



WCHS Board Meeting Agenda September 20, 2016

1. Welcome
2. Student Report
3. Development and Community Outreach
 - Project Renewal Update
4. Finance
5. Facility Updates
6. Principal's Report
 - DAC Representative Proposal
 - Staffing Updates
7. Enrollment
8. HR Updates and Teacher Vacancies
 - 403b Matching Proposal
9. Approval of Board Minutes
10. Executive Session
11. Adjournment



Williamsburg
CHARTER HIGH SCHOOL

September 2016

PRINCIPAL'S REPORT

Goal Setting

At Williamsburg Charter High school, our actions will be grounded in the goals established in our Comprehensive School Plan. A reflection of the accountability indicators taken directly from the school's charter, our comprehensive school plan is composed of goals grounded in academic, finance and organization efforts.

As a school community, we will create individual goals that are aligned to the objectives outlined in the Comprehensive School Plan. Our individual cultivation of goals will be developed in a Professional Growth Plan that will work to target our efforts toward realizing holistic student success. A Professional Growth Plan is required of all staff members. During the mid-year evaluation process staff members will leverage available data and review their Professional Growth Plans to reprioritize and/or shift initiatives and interventions to reflect the most current needs.

Comprehensive School Plan: The Comprehensive School plan is a document that outlines the school's academic financial and organizational goals as well as the strategies that will be used to achieve success in those areas.

Professional Growth Plan: The Professional Growth Plan is an individualized goal setting template that will be completed by every member of the school community. The PGPs necessitate the creation of personal goals that are directly aligned to the Comprehensive School Plan and the goals therein.

Evaluation Rubrics

Currently the process for mid-year and annual evaluations is composed of a job performance evaluation and self-reflection tool. The two documents, combined with daily school based data, are reviewed during performance conferences to provide an overview and indication of staff standing.

During the 2016-17 school year a more comprehensive system for assessing the performance of school based staff will be launched. The enhanced system will clarify expectations by using a rubric to outline clear performance expectations, necessitate more intensified feedback, facilitated collaboration and a shared vision by providing and using common language to discuss performance and drive the professional development activities leveraging available feedback and data across the varying domains.

Instructional Coaching Cycle

The Instructional Coaching Cycle at the Williamsburg Charter High School is intended to create a platform for teachers to maximize their capabilities and performance. Through a series of carefully planned student and teacher-centered methodology, the strategies deployed to enhance teacher performance will focus on effective instructional practices, which yield positive student outcomes.

Academic Programming

Williamsburg Charter High School endeavors to foster academic programming that draws upon the strengths of our diverse student body and talents of the instructional staff. In pursuit of meeting the needs of the student body, we are beginning to formulate a variety of pathways that will not only enhance our overall course offerings and programming but increase our marketability citywide.

CDOS Credential: The Career Development and Occupational Studies credential can be offered to students with disabilities as an exiting/graduating credential and general education students as an endorsement. By Spring 2017, we will be equipped with the ability to offer the requirements for students to earn the CDOS credential. In some cases, students will earn the CDOS credential concurrently with work based learning certificates and endorsements.

CTE Program: We endeavor to create a robust career and technical education program that satisfies the interests of our student body while still offering an array of job readiness skills, training and work based learning experiences. Our initial launch of the program will meet the needs of the Career Development and Occupational Studies credential then build from that point.

Student Driven Course Catalog: Students will have the opportunity to participate in course development for the 2017-2018 school year. The students will engage in designing courses and offering their voice in regard to how the current classes should be structured and the types of literary works, materials or challenges that should be reviewed.

Arts and Technology Integration: We are excited to launch over very first 3D design and printing club! We have been selected to participate in the CC3DP (Creative Challenge 3D Printing) Expo in the Spring. In preparation for the event, we will begin to leverage technology and the arts through a 3D Ceramics Club.

INSTRUCTION

Prepared by Kentia Coreus, Assistant Principal of Instruction

The primary focus of *beginning of the year* classroom visits (in the form of walkthroughs or mini-observations) is to ensure implementation of instructional expectations communicated during the Teacher Pre-Service week (August 22-26, 2016). Below is an overview of the expectations:

Culturally Responsive Practices:

1. Communication of High Expectations
2. Active teaching Methods
3. Practitioner as Facilitator
4. Inclusion of Culturally and Linguistically Diverse Students
5. Cultural Sensitivity
6. Reshaping the Curriculum or Delivery of Services
7. Student-Controlled Discourse
8. Small Group Instruction

Preventive Classroom Management Techniques:

1. Greeting Students at the Door
2. Student Leadership
3. Responsive and Flexible Seating
4. Respectful Dismissal

Additional Strategies from Teacher-led Workshops:

1. Building relationships with students
2. Establishing and Maintaining Protocols: Seating, Bathroom Policy, Missed Work, etc.
3. Effective use of the Promethean Board
4. Keys to Comprehension Literacy Routines (Grade 9 Teachers)

Data:

Number of classroom visits conducted by the Principal, Assistant Principal of Instruction, Assistant Principal of Student Support, and Department Leaders (as of September 20):

- 92 (with feedback via email or in a face-to-face meeting)

Number of classroom visits conducted by Instructional Coach during the first two weeks of school:

- 73 (walkthroughs with feedback)
- Daily check-ins with on campus substitutes

Positive Instructional Trends:

Overwhelming number of teachers are implementing strategies introduced during PD week: Greeting students at the door, establishing protocols, assigning student roles/leadership, etc.

Instructional Trends in Need of Growth:

Increasing student talk vs. teacher talk

Professional development in this area will be offered in October

STUDENT SUPPORT SERVICES

Uniform Updates

91% of students in uniform compliance

Results from Parent Surveys on Uniform

- When asked the following question: *There was a major change to the policy. The pants were changed from khaki to black. Did this change have a negative impact on your family?* More than 80% of parents responded "No"
- When asked the following question: *Do you feel that the uniform policy increases school pride and creates a sense of community?* 98% of parents responded "Yes."

Number of Merits

9th Grade=13

10th Grade=4

11th Grade=2

12th Grade=1

Number of Suspensions

9th Grade=0

10th Grade=0

11th Grade=0

12th Grade=0

Classroom Culture Walkthroughs

- Daily classroom walkthroughs have been conducted as a preventative measure to decrease student misbehaviors that can result in a loss of instructional time for students. The following has been observed:
 - Teachers greeting students at the door upon entry

- Students in full uniform compliance in classes
- Established classroom protocols for arrival and dismissal
- Expectation that students raise their hands

Parent Orientation Meetings

2017 Parent Orientation 9/8: There were approximately 70 families in attendance.
 2018 Parent Orientation 9/13: There were approximately 12 families in attendance.
 2019 Parent Orientation 9/15: There were approximately 26 families in attendance.
 2020 Parent Orientation 9/20: There were approximately _____ families in attendance.

Professional Development

- Myself and Mr. Morris (Social Worker attended the DASA Training (Dignity for All Students Act) on 9-13-16
- Every school must appoint a DAC by 2012 who must then be approved by the Board of Trustees (for charter schools)
- Professional development workshop was held on September 14th on Restorative Justice practices that teachers and staff can implement as a means of building more positive and supporting relationships with students and decreasing our discipline referrals and students suspensions this year.

SAFETY

Facilities: The school has a shortage of desks. Several broken desks were discarded. Over the summer recess a log of the discarded items was made, along with a new desk order. There are no other major facility issues at this time.

Elevator Status: Elevator #2 continues to be an issue but our elevator company, Otis, has been trying to rectify the problem.

Fire Department: The school had an FDNY inspection on 9-7-16 with no violations issued. Both recent violations, for low volume in an alarm signal in the lobby and for the elevator two-way communications, have been rectified. Letters of Correction were sent to the FDNY on 9-6-16.

Safety: There are no Safety or Security issues to be reported at this time. There will be a Special Patrolman program review.

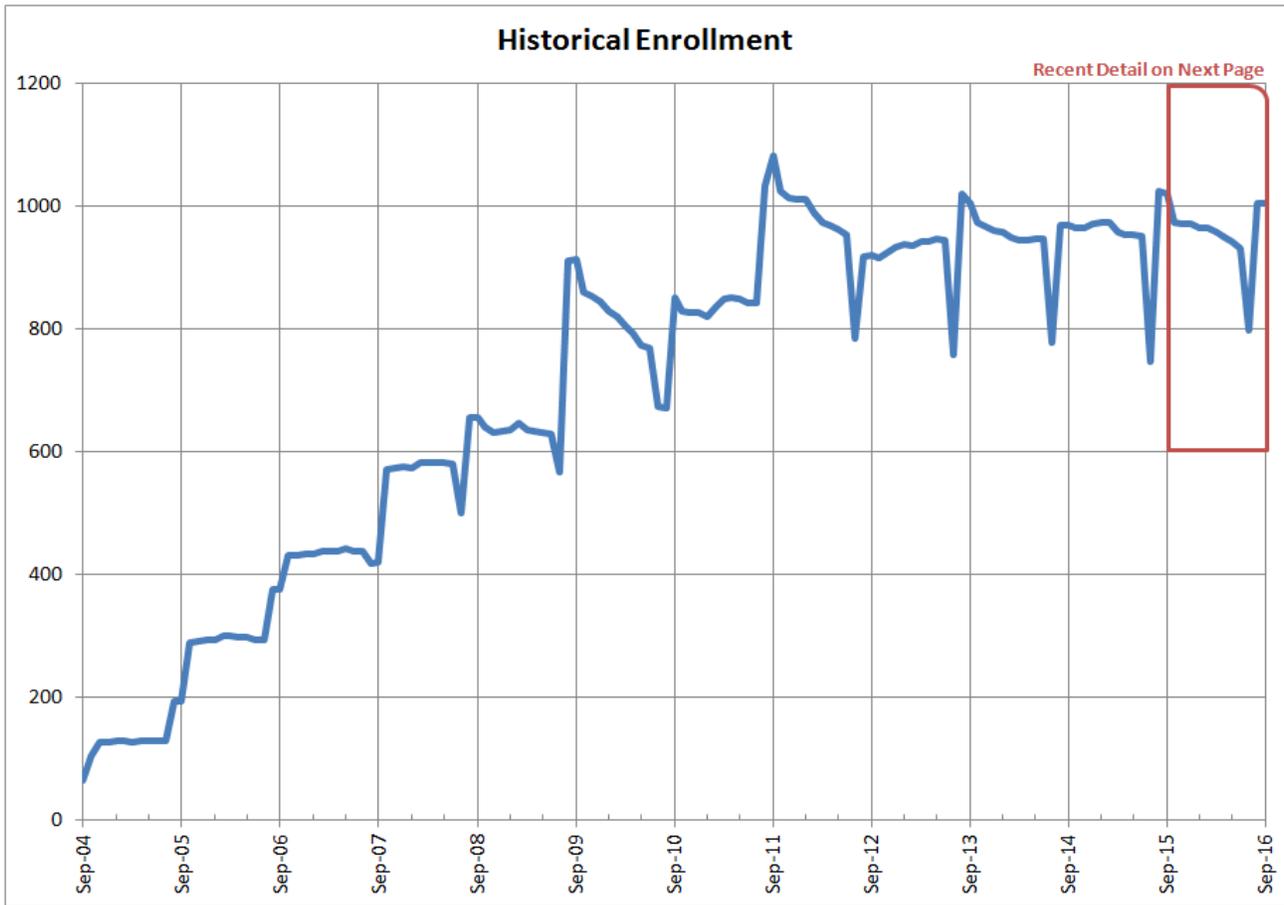
STUDENT ENROLLMENT

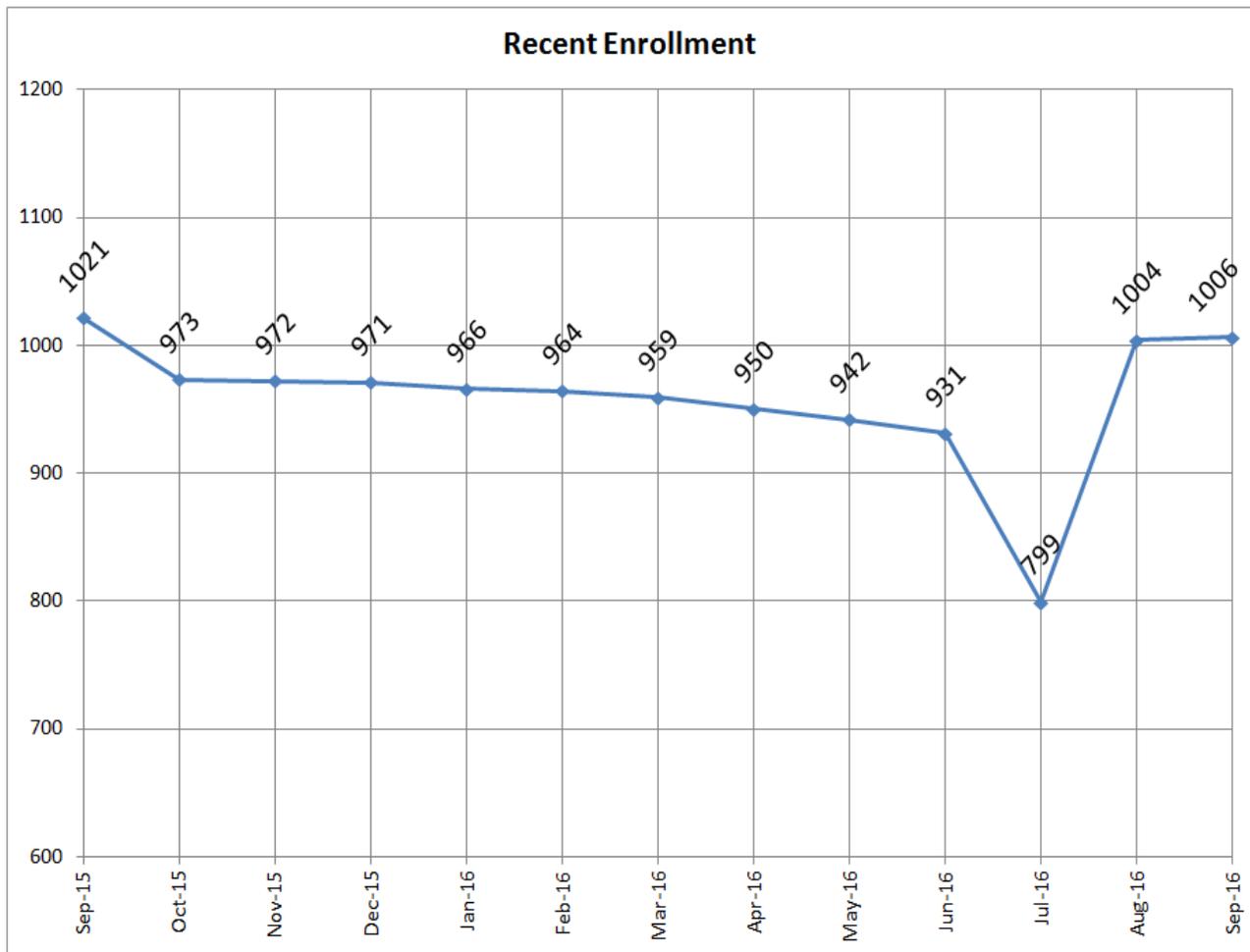
Grades	ATS	Blackbaud
9th	256	256
10th	309	303
11th	154	161
12th	250	243
Total	968	963

**Grade level - based on credits earned*

Cohorts	Blackbaud
2020	211
2019	268
2018	205
2017	250
Total	934

**Cohorts- year students entered*





Ongoing Task

Registration - Open registration will continue for grades 10th (7 seats) and 12th (10 seats). The 9th grade class is now closed and 11th grade seats are pending due to scheduling conflicts.

2017-18 Application - English Language Learners and SPED will soon be added to our preferential seating criteria. This material change will need to be approved by the next Board Meeting.

Enrollment Software - Donny, Medina, John and I are still in the process of reviewing solutions to our enrollment software issue.

Fairs - Middle Village Academy on 9/28, and DOE citywide and borough fairs on 9/24 and 10/15.

PARENT AND ALUMNI ASSOCIATIONS

For the month of September, our parent meetings are the parent orientations presented by the grade levels. There will be four meetings total. In October the parents will plan how the meetings will be held.

The Alumni Association will hold Hispanic Heritage and Alumni Workshops.

ACCOUNTABILITY

The Accountability Department is in the process of collecting documents for the DOE submission at the end of the month. The submission includes handbooks, compliance checklists, calendars, etc. The

Department also coordinated with Ms. Williams and Testing Coordinator Kristy Sung-Kim to develop a Regents Appeal Protocol. Finally, the Department is working with staff on possible material changes to the charter.

OPERATIONS

Team Operations processed and distributed Metrocards and student ID cards for 999 incoming freshman and returning students, monitored enrollment and attendance and conducted outreach to absent students. Operations also trained teachers and staff in Emergency Readiness Protocols and successfully conducted fire and bus drills. We are presently preparing for September students and family events and processing space permits to successfully welcome families.

FINANCE REVIEW

In September the Finance Department reconciled Title 1 and Title II. The budget is due to the DOE at the end of September. Financial records were sent to the auditor on September 15, 2016. The Department will continue to send files as requested. The final report for current contracts ending August 31, 2016 are due November 29, 2016.

HUMAN RESOURCES REVIEW

Vacancies

The Human Resources department has been working diligently alongside the Assistant Principal of Instruction and Department Leaders to become fully staffed with the best Instructional candidates possible. We are also collaborating with the Director of Operations in order to fully staff her department effectively.

We currently have a total of 11 Vacancies including 9 Instructional Openings and 2 Non – Instructional Openings.

We are actively recruiting and interviewing for all positions.

Instructional Vacancies	Openings	Non- Instructional Vacancies	Openings
<i>Literacy Teacher</i>	<i>1</i>	<i>Grade Leader</i>	<i>1</i>
<i>Earth Science Teacher</i>	<i>1</i>	<i>Library Media Specialist</i>	<i>1</i>
<i>SNAS Teacher</i>	<i>3</i>		
<i>SNAS Leave –Replacement</i>	<i>1</i>		
<i>CTE Teacher</i>	<i>1</i>		
<i>Math Instructional Coach</i>	<i>1</i>		
<i>Guidance Counselor</i>	<i>1</i>		

Certifications

Given the shortage of certified teachers nationwide the hiring board has allowed for an increase in the number of non-certified teachers(based on state regulation) in order to bridge the gap between teacher vacancies and student achievement.

Department	Number of Non- Certified
<i>ELA</i>	<i>2</i>
<i>Math</i>	<i>3</i>
<i>Science</i>	<i>3</i>
<i>Latin</i>	<i>2</i>
<i>SNAS</i>	<i>2</i>
<i>Visual Arts</i>	<i>1</i>
<i>Total</i>	<i>13</i>

DEVELOPMENT AND COMMUNITY OUTREACH MONTHLY REPORT

The ScriptED coding course was successful in its first year. Two students earned paid internships and have become ambassadors for the program this year. 17 students are registered with a goal of 20. The course will be held 2nd period 5 days a week with coders coming two of those days.

Revising current Dev. & Comm. Outreach JD for posting to job forums and hiring websites. Adapt new JD to encompass Development/Outreach/CTE department role. Assist, as needed, in hiring or interview process for potential candidates.

Create template for Career Development & Occupational Studies (CDOS) apprenticeship model. How would WCHS go about securing opportunities for students to get ‘hands-on’ job training in the form of a replicable model. Suggest possible businesses to collaborate with.

Facilitate / Assist Board in communicating with Fundraising & Development consultant, as needed. Assist School Attorney in filing final close-out documents for Southside in preparation for grant allocation/draw-down of remaining funds for WCHS.

DATA REVIEW

Donny made schedule changes for the 2020 and 2019 cohorts in the absence of guidance counselors.

Cumulative GPAs were calculated for all 2018 and younger cohorts based on new weighting criteria.