



**Annual Report
2015-2016**

July 26, 2016

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BASIC INFORMATION

BASIC INFORMATION ABOUT THE SCHOOL	
Name of School	University Heights Charter School
Year School Opened	2006
Grade Level(s) served 2016-17	PreK-8
Enrollment (as of June 30, 2016, or the last day of school)	638
Maximum Enrollment in 2016-17 (allowed per the school's charter)	650
Current Waiting List for 2016-17 students (as of June 30, 2016, or the last day of school)	159
District(s) / Region of Residence	Newark City
Website Address	www.uhcs-newark.org
Name of Board President	Warren Tranquada
Board President email address	wtranquada@njpac.org
Board President phone number	973-623-1965
Name of School Leader	Tamara Cooper
School Leader email address	tcooper@uhcs-newark.org
School Leader phone number	973-623-1965
Name of SBA	Karen Johnson
SBA email address	kjohnson@uhcs-newark.org
SBA phone number	973-623-1965

SCHOOL SITE 1	
Year Site Opened	Lower School
Grade Level(s) Served at this site in 2015-16	2006
Grade Level(s) to Be Served at this site in 2016-17	PreK-2
Site Street Address	PreK-2
Site City	74 Hartford St.
Site Zip	Newark, NJ
Site Phone Number	07103
Site Lead or Primary Contact's Name	973-623-1965
Site Lead's Email Address	Maria Picone, Principal
Year Site Opened	mpicone@uhcs-newark.org

SCHOOL SITE 2	
Year Site Opened	Upper School
Grade Level(s) Served at this site in 2015-16	2013
Grade Level(s) to Be Served at this site in 2016-17	3-8
Site Street Address	3-8
Site City	66-78 Morris Avenue
Site Zip	Newark, NJ
Site Phone Number	07103
Site Lead or Primary Contact's Name	973-230-9995
Site Lead's Email Address	Nikki Jones, Principal
Year Site Opened	njones@uhcs-newark.org

1. Education Program and Capacity

1.1 Mission and Key Design Elements

The mission of University Heights Charter School (UHCS) is to develop in each student the **character, scholarship, and leadership** necessary for success in **life, college, and community**.

Local community members founded our **free, public, charter school**. It opened in Fall 2006 with 120 students in grades K-2 and is expected to serve 725 students in grades PreK-8 on a two-building campus in Fall 2017.

Our model derives from a theory of change grounded in six core beliefs. These core beliefs drive the key activities of our strategy that lead to our desired outcomes:

- A. All students can achieve high levels of character, scholarship and leadership.** Our student is 100% minority and 95% low income, representative of our Newark community. There is no entrance exam: all students are enrolled through the One Newark System. We also serve a range of special education students with services including speech therapy, social work services, in-class support, and special classrooms with low student to teacher ratios.
- B. Effective instruction is the single greatest factor in increasing student achievement.** Because we believe all children can achieve at high levels, good teaching is the most important factor in determining whether every child achieves their potential. UHCS is committed to extended day and year initiatives that combined offer over 20% more learning time. All students get the same college-ready curriculum based on the Common Core and NJ Core Curriculum Content standards.
- C. Great staff are the key to effective instruction.** The impact of high quality curriculum and more learning time is only as strong as the quality of staff delivering the instruction. UHCS spends significant resources attracting and hiring the most highly qualified and certified teachers available, with many times more applicants as openings. Once teachers are hired we provide extensive support and professional development including up to three weeks in the summer.
- D. Strong school culture makes effective instruction possible.** Good instruction can be thwarted by a culture of low expectations. Therefore UHCS emphasizes building strong school culture. This begins with orientation where students learn our expectations. All students wear uniforms to demonstrate school pride and promote unity. Character education revolves around our REACH core virtues of **Respect-Excellence-Accountability-Caring-Honesty**, with discipline strictly enforced.
- E. Data-driven decision-making improves instructional effectiveness.** Teaching has not happened if students have not learned, and the only way to determine that is through assessment. Therefore UHCS employs many formal and informal assessments to track student progress. Based on the results, teachers can then adjust instruction to ensure maximum learning has taken place.
- F. Partnerships with parents & community reinforce student learning and achievement.** University Heights recognizes that parents are the primary teachers of students. We seek their partnership in every way possible, including regular parent meetings and workshops. The school also works with key community partners to enhance the school's education program. These partners include; Bethany Baptist Church, the NJ Symphony Orchestra, Teach for America, New Leaders for New Schools, Big Brothers Big Sisters, Schools that Can, Science to Science, Young Audiences, and the Newark Arts Education Roundtable.

1.2 Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards (NJ Student Learning Standards). See Appendix A for our assurances that we are meeting statutory and regulatory requirements.

1.3 Instruction

The curriculum for every student at UHCS is aligned to the New Jersey Core Curriculum Content Standards and national Common Core State Standards) and includes language arts literacy, mathematics, science, social studies every day. Music, performing arts, visual arts, physical education, and technology instruction also happens on a regular basis. The school also aims beyond regular standards with college-ready standards that will prepare students to be independent thinkers.

To make instruction effective, UHCS has adopted a school-wide set of proven instructional practices. This includes using a common lesson plan format based on strong objectives and standards, use of the I-We-You approach to gradually release students to independent practice, and frequent checking for understanding.

1.4 Assessment

In 2015 University Heights Charter School received results from the first ever administration of the Partnership for Assessment of Readiness for College and Careers assessment in Spring 2014. These results for proficiency rates are detailed below, compared to the available benchmarks:

ELA	UHCS	NJ	Difference	National	Difference	Low Income	Difference	District (NPS)	Difference
3	32%	44%	-12%	38%	-6%	24%	+8%	17%	+15%
4	36%	51%	-15%	42%	-6%	30%	+6%	21%	+15%
5	32%	52%	-20%	40%	-8%	30%	+2%	23%	+9%
6	37%	49%	-12%	39%	-2%	29%	+8%	23%	+14%
7	40%	52%	-12%	42%	-2%	32%	+8%	28%	+12%
8	45%	52%	-7%	42%	+3%	33%	+12%	24%	+21%

Math	UHCS	NJ	Difference	National	Difference	Low Income	Difference	NPS	Difference
3	44%	45%	-1%	38%	+6%	25%	+19%	22%	+22%
4	17%	41%	-24%	32%	-15%	22%	-5%	17%	0%
5	28%	41%	-13%	32%	-4%	23%	+5%	19%	+9%
6	16%	41%	-25%	32%	-16%	22%	-6%	17%	-1%
7	8%	37%	-29%	29%	-21%	20%	-12%	17%	-9%
8	26%	24%	+2%	27%	-1%	17%	+9%	19%	+7%

Compared to previous proficiency rates on the NJASK assessment, our results on PARCC were lower, which was expected given the increased rigor of PARCC and new online format.

In English Language Arts, proficiency rates, which always exceeded our resident district, improved going up grades (except grade 5, which had an exceptionally high special education population of 20%). By 8th grade, proficiency rates were just 7 percentage points below the overall state average, 12 percentage points above the

economically disadvantaged proficiency rate, and 21 points above the proficiency rate of our resident district, Newark Public Schools.

In mathematics, proficiency rates did not show an overall trend going up grades. This can largely be attributed to the school’s attempt to implement Teach-to-One, a blended learning program offered by New Classrooms Innovation Partners. This model, endorsed as a Qualified Innovation Partner by the NJ Department Education, holds much promise by using one-to-one laptop technology to personalize learning for students. We partnered for two years to implement the program in grades 5-8 but faced significant challenges with classroom management. Because the program was so personalized, it also was not well-aligned to standardized assessments such as PARCC, which measures the same skills for everyone. Over the two years we had to stop the program, first in grades 5 and 8 (September 2014), and later in grades 6-7 (January 2015). Once the program stopped for grades 6-7, we had little time to recover instructionally for PARCC assessment beginning in March 2015. In grade 8, however, the return to more traditional instructional methods at the beginning of the year resulted in a proficiency rate, while not as high as hoped, exceeded the state overall proficiency average by 2 percentage points, the economically disadvantaged proficiency rate by 9 percentage points and the district rate by 7 points.

UHCS firmly believes that data-driven decision-making improves instructional effectiveness. Teaching has not happened if students have not learned, and the only way to determine that is through assessment. Therefore UHCS employs many formal and informal assessments to track student progress. Based on the results, teachers can then adjust instruction to ensure maximum learning has taken place. Key diagnostic, formative, and summative assessments are listed by grade level below:

Assessment	PK	K	1	2	3	4	5	6	7	8
Early Childhood Environment Ratings Scale (ECERS)	X									
Teaching Strategies GOLD Early Childhood Assessment	X	X								
Strategic Teaching & Evaluation of Progress (STEP) Literacy Assessment	X	X	X	X						
Terranova Assessments		X	X	X						
Achievement Network (ANET) Online Assessments in ELA & Math					X	X	X	X	X	X
STAR Literacy Assessment					X	X	X	X	X	X
PARCC Assessments					X	X	X	X	X	X
NJASK Science Assessments						X				X

1.5 Organizational Capacity - School Leadership/Administration

School Leadership / Administration Information		
School Leader / Administrator	Title	Start Date at School
Tamara Cooper	Executive Director	July 1, 2016
Karen Johnson	School Business Administrator	April 1, 2008
Maria Picone	Principal, Lower School	July 1, 2012
Nikki Jones	Principal, Upper School	July 1, 2014
Ronice Bruce	Director of Development	November 1, 2015

2. School Culture & Climate

2.1 School Culture and Climate

Learning Environment / Professional Environment	
Learning Environment	
Attendance rate: (total days present divided by the total days in membership)	93.8%
Elementary School (Grades PK-5)	93.4%
Middle School (Grades 6-8)	95.4%
Student - teacher ratio	13.2 students per teacher
Professional Environment	
Teacher retention rate (year to year)	90% of teachers from 2015-2016 are returning for 2016-2017
Total staff retention rate (year to year)	88% of all staff from 2015-2016 are returning for 2016-2017
Frequency of teacher surveys and date of last survey conducted	Four per year, 5/1/2016
Percent of teachers who submitted survey responses	85%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	93%
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> • Strong school culture • Able to make positive impact on student outcomes • High academic expectations • Effective observation & evaluation
List the main school challenges identified in the survey	<ul style="list-style-type: none"> • Work/life balance • Student discipline/behavior • Special education

2.2 Family and Community Engagement

Parent Satisfaction	
Frequency of parents surveys and date of last survey conducted	Once per year (May 2016)
Percent of families completing a survey (considering 1 survey per family)	15%
Percent of parents who expressed satisfaction with the overall school environment	83%
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> • Amazing Staff • Extracurricular Activities
List the main school challenges identified in the survey	<ul style="list-style-type: none"> • Academic Intervention • Behavior Intervention • Need for a High School
Parent Involvement at the School	
Number of parents currently serving on the Board of Trustees out of total Board Membership	3/11 (27%)
Major activities/events offered to parents during 2015-16 school year	<ul style="list-style-type: none"> • Back to School Night • Special Education Night • NJSO Family Orientation & Fun Day • PreK Tea Times (monthly) • Hispanic Heritage Day • Harvest Parade • NJPAC Performance • Holiday Music Show

	<ul style="list-style-type: none"> • Black History Month Celebration • Spring Music Show • Grade 8 Graduation
Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.	Scholastic Book Fairs

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement:
EDUCATIONAL INSTITUTIONS:		
The College of New Jersey (1st) Princeton University (2nd) Rutgers University (3rd & 4th) Bloomsburg University (7th) Johns Hopkins University (8th)	Students visited a university for a day, usually the alma mater of one of the teachers in the grade.	Students in grades listed.
Caldwell University Columbia Teachers College NJ City University Monmouth University Montclair State University Rider University St. Peter's University The College of New Jersey University of Delaware William Paterson University Kean University	UHCS worked with multiple universities to recruit new teachers.	Administration
COMMUNITY INSTITUTIONS:		
Achievement Network	Network of schools in NJ and across the country that share common interim assessments and professional development.	Teachers (15) and students (325)
Bethany Baptist Church	Supported the founding of the school and now provides assistance with community engagement.	All students
Big Brothers Big Sisters of Essex, Hudson, & Union	Provided mentors who meet weekly with a "Big" on our school site to chat, do homework, or play games.	50 students for 1 hour per week
Education Pioneers	Trains leaders and managers from a variety of professional and educational backgrounds to transform education.	2 staff members
Newark Arts Education Roundtable	Supports arts education experiences for all Newark children, and has connected our students to great art programs.	Served on leadership council
NJ Symphony Orchestra	Provided 50 students with 30 weeks of intensive afterschool violin instruction.	50 students, 6 hours per week
New Leaders for New Schools	Supported Executive Director and Principal by providing ongoing coaching and support during the school year.	Administration 1-2 hours per week
Schools that Can	Connects high performing independent, district, and charter schools to share best practices and improve urban education.	3 staff members
Students 2 Science	Provides real-world lab experiences to promote STEM learning.	50 grade 8 students went for 2 sessions
Teach For America	Provided three highly qualified novice teachers at the school and supported them with professional development.	3 teachers teaching 60 students
Young Audiences	Works with schools to provide arts education opportunities for students.	300 students in grades PK-2

3. Board Governance

3.1 Board Capacity

Governance	
# of Board Members required as per charter by-laws	11
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a Appendix B)	August 17, 2015
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a Appendix C)	June 15, 2016
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2015-16 school year.	Policy 9011-Composition and Election – amended to allow members to serve up to a TOTAL of 6 years.
Critical Policies adopted by the Board during 15-16 academic year (list in bullets)	<ul style="list-style-type: none"> • 21st Century Learning Framework • Universal Design for Learning • Lead Testing • Participation in Universal Enrollment • Enrollment Expansion

3.2 Board Compliance

Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Nicole Butler	6/17/15	6/30/18	Vice President	nkfbutler@gmail.com	7/8/15	6/30/16
Harold Fullilove	9/21/10	10/31/16	Trustee	hwhfulli@gmail.com	8/7/11	1/1/13
Elaine Hughes	11/16/11	11/30/17	Trustee	ehughes@lowenstein.com	1/8/12	12/15/14
Katherine Liu	12/18/13	12/31/16	Trustee	kliu@fastmail.us	2/1/14	9/30/15
Theresa Mitchell	2/17/16	2/28/19	Trustee	reebasmile@gmail.com	4/27/16	new
Elizabeth Rainey-Goka	2/17/16	2/28/19	Trustee	efrainey@aol.com	4/20/16	new
Kimaada Sills	4/20/16	3/30/19	Trustee	kimaada@rutgers.edu	6/8/16	new
Warren Tranquada	10/19/11	10/31/17	President	wtranquada@njpac.org	11/16/11	10/16/14
Anuja Vejalla	12/17/14	12/31/17	Trustee	anuja.vejalla@aya.yale.edu	4/1/15	7/6/16
Marinne Walker	4/20/16	3/30/19	Trustee	renieaw@aol.com	5/25/16	new
Miyoshi West	11/18/15	11/30/18	Trustee	miyoshiwest@gmail.com	2/24/16	new

4. Access and Equity

4.1 School Suspensions/Expulsions

School Suspensions / Expulsions 2015 - 2016			
	Total # Unique Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
PK	76	0	0
K	80	7	0
Grade 1	76	8	0
Grade 2	81	12	0
Grade 3	76	25	0
Grade 4	73	23	0
Grade 5	52	23	0
Grade 6	52	22	0
Grade 7	51	21	0
Grade 8	47	22	0
Total	664	163	0

4.2 Student Mobility/Retention Rates

Student Mobility/Retention Rates 2015 - 2016			
	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Total # of students not promoted (retained) in the same grade for SY 2016-17
PK	4	3	1
K	6	0	4
Grade 1	0	0	3
Grade 2	3	1	7
Grade 3	2	0	3
Grade 4	2	0	2
Grade 5	4	0	3
Grade 6	4	2	1
Grade 7	1	1	0
Grade 8	0	0	0
Total	27	8	24

4.3 Application/Admissions/Lottery/Enrollment

Application/Admissions/Lottery/Enrollment	
Provide the URL to the school's application. If the application is not available online, then, as Appendix D , provide a copy of the schools current application in as many languages as available	www.newarkenrolls.org/apply
List all of the ways the application is disseminated	<p>Online applications were available at www.newarkenrolls.org, via our charter school's website, and via the Newark Public Schools website.</p> <p>Paper applications were available at all charter and district schools, Newark's Family Support Center, Newark Public Schools Central Office.</p> <p>Robocalls and email newsletters were sent to all families in the district to inform them that the application was available and in what ways the application was available.</p>
List all languages in which the application is available	<p>The application is available in the three languages that are most spoken by families in Newark:</p> <ul style="list-style-type: none"> • English • Spanish • Portuguese
Provide the date on which the initial application for prospective students for the school year 2016-17 <u>was made available</u> .	The application was available on Monday, December 7, 2015 online and via paper.
What was the deadline for prospective students for school year 2016-17 to return the initial application to the school? Please provide the exact date.	The deadline for application submission was Monday, February 29, 2016.
List all of the ways in which initial applications are accepted.	The application was accepted online through an online application platform and via paper at the school level which were then submitted by school staff online on behalf of the family.
Provide the date and location of the lottery held in the 2015-16 school year for prospective students for the 2016-17 school year. If the school did not have a lottery, provide a brief explanation why.	University Heights Charter School participates in Newark's universal enrollment system in which matching of students to schools occurs through the use of a computerized algorithm that effectively operates a universal lottery for all applicants. The algorithm software was run by individual grade levels during the weeks of March 28 and April 4, 2015.
List the public avenues that the school utilized to advertise that initial applications are available to enter the school's lottery (e.g. local newspapers, school website).	<ul style="list-style-type: none"> • www.newarkenrolls.org • Charter School websites • Television advertisements • Facebook Advertisements • Newark Public Schools website • Robocall to all families in city-wide enrollment management system

5. Compliance

The high-quality, rigorous educator evaluation system of University Heights Charter School, in accordance with NJDOE guidance, is described in two board-approved policies:

- [Policy 4116: Evaluation of Tenured and Non-Tenured Teaching Staff](#) (approved 6/19/2013)
- [Policy 2149: Evaluation of the Principal](#) (approved 6/19/2013)

The full policies are documented below:

POLICY 4116 - EVALUATION OF TENURED AND NON-TENURED TEACHING STAFF

The Board of Trustees believes that effective evaluation of teaching staff is essential if Teacher and Principal are to achieve the educational goals stated in the school's charter. The purpose of Teacher evaluation shall be to promote professional excellence, improve the skills of teaching staff, improve pupil learning, intellectual and social-emotional growth, and provide a basis for the review of staff performance. Furthermore, the Board shall continue to promote subsequent staff development essential for nurturing teaching excellence and the educational values of the school as designated in the charter.

The Board of Trustees encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is of major importance. Therefore, the Executive Director shall develop evaluation instruments flexible enough to identify the current educational strengths and areas in need of improvement of each teacher, as well as identify the teaching techniques, objectives, strategies, and pupil assessments needed to achieve mastery of the Common Core Standards and the additional educational goals in accordance with the school's educational program.

Evaluation Criteria

Evaluation criteria shall include both performance elements that are readily observable in the classroom setting, as well as performance elements that are observable outside the classroom—such as collaboration with peers, participation in school committees, presence at membership meetings, and participation in school-wide initiatives.

Evaluation criteria must include, but need not be limited to the following:

1. Implementation of project-based learning and cross curricular learning
2. Assessment of student progress toward the achievement of the NJDOE Core Curriculum Content Standards,
3. Productivity in curriculum development,
4. Effectiveness in daily planning and organization (has documented all lesson plans in approved format),
5. Professional conduct and growth,
6. Interpersonal skills,
7. Participation in professional development and successful completion of goals established in their Professional Improvement Plan,
8. Staff, parent/Board/community involvement,
9. Parent communications and relationships,
10. Student outcomes.

These criteria shall be taken into consideration in planning professional development and continuing education and shall be incorporated into each teachers' professional improvement plan (PIP).

The evaluation procedure shall provide continuous, constructive, cooperative interaction and feedback among the teaching staff member, a selected peer, and the Principal, thus ensuring a valid basis for performance review.

Teaching Staff Observations

Observations will be conducted using rubrics based on the Danielson Framework for Teaching, as documented in the book, *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (2007), an evaluation system approved by the New Jersey Department of Education.

Formal Observations

Teaching staff members shall be formally observed and evaluated at least twice each year by the Principal. Additionally, the Executive Director and other school leaders will perform, at a minimum, 2 cultural walk-throughs, the results of which will be based on a Cultural Rubric (the "CR"). This CR evaluates instruction and the culture within and outside the classroom (bulletin boards, transitions, etc.).

Informal Observations

In addition to the required formal observations and evaluations, the Principal or his/her designee may make as many informal observations as they deem appropriate. The Principal will develop and utilize a brief written form to record such observations and provide feedback to the teaching staff member.

Provisional Teacher Evaluations

First year teachers, under the requirements of the Provisional Teacher Program, will be observed and evaluated formally three times per year, after 10 weeks, 20 weeks, and 30 weeks of teaching.

Written Evaluation Reports

After each formal observation, the Principal will prepare a written evaluation using a standardized form that incorporates all the evaluation criteria and responds to all of the pertinent criteria, allowing for the possibility that some of the criteria may not be assessed for a given performance evaluation. At minimum, the report will describe the adequacy of the teacher's planning and organization of the lesson, classroom management, time management, student communications, classroom environment, the use of resources, and the overall effectiveness of the lesson.

All written reports—both formative and summative—shall include an indicator that provides an effectiveness/renewal status that explicitly indicates whether the teacher is advanced ("4"), proficient ("3"), working towards ("2"), or needs improvement ("1") with respect to each category.

In addition to those observations and evaluations described above, an annual summative evaluation of the teaching staff member's total performance as an employee of the Charter School will be submitted to the teaching staff member and the Board of Trustees prior to the May board meeting at which the Executive Director will make recommendations for staff rehiring. The summative evaluation will rate the teaching staff member's performance for each of the evaluation criteria and provide a brief summative narrative.

All procedures for the evaluation of teaching staff members shall be in compliance with law and ensuing regulations.

Additional Evaluation Requirements for Teaching Staff Members in Their Fifth (Tenure) Year

The Board of Trustees recognizes the profound significance of its statutory responsibility to grant tenure to teaching staff members who have been rehired for a sixth year. Tenured teachers represent the core educational staff of the Charter School and must be well qualified, having consistently demonstrated excellence both as instructors and community participants over their first five years at the school.

The Executive Director shall implement procedures that ensure that all teaching staff members entering their fifth year are provided with a “Plan for Achieving Tenure” by October 15 of their fifth year of employment. The Plan will provide specific goals and measures that must be met over the course of the year in order for the teaching staff member to be rehired and, consequently, receive tenure. The Plan will also provide a status summary that will indicate explicitly whether the staff member is a) currently meeting all requirements for tenure, b) meeting most of the requirements, c) is considerably short of meeting the requirements, or d) is at substantial risk of non-renewal. The goal of the Plan is to take every reasonable step to help the teaching staff member achieve renewal at the end of the year, and, thus, receive tenure at the outset of the sixth year as specified by law.

Satisfactory completion of a “Plan for Achieving Tenure” is not a guarantee of rehire—at all times, the Principal can exercise his/her discretion in recommending tenure candidates for rehire in accordance with law and ensuing regulations.

Professional Development Requirements

All evaluation procedures shall include review of each teacher’s progress toward achievement of the state-required goal of 100 clock hours of professional development every five years. The purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skill essential to pupil achievement of the Common Core Standards as well as practicing the teaching strategies and philosophies stated in the Charter. In any instance where an individual teacher fails to make annual progress toward meeting the 100-hour requirement, or where a professional fails to satisfy the requirement fully within the five year period, the Executive Director shall take appropriate remedial action, applying accepted procedures of supervision as well as using existing laws and rules to the fullest extent

At the end of the first five-year cycle, the Executive Director shall annually report all instances of noncompliance with the 100-hour rule, as well as the actions taken to address them to the State Department of Education. The Board shall cooperate with the County Professional Development Board and County Superintendent in evaluating its program and progress toward goals.

Teaching staff members are encouraged to seek out professional development opportunities on their own in accordance with their professional improvement plans and the mission and goals of the school. The school will support teaching staff member participation to the extent feasible within its budget and resources. Attendance at workshops or classes that require missing a regular workday, or that require payment by the school, must be approved in advance by the Principal.

The Executive Director may direct teaching staff members to participate in specific workshops or classes, as well as direct them to visit particular schools for observation. Any such directed participation or observations will take place during regular school work hours.

Supervision

The Board of Trustees acknowledges that the purpose of supervision is to improve teacher performance at the charter school so that all pupils have an opportunity to achieve the goals specified in the school's mission statement and charter, as well as meet the Common Core Standards.

Specifically, the Charter School will provide supervision to improve teacher performance in the following areas:

- lesson planning;
- classroom management;
- teaching techniques (i.e., Teach Like a Champion);
- teaching across the curriculum
- guided reading/literature circles
- Conceptual learning/Critical Thinking
- data analysis; and
- differentiating instruction to meet individual pupil needs.

Notification and Review

The Executive Director shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and shall distribute any amendments to those documents within ten working days of their becoming effective. Evaluation shall be completed before April 30 in compliance with law.

The Executive Director shall, in the implementation of this policy develop procedures in consultation with teaching staff members. All such procedures must conform to law.

This policy and related procedures shall be reviewed at least yearly, and revised as needed before re-adoption by the Board.

POLICY 2149: EVALUATION OF THE PRINCIPAL

The Board of Trustees believes that effective evaluation of the Principal is essential if University Heights Charter School is to achieve the educational goals stated in the school's charter. The purpose of the Principal evaluation shall be to promote professional excellence, improve the skills of staff, improve pupil learning, intellectual and social-emotional growth, and provide a basis for the review of leadership performance.

The Board of Trustees encourages a positive working environment in which the professional growth is of major importance. Therefore, the Executive Director shall develop evaluation instruments flexible enough to identify the current leadership strengths and areas in need of improvement of the Principal.

Evaluation Criteria

Evaluation criteria shall include both performance elements that are readily observable by the results of the scholars and teachers in the classroom, as well as performance elements that are observable outside the classroom—such as collaboration with the leadership team, school culture, participation in school committees, presence at membership meetings, and participation in school-wide initiatives.

Evaluation criteria must include, but need not be limited to the following:

1. Assessment of student progress toward the achievement of the Core Curriculum Content Standards,
2. Productivity in curriculum development,
3. Effectiveness in daily planning and organization,
4. Professional conduct and growth,
5. Interpersonal skills,
6. Leading effective professional development,
7. Leading effectively based on responses from internal and external surveys,
8. Staff, parent/Board/community involvement,
9. Parent communications and relationships,
10. Student outcomes.

The evaluation procedure shall provide continuous, constructive, cooperative interaction and feedback from the Executive Director, thus ensuring a valid basis for performance review.

Evaluations

Formal Evaluations

The Principal shall be evaluated at least twice annually by the Executive Director. The Executive Director shall use the Principal Evaluation rubric. The rubric shall be given to Principal during the summer and explained by the Executive Director in order to ensure that expectations are clear.

Informal Evaluations

In addition to the required formal evaluation, the Executive Director may evaluate the Principal's performance informally throughout the year. Among other things, the Executive Director may conduct observations of the Principal during school gathering (i.e., community circle), faculty meetings, and Instructional Leader meetings. The Executive Director shall offer feedback within 24 hours. Additionally, the Executive Director may provide an informal evaluation of the Principal, using a 2x2 format. The Executive Director will provide 2 areas of strength and 2 areas of growth. The Principal will be given an opportunity to share feedback to the ED.

Written Evaluation Reports

The Executive Director will prepare a written evaluation using a rubric that measures the Principal's effectiveness in the following: (i) promoting a data driven culture; (ii) leading planning meetings across all grades; (iii) leading feedback meetings with teachers; (iv) leading faculty and other staff meetings; (v) leading whole-scale gatherings and events; (vi) ensuring a consistent and tight school culture that is aligned to the school's mission; (vii) demonstrating a strong leadership presence throughout the school; and (viii) time and task management.

The Evaluation shall use the following scale: advanced ("4"), proficient ("3"), working towards ("2"), or needs improvement ("1") with respect to each category.

All procedures for the evaluation of Principals shall be in compliance with law and ensuing regulations.