



**515-517 West Fourth Street
Plainfield, NJ 07060**

Mission Statement

The Union County TEAMS Charter School is a small learning community where all students will achieve high academic standards by using the “built environment” as a learning laboratory. Students, in grades K-12 will gain the tools necessary for successful high school experiences, post-secondary education and the world of work. They will interact with professionals in the community and manifest by their experiential learning –

“We Are Community Builders...Aiming High and Achieving Greatness”

Annual Report 2019

Basic Information about the School:

Fill in the requested information below.

Table 1: Basic Information

Basic Information	
Name of school	UNION COUNTY TEAMS CHARTER SCHOOL
Grade level(s) to be served in 2018-19	GRADES: KINDERGARTEN – 12
2017-18 enrollment (as of June 30, 2018)	389
Projected enrollment for 2018-19	400
Current waiting list for 2018-19	65
Website address	www.ucteams.org
Name of board president	Clarence Beverly
Board president email address	Cbev1974@gmail.com
Board president phone number	732-648-3941
Name of school leader	Sheila L. Thorpe
School leader email address	sthorpe@ucteams.org / sthorpe887@aol.com
School leader phone number	908-754-9043 ext. 171 or 117
Name of SBA	Otis A. Richardson, Ph.D.
SBA email address	otisarichardson@verizon.net
SBA phone number	732-424-3436

School Site Information:

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site

School Site Information	
Site name	UNION COUNTY TEAMS CS – SBC CAMPUS
Year site opened	2005
Grade level(s) served at this site in 2017-18	K – 8
Grade level(s) to be served at this site in 2018-19	K – 8
Site street address	515 WEST FOURTH STREET
Site city	PLAINFIELD
Site zip	07060
Site phone number	908-754-9043
Site lead or primary contact's name	BRIAN A. ALBANESE
Site lead's email address	balbanese@ucteams.org

School Site Information	
Site name	UNION COUNTY TEAMS CS – SMC CAMPUS (High School/College Leadership Academy)
Year site opened	2014
Grade level(s) served at this site in 2017-18	9 - 12
Grade level(s) to be served at this site in 2018-19	9 - 12
Site street address	513 WEST SIXTH STREET
Site city	PLAINFIELD
Site zip	07060
Site phone number	908-941-5910
Site lead or primary contact's name	Michael Chiles
Site lead's email address	mchiles@ucteams.org

Organizational Performance Areas

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

- State the school's 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"

Provide a brief description of the school's key design elements.

At Union County TEAMS Charter School (UC TEAMS), we believe that all students can and will learn. High expectations are set 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 and critical thinking. 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 through numerous enrichment activities such as art, music, presentations, and celebrations for our tight-knit community.

We are unique in the manner in which we present our educational programs.

- **STEM-Focus (The Built Environment):** Our curriculum has a strong emphasis on Science, Math, Engineering, and Architecture through project-based learning. To that end, we offer a STEM Extended Day Program using STEM as the focus, and provide an effective and competitive school-wide "Built Environment/STEM Fair" which garnered 90% participation with the High School adding interactive computer games, more displays with parents and finally, 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. UC TEAMS' clusters are designed to create community and we recognize the benefits of more individualized attention.
- **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, which is a two-hour basic skills program in both Math and ELA two - three days per week. Based on identified learning gaps through our assessment system, students receive remediation and targeted, small-group instruction including **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. Every week there are opportunities not only for students experiencing difficulties, additionally afterschool programs include dance/step, guitar, Art, and the Charter School Athletic League where basketball is provided for girls and boys. School-sponsored day and evening events allow additional participation and student presentations 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. Incidentally, this is the fifth straight year we have our student's artwork tour the Union County Libraries as a testament to their talent. UC STEP, a program guided by Union County Freeholders, is one in which we have participated and won over \$2500 in these student - countywide engagements. These opportunities exhibit school pride and allow sharing with parents and the broader community.
- **Pathways for College and Career:** Our ultimate goal in this K – 12 environment is to prepare students for success in college and in the world of work. **Great Schools.org** has recognized U C TEAMS as a College Success Award winner in 2019 for its 100% graduation rate and its 77% sustainability in college. 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 and/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, credit-driven, curriculum prepares students for success in post-secondary degree programs, careers, and civic life in the 21st century. We have developed strong partnerships with Union County and Middlesex County Colleges 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 NJSLA scores, Accuplacer (College Placement Test), and ASVAB Assessments. Off-site program field experiences in finance, college fairs, science days, service learning and leadership conferences balance a curriculum designed to present students with learning experiences - *"Beyond These Four Walls"*.

1.2 Curriculum

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

1.3 Instruction

- a) What constitutes high quality instruction at this school?
- b) Provide a brief description of the school's instructional practices.

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 and High School Performance.

Additionally, six SMART goals are recreated each year to guide instructions. These goals are as follows:

Goal #1 – Academic Performance: To provide opportunities for improved academic performance on NJSLA via Link It benchmarks in Math and ELA, DRAs, Acellus, and unit assessments in Envisions Math, Reading Street, My Perspective for all Grades K -11.

Goal #2 – Dual High School College Performance: To provide all eligible students in the High School (9-12) an opportunity to participate in the dual high school/college Bridge Program onsite at Union County College and/or off site at Middlesex County College.

Goal #3 – High School Graduation: To ensure all UC TEAMS students meet/ or exceed graduation Requirements by the end of Grade 12.

Goal #4 – STEM Focus: To provide opportunities for increased 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/STEM Fair”. (Grades K -12)

Goal #5 – Professional Development: To provide varied opportunities for all staff to develop professionally in the areas of pedagogy, knowledge of NJSLs, effective teaching strategies and classroom management via professional development seminars. (All Staff)

Goal #6 – HS College Preparation: To increase standardized SAT scores through supplemental academic services. (9-12)

Rigorous instruction is promoted by utilizing these principles:

- Belief: All students have the capacity to learn
- High expectations: all students can and will achieve mastery of the standards
- 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 (Charlotte 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 Now’s), 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 NJSLA, LINKit (Benchmarks), DRA, and Acellus are used to differentiate and drive instruction.

To remove the evaluation process from instruction is an error made much too often in the teaching arena. While teaching and/or instruction are important, learning is just as significant to the process. Therefore, teaching and learning are as closely connected as hand in glove. The evaluation process is the second most important aspect of determining learning and effective instruction in the classroom setting. At UC TEAMS, we utilize Charlotte Danielson’s Framework For Teaching 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) in addition to the Professional Developer who leads the organization. These combine to ensure that teachers grow in pedagogically. Coaches/mentor teachers

model lessons on a regular basis and ultimately, students benefit by learning and demonstrating what they know and are able to do through varied digital, paper, benchmark, and problem based assessments.

1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations (“proficiency rate”) on all PARCC assessments administered by the school. Note: If 2018-2019 PARCC results have not been released to schools by July 15, 2019, then leave the 2018-2019 column blank.

Table 3 Proficiency Rates on PARCC assessments

Assessment	2016-2017	2017-2018	2018-2019
ELA 3	39%	42%	
ELA 4	76%	90%	
ELA 5	80%	76%	
ELA 6	46%	49%	
ELA 7	46%	61%	
ELA 8	53%	54%	
ELA 9	33%	61%	
ELA 10	52%	54%	
ELA 11	59%	55%	
MAT 3	33%	37%	
MAT 4	48%	60%	
MAT 5	35%	67%	
MAT 6	37%	11%	
MAT 7	27%	34%	
MAT 8	19%	27%	
Algebra I	24%	39%	
Geometry	8%	12%	
Algebra II	9%	26%	

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).

The school is demonstrating progress year over year proficiency rates. This progress has been achieved by using our Benchmark data to guide our in-class groupings, using the data to drive instruction, and project performance on the NJSLA. It is also used for the movement of staff to most advantageous assignments. However, in opposition to these measures, is the untimely teacher turnover in math which had a negative impact on these scores. The two year math teacher resigned for a position in another district and was replaced by a teacher who became ill mid-year without an adequate replacement.

Students with disabilities are improving test scores individually with movement towards approaching the standard. In other grades/clusters, the assessments indicate growth in proficiency as follows:

In ELA: Achievers (2-5) show an average increase of 8%age points; in addition General Ed students show an increase of 12%age points. The greatest gain was made with cohort students who moved to the next grade demonstrating a 51% improvement in proficiency levels.

LinkIt pre and post for ELA (3 – 5) show growth of 11% in June 2019 testing.

Scholars (6-8) show an average increase of 4%age points; in addition General Ed students show an increase of 11%age points.

LinkIt pre and post for ELA (6 – 8) show growth of 6% in June 2019 testing.

Leaders (9-11) show an average increase of 9%age points; in addition General Ed students show an increase of 19%age points.

In MATH: Achievers (3-5) show an average increase of 16%age points; in addition General Ed students show an increase of 25%age points.

LinkIt pre and post for MATH (3 – 5) show growth of 63% in June 2019 testing.

Scholars (6-8) show an average decrease of 11%age points; additionally, General Ed students show a decrease of 4%age points. These scores reflect poor instruction due to the math teacher's resignation for grade 6 coupled with the entry of nineteen new sixth grade students to the school. (This occurrence happens each year as this is the growth grade.) Additionally replacement by a teacher who became ill mid- year made a grave situation even worse. This is an area of improvement that will be addressed in the coming year with finding greater stability with an additional teacher in the Math program or being creative with placement of current personnel. Grade Six is a challenge and causes us to rethink our charter with a possible shift in our growth grade to either four and/ or five. This is currently under consideration.

LinkIt pre and post for MATH (6 - 8) show growth of 61% in June 2019 testing.

Leaders (9-11) show an average increase of 9%age points; in addition, General Ed students show an increase of 19%age points.

LinkIt pre and post for MATH, Algebra I and II (9-10) show growth of 8% and 18% respectively in June 2019 testing.

In summary, with the greatest growth demonstrated with the general education population, greater emphasis has been placed on our ICS teachers to intensify their support efforts in the classroom through a newly created Inclusion program which tracks services to all Special Need students. This level of accountability has heightened for all students the value of academics and we are hopeful that the results will be exhibited in the NJSLA - 2018-19 scores once released. June 2019, LinkIt scores predict growth as shown in the pre to post indicators above.

- b) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2018-2019 year.
- c) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Below are a list of assessments and how they are used to improve instructional effectiveness and student learning.

Diagnostic, formative, and summative assessments

- Grades K – 11 are assessed three times a year with benchmark assessments provided through LINKIT a standards based assessment platform. Our scores demonstrate data driven instruction, objective based lesson planning, and a new curriculum which guides this instructional philosophy. The strategies created have moved more of our students from partially meeting the expectations to meeting and exceeding through a series of formative assessments that guide and inform teaching.

The following assessments are used as formative and summative tools to guide instruction and improve student performance.

Developmental Reading Assessment (DRA) Grades K – 5

- This assessment is designed to gauge students reading fluency, text levels, and comprehension development. The data is used to create SGO's (Student Growth Objectives), diagnose reading instructional needs, assign group placement, and plan for intervention and strategic plans for those reading above grade level.
- Create EOY individual student summaries for parent notification and future planning. The DRA is a pre and post assessment administered in September/October and again in May/June.

LINKit Benchmark Assessments (Grades 3 – 11)

- This assessment is designed to gauge student mastery of standards in preparation for NJSLA and individual growth and development. They are administered three times a year and scores are available for staff review during planned professional development which assists teachers in analysis review, in order to reteach and/or revise teaching strategies to accomplish mastery.

Pearson Pre/Post Unit Assessments – Grades K - 6

- This assessment is designed for evaluation at the end of unit assessments and used to assess individual student growth and grouping for instruction. Additionally it assists staff in creating modifications and differentiation of instruction.

Acellus/Enrichment – Grades 3 – 11 (Basic Skills and Subject Lessons)

- These assessments follow computer based lessons and determine learning in specific areas. They are summative in nature which determines student mastery by the final grade. As we continue to use VOL's (Virtual Online Learning), more attention will be given to blended instruction as staff become more familiar with lessons, they not only serve as guides, but as instructors as well.

1.5 Organizational Capacity - School Leadership/Administration

- Fill in the requested information below regarding school leadership.

Table 4: School Leadership/ Administration Information

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	2015-06-08
Mr. Michael Chiles	Building Administrator #2 (Dean of Students)	2017-09-01
Ms. Shatiera Porté'e	HS Coordinator	2017-09-01

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

- a) Fill in the requested information below regarding learning environment at the school.

Table 5: School Culture and Climate Learning Environment

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	68805/72654 = 95%
Elementary School Attendance Rate (grades K-5)	95%
Middle School Attendance Rate (grades 6-8)	95%
High School Attendance Rate (grades 9-12)	94%
Student - Teacher Ratio	K-5/10:1; 6-8/13:1; 9-12/15:1

- b) Fill in the requested information below regarding the professional environment at the school.

Table 6: School Culture and Climate Professional Development

Professional Environment	
Teacher Retention Rate (from SY 2017-2018 to 2018-2019)	2017 – 2018 =86% (25/29) 2018 – 2019 = 92% (24/26)
Total Staff Retention Rate (from SY 2017-2018 to 2018-2019)	2017 – 2018 =88% (44/50) 2018 – 2019 = 92% (47/51)
Frequency of teacher surveys and date of last survey conducted	After each Professional Development and annually June 2019 last survey given.
Percent of teachers who submitted survey responses	80%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	80%

- c) What were the three main positive aspects teachers identified in the latest survey?

Teachers agree on the following three aspects as identified in a 20 question survey.

1. Parent relations are excellent in that the school is welcoming to parents and invites parents to be involved and engaged at different levels.
2. Staff Development continues to be encouraged, collaborative, and meaningful.
3. Mission and school climate good in that the school is safe, staff is well informed and that overall it satisfying professionally.

- d) What were the three main challenges that teachers identified in the latest survey?
 Teachers were asked to respond to two open ended questions
 Question #1. List one change that you would make and support at UC TEAMS in order to meet academic goals.
 Question #2. What one recommendation that you would make and support to meet our non-academic needs?
 First, teachers believe that more Social Emotional type activities and learning were needed to change the mindset and create a more academic focus for all students.
 Secondly, for the non-academic goal, teachers believed more extra-curricular activities were important for student growth.
 Thirdly, teachers were concerned about student motivation for learning in an era of inappropriate activities and electronic distractions.
- e) Fill in the requested information below regarding the school's discipline environment in 2017-2018. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-2018 compared to 2017-2018, then please describe the reasons for the change below the table.

Table 7: Discipline Environment 2017-2018

Grade Level	Number of students enrolled (as of Oct. 15, 2018)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	20	1	
1	18	0	
2	21	0	
3	18	0	
4	22	0	
5	21	0	
6	41	1	
7	43	7	
8	36	6	
9	38	1	
10	40	2	
11	32	0	
12	39	0	

The difference in suspensions from 2018 to 2019 was only seen in the middle school grades. It moved from 11 to 14. This is attributed to an influx of new students not familiar with the culture of the school, the dynamics of academic focus, the absence of one administrator in the latter part of the year and an inability of students to adjust readily. This also prompted our need for investigation into Social Emotional Learning Pilot Program.

2.2. Family and Community Engagement

- a) Fill in the requested information below regarding family involvement and satisfaction.

Table 8: Family Involvement and Satisfaction

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	0
Frequency of parent/guardian surveys	1
Date of last parent/guardian survey conducted	Month June , 2019
Percent of parents/guardians completing the survey (consider one survey per household)	20%
Percent of parents/guardians that expressed satisfaction with the overall school environment	98%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?

The survey was fifteen questions with a rating scale of 1 – 4, Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). Additionally, the survey was divided into three sections; School Environment which focused on classroom climate and learning atmosphere; Parent Teacher Communication; and curriculum.

Under School Environment, the this section was a 3.56 on a scale of 4. Parents continue to feel their children are safe, the learning environment is excellent, the rules are consistently enforced, and the staff encourages students to respect each other's differences.

Under Parent Teacher Communication, all parents agreed or strongly agreed that their children tell them what is going on. They feel that communication with families is open and respectful. Lastly, they know what their children's teachers expect from them.

Under Curriculum, there was little change in scores, as a matter of fact this area received the highest rating of 3.6 on the 4 point scale. They believe that teachers assign high quality work. Moreover, they believe their children's academic needs are met, students are well prepared by the staff, and they support every initiative to improve the student's academic performance.

- c) What were the three main challenges identified by parents/guardians in the latest survey?

Again, parents in this survey did not list any major challenges.

- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2018-2019 school year.

Parents and guardians were provided with opportunities to learn about the school, staff, programs including curriculum and other significant information through the following avenues: State of the School Orientation (August), Open House (May/June), Back To School Night (October), three Parent Teacher Conferences (November, January, April) Various information seminars on Anti- Bullying, College Finance, and High School College Programming. Specifically, a presentation on the Pride Transition Program at Plainfield High School, a Seminar for undocumented families through **UndocuJersey**, as well as a special HIB program presented by the NJ Child Association Presentation to Improve school Climate.

Specialized programs such as "*Mathing With Moms*" and "*Reading with Dads*" are just another example of parent guardian involvement at the early grades, Kindergarten through grade 3. This was

phenomenal as parents, guardians, aunts, uncles, brothers, and sisters came to support their young relatives in a fun educational atmosphere which were pre-cursors to the celebration of Mother's and Father's Day. List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals.

Parents assist the school in several ways. All field trips from each cluster boast parent chaperones in large numbers. They help organize students and assist them on the field trips with specific other activities and duties. During November, our parents help organize and serve food during our Annual Thanksgiving meal. For closing ceremonies, parents bring food, refreshment, and help decorate for each of the ceremonies. Parents also provide speakers for individual classrooms, share resources of friends and family members engaged in various career opportunities for demonstrations, and provide funds from fundraisers to assist each cluster. All of these resources help promote a healthy and wholesome climate in which our students may grow and at the same time, engage parents in a meaningful way.

- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.
- g) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Table 9: Community Involvement with Education Institutions

Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
EDUCATIONAL INSTITUTIONS:		
Ricochet Health Club	Fitness and Wellness Program	147 High School Students/Physical Education Teachers/Transportation/ 7 hours per week Class Fee
Union County Vo-Tech	Supplemental Support for SWD Students	2 Grade 10 Students/60 Hours per month/ Individual Learning Plan/Shared Time Program
Middlesex County College	High School Bridge Program	35 Grade 11 and 12 Students/1 Advisor/3 Support Staff/48 Hours per month during the academic school year/Transportation and tuition to MCC
Union County College Bridge Program On Campus at UC TEAMS	High School Bridge Program	26 Grade 11 and 12 students /1 Advisor/2 Support Staff/48 hours per month/Tuition for UCC/College professors on UCTEAMS Campus
Union County College Cranford Campus	UCC Courses & EOF Presenter: Absolu	39 Grade 12 Students/ School Counselor/ 1 Teacher/ 2 Hours
Union County College Cranford Campus	Absolu, Rodriguez, & M. Peterson	39 Grade 12 Students/Senior Exit Interview and Portfolio Panelists
Union County College Cranford & Elizabeth Campus	Back to School Night Presentation Absolu & Langford	Grades 9-12 Students/Parents/Staff/1 Evening/2 Hours
Lincoln Technical Institute	Karen Halliburton	45 Students Grades 11-12/Teachers/Support Staff/4 hours/Career Tour 39 Grade 12 Students/Senior Exit Interview Panelist

Raritan Valley Community College	Brenda Fisher	39 Grade 12 Students/Senior Exit Interview Panelist
Raritan Valley Community College	RVCC Course Presentation	Grades 9-12 Students/Teachers/Staff/1 Day/ 1.5 Hours
ASVAB Career Exploration Program	ASVAB Testing	Grade 10- 12 Students/ ASVAB Recruiter/School Counselor/ 4 Teachers/1 Day/ 4 hours
Plainfield High School	Fall & Spring Sports Program	Grades 9-12 Students participating in year round sports activities
College Board	SAT/PSATNMSQT/ Accuplacer/ Writerplacer Assessments	Grades 7-12 students testing assessments full year
Howard University NJ Club Annual	HBCU College Tour Presentation	71 Grade 11-12 Students/ 3 teachers/ 2 Instructional Aides/ 1 Day 2.5 Hours
HESAA: Higher Education Student Assistance Authority	Department Of Education	Grade 12/Students & Parents/ Financial Aid & student Loans presentation/ 2 hours
BB & T Pavillion: Malcolm Bernard HBCU	HBCU College Fair	39 Grade 12 Students/ 2 Teachers/ 1 Support Staff/ 1 Day/ 7 hours
Raritan Valley Community College	Young's Men Conference	50 Grade 9-12 Students/2 Teachers/ 2 Days Conference/ 7 Hours each day
BNL Portraits	School Pictures	Grades K-12 Students/Teachers/Staff/School Pictures
dFree	Young Money Financial Literacy Conference	71 Grade 11- 12 Students/3 Teacher/1 Support Staff/6.5 hours
Career Council & National Hispanic College Fair	Christine Apagar College Fairs New Jersey City University; Woodbridge High School	32 Grade 11 Students/School Counselor/2 Teachers/ 2 Support Staff/ 1 Day/ 4 Hours 36 Grade 10 Students/School Counselor/2 Support Staff/4 hours
Montclair University	EOF Young Ladies Conference	25 Grade 10 & 12 Students/2 School Counselors/1 Day/ 6.5 Hours
HOPES Daycare	Community Service Learning Project	3 Grade 12 Students/School Counselor/1 Alumni Graduate/ 1 day/ 2 hours/Dr. Seuss Reading Campaign
Buds of Promise Day Care	Linda Akins	Grades K-12 Students/Year Long Community Service Partnership
Nancy Greenfield	CST Case Management/I&RS /Programming/ Teacher Training	100 Students/ Grades K-12/Parents/Teachers/Staff/ 2 days per week/ 7 hours per day
Dilek Altay	Speech & Language Specialist	11 Grades 3-12 Students/ 5.5. Hours per week
Rutgers University New Brunswick	Rutgers Day	42 Grades 8-12 Students/3 Teachers/2 Supports Staff/ 1 Day/7 hours
Anthony Musco	School Psychologist CST	17 Grades 6-12 Students/ Parents/205 hours
Ruby Simmons	Reading Consultant Blue Ribbon Reading Program	Grades K-12/School Wide Program/ 5 month duration

Alicia Archibald: Plainfield High School	Pride Program Transition	2 Grade 8 Students/Parents/4 hours
Erin Duggan	NJ SEEDS Program	18 Grade 7 Students/1 hour
CRECER Orgullo Latino Club	Raritan Valley Community College Conference	25 Grade 10 students/1 School Counselor/1 Support Staff/6.5 hours
Sharon Graham	School Social Worker CST	4 Grades 3-8 Students/Teachers/ 4 hours
Plainfield High School	Project Graduation	Grade 12 Students/3 Staff/ 1 Evening/3 Hours
Rutgers University Newark Campus	Admissions Office	39 Grade 12 Students/2 Teachers/1 School Counselor/1 hour/College Admission presentation
Rutgers University New Brunswick Campus	Rutgers Upward Bound	1 Grade 12 student/2 Grade 11 Student/6 Grade 10 Students/2 Grade 9 Students/All year round academic support and activities
Maschio's	Food Services	Grades K-12 Students/All Year round food services
Lincoln University	Undergraduate Admission Office	39 Grade 12 Students/1 School Counselor/2 hours
Union County TEAMS Charter School	Board Of Trustees; Clarence Beverly & Emma Johnson	39 Grade 12 Students/Senior Exit Interview Panelist
Table 5: Community Involvement with Community Institutions		
Iris House	Audria Russell	39 Grade 12 Students/Senior Portfolio Panelist
Jennifer Rodriguez	UndocuJersey	Grades K-12 Students and Families/Resources for Undocumented Families
Plainfield Boys & Girls Club	DeAndre Hollinsworth	39 Grade 12 Students/Senior Exit Interview Panelist 10 Students/Grades K-12/All year round academic and recreational activities
Shiloh Baptist Church	Senior Class Recognition Ceremony	Grade 12 Students/ 2 hours/ 1 Day program
Mayor Adrian O. Mapp Plainfield City Hall	Declared Proclamation of U.C. Teams Day Presentation	39 Grade 12 Students/ Class Of 2019 Commencement
Deborah Wesley- Faulcon	2019 Commencement Program	39 Students/Grades 12/ Class of 2019 Commencement
Tender Smiles 4 Kids	Dental Health Program	100 Students/ Grades K-4/ 2.5 Hours
NJ Child Assault Prevention Program (CAP)	HIB Prevention:Improve School Climate, Strengthen Families	Teacher /Parent Training: 13 Parents/Staff/ 2 hours
Union County Freeholders	HIB Prevention: UC STEP Program	230 Grades 6-12 Students/ 2 hours
Plainfield Police Department.	HIB Prevention: School Violence	240 Grades K-8/ 2 days/3 hours

	Awareness Program	
Plainfield Police Department	Drug & Alcohol Prevention Program (D.A.R.E.)	21 Grade 5 Students/ 12 hours
Soren Bennick Productions	Ned's Minset Mission School Climate/HIB Prevention	Grades K-6 160 Students/ Teachers/ Staff 1 day/ 3 hour
New Covenant Christian Association, INC	S. DeGeneste: Keys To Success Wkshp. Professional Development	39 Grade 12 Students/Staff/Admin/Year round Consulting Services/Postsecondary Career Readiness Program/Teacher Mentoring and Coaching/Professional development workshops on various topics
New Covenant Christian Association, INC	Q. DeGeneste, Sr, S. DeGeneste,	39 Grade 12 Students/Senior Exit Interview Panelist Fine Arts For A Fine Cause Event/Scholarship Awards
Plainfield Grassroots CDC	SAT Prep Course	Grades 9-12 Students/ Saturday Prep Course/ 1 per week/8 weeks
Union County Freeholders: UC Step	Kean University Youth Summit Program, Wrap UP	Grades 10 & 11th youth summit to gain leadership and service skills/Year long/Branches Against Bullying
Union County Office of Cultural & Heritage Affairs-Kathy Kakalettris	UC TEEN ARTS FESTIVAL	40 Students/Grades 9-12/ 1 day/ 5 hours
Union County Office of Cultural & Heritage Affairs-Kathy Kakalettris	UC TEEN ARTS FESTIVAL	45 Students/ Grades 6-8 / 1 day/ 5 hours
Plainfield Fire Department	Fire Prevention /Career Day	60 Students/ Grades K-2/ Teachers
Piscataway Fire Department	8th Grade Graduation Party	38 Grade 8 Students/ Teachers/Staff
Dorney Park Allentown, PA	8th Grade Trip	38 Students /Grade 8/ Teachers/Staff
Celebrate Women-Celebrate You (CWCY)	Scholarship program	Grade 12 Students/Scholarship Awards
AMC Theaters, Mountainside, NJ	Movie: "The Hate You Give"-African American Literature Educational Activity	39 Grade 12 Students/2 Teachers/1 Day/ 3 Hours/ Hate You Give Movie
Amaker & Porterfield Transportation	School Transportation	Providing transportation for K-12 Students
J & J Bus Transportation	School Transportation	Providing transportation for K-12 Students
St. Mary's Church	Community Partnership	Provides Community Services for UCTEAMS Charter School
Union County School Counselors Association	We Care Awards	2 Grade 12 Students/Providing Financial Assistance Scholarships
Miller Lucky Jr	Chief Executive Officer, Get Fit with Lucky, LLC	Presentation at Class of 2019 Commencement Ceremony
Florine Davis	Union County College Professor	39 Grade 12 Students/Senior Exit Interview Panelist
Wendell C. Woods	SBC Minister of	Presentation at Class of 2019 Commencement Ceremony

	Music	
Steve Holmes	Shiloh Baptist Church	39 Grade 12 Students/Senior Exit Interview Panelist
Ramona Rice	Union County College Professor	39 Grade 12 Students/Senior Exit Interview Panelist
Jessica Mitchell	H.O.P.E.S. Daycare	39 Grade 12 Students/Senior Exit Interview Panelist
M.K.T. Associates, LLC	Book Scholarship	1 Grade 12 Student Scholarship Recipient
City of Plainfield Police Department	Sgt Mahasin El-Amin	39 Grade 12 Students/Senior Exit Interview Panelist
Delta T	Glen Best	39 Grade 12 Students/Senior Exit Interview Panelist
Josten Ring Company	Company Presentation	39 Grade 12 Students/2 days/Class 2019 presentation
Alyea Pierce: Rutgers University	Guest Speaker on Career Topics	39 Grade 12 Students/1 Teacher/1 Day/ 1 Hour
Rob Jones	Guest Speaker on Career Topics	39 Grade 12 Students/1 Teacher/1 Day/ 1 Hour
CNN	Guest Speaker Careers: Leinz Vales	39 Grade 12 Students/1 Teacher/1 Day/ 1 Hour
Chris Thompson	Guest Speaker on Career Topics	39 Grade 12 Students/1 Teacher/1 Day/ 1 Hour
Wes Ifan	Guest Speaker on Careers: Finance	39 Grade 12 Students/1 Teacher/1 Day/ 1 Hour
Adisena & Erica Sampson	Guest Speaker on Careers: Dance & Business	39 Grade 12 Students/1 Teacher/1 Day/ 1 Hour
Rob & Sherine Bediako	Guest Speaker on Careers: Finance	39 Grade 12 Students/1 Teacher/1 Day/ 1 Hour
The Marigold, Somerset, NJ	Class of 2019 Senior Prom	39 Grade 12 Students/5 Staff/1 Evening/5 Hours
TEALS, Inc	J. Beck, L. Bennett, & A. Louie	45 Students Grades 9 and 10/1 Teacher/ 3 Volunteers/All Year Round Computer Science Programming Course
Arirang Hibachi Steakhouse,	Principal Honors Awards Dinner	Grades K-12 Students/Teachers/Staff/Admin/1 Day/ 2 Hours
Charles Hand Photography	Charles Hand	39 Grade 12 Students/Class of 2019 Commencement Ceremony/Senior Exit Interview Panelist
Delta T	Staffing Agency	Provides Staffing as needed for Grades K-12
Kalahari Resorts & Conventions, PA	Class of 2019 Senior Trip	25 Grade 12 Students/3 Teachers/1 Support Staff/Senior Class Trip
Giakas Dry Cleaners, South Plainfield	Class of 2019	Dry cleaning Services for Class of 2019 Commencement Ceremony

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

- a) Fill in the requested information below regarding board governance.

Table 10: Board Governance

Board Governance	
Number of board members required by the charter school's by-laws	Nine
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as Appendix B)	In Progress
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as Appendix C)	9/1/2018

- b) List the amendments to by-laws that the board adopted during the 2018-2019 school year.
There were no amendments in the 2018-2019 school year.

- c) List the critical policies adopted by the board during the 2018-2019 school year.
There were no critical policies adopted in the 2018-2019 school year.

3.2 Board Compliance

- a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

Table 12: Board of Trustee Information

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Clarence Beverly Jr	03/2005	N/A	President	Cbev1974@gmail.com	11/2011	3/2011
Reginald B. Piggee	03/2005	N/A	Vice-President	Reggiep01@verizon.net	12/2011	3/2011
Otis A. Richardson, Ph.D.	09/2009	N/A	Bus Admin/ Board Secretary	otisarichardson@verizon.net	09/2009	10/2013
Bruce Williams	12/2015	N/A	Member	bawmms@aol.com	04/2016	10/2016
Emma Johnson	09/2011	N/A	Treasurer	e.j.johnson@att.net	11/2011	10/2013
Leroy Canady	2/15/2018	3/1/2020	Member	Adkin53@verizon.net	3/01/2018	TBD
Juana Tealer-Ortiz	3/15/2018	4/1/2020	Member	jmtealer@gmail.com	In Progress	TBD

- b) Pursuant to N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.
www.ucteams.org

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

- a) Fill in the requested information below regarding the timeline of the school’s application process for prospective students for school year 2018-19.

Table 11: School Year 2017-18 Application Process Timeline

Application Process Timeline	
Date the application for school year 2018-19 was made available to interested parties	1 st Week in November
Date the application for school year 2018-19 was due back to the school from parents/guardians	February 28, 2018
Date and location of the lottery for seats in school year 2018-19	No Lottery was held this year.

- b) Provide the URL to the school’s application for prospective students for school year 2018-2019. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

Applications may be downloaded online at www.ucteams.org.

- c) List all of the venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2018-2019.

Applications may be picked up at the school any day of the week from the security office, or from the main office in either location at 515 West Fourth Street, 513 West Sixth Street. In addition, a phone call to the admission’s specialist would ensure a mailed copy of the application. (See chart below.)

- d) List all of the languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.

The application is in English and Spanish.

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2018-2019 were available prior to the enrollment lottery.

Advertisement for 2018-19 and open enrollment is posted on the Sixth Street building, on two signs; one on the corner of Plainfield Avenue and Fourth Street, and another on the building on Sixth Street (both are in Spanish and English). Also, flyers were sent to area businesses, all city day care centers, afterschool programs (YMCA and Boys and Girls Club), area churches and by word of mouth. (See Chart below.)

ENROLLMENT PROTOCOL

1	Revise enrollment forms (both English and Spanish)	1 st Week in November
2	Submit to Executive Director for review	2 nd Week in November
3	Prepare mailing (mailing population) include Open Enrollment notice, school brochures and flyers <ul style="list-style-type: none"> Re-Enrollment Forms – parents of current students Re-Application Forms – parents of wait list students Kindergarten Forms – Daycares, local churches/businesses Grades 1 -12 Forms – local churches/businesses, Charter Schools (middle schools) 	3 rd Week in November
4	Advertise banner and upload all forms to website	1 st Week in November
5	Provide Security with at least 25 copies of each form	1 st Week in November
6	Send voice message to parents who have not returned re-enrollment forms and reminder notice at PATCO meeting	2 nd Week in December 4 th Week in December
7	Provide teachers with a list of students and forms for those students who have not returned their Re-enrollment forms (in time for parent/teacher conferences) Process is repeated for each available seat.	2 nd Parent Teacher Conference - January
Enrollment Process & Acceptance		
8	(95% enrollment completion by March 30) Determine how many seats are available in grades 1 – 12 based on Re-enrollment forms <ul style="list-style-type: none"> Send acceptance letters, letter of intent along with transfer procedures to new enrollees After acceptance letter has been sent, follow-up with a phone call two weeks after if parent has not responded. 	2 nd Week in February 3 rd Week in February
9	Determine available seats based upon sibling applications	2 nd Week in February
10	Send acceptance letters, letter of intent, along with transfer procedures to eligible siblings	2 nd Week in February
11	All seats will be filled immediately based on the results of re-enrollment	2 nd Week in February
Lottery		
11	Send lottery notices to eligible applicants grades K-12 applicants <ol style="list-style-type: none"> Assign lottery number to each student Mail card to parents informing them of their lottery number Keep a copy for the lottery On evening of lottery bring large post its (poster size), multiple colored markers, basket Based on the number of seats available, a number will be drawn. Once the number of seats is satisfied, a second drawing for the wait list will be held. (parents do not have to be in attendance) Mail acceptance and wait list letters to parents who were selected in the Lottery 	1 st Week in March (Actual date TBA – see below) 2 nd Week in March/April 4th Week in March/April
Transfer Process Into UCTEAMS		
12	(parents with students in grades 1 -12 may not be able to transfer students until the end of the current school semester) <ol style="list-style-type: none"> Parents must return in person, Genesis forms for students who live in the Plainfield district and/or transfer cards for out of district students Parents are given a complete required forms packet to return asap. Record release forms are to be completed at the school and handed in. Forms and handbook are reviewed with parents and required uniform is discussed <p><i>Forms Provided online and in the Parent/Student Handbook</i></p> <ul style="list-style-type: none"> Acceptable Use Policy After School BRIDGE Program Application Back to School Letter Dismissal Document Email Address Request LIFT Parent Handbook Medical Emergency Form Parent Participation Agreement Photo Release Agreement Record Release Agreement School Supply List 	1st week in July

	<ul style="list-style-type: none"> Field Trip Parental Consent Free/Reduced Meal Application Health and Allergy Form Health Services Appraisal Form 	<ul style="list-style-type: none"> Transportation Form <p>Parent/Student Handbook Signature Receipt Page Required of all parents</p>	
	<p>4. Add new enrollees to new calendar in Rediker</p> <p>5. Create new fields for forms</p>		2 nd Week in July
	Advertisement		
13	<ul style="list-style-type: none"> Mailings to After Care and Day Cares Hang banner/signs (outdoor) on 4th Street Advertise on church bulletin boards (flyers) Advertise in newspaper/Comcast/Plainfield/ Positive Community Counselors attend Open House at schools Counselors host Open House at UCTEAMS 		<p>1st Week in January</p> <p>2nd Week in December</p> <p>TBD</p> <p>Begins in January – Until</p> <p>(Revised 2017)</p>

- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-2019.

Table 12: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2017-2018	Number of students retained in 2017-2018 for the 2018-2019 school year
K	1	0	
1	0	1	
2	0	0	
3	0	1	
4	0	0	
5	0	0	
6	1	1	
7	1	0	
8	1	1	
9	2	4	
10	1	0	
11	1	0	
12	0	0	

- g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

5.1 Compliance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

- a) Provide a description of the [educator evaluation system](#) the school has implemented.

Effective teaching equals high academic achievement and evaluation is essential to effective instruction. Charlotte Danielson's, *Enhancing Professional Practice: A Framework for Teaching* is the foundation upon which all evaluations stand. UC TEAMS adopted Danielson as its teacher evaluation tool early in its charter. Evaluation as a process and not an event is the philosophy of the district. Great care is given to professional development throughout the year to all teaching staff with an emphasis on data driven instruction and demonstrating the model of rigorous teaching and learning. All teaching staff develops SGO's, Student Growth Objectives, relative to both Math and ELA mastery. Various phases of the process include walkthroughs, teacher self-assessment, professional development and training utilizing the tools of each of these components. Each staff member is evaluated with two formal observations and minimally one informal throughout the school year.

Planning and Preparation are keys to all instruction and must be evidenced by comprehensive lesson plans which show knowledge of subject area and students, a design for coherent instruction and means of assessment. The use of available data is essential in planning the appropriate learning objectives. The school uses LINKiT as its data warehouse and its benchmark assessment program. Second to this domain is classroom environment. Minimally it should demonstrate respect and rapport, culture for learning, and classroom management skills.

Classroom Management Strategies, by Wong and Wong is used as a guide for effective classroom management. Instruction begins when students are adequately engaged. Finally, professional staff reflects on their practices, maintain accurate records, create lines of communication to families, and continue to grow and develop professionally in professional learning communities or their cluster meetings. Evaluation is most effective when pre and post conferences are held for input, accolades and recommendations for improvement. End of year checklist includes, finalizing SGO's, completion of teacher self-assessment with the Danielson tool, and creation of a mutually agreed upon Professional Improvement Plan.

Listed below are processes, several tools, and training used in this year long process, they may include the following based upon the need of the teacher:

- Book: *Enhancing Professional Practice: A Framework for Teaching* by Danielson
- Self- Assessment (New Teachers)
- Walkthrough Checklist
- Informal Observation Form
- Pre – Conference Form – (used prior to formal classroom observation)
- Formal Classroom Observation Form
- Improvement Plan (For Basic or Unsatisfactory Observations)
- Post –Conference Form – (used after formal observation)
- EOY – Self-Assessment
- PIP – Professional Improvement Plan

b) Provide a description of the school leader evaluation system that the school has implemented. The school leader evaluation system is a statewide system which is based upon the district goals, vision, and mission. The school leader is accountable to the Board of Trustees to ensure that goals are met and the school is a thriving academic entity which serves all students providing equal access and equity. In addition, the state statutes, code and board policies are adhered to in order that the school meets and exceeds the goals established. The two tiered approach to evaluation, self –evaluation and objective board review is optimum. The system requires not only student achievement data but other data as well which substantiates the claims made by the leader in meeting the six standards.

- c) As **Appendix E**, provide a board resolution approving the teacher and school leader evaluation systems.

Note: You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

File Naming Convention

Table 13: Appendix File Naming Convention

Appendix	File Naming Convention
Appendix A	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2018 – 2019 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2019.” Save each appendix by the file naming convention provided in the second column of the above table.