515-517 West Fourth Street
Plainfield, NJ 07060

Renewal Application

Date: October 15, 2018

Submitted to the Union County Board of Education

Table of Contents

Section	Page Number
Basic Information	3
Mission and Key Design Elements	4 – 5
Curriculum	5 – 10
Instruction	10
Assessment	11 - 13
Organizational Capacity	13 – 15
School Culture & Climate	15 - 16
Family & Community Engagement	17
Board Capacity	17 - 18
Special Education	18 – 20
English Language Learners	20
Fiscal Performance Areas	21
Five Year Planning	22 – 24
Appendix - A – Instructional Practices	24 – 27
Appendix – B – RTI, I&RS/Referral Intervention Services	28
Appendix – C – Budget Summary without Expansion	29
Appendix – D – Budget Summary with Expansion	30
Appendix – E – 2019-2024 – Budget Narrative	31
Appendix – F – 2019 -2020 – Cash Flow	32
Appendix – G – Board Approval of Charter Renewal	33

Renewal Application Questions

BASIC INFORMATION ABOUT THE SCHOOL

*Provide all enrollment numbers as of the last day of school for students in 2017 - 2018

BASIC INFORMATION*	
Name of School	Union County TEAMS Charter School
Mission (please state the mission)	The Union County T.E.A.M.S. Charter School for Technology, Engineering, Architecture, Mathematics and Science is a small learning community, Grades K—12, where all students achieve high academic standards by using the built environment as a learning laboratory. Students gain the tools and confidence necessary for successful post-secondary education entrepreneurship, and the world of work. Students interact with professionals in various professions including the construction community, and manifest by their experiential learning …."We Are Community Builders… Aiming High and Achieving Greatness"
Total Enrollment	384
Number and Percentage of Free or Reduced Price Lunch Students	295,75%
Number and Percentage of Special Ed Students	39, 10%
Number and Percentage of LEP Students	12, 4%,
Number and Percentage of Asian Students	1, .5%
Number and Percentage of Black Students	255, 66%
Number and Percentage of Hispanic Students	123, 33%
Number and Percentage of White Students	2, 1%
Number and Percentage of Other ethnic groups	0, 0%

ORGANIZATIONAL PERFORMANCE AREAS

MISSION AND KEY DESIGN ELEMENTS

The following questions are aligned with the Organizational Performance Framework, Performance Area 1: Education Program and Capacity.

1.1 Mission & Key Design Elements

a) Describe the school's educational philosophy.

At Union County TEAMS Charter School (UC TEAMS), we believe that all students can learn and will learn. We set high expectations for our students to meet and exceed state standards so that they are on the path to success in college and the world of work. Rigorous, engaging, and differentiated instruction are the keys to our success. Students thrive on challenging work and they are able to produce student work that demonstrates mastery of content through problem-based learning. Students become critical thinkers at UC TEAMS. We support our students in a positive, joyful academic environment while ensuring that they aim high and achieve their goals. We also believe in providing opportunities for growth and enrichment for our students outside of the classroom. We have numerous enrichment activities such as sports, arts, music, presentations, and celebrations for our tight-knit community.

b) What are the school's key design elements? Emphasize the unique and innovative features of the educational program.

STEM-Focus (The Built Environment): Our curriculum has a strong emphasis on Science, Math, Engineering, and Architecture through project-based learning. We also offer a STEM Extended Day Program using STEM as the focus, and provide an effective and competitive school-wide "Built Environment Science Fair". There was 90% participation in the "Built Environment Science Fair" with the High School adding computer games which were interactive and more displays with parents and judges present to ensure greater community participation.

Small Learning Community: As a small learning community, UC TEAMS has created an environment where students have a greater opportunity to get to know each other personally and develop close knit relationships. We tailor instruction to meet the needs of individual students while also encouraging all students to meet higher expectations. Being recognized as a Tier 1 Academic Performing School, our method for pedagogy is ideal for learning. This Small Learning Community affords students name recognition along with special attention to each student's academic and social need. Students help students feel safe and included, regardless of their differences. At UC TEAMS, we foster leadership, citizenship, and social emotional skills through increased student engagement. We guide our students to confront issues of race, gender and differing perspectives. Our students internalize values of care and respect and demonstrate an increased sense of personal responsibility where they feel confident helping their peers work in teams, resolve conflicts, and solve problems.

We know that students, teachers, and families recognize the benefits of more individualized attention. UC TEAMS' clusters are designed to create community through the K – 12 school program. In our K – 2 cluster, yellow shirts are identified as Junior Achievers. In our 3 - 5 cluster, burgundy shirts, are identified as Achievers. The Scholars are grades 6 – 8 with white shirts and plaid skirts/jumpers or navy slacks. Our Leaders form the High School/College Leadership Academy in grades 9 – 12 with blazers and ties. The uniform is mentioned to point out distinction between and among students of the school.

RISE Program: Serving students in an urban district has numerous challenges – academic, social, and emotional. Many of our students enter UC TEAMS below grade level. In order to accelerate growth, we have implemented the RISE Program from October through April. The Rise Program is a two-hour basic skills program in both Math and ELA two - three days per week. During this time, students receive remediation based on identified learning gaps through our assessment system. Students also receive targeted, small-group instruction during this time and Saturdays at SMART and/or Boot Camps (Math/ELA).

Opportunities for Enrichment: At UC TEAMS, we seek to provide a well-rounded education that includes opportunities for enrichment. UC TEAMS is a rich and diverse school and we celebrate and highlight our student's educational personalities by offering a plethora of enrichment opportunities. These enrichment activities are designed for learning and respecting our differences in and out of our classrooms. These opportunities also keep students, educators, parents and the community engaged beyond the classroom. Every week there are opportunities not only for students experiencing difficulties, but there is the STAR project to accelerate learning for those students on level. Also, participation in Club Wednesdays is available for all students. These afterschool programs include dance/step, guitar, Art, and the Charter School Athletic League where basketball is provided for girls and boys. (Incidentally, our boys are the Middle School Basketball Champions for 2018 in a record year of 13-1). School-sponsored day and evening events allow additional participation and student presentations. It is through both winter and spring concerts students exhibit speaking, singing, dancing, and instrumental talents. Black Heritage Month, Hispanic Month, Built Environment/STEM Fair, National Honor Society Service and Induction, art competitions, and other events are frequent on our calendar to further exhibit all student participation. These opportunities exhibit student pride and allows them to share with parents and the broader community.

Pathways for College and Career: Our ultimate goal is to prepare students for success in college and in the world of work. We further encourage STEM pathways in post-secondary education and have achieved that with 50% of all college students majoring in Math and/or Science related fields. At UC TEAMS, all classrooms are identified by either a historically black college or university or one of New Jersey's colleges or universities. This begins the visioning process for a college education. At the High School, our academic curriculum is credit-driven by the State-endorsed diploma requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century. This course of study includes a program of 125 credits designed to meet the NJSLS. Our students are expected to provide a minimum of two acceptances to a two-year college, four-year college, or vocational-technical school. We have developed a strong partnership with Union County College and Middlesex County College for our students to attain college credits while still in high school. Leadership classes convene so that students learn and explore the twenty-one indispensable qualities of a leader. Boot Camp, special classes, and tutoring are provided for the development of skills necessary for SAT Preparation, improved PARCC scores, Accuplacer (College Placement Test), and ASVAB Assessments. Off-site program field experiences in finance, college fairs, science days, service learning and other instructional events balance a curriculum designed to present students with learning experiences - "Beyond These Four Walls".

c) If applicable, describe any changes to the mission over the last charter term and how changes were communicated to all stakeholder groups.

Not applicable. There were no changes to the mission over the last charter term.

1.2 Curriculum

a) Describe the school's curriculum and how it is aligned to the state standards.

The foundation of the curriculum program at UC TEAMS is established in Pearson Realize, a digital platform for instruction. Curriculum Maps are created following the NJSLS and all curricula are created with the standards as the foundation. Below is additional information about our curriculum especially at the high school level.

Subject and Grade	Description
Subject and Grade **PEARSON AGA ENVISIONS MATH,** **MY PERSPECTIVES ELA (6 – 12),** **READING STREET (K – 5),** **PEARSON SOCIAL STUDIES AND SCIENCE PROGRAMS**	**Description** We have adopted Pearson Realize in all core subject areas: Language Arts K – 12, Middle School Social Studies 6 – 8, Science Hands On K – 8, Reading Street K – 5, My Perspectives – 6 -11, Algebra I and II – 9 – 10, Geometry -10 – 11, World History, US History I and II, World Language (Spanish) and Acellus – Online (supplemental curriculum).
ALGEBRA I	Algebra 1 is designed to help students improve their problem solving abilities and apply their algebra 1 skills to help solve real world problems. Students are expected to look for and discover patterns. Once patterns are discovered, students are expected to make predictions using these patterns. This course is also designed to help prepare students for Algebra II and Geometry.
ALGEBRA II	Algebra 2 course builds on Algebra 1 topics with extension of the study of algebra beyond linear and quadratic functions. Topics include analysis and modeling with a variety of complex functions such as quadratic, exponential, polynomial, square root, cube root, and rational.
GEOMETRY	Geometry, along with Algebra 1 and Algebra 2, serves as the starting point for further work in mathematics. The course covers concepts such as deductive reasoning, transformations, isometry, congruence, similarity, polygons and circles, area and volume, constructions, and applications to plane and solid figures.
BIOLOGY	Biology focuses deeply on four core areas: ecological systems, evolution, cellular systems, and genetics. Students make meaningful connections among the structures, processes, and interactions that exist across biological systems—from cells to ecological communities. Students begin to understand and appreciate the extraordinary diversity of life as well as the unity that exists across that life. This course focuses on the complex and dynamic processes that are required to sustain Earth's biodiversity where students build an understanding and simulate the intricate relationships of interdependence between living and nonliving systems through real and virtual experiments.
HONORS PHYSICAL SCIENCE	Physical Science study is the fundamental nature and behavior of the physical world. Students learn that this is the root of all other kinds of science, because everything is ultimately made of matter and follows physical laws. The major themes studied in this course are Earth's Place in the Universe, Geosystems, Force, Energy, and Waves. Students gain a greater understanding of the fundamentals of physical science through real and virtual experiments as they affect the lives of everyone in modern society.

HONORS CHEMISTRY	The Chemistry study provides an opportunity to investigate integral part chemistry plays in everyday life. Students investigate the matter and change, atomic structure, intermolecular forces and bonding, Chemical reactions. These fundamental concepts of chemistry lead to investigation labs.
PHYSICAL EDUCATION AND HEALTH	Physical Education is designed to present students with lifelong health trends including swimming, weight and strength training, general exercise through walking, running, dancing, and playing various sports. These are enjoyed in the environment of a state of the art gym and a sports and health club which introduce students to a continuum of physical care which extends beyond their school life. In addition the health component addresses the most important challenges young people face with interesting nonfiction articles that emphasize critical thinking skills and offer students impactful and useful information on what to do in high stake situations. Physical, social and emotional wellness skills are provided.
WORLD LITERATURE	Ninth Grade English will continue to develop students' skills in reading strategies, writing and critical thinking at the high school level. World Literature focuses on literature from different parts of the globe from various eras. Using Pearson's My Perspectives materials, students will study multicultural views through the lens of and other genre. Presentation and research skills will also be enhanced in this yearlong study.
AMERICAN LITERATURE I	Tenth grade English will continue to develop students' skills in reading, writing and critical thinking at the high school level. American Literature I focus on canonical literature from the early era of American history up to the 20th Century. Using Pearson's My Perspectives materials, students will examine pivotal events in the evolutions of the United States during this period through the critical lens of its most influential writers and thinkers and continue to engage students in technology-integrated projects that will enhance multimedia skills. Increased reading comprehension skills, grammar and mechanics, as well as strengthened writing skills are the desired results.
AMERICAN LITERATURE II	Eleventh grade English will continue to develop students' skills in reading, writing and critical thinking at the high school level. American Literature II focuses on canonical literature from the modern and contemporary periods in American history, from the turn of the 20th century to today. Using Pearson's My Perspectives materials, students will examine pivotal events in the evolutions of the United States through the critical lens cast by some of its most influential writers and thinkers. Students will also be required to respond to readings by engaging in textual interpretation, literary analysis, and journal writing and essays. They will also participate in technology-integrated projects that will enhance multimedia skills. Upon completion of the course, students will have advanced their reading comprehension skills as well as those of grammar and mechanics, as well as strengthened the writing skills gained in ninth and tenth grades.

AFRICAN AMERICAN LITERATURE	This course is designed to use the literature of African American writers in all genres to help students learn of the writings influenced by the history of the times. This will include but not be limited to literature that provides an awareness of social injustices and societal ills within many of the systemic organizations in the United States. The literature used identifies complex problems within the systems, i.e., mass incarceration, policing, education, health care and the Criminal Justice System. Students will read excerpts from contemporary writers as well as those from the past to gain varying perspective on these issues. At the same time they will use comparative writing for several topics and wide ranging social concepts while interpreting literary text within its historical and social context. Through research and documentaries, they will create visual and oral presentations on related topics and themes.
INTRO TO COMPUTER SCIENCE I	Intro to Computer Science uses the curriculum designed by the Microsoft Corporation. Under Technology Education and Literacy in Schools (TEALS), this computer science curriculum was developed by a group of computer science enthusiast.
INTRODUCTION TO PYTHON COMPUTER SCIENCE II	This course is an Introduction to the Python Programming Language. The language allows the student to create solutions to many complex problems. Currently, many reputable colleges use Python as an introductory programming language. The Python programming language is an interpreted programming language that has built-in libraries that aid in creating interesting and complex programs. Python also has features to support object oriented design. We have partnered with the Microsoft Corporation, through the TEALS which has designed a curriculum that helps students become proficient in the Python programming language. Problem based learning is the key to students understanding and applying topics taught.
21ST CENTURY CAREERS	This course will help students view institutions of higher learning, i.e., Colleges, Universities, Trade Schools and the like to catch a glimpse of their future as they research and present on schools and careers of their choice. Dream professions are encouraged as students begin to broaden their scope of possible fields of endeavor. In the exploration of various new careers, they will learn the skills and education required, and the projections for these careers in the future. Additionally, they will learn to construct a resume, prepare for an interview, using the terminology and vocabulary pertinent to each new career. A main feature for this course is professionals speaking from their experiences in varied areas to inspire students to follow their aspirations in the realm of education and dream professions.
GLOBAL STUDIES	This course serves as an introduction to Early Civilizations. This course covers the beginning of human society, the Fertile Crescent, Ancient Egypt and Nubia. It is an introduction to Pre-History, Neolithic and Paleolithic eras, Early Civilizations, Fertile Crescent Empires, The Legacy of Mesopotamia, Mediterranean Civilizations, Judaism, Ancient India, Ancient China, Ancient Greece and Early African Civilizations. These are taught on an introductory basis as a comparative framework.

UNITED STATES HISTORY I	This course is an exploration into the birth and development of America. There will be special focus on the geography, economy, government, military, foreign affairs and the people who helped to shape the new nation. The course will enable students to understand and be able to experience their connection to the development of American culture and society by examining the past to prepare for their future as participating members of a global community. From Colonial America and the events that led to the American Revolution and independence from England, to the period of American Industrialization, students will be asked to research, study and evaluate the concepts of Democracy.
UNITED STATES HISTORY II	This course is a continuation of US History I into the development of Modern America. Students will analyze their connection to the development of American culture and society by exploring the past to prepare for their future as participating members of a global community. Students will closely examine periods beginning with Reconstruction and its changes in the South, to World War II, the Holocaust, and the resulting social, political and economic ramifications it had on Jews in the United States, and other nations. They will study the complex issues connected to the Cold War and analyze economic and social factors that contributed to segregation in the South. The causes and social benefits of the Civil Rights Movement will be examined and evaluated in contrast to the foundational concepts of democracy.
MUSIC: KEYBOARDS	Music is all around us, it is on our iPods, computers, radios, TV's. It's in our conversations, in our places of worship, on the playground, in our trees and on our streets. Students will explore the world of music through the use of keyboards.
MUSIC: APPRECIATION	Students will learn about music and its relationship to society through investigation of music from a variety of styles, genres, and historical periods. Students will learn the differences and similarities of various genres focusing on those most popular including, but not limited to, Blues, Jazz, Classical, Country, Hip Hop, Rock, R & B, and Latin.
WORLD LANGUAGE I & II (SPANISH)	Designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly.
LEADERSHIP	This course of study will focus on the character qualities of the individual person. The 21 Indispensable Qualities of a Leader, the foundation text, will help students learn and know that becoming a leader takes time. They will learn over 4 years that the law of process says that leadership develops daily, not in a day. Understanding leadership and actually doing it are two different activities and students will be exposed to and engaged in quality leadership activities. Participation in senior community service project is required.

FINANCE AND ENTREPRENEURSHIP	Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Several topics surveyed in Business Management courses may also be included.
ART & ART APPRECIATION	Comprehensive Art courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Art Appreciation includes Creative Art which will focus on creation. This course may also include the study of major artists, art movements, and styles.

[1] http://curriculum.eleducation.org/what-educators-are-saying
[1] http://assets.pearsonschool.com/correlations/NJ_enV2_K-5_2016.pdf

b) Describe the school's process (and rationale) for selecting, developing, reviewing and revising the curriculum.

Union County TEAMS Charter School selects, develops, reviews, and revises its curriculum based on alignment to New Jersey Student Learning Standards and by analyzing academic data to best meet the needs of our student population. Since UC TEAMS opened in 2005, we have implemented a well-developed, coherent curriculum across all grade levels. The Administrative Team utilizes teacher input and academic data to evaluate curricula and revise as needed. Assessment data that we utilize at UC TEAMS includes the Developmental Reading Assessment (DRA), LINKit benchmarks, unit tests, Acellus, and PARCC. We look at individual class data and subgroup data to make curricular adjustments.

The school's curriculum (Pearson) is aligned to state standards and delivered through a 40 and/or 80 minute block. Students enjoy vocal and music appreciation, technology integration, physical education/health, world language, art, and the Built Environment/STEM along with the core content of Math, ELA, Social Studies and Science. The school makes provisions for Gifted and Talented, Basic Skills, Special Needs, and ELL students in pull-out, push-in, and extended day programs designed to meet the needs of the learners. The RISE program is offered from October thru April in a two-hour Basic Skills Program in both Math and ELA two days a week. Our Special Needs program is primarily one of inclusion. In some instances, students are taught in small group instruction units in order to further enhance their skills. ELL students are accommodated through our Sheltered ELL Program. Our World Language program is delivered in the lower grades electronically through "duolingo" a computer-based Spanish program, an individualized approach to learning. However, at the high school level, World Language instruction is teacher led.

1.3 Instruction

a) Complete the *Description of Instructional Practices* template found in Appendix A.

1.4 Assessment

a) **Describe the school's assessment system and how it is used to improve instructional effectiveness and student learning.**

b) **Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.**

At UC TEAMS, we utilize a comprehensive assessment system to ensure accurate student data and progress towards student improvement. Through regular, consistent data analysis, we ensure that data-driven instruction is a core part of our professional development program and common planning times. Based on our analysis, we will revise our lesson plans and explore new curricula in order to best meet the needs of our students including students with disabilities, English language learners, and other at-risk students.

The following chart is a list of our core assessments at UC TEAMS including PARCC:

Grade Levels	Name of Assessment	Description
K-5	Developmental Reading Assessment (DRA)	This assessment is designed to gauge students' reading fluency, text levels, and comprehension development. The data is used to create student growth objectives (SGOs), diagnose reading instructional needs, group placement, plans for intervention, and plans for students reading above grade level. We also create end-of-year individual student summaries for parent notification and future planning.
3-11	LINKit Benchmark Assessment	This assessment is designed to gauge student mastery of standards in preparation for PARCC assessment and individual growth and development. It is administered three times per year and scores are available for staff to review to determine content to re-teach and/or revise teaching strategies to accomplish mastery.
K-6	Pearson Pre/Post Unit Assessments	This assessment is designed for evaluation at the end of unit assessments and used for individual student assessment and grouping for instruction.
3-11	Acellus/Enrichment (Basic Skills and Subject Lessons	These assessments follow computer-based lessons and determine learning in specific areas. It is summative in nature as it determines whether or not the student has achieved mastery by the final grade.
3 - 11	PARCC – MATH/ELA	These assessments are statewide and provide school wide data for each student in grades 3 – 11. As students move through the grades, the data informs their progress to the target set by the state. Cohort groups are tracked as well as individual students which assist in instructional goals for the same.

c) **Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.**

UC TEAMS sets academic goals annually to evaluate the success of our academic program. Ultimately, as a public charter school, we are held accountable for how our school performs against the New Jersey Department of Education's Charter School Performance Framework. In the 2016-17 school year (the latest report released by the Office of Charter and Renaissance Schools), we were rated as a Tier 1 School, the highest designation for a charter school in New Jersey. Our summative score of 74.6% out of 100 ranked us in the top quartile for all charter schools in the state. Our high school scores are even more encouraging. Our summative score of 86.0% out of 100 is the 2nd highest performance of charter high schools in the state. Since 2013, our high school has been ranked as a Tier 1 school for five consecutive years. Our elementary school has also been Tier 1 for four consecutive years. We also track our state assessment data by grade, cohort, and special populations.

In our annual report, we outlined a number of other goals that we use to evaluate the effectiveness of our program.

Goal #1 **Dual High School College Program**	**The UC TEAMS Charter School will provide all eligible students in the High School/College Leadership Academy an opportunity to participate in the dual high school/college Bridge Program onsite at Union County College and offsite at Middlesex County College.**
Measure	Growth in percentage of courses passed on the college campus by June 2018.
Target	75% of all Juniors and Seniors will be enrolled in the Bridge Program. 95% or better of students taking courses in the Bridge Programs will pass all courses taken in both semesters.
Actual Outcome	**We met and exceeded the target:** 80% of Juniors (42) and Seniors (24) were enrolled and completed the Bridge Programs. 99% of all students passed their courses with a grade of "C" or better, i.e., 363 credits taken and 360 credits completed.

Goal #2 **High School Graduation**	**All UC TEAMS students will meet/ or exceed graduation Requirements by the end of Grade 12.**
Measure	Continued growth in percentage of high school graduates and college acceptance to either a two year or four year college/university program, as well as acceptance to trade or certificated programs by June 2018.
Target	Continue 100% graduation rate with graduate with aforementioned acceptances.
Actual Outcome	**We met and exceeded the target:** 100% off all seniors met the state and district requirements for graduation. 100% of all seniors received a minimum of two acceptance letters to a College/University/Trade school
Goal #3	**The UC TEAMS Charter School will provide opportunities for project based learning in all curricular programs: General, STEM Extended Day Program using STEM as the focus, and provide an effective and competitive school-wide "Built Environment Science Fair".**
Measure	**Continued growth in percentage of project based entries into the Built Environment Fair in June 2018. As well as increased enrollment in after school enrichment programs.**
Target	**85% of school population will have individual entries in the BE Science Fair with competitive presentations with a panel of judges.** **60% more students will be enrolled in the STEM Extended Day Program, app. 70 students.**
Actual Outcome	**We met and exceeded the target:** **There was 90% participation with the High School adding computer games which were interactive and more displays with parents and judges present to enhance the evening.** **The STEM Extended Day, STAR, and Boot Camp enrolled 105 students in 2016-17. In 2017-18, 137 students were enrolled and attended the named programs above.** **72% more students were enrolled and participated.**

Goal #4 Curriculum Programs	**The UC TEAMS Charter School will provide opportunities for all staff to develop professionally in the areas of pedagogy, knowledge of NJLS, effective teaching strategies and classroom management via professional development seminars.**
Measure	Growth in the areas of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities as evaluated by both Informal and Formal tools aligned with the Danielson Model and through the Effective Classroom Management by Harry Wong.
Target	95% or better of all core subject area staff will be retained with Proficient levels on two of three evaluations, both informal and formal.
Actual Outcome	**We met the target:** Based upon Proficient level evaluations, 95% or better of all core staff will be retained.

Goal #5 HS College Preparation	**In the High School program, the goal is to increase standardized SAT scores through supplemental academic services.**
Measure	Incremental growth in percentage of students improving their SAT scores towards a target score of 900 or better, with ELA scores of 450 or better and math scores of 440 or better. *(New SAT 2016)
Target	65% of all high school senior students retaking the test will increase their previous score towards reaching 900 by scoring 75 points or better than the last administration. (New SAT 2016)
Actual Outcome	**We met and exceeded the target:** 65% of all seniors improved their SAT scores by an average of 84 points better than their last administration.

1.5 Organizational Capacity

a) Describe the school's organizational structure and roles of responsibilities of key personnel. Be sure to include the following in your response:

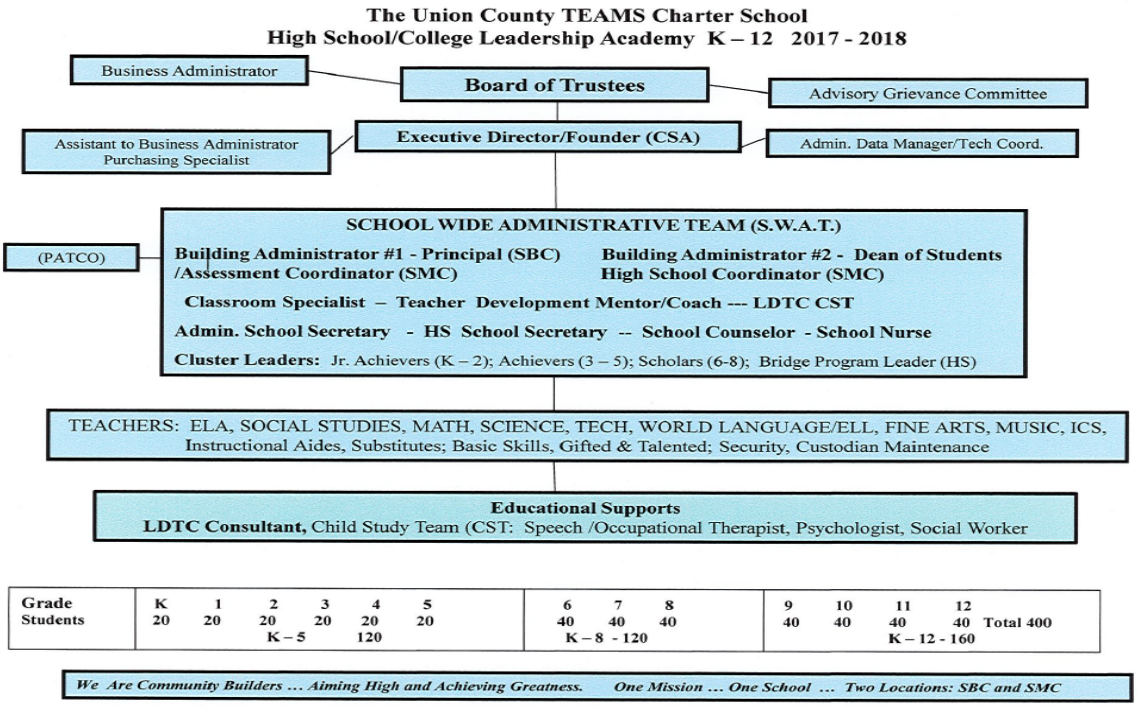
Process and system for decision-making: Our leadership team includes the following individuals.

Administrator Name	Title	Start Date
Mrs. Sheila L. Thorpe	Executive Director/Lead Person/CSA	2005-03-01
Dr. Otis A Richardson, Ph.D	Business Administrator	2011-09-01
Mr. Brian A. Albanese	Building Administrator #1- Principal K - 8	2015-06-08
Mr. Michael Chiles	Building Administrator #2- Dean of Students /Assessment Coordinator	2017-09-01
Ms. Shatiera Porte'e	HS Coordinator/Counselor	2017-09-01

Mrs. Sheila L. Thorpe is UC TEAM's Executive Director and reports directly to the Board of Trustees. She is one of the principal founders of the school and has been with it since its inception in 2005. She is a lifelong educator with a wide range of expertise in education as both a professional development fellow and collaborative leader fellow. She has been an educator at all levels including teacher, advisor, supervisor, principal and chief school administrator. Our SBA, Dr. Otis A. Richardson also reports directly to the Board of Trustees as well. He has been with the organization since, 2011 and is an accomplished entrepreneur, corporate businessman, with a CPA, a PHD, and a BA.

The following administrative team members report directly to the Executive Director. This team meets once a week to strategize, plan, and implement the school's program. Mr. Brian Albanese, Building Administrator – SBC, is an educator administrator with seven years of experience in education and four years as a principal. He serves as the curriculum specialist for the team and leads those initiatives with the assistance of Mr. Michael Chiles. Mr. Chiles has completed his Administrative Leadership Master's program and serves at the high school s as Dean of Students and Assessment Coordinator. His data charts provide significant information for the school and its focus on using data to improve instruction. Ms. Shatiera Porte'e, the counterpart of Mr. Chiles, is the High School Coordinator/counselor. Her extensive background in counseling and child and family services makes the coverage for the high school building administrators – SMC complete.

The following organizational chart explains our reporting structure with an outline of the S.W.A.T. our School Wide Administrative Team which meets once a month to be informed of school progress, challenges, and program planning.



Process and system for evaluating school leaders: The Executive Director, Mrs. Sheila Thorpe is evaluated using the New Jersey School Boards Association's Charter School Lead Person Evaluation Tool. The tool is broken down into 6 main domains: General Responsibilities, Instructional Leadership, Personnel Administration, Financial Management, School Leadership, and School/Community Relations. There are 32 different metrics which are rated by the Board to evaluate Mrs. Thorpe. Additionally, the evaluation process includes a discussion of the Lead Person's strengths, areas for growth, and how the Board can support the Lead Person to meet specified goals. Other administrators (instructional) are evaluated annually using the Marzano Principal Evaluation Framework. The Marzano Framework is approved by the New Jersey Department of Education and has five domains related to student achievement, instruction, curriculum, climate, and cooperation/collaboration.

Process and system for evaluating and coaching teachers: At UC TEAMS, we utilize the Charlotte Danielson Framework to evaluate our teachers three times per year. We focus on Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities as evaluated by both Informal and Formal tools aligned with the Danielson Model and through Effective Classroom Management by Harry Wong. We also work with two instructional coaches (consultants) to ensure that our teachers grow in their craft. These coaches mentor teachers and do model lessons on a regular basis.

Process and system for staff professional development: With a developing staff who are predominantly alternate route teachers, the design of professional development must directly affect student learning as teachers work in teams that (1) focus on assessed standards, (2) review achievement data to target learning gaps, and (3) regularly design and assess instructional strategies targeting specific needs that move all students towards meeting and or exceeding the standards. All teachers new to the profession will receive specific training and mentoring throughout the year with in house mentors, classroom consultants, who model, observe, and coach teachers throughout their first two years. Specifically, more emphasis will be placed on the four teaching domains as outlined in the work of Charlotte Danielson, (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibility. These areas will be stressed as keys to effective and efficient classroom practices. UC TEAMS Charter School proposed professional development in three major areas: understanding and using the core curriculum content standards, using data to improve instruction, and challenge staff to strive to take "Next Steps To Greatness: Blue Ribbon Bound", an initiative targeting excellence in academics. As a school rapidly closing the achievement gap we are making progressive strides as a K – 12 district boasting 100% graduation rates. Staff currently meets at three levels for planning and updates: the Administrative Team, S.W.A.T. (School - Wide Administrative TEAM), and combined staff. Moreover, the calendar has been designed to provide training during Friday afternoon sessions twice a month along with an hour each one day per week. All staff will have a minimum of nine hours of professional development each month. This is in addition to designated times for in-service out of the building via conferences, workshops, and webinars. Feedback from these sessions is regular and used for future opportunities. Expectancy of full implementation of curricula and programs in the classroom are monitored through focus walks, informal and formal evaluations. These data provide concrete information which informs the necessity for additional staff development in specific areas.

SCHOOL CLIMATE AND CULTURE

The following questions are aligned with the Organizational Performance Framework, Performance Area 2: School Culture & Climate.

2.1 School Culture & Climate

a) Describe how the school promotes a culture of learning, scholarship and high expectations. Be sure to include the following in your response:

How the school's overall learning environment aligns with its educational program. (Evidence may include, for example, student lead organizations, student achievements and recognition, adult learning communities, levels of disciplinary referrals, class and staff attendance, and participation in school events and activities);

UC TEAMS's Executive Leadership nurture the culture and climate of its learning environment through rigorous support of its educators and staff. Professional development, consistency, and accountability play a key role in keeping with our motto "We are Community Builders". Our retention rate for educators and staff is at 92%, student attendance rate is 96%, and parent survey data indicates that 98% are satisfied with the work that we do. We believe that when the same teachers are a consistent presence in a student's life these connections build trust and can repeat over time, building a stronger relationship and providing a rich context for social emotional and academic learning. We have metrics in place to measure the atmosphere where our teachers gather and teach, our staff support student achievement, and our students grasp the concept of learning. A team is developed to review data collected, make recommendations as needed, implement new changes and study the system of delivery to ensure that our school maintains its highest level of academic achievement.

UC TEAMS's ethos is embodied in its motto, "We are Community Builders … Aiming High and Achieving Greatness". Each year our elementary and high school students have won awards at the Teen Arts Festival where their artwork is on display throughout the county year round. Secondly, our school has participated and won top honors in four consecutive years at the Union County Freeholders "UC STEP" program which hosts student created community projects. Our students are active participants in Rutgers Day, Youth Conferences, Science, Computer, Junior Achievement Seminars, and other leadership forums.
It is through these experiences students:

- Learn leadership qualities and exhibit them in their character-both manner and demeanor.
- Discover their relevance in community building, restoration and renewal.
- Gain a healthy respect for themselves as individuals in a competitive society while experiencing core values and morals within a small, stable community with common living bonds.
- Learn to manage and resolve conflict both personal and otherwise through personal development and peer relationships.
- Discover a new found pride in their community along with knowledge of its rich heritage through the study of and contact with its people and their many accomplishments.

Our school culture and climate for students, teachers, and parents is measured through quantitative metrics. The following data is from the 2017-18 school year Annual Report:

- Student attendance rate (96%)
- Student suspension rate (4%)
- Teacher retention rate (92%)
- Staff retention rate (92%)
- Teacher survey data (80% satisfaction)
- Parent survey data (98% satisfaction)

How the school supports the social and emotional health of its students; and
How the school supports staff in creating a classroom environment conducive to student learning

We recognize that schools are vulnerable to external factors especially in an urban setting that can hinder a student's capacity to learn. Our team of professionals is trained to listen, validate students concerns, and know when the student's needs go beyond their scope in a classroom. UC Teams is equipped with school counselors who manage different stages of growth and development academically and socially for all our students. Support staff also plays a critical role in the development of our students. They provide encouragement and seek outside resources that can mitigate a student's chance for failure. UC TEAMS plug the holes in our safety net to ensure that the social and emotional health of our students is at its optimal. Therefore, giving our students the capacity to maximize their human learning potential. Our students know that we accept them at whichever level they are at, we have an agreement to treat each other with dignity, and respect, and we honor their voices to be heard. We practice a holistic approach in the care of our students.
We offer a structured environment which is a critical component for student learning. Each day, students recite our school pledge, *"I pledge to trust myself and others, to cooperate like sisters and brothers. I pledge to be heard and seen, to achieve my goals and fulfill my dreams. I pledge to be respectful and follow the rules, to be a good citizen in my community, home, and school. UC TEAMS is the place to be to learn, to grow and empower me."* At UC TEAMS, we have a bully-free environment so that students can learn. It is the right of every student to learn and grow in a caring, respectful, and peaceful environment. We also have school counselors to deliver a comprehensive school-counseling program to encourage all students' academic, career and personal/social development. The goal of the school counselor is to help all students in maximizing their individual student achievement. Services provided by the school counseling department include: individual student planning; individual and group counseling; consultation with staff members and parents; community referrals; and classroom guidance presentations.

2.2 Family & Community Engagement

a) Explain how the school promotes family and community involvement. Be sure to include:

i) Specific examples;

ii) Evidence of how plans have been realized; and

iii) Plans to improve the school's partnerships with families and community.

b) Describe the various partnerships the school has developed with educational institutions and/or community organizations. Be sure to include:

i) How these relationships promote and help achieve the school's mission; and

ii) How they align with the school's education program.

iii) Plans to improve the school's partnerships with the community.

As noted in our Annual Report 2017-2018, UC TEAMS provides ample opportunities for families to be involved in the school through workshops and events. Additionally, our school survey allows families to provide feedback. The school offers monthly Parent Group Meetings (K -12) where parents may come and share as well as contribute ideas to the well-being of the school. Twice a year, parents are encouraged to attend the State of the School Address in order to stay abreast of what is happening in the school academically, socially, and culturally. In addition, there is the Annual Orientation for all new families and High School Families, Annual Open House with STEM Fair and Spring Concert, Hispanic Heritage Program, and African American Heritage Program. Workshops on PARCC Assessment Awareness, Financial Aid, Anti-Bullying Sessions, and Parent Conferences (3) are also ways to connect with parents.

Our parents are available, supportive, and actively involved in all of our special events and activities. They prepare and serve meals, decorate, and help set-up and break down for special occasions, as follows: Kindergarten Moving Up Ceremony, Fifth Grade Moving On Ceremony, Eighth Grade Promotion, High School Graduation, the annual Thanksgiving Dinner. Our parents support every field trip taken in the school by serving as chaperones. In the 3 – 8 cluster, over 125 students ventured into NYC to see a Broadway Play, and over 25 parents assisted as chaperones with staff making up the balance to create a 1:3 Ratio in the City for dinner and a show. Moreover, our Basketball Team who became the Middle School Champions were supported at each game with parents who also accompanied them to Championship game in Newark, NJ. Parents follow through as speakers in various classrooms, sharing resources with staff to enhance school-wide initiatives, and finally, participating in our Annual Career Day. Our parents are the epitome of "Community Builders…."

Additionally, we have many partnerships community partners and educational institutions as noted in our annual report. In our annual report, we noted more than 60 community partners. We continue to explore additional partnerships that align to the school's mission annually.

BOARD GOVERNANCE

The following questions are aligned with the Organizational Performance Framework, Performance Area 3: Board Governance.

3.1 Board Capacity

a) Provide evidence that the board of trustees governs the school effectively. Be sure to include the following in your response:

i) Evidence that the board has the appropriate skills (legal, fiscal, educational, community, etc.) and experience to govern the school effectively;

ii) Information on the board's priorities for recruitment of additional members and how the board recruits and selects new board members;

iii) **Evidence that the board sets school goals aligned to the mission;**
iv) **Evidence that the board regularly monitors progress relative to its priorities;**
v) **Evidence that the board has adequate filled seats and regularly meets quorum, according to its bylaws; and**
vi) **Evidence that the board evaluates the school leader(s), school business administrator, and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals.**

UC TEAMS Board of Trustees' currently includes five voting members. The board has expertise in finance, education, and deep ties to the community of Plainfield. Clarence Beverly has worked in the field of banking since 1972 before recently retiring. Areas of expertise include business development, business cash flow analysis, and commercial credit. Reginald Piggee, an Architect with the firm of Chester, Ploussas & Lisowsky in Matawan, NJ, has over 20 years of experience in architectural engineering, planning, and design. Mr. Piggee has been a trustee since inception, playing a pivotal role in facilities planning, with particular attention focused on the retro-fitting of classroom and office facilities during the high school expansion project.
Bruce Williams has over 35 years of experience in the finance industry. Mr. Williams has held management positions with Howard, Smith, and Williams (an independent investment firm), as well as Dean Witter and Merrill Lynch. His daughter is a graduate of UC TEAMS and he serves as a parent voice for the board. In addition, he has deep ties to the community as a resident and through Shiloh Baptist Church. Leroy Canady lives in Plainfield and has non-profit experience. As a community resident, he serves on the board of The Neighborhood House, a provider of early learning education services in Plainfield. Juana Ortiz-Tealer has more than 20 years of experience in nonprofit organizations throughout the State of New Jersey. She also previously worked as an educator in Franklin Township. The Board at UC TEAMS understands the need to continue to recruit additional Board members especially those who will add expertise in areas currently not represented. We are currently seeking legal, fundraising, and additional education experience to add to our Board. Board members are recruited through professional networks and other forms of marketing. Each month, our Board posts meeting minutes on our website which demonstrates that we have adequate filled seats and we meet quorum in accordance with our by-laws.

The Board is involved in the goal-setting process and conducts a retreat annually. UC TEAMS has ambitious goals that are outlined in our annual report to measure the success of our program. Each month, the Board receives a report from the Executive Director regarding the school's academic progress relative to goals. The Board yearly adjusts targets to encourage growth and ultimate success in each of the goal areas. As stated in Section 1.5 Organizational Capacity, there are systems and processes to hold our leadership team accountable.

ACCESS AND EQUITY
The following questions are aligned to the Organizational Performance Framework, Performance Area 4: Access and Equity.

4.2 Special Education

a) Describe the steps the school takes to identify students in need of Special Education services.

If a student enrolls in the UC TEAMS Charter School with an IEP from the sending district. The IEP is reviewed by the ***Child Study Team (CST)*** and services commence immediately upon presentation of the IEP to the Special Education Coordinator.

If a currently enrolled student is suspected of having a disability that may require special education and related services, the following steps are followed:

1) Child Find: We are required to identify, locate and evaluate all children with disabilities in the state who need special education and related services.
2) Request Assistance: Identify learning, behavior and health difficulties of students. A teacher, parent or staff member shall submit a written **Request for Assistance** to the I&RS Case Manager along with documentation of interventions and modifications that have been implemented at home and/or in the classroom. (See I& RS Protocol)
3) When to Refer: A child should not be referred for a special education evaluation until after the general education program has modified the child's program and documented that the modifications have been implemented and have not been successful in meeting the child's needs.
4) Referral or Request for Evaluation: A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated.
5) Request for Evaluation: The request may be verbal or in writing. Written parental consent is needed before the child may be evaluated.
6) Evaluation Timeline: The evaluation will be completed, and an IEP meeting held within 60 days the District receives written parent consent for the assessment.
7) The student is evaluated: The evaluation will assess the child in all areas related to the child's suspected disability. The evaluation results are used to determine if the child is eligible for
special education and related services and to make decisions about an appropriate educational program for the child.
8) IEP Meeting is Held and Eligibility is Determined: An IEP Meeting of a group of qualified professionals and the parents review the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA.

b) Describe the special educational programs and range of services the school provides for identified students.

At UC TEAMS, approximately 10% of our students have an Individualized Education Program (IEP). While we believe that an inclusive educational environment for students with disabilities is most beneficial (as demonstrated by research), we provide a range of programming for students.

General Education Teacher Training: All teachers are trained annually in understanding the **Special Education Program of Inclusion** and providing **Critical Modifications listed in IEPs**. Teachers learn how to maximize the ICS/TOSD teacher to best support learners in the classroom. Through careful review of each student's IEP, teachers implement modifications and instructional strategies to meet students' goals and objectives as stated in their IEP.

In-Class Support (ICS)/TOSD Teacher Training: All ICS/TOSD teachers are trained annually in understanding the **Special Education Program of Inclusion** and providing **Critical Modifications listed in IEPs**. The training is designed to promote effective teaching through the coordinated efforts of skilled lead teachers and support staff. Through careful review of each student's IEP, ICS/TOSD teachers implement modifications and instructional strategies to meet each student's goals and objectives. ICS/TOSD teachers learn to use record keeping forms to monitor student progress daily to determine if students are meeting their goals and objects. All ICS/TOSD teachers are trained in effective classroom management practices, positive behavioral support strategies and the use of various instructional and teaching strategies designed to maximize student engagement.

Pull Out Support: We also provide pull-out Instruction as needed. Careful analyses of progress monitoring may result in pull-out support for students who are making slow progress.

Related Services: Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services are provided to a student with a disability when required for the student to benefit from the educational program. Related services are provided by appropriately certified and/or licensed professionals as specified in the student's IEP.

c) Submit a copy of the school's RTI, I&RS and/or Referral Intervention Services. Upload to the "Renewal Application 2018" folder in Share Point saved as a separate document titled "RTI", "I&RS," or "Referral Intervention Services."

This has been uploaded to Sharepoint and submitted as an Appendix to the Plainfield Board of Education and Union County Board of Education.

4.3 English Language Learners

a) Describe the steps the school takes to identify English Language Learners (ELL).

PROCEDURE FOR IDENTIFYING ENGLISH LEARNERS

1. Upon initial enrollment all families will be asked to complete an enrollment packet and fill out a Home Language Survey.
2. If any of the answers on the survey indicate a language other than English or, if "Native American" is marked under ethnicity on the Enrollment Form, the admissions specialist will immediately tag this student and file under "Possible ELL".
3. Upon receiving copies of the Enrollment Form and Home Language Survey, the ELL Coordinator will determine whether there is indication that a language other than English is spoken at home, and/or the student's first language is other than English, and/or the student is Native American or American Eskimo. If any of the above proves to be true, arrangements for student and parent interviews and a language proficiency assessment will be made. If there is no indication of a primary language other than English, the ELL teacher will document this by making a notation on the Home Language Survey.
4. In the case of situations where there is an indication of a primary language other than English, the WIDA PLACEMENT TESTS: WAPT OR ACCESS. These tests will be administered by a certified administrator. These test will be given to the student in order to assess English language proficiency in speaking, listening, reading and writing. All new potential ELL students will be assessed during the first six weeks of a new school year. Assessment results will be reported to the school site ELL Coordinator.
5. The ELL Coordinator will coordinate with Principal the placement of students in classes with the appropriate teacher supports.
6. CUM files of each student will indicate that the student has been offered or received ELL services.

b) Describe the programs and range of services the school provides for identified ELL students.

Our program assists ELLs to continue making academic progress while gaining English proficiency. In order to best accommodate these goals, we provide opportunities for ELLs to succeed educationally, socially, and culturally. The program model is designed as so that students participate in mainstream classrooms with in class support and pull-out services as identified.

Classroom teachers are encouraged to use visuals, sheltered vocabulary, non-verbal embellishment (pictures, gesturing, and models) and peer interaction to enable students to comprehend and participate in activities. Modified assignments are used with the assistance of the ICS teacher and other accommodations as necessary are provided. These include assistance with reading, explaining or describing assignments, providing additional time for assignment completion and others as listed in program plan. As an additional support, an afterschool program is provided which supports the classroom instruction. This program, Afterschool ELL Academy (ASELLA) is offered twice a week for Reading, Writing, and Math support.

FISCAL PERFORMANCE AREAS

The following items are aligned with the Performance Framework, Section II. Financial Performance.

1. Financial Framework

a) **Based on the Performance Framework Financial Ratios reported in the FY2017-2018 Comprehensive Annual Financial Report (CAFR):**

i) **Provide an explanation for any Near Term or Sustainability Ratios that did not meet standard; and**

ii) **Provide a plan with timeline for improving any ratios that do not meet standard.**

The Near Term Indicators of Current Ratio, Unrestricted Cash, Enrollment Variance and Default continue to position UCTCS as being exemplary in performance, with all areas of measurement significantly meeting or exceeding benchmark guidelines set forth in the Performance Framework. For example, Current Ratio reflects at 9.92 against a benchmark of >1.1; Unrestricted Cash measures at 135.14 days in comparison to a benchmark threshold of 30-60 days, with actual average daily enrollment of 97.2% exceeding the benchmark of >95%.

The Sustainability Indicators of Total Margin, Debt to Asset Ratio, Cash Flow and Debt Service Coverage Ratio also continue to reflect exemplary performance, with all key areas of measurement significantly meeting or exceeding benchmark guidelines. Specifically, Debt to Asset Ratio at less than .15 when compared to the benchmark threshold of <9 was outstanding; Cash Flow increased by $866,758 when compared to year-end 2017; and the like.

As all performance indicators show, a significantly favorable financial position continued at UC Teams, with highly noticeable improvement in all applicable Near Term and Sustainability Indicators, particularly those correlated to quick ratio analyses and management.

2. Financial Audit

a) *If applicable,* over the last charter term, provide an explanation for the occurrence of repeat findings from the Auditor's Management Report (AMR) and provide a plan with timeline on resolution of these findings.

This is not applicable.

3. Budget Information

a) **Using the spreadsheet titled, "Renewal App Budget Sum-Years 1-5," prepare a budget summary covering projected sources of revenue and planned expenditures for Years 1-5. If requesting an expansion to the school's maximum enrollment, please provide two five-year budgets:**

i) Budget Summary 1 - without expansion for Years 1-5

ii) Budget Summary 2 - with expansion for Years 1-5

b) **Provide a Budget Narrative for fiscal year 2019-2020. If the school is planning to expand, provide an additional budget narrative reflecting the expansion.**

c) **For years 2020-2024, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year to year (such as planned facilities expansion, capital investments, or any change not due to cost-of-living increases.)**

d) **Using the spreadsheet titled, "Renewal App Budget Sum-Years 1-5," prepare a Cash Flow Schedule for the 2019-2020 school year only.**

These have all been sent directly to the Finance Team in the Office of Charter and Renaissance Schools and also submitted as an Appendix to the Plainfield Board of Education and Union County Board of Education.

FIVE YEAR PLANNING

1. Maximum Enrollment

a) **Based on the school's <u>currently approved maximum enrollment</u>, provide a five-year maximum enrollment chart by grade level, in the prescribed format below. If your charter is renewed <u>without</u> expansion, this chart will serve as the maximum enrollment chart of the school over the next five years. Note that schools must allow for the natural progression of students from year-to-year; they may not account for year-to-year attrition in their maximum enrollment charts.**

<u>Maximum Enrollment Chart (No Expansion)</u>

Grade Level	2018-2019 (current maximum)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	20	20	20	20	20	20
1	20	20	20	20	20	20
2	20	20	20	20	20	20
3	20	20	20	20	20	20
4	20	20	20	20	20	20
5	20	20	20	20	20	20
6	40	40	40	40	40	40
7	40	40	40	40	40	40
8	40	40	40	40	40	40
9	40	40	40	40	40	40
10	40	40	40	40	40	40
11	40	40	40	40	40	40
12	40	40	40	40	40	40
TOTAL	400	400	400	400	400	400

b) **If the school requests an increase to its maximum enrollment over the next charter term, provide a second enrollment chart reflecting this request, in the prescribed format above. If your charter is renewed with expansion, this chart will serve as the maximum enrollment chart of the school over the next five years. Any increase in enrollment is an amendment to the school's charter and must be requested in the form of a board resolution. <u>Include the board resolution and amendment request in the renewal application. Alternatively, schools may provide a board resolution submitting the application which includes the enrollment increase request.</u>**

***Note**: Requests for expansion of enrollment will be considered by the Commissioner during the renewal process and a decision will be made at the same time of the final renewal determination.*

Maximum Enrollment Chart (Expansion)

Grade Level	2018-2019 (current maximum)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	20	20	20	20	20	20
1	20	20	20	20	20	20
2	20	20	20	20	20	20
3	20	20	20	20	20	20
4	20	20	20	30	30	30
5	20	20	20	30	30	30
6	40	40	40	40	40	40
7	40	40	40	40	40	40
8	40	40	40	40	40	40
9	40	40	40	60	60	60
10	40	40	40	40	60	60
11	40	40	40	40	40	60
12	40	40	40	40	40	60
TOTAL	400	400	400	440	460	500

2. Facility

a) Provide detailed information on the school's facility plans for the five years of the next charter. The plan should include an adequate and detailed financial arrangement and timeline for the facility.

We currently operate our school in two separate school buildings. Our K-8 Building is located at 515-517 West 4th Street. Our high school is located at 513 West 6th Street. Additional rent would be required in the high school if we are able to expand. This is noted in our budget.

3. Five-Year Planning

a) Describe the changes and improvements the school will undertake in the next five years based on the school's examination of results and student performance outcomes.

b) Describe any significant changes the school expects to make in the following areas over the next charter term:

i) Amendments to your school's charter; and

ii) Governance and/or Education Service Provider (ESP) structure.

At UC TEAMS, we constantly look to improve our school. Through state assessment data, college readiness data, survey data, and discussions with students, parents, teachers and other key stakeholders, we are a community of learners. We expect to adjust our curriculum and use data-driven instruction to remain a high-performing Tier 1 school. We also aspire to be recognized as a Blue Ribbon School in the next charter term. There will not be any significant changes or amendments to the charter at this time other than expansion as noted previously.

Appendix A
Description of Instructional Practices Template

Please provide a short description of how the school defines high-quality instruction and a description of what instructional practices, behavioral expectations, and types of accommodations the Department review team should expect to see during the renewal site visit.

Instructional Practices
Guiding questions: • *What should the team see in classrooms that will let them know <u>what the students are expected to learn</u>?* • *What should the team see in classrooms that will let them know <u>that students are learning</u>?* • *What will teachers be doing that will demonstrate that they are <u>implementing the school's instructional model</u>?* • *How does the school define <u>high-quality teaching and what should high-quality teaching look like in the classroom</u>?*
School's Description: Quality instructional practices demand clear student communication of goals and objectives, engaging students in learning, using assessment to appropriately drive instruction, and demonstrating flexibility. Teachers are apprised of school goals at the beginning of the year and instruction is geared towards achieving those goals. The overall goal is for students to meet or exceed grade level standards based on the state assessment as well as measuring our success relative to our STEM-based mission. UC TEAMS utilizes six principles to promote rigorous instruction: • High expectations: all students can and will achieve mastery • Planning: teachers prepare lessons that are rigorous, engaging, and differentiated • Evidence of student learning: student work will be of high-quality • Critical thinking: students will be challenged and do the "heavy lifting" • Research-based instruction practices: our tools and processes are based on what works for our student population (Danielson, Harry Wong) • School Culture: a positive, warm, and challenging school culture is foundational to academic success Teachers design lessons using the following components: anticipatory set (Do Nows), objective and purpose, input and modeling, checks for understanding, guided practice, and independent practice. Learners are engaged through clear learning objectives, questioning techniques, facilitating discussion, providing constructive feedback, and using a variety of grouping structures. We use integrative technology, interactive strategies, problem-based learning, and flexible grouping to ensure students are being challenged and instruction is differentiated. In the classroom, you will see quality student work, student conferencing, and re-teaching strategies. Data from PARCC, LINKit, DRA, and Acellus are used to differentiate and drive instruction.

Behavioral Expectations

Guiding questions:

- *What is expected of students in terms of behavior?*
- *What interventions should the team expect to see if behavioral expectations are not met?*
- *What might observers see teachers doing to encourage students to meet the behavioral expectations?*

School's Description:

The UC TEAMS Charter School Code of Conduct was developed with a philosophy that we discipline with dignity and allow students to become decision makers and critical thinkers. Students are made consciously aware of John C. Maxwell's, Twenty-One Indispensable Qualities of Leaders and/or the Six Pillars of Character. Both of these promote respect for self and others and foster a climate in which optimum learning is possible. When students fail to live up to the ideals set forth in these philosophies and internalize them daily, other measures may be required. These are meted out with the total welfare and dignity of the student, the teacher, and the school in mind. An effective school discipline policy will support and encourage an optimum learning community and minimize disruptive behavior. School discipline requires cooperation and collaboration of parents, students, and staff fostering in all students their innate abilities to govern themselves in a productive society.

Every student at UC TEAMS has three basic rights:

- The right to respect him/herself and be safe
- The right to be respected by others and feel safe
- The right to be in an environment of respect and learn

At all times, cooperative and appropriate behavior is expected in both classroom and non-classroom activities such as assemblies, athletic events, cafeteria, school trips, off campus programs and other activities. Teachers will encourage students and redirect when necessary. If a student is off-task or misbehaving, teachers may use different techniques such as moving closer to the student to ensure the student gets back on task.

Our Code of Conduct includes a list of infractions and consequences for more serious offenses.

STAFF/TEACHER RANKED CONSEQUENCES

- ST Verbal Warning (log)
- 2nd Student Conference (log)
- 3rd Lunch/Recess Detention
- 4th Parent Call (log)
- 5th Parent In-School Conference (log)
- 6tH Student Removal from Class (In collaboration w/administration) (log)
- 7th Written Incident Report to Principal (log)

Accommodations

Guiding questions:

- *What might the team see in classrooms to show that the school is supporting students with diverse learning needs?*

- *Describe the continuum of services offered to students needing accommodations or modifications.*
- *How might the team know that teachers are implementing IEP accommodations?*
- *How are teachers expected to deliver ESL instruction in the relevant classrooms?*

School's Description:

At UC TEAMs, students generally receive special education services within the general education classes with support from special education teachers. Accommodations may include the following:

• Modified class and homework assignments

• Modified tests and quizzes

• Additional time to complete tests and quizzes

• Allow for repetition and/or clarification of directions as needed/Break tasks into manageable units

• Frequently check for understanding/Have student demonstrate understanding of instructions/task before beginning assignment

• Provide individual/small group instruction

At UC TEAMS, approximately 10% of our students have an Individualized Education Program (IEP). While we believe that an inclusive educational environment for students with disabilities is most beneficial (as demonstrated by research), we provide a range of programming for students including pull-out support as needed. You will see students getting support in the general education classroom from a special education teacher when you visit classrooms. Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services are provided to a student with a disability when required for the student to benefit from the educational program. Related services are provided by appropriately certified and/or licensed professionals as specified in the student's IEP.

Our ELL program model is designed as so that students participate in mainstream classrooms with in class support and pull-out services as identified. Classroom teachers are encouraged to use visuals, sheltered vocabulary, non-verbal embellishment (pictures, gesturing, and models) and peer interaction to enable students to comprehend and participate in activities. Modified assignments are used with the assistance of the ICS teacher and other accommodations as necessary are provided. These include assistance with reading, explaining or describing assignments, providing additional time for assignment completion and others as listed in program plan.