



# Application for Renewal of a Public Charter School

Submitted to the Massachusetts Department of Elementary  
and Secondary Education on July 31, 2015

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UP Academy Charter School of Boston  
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*This renewal application was approved by the school's Board of Trustees on June 2, 2015.*

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

May 1, 2015

Dear Friends of UP Academy Charter School of Boston,

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 Boston. 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 Boston has made the major step from a significantly underperforming school to a very good school and has the opportunity to continue its trajectory towards being an extraordinary school. Five years ago, few people saw much hope for transformation at the low-performing Gavin Middle School. Only 1 in 4 Gavin students scored proficient or advanced in math on the 2011 MCAS. Fewer than 1 in 3 cleared that bar for English. But a bold vision prevailed and Superintendent Carol Johnson moved to convert the Gavin into one of the city's first Horace Mann (in-district) Type III charter schools. Our board had a vision for what was possible in the reborn UP Academy Boston and we believe that we are tracking very successfully towards our goals.

The last five years have included many successes and challenges. There have been successes unimaginable by most observers. Never in state history has a public middle school had the highest growth (median SGP) rate in math, statewide, for three consecutive years, but the scholars at UP Academy Boston have achieved this. But, the path was not always easy. Turning around a school like the Gavin is extremely difficult. With more than 450 students, an almost completely new staff of more than 60 educators, executing our charter and game plan was daunting. Add to that work on the ground the complexity of paving new ground as an in-district charter school trying to learn how best to work with the district, yet retain charter autonomy, and the challenges were clear. Despite these high hurdles we believe we have remained on pace with our original vision. The focus on the first five years was turning around the Gavin and creating a very good school. This was achieved. Today, UP Academy Boston is the only Level 1 middle school in Boston Public Schools. The focus of next five years is the quest for extraordinary.

Our foundational vision for the school aims for an atmosphere of rigor and joy for our entire community. We have made real progress towards this vision, but we still see significant room for improvement. In short, we believe that, while there is still much room for further advances, we have made remarkable progress on the "rigor" element of the plan as evidenced by the exceptional progress in our measurable academic achievement. We also feel that we have made notable progress on the "joy" side of the equation with multiple programmatic steps forward in positive engagement with students, their families, and with our own hard-working staff. Despite the progress on these fronts, we see dramatic steps forward on both the "rigor" and "joy" elements of our school as our major focus for the next stage in the UP Academy Boston 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. Why should

our students not have the broader opportunities for enrichment and extra-curricular challenge that students at the finest schools in our country have? School leadership, working with the board, is very excited about making some significant transformational additions to our core programs in order to give our students those sorts of opportunities in the arts, athletics, and other extensions of the educational experience. We believe that these changes can not only be achieved without diluting academic rigor, but that the positive engagement that the new offerings can bring will actually give the school more ways to inspire our students, their families, and our own staff.

As much as been achieved at UP Academy Boston to date, we know that our transformative journey is only just beginning. The foundations established and the momentum created are tremendously exciting, yet the path towards the truly extraordinary school that our community deserves still stretches ahead of us. We will aim to only redouble our efforts from here and look forward to reporting even greater strides in the years to come.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. McConnaughey', written in a cursive style.

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

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<b>Name of School: UP Academy Charter School of Boston</b>			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location	South Boston
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	n/a
Year Opened	2011	Year(s) Renewed (if applicable)	n/a
Maximum Enrollment	540	Current Enrollment	453
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year	185	Students on Waitlist	91
School Hours	7:35am-3:15pm, Mon-Thurs 7:35am-1:15pm, Fridays	Age of School	Entering Year 5
Mission Statement: UP Academy 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 – UP Academy Charter School of Boston

As UP Academy Charter School of Boston (UAB) approaches the close of 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 six core program components which comprise its 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 supports 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.*

In 2014-15, as in years past, the school's leadership team designed and implemented a set of strategic initiatives connected to these program components in order to make progress towards the mission. Specifically, the school sought to increase students' intellectual independence this year, a shift that moved the school away from its early overreliance on direct instruction and more towards a curriculum that values a students' ability to make his or her own sense of new information and express it clearly. This goal included increasing students' ability to tackle novel and complex tasks independently, developing the habit of seeking out and using appropriate resources to complete assignments or answer curious questions, and students advocating for themselves when they need help as they build social capital with adults and peers. All of these goals, if met, have the potential to ensure that UAB students have an unbreakable foundation of scholarship that could carry them through various types of high schools and increase the likelihood that they would remain on the path to college attainment. This initiative was also conceived as a response to the school's transition to the more rigorous PARCC exams.

The first two initiatives relate directly to program component three: Unit Production Goals (UPGs) and Curriculum Pioneers. The UPG initiative standardized elements of unit designs to include a certain number of activities across content areas that increased the amount of practice students had with explaining their thinking with evidence and synthesizing information through writing. The "goals" were met when a unit had a certain number of these tasks in it. In many cases, these writing tasks involved critical or creative components, requiring students to develop original claims in math, English, History, and Science that could be disputed or proven valid with effective arguments. Along with these writing tasks, UPGs increased the amount of close reading in every content area. This created a more authentic high school preparatory experience where students were gaining knowledge in the disciplines through reading rather than always having it synthesized and packaged by the teacher. The school adopted a set of common writing rubrics in attempt to build a common vocabulary and set of norms across all content areas for the scoring of writing that explains with evidence. The Instructional Team held multiple PD sessions for all staff where student work was examined and scored using the checklist, and the "floor" of literacy instruction at the school was raised.

The Leadership Team made a mid-year adjustment to the UPG initiative after the school's site evaluation, where it was noted by observers that the school was not making as much progress towards the ambitious goal of intellectual independence as it could. This was primarily due to a legacy of direct instruction practice that was limiting the space for students to grapple with difficult tasks. Though we had begun to change some of the contents of materials, we had not meaningfully addressed practice. As a remedy, each member of the Instructional Team partnered with one English and math teacher from each department and worked in close partnership for six weeks to redesign the curriculum and re-conceptualize practice from the "ground up". These best practices were then disseminated by the partner teacher (called a Curriculum Pioneer) to his or her team. This method of change was able to increase the overall rigor of tasks in English and math across the school and, through heavy doses of co-planning, co-teaching, and rapid iteration, the practices in these departments general shifted from largely teacher directed to a blend of direct instruction, individual feedback, and "catch and release" moments. We have made meaningful progress in the area of bolstering rigor and standards alignment in English and math. The school is well positioned to start next year with these best practices in mind and continue to build the intellectual independence of all students.

At the end of the school's third year, we wanted to increase opportunities for our students to build meaningful relationships with the adults in the building, which both inspired them to achieve and imparted on them habits that would ensure that they thrive in a less structured high school environment. The school recommitted to the concept of advisory this year in an attempt to put students in close contact with adult mentors in less formal environments where advisories could talk in more authentic ways about the challenges that students face in and out of school. Additionally, a formal goal setting and tracking structure was developed for advisees to use as an entry point to conversations about academic habits. Over a series of Fridays, advisories alternated between goal setting sessions and topical investigation of pressing issues like peer pressure, racism, and high school placement. This initiative has served to improve the atmosphere of enthusiasm and joy on Fridays when the programming is especially relevant (advisories join together in a Community Circle once a month to address an issue as a community). This area will remain a strategic focus during the 2015-2016 school year.

In a way, these initiatives have all been attempts to "crack the code" on building the *strength of character* referenced in the mission. The moments where we most see our students' character shine is when they are asked to demonstrate the school's value in the context of opportunities outside of our core academic program (e.g. UP Basketball, Chorus, Dance). Next year, the school hopes to launch *Finale*, which will expand the daily curriculum offerings to include classes in the Fine Arts, Athletics, and Language and Culture. This could be a transformational step as the school attempts to increase the enthusiasm and joy in its culture.

While everyone has strived to hold the highest expectations for core academic behaviors this year, we know we still have room to improve student climate. In the future, we will be investing time and energy in finding ways to best support students to decrease student referrals, detentions, and suspensions. We will invest in deeper 1:1 support for struggling teachers, additional whole staff PD on de-escalation strategies and proactive

management tools, incentive and other plans for at-risk students, and engagements with partner and community organizations.

On the positive side, the state's new discipline laws and regulations have been used as an opportunity to broaden strategies for responding to misbehaviors that could warrant a suspension. Specifically, the new hearing process and the school's revamped Behavior Matrix, which provides a range of possible discipline responses rather than "if-then" statements, has caused the school to develop new restorative justice practices including apologies, public service, and mediation. When used in the right situation, the Culture Team found these measures to be effective in reducing instances of recidivism.

As the school looks to its critical 5<sup>th</sup> year of operation, there are many opportunities to continue the curriculum work started this year and to further improve student climate. When considered against other 4<sup>th</sup>-year schools, there is much happening in UP Academy classes every day of which to be proud.

### Charter Amendments

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved?</b>
2012-13	To change charter to allow remote participation and voting at Board meetings	Yes
2012-13	To modify the Board's Type A MOU with Boston Public Schools	Yes
2014-15	To amend enrollment policy so that lottery can be electronic.	Yes
2014-15	To move to a full year of history in grade 7 and a full year of history in grade 8	Yes
2014-15	To modify how special education funding is provided to the school by the district	Yes
2014-15	To increase student enrollment maximum from 500 students to 540 students	Yes
2014-15	To modify the # of student days from 185 to 180 for the 2014-15 school year only	Pending
2014-15	To modify the charter to create new dismissal times, beginning in the 2015-16 school year, to allow for one dismissal time for all families and more extracurricular opportunities for all students	Pending

## Dissemination

UP Academy Charter School of Boston views dissemination as one of the core aspects of its work in the public education arena. As a Horace Mann Charter School, the school enjoys a more integrated position within Boston Public Schools than do most traditional charter schools with their local districts. Through frequent communication, no less than weekly, between individuals affiliated with the school and Boston Public Schools personnel, ideas are exchanged not only about practices within the walls of the school, but also about how best to structure the relationship between a district's central office and its schools. UP Academy Boston has been able to share ideas through this communication, but it has also been able to capitalize on the district's best practices.

Here is a bulleted list of examples of dissemination activity over the first four years of the school's charter term:

- Team members from UP Academy Boston have led adult learning sessions at the annual UP Education Network Summit in August 2013 and August 2014. During the summit, these team members have disseminated the school's practice with other educators from the UP Education Network who are working in Boston Public Schools and Lawrence Public Schools.
- Team members from UP Academy Boston have participated in UP Education Network's Educators of Color Leadership Conference in spring 2013, spring 2014, and spring 2015. During the conference, these team members have disseminated the school's practices to a wide array of educators, including those from Boston Public Schools, other school districts in Massachusetts, and Massachusetts charter schools, in an effort to empower educators of color.
- UP Academy Boston has hosted more than 500 visitors to its campus during the first four years of its operation. Many of these structured tours have been designed with the purpose of disseminating information about how the school has worked to restart a low-performing district school and drive it towards extraordinary. It should be noted that nearly 100 of these guests have been employees of Boston Public Schools. Here is a sample list of those who have come to learn from UP Academy Boston:
  - Policymakers, including the late Mayor Thomas Menino, Boston City Councilors, the MA Secretary of Education, the MA Commissioner of Elementary and Secondary Education, and members of the MA legislature.
  - District and school management organization leaders from Boston Public Schools, more than ten other Massachusetts school districts, school districts from across the United States, and charter and turnaround management organizations.
  - School leaders and teachers from Boston Public Schools, other MA school districts, other school districts across the United States, and charter and turnaround management organizations.

## Student Performance

We believe that the core indicators of the Accountability System (PPI, school percentile, and accountability level) are representative of student performance at the school. Most

broadly, we believe that many UP Academy Boston scholars have demonstrated the knowledge and skills necessary to succeed on the path to college, in line with the mission of the school.

We would like to note here that UP Academy Boston's students have achieved some unprecedented feats over the last four years. The launch of UP Academy Boston represented, for the first time in Massachusetts history, the restart of a chronically low-performing traditional district school. The differences in performance between the previous school, the Patrick Gavin Middle School, and UP Academy Boston, are striking:

- In mathematics, proficiency rates have increased from 24% (Gavin, 2011) to 61% (UP Academy Boston, 2014).
- In ELA, proficiency rates have increased from 32% (Gavin, 2011) to 64% (UP Academy Boston, 2014).
- In science, proficiency rates have increased from 3% (Gavin, 2011) to 51% (UP Academy Boston, 2014).

Perhaps even more striking is the consistently outstanding academic growth in mathematics demonstrated by UP Academy Boston's students during the first three years of the charter term. In fact, the school's students had the highest median SGP in mathematics among all Massachusetts public schools serving middle school students for each of the school's first three years in operation, an unprecedented achievement.

In 2015, researchers from the Massachusetts Institute of Technology published a comprehensive study of student achievement at UP Academy Boston, concluding that the type of student achievement impact created by the restart of the Gavin Middle School as a Horace Mann Charter School has rarely been seen in United States education reform.

### Program Delivery

#### **Curriculum and Instruction**

The school has developed a curriculum aligned to the Massachusetts State Standards for English, Math, History, Science, Chorus, Visual Art, and Physical Education. Additionally, the school offers a course on High School Placement to its 8<sup>th</sup> graders and a Friday Enrichment program that provides students with the opportunity to take ten-week classes in a variety of non-core subjects such as yoga, film study, health and sexual education, and various team sports.

All curricula at the school are designed backwards from the state standards using a common long term planning process. In the summer, grade level content teams (GLCTs) meet a number of times to study schedules of assessed standards for their content areas. They begin the design process by breaking down the standards in an interim assessment cycle into a set of knowledge, skills, misconceptions, and understandings. In English and Math, teachers also consult resources from the Achievement Network, including draft objectives, sample items and texts, and example unit plans from other states. Teachers from all content areas take this broken down information and use it to create a "story" of the unit, performance tasks, supplementary text choices in English and History (anchor texts

are selected in the prior spring), and guiding questions. Next, teachers combine broken down standards information into objectives and calendar these objectives, forming a scope and sequence for that part of the year. Teachers of the Arts complete a similar process but begin by identifying thematic elements of each semester's performances or anchor pieces (e.g. Social Justice). The High School Placement Counselor designs a course centered on meeting important deadlines for independent and exam schools along with helping students create high quality applications. Physical education is designed units based on sports. Throughout this process, a Dean of Curriculum and Instruction (DCI) is in close contact with the team, providing feedback on the quality of the breakdown, the cohesion of the units, and the rigor level of text choices, performance tasks, and sample items. Over the course of the year, new units are drafted in a similar manner five weeks before they are set to be instructed. DCIs provide specific feedback on the content of units, which is integrated prior to their implementation.

Lessons are designed by members of grade level content teams and are typically comprised of classroom materials, a plan, and, in English, exemplar responses to major tasks. GLCTs use their time in Planning Blocks, a weekly, half-day planning meeting afforded to each core GLCT, to review each other's lessons and offer feedback. Through this constant cycle of iteration, teams increase the cohesion and quality of lessons. DCIs often attend Planning Blocks to provide feedback on lessons directly or to consult during a feedback discussion pertaining to a lesson. For key assessments not provided by the Achievement Network, including major formative exams and final exams, DCIs take a more hands-on approach. The exams are typically submitted directly to the DCI for feedback. Since assessments form the backbone of rigor in a course, the DCI might be more direct about the quality of items or texts. Final exams are submitted at the start of the fourth quarter for review.

ESL and Special Education Inclusion teachers are full members of the GLCTs that they support. ESL teachers attend English and content area Planning Blocks and Inclusion teachers attend all meetings of the teams in their area of concentration (UAB Inclusion teachers specialize in English or Math). In addition to being a full member of a GLCT, support teachers also complete differentiation plans every week, which explain how the materials and instruction will be differentiated for sub groups and specific students. 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 anchor texts and aid in the development of assessment plans that consider each student's IEP.

*How does the school ensure that students are provided with high quality instruction?*

A hallmark of all UP Academies is the investment made in the capacity of the leadership team and teacher-leaders to aid in the professional development of staff. All staff members in the school partake in an individualized goal setting process with their manager, experience personalized coaching, and receive development from teacher-leaders who have a track record of success in the school.

The spine of the teacher development program at UAB is the bi-annual evaluation process. This process kicks-off in September with goal setting related to specific competencies of

teaching and professionalism designed by the network. This development plan names two goals, measures of success, and a plan for success. The contents of the plan are determined by a DCI, Principal, or DOO in partnership with his or her direct reports. This plan becomes the foundation of observation and coaching over the course of the year. In February and May, each staff member receives a competency based evaluation that helps to identify strength and weaknesses. These evaluations are scored by managers and are presented in a detailed meeting where strengths are celebrated and staff members are able to discuss their scores before collaborating to make a plan for improvement.

Leading up to and in between the evaluation cycles, all staff members receive individual observation-based coaching and feedback at least once every two weeks. During this time, managers have a chance to highlight areas of excellence and to focus staff members on one, narrow “instructional lever” that is then practiced and implemented. Over the course of multiple observation cycles, managers track progress according to teacher competencies, and this information becomes the basis of a staff member's evaluation scores.

Managers also differentiate their coaching interventions based on need. Though every teacher receives at least one session of observation and feedback every two weeks, a teacher with higher need might partner with a DCI for co-teaching, co-planning, mentor teaching, or peer observation on a semi-daily basis. Similarly, for a highly experienced teacher, the teacher him or herself might observe others and practice coaching as way to develop or plan and deliver a PD session to those in his or her department on an area of expertise.

Along with coaching, the school “raises the floor” of practice through weekly whole-staff PD on Friday afternoons. The first part of this time is spent in cohort meetings. This is where teacher-leaders facilitate the development of a team of teachers in relation to classroom management. Over the course of a week, a teacher might be observed by a teacher-leader to check on the consistent use of behavior systems or the level of engagement of the class. The teacher-leader sends feedback to those on his or her team and then uses the Friday cohort meeting to review the data and collaborate on next steps. After these meetings, the whole staff gathers for a program of professional development. The program is usually comprised of sequences of three-session cycles, each focused on a particular instructional practice.

1. Session 1: Build conceptual understanding of the practice and why it is important
2. Session 2: Evaluate video of the practice as it is being used in the school and plan to use it
3. Session 3: Evaluate video of one's own practice and make a plan to continue to improve

For example, cycles this year focused on analyzing error in student work and giving micro feedback efficiently. These topics were covered over the course of six weeks. All of these measures together ensure that UP Academy teachers continue to grow. This feature is often cited as a reason staff members decide to stay with the school.

## **Assessment and Program Evaluation**

The school continued its systematic approach to interim assessment data, reserving full professional development days to analyze the data and build response plans. This year, as the school transitioned to the PARCC exam, it took the opportunity to evolve its data analysis practice to suit the more sophisticated assessment. A success in this area was using the data to inform broad instructional practice and unit planning rather than just using test items to build narrow action plans. For example, in English, the data in IA 1 and IA 2 led teams to change writing strategies to increase the independent with which students develop claims, anchor texts in order to match complexity markers and provide more independent reading time where students' annotation were studied as a live view into their processing of the text. In math, shifts were made after IA 1 to increase the number of multi-path problems that were incorporated into lessons and to improve the use of the "show call" strategy. These types of response plans increased the rigor level of instruction more broadly, which is a better strategy for helping students access the rigor of the CCSS than trying to break each standard into little bits and teaching the bits.

The leadership team also used quantitative and qualitative behavior data as a key input at most meetings. A weekly inquiry process was built for a color-coded "Hot Sheet" that showed referrals per teacher, cohort, and student. Members of the leadership team investigated the root causes of outlier data points and collaborated with teachers to develop robust remediation plans. These plans included co-teaching, enhanced processing and incentive plans for students who earned referrals, and the development of Young Boys and Young Girls groups by staff members.

## **Supports for Diverse Learners**

Our school employs an extensive network of whole-school and individualized supports to catch struggling students before they fall behind. When faced with a student who is not finding success in our program, we will seek to identify the underlying skill deficiency and then provide systematic supports to address the issue. Students with IEPs experience support through differentiated instruction provided by core content teachers, push-in support provided by licensed special educators and frequent use of small group instruction, facilitated by the same licensed special educator (this was fully implemented in 2015-16, and we have seen great success through this approach). In the last couple of years, we have worked to ensure that inclusion teachers have a variety of strategies to help students, and we will continue to build on their core set of best practices (for example: the introduction of more frequent high-caliber small group instruction positively affected learning). In addition to classroom supports, we have a dedicated Special Education Coordinator, who ensures compliance as well as supports staff to provide responsive and pro-active services to students.

We utilize a similar approach in terms of providing supports to ELLs. In addition to class-specific support, we provide additional ESL instruction for our beginning learners during Focus. In this next charter cycle, we will be increasing the number of staff who are dually certified in ESL/their content area.

The school's Substantially Separate program continues to be an exemplar for serving students with severe cognitive impairments in the charter school setting: the school has developed and will utilize institutional expertise in the service of students on the Autism spectrum. This program is built on concept of providing the most rigorous academic delivery model as possible in the least restrictive model. Teachers deliver content in parallel with language, social and physical supports. Students' goals are tracked regularly, and teachers partner closely with families to build independence skills.

In terms of supporting all learners as we work to close skills gaps, we provide a daily intervention block. During this time, students receive targeted instruction on sub skills in their greatest area of need in the areas of reading and operational fluency.

Although we work to ensure all students are finding success through these supports, we sometimes find that there are students who are still not. For them, we utilize a RTI program for behavior and academic that runs twice a month, through cohorts. Most of the time, teachers are able to find ways to support students through this process and no further action is needed. If not, our Student Support Team (SST) provides support, through consulting and facilitation of services. It is through this team as well that students are often referred for evaluation purposes.

### Culture and Family Engagement

We have several systems in place in order to develop strong working relationships with our families. We have an advisor system: nearly all staff members serve as an advisor to 8-12 students. These advisors contact families every two weeks at minimum in order to provide an update on their child's behavior and academic standing. We welcome parents into the building several times a year in order to further strengthen relationships. We start this process early. When families are first accepted to UP Academy Boston, our staff members call these prospective families in order to welcome them and express excitement. We have several Open Houses where these families are able to ask questions to our team in person before accepting their seat at our school. We also engage these families over the summer to ensure that any lingering questions might be answered. In August, we have two family orientation nights where we encourage all families to see the building and meet our teachers prior to the first day of school. During the school year, we have three report card nights in addition to several content-specific events. When the school has trouble contacting a family via telephone, we try to get in touch with families in other ways, including mailings and home visits. However, we still have a lot of room to grow with regards to authentic family engagement.

As mentioned above, priority for the school this year was to maintain its standards for academic behaviors in the classroom. This year, we prioritized consistent implementation of the school's intricate merit and demerit systems to address the large number of new teachers on staff and as a way to reinforce the critical nature of learning time for our students as they pursue the path to college. This focus also created a class tone that was energetic and engaging for students in many classrooms. Students also met higher expectations for posture, clarity or speaking voice, and quickness to task, which helped them develop high school ready classroom habits and persevere through more difficult tasks. While aimed at creating a positive atmosphere, our attention to systems also

ensured the floor for safety for all students, as well, by managing behaviors before they were escalated.

Often times, we find that students need additional supports in order to be successful in the academic environment. In terms of health services, we have a dedicated nurse on campus; she not only provides supports as needed, but she also provides proactive programming with students and partners with adults in considering overall health concerns. We have a dedicated school social worker, who in addition to delivering IEP services, provides at risk counseling. We also have a growing partnership with the Home for Little Wanderers. Students can be referred through the RTI process, SST, their families or the Dean's Office. This counseling is goal-oriented focuses on case-management needs, as well as providing replacement behaviors and coping skills in order to find success in the academic environment. In addition to this, we host a few groups through our school, by trained staff, such as girls' groups and boys' groups to discuss coping skills, positive decision making and making/sustaining good habits.

When, through data (observed or systematic), tracked regularly, we see an increase of consequences for a particular student, another tool we employ is to create behavioral contract and/or incentive plans. These documents hold students accountable, allow students to track their own progress and teach replacement behaviors. They are created by our Culture Team and monitored and supported by the students' advisors.

The school also designs systems of monitoring during arrival, dismissal, and non-instructional times to maintain a safe school environment. 6th and 7th grade students who live more than 1.5 miles away from the school receive bus transportation to school every morning. Our youngest scholars (6th grade) also receive school bus transportation home.

During every non-instructional time of day (arrival, dismissal, breaks and lunch), the majority of staff members are responsible for monitoring certain areas in the building. We call these responsibilities "duties". While many duties occur inside the classroom, they also take place in the hallways and outside of the building, depending on the time of day. The main purpose of duties is to ensure that all scholars make it from point A to point B in an urgent, yet safe, manner. During the school day, staff members are stationed at every student bathroom and throughout the halls. At dismissal, we have several staff members who accompany our students from the school building to the nearest public transportation hub, Andrew Station.

A critical area of improvement for the school is to engage our broader community in helping to develop our students' character and academic skills. This includes families and community organizations (e.g. Boys and Girls Club). The school has struggled to create a family engagement climate where interactions move beyond transactions. The first parent nights or content celebration events of the year are moderately well attended, but this attendance tends to dwindle over the course of the year despite various outreach efforts by the school (e.g. media, newsletters, events that capitalize on the cultural diversity). A reasonable hypothesis about the cause of this issue is that, over time, the school's high rate of critical feedback for students (e.g. consequence system, weekly progress reports) has the unintended effect of wearying families. The leadership team has identified the need for the school to create a far more robust program of engaging activities for families in the

future: celebrations of achievement and culture, workshops and meet and greets, and opportunities for staff and families to mingle in a less structured environment. This way, families can become invested in the school for reasons beyond just receiving information. The school will not achieve its mission without this level of support and engagement from families. Similarly, the school needs the help of the community to help mentor students when they are outside of the school walls. In particular, the school has had challenges motivating students to show their best selves in less structured environments during arrival and dismissal, on public and school transportation, and in social interactions with community members of South Boston. The hope was that Community Circles would help bridge this gap, but the program has not been refined enough to react to these issues in meaningful ways. For example, there were missed opportunities to invite members of the community into the school to speak about their expectations and perceptions of UP scholars based on their behavior in less formal settings. The school scratched the surface of this topic in advisories and Community Circles, but it could have been a whole year focus. Increasing engagement broadly will be a healthy challenge for the school as it matures.

### Capacity

#### *School Leadership:*

UP Academy Boston sustains a well-functioning organizational structure. The school's leadership team structure has persisted since the school's second year in operation, and we anticipate this leadership structure remaining in place during the school's second charter term.

Specifically, the school is co-led by a Principal and a Director of Responsibilities, who divide their responsibilities and decision-making in a way that enables the Principal to remain focused on teacher effectiveness, school climate, and student achievement to the maximum extent possible. All individuals who have served in the role of Principal or Director of Operations (DOO) at UP Academy Boston have reported that the co-leadership model is conducive to effective leadership in a complex school like UP Academy Boston.

Moreover, the school's leadership team is large and well-designed to support effective leadership of the school. Aside from the Principal and DOO, the team consists of three Deans of Curriculum and Instruction and one Dean of Students. The Deans of Curriculum and Instruction directly coach and manage teachers across the school, and they also play an essential role in developing effective professional development for all instructors in the school. The Dean of Students oversees school climate, working to establish proactive strategies to enhance a culture of excellence as well as overseeing excellent implementation of the school's behavior systems. The school leadership team works as a cohesive body that is charged with ensuring the school executes against its three annual priorities. The team meets at least two times per week during the school year, and every day during the summer.

It should be noted that the school executed a seamless Principal transition between the 2012-13 school year and the 2013-14 school year, when the school's Founding Principal, Amanda Gardner, moved to the west coast, and Jamie Morrison, who had served as one of the school's Founding Deans of Curriculum and Instruction, become Principal. The

school is now in the midst of a second Principal transition, and we also believe this transition will be seamless. Jamie Morrison will be transitioning into the role of Chief Academic Officer of UP Education Network upon the end of the 2014-15 academic year and Mistie Parsons, who served as one of UP Education Network's Principals in Residence (on the UP Academy Boston campus) during the 2014-15 school year, will become Principal in the 2015-16 academic year.

The school has also sustained a seamless Director of Operations transition. The school's Founding Director of Operations, Mike Kerr, transitioned after the 2013-14 academic year and Safiya Bobb, who served as the school's Founding Office Manager, transitioned into the role. Safiya, who is finishing her first year as DOO, will be returning to the Director of Operations role in the 2015-16 academic year.

#### *Professional Climate:*

The school creates a professional working climate for all staff. At the center of the professional climate created for team members 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 Deans of Curriculum and Instruction at the school. The Deans of Curriculum and Instruction focus the majority of their time on observing teachers and then provide action-oriented feedback to teachers to help them improve. Further, we work very hard to provide high-quality, instructionally-focused professional development every single Friday (when students are dismissed early from school). Our survey results (see below) demonstrate that teachers at the school significantly value this weekly learning opportunity.

*Professional Collaboration.* Unit and lesson planning is completed by grade-level content teams (for example, the sixth grade math team). Each grade-level content team is made up of three core content teachers plus other team members (e.g., special educators). Every week, each grade-level content team is given an extended period of time (several class periods in a row when none of the team members are responsible for teaching) to work collaborative to plan future units and lessons, to reflect on the lessons from the previous week, and to debate and discuss the best strategies to maximize student learning. Our teachers regularly report that this opportunity for collaboration is an essential part of their experience working at UP Academy Boston.

*The Cohort Model.* The school utilizes what we now refer to as the "cohort model." The cohort model, whereby all core content teachers are responsible for teaching only two classrooms of students (which collectively, make up a 'cohort'), creates important conditions that support the professional climate of the school. For example, each core content teacher teaches no more than sixty students, allowing them to get to know each individual student's needs. Moreover, the cohort model creates important 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 and channels to receive regular input from all staff members to help improve the school, including the professional climate. For example, a comprehensive staff survey is given to all team members three times every 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 work to incorporate the feedback into their leadership and into the school.

*Contractual Relationships:*

***Relationship Between UP Academy Boston and UP Education Network.*** UP Academy Boston 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., 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 Director of Operations, facilities-related support, and data, 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
- External Relations, 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 Principal and Director of Operations, three 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 the management organization 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 UP Academy Boston and Boston Public Schools.*** UP Academy Boston has a strong partnership with Boston Public Schools; the school is honored to be a part of the Boston Public School system. The two parties have been utilizing a well-designed Memorandum of Understanding over the term of the charter to define the relationship between the district and the school. The MOU has been invaluable in supporting collaboration between the school and the district when potential challenges have arisen.

The school's leaders, and team members of 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 autonomous charter school within the district public school system. For much of the term of the charter, representatives of the school and/or UP Education Network have meet weekly with a key point person at Boston Public Schools to discuss any emerging challenges and to problem solve issues before they have escalated.

The two parties intend to amend the Memorandum of Understanding prior to the charter's second term to better align with actual practice and to further strengthen the working relationship between the district and the school. Specific changes being proposed to the MOU will be relatively minor and will not fundamentally alter the working relationship between UP Academy Boston and Boston Public Schools.

### Governance

The state of the UP Academy Charter School of Boston Board of Trustees is strong. The eleven-member board is deeply committed to the success and sustainability of UP Academy Boston.

Membership of the school's board has grown, both in size and diversity, over the course of the school's first charter term. As outlined in the appendix, the board has grown from eight members (as of June 2011) to twelve members today. In particular, the board has expanded its membership to include a parent of an UP Academy Boston student and a parent of an UP Academy Dorchester student (the board also governs UP Academy Dorchester). Other individuals who have joined the board over the last two years include Tchintcia Barros and Mariama White-Hammond. Today, half of the board members are non-white and an increasing number of the board's members have close ties to the neighborhoods of families who are choosing to send their children to the school.

As the board when from a single-school governing board to a two-school governing board, it made adjustments to its governance structure so as to ensure effective governance and oversight. Today, the full governing board meets quarterly, though it supplements these scheduled, quarterly meetings with additional full membership meetings when issues arise. (Typically, there are 2-3 additional full membership meetings per year in addition to the quarterly meetings.) In addition, the Board made adjustments to its committee structure. Today, the board has the following committees: a governance committee, a finance committee, a development committee, an academic excellence committee, an UP Academy Boston committee, and an UP Academy Dorchester committee. The school-specific committees were developed to ensure members of the Board would maintain a laser-like focus on each school even as the board's oversight expanded to two schools.

Board meetings are lively and the range of topics discussed, debated, and decided is wide-ranging. Minutes from a recent board meeting provide insight here. On April 14, 2015, a three-hour meeting was held and the following topics were debated:

- Proposed School Calendar amendments

- Management updates from schools, including discussion of UP Academy Boston's strategic plan for 2015-16
- School leadership transition at UP Academy Boston
- A proposed amendment to the 2015-16 daily schedule at UP Academy Boston
- A possible partnership with a graduate school of education to better support teacher training at UP Academy Boston (and UP Academy Dorchester)
- Financial updates
- Updates from each of the board's committees
- Updates from the school's management organization

We believe the UP Academy Boston Board of Trustees is very well-positioned to govern the school during its second charter term.

### Finance

UP Academy Boston takes a number of steps to ensure 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 for every year that UP Academy Boston has been in operation that have always been submitted to DESE in a timely manner; 2) on-time submission to DESE every year of the Charter School End of Year Financial Report; 3) successful Title I Program Review completed in FY2014; and 4) an active Finance Committee and Board of Trustees that provides strong oversight to UP Academy Boston's financial practices. More specifically, UP Academy Boston has a Finance Committee that regularly reviews the schools financial statements and cashflow projections in depth. The current Treasurer, Ambar Bhattacharya, has professional experience in finance and accounting. In addition, the UP Academy Boston Board of Trustees reviews the school's financial statements at every meeting and is responsible for approving the school's budget every year.

UP Academy Boston 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, including a Director of Finance, Manager of Finance, Controller and School Finance Coordinator. The UP Education Network finance team ensures that the school has established appropriate internal controls and financial policies, which include the timely recording of all transactions, receipts, payroll, and other disbursements and the regular reconciliation of all key accounts. Other controls include invoice approval being assigned to the school's Director of Operations and check signing authority being provided to the school's Principal. Checks in amounts greater than or equal to \$5,000 also require two authorized signers. The UP Education Network Finance 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 (Insource) to utilize the services of a non-profit finance expert to serve as a financial advisor to UP Academy Boston.

## Plans for the Next Five Years

As noted in the letter from Robert McConnaughey, our board chairperson, we are very pleased by the progress that UP Academy Charter School of Boston has made throughout its first charter term. However, despite the notable and in some cases historic successes our school's students have achieved, we are also aware that there is a gap between where our school is today and where it needs to be for us to be able to fulfill our mission for every single student who enrolls in our program. Said differently, we believe that our school is performing well, but we also recognize it is not yet extraordinary, and we intend to work relentlessly over the next five years to strive for nothing less than that.

As our school's board, our school's leadership team, and our school's management organization (UP Education Network) have reflected on our school's performance over the first charter term, we have realized that we should make modifications to the program to ensure all of our students are truly on the path to college when they graduate from UP Academy Boston and matriculate into high school. We have realized there are two programmatic areas where our school can improve to fulfill our mission:

1. Provide all students with regular and deep exposure to highest-quality programming in Fine Arts, Athletics, Computer Science, and/or Foreign Languages and Culture in ways that create a more complete 21<sup>st</sup> century education and in ways that increase access to the culture of power for all students.
2. Significantly enhance the rigor of all academics (instruction, curriculum, assessment) of the school so that students can succeed on the PARCC exam and be prepared to take and succeed in rigorous Advanced Placement (and similar) courses in high school.

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.

**“Finale” Programming.** Beginning in the 2015-16 academic year, we intend to pilot what we are branding as our *Finale* program, thereby substantially increasing and improving student access to high-quality program in four concentrations: Fine Arts, Athletics, Computer Science, and Foreign Language and Cultures. Finale programming would also be inclusive of several student clubs (e.g., student council, Straight-LGBTQ alliance) that provide leadership opportunities as well as forums for important student dialogue. Over the course of three years in our school's program, all students would take courses across these four programmatic concentrations. Students successfully completing at least three courses within a given concentration will be said to have “majored” in that concentration, and this major will be noted on the student's graduation certificate.

We believe that if and when students get regular, daily access to instruction and activity in these four areas, we will help our students broaden their intellectual horizons and increase their access to the culture of power. Further, we believe that rich exposure to this programming can help our students develop their character in ways we are excited to explore over the next five years. Lastly, we believe that some of the clubs that will be offered as part of the school's Finale programming will create a positive, joyful, engaged student body, which is an area of growth for our school.

Specifically, we are seeking a charter amendment that establishes a single dismissal time for all students (4:00pm) four days per week (Mondays-Thursdays). During the last hour of each day, students will have advisory/Community Circle or one of their Finale programming courses. Examples of courses are Theatre, Basketball, Central American studies, and Coding.

**Pre-AP and PARCC-Ready Academic Rigor.** There are two primary sources of influence motivating us to substantially increase the academic rigor of our pedagogy, curriculum, and assessment:

- Part of our school's mission is to ensure our students graduate from UP Academy Boston on the path to college. In reality, for our students to be on the path to college in high school, they need to be prepared to take and succeed in Advanced Placement courses and other intellectually-rigorous courses offered by the best high schools in Boston and Massachusetts.
- Students at UP Academy Boston took the PARCC exam for the first time in spring 2015. As anticipated, the exam was substantially more rigorous than the MCAS exam. We also believe the exam assesses critical skills that our students will need to succeed on the path to college after they graduate from UP Academy Boston. We believe that our school made important adjustments to our curriculum and pedagogy in advance of and during the 2014-15 academic year to help our students prepare for the PARCC assessment, but we know that we have just started this journey.

*Assessments.* To increase the academic rigor of our program, we intend for our school to utilize new interim assessments, developed by UP Education Network, in each grade and each content area, beginning in the 2015-16 academic year. Our move away from the Achievement Network interim assessments is an important shift. However, we believe that UP Education Network has the capacity to develop tremendously-rigorous assessments as well as the capacity to support the school with our data cycle process and our data analysis and action planning to ensure the assessments drive outstanding instruction.

*Curriculum and Instruction.* During the 2014-15 academic year, our school initiated a "curriculum pioneers" program whereby some of the school's most effective teachers tested revolutions of their pedagogy and curriculum (much of which had been proven effective in preparing students for MCAS during the school's first three years). After working through these innovations via the curriculum pioneers, the adjustments were rolled out to all teachers throughout the school. As a result, we believe that students were moderately well-prepared for the rigor of the PARCC exam this year. (We believe that 8<sup>th</sup> grade ELA and 7<sup>th</sup> grade mathematics stand out as departments where students were best prepared.) The types of adjustments made to our pedagogy and curriculum range from substantial to nuanced, but in general, we are requiring students to do much more critical thinking than ever before, where the role of the teacher becomes more of a facilitator of student learning than a direct instructor. This is not an easy shift to make (the new approach is described as a "high wire act" by one of our school's most talented educators), and we know that much of the next five years will need to be spent perfecting the strategy through intentional and rigorous teacher training on the most proven instructional strategies.

By no means do the above initiatives span the totality of improvements we aim to bring to UP Academy Boston over the next five years. However, we believe that if we successfully execute these two areas of improvement, we will make substantially progress towards mission fulfillment for all students during our charter's second term.

**Faithfulness to Charter**

	Charter Term Performance (Met/Not Met)				Evidence
	Year 1	Year 2	Year 3	Year 4	
<b>Objective: UP Academy Charter School of Boston scholars will demonstrate the knowledge and skills necessary to succeed on the path to college.</b>					
<p><b>Measure:</b> 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 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>	<b>Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Met</b>	<p>2011-12: We exceeded our goal of 45% of students demonstrating grade-level proficiency in ELA, both on ANet projections and on MCAS.</p> <p>2012-13: We fell just short of our goal of 55% of students demonstrating grade-level proficiency in ELA, both on ANet projections and on MCAS.</p> <p>2013-14: We feel just short of our goal of 65% of students demonstrating grade-level proficiency in ELA, both on ANet projections and on MCAS.</p> <p>2014-15: Based on our ANet assessments, we believe that 75% of students will demonstrate grade-level proficiency in ELA.</p>
<p><b>Measure:</b> 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 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>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>	<p>2011-12: We exceeded our goal of 45% of students demonstrating grade-level proficiency in math, both on ANet projections and on MCAS.</p> <p>2012-13: We exceeded our goal of 55% of students demonstrating grade-level proficiency in math, both on ANet projections and on MCAS.</p> <p>2013-14: Though A-Net projected 65% of students to be grade-level proficient in math (and thus the goal was met), only 61% of students actually demonstrated grade-level</p>

					<p>proficiency in math on the MCAS.</p> <p>2014-15: Based on our ANet assessments, we believe that 75% of students will demonstrate proficiency in mathematics.</p>
<p><b>Objective: UP Academy Charter School of Boston scholars will develop exceptional strength of character necessary to achieve their full potential.</b></p>					
<p><b>Measure:</b> By the 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 6<sup>th</sup>, 7<sup>th</sup>, and 8th grade students maintaining end-of-year ASPIRE averages of 80 points or higher.</p>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<b>Not Met</b>	<p>2011-12: 67%</p> <p>2012-13: 74%.</p> <p>2013-14: 66%</p> <p>2014-15: 70% (as of May 28, 2015)</p>
<p><b>Objective: UP Academy Charter School of Boston establishes a professional culture of reflection and feedback that results in a purposeful learning environment that is focused on student achievement.</b></p>					
<p><b>Measure:</b> All UP Academy Charter School of Boston teachers will be observed by members of the leadership team and receive observation feedback (written or oral) at a minimum of 20 times each school year.</p>	<b>Met</b>	<b>Met</b>	<b>Partial Met</b>	<b>Met</b>	<p>2011-12: All teachers were observed at least 20 times and each observation was followed by observation feedback.</p> <p>2012-13: All teachers were observed at least 20 times and each observation was followed by observation feedback.</p> <p>2013-14: All teachers were observed at least 16 times and most teachers were observed 20 times. Each observation was followed by observation feedback.</p> <p>2014-15: All teachers were observed at least 20 times and each observation was followed by observation feedback.</p>
<p><b>Measure:</b> 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>	<b>Met</b>	<b>Met</b>	<b>Partial Met</b>	<b>Met</b>	<p>2011-12: All Deans of Curriculum and Instruction have received coaching and feedback from the Principal on their instructional observations at least 20 times.</p> <p>2012-13: All Deans of Curriculum and Instruction have received coaching and feedback from the Principal on their instructional observations at least 20 times.</p> <p>2013-14: The Principal had at least 15 meetings with each DCI that were focused exclusively on classroom observation and feedback. The Principal met with each DCI every week for a general</p>

					<p>management check-in, where discussion of classroom observation was included on the agenda.</p> <p>2014-15: All Deans of Curriculum and Instruction have received coaching and feedback from the Principal on their instructional observations at least 20 times.</p>
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## Appendix B

### **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 if it is not accompanied by 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 \_UP Academy Charter School of Boston located at 215 Dorchester Street in South Boston, MA, 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 1.06).
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 1.05(1)(i)).
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 1.05 (1)(j)) 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 1.09 (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 1.09(4)).
16. Will meet enrollment projections through demonstration of support for the charter school in the communities from which students would be likely to enroll (603 CMR 1.05(1)(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 No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.07).
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 1.05(3)(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 1.05(1)(p), 1.05(3)(g), 1.05(3)(h), and 1.09(6)).
23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.05(3)(j)).

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 1.05(3)(a)).
25. 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 charter school office (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.
26. 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)).
27. 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 1.05(4)).
28. 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)).
29. 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 1.09(7)).
30. 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 1.11.

<b>Signature:</b>	
<b>Title:</b>	<b>Chairperson, UP Academy Charter School of Boston Board of Trustees</b>
<b>Date:</b>	<b>June 2, 2015</b>

### Renewal Application Certification Statement

<b>Name of School:</b>	UP Academy Charter School of Boston
<b>Location:</b>	215 Dorchester Street, South Boston, MA 02127

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, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.



6/2/15

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

\_\_\_\_\_  
Date

Print/Type Name:	Robert McConnaughey
Title (if designated):	Chairperson, UP Academy Charter School of Boston Board of Trustees
Date of approval by board of trustees:	June 2, 2015 (anticipated)

## Horace Mann Renewal Application Certification Statement

<b>Name of School:</b>	UP Academy Charter School of Boston
<b>Location:</b>	215 Dorchester Street, South Boston, MA 02127

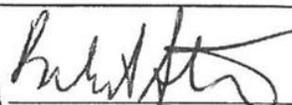
### School Committee Approval Certification

I hereby certify that this application for renewal of a public school charter has received approval from a majority 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 8/19/14  
 Print/type name Richard STUTMAN, Boston Teachers Union  
 Address 190 MT VERNON ST  
 City DORCHESTER State MA Zip 02125  
 Daytime telephone 617 288 7000 Fax 617 288 0024

## **Appendix C**

*See Attached Documents*

- Up-to-date Certificate of Occupancy
- Up-to-date Fire Inspection Certificate
- Up-to-date Building Safety Inspection
- Up-to-date Flammable compounds and Liquids Certificate
- Up-to-date Health Inspection
- Up-to-date Insurance Certificate(s)
- Asbestos Inspection and Management Plan
- Lead Paint Inspection

## Appendix D

*Board of Trustees as of June 2011:*

**Karen Daniels**  
**Robert McConnaughey**  
**Jesse Solomon**  
**Barbara Sullivan**  
**Beth Clymer**  
**Scott McCue**  
**Stacy Cowan**  
**Ted Preston**

<b>School Year</b>	<b>Total</b>	<b>Members Joining</b>	<b>Members Departing</b>
<b>2011-12</b>	<b>9</b>	<b>Nick Collins</b> <b>Michael Kineavy</b>	<b>Ted Preston</b>
<b>2012-13</b>	<b>9</b>	<b>Ambar Bhattacharyya</b>	<b>Karen Daniels</b>
<b>2013-14</b>	<b>13</b>	<b>Cecilia Santana</b> <b>Tameika Groce</b> <b>Tchintcia Barros</b> <b>Mariama White-Hammond</b> <b>Daniel Manning</b>	<b>Michael Kineavy</b>
<b>2014-15</b>	<b>12</b>		<b>Scott McCue</b>

## **Appendix E**

- X Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
  - X School name
  - X School address
  - X School contact information: name, title, telephone, and email address
  - X Date of Application approval by the school’s board of trustees
  - X Application submission date
- X Cover letter (optional)
- X Table of contents listing all major sections and appendices
- X Introduction to school (Table)
- X Performance and plans section (not to exceed 25 pages)
  - X Faithfulness to Charter
    - X Criterion 1: Mission and Key Design Elements
    - X Criterion 4: Dissemination
  - X Academic Program Success
    - X Criterion 5: Student Performance
    - X Criterion 6: Program Delivery
    - X Criterion 7: Culture and Family Engagement
  - X Organizational Viability
    - X Criterion 8: Capacity
    - X Criterion 9: Governance
    - X Criterion 10: Finance
  - X Plans for the Next Five Years
- X Appendices
  - X A. Accountability Plan Performance
  - X B. Statement of Assurances and Certifications
    - X Statement of Assurances
    - X Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
    - X Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)
  - X C. Documentation of compliance with all building, health, safety, and insurance requirements:
    - X Up-to-date Certificate of Occupancy
    - X Up-to-date Fire Inspection Certificate

- X Up-to-date Building Safety Inspection
- X Up-to-date Flammable compounds and Liquids Certificate (if applicable)
- X Up-to-date Health Inspection
- X Up-to-date Insurance Certificate(s)
- X Asbestos Inspection and Management Plan (if applicable)
- X Lead Paint Inspection (if applicable)
- X D. Additional Information, as required in these *Guidelines*
  - X Board of trustees turnover