



## **WCHS Board Meeting Agenda February 28, 2017 6:00pm**

1. Welcome
2. Approval of Board Minutes
3. Principal's Report
  - a. Burning Flame Award
  - b. Academics
  - c. Student Support
  - d. Operations
  - e. Data
  - f. Parent and Alumni Outreach
4. HR Updates and Teacher Vacancies
  - a. Proposal: ISS/ISD Leadership and Wellness Coordinator
  - b. Community Outreach Vacancy
5. Finance
6. Facility and Technology Updates
  - a. Police Precinct Liaison
7. Enrollment
8. Accountability
  - a. ACR Follow-Up
  - b. Regents Protocols
9. Adjournment
10. Executive Session



## **PRINCIPAL'S REPORT**

### **Internal Performance Reviews**

Beginning in March, school staff will begin our internal review process. Staff members will complete a series of activities that simulate the review protocols of DOE and provide immediate feedback to staff members.

### **Responses to STAR Testing and Students Needs**

Based on the outcomes of the first STAR test, several steps have been taken to ensure that a unified response to student needs was implemented throughout Williamsburg Charter High School. During the last full staff professional development, each department was tasked with a series of steps to take to increase informational text use and availability of text rich resources. A set of math review texts have been purchased to provide math teachers with resources to review foundational skills.

### **School Climate Survey: Part II**

The second part of the School Climate Survey was administered to the the staff at Williamsburg Charter. Results will be shared first with applicable departments then with the school during an all staff meeting in the month of March

### **Literacy Events**

Blind Date with a Book was successful! Students were given the opportunity to choose books and participate in a contest that allowed them to earn Wolverine Books. We raised 175 books from donors, supporters and friends.

## **STUDENT SUPPORT SERVICES**

### **Semester 1 Behavior Overview**

On January 30, 2017 there was a presentation made to the staff on semester 1 student conduct.

**Top 10 Student Infractions:** The below infractions are reflect the incidents that were most commonly written up by staff in Blackbaud.

Non-uniform, cutting, disruptive behavior (minor), use of electronic device, insubordination, Skipping detention, excessive talking, eating in class, disrespect, lateness to class.

### **Semester 1 Detentions: Total of 655 detentions issued**

- 9th Grade--101 detentions issued
- 10th Grade-- 299 detentions issued
- 11th Grade--127 detentions issued
- 12th Grade--129 detentions issued



There were a total of 656 issued and of that number 63 were unserved

**December Suspensions: Data reflects short term suspensions only**

- 9th Grade--0
- 10th Grade--3
- 11th Grade--5
- 12th Grade--7

There were a total of 15 Short-term suspensions. There were no long-term suspensions.

**January Suspensions: Data reflects short term suspensions only**

- 9th Grade--1
- 10th Grade--0
- 11th Grade--1
- 12th Grade--1

There were a total of 3 Short-term suspensions. There were no long-term suspensions.

**2016-2017 Impartial Hearings**

- 9th Grade--0
- 10th Grade--2
- 11th Grade--1
- 12th Grade--1

There were a total of 4 impartial hearings conducted thus far this academic school year. One impartial hearing resulted in additional suspension time.

**Semester 2 Plans to Address Attendance and Lateness Using HERO**

- Hero is a positive behavior intervention system. For the initial launch of the program we plan to focus on the below student behaviors as we have had chronic lateness issues school-wide.
  1. On time to school
  2. On time to class
  3. In full uniform
- Students who arrive to school after 8:00am are marked as late and must get a late pass from a safety officer
- Teachers are asked to close their classroom doors when the late bell rings and students are not permitted to enter the classroom without a late pass.



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- Safety officers utilize iPod touches and hip-scanners to provide students with late passes.
- The number of times a student has been late is reflected on their late pass with a warning.
- Students are scanned using their WCHS student IDs.
- Parents who register for a HERO account will receive push notifications on their cell phones about their child's behavioral and eventually academic progress.

### **COLLEGE AND CAREER READINESS**

- 95% of the 2017 Cohort- Have a post secondary plan
  - Out of the 95%
    - 93% have applied to a college/university
    - 1% has plans to meet with a recruiter to enroll in the military
    - 1% has plans to enroll in a trade schools
- 80% of students have completed the FAFSA
- 12 Schools have confirmed their attendance at the March 9th College Fair
  - Virginia Commonwealth
  - University of Maryland
  - St. Francis
  - Delhi
  - Hunter
  - Cobleskill
  - University of Bridgeport
  - SUNY
  - Purchase
  - Oneonta
  - Buffalo State
  - Goldey-Beacon College
- 80 college acceptances to date
- 24 students enrolled in College Now Classes
- 5 students enrolled in the Stem program

### **INSTRUCTION**

#### **Mid-Year Teacher Performance Data**

All teachers have been formally observed by an external consultant. All but five of the formal observations have been documented in TeachBoost. A summary of the TeachBoost Heatmap



reveals two areas in need of improvement: Engagement and Criteria. It also reveals that overall the strength of the teaching staff is their relationships with students.

Mid-Year Teacher Performance Summary Data		
<b>Domain A: Planning and Preparation</b>		
A6: Lessons	2.69	Effective
A9: Differentiation	2.61	Effective
<b>Domain B: Classroom Management</b>		
B2: Relationships	3.01	Highly Effective
B5: Routines	2.81	Effective
<b>Domain C: Delivery of Instruction</b>		
C1: Expectations	2.54	Effective
C7: Engagement	2.44	Improvement Necessary
<b>Domain D: Monitoring, Assessment, and Follow-Up</b>		
D1: Criteria	2.39	Improvement Necessary



D3: On-the-Spot	2.53	Effective
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**Department Leader HeatMap**

A	A6	A9	B	B2	B5	C	C1	C7	D	D1	D3
3	3	3	2.33	3	2	2.33	3	2	2	2	2
2.33	2	3	3	3	3	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3.33	4	3	3	3	3	2	2	2
3.33	3	4	3.33	4	3	3	3	3	2.33	2	3
3	3	3	3	3	3	3	3	3	2.67	2	3
3	3	3	3	3	3	2.33	3	2	2.33	2	3
3	3	3	3	3	3	3	3	3	2.33	3	2

**Professional Development: Responding to Teacher Performance Data**  
**ENGAGEMENT**



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Teachers will engage in a reflective Professional Learning Cycle in which they will gain a deep conceptual understanding of student engagement, practice analyzing the engagement level of a lesson, self-evaluate the engagement of one of their lessons, and learn instructional strategies to increase engagement. This opportunity will first be offered to teachers demonstrating need in this area and who teach a Regents level course.

### **Student Engagement Professional Learning Cycle**

- Phase I- Videotaping of an entire class period
- Phase II- Workshop where teachers assess the engagement level of a class after watching a videotaped lesson
- Phase III- Teachers self-assess their video
- Phase IV- Reflection and Next Steps Workshop

### **CRITERIA**

Before teachers can clarify criteria for students, they must first establish rigorous lesson objectives. Teachers are now mandated to develop 3-Part lesson objectives that include: Behavior (+Product), Criteria, and Condition. Teachers were offered the opportunity to attend a voluntary 3-part Objectives PD Series. Ten teachers opted not to participate in this professional development opportunity.

### **Objectives PD Series Follow-Up**

Teachers will be able to continue their learning in this area by completing one (or all) of the following professional development opportunities:

- 1) Writing 3-Part Objectives Workshop
- 2) Collecting, grading, and returning student work quickly (and CFU)
- 3) Re-teaching Strategies
- 4) Pre-Assessments: Setting Students Up for Success



**DATA REVIEW**

**January Regents Results**

<b>Exams</b>	<b>Common Core English</b>	<b>Common Core Algebra</b>	<b>Common Core Geometry</b>	<b>Algebra II Common Core</b>	<b>Algebra2/Trigonometry</b>	<b>Living Environment</b>	<b>Earth Science</b>	<b>Chemistry</b>	<b>Physics</b>	<b>Global Studies</b>	<b>U.S. History/Government</b>
<b>Passed</b>	112	26	4			7	7	2		31	15
<b>Taken</b>	187	126	32	3	10	96	35	10		74	28
<b>Average</b>	62.9	55.5	52.4	56.3	44.1	49.4	55.7	57.7		55.8	60.6
<b>Pass Rate</b>	60%	21%	13%			7%	20%	20%		42%	54%

*These are Raw Results; DOE Pass Rate criteria are not applied.*





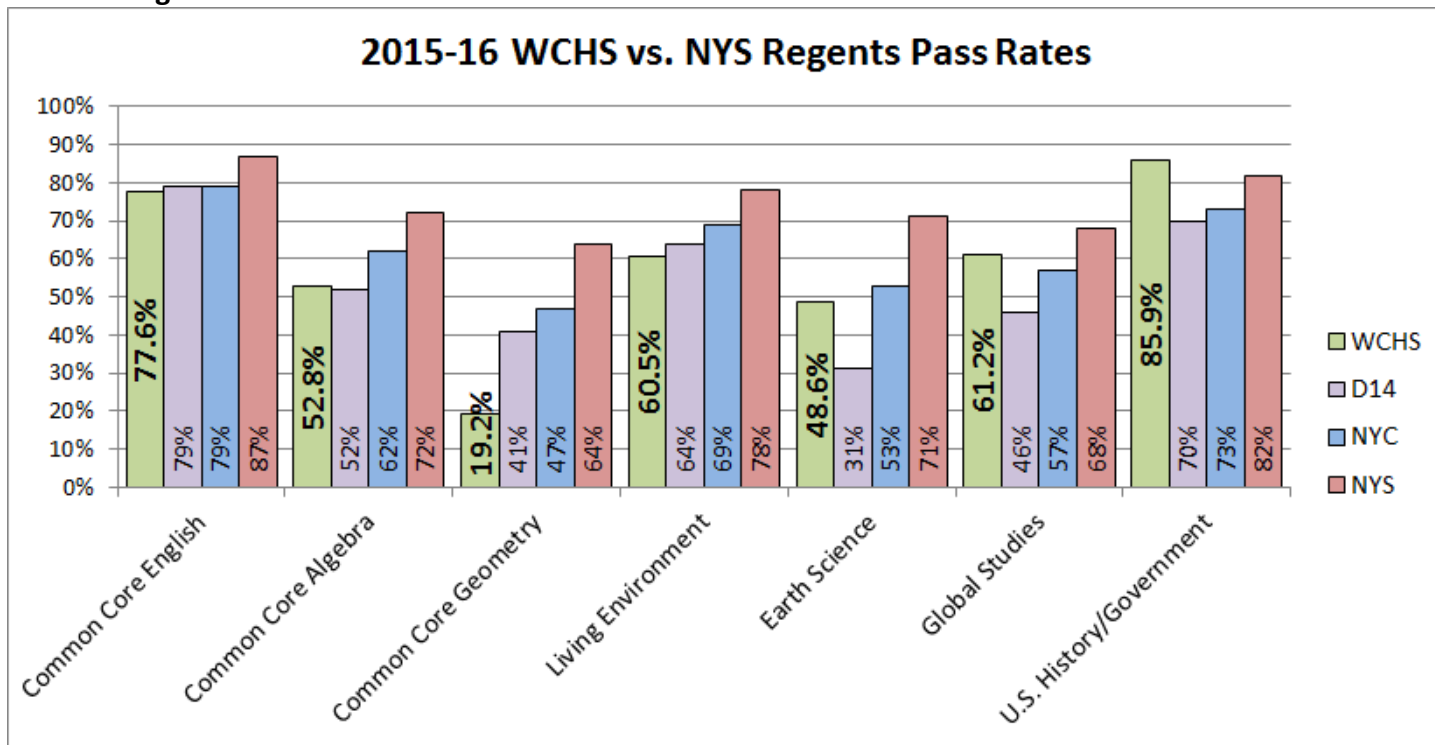
Historical January Results (uses DOE criteria, as explained below)

<b>January Pass Rates</b>				
<b>Regents</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Common Core English	--	--	85.7%	60.6%
English	71.1%	70.3%	17.4%	--
Common Core Algebra	--	33.3%	30.1%	18.9%
Common Core Geometry	--	--	0.0%	3.4%
Algebra II Common Core	--	--	--	0.0%
Integrated Algebra	56.9%	28.3%	45.5%	--
Geometry	17.6%	14.3%	0.0%	--
Algebra2/Trigonometry	9.7%	11.1%	25.0%	0.0%
Living Environment	19.5%	19.2%	23.7%	7.4%
Earth Science	25.0%	25.0%	10.8%	15.2%
Chemistry	0.0%	0.0%	25.0%	22.2%
Global Studies	52.0%	48.4%	21.3%	40.8%
U.S. History/Government	65.8%	36.8%	71.4%	55.6%

*Historical Regents Results* calculate Pass Rates based on criteria that is similar to that used by the DOE for our annual progress report:

- ➔ The passing of an exam is included only if the student had never passed it previously.
- ➔ The failing of an exam is excluded if a student had previously passed it or passes it later in the same academic year.
- ➔ Multiple failures of the same exam in the same academic year (without passing) is counted only once.

**2015-16 Regents Results**





## **OPERATIONS**

The Operations Team prepared the January Regents Exam schedule, rosters, materials and answer documents along with Semester 1 Report Cards and Grade Verifications. Semester 2 Schedules and Metrocards were also prepared for distribution to students in Advisory. In addition, Parent Bulletins were mailed to families including STAR Assessment Reports and HERO access codes.

Long-term substitutes have decreased from 5 to 3 for Semester 2, except that we anticipate adding 2 vacancies in March in the Social Studies Department.

FAMIS purchasing for NYSTL textbooks, NYSLIB library books and NYSSL software continues through the DOE purchasing system for eligible approved items.

Operations Team members continue to complete e-portfolios and Mid-Year Reviews, and CPR Training occurred for Semester 2 Professional Development.

## **FACILITIES/SAFETY**

### **FACILITIES**

1. All heating units are operational
2. A proposal will be submitted for the installation of emergency lighting throughout the school
3. The building has several leaks during heavy rainfall or snow melting. Exterior building repairs are in preparation
4. No new DOB, ECB, FDNY or Health Department violations issued

### **SAFETY**

1. We have one Safety Vacancy, Three Safety Officers on leave. One short term and two license issues
2. No FDNY responses to the school. Three NYPD visits to the school, One student cell phone issue, One female altercation off property and One arrest
3. No reported issues from the men's housing shelter
4. Two reports of attempted student robberies. One during student arrivals & one during



- student dismissals. NYPD alerted on both cases
5. One student disciplined for a drug related issue
  6. No other major issues to report at this time

### **ACCOUNTABILITY**

The Accountability Department worked with school leadership and staff to complete the February 1 DOE submission, which included the Annual Comprehensive Review. The Department will be handling Regents Appeals in the coming weeks and continuing to norm the process.

### **STUDENT ENROLLMENT**

<b>Grades</b>	<b>ATS</b>	<b>Blackbaud</b>
<b>9th</b>	251	249
<b>10th</b>	295	294
<b>11th</b>	173	174
<b>12th</b>	248	238
<b>Matriculated (+)</b>		7
<b>Pending (-)</b>	4	6
<b>Zero Attend (-)</b>		8
<b>Total</b>	963	956

*\*Grade level - based on credits earned*



Grades	Cohorts
2020	255
2019	267
2018	206
2017	248
<b>Total</b>	<b>976</b>

*\*Cohorts- year students entered*

Grades	Discharges	Admissions
9th	0	5
10th	4	4
11th	0	1
12th	5	0
<b>Total</b>	<b>9</b>	<b>10</b>

*\*Cohorts- year students entered*

**Student Admissions Department Ongoing Task:**

1. Ongoing registration



2. Presentation at Launch Expeditionary Charter School and conducted Open House on 1/21 and 2/4
3. Preparing for 2017-18 Lottery
4. Created an online form to manage Open House RSVP for attendance management

### **HUMAN RESOURCES**

October 5, 2016 (2016-10-05), was BEDS day as defined by NYSED. It is one day in the school year that SED will use to capture a random sample of information about your school. The Basic Educational Data System (BEDS) is an annual data submission required by NYSED which this year is due on March 3rd. BEDS day data is reported throughout the year and corrections can be made to it if/when better information comes along. BEDS data is collected regarding three primary areas: 1- school/institutional data, 2- student data, and 3- staff data. The best way we prepared for BEDS day reporting is to continually update the information in the primary areas, and to capture lists of the following information:

- students enrolled in your school today,
- the staff employed today,
- what classes your school offers (today and this term), and
- which students are in those classes.

The data collected in the ePMF system is legally required to be provided to the New York State Education Department (NYSED) and used for state and federal reporting purposes. Therefore, reporting complete and accurate information is the best way to ensure that our district's data is accurately represented by WCHS. The HR department decided the best way to ensure capturing the most accurate data was to begin entering pertinent information into the system and then requesting that the Teachers and Staff sign into the portal with their special pins and verify all information is accurate, adding classes in which they taught on BEDS day. We are now in the final phase of the data collection process where we certify and submit this data.

Line Additions- Pending line item (please see attached proposal ) for an added Social Emotional & Leadership development position.

### **FINANCE**

As of December 31, 2016 total revenue for 6 months is **\$7.670 million** and total expenses for 6 months are **\$7.645 million**. Excess of revenue over expenses for the month is **\$24,647.39**. For this period we have projected to have excess of \$25,106. **We are \$459 under projected budget.**

**As of December 31, 2016**



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<b>Total Assets</b>	<b>\$10.9 million</b>
Total cash	\$7.0
Total Fixed Assets	\$2.2
Building Deposit	\$1.5
Total Liabilities	\$8.7(*)

\* Primarily – Deferred Rent of \$6.9 million.



### **PARENT COORDINATOR**

We had a successful parent meeting on February 2nd which was presented by Ms. Coreus. At the meeting, we introduced Hero and explained the STAR test, it's purpose and implications. Parents responded positively and are happy that we are working to address areas of concern, both in academics and in conduct.

Additionally, parents were notified that by the end of this month they'd receive information about the status of their child's academic standing and whether or not the student will require summer school.

I attended a meeting with the Department of Education about the school surveys and we're working on strategies to use in order to raise our parents' survey responses.

Finally, six parents and two students represented our school on Advocacy Day 2017 in Albany, NY. They were not only happy to be there in defense of all charter schools in New York, but our parents were very proud of our school. The NYC Charter Center's Advocacy Day 2017 promotional video was filmed in our school and featured one of our students and parent. Also, a second student was invited to be the event's DJ.

Here's the link to the video:

[https://www.dropbox.com/sh/t55kxx2rsrtz026/AABd1vPOY-s7\\_1Q2C9GghcP8a?dl=0&preview=CHARTER+SCHOOL+FINAL+VIDEO+720x480.mov](https://www.dropbox.com/sh/t55kxx2rsrtz026/AABd1vPOY-s7_1Q2C9GghcP8a?dl=0&preview=CHARTER+SCHOOL+FINAL+VIDEO+720x480.mov)

### **ALUMNI COORDINATOR**

The Alumni Coordinator organized a workshop with WCHS alumni currently attending Cornell University on January 12, 2017. Estefani Romano and Steven Campoverde spoke about the life of a college student for Charter alumni. It was an interactive workshop where WCHS students asked questions about living on campus, meal plans, GPA, scholarships, the school environment, etc. 10-15 WCHS students attended.