

WCHS Board Meeting Agenda

October 24, 2016

6pm

- 1. Welcome**
- 2. Accountability**
 - a. VOTE: Proposed Goal Changes
- 3. Finance**
 - a. VOTE: Approval of Financial Audit
- 4. Principal's Report**
 - a. VOTE: Hero Powered
- 5. Enrollment**
- 6. Development and Community Outreach**
- 7. Facility Updates**
- 8. HR Updates and Teacher Vacancies**
- 9. Approval of Board Minutes**
- 10. Adjournment**

PRINCIPAL'S REPORT

GOAL SETTING AND EVALUATION

Goal Setting: Update

To date, all staff members have interfaced with the goal writing process. Professional Development Growth Plans are being developed by each staff member at Williamsburg Charter with a completion date of October 31, 2016.

Evaluation Rubrics: Update

The draft versions of the Support Staff, Assistant Principal, and Principal rubrics are all complete. The draft versions have been shared with appropriate staff and several work sessions have been established to contribute to and edit the draft documents. Documents are scheduled to be finalized by November 1, 2016. These rubrics will be utilized for mid-year and end of year evaluations for the Principal, Assistant Principal and Principal's direct reports.

Instructional Coaching Cycle: Update

The Instructional Coaching Cycle has started for the Department Leaders. The cycle, scheduled to last through the first week in December, will allow a platform for peer collaboration, student artifact review, peer observation and work sessions, as well as lesson plan and student grade analysis. The first Instructional Coaching Cycle will be led by the principal with the intention of Department Leaders leading subsequent cycles with their respective departments.

ACADEMIC PROGRAMMING

CTE Programming

We have continued to post for and interview potential replacements for our current CTE vacancy. In addition, we launched a school wide student survey to glean student interest in the twelve different pathways that will yield marketable outcomes in the next ten years. The results of the survey will be used to guide our recruitment and program development. We are still in pursuit of a CTE department lead, preferably one with program development experience.

Clubs, Trips and Extracurricular Activities: While we work to define the programs of study that we will offer and in the absence of an exploratory course, we will launch a series of clubs and activities that expose the student body to a variety of career and technical education pathways.

Corporate Collaboration Initiative: We endeavor to host a corporate forum where we engage our current and additional potential partners to explore opportunities for collaboration, including job shadowing, guest speaking engagements, workshops and student internships.

Short Term Internships fused with Capstone Projects: We will begin to build short term internship opportunities for our senior class students this year. The short term internships will be geared toward school holiday periods and not last more than two weeks of a school term. In this, our graduating seniors will have an opportunity to gain

skills in areas of their interest and establish a foundation for our reputation in the community. The hope is that the students work with a sponsoring teacher to deliver a community-based project with an authentic purpose. For example, our performing arts instructors could potentially work with students to create a capstone/internship project by running the props for a series of off-broadway performances. Or, the music studio students may engage with WYNC to develop Radio Rookies and create a series of relevant topics geared toward high school students.

College Articulation Collaboration: During the months of November and December, our Interim Director of College and Career Readiness will engage in conversations with targeted colleges, universities and trade schools who specialize in areas aligned to our students' interest. Our hopeful outcome is that the students will have an opportunity to interface with their interests on a collegiate and/or post secondary level to continue to deepen their knowledge and skill base around areas of their interest. In addition, our ambition is to create a defined articulation such that interested students can take credit-bearing college classes and meet high school requirements that yield post-secondary credits.

Career Development Course/Seminar: Ideally, we hope to launch a career development course that begins second semester. We are currently in pursuit of a teacher to provide the course but have already started to review existing curricula to serve as the materials for the course. For now, we are seriously considering the Roads to Success curricula for grades 9-12.

Career Development and Occupational Studies

As we continue to build out and refine the curriculum for the coursework for the CDOS credential, we will concurrently create aligned coursework in the current student scheduling matrix. By January 2016, a clear pathway and articulation for each student who is entitled to receive this credential will be created, reviewed and either accepted or rejected by the students and their families. We are enlisting the assistance of our special education coordinators, guidance counselors and master scheduler to ensure that the pathways for each student are well defined and attainable.

Student Driven Course Catalog : Update

We are scheduled to allow students to participate in course creation workshops and discussion beginning the first week in November. Largely guided by students interest, the proposed courses and activities include suggestions for literary works, specific classroom tasks and measures of knowledge.

Student Support Services

Comprehensive School Plan Goal Setting

All staff under Student Support Services have engaged in the first stage of identifying and writing an Academic goal that is aligned to one of the 10 academic goals in the charter. They

are in the process of receiving written feedback on their goal to ensure that it is a high quality goal. Once approved, individuals will then select and develop an Organizational goal.

College Office Events

- **PSAT Classes**
 - There are currently 50 students signed up and taking the PSAT classes (juniors preparing for the April SAT and seniors preparing for the Nov and Dec SAT)
- **Recruiting Admissions Visit**
 - We have 19 schools scheduled to visit during cohort assemblies and or class periods
 - College Prep assemblies were held on October 11th and October 13th for the Senior and Junior class
- **English class push-ins**
 - Interim Dir. of College pushed into all the senior English classes and provided them with information on what the steps are in the college application process month by month
 - Students received a comprehensive College folder with handouts, CUNY booklet, SUNY booklet, Private school booklet, deadlines for applications, FAFSA/FSA ID information, as well as scholarship info.
- **CUNY/FSA ID Creation Workshop on 9/29/16**
 - About 20 families came out to fill out the CUNY application and create FSA IDs.
- **College Now Classes**
 - We have 15 students enrolled

National Bullying Prevention Week (Counseling Department Initiative)

The week of October 17th-21st will be Bullying Prevention and Awareness Week at WCHS. This Each day students will engage in a myriad of anti-bullying activities and discourse during their advisories. The purpose is to raise awareness of bullying prevention and to teach students how to respond effectively to bullying situations. This will be led by the counseling department. Topics and school-wide activities include: Bullying 101, What Can You Do About Bullying, Students and Adults Working Together, Mix it Up Lunch, where students will be encouraged to sit with another person during their lunch periods and to get to know that person.

Suspensions

To date we have 3 Out of School Suspensions. Last year this time we had a total of 14 OSS. The decrease in the number of suspensions speaks to our efforts to use more restorative justice approaches such as Community Service opportunities and Student Court led by Ms. Shante Martin, Director of Student Life.

Number of Suspensions

- 9th Grade=1 10th Grade=0

Number of Merits

- 9th Grade=13 10th Grade=9

● 11th Grade=1 12th Grade=1

11th Grade=22 12th Grade=10

Chronic Lateness/Cutting To School for September (10 +)

In an effort to address the number of chronic lateness to school the following interventions have been implemented:

1. Guidance Counselors will be meeting with students who have been late to school an excess of 10 or more times thus far in the school year.
2. Parents have been given a letter advising them that their child has been late 10+ time for the school year and their child will be meeting the their guidance counselor and advisor to come up with an attendance plan to ensure that they get to school on time.
3. Parents were invited to attend a special attendance workshop on Back-to-school night.

Guidance Counselor Recruitment

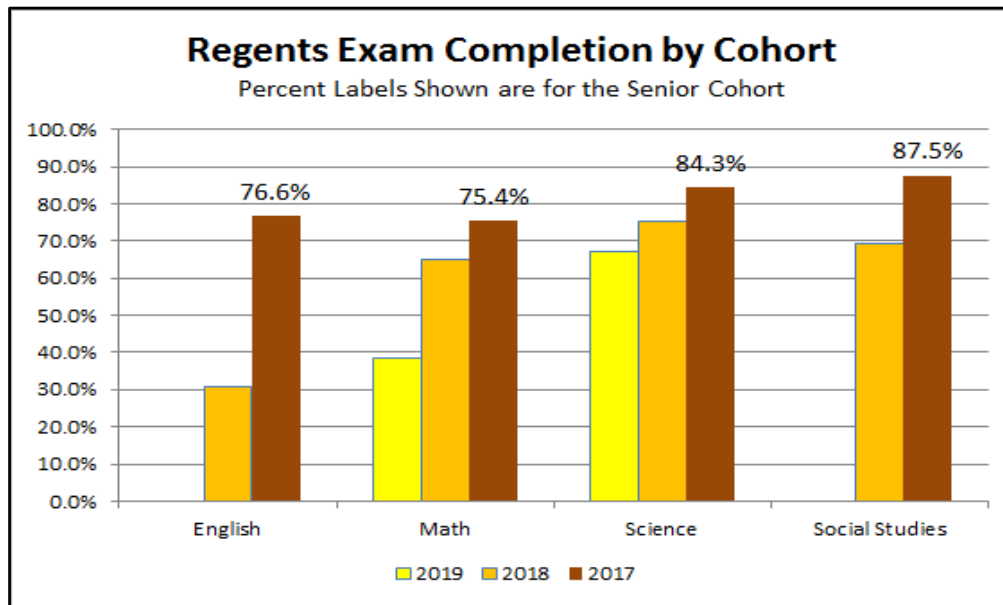
One candidate was recommended for board approval, which is pending.

DATA REVIEW

Top Feeder Schools for Cohort		
Rank	2020 Cohort Only	#
1	I.S.318 Eugenio Maria de Hostos	45
2	Conselyea Preparatory School	7
3	JHS 383 Philippa Schuyler	7
4	MS582	7
5	Bedford Stuyvesant New Beginnings Charter School	6
6	Beginning With Children Charter School	6
7	I.S. 093 Ridgewood	6
8	IS077	6
9	St. Frances Cabrini School	6
10	Community Partnership Charter School	4
11	I.S. 349 Math, Science Technology	4
12	IS71 Juan Morel Campos Secondary School	4
13	Liberty Avenue Middle School	4
14	Elijah Stroud Middle School	3
15	Evergreen Middle School for Urban Exploration	3
16	IS347 School for Humanities	3
17	John Ericsson Middle School 126	3
18	PS 157 Benjamin Franklin	3
19	PS 377 Alejandrina B. De Gautier	3

On Grade Level

Cohort	9	9.5	10	10.5	11	11.5	12	12.5	13	On GL	Out Of	Percent
2020	217	0	0	0	0	0	0	0	0	217	217	100.0%
2019	16	18	234	0	0	0	0	0	0	234	268	87.3%
2018	2	3	9	36	154	0	0	0	0	154	204	75.5%
2017	2	4	1	12	1	6	222	0	0	222	248	89.5%
<2017	0	1	0	2	0	1	3	11	8	8	26	30.8%
Overall	237	26	244	50	155	7	225	11	8	835	963	86.7%
Grades	263		294		162		244					



Advanced Regents Diplomas require passing 9 Regents exams (including LOTE and Algebra 2)

Of the graduating 2017 Cohort (248 students):

- 3 students already have passed all 9 (1.2%)
- 13 students have passed 8 of the 9 (5.2%)
- 32 students have passed 7 of the 9 (12.9%) *Total: 19.3%*

In the previous 6 years, our highest percentage of Advanced Regents Diplomas was 8.7%.
(NYC average is 18%; NYS average is 32%)

Last Year's Schedules

Grade	Students	8th Free	7-8 Free	6-8 Free	5-8 Free
2019	278	0%	0%	0%	0%
2018	211	4%	0%	0%	0%
2017	257	46%	2%	0%	0%
2016	162	83%	56%	30%	5%

This Year's Schedules

Grade	Students	8th Free	7-8 Free	6-8 Free	5-8 Free
2020	217	0%	0%	0%	0%
2019	268	0%	0%	0%	0%
2018	204	0%	0%	0%	0%
2017	248	68%	24%	0%	0%

OPERATIONS

OPS Team members have each developed a personal Academic Goal linked to the charter goals and continue to draft individual Organizational and Financial Goals aligned with the charter as part of the newly developed Professional Growth Plan initiative.

PARENT AND ALUMNI ASSOCIATIONS

Responses to parent survey to measure the opinions of the WCHS parents on the new uniform change for 2016-2017.

106 individuals returned the survey during the parent orientations and responded as follow:

1. Demographic (106 responses)
 - Parent: 104 responses
 - Grandparent: 0 responses
 - Guardian: 2 responses

2. Are you responsible for any other or multiple children enrolled in our school? (101 responses)
 - Yes: 43 responses
 - No: 58 responses

3. Did you receive a copy of the updated uniform policy for Williamsburg Charter High School? (103 responses)
 - Yes: 82 responses
 - No: 21 responses

4. There was one major change this year to the policy. The pants were changed from khaki to black. Did this change have a negative impact on your family? If you answer yes, please explain how the change had a negative impact. (105 responses)

- Yes: 22 responses
- No: 83 responses

Comments:

- lack of communication
- uniform information was given at registration and then it changed
- the change brought about a financial struggle because the parent has more than one child at WCHS and children in another school
- extra expenses on the family and the timing was inconsiderate
- parent shopped earlier in the summer and had to exchange uniforms
- parents should have been notified earlier
- change is great, kids look wonderful
- parent took another day off work to return pants purchased and obtain new ones
- not enough time to prepare budget

5. Did you have concerns or financial difficulty finding all black shoes for your child? If you answer yes, please explain. (106 responses)

- Yes: 53 responses
- No: 53 responses

Comments:

- policy is too strict
- all black shoes are difficult to find

6. Do you feel that a school uniform policy increases school pride and creates a sense of community? (101 responses)

- Yes: 77 responses
- No: 24 responses

ACCOUNTABILITY

The Accountability Department submitted the September 30, 2016 DOE Accountability Submission on time. The Department is preparing for the November 1, 2016 DOE Accountability Submission, which will include the Annual Independent Financial Audit, NYSED Annual Report Appendix A, Audit Template, Fire and Bus Drill Dates, Quarter 1 Financial Report, and the Staff Fingerprint Clearance. The Department is also preparing Material Changes to the Charter which will be submitted by November 1, 2016.

STUDENT ENROLLMENT

Grades	ATS	Blackbaud
9th	260	260
10th	299	296
11th	162	163
12th	248	235
Matriculated (+)		10
Pending (-)	8	6
Zero Attend (-)		8
Total	961	950

**Grade level - based on credits earned*

Grades	Cohorts
2020	219
2019	267
2018	205
2017	248
Total	939

**Cohorts- year students entered*

Grades	Discharges 8/29-10/7
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9th	10
10th	16
11th	5
12th	20
Total	51

*Cohorts- year students entered

The Recruitment Department has registration 14 students since our last board meeting, 9th (9), 10th (2), 11th (2), 12th (1). In addition, I have attended the Department of Education Citywide and Borough Fair as well as Middle Village Preparatory Charter School. This year we will be taking an unprecedented attempt at holding our Lottery on April 1st, the same day as the application deadline, with hopes that the earlier time frame will prompt parents to commit to enrollment sooner.

HUMAN RESOURCES

The HR Department is currently working on notifying all employees of the important upcoming health benefit deadlines such as Creditable Coverage for individuals who are eligible for Medicare Part D, Summary of Benefits Coverage (SBC) which outlines chosen health plans. Due to regulations set forth by the Affordable Care Act along with other state regulated notifications we must grant employees a clear and concise snapshot of their health benefits coverages , which is provided through various communication pieces. HR is still diligently recruiting for all vacancies by job posting , flyers , referrals, career fairs and an open house (Fall 2016).

FACILITIES/SAFETY

- Fully staffed (6) employees
- The school has filed with the DOB for the Public Assembly Modifications for floors 7 to 2 for the new wall in fills
- Both elevators are in operation. The D.O.B. made an annual inspection on 09-26-16
- The school is presently awaiting a annunciator alarm for the building generator, Expected between Oct-Nov 2016
- The building was inspected for asbestos no lab reports have been submitted at this time, Last inspection was in 2015 with negative findings
- No issues with flooring at this time, tiles & carpets

SAFETY

- Fully staffed (14) employees
- Three verbal altercations to date, No physical altercations reported
- No serious incidents to report
- 8 hour NY State training requirements to be fulfilled between October and December 2016
- FDNY On-site test for Tamisha Johnson scheduled for November 15th 2016

DEVELOPMENT AND COMMUNITY OUTREACH MONTHLY REPORT

Meetings with Community Businesses & Elected Officials

Schedule meetings with local businesses to introduce Principal as new point of contact for school. Also initiate conversations regarding CDOS partnerships with said organizations. Primary Targets: Martin Greenfield, Avant Guards (Barry Borgen), Council Member Reynoso, Nydia Velasquez

Expand College & University Partnerships

Working with the Principal, AP of Instruction, Instructional Coach and eventually Department Leaders to expand partnerships with Queens College, and SUTech: Office in charge of student teaching partnerships State-wide. School visit Scheduled with Dr. Susan Davis for Performing arts from Queens College in November. Working with Natalie Lucas from SUTech to get meeting date. Schools will offer host teacher free credit hours at respective colleges and universities.

Seasonal Outreach to Local Donation Prospects

Crafting personal donation letters to local businesses and organizations such as James Lema, Building Hope, Eugene Podoshek (First Fidelity Insurance). Also targeting Paul Grossman, Kalmon Dolgin Affiliates.

Continue Hand-Off Title I, Title II Application & Clarification process to K. Manion.

ACADEMIC CHARTER GOALS

CURRENT GOAL	PROPOSED CHANGE	REASON FOR CHANGE
By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in ELA.	75% of each cohort will have scored at least 65 on a New York State Regents examination in English by their fourth year.	Attainment of these goals should be reported every year, not just the fourth year of each charter renewal.
By the end of year 4 in the charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in Math.	75% of each cohort will have scored at least 65 on a New York State Regents examination in Math by their fourth year.	
By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).	75% of each cohort will have scored at least 65 on a New York State Regents examination in Science by their fourth year.	
By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History).	75% of each cohort will have scored at least 65 on a New York State Regents examination in History by their fourth year.	
By the end of year 4 in the charter, 20% of each cohort will graduate with an Advanced Regents Diploma.	20% of each cohort will graduate with an Advanced Regents Diploma.	
By the end of year 4 in the charter, 5% of each cohort will graduate with an Honors Regents Diploma.	5% of each cohort will graduate with an Honors Regents Diploma.	

CURRENT GOAL	PROPOSED CHANGE	REASON FOR CHANGE
Each year, at least 80% of each student cohort (as defined by the New York State Education Department) graduates within five years.	<p><i>Replace with the following two goals:</i></p> <p>Each year, at least 80% of each cohort will graduate within four years.</p> <p>Each year, at least 85% of each cohort will graduate within five years.</p>	<p>The school has consistently met the current goal for the past few years, and continues to expect to exceed city and state averages. Therefore, it proposes to raise the bar to even higher graduation rates of 80% in 4 years and 85% in 5 years.</p> <p>The school may apply either the definition of cohort used by New York State or New York City for this data.</p>
CURRENT GOAL	PROPOSED CHANGE	REASON FOR CHANGE
Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Each year, the school will help students improve on their incoming proficiency levels and pass Regents exams in English.	<p>The NYC School Quality Guide (SQG) no longer compares rates to “peer groups” of similar schools.</p> <p>The current SQG now compares Regents passing rates to “similar students” when determining grades. As long as the SQG continues to use this metric, and if the SQG comes out in time, the school will have met its goal if it receives a grade of Excellent or Good on the SQG.</p>
Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of students in the high school accountability cohort from a group of similar schools.	Each year, the school will help students improve on their incoming proficiency levels and pass Regents exams in Mathematics.	
Each year, the school will be deemed “In Good Standing.”	NO CHANGE	

ORGANIZATIONAL CHARTER GOALS

CURRENT GOAL	PROPOSED CHANGE	REASON FOR CHANGE
Each year, the school will have a daily student attendance rate of at least 90 percent.	NO CHANGE	
Each year, 95 percent of all students enrolled during the course of the year return the following September.	Each year, 95 percent of students who are enrolled as of October 1 st will either graduate or return and remain enrolled as of October 1 st of the following year.	<p>The phrase "all students enrolled during the course of the year" incorporates a number of students who may have been enrolled only briefly; for example, students who are admitted in August but choose to attend a different school. Using a snapshot date, such as October 1, is a more commonly used method.</p> <p>Also, the phrasing of the goal did not account for graduates, as it should.</p>
Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	NO CHANGE	

CURRENT GOAL	PROPOSED CHANGE	REASON FOR CHANGE
<p>Each year, members of the Board will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school’s mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extent of growth.</p>	<p>NO CHANGE</p>	
<p>Each year, the Principal will complete a self-evaluation process designed to ensure adequacy, alignment, and coherence of actions toward furthering the school’s mission, program and goals. The process will include self assessment at the start of the school year, the development of personal and full board growth outcomes, and self assessment at the end of the school year to determine the extent of growth.</p>	<p>NO CHANGE</p>	

CURRENT GOAL	PROPOSED CHANGE	REASON FOR CHANGE
<p>Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	<p><i>Replace the three survey-related goals with the following three goals:</i></p> <p>Each year, parents will express satisfaction with the school's program, based on available stakeholder satisfaction data in which the school will receive at least 85% positive responses.</p>	<p>These goals need to be rewritten to reflect the changes made to the structure and reporting methodology of the NYC School Survey (formerly the Learning Environment Survey).</p>
<p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	<p>Each year, teachers will express satisfaction with the school's program, based on available stakeholder satisfaction data in which the school will receive at least 85% positive responses.</p> <p>Each year, students will express satisfaction with the school's program, based on available stakeholder satisfaction data in which the school will receive at least 85% positive responses.</p>	
<p>Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more students enrolled participate in the survey.</p>		

