*****Massachusetts Department of***

***Elementary and Secondary Education***

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| Jeffrey C. Riley  *Commissioner* |  |

July 10, 2023

Dear students, parents, educators, staff, community members, and friends of the UP Academy Holland Elementary School:

UP Academy Holland Elementary School (Holland or UAH) has made significant progress since the launch of its initial turnaround plan in 2014. Prior to the COVID-19 pandemic, the school’s proficiency rates had improved from 14 percent in English language arts and 25 percent in mathematics in 2014 to 31 percent in both subjects in 2019. While Holland experienced disappointing setbacks in achievement during the pandemic, it has maintained a steadfast commitment to creating a positive learning environment and has placed an increased emphasis on restorative approaches to school discipline and high expectations of rigor in all classrooms. Communication with families has grown even more important over the past few years, and the school’s efforts to strengthen communication and celebrate students’ accomplishments continue to enhance family satisfaction with the school.

While these accomplishments are certainly worth celebrating, we must maintain the same tenacity and level of hard work going forward as we strive to continue improving – there is still work to be done. Our students, like many throughout the Commonwealth, experienced trauma and learning loss during the pandemic. We must meet the challenge of addressing gaps in student learning while accelerating students’ exposure to high-quality, grade-level curriculum to raise achievement levels.

Accompanying this letter is the three-year renewal of Holland’s turnaround plan, in which the school pledges its continued focus on the priority areas set forth in the original plan:

1. Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement.
2. Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.
3. Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.
4. Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.
5. Fully engage all of the school’s families in the learning of their children.

As in the 2017 renewal, we have included updates that describe the areas in which the Holland has made progress to date and provide details about the turnaround plan’s implementation going forward. Our mission – to provide a world-class education for all of Holland’s students – remains just as urgent now as it was when we commenced our work. Once again, this plan serves as a roadmap for the coming years. As you read through this plan, we ask you to again consider the role you might play in achieving the goals it sets forth.

You have already demonstrated that, by working together, extraordinary improvement is possible. Let us continue to make such impressive strides for years to come.

We look forward to working with you.

Sincerely,

**SIGNED BY**

Jeffrey Riley Hillary Casson

Commissioner CEO

Department of Elementary & Secondary Education UP Education Network

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| **Executive Summary**  On October 30, 2013, Commissioner Mitchell Chester determined that the Holland Elementary School was chronically underperforming.[[1]](#footnote-2) This designation provided a significant opportunity to transform the school from one of the lowest performing in the state to an extraordinary school with sustained high performance.  On January 29, 2014, Commissioner Chester named UP Education Network as the receiver for the Holland. On April 18, 2014, Commissioner Chester released the turnaround plan. In August 2017, the Holland turnaround plan was renewed for an additional three-year period.  While the 2017 renewed turnaround plan was set to expire in October 2020, the plan was extended in July 2020 due to the cancellation of MCAS testing in school year 2020 and again in August 2021 due to the absence of new accountability determinations for schools and districts in school year 2021.[[2]](#footnote-3) To provide sufficient time for UP Education Network to implement its turnaround strategies consistently for the benefit of all Holland students, and to allow an opportunity for the school to make additional gains, Commissioner Riley is renewing the turnaround plan for an additional three-year term. This renewal of the turnaround plan describes how Holland will build upon the gains it has made and continue developing systems for sustainable improvement.  Since the turnaround plan was last renewed in 2017, Holland has made significant progress on many of the goals set forth in the 2017 plan. Specifically, the school has:   * Achieved high growth percentiles ranging from 68 to 81 in grade 5 mathematics in the 2018, 2019, and 2022 school years; * Increased its school percentile ranking from 5 in 2016[[3]](#footnote-4) to 30 in 2019, before pandemic disruptions to student achievement lowered the school’s percentile to 14 in 2022; * Reduced its out-of-school suspension rate from 6 percent of all students in the 2016-17 school year to less than 0.5 percent in 2021-22; * Provided all teachers with professional development in the science of reading; * Implemented an intellectual prep period for teachers to review lessons, confirm that they have mastered the content, and identify questions to encourage student critical thinking * Monitored student data weekly to inform classroom practice, bi-weekly with the Deans of Curriculum and Instruction to monitor progress towards goals, and during “data days” following interim benchmark assessments * Developed walkthrough procedures for students with disabilities and multilingual learners * Improved communication with families through regular calls home – instituted bi-weekly direct phone communication with every family. In school year 2021-2022, families, on average, received a communication every 1.9 weeks.   During the 2020-21 and 2021-22 school years, the COVID-19 pandemic caused substantial disruptions to student learning time, arising from both the prolonged shutdown of in-person learning and waves of high community transmission. In 2021-22, 50 percent of Holland students missed at least 10 percent of total school days over the course of the year. While student proficiency rates fell by more than 20 percentage points in all subject areas between 2019 and 2022, the school’s average student growth percentiles in ELA and mathematics rebounded significantly between 2021 and 2022. Holland’s average SGP in ELA increased from 29 in 2021 to 46 in 2022, while the average SGP in mathematics bounced back from 23 in 2021 to 51 in 2022. The strong recovery of student growth in 2022 suggests that the school has the capacity to re-establish its positive trajectory of student results as pandemic conditions continue to improve.  **Summative Report** |

UP Academy Holland remains committed to the five turnaround priorities outlined in the original 2014 and renewed 2017 turnaround plan:

1. Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement.
2. Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.
3. Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.
4. Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.
5. Fully engage all of the school’s families in the learning of their children.

In the renewed turnaround plan, the school will utilize the strategies outlined below to deepen and extend effective practices and systems in order to accelerate student learning.

**Priority Area 1:** Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence, and achievement.

For the original text summarizing the challenges addressed by Priority Area 1, please see the [April 18, 2014 Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-final-plan.docx) at p. 5. For the update on progress and strategies in Priority Area 1 submitted in the 2017 plan renewal, please see the [August 18, 2017 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-school-renewed-turnaround-plan-8-18-17.docx) at pp. 8-11.

In both the original 2014 and renewed 2017 turnaround plans, the key strategy for achieving transformational progress in Priority Area 1 has been the following:

We will develop and implement new academic and behavioral expectations for students, schoolwide incentive systems to enforce the school’s new expectations, and detailed operating procedures for the school that reflect a “sweat the small stuff” mentality. We will create the accountability systems necessary to utilize and enforce the new expectations, incentive systems, and operating procedures consistently. We will support the school’s new and improved culture during an expanded school year and school day through effective use of personnel, resources (including time), and programs. In a typical week, students will be scheduled for up to 7.0 hours of instruction each day.

Since the 2017 plan renewal, Holland has made significant revisions to its behavior management approach and systems. These revisions have aligned the school’s culture of achievement and high expectations with a strength-based approach to child and community development.

The school has redesigned the methods by which staff provide positive and corrective feedback to students and communicate with students about behavioral choices. Holland staff have shifted to using more positive reinforcement methods and correcting dysregulated behavior with logical consequences. The school also has revised its behavior flowchart to ensure that students are removed from the classroom only for major breaches to community agreements. These changes have supported more restorative classroom practices and more positive relationships between students and teachers. In addition, the Holland staff implemented an incentive system for students to reinforce positive behavior and recognize students’ leadership competencies.

To effectively implement these shifts in school culture and systems, the school enhanced its systems of supports for students and teachers in the following ways:

* Social-emotional instruction was added for all grade levels at least twice weekly.
* All classrooms have spaces dedicated to supporting behavioral regulation.
* Teachers received training in how to identify the student needs that behavior may be communicating and how to respond productively while still holding clear expectations.
* The school has added an additional social worker, a board certified behavioral analyst (BCBA) and a Registered Behavioral Technician (RBT) to support student needs.
* The school has developed a robust behavioral multi-tiered system of support through which students can access supports such as counseling, skill-building, and mentors.

As a result of the schoolwide shift toward more strength-based and restorative practices, the rate of exclusions per 100 students has declined from 21 in the 2017-18 school year to 0.3 in the 2021-22 school year. Student survey data also indicate that students are more satisfied by their experiences at Holland as evidenced by an increase in student Net Promoter Score. Net Promoter Score measures the number of promoters versus detractors on a ten-point scale. Details on the exact measurement of the Net Promoter Score can be found in details below. Holland improved this score by 9 points in 2021-22.

In the renewed turnaround plan, Holland will pursue the following strategies to deepen and sustain its implementation of its multi-tiered system of support for students’ social-emotional learning (SEL) needs.

* 1. **Development of Schoolwide SEL Curriculum and Routines.** The schoolwide instructional model will incorporate routines into the beginning and closing of lessons that are connected to the SEL learnings of the week. Finally, staff will develop shared practices for referencing the key learnings from the SEL curriculum throughout their daily instruction.
  2. **SEL Walkthroughs.** To incorporate the SEL instructional expectations into the existing system of instructional walkthroughs, school leaders will utilize a climate rubric to norm the observational feedback from the leadership team. The leadership team will regularly observe classes to identify potential gaps in execution of the schoolwide SEL practices and provide feedback and coaching support to teachers as appropriate. The Dean of Students will evaluate all behavior support requests to identify any teacher skill gaps and differences in approach, following up as needed. The principal will convene a staff focus group to gather feedback on the clarity of the school’s vision and practice expectations in the area of school climate and culture, as this was identified as an area for improvement in the school’s progress monitoring reports from the 2021-22 school year. This focus group will meet several times over the duration of the renewed turnaround plan to ensure that progress is being made toward a clear schoolwide vision for climate and culture.

Success in implementing the above strategies will be measured by:

* Time out of class for all students, and disaggregated by student group
* Exclusions for all students, and disaggregated by student group
* Student satisfaction with the school as measured by survey data
* Data from SEL walkthroughs conducted by the leadership team

**Priority Area 2:** Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.

For the original text summarizing the challenges addressed by Priority Area 2, please see the [April 18, 2014 Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-final-plan.docx) at pp. 11-12. For the update on progress and strategies in Priority Area 2 submitted in the 2017 plan renewal, please see the [August 18, 2017 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-school-renewed-turnaround-plan-8-18-17.docx) at pp. 16-22.

Since the turnaround plan was last renewed in 2017, Holland has made a number of significant investments in its curricular resources and professional development of staff, to achieve the stated goals within this priority area. To ensure the grade-level rigor of its curricula, the school has adopted highly rated, standards-aligned curricular resources in both ELA and mathematics, through a collaborative curriculum review process that allowed all stakeholders to review curricular options and determine the best fit for the school’s instructional vision. The school also has invested in professional development for all teachers in the science of reading, to support staff in acquiring the content expertise needed to effectively deliver the school’s ELA and foundational reading skills curricula.

To improve the effectiveness of instruction and ensure that teachers use assessment data to plan instruction, the school has incorporated dedicated times for collaborative lesson planning and data analysis into the master schedule. Teaching teams have daily common planning time to engage in the intellectual preparation necessary to deliver effective lessons. Teams also hold weekly data meetings during the early student release time on Wednesdays. These weekly data meetings build upon the school’s commitment to regularly engage all teachers in the analysis of formative assessment data, which originally took the form of “data days” in the earlier 2014 and 2017 turnaround plans.

To ensure that teachers leverage their team collaboration times as powerfully as possible, school leaders provided teachers with explicit training on effective lesson preparation practices and data meeting protocols during the 2021-22 and 2022-23 school years. Staff engaged in schoolwide professional development on identifying the standards-based learning objective, creating student work exemplars, and responding effectively to student work during and between lessons. Staff training on data meeting protocols focused on collaborative practices for looking at student work and designing responsive instructional plans.

In addition to teacher team collaboration, instructional coaching is a key lever for instructional improvement at Holland. Since 2017, the primary focus of instructional coaching at Holland has been to increase students’ cognitive engagement throughout the lesson. During the initial phase of this instructional initiative, school leaders codified specific teacher moves to elicit and advance student thinking during a lesson. To foster the adult mindsets around the importance of student thinking, the leadership team engaged in deliberate and adaptive conversations about the teacher’s responsibility to facilitate student thinking and learning with all staff, as opposed to simply delivering a lesson. In the 2020-2021 school year, school leaders created the structure of daily intellectual preparation team meetings to support teachers’ planning of moves to increase students’ cognitive engagement throughout the lesson. In the 2022-23 school year, Holland staff received training on questioning strategies and providing effective feedback to students during instruction, to hone their skills at advancing student thinking and accelerating students toward mastery.

By 2018, the school’s cohesive instructional system produced clear improvements in student achievement outcomes. The school’s average SGPs in both ELA and mathematics exceeded 60 in the 2018 MCAS assessments, representing higher-than-typical growth. In that same year, Holland achieved a state ranking at the 32nd percentile, whereas it had been ranked at the 5th percentile just two years earlier.

During the 2020-21 and 2021-22 school years, the COVID-19 pandemic caused substantial disruptions to student learning time, arising from both the prolonged shutdown of in-person learning and waves of high community transmission. In 2021-22, 50 percent of Holland students missed at least 10 percent of total school days over the course of the year. As a result of these substantial losses in student learning time, student proficiency rates fell by more than 20 percentage points in all subject areas between 2019 and 2022. Between 2021 and 2022, however, Holland’s average SGP in ELA increased from 29 in 2021 to a more typical figure of 46 in 2022, while the average SGP in mathematics bounced back from 23 in 2021 to 51 in 2022. The strong recovery of student growth in 2022 suggests that the school has the capacity to re-establish its positive trajectory of student results as pandemic conditions continue to improve.

Holland school leaders steadfastly believe that when teachers deeply understand the standards-based content of a lesson, keep all students cognitively engaged and effectively respond to student thinking, they will positively impact student achievement. In the renewed turnaround plan, the school will sustain its key structures of teacher collaboration and instructional coaching, while deepening its professional development focus on student thinking using the strategies described below.

*Strategies:*

**Responding to Student Learning.** Holland school leaders will codify what an effective response to daily formative assessment data looks like and refine the weekly data meeting structure to solidify effective practices.

**Developing Content-Based Strategies to Foster Cognitive Engagement.** Holland teachers will continue to receive content-based professional development supports to increase students’ cognitive engagement with grade-level content throughout the lesson. This development will be focused on content knowledge and the science of reading, as well as methods for increasing thinking.

Success in implementing the above strategies will be measured by:

* Data from teacher team meetings collected by the leadership team;
* Data from instructional walkthroughs collected by the leadership team;
* Student achievement and growth outcomes on formative and summative assessments.

**Priority Area 3**

Holland will expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.

For the original text summarizing the challenges addressed by Priority Area 3, please see the [April 18, 2014 Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-final-plan.docx) at p. 21. For the update on progress and strategies in Priority Area 3 submitted in the 2017 plan renewal, please see the [August 18, 2017 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-school-renewed-turnaround-plan-8-18-17.docx) at pp. 28-34.

Since the original turnaround plan was launched in 2014, Holland has developed a robust multi-tiered system of supports that includes a regular cadence of Tier 1, 2, and 3 meetings for both academic and behavioral needs, with dedicated leadership of behavioral and academic support systems to ensure efficacy and efficiency. Grade-level teaching teams meet weekly to review academic data and after each large-scale assessment. Students receiving support are discussed in these team meetings at regular intervals. Additionally, a schoolwide student support team meets bi-weekly to review school climate data and identify any Tier 1 climate improvement needs. The school has created several tools to support these processes, namely student support trackers and protocols to refer students for support. The principal ensures that these systems are utilized.

Holland utilizes a nationally normed universal screener for social and emotional needs. Students in need of behavioral support also are identified through classroom behavior and discipline data. Students are identified for academic supports using nationally normed screening instruments in early literacy, English language arts and mathematics. For students with identified academic support needs, the school utilizes reading and math specialists as well as intervention programs to deliver additional academic supports. For social and emotional support needs, students have access to counseling and morning check-ins. The school also partners with numerous organizations and community groups to enhance student supports and provide necessary resources to families. The school continuously evaluates its student support programs and partnerships and makes strategic adjustments to meet community needs.

In the 2017 renewal of the turnaround plan, Holland committed to ensuring that English learners receive instruction aligned to the national WIDA standards in order to meet the state’s progress expectations for English language acquisition. To achieve this, the school redesigned student schedules and coaching opportunities for ESL teachers. The school shifted its model for grouping students with various language development levels in order to increase push-in services and allow students to have stronger language models and more exposure to core content. The school also created a coaching position to support the professional development of ESL teachers.

In 2017, Holland also committed to provide students with disabilities with access to an inclusion classroom as often as possible. To actualize this vision, the school team reviewed Individual Education Plans for inclusion opportunities, increased push-in services in classrooms and hired additional special education staff members. This focus on inclusion extended to the sub-separate program as well. The teaching team in the sub-separate program identified students who would benefit from greater access to general education classrooms for part of the day. At a minimum, all students are now included in social portions of the school day such as lunch and recess.

The school has maintained a Dean of Special Education position since the initial turnaround plan as a key element to providing coaching support to special education staff and setting the overall direction for special education at the school. All students, and in particular those with specialized learning needs, benefit from instruction delivered in multiple methods. Holland students consistently have the opportunity to work in small groups and receive individual support from teachers. Depending on student needs, students may also be provided with pull-out instruction in small groups. The school uses a Universal Design for Learning approach to provide all students with access to instruction.

In 2018 specifically, English Language Learners met 95 percent of state set targets and our students with disabilities met 82 percent of state set targets on MCAS. UAH has been challenged in sustaining that level of performance in recent years and this plan aims to prioritize strategies that enhance instruction for students with disabilities and multilingual learners.

While the team has made progress in supporting all students, as evidenced by the above data, there remains a disparity in the achievement of multilingual learners and students with disabilities as compared to their general education peers. In the renewed turnaround plan, the school’s strategies will focus on improving the achievement of these student groups through the following revised strategies.

*Strategies:*

**Focus on Access and Effective Scaffolds**. Staff at UAH have received professional development on the importance of grade-level tasks and the impact of bias on access to rigor for students of color. At the same time, school data indicates that too many multilingual learners and students with disabilities are not accessing grade level content. Over the next three years, staff will receive internally created professional development on:

* Authentically engaging all students and effectively assessing student mastery by examining student work and responses throughout the lesson from all students
* Understanding and leveraging the scaffolds and access points present in the curriculum in order to meet learning needs while preserving peak thinking and how these access points should be used in intellectual preparation protocols
* Planning for misconceptions and providing appropriate supports through feedback of varying types when student(s) misconceptions surface during instruction
* Deeply understanding various disabilities and the abilities of English learners at various levels to plan appropriate instruction and scaffolds

UAH leadership will specifically support and monitor classrooms in providing scaffolds that allow access to grade-level content while preserving cognitive demand for all learners.

Further, staff will engage in externally run PD with a DESE-approved partner on effective instruction for English language learners and students with disabilities and will utilize external PD resources to further learning on scaffolds that provide all students access to grade-level standards while preserving rigorous tasks.

The ensure that the learning in professional development is having the intended impact, the network Director of Student Supports will do at least monthly walkthroughs with the principal and the principal manager to examine in class impact on student learning.

**Data-Driven Instructional Planning Focused on Multilingual Learners and Students with Disabilities.** Staff will focus on data analysis and action planning for instruction with a particular emphasis on the performance of specific groups of students. In each data meeting, teams will review student work and plan effective access and scaffolds for multilingual learners and students with disabilities.

**Priority Area 4**

Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.

For the original text summarizing the challenges addressed by Priority Area 4, please see the [April 18, 2014 Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-final-plan.docx) at p. 30. For the update on progress and strategies in Priority Area 4 submitted in the 2017 plan renewal, please see the [August 18, 2017 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-school-renewed-turnaround-plan-8-18-17.docx) at pp. 40-44.

This priority area is critical to Holland’s success. Attracting, hiring, developing, and retaining high-quality staff members allows the school to build relationships with students and families to advance student achievement. Since 2017, the teacher retention rate at Holland has nearly doubled, from 43 percent in 2017 to 80 percent in 2022. Holland’s retention rate in 2022 exceeded that of the Boston Public Schools.

The school’s strong trajectory of improving staff retention since 2017 has been supported by the following strategies:

* A codified recruitment process that includes multiple touchpoints with candidates
* Recommitting teachers early for the following school year, to facilitate early hiring processes
* Coaching and professional development of paraprofessionals and cluster substitute teachers
  + In the 2022-23 school year, 21 teachers at Holland began their careers at the school as paraprofessionals or cluster substitutes.
* Regular coaching of all teachers and staff members
* Expansion of UP Education Network’s Leadership Institute (which UP Holland has access to) that currently offers three tracks for aspiring instructional leaders: Model Teacher, to support the development of expert teachers; Teacher Instruction; and Principal Prep, a multi-year program focused on developing future principals. Holland has enrolled both internal and external candidates in the network’s Leadership Institute to ensure a diverse group of leaders who can positively influence the school. In 2021-22, the network also launched an Operations Fellowship for staff members interested in operational leadership.
* Maintaining competitive compensation by adjusting the salary grid for the 2023-24 school year
* Continuously refining evaluation practices to align with network principles and priorities. In 2021-22, the network implemented a revised teacher evaluation tool based upon updated teacher competencies after soliciting significant feedback from stakeholders. Principal competencies were updated during the 2021-22 school year, and the principal evaluation tool was revised during the 2022-23 school year. UP Holland benefits from having access to these resources and tools.
* Hiring a human resources liaison who coordinates the school’s response to employee concerns. Holland’s liaison works closely with the Boston Public Schools’ Office of Equity to align protocols, provide information to staff, review findings, and recommend solutions to employee concerns with a focus on restorative conversations.
* Providing leadership coaching throughout the network to build school leaders’ capacities to proactively mitigate staff concerns.

In the renewed turnaround plan, the school will build upon its effective practices in hiring, staff development and retention with a specific focus on expanding its staff diversity. Evidence shows that having a teacher of color positively influences student achievement, particularly for students of color. To meet this opportunity, the school is focusing on the following strategies in the next three years.

*Strategies:*

**Build a racially diverse pipeline and enact an equitable, anti-biased hiring process.**

* Build partnerships with aligned organizations that have diverse student and alumni populations and build relationships with stakeholders and future candidates to increase the diversity of the school’s pipeline.
* Review internal hiring processes to identify opportunities to reduce bias. UAH will utilize current research and best practice to re-evaluate hiring processes, including the application, phone screen, and interviews, to remove potential areas of bias. All hiring managers will be trained in recognizing bias in the hiring process. Managers will revise tools such as rubrics and feedback forms in an effort to eliminate bias.
* Review data with the leadership team regularly. The network’s Talent Team and Holland hiring managers will reflect monthly on progress toward a diverse pipeline and track inconsistencies in the hiring of white and non-white candidates. Data checks will provide an opportunity to reflect and make adjustments as necessary.

**Identify and develop future leaders of color within UP Academy Holland**

In addition to attracting a more diverse group of candidates, the school will intentionally develop and retain current staff members of color and build a pipeline of leaders in various roles including operations, teaching, and leadership through the following initiatives:

* Create an optional mentorship program for new hires. Experienced Holland staff members will be recommended as mentors by leadership and staff, and the retention of teachers receiving this optional mentorship support will be tracked.
* Build an internal tracker for the development of future leaders. In collaboration with the network’s Talent and Academic Teams, Holland leaders will examine current qualitative and quantitative staff data to identify future leaders, including leaders of color. School leaders will use a comprehensive tracker to identify staff members, their goals, and areas of strength and growth.
* Create regular checkpoints to discuss development of future leaders. The school will develop a more holistic development plan to prepare staff members for leadership roles by coordinating the work of leaders, Academic Coaches, and Talent Team members. These groups will review all future leaders twice a year to discuss wraparound development, progress toward goals, and next steps to support each individual.

**Priority Area 5**

Fully engage all of the school’s families in the learning of their children.

For the original text summarizing the challenges addressed by Priority Area 5, please see the [April 18, 2014 Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-final-plan.docx) at p. 38. For the update on progress and strategies in Priority Area 4 submitted in the 2017 plan renewal, please see the [August 18, 2017 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/schools/holland-school-renewed-turnaround-plan-8-18-17.docx) at pp. 50-52.

Strong relationships with families are a cornerstone of the school’s work and will continue to be an area of focus in the renewed turnaround plan.

Since 2017, Holland has established multiple systems to communicate with families about their student’s work. In the 2017-2018 school year, the school began providing student progress reports to keep families informed about student progress ahead of report cards. Since 2019, the school also has tracked home-school communication data to ensure that all teachers communicate with families about student progress on a regular basis. Additionally, the school held consistent parent-teacher conferences where parents could meet teachers, talk about their students, and build relationships with staff. In school year 2021-2022, parent-teacher conferences yielded over 75% participation of families and have been trending upward year over year. These systems have enabled Holland staff to maintain connections with families and build family partnerships to support student achievement. These structured and organic opportunities to connect with families allow for a more holistic understanding of student learning and achievement that will help improve performance. In the next three years, the school will enhance these systems by leveraging technology and resources to a greater extent to connect with families by offering more venues and platforms to allow for two-way communication with families.

Since the turnaround plan was last renewed in 2017, the school has invested in two key resources to advance its family engagement efforts. First, in 2018 the school hired a family coordinator to lead family engagement at the Holland. This role has been instrumental in training and supporting staff members in family engagement strategies. Additionally, in 2017 the school enhanced the role of the school site council that originally met on a quarterly basis to discuss key aspects of the school. This group of families provides a valuable perspective that helps to shape decisions affecting the school community. This council has grown to almost twenty families who meet on a monthly basis. This group comes together to discuss not only key administrative and operational items for the school, but they also are informed and have input on academic programming and execution decisions. Holland school leaders will continue to collaborate with this group as a partner in school decisions.

The school has measured the success of its family engagement strategies in the following ways:

* Net Promoter Score definition: The Net Promoter Score (NPS) is based on the question, “How likely are families to recommend a family member or friend to attend the school?” It is measured on a scale of 1-10, 1 being not likely at all, 10 being extremely. The NPS score is determined by subtracting the detractors (who are 6 and below) from the promoters (who are 9 and 10) to get the score. Therefore, a score of 0 indicates an even number of promoters and detractors while a score above 0 indicates more promoters.
* Net Promoter Score results: UAH has had a score above 20 for the last few years and grown over 5 points a year from 2020 to 2022.
* Family participation rates: The school tracks attendance at key events, including school site council meetings, report card nights, parent-teacher conferences, etc. Since 2017, Holland has seen its overall rate of family participation across all key school wide events increase by 38 percentage points, from 13 percent in school year 2016-17 to 51 percent in 2021-22.

In the renewed turnaround plan, UAH will build upon these existing strategies and structures while seeking to further empower families in decision making about their children’s education and the needs of the school community as a whole.

*Strategies:*

**Engage families more deeply in the life of the school community, beyond academics.**

Building relationships with families beyond academics and academic progress provides for a more genuine approach to establishing a healthy and productive school community. Key initiatives in this strategy will include:

* Engaging the school site council to create community-wide events that bring together families and staff members, such as holiday giving drives, coffee hours, bingo nights, etc.
* Continuing to empower the school’s family coordinator to train and assist school staff in effective family communications.

**Expand and deepen two-way communications with families about their children’s progress in school.**

Key initiatives in this strategy will include:

* Supporting teachers to build families’ knowledge about the academic content their children are learning through methods including but not limited to:
  + School site council meetings
  + Back to school nights
  + Class DOJO stories/engagements
  + Parent/Teacher Conferences
* Empower the family coordinator to lead attendance initiatives with families. In coordination with the Director of Operations, the family coordinator will manage attendance tracking systems and develop a scope and sequence of events and initiatives that will increase attendance at the school
* Continue to communicate with families across multiple electronic platforms that became more widely used at the school during the pandemic. In between the traditional communications provided by parent-teacher conferences, progress reports and report cards, staff will utilize Class Dojo and Deanslist in grade K1-6 to send updates on student work, grade performance, and upcoming academic events or assessments. The combination of these communication strategies will ensure parents are well informed of student academic progress. Communication will be tracked to ensure fidelity to these expectations.

**Implementation Benchmarks**

Throughout the renewed turnaround plan, the school will measure key indicators of success. In the first year, the targets aligned to each priority area are as follows:

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| **Priority** | **Measure** | **Goal/Target** |
| **PRIORITY 1:** Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement. | MCAS | * Exceed BPS average in the majority of reporting categories for both ELA and Math * Meet or exceed all state-set targets for MCAS * Increase of 10% in students in the both the meeting and exceeding categories compared to SY22-23. * SGP of 60 in grades 4-6 for both ELA and Math |
| Teacher Practice | * 70% of teachers earn a 3 or higher on network-created student thinking rubric |
| Student Net Promoter Score | * Maintain NPS for students above 20 |
| Student exclusions | * Maintain student exclusions below 10 students (less than 1.5%) |
| Student Engagement | * 80% of staff earn a 3 or higher on UP Academy Holland’s classroom walkthrough engagement rubric (on a scale of 1-4). |
| **PRIORITY 2:** Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data. | ELA unit assessments | * Average score of 65% on ELA curriculum unit assessments |
| ANET | * All classes achieve a 60% or great, with no notable disparity in performance between general education students and students on IEPs or those who are multilingual learners |
| **PRIORITY 3:** Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed. | All measures from Priority 1 and 2 | * All measures from priority 1 and 2, along with goals, will be consistent for students with disabilities and multilingual learners to ensure our resources are deployed strategically. * All students in subgroups meet or exceed the state-set targets for performance |
| **PRIORITY 4:** Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term. | Retention | * NPS (Net Promoter Score) for staff to be:   + 0 or better for all staff   + 0 or better for staff of color * NPS Survey return rate   + 80% overall   + 80% people of color * Actual retention   + 80% overall   + 80% people of color |
| Recruitment | * Increase referrals of people of color by 10% * 40% of the applicants are people of color * 40% of all hires are people of color |
| **PRIORITY 5:** Fully engage all of the school’s families in the learning of their children. | Net Promoter Score | * Net promoter score for UAH remains above 10 |
| Family participation in school site council | * School site council maintains at least 10 families * School site council meets at least 6 times a year * At least 1 communication sent to every family every week |

**Appendix A: Required Working Conditions**

*Following are the terms for working conditions and compensation specific to the chronically underperforming schools in the district. These terms have been drafted with the understanding that the Commissioner and Receiver reserve the right to make additional changes to the collective bargaining agreement and/or any existing practice or school district policy as applied to the school as needed and that nothing contained in the turnaround plan or the collective bargaining agreement shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §1J.*

**TERMS AND CONDITIONS FOR EMPLOYEES AT THE HOLLAND ELEMENTARY SCHOOL**

Pursuant to G.L. c. 69, §1J, the Commissioner must create a turnaround plan intended to maximize the rapid improvement of the academic achievement of students in the school. The Commissioner will take all appropriate steps necessary to support the goals of the turnaround plan. Among other things, the Commissioner may:

(1) expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses;

(2) reallocate the uses of the existing budget of the school;

(3) provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district;

(4) provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, in order to attract or retain highly-qualified administrators or teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan;

(5) expand the school day or school year or both of the school;

(6) for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes;

(7) limit, suspend, or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, however, that the Commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided further, that the Commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause;

(8) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications;

(9) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school;

(10) include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback;

(11) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;

(12) establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership;

(13) establish steps to assure a continuum of high expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure;

The terms outlined below are necessary for the successful implementation of the turnaround plan and reflect mandatory changes to the school’s policies, agreements, work rules, and any practices or policies. These terms will take effect July 1, 2014. The Commissioner reserves the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the turnaround plan or the collective bargaining agreements shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §1J.

Central to the school turnaround plan is the requirement that UAH make effective use of its resources to maximize student achievement. In particular, the UAH Turnaround Plan requires the Receiver to develop a new performance-based compensation system, which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. The compensation plan must be affordable and sustainable and serve as a model for the district to consider in setting future compensation policies.

Part I, below, sets out working conditions for all staff at the school.

Part II, below, sets out the performance-based compensation system.

These terms shall supersede any contrary provisions of the district collective bargaining agreement or any pre-existing practice or policy. The terms reflect mandatory changes to the district’s policies, agreements, working rules and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1J. Provisions of the collective bargaining agreement that are inconsistent with or do not otherwise support the goals of the turnaround plan are hereby suspended as applied to the UAH.

**I. WORKING CONDITIONS**

To implement the UAH Turnaround Plan, Commissioner Chester selected UP Education Network (“UP”) to serve as the Receiver. The Receiver shall have full managerial and operational authority for the school.

The Receiver retains final authority over school-based decision-making and his or her determination shall be final.

**Conditions Necessary for UP Academy Holland to Succeed**

During Receivership, UP Education Network will operate the UAH as a traditional (non-charter) school. Key autonomies will be derived from those articulated in the Commissioner’s school turnaround plan. Below are the conditions and autonomies that are necessary for the Receiver to be successful in the transformation of the UAH from a low-performing to a high-performing school:

**Staffing**

***Collective Bargaining Agreements:***

All staff members at the school will be members of their respective collective bargaining units. However, certain terms of the collective bargaining agreement in effect across the local district will not apply at the school managed by UP Education Network. Also, prior underperforming school agreements and/or decisions of the Holland Elementary School Joint Resolution Committee (JRC) will not apply beyond June 30, 2014. School employees will accrue seniority while employed at the school. The Receiver will adopt a new compensation strategy to be effective July 1, 2014 and a new performance-based compensation system for teachers to be effective beginning July 1, 2015. (See Part 2).

***Dispute Resolution:***

Any employee assigned to the UAH shall use the following process as the exclusive mechanism for resolving all disputes, except disputes relating to the dismissal of a teacher with professional teacher status which will be governed by the process set out in G.L. c. 69, § 1J(o). This process replaces the contractual grievance and arbitration provision.

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* The employee may bring a grievance to the Principal/Head of School in writing within five (5) school days of the occurrence of the event giving rise to the grievance. The employee should specify the desired resolution.
* The employee may be represented by a union representative at any stage of the dispute resolution process.
* Within 5 school days of the receipt of the concern, the Principal/Head of School should meet with the employee to discuss the concern.
* Within 5 school days of the meeting, the Principal/Head of School should issue a decision to the employee.
* If the employee is not satisfied with the resolution issued by the Principal/Head of School, s/he may bring the concern to the Receiver in writing within 10 school days of receiving the Principal’s decision.
* Failure of the employee to advance the grievance to the next level within the time period shall be deemed to be acceptance of the prior grievance response.
* The Receiver may suspend the time periods in writing with notice to the union.
* The Receiver should issue a decision within 5 school days of the meeting. This decision will be sent in writing to the employee.
* If the employee is not satisfied with the decision of the Receiver, the employee may bring the concern in writing to the Commissioner of the Department of Elementary and Secondary Education. In bringing the concern to the Commissioner, the employee must provide all correspondence presented and received in the previous steps. The Receiver’s decision will be entitled to substantial deference during the Commissioner’s review. The Commissioner’s determination will be final.

***Personnel:***

* UP Education Network has the sole discretion to select the staff for any and all positions at the school, including administrators, teachers, maintenance staff, nurses, security guards, etc. There is to be no requirement for UP Education Network to employ any specific individuals in the school that it operates. UP Education Network has the sole discretion to decide which staff to retain or renewal annually.
* UP Education Network may select staff for union positions without regard to seniority within the union or past practices between the local school committee and the union.
* UP Education Network may formulate job descriptions, duties and responsibilities for any and all positions in its school.
* UP Education Network may establish a code of conduct for all staff.
* Staff in the existing school (and its district) shall not have attachment rights to any position and the Principal may unilaterally move any school staff member to another position provided that the staff member is properly licensed and certified.
* UP Education Network may involuntarily excess members of the local union. The provisions in the local union agreement regarding excessing, seniority and transfer shall not apply to the school managed by UP Education Network except that union members shall continue to accrue seniority.
* UP Education Network may remove staff as a result of misconduct and shall not be bound by the practices or procedures established between the local school district and any collective bargaining unit.
* The school and its employees are exempt from the layoff and recall language in the local union contract and any associated practices.
* UP Education Network will be responsible for hiring, managing and evaluating the necessary personnel to serve Students with Disabilities in accordance with their needs and services/supports identified in IEPs.
* UP Education Network will be responsible for all hiring, managing, and evaluating staff required to meet the needs of students who are English Language Learners.
* UP Education Network may outsource positions in whole or in part, may transfer bargaining unit work in the best interests of the school operations and the students it serves, and may hire part-time employees at its discretion.

**Professional Obligations:**

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education in UAH. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations, and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development.

**Teachers:**

* The term of employment for teachers will be July 1 through June 30, and will include the following:
  + Up to 20 days of professional development and planning time before the school year begins, with each day including up to eight hours of professional development and/or staff planning time;
  + Up to 185 instructional days; and
  + Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time.
* UP Education Network school leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.
* UP Education Network will use its own Teacher Evaluation process consistent with state regulations.
* Except as noted below, the standard workday for BTU members during a school day will be up to nine hours. Required hours will never exceed 45 hours per week.
  + *Core Subject Teachers, Grades 4-6:* Except in rare circumstances, English Language Arts, Math, Science, and Social Studies Teachers will be expected to teach no more than sixteen 50-minute subject area class periods during a typical week (Monday through Friday). Three days per week, these teachers will teach four (4) class periods, and two days per week, these teachers will teach two (2) class periods. Except in rare circumstances, these teachers will not be expected to instruct students for more than one hundred (100) consecutive minutes.
  + During a typical Monday-Friday week, English Language Arts, Math, Science, and Social Studies Teachers will have one morning or one afternoon during which they have no specific classroom teaching responsibilities. Teachers may use this time to plan, grade, collaborate with their colleagues, etc. Teachers may be asked to perform some duties during this time.
  + *Grade Level Teachers, Grades K1-3:* Except in rare circumstances, Grade Level Teachers will have one hour of planning time during all full days. Grade Level Teachers will also receive 45 minutes for breaks while students are at lunch and recess.
  + *Behavior Interventionist:* Except in rare cases, the Behavior Interventionist will be running in-school suspension for the majority of his or her scheduled hours. The Behavior Interventionist will be facilitating in-school suspension, including monitoring behavior and implementing consequences. Except in rare circumstances, the Behavior Interventionist will not be expected to serve more than twenty-five (25) students at any one time. The Behavior Interventionist is a paraprofessional position and is represented by the Boston Teachers Union.
  + *Counselor*: Except in rare cases, the Counselor will be providing counseling services (including but not limited to one-on-one and small group sessions) for approximately 30 hours weekly. Except in rare circumstances, the Counselor will not be expected to counsel students for more than one hundred fifty (150) consecutive minutes. Without consent, the Counselor will not have a caseload that exceeds 40 students receiving counseling services at any time. When appropriately certified, the Counselor will facilitate psychological testing regarding students with disabilities.
  + *Encore Teachers and Physical Education Teachers:* Except in rare circumstances, these teachers will not be expected to instruct students for more than one hundred consecutive minutes.
  + *English as a Second Language (ESL) Teachers:* ESL Teachers support the learning of the school’s English Language Learners. ESL teachers typically either teach ESL classes to groups of English Language Learners or support English Language Learners in an inclusion setting. Specific schedules will depend on the school’s student population and will be determined by the Principal. ESL Teachers are expected to support the administrative functions of the school’s ESL programming as directed by the Principal.
  + *Nurse:* The Nurse will be provided with adequate space for the storage of all medical equipment and medicine necessary for the treatment of UP Academy Scholars during the school day. The Nurse will be provided with space in which she can treat students so their privacy is protected.
  + *Related Service Providers:* Related Service Providers will provide appropriate services to their caseloads of students at UP Academy’s three Boston schools. They may be expected to provide services to students across the three UP Academy campuses (UP Academy Holland, UP Academy Dorchester, and UP Academy Boston). They will work closely with the Principals, Students with disabilities Coordinators, and UP Education Network’s Director of Students with disabilities to determine the appropriate schedule and implementation. UP Education Network schools ask that Related Service Providers plan their schedules to minimize (if not avoid entirely) time spent travelling among sites during the school day.
  + *Resident Teachers*: Resident Teachers will support general education classrooms and substantially separate classrooms. Resident Teachers will frequently be asked to provide coverage if and when teachers are not able to lead their classrooms and/ or complete their assigned duties. Resident Teachers will also teach Enrichment classes each quarter. Classroom coverage is considered a core responsibility of Resident Teachers; completion of this work will not result in additional compensation for Resident Teachers. Resident Teachers will be expected to assist the school’s operation team in special projects.
  + *Students with disabilities Inclusion Teachers:* Students with disabilities Inclusion Teachers support the learning of the school’s students with disabilities. Specific schedules will depend on the school’s student population and will be determined by the Principal. Students with disabilities Inclusion Teachers are expected to support the administrative functions of the school’s Students with disabilities programming as directed by the Principal/ Director of Operations, including but not limited to academic achievement testing.
  + *Students with disabilities Substantially Separate Classroom Teachers:* Students with disabilities Substantially Separate Classroom Teachers support the learning of the school’s students with disabilities. Class size will not typically exceed 12 students. When class size exceeds 8 students, a Resident Teacher will typically be present in class during instructional periods. Specific schedules will depend on the school’s student population and will be determined by the Principal. Students with disabilities Substantially Separate Classroom Teachers are expected to support the administrative functions of the school’s Students with disabilities programming as directed by the Principal/ Director of Operations, including but not limited to academic achievement testing.
  + *Students with disabilities Coordinators:* The Students with disabilities Coordinators will work to ensure that all students at UP Academy Holland receiving students with disabilities services (or being tested for possible receipt of such services) receive all services to which they are entitled, on time and in compliance with state standards. The Students with disabilities Coordinators will report to the Principal, but will receive significant coaching and guidance from UP Education Network’s Director of Students with disabilities.
  + *All Staff Members:*
    - All staff members are expected to participate in Professional Development and Collaboration activities and staff meetings outside of student hours up to 3 days a week for a total of 2 hours, unless otherwise directed by the Principal.
    - During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of UAH. These duties may include, but are not limited to, the following:
* Coverage of homeroom periods, not exceeding 40 minutes per day;
* Substitute coverage of classes and duties of others who are absent from school;
* Coverage of afterschool activities, not exceeding 120 minutes per week; and
* Tutoring of students; not exceeding 165 minutes per week, unless tutoring represents a primary component of a BTU member’s job responsibility (e.g., Students with disabilities teachers, ESL teachers).

UP Education Network believes that, in order to accomplish its mission, all staff members must be school teachers, not simply classroom teachers. Therefore, all BTU members have some responsibilities for the overall effective working of the school. In addition to traditional responsibilities and those duties listed above, all BTU members at UAHd are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to the following:

* Participation in three family conference evenings during the school year;
* Phone contact with families about the academic progress of students;
* Preparation of individual TIGER reports, Progress Reports, and Report Cards;
* Leading student extracurricular activities;
* Participating in staff recruitment and selection processes;
* Maintaining a subject-area bulletin board;
* Working regularly with school administrators to improve one’s instructional practices;
* Checking homework on a daily basis;
* Attending student-related meetings; and
* Serving as an advisor to a small cohort of students

**Employees Represented by BASAS**

UP Academy Holland believes that the staff members of UAH are professionals and deserve working conditions that reflect the professional nature of their jobs. The Holland believes that working conditions that support high levels of student achievement and working conditions that respect the professionalism of school staff members are not mutually exclusive.

The provisions in the BASAS Contract that address working conditions shall not apply to BASAS members employed at the Holland. The working conditions for all BASAS members at the Holland are articulated below. BASAS members selected to work at the Holland are voluntarily electing to work at the school and will acknowledge doing so by signing a form developed by the Receiver.

All BASAS members employed at UAH will be provided access to a laptop computer; a personalized email account; a telephone; and a personalized voice mailbox, as well as other essential items and conditions that the Principal believes will support their fulfillment of professional responsibilities at the school.

The term of employment will be July 1 through June 30 and will include the following:

* Up to 40 working days prior to the first of school, including but not limited to the 20 days of staff orientation in August;
* Up to 185 student instructional days;
* Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
* 2 working days after the last day of school, but before the end of this term of employment.

The standard workday for BASAS members will be 10 hours. For the majority of BASAS members, required hours will approximate 7:15am–5:15 p.m. While some BASAS members may be asked to work a different schedule to accommodate school programming (e.g., Saturday programming), required hours will never exceed 50 hours per week.

The standard workday for BASAS members varies from the standard workday at UP. As a result, Boston Public Schools’ time-reporting system does not reflect the actual hours of all the UAH employees’ workdays.

All BASAS members are expected to meet with all direct reports at least once every two weeks. Deans are expected to observe all direct reports at least once every two weeks. All BASAS members are expected to participate in weekly administrative meetings. These meetings may periodically occur outside of regular hours. All BASAS members are expected to develop, plan, and execute professional development for UAH staff members, including but not limited to Resident Teachers and Teachers.

Unless otherwise directed by the Principal, all BASAS members are expected to participate in Professional Development and Collaboration activities and staff meetings from 2:30 - 3:00 on Tuesdays and Thursdays, and 2:30 - 3:30 on Wednesdays.

All BASAS members have some responsibilities for the overall effective working of the school. In addition to traditional responsibilities and those duties listed above, all UP BASAS members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of UAH. These activities may include, but are not limited to the following:

* Drafting performance evaluations for each of their direct reports;
* Working with the school principal to plan Family, Teacher, and Student orientations;
* Communicating proactively and effectively with the Holland families when concerns regarding their children arise;
* Participating in three parent conference evenings during the school year;
* Participating in staff recruitment and selection processes;
* Working regularly with school administrators to improve their own practice and the instructional practices of their teachers;
* Attending student-related meetings, as needed;
* Serving as an advisor to a small cohort of students; and
* Ensuring that teachers create standards-aligned, rigorous curricula and that it is well documented.

*Feedback, Performance Improvement, and Dismissal*

The Holland aims to provide ongoing feedback, coaching, and support to all employees. If and when an employee is not meeting the expectations of his or her job, UAH may choose to place an employee on a Performance Improvement Plan. If and when the principal and/or her designee has determined that an employee’s performance is egregious, the school may elect to remove an individual from the school without instituting a Performance Improvement Plan.

**Employees Represented by the Administrative Guild**

UP Academy Holland believes that the staff members of UAH are professionals and deserve working conditions that reflect the professional nature of their jobs. The Holland believes that working conditions that support high levels of student achievement and working conditions that respect the professionalism of school staff members are not mutually exclusive. The Holland is excited to operate a school with working conditions that attract a highly motivated staff dedicated to the school’s mission.

The provisions in the Guild Contract that address working conditions for Guild members shall not apply to Guild members employed at the Holland. The working conditions for Guild members at the Holland are articulated below. Guild members selected to work at the Holland are voluntarily electing to work at the school and will acknowledge doing so by signing a form developed by the Receiver.

All Guild members employed at the Holland will be provided access to a laptop or desktop computer; a personalized email account; a telephone; and a personalized voice mailbox, as well as other essential items and conditions that the Principal believes will support their fulfillment of professional responsibilities at the school.

The term of employment will include the following:

* Up to 185 instructional days;
* Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
* Up to 37 additional work days either before the school year begins or after the school year ends.

In the case that a Guild member begins work at the Holland after July 1, that individual’s additional work days will be pro-rated based on his/her start date in relation to the July 1st date.

The standard workday for Guild members during school days will be nine hours, all of which occur between the hours of 7:00 a.m. and 6:00 p.m. each day. The standard workday for Guild members during non-school days will be eight hours, generally 8:00 a.m. - 4:00 p.m. The Principal and/or Director of Operations has discretion to adjust these hours to meet the needs of the school, but Guild members’ required hours will never exceed 50 hours per week.

The standard workday for members of this union varies from the standard workday at the Holland. As a result, Boston Public Schools’ time-reporting system does not reflect the actual hours of all the Holland employees’ workdays.

Guild staff members will be expected to staff the front office at the Holland. Responsibilities include, but are not limited to, the following:

* Oversee the day to day activities of the school;
* Serve as the main point of contact in the school reception area;
* Manage phones (answering calls, re-directing calls, taking messages, placing calls, creating school announcements, etc.);
* Manage the collection and maintenance of student, personnel, and school information (receiving forms and paperwork, tracking missing forms, managing databases, updating contact information, maintaining records, etc.);
* Manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.);
* Plan and manage logistics and preparations for school events and activities as needed;
* Support staff meetings, staff retreats, and staff orientation;
* Greet and document all visitors;
* Manage school maintenance and supply systems;
* Maintain office equipment and furnishings;
* Maintain school calendar of events;
* Process student and faculty applications; and
* Participate in some elements of an intensive staff orientation and training for up to four weeks prior to the school year.

All Guild members have some responsibilities for the overall effective working of the school. All UAH Guild members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the Holland. These activities may include, but are not limited to the following:

* Participation in three parent conference evenings during the school year;
* Support during transitions, arrival, dismissal, lunch, etc.;
* Phone contact with parents/guardians about the academic progress of students;
* Preparation of individual student weekly reports, Progress Reports, and Report Cards;
* Participating in staff recruitment and selection processes; and
* Serving as an advisor to a small cohort of students.

*Feedback, Performance Improvement, and Dismissal*

The Holland aims to provide ongoing feedback, coaching, and support to all employees. If and when an employee is not meeting the expectations of his or her job, the Holland may choose to place an employee on a Performance Improvement Plan. If and when the principal and/or her designee has determined that an employee’s performance is egregious, the school may elect to remove individual without instituting a Performance Improvement Plan.

**II. PROFESSIONAL COMPENSATION SYSTEM**

As part of the Turnaround Plan, UP Education Network and the Holland school leaders will continue to utilize the revised compensation system with the following components.

**CAREER LADDER**

*Definitions*:

Novice teachers are typically first-year teachers entering teaching directly from college.

Developing teachers are early career educators, typically with one to two years of experience. There are two levels within the Developing tier.

Career teachers have been recognized as excellent educators. Career teachers serve as role models to less-experienced educators and proactively drive their own professional growth.

Advanced teachers are outstanding educators who serve as school-wide models of excellence. Advanced teachers have at least five years of experience and possess deep expertise in their craft.

Expert teachers are exceptional educators who serve as district-wide models of excellence. Expert teachers have at least five years of experience, possess deep expertise in their craft, and are capable of elevating the practice of already-gifted educators. Expert teachers will assume additional roles and responsibilities to support the district’s improvement.

Chart, waterfall chart of educator's career level.



The career ladder schedule is modified for school year 2023-24 as follows:

|  |  |
| --- | --- |
| **Career Level** | **Compensation Level** |
| Novice | $70,000 |
| Developing Level I | $78,000 |
| Developing Level II | $85,000 |
| Career Level I | $92,000 |
| Career Level II | $97,000 |
| Career Level III | $103,000 |
| Career Level IV | $109,000 |
| Career Level V | $115,000 |
| Career Level VI | $120,000 |

*Transition to the Career Ladder*

Effective July 1, 2015, teachers who were selected to remain at UAH were assigned to one of the career ladder levels based on the teacher’s salary placement on the previous salary schedule as of June 30, 2015, without regard to the teacher’s rating on the end-of-year evaluation, as described below. No returning teacher received less compensation than they received in 2014-2015 (BTU salary plus career awards plus ELT stipend).

Newly hired teachers will be placed on the career ladder as determined by the Receiver.

The Receiver will continue to review and may adjust the salary schedule periodically.

The annual base salary for an “Advanced” teacher is modified to $125,000 beginning in school year 2023-2024. Advanced teachers must possess an initial or professional license.

The annual base salary for a “Expert” teacher is modified to $130,000 beginning in 2023-2024. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach the amount specified for the year the position is held. These stipend compensation amounts shall be included in the teacher’s base pay or otherwise considered as part of the teacher’s annualized salary for retirement purposes. Expert teachers must possess a professional license.

The Receiver will establish a process for eligible teachers to apply for Advanced or Expert Teacher levels. Teachers selected for these roles will be compensated at the salary levels for these positions for the duration of their assignments. Upon leaving these assignments, teachers will return to their most recent compensation levels.

*Advancement on the Career Ladder*

A Novice teacher shall advance to Developing I and a Developing I teacher shall advance to Developing II annually provided that the teacher does not receive an end-of-year overall evaluation rating of “unsatisfactory.”

A Developing II teacher shall advance to Career I and all Career level teachers shall advance a level annually provided that an end-of-year overall evaluation rating of “proficient” or “exemplary” is received, with “proficient” or better ratings on all four standards. A teacher with an end-of-year overall rating of “proficient” who has achieved less than “proficient” ratings on all four standards may still advance to the next level with the recommendation of the building principal and the approval of the Receiver.

Effective beginning in school year 2020-2021, a Career VI teacher who has been employed as a Career VI teacher for at least one school year and who receives an end-of-year overall evaluation rating of “proficient” or “exemplary,” with “proficient” or better on all four standards shall receive an additional $2,500 added to their base salary annually.

A teacher may advance on the salary scale more rapidly than described above with the recommendation of the school principal, subject to the approval of the Receiver.

Novice, Developing, and Career teachers who continue in employment shall not have their salary reduced based on their performance evaluation.

Consistent with the Turnaround Plan, based on past experience and performance, a newly-hired teacher may be hired by the Receiver above the Novice level.

The categories of Advanced and Expert teachers will be established effective July 1, 2015. The roles, expectations, and selection criteria for these teachers will be developed by the Receiver.

A teacher who has attained the status of Career III or higher and received “proficient” or “exemplary” overall end-of-year ratings the previous two years can apply to become an Advanced teacher through a cumulative career portfolio. A teacher who has attained the status of Career III and above and received “exemplary” overall end-of-year ratings the previous two years can apply to become an Expert teacherthrough a cumulative career portfolio. The portfolio may include 1) student growth data over time; 2) endorsements from peers, parents, students, and administrators; 3) and evidence of effective instruction.

In addition to teacher advancement as outlined above, if the Receiver determines that the payment of additional compensation to a bargaining unit member is necessary to better serve the needs of the students, the Receiver, with approval from the Commissioner, may authorize the additional payment.

**III. SUMMARY OF BARGAINING**

On January 29, 2014, Commissioner Chester sent letters to Boston School Committee and several unions representing employees who work at the Dever and Holland schools notifying them that the turnaround plans for these schools would require changes to the collective bargaining agreements, and requiring them to bargain with respect to these changes. The district scheduled sessions with each union. DESE provided the required changes to working conditions at the Dever and Holland schools to the Superintendent. The Boston Public Schools Superintendent assigned key staff members and the school department’s labor relations attorney to handle the negotiations. There were several preparatory meetings which included the receivers, DESE representatives, and school department personnel.

Boston Teacher’s Union (BTU)

Representatives of the Boston Public Schools (BPS) met with representatives of the BTU on Monday, February 24, 2014 pursuant to the Commissioner’s directive. The negotiation session was also attended by representatives of the Receivers for both the Holland and Dever Schools, as well as a representative of the Commissioner. Prior to the meeting, the Boston School Committee had provided the BTU with a Working Conditions Summary Document for each school, that outlined various changes to terms and conditions of employment and set forth a model compensation plan which would serve as a basis for compensation changes in both schools. Boston School Committee representatives and the Receivers explained the intended changes at both schools and answered questions posed by the BTU. The BTU made counterproposals to the changes, but ultimately no agreement was reached. As a consequence of the district’s budgetary situation, a decision was made to await further details regarding next year’s budget for the schools before presenting a detailed compensation proposal. It is anticipated that as soon as the budget uncertainties are resolved, the Receivers will consult with the union regarding the performance-based compensation plan.

Boston Association of School Administrators (BASAS)

Representatives of the BPS met with representatives of BASAS on Friday, February 28, 2014, pursuant to the Commissioner’s directive. The negotiation session was also attended by representatives of the Receivers for both the Holland and Dever Schools as well as a representative of the Commissioner. Prior to the meeting, the Boston School Committee had provided BASAS with a Working Conditions Summary Document for each school that outlined various changes to terms and conditions of employment. Boston School Committee representatives and the Receivers explained the intended changes at both schools and answered questions posed by BASAS. BASAS made counterproposals to the changes, but ultimately no agreement was reached.

Administrative Guild (GUILD)

Representatives of the BPS met with representatives of the Administrative Guild which represents school secretaries on Thursday, February 27, 2014, pursuant to the Commissioner’s directive. The negotiation session was also attended by representatives of the Receivers for both the Holland and Dever Schools as well as a representative of the Commissioner. Prior to the meeting, the Boston School Committee had provided the Guild with a Working Conditions Summary Document for each school that outlined various changes to terms and conditions of employment. Boston School Committee representatives and the Receivers explained the intended changes at both schools and answered questions posed by Guild representatives. The Guild made counterproposals, but ultimately no agreement was reached.

**Appendix B: Measurable Annual Goals**

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| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022**  **Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** | | **(1) Student attendance, dismissal rates, and exclusion rates** | Attendance rate (%) | 87.6 | 88.1 |  |  |  | | Chronic absenteeism rate - Grades 1-8 (%) | 47.7 | 45.5 |  |  | Aligned with accountability target. | | Chronic absenteeism rate - Grades 9-12 (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Out-of-school suspension rate (%) | N/A | N/A |  |  | No rate reported in 2021-2022 | | In-school suspension rate (%) | N/A | N/A |  |  | No rate reported in 2021-2022 | | Percentage of students suspended more than 10 days (%) | N/A | N/A |  |  | No rate reported in 2021-2022 | | Dismissal rate (%) |  |  |  |  | Total number of dismissals from non-routine student-nurse encounters divided by total number of non-routine encounters. | | **(2) Student safety and discipline** | Interpersonal incidents (#) | 1 | 0 |  |  | Includes count of offenses for: physical attacks, physical fights, sexual harassment, and sexual assault (including rape). | | Weapons incidents (#) | 1 | 0 |  |  |  | | Incidents of substance possession/use/intent to sell (#) | 0 | 0 |  |  |  | | Incidents of theft/vandalism (#) | 0 | 0 |  |  |  | | **(3) Student promotion and dropout rates** | Grade 9 retention rate (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Dropout rate - All students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Dropout rate - High needs students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | **(3b) Graduation rates** | Four-year cohort graduation rate - All students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Four-year cohort graduation rate - High needs students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Extended engagement rate - All students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Extended engagement rate - High needs students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | **(4) Student achievement on the Massachusetts Comprehensive Assessment System; (5) Progress in areas of academic underperformance; (6) Progress among subgroups of students, including low-income students as defined by chapter 70, limited English proficient students and students receiving special education; (7) Reduction of achievement gaps among different groups of students** | ELA MCAS Average Composite Scaled Score - All students, NonHS grades | 480.0 | 482.7 |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. | | ELA MCAS Average Composite Scaled Score - High needs students, NonHS grades | 479.2 | 481.9 |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. | | ELA MCAS Average Composite Scaled Score - All students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | ELA MCAS Average Composite Scaled Score - High needs students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Math MCAS Average Composite Scaled Score - All students, NonHS grades | 477.5 | 480.2 |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. | | Math MCAS Average Composite Scaled Score - High needs students, NonHS grades | 476.7 | 479.5 |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only. | | Math MCAS Average Composite Scaled Score - All students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Math MCAS Average Composite Scaled Score - High needs students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Science MCAS Average Composite Scaled Score - All students, NonHS grades | 473.4 | 477.0 |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 5 and 8 only. | | Science MCAS Average Composite Scaled Score - High needs students, NonHS grades | 472.3 | 476.1 |  |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 5 and 8 only. | | Science MCAS Average Composite Scaled Score - All students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | Science MCAS Average Composite Scaled Score - High needs students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | English learners making progress on ACCESS for ELLs - Grades 1-8 (%) | 54.1 | 59.5 |  |  | Aligned with accountability target. | | English learners making progress on ACCESS for ELLs - Grades 9-12 (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. | | **(8) Student acquisition and mastery of 21st century skills** | Average student score on rubric measuring social-emotional learning skills (Teamwork, Integrity, Grit, Engagement, Respect). (1 - Area of Concern, 2 - Developing, 3 - Very Good, 4 - Excellent). | 2.9 | 3 |  |  |  | | **(9) Development of college readiness, including at the elementary and middle school levels** | Average student mastery on end-of-unit curriculum based assessment in ELA (EL Education) at the end of the year (%) | N/A | 60 |  |  |  | | Average student mastery on end-of-unit curriculum based assessment in Math (Illustrative Mathematics) at the end of the year (%) |  | 60 |  |  |  | | **(10) Parent and family engagement** | Average Family Net Promoter Score (NPS), which asks parents if they would recommend the school to another parent on a scale of 1-10 and calculates promoters (those who score 9, 10) vs. detractors (1-6). | 10 | 10 |  |  |  | | **(11) Building a culture of academic success among students** | The average rating on the "valuing of school" measure on the Panorama student survey. The scale is from 1-5, ratings of 4 and 5 are considered favorable. | N/A | 3.7 |  |  | Baseline collection year | | **(12) Building a culture of student support and success among school faculty and staff** | Percentage of staff who "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: "I am invested in the idea that using evidence of student learning to drive instruction will lead to positive outcomes.” (%) | N/A | 80 |  |  |  | | Teachers earn an overall rating of proficient or higher on the internally created "Instruction that Invites and Expects Student Thinking" rubric (%). | N/A | 70 |  |  |  | | **(13) Developmentally appropriate child assessments from pre-kindergarten through third grade** | Pre-kindergarten through Grade 3 students demonstrate they are on grade level for reading foundational skills as is indicated by the EL Skills Benchmark Assessment (%). | N/A | 60 |  |  |  | |  |

**Appendix C: Financial Plan for the School**

**UP Academy Holland School Financial Plan**

The Commissioner and the Receiver are fully committed to the most effective use of the Holland Elementary School’s resources in order to achieve the rapid, dramatic improvement of the school. The effective use of resources to maximize student achievement is the principle on which all of the school’s strategies will be based. All resources allocated to Holland Elementary School, including time, funds, human capital, operational supports and other resources will be aligned in support of student learning.

Given that salaries and employee benefits are the largest and most significant portion of a school’s budget, the Commissioner and the Receiver will ensure that those investments are allocated in a manner most likely to promote increased student learning. In addition, the Commissioner and the Receiver will ensure the provision of sufficient time for student instruction and staff development, and that the use of that time maximizes student achievement. At the same time, they will curtail expenditures that fail to demonstrate a positive relationship to student learning.

Projected Funding Available for UP Academy Holland in Fiscal Year 2023-2024

Pursuant to the Achievement Gap Act, a district is required to provide funding to a chronically underperforming school that is at least equal to the average per pupil funds received by other schools in the district for students of the same classification and grade level.[[4]](#footnote-5) The Act also authorizes the Commissioner to reallocate the use of those funds within a chronically underperforming school. If the Commissioner determines that a district has not provided the required level of funding to a chronically underperforming school, the Commissioner is authorized by the statute to provide additional funds to the school from the budget of the district. The Commissioner reserves the right to exercise this authority, following further review of the total funding provided by the district to UP Academy Holland Elementary School. If the Commissioner decides to provide additional funds to UP Academy Holland Elementary School from the district budget, the Commissioner will notify the school committee and the superintendent in writing of the amount and the rationale for the additional funds.

The information provided below includes projected funds to be available for operating the UP Academy Holland Elementary School in School Year 2023-2024, including district, state, and federal funding sources.

|  |  |  |
| --- | --- | --- |
| **Funding Source** | **FY24**  **Estimated Amount** | **Notes** |
| Weighted Student Funding allocation | $6,312,296 | This includes staff and general school-based expenses for grades Pre-K to 5. It does not include transportation, food services, payroll services, benefits and similar district services which will be provided to the chronically underperforming school on the same basis as other schools. |
| Other district allocations to school budget | $577,331 | Funding for Nurse, Coordinator of Students with Disabilities Services, Family Liaison, and Social Worker |
| Extended learning time and discretionary central services | $414,879 | Funding for extended learning time and/or other supplemental services, as well as discretionary central services such as library & media support, technology, printing, and curriculum. |
| Students with disabilities services and positions | $432,556 | Funding for services stated in IEPs such as OT, SLP, PT, 1:1 aides, psychologists. These services are provided by centrally staffed personnel to other non-chronically underperforming schools. |
| Federal grants | $1,434,897 | Title I funds to improve education for children from low-income families. ESSER funds to mitigate disrupted learning and other impacts of COVID-19. |
| Hold Harmless | 853,287 | Soft landing funding allocated by BPS to schools across the district experiencing enrollment declines due to COVID-19, to maintain current staffing. FY23 allocation was $848K. |
| State payment to receiver | $750,000 | Funding for operation of the school |

Within the broad budgetary framework identified above, and consistent with the statutory requirement of equity in per pupil funding, the Commissioner will use his discretion to determine whether and to what extent the per pupil funding formula will include provision of “in-kind” services. For example, it is anticipated that the district will provide certain services to the UP Academy Holland Elementary School (including but not limited to: transportation, employee benefits, facilities, payroll, safety, food service, and other central office services) as “in-kind” support. It is also anticipated that the Receiver will provide certain services to the UP Academy Holland Elementary School that the district provides to other non-chronically underperforming schools. The funding formula may recognize the provision of services from the district. Where the Receiver is providing services that the district provides to other non-chronically underperforming schools, the district will provide commensurate funding to the UP Academy Holland Elementary School. The district, Receiver and DESE will enter into a Memorandum of Agreement regarding the provision of these services and will work together to ensure that the appropriate resources are available for the school’s daily operations. An example of this is funding for students with disabilities services, as noted in the table above.

1. For specific findings and systemic challenges that led to the school entering receivership, please see the April 18, 2014 Turnaround Plan at p. 3: <https://www.doe.mass.edu/level5/schools/holland-final-plan.docx>. [↑](#footnote-ref-2)
2. The July 20, 2020 and August 2, 2021 letters extending the 2017 renewed turnaround plan may be found here: <https://www.doe.mass.edu/level5/schools/holland.html> [↑](#footnote-ref-3)
3. The school did not receive a percentile ranking in 2017 due to its first-time administration of the Next Generation MCAS assessment in Spring 2017. [↑](#footnote-ref-4)
4. G.L. c. 69, § 1J(o). [↑](#footnote-ref-5)