and individualized support plans.

UAD's curriculum includes regular formative assessments, which may be an exit ticket, a weekly quiz, a unit test, or a project or other student artifact. DCIs and teachers regularly review student work from these assessments to plan for re-teach and remediation, and to continuously improve their practice.

In addition to academic data, UAD reviews behavioral data to inform their response to intervention plans and help students build the social and emotional skills necessary to succeed on the path to college. UAD assesses its performance as a school at building its core TIGER values of Teamwork, Integrity, Grit, Enthusiasm and Respect. The school leadership team investigates root causes, trends, and outliers to determine school wide culture improvement initiatives. Some of these initiatives are behavior intervention plans, cohort or grade level incentive plans, and shifts to schedules to incorporate additional social and emotional education and community building activities.

Supports for Diverse Learners

UAD is committed to providing educational access and equity to all students, and to ensure that no student falls through the cracks. This includes students who are new to learning the English language and students with disabilities. We employ extensive and individualized services and supports to these students. We make it a point to identify and address skill gaps by implementing systematic and evidenced based interventions.

Students with disabilities and those with individualized education programs (IEPs) receive support through a variety of differentiated and personalized instructional methods, ranging from small group instruction, one to one instruction, and push-in/inclusion support by licensed special educators. Inclusion teachers receive professional development specific to leading and delivering small group instruction, in addition to lesson planning so instruction and materials are differentiated according to student need. Additionally, UAD has a Special Education Coordinator who provides guidance and support to staff on responsive and proactive services to students. He also manages compliance and ensures that every student is receiving their deserved and protected services. Students' goals are tracked regularly, and teachers partner closely with families to build independent and academic skills.

We serve most students within an inclusion program, with the exception of a small sub-separate class for students with moderate to severe autism. Our school has an appropriate number of student support teachers to offer small group and individualized instruction to students with individualized education plans. All student support teachers are certified or on the path to certification by the end of the academic year. All student support teachers are responsible for collaborating with the general education teacher to deliver services and ensure instruction is appropriately differentiated with necessary accommodations and modifications for the inclusion classroom.

ESL instruction is an inclusive environment. ELL services are predominantly push-in services. We do this, as we know that ELLs thrive when immersed in classes with English

Language speakers. The curriculum is culturally responsive and prepares students with academic and professional vocabulary. Additionally, all materials are differentiated. The school services a variety of ELLs and has a substantial population of Newcomers, particularly in early grades. In addition to class-specific support, we provide additional ESL instruction for our newcomers by providing them with direct ESL in pull out and personalized language instruction for at least 90 minutes per day. They receive discreet two 45 minute periods of both language and literacy instruction. ELLs at ELD levels 3, 4, and 5 receive direct ESL via push-in from an ESL certified teacher for at least 45 minutes per day. All staff at UAD are required to hold their SEI endorsement or pursue their SEI endorsement within their first year of working for UP. We prioritize placing ELLs at lower ELD levels with our current SEI-endorsed or dual certified staff. UAD is seeking to increase the number of staff who are dual certified in ESL and their content area.

We have multiple ways of providing additional supports to students. We use the Response to Intervention (RTI) framework to assess students' academic and behavioral needs and to provide tiered supports and interventions. Supports are responsive and tailored to the needs of each student. One example of academic intervention is our daily intervention block. During this period, students receive targeted instruction in areas of math or literacy skill gaps. We monitor progress over time and make instructional decisions to continue supporting all learners.

Culture and Family Engagement

Social, Emotional, and Health Needs

Safe School Environment

We have a number of structures in place in order to create a safe and welcoming learning environment for our scholars. One part of this is creating a safe school environment. This is accomplished using several different systems. The first is the formation of a crisis response team, comprised of key decision making personnel in the school and meant to more seamlessly and effectively respond to emergency situations. The school partners with both the Boston School Police and the Boston Police Department. In addition, starting with the 2016-2017 school year, UP Academy employees have received comprehensive active shooter civilian response training through the ALICE program, and utilize a phone application called CRISIS-Go which clarifies procedures and streamlines communications in case of an emergency. These efforts have led to an increase in the percentage of students feeling safe in school.

Another key component in creating a safe and welcoming school environment means starting and ending the day safely and positively. Therefore, UAD's arrival and dismissal procedures are always fully staffed; every staff member has a responsibility at this time, and there is an all hands on deck mentality. Students have indicated that they feel safer as they travel to and from school.

Beyond arrival and dismissal, UAD has built intentional time into each week to ensure students have the opportunity to build a safe and inclusive community, with time designated for community circles, restorative justice circles, and character education programming. These opportunities have led ~80% of students to report that their teacher makes them feel as if s/he really cares about them on our 2016-2017 Student and Family

survey. Further, UAD has been focused on affirming and rewarding positive and constructive citizenship, which has strengthened the school environment. Finally, UAD has a zero tolerance policy for bullying.

Physical, Social, Emotional, & Health Needs

UAD is structured to create many opportunities for students to form strong, supportive relationships with adults in the building. In our elementary grades, we schedule time each week for students to come together to celebrate achievements, form strong bonds, and build a sense of community with their fellow students and their teachers. Additionally, teachers call student families on a bi-weekly basis to ensure families have frequent communication with the dedicated adults in their student's classroom. As students move into the middle school grades, they also move into a cohort model style of teaching. This means each group of 60 students has a team of 3 content teachers focused specially on their academic, social and emotional well-being. Similar to the elementary school model, teachers call home at least once every two weeks to share updates on student progress and connect with families. As a result of these structures, the vast majority of students report that they can get help if struggling in class and believe that their teacher believes each and every child can succeed. In addition, UAD also staffs a comprehensive mental health team consisting of a school nurse, two school psychologists, and licensed clinicians to provide additional support to students.

Beyond internal UAD structures supporting student's social, emotional, and health needs, we have sought to create and maintain robust partnerships with local counseling centers and additional licensed clinicians to support scholars, such as The Home for Little Wanderers. We are also continuing to work to ensure that all UAD staff are growing and improving in the quality and depth of support they can provide to students, by leveraging experts such as the Boston Children's Hospital Neighborhood Partnership to provide training and professional development to staff on social and emotional development, understanding and managing student crises and trauma, and behavioral health issues, among others. Staff also receive regular professional development on behavior management from licensed and certified personnel, and there are always UAD staff present in the building who are restraint trained.

Family Engagement

We believe that strong relationships and clear communication with families/guardians is a crucial part of a successful education. Therefore, we have embedded a number of systems and structures into UAD to grow and develop relationships and keep open lines of communication and engagement between the school and families. We start the family engagement process early: when students are first accepted into UAD, our staff members call prospective families to welcome them and express our excitement at having the honor of educating their child. We host several open houses to provide families the opportunity to ask questions of our team in person before accepting their child's seat at our school for the following academic year. In the summer prior to enrollment, we continue to engage our families to ensure that any lingering questions are answered, including hosting two family orientation nights in August where we encourage all families to tour the building and meet teachers prior to the first day of school.

Although proactive communication for new students is an important part of building strong relationships with families, we also recognize it is only the first step in creating a strong partnership. The expectation for staff is that families should be receiving at least one contact per week from UAD in addition to the biweekly calls referenced above. Each Friday, UAD sends home academic and citizenship reports to families in order to keep them up-to-date on student progress. Beyond weekly communication rhythms, UAD sends home Progress reports once per trimester, and hosts report card nights once each trimester. Outside of these designated touch-points, UAD has a widely communicated open door policy for families. We are always happy to host families in the school for tours, classroom conversations with staff, and classroom observations. Families are encouraged to visit the school and observe their student during class. For those students who need additional support, UAD will host student of concern meetings, which bring together teachers, administrators, mental health professionals, and family members to discuss a student's well-being.

Beyond the regular touch points for individual scholars, their families, and the school, UAD also has created other opportunities for families to have a voice in the school and for the school and families to come together as a larger community. One of these initiatives is the existence of an active school site council, comprised of parents, teachers, and administrators from UAD, which meets multiple times per year. UAD employs a staff member focused on Family and Community Engagement to ensure additional opportunities for focused outreach and communication and to provide professional development opportunities for staff to strengthen their family communication skills. This staff member also partners with UP Education Network's Director of Family and Community Engagement on a number of family engagement initiatives, including a family input meeting which is held once a trimester.

Equally important to these avenues for constructive communication and feedback are the opportunities UAD creates for families and the school to come together for celebrations and fun. Each year there are a wide variety of joy events on the school calendar, from smaller classroom celebration opportunities to larger family and community engagement events once a trimester, such as our Arts Showcases, Ice Cream Socials, Global Gourmet potluck events, and Book Fairs. We believe these opportunities to celebrate our community and our scholars are a crucial component of building a lasting, strong relationship with the community we serve. The majority of students reported having a joyful experience while at school. We believe that continuing to build on these celebratory traditions is an important step in both enhancing and growing strong connections between our school and the community we serve and the joy our scholars experience at school.

Capacity

School Leadership

UAD sustains a well-functioning organizational structure. The school's leadership team structure has adapted as the school has grown from its founding year as a K1-5 to its current status as a K1-8 with higher than anticipated enrollment numbers, while staying true to the original theory of success outlined in UAD's charter.

Specifically, the school was first co-lead by a Principal and Director of Operations (DOO), who divide their responsibilities and decision-making in a way that enables the Principal to

remain focused on teacher effectiveness, school climate, and student learning to the maximum extent possible. In response to the size of the school and the specific and distinct needs of middle school students, UAD added an additional Principal position to its leadership model for the 2016-2017 school year, the first year with a fully enrolled middle school. As UAD's enrollment remains over 750 students for the next several years, the school will continue with the two principal model to support management of the elementary and middle school staff. All individuals who have served in the role of Principal or DOO at UAD have reported that the co-leadership model is conducive to effective leadership, given the size and complexity of the school.

Additional positions are required on the school's leadership team to develop teachers and effectively manage the school. In addition to the co-leaders, the leadership team includes three Deans of Curriculum and Instruction (DCIs), and two Deans of Students – one for the elementary school and one for the middle school grades. The DCIs directly coach and manage teachers across the school, and they also play an essential role in developing effective professional development for all educators. The Deans of Students oversee school climate, working to establish proactive strategies to enhance a culture of excellence as well as seamless implementation of the school's behavior systems. The school's leadership team works as a cohesive body that is charged with ensuring that the school executes against its annual priorities. In order to maximize efficiency, the full leadership team meets on a monthly basis, while smaller leadership groups designated by elementary and middle school leadership meet on a weekly basis during the school year and daily during the summer. In order to ensure a consistent presence, the Director of Operations attends both elementary and middle school leadership team meetings.

It should be noted that the school executed an effective principal transition between SY 2015-16 and SY 2016-17, when the school's Founding Principal, Lana Ewing, transitioned. Brittany Morse, who was one of the schools Founding teachers, became a DCI and then a participant in UP Education Network's principal preparation program, became Elementary School Principal. In addition, UAD added a Principal position to the Middle School for SY16-17. The position was filled by Jabari Peddie, formerly the principal of UP Academy Holland.

The school has also sustained an effective DOO transition. The school's Founding DOO, Kristen Linnenbank, transitioned after SY 2014-15 and Kate Mahoney, who served as the school's Founding Special Projects Coordinator, stepped into the role.

Professional Climate

The school creates a professional working climate for all staff. At the center of the professional climate are four elements:

1. A Focus on Professional Growth
2. A Focus on Professional Collaboration
3. The Cohort Model
4. Opportunities for Feedback to School Leadership

Professional Growth

We focus relentlessly on improving our practice as educators, as evidenced by our investment in three DCIs at the school. The DCIs focus the majority of their time on

observing teachers and providing action-oriented feedback to teachers to help them improve. Further, we work very hard to provide high quality, instructionally focused professional development throughout the school year. As referenced above, every Wednesday students are dismissed early to ensure that all staff can attend whole-school professional development sessions. We receive regular feedback that our teachers significantly value this weekly learning opportunity.

Professional Collaboration

In the elementary school, unit and lesson planning is completed by grade-level teams (e.g., the third grade team). Each of these teams meets for about an hour twice a week. One meeting is devoted to intellectually preparing for upcoming instruction together, while the other meeting is devoted to other topics (e.g., responding to culture trends, planning family events, examining student work together).

In the middle school, there are currently several different approaches to planning and collaboration, depending on the content area. Some content teachers across grade levels come together on a weekly basis (e.g. 6th - 8th grade ELA teachers all form one group) to complete unit and lesson planning. Every week, these teams have dedicated periods of time to work collaboratively to plan future units and lessons; to reflect on the lessons from the previous week; and to debate and discuss the best strategies for maximizing student learning. For some content areas, such as math, time together with all three grades is more focused on discussions about instructional approach, and more specific planning is focused in sessions with the middle school DCI. Our teachers regularly report that these opportunities for collaboration are an essential part of their UAD experience.

The Cohort Model

Grades 6-8 employ a cohort model, whereby all core content teachers are responsible for teaching only two classrooms of students that collectively make up a cohort. This arrangement creates important conditions that support the professional climate of the school. For example, core content teachers teach no more than sixty students, allowing them to get to know each student's individual needs. Moreover, the cohort model creates essential and extended times within each core content teacher's schedule that enable them to complete important responsibilities (e.g., planning, grading, communicating with families) within the school day.

Opportunities for Feedback to School Leadership

The school has worked to create opportunities to receive regular input from all staff members to help improve the school, including the professional climate. A comprehensive staff survey is given to all team members twice per year across a range of topics. The school's leadership team, in collaboration with team members from UP Education Network, rigorously reviews survey results and develops action plans to incorporate the feedback into their leadership and into the school's priorities. In addition, every three to four weeks, the school administers Professional Development surveys. Further, DCIs reserve time in one-on-one check-ins to receive feedback from teachers every two weeks, and Principals reserve time to meet with each teacher one-on-one in the fall, and in the spring to elicit feedback and talk about progress from the year, in addition to meeting with teachers who reach out to set up meetings to give feedback. Finally, co-leaders occasionally set up topic-specific office hours for teachers.

Contractual Relationships

Relationship between UAD and UP Education Network

UAD has a strong, collaborative relationship with UP Education Network. UP Education Network continues to provide a wide array of services to the school in line with the management contract that has been established. Broadly, the management organization provides services in the following areas:

- Talent, including but not limited to talent recruitment and talent management (e.g., hiring staff, supporting staff members with HR needs, supporting the school with its staff evaluation tool and system)
- Operations, including but not limited to direct management of the school's DOO, facilities-related support, and data, enrollment, facilities, evaluation, and analytics support
- Finance, including but not limited to accounting, budget development, and budget management
- Academics, including but not limited to direct management of the school's Principal, specialized support in the areas of ESL and Special Education, and curriculum-focused support
- Public Affairs, including but not limited to supporting the relationship between the school and the district/state, development, political relations, and communications work.

UP Education Network implements a survey of the school's staff, including the Principals and DOO, two times per year to understand what value the school perceives from its service provision and what services can be improved. Moreover, the school's Board Chairperson regularly communicates with UP Education Network's CEO and President about the state of the school and about ways in which UP Education Network can improve its support and management of the school.

The two parties intend to continue their relationship through the second term of the school's charter.

Relationship between UAD and BPS

UAD has a strong partnership with BPS; the school is honored to be a part of the BPS system. The two parties have used a well-designed Memorandum of Understanding (MOU) over the term of the charter to define the relationship between the school and the district. The MOU has been invaluable in supporting collaboration between the school and the district when potential challenges have arisen.

School leaders and staff from UP Education Network have developed strong relationships with district personnel. These relationships have helped the school work through the unique challenge of operating as an in-district charter school. For much of the term of the charter, representatives of the school and/or UP Education Network have met weekly with a key point person at BPS to discuss any emerging challenges and to problem solve issues before they have escalated.

The two parties intend to update the MOU to align with the start of the charter's second term to further strengthen the working relationship between the school and the district.

Governance

The state of the UAD Board of Trustees is strong. The eleven-member board is deeply committed to the success and sustainability of UAD.

Membership of the school's board has grown, both in size and diversity over the course of the school's first charter term and includes parent representatives. Individuals who have joined the board over the last two years include Nii Amaah Ofosu-Amaah and Nelly Xavier. Today, the majority of board members are people of color and an increasing number have close ties to the Dorchester community.

As the board transitioned from governing UP Academy Boston to governing UAB and UAD, it made adjustments to its structure to ensure effective governance and oversight. Today, the full governing board meets quarterly, though it supplements the quarterly meetings with 2-3 additional meetings, including a board retreat each fall. Further, the board made adjustments to its committee structure to include governance, finance committee, and two school-specific committees (one for UAB and one for UAD). The UAB and UAD school committees were developed to ensure members of the board would maintain a close focus on each school even as the board's oversight grew. Committee meetings are held in advance of two board meetings, and committee chairs report out on progress and challenges to the full board.

Board meetings are lively and the range of topics discussed, debated, and decided is wide-ranging. The agenda from a recent board meeting, below, provides insight on the topics reviewed. On 1st May, 2017, a three-hour meeting covered the following:

- Public Comment
- Vote on January minutes
- Tour of UP Academy Dorchester
- Discussion with co-leaders re: observations from the tour
- UAB School Committee Update
- School Culture Follow-up
- Finance Committee Update**
- Bullying Plan**
- UP Education Network update
- End of meeting survey

** starred items require board vote

We believe that the UAD Board of Trustees is well positioned to govern the school during its second charter term.

Finance

UAD takes a number of steps to ensure that the school remains in good financial standing and has strong financial management practices. Evidence of our success in maintaining a stable financial condition and operating in a financially sound and publicly accountable manner include: 1) unqualified audit opinions that have been submitted to ESE in a timely manner for every year that UAD has been in operation; 2) on-time submission to ESE every

year of the Charter School End of Year Financial Report; 3) successful Title I Program Review completed in FY2017; and 4) an active Finance Committee and Board of Trustees that provides strong oversight of UAD's financial practices. More specifically, UAD's Finance Committee regularly performs an in-depth review of the school's financial statements and cashflow projections. The current Treasurer, Nii Amaah K. Ofosu-Amaah, has professional experience in finance and accounting. In addition, the UAD Board of Trustees reviews the school's financial statements at every meeting and is responsible for approving the school's budget every year.

UAD is supported in maintaining a sound and stable financial condition via its management contract with UP Education Network, which provides support from a team of finance professionals. The Network team ensures that the school has established appropriate internal controls and financial policies, which include the timely recording of all receipts, transactions, payroll, and other disbursements, as well as the regular reconciliation of all key accounts. Other controls include invoice approval being assigned to the school's DOO and check-signing authority being assigned to the school's Principal. Checks in amounts greater than or equal to \$5,000 also require two authorized signers. The Network team is also responsible for executing many financial procedures on behalf of the school, including: invoice processing and maintaining accurate financial records in the school's Quickbooks accounting system; coordinating payroll and salary reconciliations with BPS; monitoring and developing monthly statements; monitoring procurement processes for compliance with Chapter 30B; supporting the annual budget development process; and coordinating the annual audit process. Finally, UP Education Network also maintains a contract with Insource Services to utilize the services of a non-profit finance expert to serve as a financial advisor to UAD.

Plans for the Next Five Years

As Robert McConnaughey, our board chairperson, noted in his letter, we are pleased by the growth in our school program and the corresponding academic growth our students have achieved throughout UAD's first charter term. Despite this growth, however, we acknowledge that to fulfill our mission our program must evolve further to meet the needs of every single student we serve. It is our intent to accelerate our work over the next five years to close academic gaps for each and every one of our students.

The end of our first charter term is a good opportunity to review our program and determine which aspects are working and in which areas to focus our energies for improvement. UAD school leadership has been supported by both the board of trustees and UP Education Network in the effort to identify key areas for program improvement. Two such programmatic improvements include:

1. **Creating a common approach to curricular programming.** UP Education Network is moving towards a common curriculum so that the materials that get the best academic results are always on students' desks. Much of this material is being shared by other schools in the UP network, and other curricula are being shared by high performing schools and networks.
2. **Intentionally building positive relationships with students and families.** UAD, in partnership with UP Education Network, is prioritizing the systematic creation of

strong, reciprocal ties to families through a parent council and a reinvestment in the school's commitment to restorative conversations.

The remainder of this section outlines our initial vision for ways in which our program could change as we move towards and into our second charter term.

Pre-AP Academic Rigor

UAD's mission requires that we ensure our students graduate from eighth grade on the path to college. Therefore, our students must not only be grade level proficient, but also be prepared to take and succeed in AP courses and other intellectually rigorous offerings in high school.

We are currently engaged in two main projects that are increasing the rigor of our lessons and the skill of our teachers in delivering content.

- Teachers at UAD receive an observation and debrief at least once every two weeks. This year, UAD Deans of Curriculum and Instruction have utilized The Teaching Pathway which is a tool developed at UP Academy Leonard, in Lawrence. This tool helps Deans of Curriculum and Instruction determine how to coach teachers by prioritizing what the areas of focus should be. The Teaching Pathway has helped instructional staff articulate their personal growth and the growth of their classrooms as a whole on a number of key indicators, including cultural health and the rigor of curricular materials. In future years, the Teaching Pathway will help teachers see their own growth and continue to help school leadership use a common language to diagnose and prioritize their time and the school's resources.
- Last year, UAD began using new interim assessments, called Benchmark Assessments, developed by UP Education Network. The Network capacity to develop rigorous assessments that truly align to state standards has helped school leadership redefine what rigorous materials need to look like by setting a high bar in each content area. Additionally, the network has supported UAD with data cycles, data analysis, and subsequent instructional action planning. In the future, UAD will continue to give feedback and assist the Network in future iterations of the Benchmark Assessments.

Curriculum

In SY17-18, in order to meet the new standard of rigor required by the Benchmark Assessments, UAD will utilize new curricular materials in many subject areas and grade levels. UP Education Network has engaged in a thorough review of curriculum at each of the network schools and engaged outside consultants to determine the most effective curricula. Providing common curriculum materials and streamlining our academic program as whole will enable UP Education Network to coach school leaders more effectively and iterate on current programming more quickly. It will also enable teachers to focus less on creation of materials and more on high quality instruction.

Family Engagement and Restorative Conversations

This year we have had the highest percentage of parents attending our parent-teacher conferences in our history, with 75% percent of families attending. In our next five years, we endeavor to increase the opportunities that families have to come to UAD and meaningfully interact with staff members. For example, in early August we will conduct an early round of parent-teacher conferences and host engaging grade level events that families are encouraged to attend. Throughout the school year, we will hold weekly coffee hours with school administration, during which families can give input to school based decisions and help shape the leadership's priorities. We are also looking at ways we can use technology to facilitate better communication. For example, this summer our parent council is partnering with UP Education Network to design an online "parent portal" that will allow families to communicate via pictures and messages to teachers and school administration. It will also provide notifications of schools events and automated notifications about attendance and will eventually become a phone application.

UAD has been engaging in restorative conferences with students and training our staff on how to conduct these conversations since August 2016. Our sharp reduction in exclusion numbers is partially attributable to this practice. One of our main priorities moving forward is to strengthen and expand restorative practices as an alternative to exclusion. We believe that this work, when coupled with robust teacher supports and intentional relationship building with students and families, will enable us to continue to continue to make great strides in our ability to keep students in school and in class.

We believe that we have prioritized effectively, and we are committed to devoting the resources necessary for success in the areas described above. Therefore, during our charter's second term, we are confident that we will continue our progress towards fulfilling our mission.

UP Academy Dorchester Charter Renewal Application

Appendix A Accountability Plan Performance

Please report on the school's performance on its approved accountability plan for the charter term. If the accountability plan has been revised, and approved, report on the most recently approved plan (which may only relate to Faithfulness to Charter). If needed, please attach any additional evidence to explain performance after this template as a part of Appendix A. Evidence should reflect performance during the course of the charter term. Please **DO NOT PDF** this document, submit this section in Microsoft Word only.

Faithfulness to Charter

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2013-14	2014-15	2015-16	2016-17	
Objective: UP Academy Charter School of Dorchester scholars will demonstrate the knowledge and skills necessary to succeed on the path to college.					
<p>Measure: Achievement Network assessments will indicate that students are on track, over the course of the year, to meet or exceed student achievement indicators for ELA as outlined in the school's charter application. By the end of the school's first year, 45% of students will be projected to be proficient in ELA. By the end of the school's second year, 55% of students will be projected to be proficient in ELA. By the end of the school's third year 65% of students will be projected to be proficient in ELA. By the end of the school's fourth and fifth year, 75% of students will be projected to be proficient in ELA.</p>	Not Met	Not Met	Not Met	Not Met	<p>2013-14: We fell short of our goal of 45% of students demonstrating grade-level proficiency in ELA, both on ANet projections and on MCAS, increasing the percentage of students proficient in ELA from 14% to 40%.</p> <p>2014-15: We did not achieve our goal of 55% of students demonstrating grade-level proficiency in ELA, both on ANet projections and on MCAS.</p> <p>2015-16: We did not achieve our goal of 65% of students demonstrating grade-level proficiency in ELA, both on interim assessment projections and on PARCC, with 55% of students proficient.</p> <p>2016-17: We are not on track to achieve our goal of 75% of students demonstrating grade-level proficiency in ELA, both on interim assessment projections and on MCAS.</p>
<p>Measure: Achievement Network assessments will indicate that students are on track, over the course of the year, to meet or exceed student achievement indicators for math as outlined in the school's charter application. By the end of the school's first year, 45% of students will be projected to be proficient in math. By the end of the school's second year, 55% of students will be projected to be proficient in math. By the end of the school's fourth and fifth year, 75% of students will be projected to be proficient in math.</p>	Met	Not Met	Not Met	Not Met	<p>2013-14: We exceeded our goal of 45% of students demonstrating grade-level proficiency in Math, both on ANet projections and on MCAS, with 60% of students proficient.</p> <p>2014-15: We missed our goal of 55% of students</p>

<p>the school's third year 65% of students will be projected to be proficient in math. By the end of the school's fourth and fifth year, 75% of students will be projected to be proficient in math.</p>					<p>demonstrating grade-level proficiency in Math, both on ANet projections and on MCAS. 2015-16: We did not achieve our goal of 65% of students demonstrating grade-level proficiency in Math, both on interim assessment projections and on PARCC. 2016-17: We are not on track to achieve our goal of 75% of students demonstrating grade-level proficiency in Math, both on interim assessment projections and on MCAS.</p>
<p>Objective: Students at UP Academy Charter School of Dorchester will acquire the strength of character necessary to achieve their full potential.</p>					
<p>Measure: By end of the school's third year in operation, students will show high character by completing high quality homework, having high attendance rates, and displaying positive behavior as evidenced by over 80% of 5th, 6th, and 7th grade students maintaining end-of-year Core Value Report averages of "meeting expectations" or higher.</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Not Met</p>	<p>2013-14: 74% of students met this goal 2014-15: 76% of 5th and 6th grade students met this goal 2015-16: 69% of 5th, 6th, and 7th grade students met this goal 2016-17: 68% of 6th, 7th, and 8th grade students met this goal</p>
<p>Objective: UP Academy Charter School of Dorchester establishes a professional culture of reflection and feedback that results in a purposeful learning environment that is focused on student achievement.</p>					
<p>Measure: All UP Academy Charter School of Dorchester teachers will be observed by members of the leadership team and receive feedback (written or oral) at a minimum of 20 times each school year.</p>	<p>Met</p>	<p>Met</p>	<p>Met</p>	<p>Met</p>	<p>2013-14: All teachers were observed at least 20 times and each observation was followed by observation feedback. 2014-15: All teachers were observed at least 20 times and each observation was followed by observation feedback. 2015-16: All teachers were observed at least 20 times and each observation was followed by observation feedback. 2016-17: All teachers were observed at least 20 times and each observation was followed by observation feedback.</p>
<p>Measure: All Deans of Curriculum and Instruction will receive coaching and feedback from the principal on their instructional observations at a minimum of 20 times each school year.</p>	<p>Met</p>	<p>Met</p>	<p>Met</p>	<p>TBD</p>	<p>2013-14: All DCIs have received coaching and feedback from the Principal on their instructional observations at least 20</p>

					<p>times.</p> <p>2014-15: All DCIs have received coaching and feedback from the Principal on their instructional observations at least 20 times.</p> <p>2015-16: All DCIs have received coaching and feedback from the Principal on their instructional observations at least 20 times.</p> <p>2016-17: As of April 2017, all DCIs have received coaching and feedback from the Principal on their instructional observations at least 15 times.</p>
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*Add rows as necessary

Appendix B
General Statement of Assurances

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for _____ (name of school) located at _____ is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act,

section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
13. Will submit an accountability plan no later than the end of the first year of the school's charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.04(3)(c)).
17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
19. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure

(MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
25. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
26. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
27. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
28. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
29. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).

30. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
31. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature:
Title:
Date:

Renewal Application Certification Statement

Name of School:	
Location:	

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chair of Board of Trustees (or designated signatory authority)

Date

Print/Type Name:	
Title (if designated):	
Date of approval by board of trustees:	

Horace Mann Renewal Application Certification Statement

Name of School:	
Location:	

School Committee Approval Certification

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the school committee in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature of chair of the school committee _____ Date _____

Print/type name _____

Address _____

City _____ State _____ Zip _____

Daytime telephone _____ Fax _____

Collective Bargaining Unit Approval Certification

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the local collective bargaining unit in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature of president of the local teachers' union _____ Date _____

Print/type name _____

Address _____

City _____ State _____ Zip _____

Daytime telephone _____ Fax _____

Appendix C Documents

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspection services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2017.* Please attach the following as a part of Appendix C:

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Asbestos Inspection and Management Plan (if applicable)
- Lead Inspection Certification (if applicable)
- [Lead and Copper in Schools Maintenance Checklist](#)

Appendix D
Additional Information

Board of Trustees Turnover

Using the Board of Trustees Turnover table below list the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2013-14			
2014-15			
2015-16			
2016-17			

*Add rows as necessary

Appendix E
Application Content Checklist

The completed Application should present the required information in the following order:

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
 - School name
 - School address
 - School contact information: name, title, telephone, and email address
 - Date that the school’s board of trustees voted approval of the Application

- Application submission date
- Cover letter (optional)
- Table of contents listing all major sections and appendices
- Introduction to school (Table)
- Performance and plans section (should not exceed 25 pages)
 - Faithfulness to Charter
 - Criterion 1: Mission and Key Design Elements
 - Criterion 2: Access and Equity
 - Criterion 3: Compliance
 - Criterion 4: Dissemination
 - Academic Program Success
 - Criterion 5: Student Performance
 - Criterion 6: Program Delivery
 - Criterion 7: Culture and Family Engagement
 - Organizational Viability
 - Criterion 8: Capacity
 - Criterion 9: Governance
 - Criterion 10: Finance
 - Plans for the Next Five Years
- Appendices
 - A. Accountability Plan Performance
 - B. Statement of Assurances and Certifications
 - Statement of Assurances
 - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
 - Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)
 - C. Documentation of compliance with all building, health, safety, and insurance requirements. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2017:*
 - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
 - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
 - Up-to-date Building Safety Inspection/Certificate of Inspection
 - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
 - Up-to-date Health Inspection/Health Permit

- Up-to-date Insurance Certificate(s)
- Asbestos Inspection and Management Plan (if applicable)
- Lead Inspection Certification (if applicable)
- Lead and Copper in Schools Maintenance Checklist
- D. Additional Information, as required in these *Guidelines*
 - Board of trustees turnover