



Peninsula Preparatory Academy Charter School

611 Beach 19th Street, Far Rockaway, New York 11691 - Phone: 347.403.9231 Fax: 718.327.2581

Principal: Rachele Pierre -- Assistant Principal: Angela Inforna -- COO/CFO: Jason Pierre

December Board of Trustees Meeting - Wednesday, December 8, 2021 Meeting began at 6:00 PM

AGENDA:

Mission Statement

Recitation of Goal

CHAIRPERSON'S REPORT:

Acceptance of Board Minutes

Update on Purchase of Land for School

Principal/Assistant Principal's Report:

Financial Report

Committee Reports:

PTO Report

Academic Report

Public Participation (Two minutes per person)

Old Business/New Business

Adjournment of Meeting

Board of Trustees

Betty Leon - Chairperson, Dorethea McFadden - Vice-Chair Person, Jacqueline Burton-Waal - Secretary,

Brandon Jeffries- Treasurer, Kevin Alexander - Member, Malik Sanders - Member,

Randy Hall - Member, Constance Blackman - Member, Jenny Young - PTO President



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December Board of Trustees Meeting - Wednesday, December 8, 2021

Meeting began at 6:00 PM

Attendance:

Betty Leon - Chairperson

Doretha McFadden - Vice-Chair

Jacqueline Burton-Waal - Secretary

Brandon Jeffries - Treasurer

Randy Hall

Connie Blackmon

Kevin Alexander

Malik Sanders

Jenny Young - PTO President

Rachele Pierre - Principal

Angela Inforna - Assistant Principal

Jason Pierre - COO / CFO

Sequoia Covington - Director of Operations

Ta Jones - Director of Communication

Peninsula Prep Community Members - Families & Teachers

1. Reading of Mission Statement
2. Recitation of Charter Goal #2

Motion to Accept November's Board Minutes made by: Mrs. Doretha McFadden

Seconded by: Connie Blackmon

Unanimously Accepted by All

Update on the Building Project:

- The Chair discussed that she signed the letter and has met with Converge Consults and has consulted with the company in regards to the acquisition of the land.

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- We want to be in our building by 2024, so we need to ensure that everything is in order now so that we can proceed and meet this deadline.
- Mrs. Leon presented for BOD approval: - A RESOLUTION OF PENINSULA PREPARATORY ACADEMY CHARTER SCHOOL, DECLARING ITS OFFICIAL INTENT TO REIMBURSE ITSELF WITH THE PROCEEDS OF A
- FUTURE BORROWING FOR CERTAIN CAPITAL EXPENDITURES TO BE UNDERTAKEN BY THE CHARTER SCHOOL
- The secretary, Mrs. Jacqueline Burton Waal, made a motion to adopt the resolution on Wednesday, December 8, 2021. The motion was seconded by Mrs. Doretha McFadden.

Vote Giving the Chair permission to sign the retainer for Carlo Schiattarello from the School House Project and approve the resolution presented.

Mr. Alexander _ Yes

Ms. Blackmon - Yes

Ms. Burton Waal - Yes

Ms. McFadden - Yes

Ms. Young - Yes

Ms. Leon - Yes

The Board Unanimously voted to approve Carlo Schiattarello's retainer and the presented resolution.

Motion to accept the Chairperson's Report made by Jacqueline Burton Waal

Seconded by Doretha McFadden

Unanimously Accepted By All

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Principal/Assistant Principal's Report: Mrs. Rachele Pierre & Mrs. Angela Inforna

- The current enrollment was shared with the board as well as student and teacher attendance.

Grade Level Reading Assessments:

- Mrs. Inforna shared the Grade Level Reading Assessment Results, They are split into two categories 'Word Work & Reading Comprehension {see attachment 'Grade Level Reading Assessment Results}'
- For the 3 - 5 grade level reading assessments, the results were based on reading comprehension.
- They reviewed the Grade Level Math Assessment Results

Staff Development:

- The staff had professional development in November that allowed the staff to plan and collaborate with their grade-level teams. There was also an iReady PD to continue developing the staff on using iReady
- with fidelity Mrs. Pierre discussed the Instructional Focus that will be observed during walkthroughs.
- There are still a few more vacancies in the building. The need is predominantly in 4th grade - needing a SpEd teacher, Associate and lead teacher,
- They discussed the Core Virtues of the building:

Pride, Perseverance, Achievement/Accountability, Character, Success.

A recording was made of the students receiving their Scholar of the Month awards and it was shared during the PTO meeting. This allowed the parents to see their children receive their awards since the building is till currently closed to visitors.

- Mrs. Pierre discussed that we will be returning to the building on Monday, December 13th. We have been out due to a positive COVID case since Thanksgiving break. It has been observed that the students do better when they are in the building and they want to be in the building.
- It has been observed that the students tend to struggle a bit more when they are remote. Many of our students do their best when in the school building
- ***Productive struggle -- scholars need to be able to struggle. It allows the children to learn and show the families what the children know and don't know. Parents are helping their children during remote learning, which removed the productive struggle from the students.***

- **Motion to accept The Principal's Report made by Ms. Blackmon**
- **Seconded by Randy Hall**
- **Unanimously accepted by**

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Financial Report - Mr. Jason Pierre

- For the period ending 10/31 - we have \$1.8 million cash on hand with the escrow included
- Our days of positive cash have dropped. The reason for that is that we are seeing the effect of losing students from the start of the year and the gap from getting students on the waitlist enrolled and on the roster.
- We will be starting our recruitment a little bit earlier. There is a plan to be more involved in the community to help us try to get our name out in the community and get our waitlist back up.
- Funds will need to be out the side for the nightly deep cleaning that the school will require upon our return to the building.
- We did successfully apply for a \$1.2 million expansion grant. We are waiting to hear back from the state in regard to that grant.

A Friends of PPA Committee - this is a holding that holds the deed of the property in the case that PPA was to close, then the Friends of would be responsible for finding tenants of the building. Holding Company of the Building. PPA would pay rent to the Friends of PPA.

- **Motion to accept The Financial Report made by Malik Sanders**
- **Seconded by Mrs. Burton Waal**
- **Unanimously accepted by**

Committees' Report

PTO: The PTO was able to have a Thanksgiving movie night. 30 families logged in to watch A Charlie Brown Thanksgiving. The next event is a Holiday theme and is looking to incorporate math themes that Ms. Kovacs presented to the school community.

Real Estate Committee:

Academic Committee: Spoke about the parents allowing the children to have productive struggles. We are seeing growth - which is always good. Improvement is still needed in areas of reading and math. There are students that still continue to struggle.

- **Motion to accept the Committee REport made by Ms. Burton Waal**
- **Seconded by Malik Sanders**
- **Unanimously accepted by**
-

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Public Participation (two minutes per person)

The meeting was open to allow any members of the community to speak

- Mrs. Reid said that every student should learn to write cursive. This is something that can be introduced into Peninsula Prep as part of the curriculum.
- Ms. Green asked how could we donate to the school. Mr. Pierre shared the Peninsula Prep PayPal QR code and explained to the community that they can scan the code and enter the amount that they would like to donate to the school
- Ms. Young mentioned that many of the parents felt a disconnect because they weren't able to see the inside of the school and what's going on within the building this year. Ms. Young enjoyed seeing the pictures of the students engaged in their day that Ms. Jones had posted and encouraged that it continues when we return to the building.

Old Business/New Business

- **There wasn't any old business/new business**

Adjournment of Meeting at 7:19 PM

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Principal / Assistant Principal Attachment

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Grade Level Reading Assessment Results

Angela Inforna



| Grade | Word Work Average | Reading Comprehension Average |
|--------------|-------------------|-------------------------------|
| Kindergarten | 85% | 88% |
| 1st Grade | 83% | 78% |
| 2nd Grade | 88% | 75% |

HIGH-FREQUENCY SIGHT WORDS

| | | |
|-----|------|------|
| a | have | no |
| at | he | play |
| an | here | said |
| and | in | see |
| am | i | she |
| are | is | so |
| can | it | the |
| do | like | to |
| for | look | up |
| go | me | we |
| has | my | yes |

Read the following passage and answer the questions:

ENGLISH

CAMPING

On Sunday morning Tom and his family went camping. They camped near the lake. Their tent was shaped like an igloo. It was made of a thin cloth. Tom helped clean up. They ate a tasty meal of barbecued chicken and corn. When it got dark they made a fire. They told stories and sang songs.

Questions

- 1 - When did Tom and his family go camping?
- 2 - Where did they camp?
- 3 - What did they eat?
- 4 - What was the tent shaped like?

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Grade Level Reading Assessment Results

| Grade | Reading Comprehension |
|-------|-----------------------|
| 3rd | 74% |
| 4th | 84% |
| 5th | 82% |

Termite Mounds

1. Termites are insects that live together in nests. Some termites are called mound builders. They build their nests from mounds of dirt. Some of these mounds are more like towers. They stand almost 30 feet tall!

2. Mound builders are found in Africa and Australia. They are also in parts of South America. Other animals in these areas use termite mounds, too. Some wait until the termites move away. Others ignore the termites and use the mound anyway.

3. Termites mounds are usually the highest place around. Cheetahs often use the mound as a lookout point. They climb to the top of the mound. Then, they keep an eye out for their next meal.

4. Sometimes the termites move on to a new nest. That's good news for many of the other animals. These animals know how to put an empty termite mound to good use.

5. Some animals make the empty nest their new home. Mongooses are small animals in Africa. They make a hole in the mound to get inside. The termite mound keeps them safe from other animals. Snakes also use an empty termite mound as a home.

6. Termites mounds also come in handy for large animals. Elephants and rhinos use them as scratching posts. Big holes and dry mud can make any creature itchy. These large animals stand near a mound and rub against them. Sometimes they even stand on a mound to scratch their bellies!

Check Reader Habits

How do other animals use termite mounds? Underline some of the ways.

Think

This question has two parts. Answer Part A. Then answer Part B.

Part A
Why do cheetahs climb up termite mounds?
 A. They can see farther to find animals to hunt.
 B. They can sleep safely on top of termite mounds.
 C. They use termite mounds as scratching posts.
 D. They can call to each other more easily.

Part B
Which sentence from the passage best supports the answer you chose for Part A above?
 A. "Other animals in these areas use termite mounds, too."
 B. "Others ignore the termites and use the mound anyway."
 C. "Then, they keep an eye out for their next meal."
 D. "Some animals make the empty nest their new home."

Which question can be answered by reading paragraph 5?
 A. How tall is a termite mound?
 B. Why do mongooses move into termite mounds?
 C. What large animals use termite mounds?

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Grade Level Math Assessment Results



| Grade | Average | Grade | Average |
|--------------|---------|-----------|---------|
| Kindergarten | 89% | 3rd Grade | 88% |
| 1st Grade | 90% | 4th Grade | 87% |
| 2nd Grade | 87% | 5th Grade | 82% |

Professional Development

- staff planned and collaborated with their grade level team
- iReady PD
 - personalized instruction



Personalized Instruction Monitoring Guidance

Develop a practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.

| Monitor | Analyze <i>Consider these reflection questions:</i> | Take Action <i>Consider these action steps:</i> |
|---|--|--|
| Row 1: Lesson Alerts | | |
| <ul style="list-style-type: none"> ⊗ Domain Shutoff Alerts ⚠ Students Needing Support Alerts | <ul style="list-style-type: none"> • Which students have lesson alerts this week? • In which domains? • What could be causing this? <ul style="list-style-type: none"> – Student hasn't been taught the material yet. – Student has misconceptions and/or would benefit from additional skills practice. – Student didn't understand what to do in the lesson. | <ul style="list-style-type: none"> • Conference with or deliver individualized instruction for students with lesson alerts. • If more than one student needs additional support or has not passed the same lessons, pull a small group together for teacher-led instruction. • After support has been provided, check for understanding and turn the domain back on if the student is ready. |
| Row 2: Lesson Time-on-Task | | |
| Less than 30 minutes | <ul style="list-style-type: none"> • For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Which students would benefit from more time in lessons? • Do students have enough access to Personalized Instruction? • Are students being pulled for other forms of instruction or activities? • How are students engaged in online lessons? • Are students working on other online activities, including iReady Learning Games, during Personalized Instruction time? | <ul style="list-style-type: none"> • If Lesson Time-on-Task meets instructional goals, no action may be needed. • Set Lesson Time-on-Task goals with students. • Use Personalized Instruction Trackers weekly. • Adjust your schedule as needed. • Re-establish norms/expectations. • Review Learning Games Playtime report to see if students are working in games instead of lessons.* |
| More than 50 minutes | <ul style="list-style-type: none"> • For the class or any specific students, is the amount of Lesson Time-on-Task aligned to instructional priorities and plans? • Are students using Personalized Instruction in multiple settings (e.g., class, before-/after-school programs, home)? • Would students benefit from more time in other instructional activities? • How are students engaging in online lessons? | <ul style="list-style-type: none"> • If Lesson Time-on-Task meets instructional goals, no action may be needed. • Review students' instructional priorities and schedules to determine whether additional time should be focused on other instructional activities. • Adjust your Personalized Instruction schedule as needed. |
| Row 3: Percent of Lessons Passed YTD | | |
| Less than 70% of lessons passed | <ul style="list-style-type: none"> • Is this a classwide trend? • Which students have less than 70% of lessons passed for the year? • Are these students engaging with the lessons? • In what domains or skills do these students need additional support? • How can you address domains in which students' Percents of Lessons Passed are low? | <ul style="list-style-type: none"> • Pull a small group of students who could benefit from additional support in the same domain for teacher-led instruction. • Reteach a specific skill in whole class instruction. • Conduct data chats with students. • Engage students in goal setting and reflection. • Use trackers and create incentives. |
| Row 4: Recommended Class-Level Personalized Instruction Use | | |
| <ul style="list-style-type: none"> ✓ Few lesson alerts ✓ 30-49 minutes of Lesson Time-on-Task ✓ 70%-100% of lessons passed | <ul style="list-style-type: none"> • How do I want to celebrate these achievements? • What can I do to ensure these students maintain these recommended ranges? | <ul style="list-style-type: none"> • Celebrate students by acknowledging their achievement in class or sending home information to families. • Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox. |

*Learning Games are available to students in Grades K-8 using i-Ready Personalized Instruction for Mathematics, at district discretion.



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Peninsula Prep Core Virtues-PPACS

Pride

Perseverance

Achievement/Accountability

Character

Success



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Operations / Financial Attachments

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Financial Summary

For Period ended October 31, 2021

| | | |
|------------------|---|--------------|
| LIQUIDITY | Cash on Hand <i>(Total of All Accounts as of October 31, 2021)</i> | \$ 1,818,904 |
| | Cash on Hand <i>(Operating Accounts Only: as of October 31, 2021)</i> | \$ 1,743,107 |
| | <i>Number of days of Cash on Hand as of October 31, 2021</i> | 93.04 |
| | FY Ending Cash Available to Carryover to FY22-23, Operating Accounts Only | \$ 509,218 |
| | <i>*Cash balance available once all FY20-21 obligations & receivables have been settled. Number of days of Cash on Hand as of 6/30/22</i> | 27.18 |

| | <u>Actual</u> | <u>Budget</u> | <u>Variance</u> | | <u>Actual</u> | <u>Budget</u> | <u>Variance</u> |
|-------------------|---------------|---------------|-----------------|----------------|----------------|------------------|-----------------|
| ENROLLMENT | General Ed | 294.896 | 320.00 | (25) | \$ 4,967,228 | \$ 5,390,080 | (422,852) |
| | SPED | | | | | | |
| | 0 - 20% | 8.000 | 7.00 | 1 | \$ - | \$ - | - |
| | 20 - 59% | 1.000 | 5.00 | (4) | \$ 10,390 | \$ 51,950 | (41,560) |
| | 60% - Over | 22.000 | 30.00 | (8) | \$ 419,078 | \$ 571,470 | (152,392) |
| Total SPED | 31.00 | 42.00 | (11) | 429,468 | 623,420 | (193,952) | |

| | | |
|----------------------|--|--------------|
| BALANCE SHEET | Total Current Assets: | \$ 2,045,169 |
| | Total Current Liabilities: | \$ 1,171,440 |
| | Working Capital (Current) Ratio | 1.75 |
| | Total Assets: | \$ 2,327,348 |
| | Total Liabilities: | \$ 2,071,440 |
| | Debt Ratio | 0.89 |
| | Total Net Assets: | \$ 255,908 |

| | <u>Actual</u> | <u>Budget</u> | <u>Variance</u> |
|---|--|----------------------|-------------------|
| BUDGETING / REVENUE & EXPENSES | Total Revenue YTD: | \$ 2,046,612 | \$ 2,197,575 |
| | Total Expenses YTD: | (1,894,154) | (1,843,104) |
| | Net Operating Surplus(Deficit): | \$ 152,457 | \$ 354,471 |
| | <u>Annual Projected</u> | <u>Annual Budget</u> | <u>Variance</u> |
| | Annual Projected Revenue: | \$ 6,532,651 | \$ 7,075,775 |
| | Annual Projected Expenses (before depreciation): | (6,838,298) | (6,772,464) |
| | Projected Net Operating Surplus(Deficit) before Depreciation: | (305,646) | 303,311 |
| | Annual Projected Depreciation: | (104,840) | (200,000) |
| | Projected Net Operating Surplus(Deficit) after Depreciation: | \$ (410,486) | \$ 103,311 |
| | Capital Expenditure Requirements | \$ 112,272 | \$ - |
| | | \$ 112,272 | \$ 112,272 |