

**Self Evaluation: Essential Question 2 - Effectiveness & Ops**

Please refer to the OSDCP Accountability Framework strands for potential indicators and evidence.

Summarize the current state of your organization and any changes or developments since the school's previous self-evaluation or renewal application.

Is the school effective and well run?

**A. Supportive Environment**

- *What are the school's reflections on trends in discipline data?*
- What progress is the school making academically this year compared to its goals?
- What data supports that assessment?
- Specific indicators:
  - Describe the school's philosophy on Special Education, English Language Learners, and students eligible for the Free and Reduced Priced Lunch Program and how these services support students.
  - How does your school differentiate instruction for SWD and ELLs?
  - How do your school schedule and program offer defined opportunities for remediation and acceleration?
  - List interim assessment systems used and describe the school's approach to data-driven instruction.
- Based on the data your school collected or received, how did your school change your academic program?
  - List any curriculum changes and/or adjustments made for the 2021-2022 school year.
  - Do parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages?
  - Do student attendance rates exceed CSD and Citywide averages?
  - Has the student retention rate improved?
  - Has the student suspension rate decreased?

**B. Operational Stability**

- Does the school have an operations manual?
- Did the school meet all DOE deadlines for annual reporting requirements and the Annual NYC DOE Charter School Survey?
- Does the school document teacher evaluation procedures and professional development opportunities?
- Does the school have a formal process for evaluating progress against charter school goals?
- Does the board have a formalized governance structure including lines of accountability for the board, school leadership, and all staff?
- Has the board developed a success plan for the board and school leadership?
- Does the board have access to legal counsel?
- Do board meetings consistently meet quorum?

**C. Compliance (with all applicable laws & regulations)**

- Is the school meeting NYSED enrollment and retention targets for ELLs, SWD, and students eligible for the Free and Reduced Priced Lunch Program?
- *Is the school meeting at least 85% of authorized enrollment? If not, what is the school's reflection on the cause and planned actions?*
- *Is the school in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)? If not, what are the school's reflections on next steps and efforts to come into compliance?*
- *Is the school in compliance with employee fingerprinting requirements? If not, what are the school's reflections on next steps and effort to come into compliance?*

**A. Supportive Environment - SCHOOL RESPONSE**

Wildcat has been successful in perpetuating a supportive learning environment for its highly at-risk student population. We are committed to serve these most vulnerable students, despite the fact that in doing so we will continue to be challenged in meeting certain performance goals. We have always said if we can hold on to our students for the first two years at Wildcat, then we know they will stay to ultimately graduate and move onto post-secondary education or the world of work. But the first two years are the hardest. Why? Because when these OA/UC and most at-risk students enter our Bronx campus, they come to us having had negative experiences not just in their previous high school(s) they attended, but in middle schools and even elementary school. Our students didn't become broken overnight. Our students are the product of

Describe the school's philosophy on Special Education and English Language Learner service provision and how these services support students.

Wildcat's philosophy on educating SWD and ELLs is based on inclusion. In addition to the specific instructional supports and strategies to address the needs of SWD and ELLs, it is important to stress that Wildcat utilizes instructional modalities to best address the needs, interests and learning style of each student in the school and to provide personalized learning experiences that engage students and promote academic achievement. Differentiated and data-informed instruction has been a key element of Wildcat's instructional program since its inception. Wildcat's structure, schedule and data-driven instructional model support remediation and acceleration for all students, including students who comprise these special populations. Wildcat divides students into small learning teams. Students in the teams are grouped heterogeneously.

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<p>How do your school schedule and program offer defined opportunities for remediation and acceleration?          Student remediation and acceleration are addressed within the classroom as opposed to other defined opportunities within the daily and weekly schedule where students deficits are addressed or students are given opportunities for accelerated work. Our classroom instructional model provides for highly differentiated instruction within the classroom thus providing a personalized approach within a classroom of heterogeneous learners addressing both struggling students as well as students who need stretch. Further, small class size facilitates our ability to meet our students where they are in their learning. Special Education teachers do push into the general education classrooms to provide SETSS to SWD. They also may pull out students in order to work one to one with them or in small groups.</p>
<p>How does your school differentiate instruction?          Wildcat is committed to instruction differentiation based on analysis of a variety of student data and collaboration among teachers and academic administrators to support differentiated instruction targeted to individual student needs.</p>
<p>At the Bronx campus, for instance, there is a uniform lesson structure that teachers are expected to follow and all lesson plans are reviewed by the Assistant Principal so that feedback can be provided before List interim assessment used.</p>
<p>Reading 180          Common Assessments in Core Subjects          Portfolio Assessments</p>
<p>Describe the school's approach towards data-driven instruction.</p>
<p>Wildcat is committed to the use of data to inform instruction, providing teachers with the information regarding their students' strengths and needs in order to tailor classroom instruction in order to promote student</p>
<p>Based on the data your school collected and/or received in the 2020-2021 school year, how did your school change and/or adjust its academic program for the 2021-2022 school year?          There is a commitment to differentiation based on analysis of a variety of student data and collaboration among teachers and academic administrators to support differentiated instruction targeted to individual student needs. Wildcat continues to utilize the Student Information and Tracking System and the Jupiter Grading System (On-line Grading System) to help set goals for Wildcat students and to track student progress on a real time basis. As discussed above, we use assessment data and other student data to differentiate instruction for all students. This data includes a record review of each incoming student and placement of students in appropriate classes, Common (classroom and teacher-developed) Assessments administered frequently in all core subject classes. Common assessments are aligned with the NYS Common List any curriculum changes and/or adjustments made for the 2021-2022 school year.</p>
<p>We have not made curriculum changes in 2022-23, however, we have made curricular changes related to the social and political climate we are living in--protests for racial justice, social justice and climate justice and the election. Our ELA and social studies teachers have been integrating more social justice/civics themes into their units and lessons and classroom discussions.</p>
<p>Our internship program has, of course, been modified as a result of the pandemic. Students are not working in external internships; instead, the internship has become mostly classroom oriented.</p>
<p>Describe how teachers are evaluated.</p>
<p>Wildcat has a documented, well-established and NYSED-compliant teacher evaluation procedure and is committed to providing extensive PD opportunities for all instructional staff. Our teacher evaluation process is</p>
<p><b>B. Operational Stability - SCHOOL RESPONSE</b></p>
<p>Wildcat is an operationally stable school as measured against the standards for Operational Stability delineated in the NYCDOE Accountability Framework. Wildcat has codified all its operational procedures and the relevant aspects of these operations and management are included in a number of different handbooks: the Student Handbook, the Parent Handbook and the Employee Handbook. Further, policies and procedures related to the school's financial operations and management are codified in its Financial Policies and Procedures Manual. Each of these handbooks and manuals are reviewed on an annual basis and updated as necessary and are distributed to the appropriate school stakeholders each year. Throughout the charter term, Wildcat has met all NYCDOE and NYSED reporting deadlines, including for annual reporting requirements, Annual Comprehensive Review Data Collection and Self-Evaluation Forms and audited financial statements, among other required reports.</p>
<p>We also have a rigorous process of oversight and evaluation of our CEO. This evaluation process is a year-round practice aligned to BOT-set CEO performance targets. The CEO evaluation process begins with a discussion prior to the beginning of the year between the CEO, the BOT Chair and the Executive Committee and/or designated BOT members to discuss annual school and CEO performance objectives. This discussion includes a</p>
<p><b>C. Compliance - SCHOOL RESPONSE</b></p>

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Wildcat has been in compliance with the Charter School Act and all other applicable laws and regulations over the course of the charter term, and it is in good standing with its authorizer. Wildcat is in compliance with teacher certification requirements, and all of its current teachers are "highly qualified." Wildcat is also in compliance with all employee fingerprinting requirements.

We have a comprehensive Safety Plan and an Emergency Response Plan, which have been submitted to NYCDOE. Wildcat is in compliance with Special Education and 504 Plan requirements and has submitted Special Education and 504 Plan Compliance Checklists to the NYCDOE Office of School Design and Charter Partnerships. Wildcat is also in compliance with NYS laws regarding reporting of data regarding its special education program to NYSED. Wildcat's reopening plan is posted on the school's website and gives detail on how we have prepared for full remote and hybrid learning, including adherence to CDC and NYCDOH guidelines regarding social distancing, health and safety and contact tracing, among other issues within the COVID-19 environment.