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| | | | | <p>through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>Also, all self-contained classes receive additional daily reading intervention support through the technology based program Imagine Learning as well as the implementation of System 44 with coaching support from HMH partners.</p> <p>A robust implementation of READ 180 was infused in all 6th grade ELA classrooms in 2016-17. This has allowed for not only noticeable improvement in student engagement but a targeted approach to differentiating instruction for each student based on their individual Lexile scores reviewed in ongoing benchmark assessments.</p> <p>Participation rates for ELA</p> | | | | |
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| Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact. | are reported at: ELA tested approximately 800 out of 903 students with 11% absent/refused. | Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
| | Yellow | | |

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

| Identify Indicator | Baseline | 2016-17 Progress Target | Status (R/Y/G) | Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 2 indicator, please answer yes or no below. | What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made. | What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator? | Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target. | 2017-18 School Year Continuation Plan for Meeting this Indicator |
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| Student Suspension Rate (out of school) | 34% | 32% | Yes | As of April 2017, the school has a suspension rate of 10.3%. The PMS team is cautious and reflective as they rate this indicator "yellow," due to the fact that there are still two | Student suspensions are tabulated in real time as they occur. These data are available in Infinite campus and are reviewed by the building team regularly. In | Reviews of suspension data show significant reduction in both building level and superintendent suspension levels over last year and continue a downward trend that is expected to be | The building leadership team, Transformation Team, Director of Culture and Climate, as well as the PBIS team of PMS will continue to strengthen initiatives to support improving the | |



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| | | | <p>months remaining in the school year. However, we remain optimistic as we monitor and strategically support a healthy school culture/climate focused on prioritizing safety.</p> <p>PMS continues to implement several initiatives strategically designed to address the Student Suspension Rate (Out-of-School). The most notable of these initiatives is Poughkeepsie's Academic and Career Excellence Program (P.A.C.E.) – an extension of the learning environment targeted for grades 7-8 to support students with a smaller learning environment structured to meet the individual needs of the 21 students enrolled. PMS is better able to monitor, support, and reduce the number of out-of-school suspensions.</p> <p>Additional interventions include: PBIS, a systematic process for reentry from suspension (including SMART goals for academics, behavior, and attendance; a safety plan;</p> | <p>January, February, April, and May 2017 the out of school suspension rates were 6.6%; 7.9%; 10.3% and 11.9% respectively. These rates are inclusive of out of school suspensions of both students who attend middle school at the main campus, and at the alternative education center PACE Academy.</p> | <p>sustained with further implementation of targeted strategies being used such as: PACE learning environment, restorative Practice implementation, and PBIS initiatives supported through the Transformation Team/Community Engagement Team.</p> | <p>culture and climate of the middle school community.</p> <p>The PMS Transformation Team/Community Engagement Team will continue to establish review and redefine goals of the building community that will support initiatives led by the Director of Culture and Climate as well as the PBIS team.</p> <p>Additionally, Restorative Justice professional development will continue throughout the 2017-18 school year to maintain and strengthen the implementation of a building-wide language to support the social and emotional development of all students.</p> |
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| 3-8 ELA SWD | 9% | 11% | Y | <p>behavior contracts; and counseling, as needed); Panther Pride tickets; "Second Step" at the 6th grade level; as well as the inclusion of both student and teacher voice in the mission critical work. Student incentives for appropriate behavior (i.e., a student having 0 suspensions) include participating in an end of the year trip and entry criteria for school events.</p> <p>Staff recognize the need for a fully implemented Restorative Justice Model. PMS is supported with on-site job coaching as well as turnkey training that has been part of the implementation in the 2016-17 school year. The master schedule has allowed for the first period of each day to provide a scheduled time for all teachers to implement 30 minutes of restorative circles at the start of each day. A reset room, led by the Director of Culture and Climate and a TA, provide restorative practice lesson throughout the day as part of this implementation.</p> <p>The school teams are continue</p> | At this PMS has an | Read 180 and System 44 | HMH/ICLE partners will |
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| <p>Level 2 and above</p> | <p>to focus on improving differentiation in all classrooms based on using data collected during FILWs, emerging assessment strategies, as well as improving co-teaching strategies with an eye toward increasing student engagement and achievement. PMS staff have identified the need to strengthen the connection to ELA instruction at grades 3-5 as staff who provide that instruction are in separate buildings.</p> <p>HMH/ICLE partners continued their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches continued a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation | <p>unofficial participation rate for the ELA exam only—89%. PMS does not yet have an unofficial participation rate for math, and the school does not have official participation rates for either administrations of the 2016 assessments.</p> <p>The Read 180/System 44 programs program provide data that informs the school teams on the progress students are making with respect to Lexile levels, reading comprehension and foundational literacy. Since their inception, the programs have yielded the following growth points:</p> <ul style="list-style-type: none"> • In Read 180 classes, 72% of students are demonstrating Lexile growth. • System 44 classes show an average of 86% of students are demonstrating growth in foundational literacy. • In System 44 | <p>programs are helping students meet proficiency by improving foundational literacy skills and reading comprehension. Initial testing on the six classes that began the programs in students' Lexile levels range from beginning readers to advanced readers. Since the programs are adaptive and provide differentiated instruction to all students, all students work toward literacy goals and are closely monitored by their teachers.</p> <p>Expanding the program to all 6th grade classes has provided targeted instruction to more students. With 71% of 6th grade students ranking below 50% on the national percentile rank, students will benefit from these programs. The growth for all students in these programs will help to get more Level 1 students into Level 2 or higher.</p> <p>The areas of success on the mock exam indicate that the school's Mission Literacy is impacting student performance. Teachers</p> | <p>continue their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation | <p>continue their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation | <p>continue their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation | <p>continue their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation | <p>continue their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation |
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| <p>calendar.</p> <ul style="list-style-type: none"> Conduct classroom walkthroughs to determine areas of instruction in need of support. Provide support in the development of the transformation team. Examine how systems have been put in place and determine how to continue support as needed. Analyze and provide support in result of Instructional Walkthroughs. Analyze grade distribution data, failure rates, and correlation to test scores. <p>The Executive Director of Special Education continues to work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2.</p> | <p>classes, 48% of students are demonstrating Lexile growth.</p> <p>The data compiled from the February 2017 mock ELA exam was reviewed by administrators and teachers. The data showed the following:</p> <ul style="list-style-type: none"> Students performed well on the multiple choice reading comprehension questions, particularly items assessing central idea. Students demonstrated evidence of active reading strategies. Students cited textual evidence in their writing. Students still struggled with extending their writing to include analysis and valid inferences. | <p>communicated that students demonstrated higher stamina during the exam and most students completed all parts. Active reading strategies were evident in the student work. They unpacked questions and annotated the text. These points indicate that students are moving from Level 1 to Level 2 or higher. A targeted plan was designed to further target standards and skills which students failed to meet with proficiency on the mock exam. Reading comprehension questions were incorporated in every content area. Students analyzed exemplars and utilized scoring rubrics to assess their own and peers' writing samples.</p> | <p>support in result of Instructional Walkthroughs.</p> <ul style="list-style-type: none"> Analyze grade distribution data, failure rates, and correlation to test scores. <p>The Executive Director of Special Education will continue to work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>All self-contained classes will</p> |
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| | | | | <p>Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching.</p> <p>3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>Also, all self-contained classes receive additional daily reading intervention support through the technology based program Imagine Learning as well as the implementation of System 44 with coaching support from HMH partners..</p> <p>A robust implementation of READ 180 was infused in all 6th grade ELA classrooms in 2016-17. This has allowed for not only noticeable improvement in student engagement but a targeted approach to differentiating instruction for each student based on their individual lexile scores reviewed in ongoing</p> | | | | <p>continue to receive additional daily reading intervention support through the technology based program Imagine Learning and System 44.</p> <p>Further review of the implementation of READ 180/System 44 will be monitored to identify appropriate needs regarding additional licenses and coaching support for the 2017-18 school year.</p> |
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| <p>3-8 Math SWD level 2 and above</p> | <p>8%</p> | <p>10%</p> | <p>Y</p> | <p>benchmark assessments. Unofficial participation rates for ELA are reported at: ELA tested approximately 800 students out of 903 tested, with 11% absent/refused. The 2016-17 school year demonstrated an improved approach to reviewing data as it relates to the 3-8 math for all students MGP. Administrators and teachers, supported by the external partners of HMH, continued to review and analyze data collected throughout the year. Although the year began with not sufficient evidence that teachers were consistently using data to inform differentiated instruction and adaptations to the curriculum; as the year progressed professional development targeted the review of available data which has led to teachers utilizing this information to inform instructional/classroom improvements. There is a defined, strategic effort by the district to support and</p> | <p>The data compiled from the May 2017 mock math exam was reviewed by administrators and teachers. The data showed the following: • Students showed their work while computing answers for multiple choice. • Students demonstrated evidence of active reading strategies, but still struggled with mathematical literacy. • Most students attempted all questions and many showed their work, but 6th graders still struggled with completing short and extended responses. • Teachers identified specific areas of</p> | <p>The areas of success on the mock exam indicate that the school's Mission Literacy is impacting student performance in mathematics. Active reading strategies were evident in the student work. They unpacked questions and annotated the text. A targeted plan was designed to further target content and skills which students failed to meet with proficiency on the mock exam. Mathematical word problems were incorporated in every content area. Students practiced test questions by topic daily in WIN classes. Math teachers focused on mathematical literacy, targeted items from exam data and reviewed testing strategies. This data-drive plan will help to move students from Level 1 to Level 2 or higher.</p> | <p>HMH/ICLE partners will continue to provide support for the implementation of the work in applying specific literacy strategies, and will continue to add a strong mathematics strategies component facilitated by HMH/Math Solutions. The focus for the 2017-18 school year will include increased levels of academic rigor and student engagement through the use of instructional technology, differentiated instruction, collaborative lesson planning, and use of effective instructional strategies across content areas. Targeted interventions utilizing Math 180 is being considered also will to be incorporated in the 2017-18 school year. This</p> |
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| | <p>monitor remains a concern of the robust monitoring and support at improvements at the grade 3-5 level to ensure a system of coherence, district-wide, in math.</p> <p>Math Solutions continued to provide professional development to all math teachers; there were 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Days at the beginning of the 2016-17 school year on April 19, 2016.</p> <p>Operation Moving UP continued to be a tool utilized has been established through the guidance team, monitoring student progress with a priority rating spreadsheet (red, yellow, green). This rating spreadsheet which will anchors the one-on-one meetings with teachers and administrators regarding the specific instructional strategies being used within the classroom to target individual student needs.</p> | <p>weakness such as rational numbers, unit rate and proportions.</p> <p>Algebra Participation count/pass rates for the last three years are as follows: 2013-14: 24/100%; 2014-15 24/92%; 2015-16 43/89%</p> | <p>intervention is proposed to will be offered through creative scheduling to students that continue to need strategic focus on math skills and abilities to continue to advance forward to prepare them for high school regents' requirements.</p> <p>Operation Moving UP will continue to be a tool utilized through the guidance team, monitoring student progress with a priority rating spreadsheet (red, yellow, green). This rating spreadsheet will continue to anchor the one-on-one meetings with teachers and administrators regarding the specific instructional strategies being used within the classroom to target individual student needs.</p> <p>A defined, strategic effort by the district to support and monitor improvements at the grade 3-5 level to ensure a system of coherence, district-wide, in math will continue for the 2017-18 school year.</p> |
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| | | | <p>The PMS team and Community Engagement Team continue to provide information to the community and families about the importance of participation in the NYS Math assessments scheduled for May 2017, as well. Positive steps continue to support these efforts to discuss these concerns at the PTA meetings, community engagement meetings and other forums to ensure that parents, teachers, and students have accurate information about the NYS testing program for grades 6-8.</p> <p>Unofficial participation rates for Math will be available in June.</p> <p>As noted from the NYSED Commissioner's visit to PMS in April 2017, a review of the Regents Algebra exams administered to 8th grade students for the 2015-16 and 2016-17 school year will be considered and incorporated into the demonstrable improvement indicator.</p> | | | | |
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| <p>3-8 ELA Black Students MGP</p> | <p>49.58</p> | <p>50.58%</p> | <p>Yes</p> | <p>Y</p> | <p>calculations for PMS. It was noted that Regents Algebra exam results from 2015-16 were reported at: 43 students tested, 89% passing rate. The school teams are continue to focus on improving differentiation in all classrooms based on using data collected during FILWs, emerging assessment strategies, as well as improving co-teaching strategies with an eye toward increasing student engagement and achievement. PMS staff have identified the need to strengthen the connection to ELA instruction at grades 3-5 as staff who provide that instruction are in separate buildings. HMH/ICLE partners continued their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches continued a focus on the following: <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective </p> | <p>At this PMS has an unofficial participation rate for the ELA exam only—89%. PMS does not yet have an unofficial participation rate for math, and the school does not have official participation rates for either administrations of the 2016 assessments. The Read 180/System 44 programs program provide data that informs the school teams on the progress students are making with respect to Lexile levels, reading comprehension and foundational literacy. Since their inception, the programs have yielded the following growth points: <ul style="list-style-type: none"> • In Read 180 classes, 72% of students are demonstrating Lexile growth. </p> | <p>Read 180 and System 44 programs are helping students meet proficiency by improving foundational literacy skills and reading comprehension. Initial testing on the six classes that began the programs in the fall indicated that students' Lexile levels range from beginning readers to advanced readers. Since the programs are adaptive and provide differentiated instruction to all students, all students work toward literacy goals and are closely monitored by their teachers. Expanding the program to all 6th grade classes has provided targeted instruction to more students. With 71% of 6th grade students ranking below 50% on the national percentile rank, students will benefit from these programs. The growth for all students in these programs will help to get more Level 1 students into Level 2 or higher.</p> | <p>HMH/ICLE partners will continue their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches will continue a focus on the following: <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation calendar. • Conduct classroom walkthroughs to determine areas of instruction in need of support. • Provide support in the development of the transformation team. • Examine how </p> |
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| <p>Implementation of the literacy model.</p> <ul style="list-style-type: none"> Development of a professional development implementation calendar. Conduct classroom walkthroughs to determine areas of instruction in need of support. Provide support in the development of the transformation team. Examine how systems have been put in place and determine how to continue support as needed. Analyze and provide support in result of Instructional Walkthroughs. Analyze grade distribution data, failure rates, and correlation to test scores. <p>The Executive Director of Special Education continues to</p> | <ul style="list-style-type: none"> System 44 classes show an average of 86% of students are demonstrating growth in foundational literacy. In System 44 classes, 48% of students are demonstrating Lexile growth. <p>The data compiled from the February 2017 mock ELA exam was reviewed by administrators and teachers. The data showed the following:</p> <ul style="list-style-type: none"> Students performed well on the multiple choice reading comprehension questions, particularly items assessing central idea. Students demonstrated evidence of active reading strategies. Students cited textual evidence in their writing. Students still struggled with extending their writing to include analysis and valid inferences. | <p>The areas of success on the mock exam indicate that the school's Mission Literacy is impacting student performance. Teachers communicated that students demonstrated higher stamina during the exam and most students completed all parts. Active reading strategies were evident in the student work. They unpacked questions and annotated the text. These points indicate that students are moving from Level 1 to Level 2 or higher. A targeted plan was designed to further target standards and skills which students failed to meet with proficiency on the mock exam. Reading comprehension questions were incorporated in every content area. Students analyzed exemplars and utilized scoring rubrics to assess their own and peers' writing samples.</p> | <p>systems have been put in place and determine how to continue support as needed.</p> <ul style="list-style-type: none"> Analyze and provide support in result of Instructional Walkthroughs. Analyze grade distribution data, failure rates, and correlation to test scores. <p>The Executive Director of Special Education will continue to work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State</p> |
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| | | | <p>work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>Also, all self-contained classes receive additional daily reading intervention support through the technology based program Imagine Learning as well as the implementation of System 44 with coaching support from HMH partners..</p> <p>A robust implementation of READ 180 was infused in all 6th grade ELA classrooms in 2016-17. This has allowed for not only noticeable</p> | | | <p>assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>All self-contained classes will continue to receive additional daily reading intervention support through the technology based program Imagine Learning and System 44.</p> <p>Further review of the implementation of READ 180/System 44 will be monitored to identify appropriate needs regarding additional licenses and coaching support for the 2017-18 school year.</p> |
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| <p>3-8 ELA LEP Students MGP</p> | <p>51.61 2014-15 was 53.35%</p> | <p>52.61</p> | <p>Yes</p> | <p>Y</p> | <p>improvement in student engagement but a targeted approach to differentiating instruction for each student based on their individual lexile scores reviewed in ongoing benchmark assessments.</p> <p>Participation rates for ELA are reported at: ELA tested approximately 800 out of 903 students, with 11% absent/refused.</p> | <p>The school teams are continue to focus on improving differentiation in all classrooms based on using data collected during FILWs, emerging assessment strategies, as well as improving co-teaching strategies with an eye toward increasing student engagement and achievement. PMS staff have identified the need to strengthen the connection to ELA instruction at grades 3-5 as staff who provide that instruction are in separate buildings.</p> <p>HMH/ICLE partners continued their work with the staff at the</p> | <p>At this PMS has an unofficial participation rate for the ELA exam only—89%. PMS does not yet have an unofficial participation rate for math, and the school does not have official participation rates for either administrations of the 2016 assessments.</p> <p>The Read 180/System 44 programs provide data that informs the school teams on the progress students are making with respect to Lexile levels, reading comprehension and</p> | <p>Read 180 and System 44 programs are helping students meet proficiency by improving foundational literacy skills and reading comprehension. Initial testing on the six classes that began the programs in the fall indicated that students' Lexile levels range from beginning readers to advanced readers. Since the programs are adaptive and provide differentiated instruction to all students, all students work toward literacy goals and are closely monitored by their teachers.</p> <p>Expanding the program to all 6th grade classes has provided targeted instruction to more</p> | <p>HMH/ICLE partners will continue their work with the staff at the Poughkeepsie Middle "Model" School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation calendar. • Conduct classroom |
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| <p>Poughkeepsie Middle "Model" School. The HMH/CLE coaches continued a focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the Literacy model. • Development of a professional development implementation calendar. • Conduct classroom walkthroughs to determine areas of instruction in need of support. • Provide support in the development of the transformation team. • Examine how systems have been put in place and determine how to continue support as needed. • Analyze and provide support in result of instructional Walkthroughs. | <p>foundational literacy. Since their inception, the programs have yielded the following growth points:</p> <ul style="list-style-type: none"> • In Read 180 classes, 72% of students are demonstrating Lexile growth. • System 44 classes show an average of 86% of students are demonstrating growth in foundational literacy. • In System 44 classes, 48% of students are demonstrating Lexile growth. <p>The data compiled from the February 2017 mock ELA exam was reviewed by administrators and teachers. The data showed the following:</p> <ul style="list-style-type: none"> • Students performed well on the multiple choice reading comprehension questions, particularly items assessing central idea. • Students demonstrated evidence of active reading | <p>students. With 71% of 6th grade students ranking below 50% on the national percentile rank, students will benefit from these programs. The growth for all students in these programs will help to get more Level 1 students into Level 2 or higher.</p> <p>The areas of success on the mock exam indicate that the school's Mission Literacy is impacting student performance. Teachers communicated that students demonstrated higher stamina during the exam and most students completed all parts. Active reading strategies were evident in the student work. They unpacked questions and annotated the text. These points indicate that students are moving from Level 1 to Level 2 or higher. A targeted plan was designed to further target standards and skills which students failed to meet with proficiency on the mock exam. Reading comprehension questions were incorporated in every content area. Students analyzed exemplars and</p> | <p>walkthroughs to determine areas of instruction in need of support.</p> <ul style="list-style-type: none"> • Provide support in the development of the transformation team. • Examine how systems have been put in place and determine how to continue support as needed. • Analyze and provide support in result of instructional Walkthroughs. <p>The Executive Director of Special Education will continue to work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2. Support is provided through the development and</p> |
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| | <p>strategies.</p> <ul style="list-style-type: none"> Students cited textual evidence in their writing. Students still struggled with extending their writing to include analysis and valid inferences. | <ul style="list-style-type: none"> Analyze grade distribution data, failure rates, and correlation to test scores. <p>The Executive Director of Special Education continues to work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>Also, all self-contained classes receive additional daily reading intervention support through the technology based program Imagine Learning as</p> | <p>utilized scoring rubrics to assess their own and peers' writing samples.</p> | <p>implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>All self-contained classes will continue to receive additional daily reading intervention support through the technology based program Imagine Learning and System 44.</p> <p>Further review of the implementation of READ 180/System 44 will be monitored to identify appropriate needs regarding additional licenses and coaching support for the 2017-18 school year.</p> |
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| 3-8 Math Black Students MGP | 41.79 2014-15 was 47.99% | 42.79 | Yes | Y | <p>well as the implementation of System 44 with coaching support from HMH partners..</p> <p>A robust implementation of READ 180 was infused in all 6th grade ELA classrooms in 2016-17. This has allowed for not only noticeable improvement in student engagement but a targeted approach to differentiating instruction for each student based on their individual lexile scores reviewed in ongoing benchmark assessments.</p> <p>Participation rates for ELA are reported at: ELA tested approximately 800 out of 903 students, with 11% absent/refused.</p> | <p>The data compiled from the May 2017 mock math exam was reviewed by administrators and teachers. The data showed the following: • Students showed their work while computing answers for multiple choice. • Students</p> | <p>The areas of success on the mock exam indicate that the school's Mission Literacy is impacting student performance in mathematics. Active reading strategies were evident in the student work. They unpacked questions and annotated the text. A targeted plan was designed to further target content and skills which students failed to</p> | <p>HMH/ICLE partners will continue to provide support for the implementation of the work in applying specific literacy strategies, and will continue to add a strong mathematics strategies component facilitated by HMH/Math Solutions. The focus for the 2017-18 school year will include increased levels of academic rigor and</p> |
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| | <p>Teachers were consistently using data to inform differentiated instruction and adaptations to the curriculum; as the year progressed professional development targeted the review of available data which has led to teachers utilizing this information to inform instructional/classroom improvements. There is a defined, strategic effort by the district to support and monitor remains a concern of the robust monitoring and support at improvements at the grade 3-5 level to ensure a system of coherence, district-wide, in math.</p> <p>Math Solutions continued to provide professional development to all math teachers; there were 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Days at the beginning of the 2016-17 school year. on April 19, 2016.</p> <p>Operation Moving UP continued to be a tool utilized</p> | <p>demonstrated evidence of active reading strategies, but still struggled with mathematical literacy.</p> <ul style="list-style-type: none"> Most students attempted all questions and many showed their work, but 6th graders still struggled with completing short and extended responses. Teachers identified specific areas of weakness such as rational numbers, unit rate and proportions. <p>Algebra Participation count/pass rates for the last three years are as follows: 2013-14: 24/100%; 2014-15 24/92%; 2015-16 43/89%</p> | <p>meet with proficiency on the mock exam. Mathematical word problems were incorporated in every content area. Students practiced test questions by topic daily in WIN classes. Math teachers focused on mathematical literacy, targeted items from exam data and reviewed testing strategies. This data-drive plan will help to move students from Level 1 to Level 2 or higher.</p> | <p>student engagement through the use of instructional technology, differentiated instruction, collaborative lesson planning, and use of effective instructional strategies across content areas.</p> <p>Targeted interventions utilizing Math 180 is being considered also will to be incorporated in the 2017-18 school year. This intervention is proposed to will be offered through creative scheduling to students that continue to need strategic focus on math skills and abilities to continue to advance forward to prepare them for high school regents' requirements.</p> <p>Operation Moving UP will continue to be a tool utilized through the guidance team, monitoring student progress with a priority rating spreadsheet (red, yellow, green). This rating spreadsheet will continue to anchor the one-on-one meetings with teachers and administrators regarding the</p> |
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| | | | | | <p>has been established through the guidance team, monitoring student progress with a priority rating spreadsheet (red, yellow, green). This rating spreadsheet which will anchors the one-on-one meetings with teachers and administrators regarding the specific instructional strategies being used within the classroom to target individual student needs.</p> <p>The PMS team and Community Engagement Team continue to provide information to the community and families about the importance of participation in the NYS Math assessments scheduled for May 2017, as well. Positive steps continue to support these efforts to discuss these concerns at the PTA meetings, community engagement meetings and other forums to ensure that parents, teachers, and students have accurate information about the NYS testing program for grades 6-8.</p> | | | <p>specific instructional strategies being used within the classroom to target individual student needs.</p> <p>A defined, strategic effort by the district to support and monitor improvements at the grade 3-5 level to ensure a system of coherence, district-wide, in math will continue for the 2017-18 school year.</p> |
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| <p>Unofficial participation rates for Math will be available in June.</p> <p>As noted from the NYSED Commissioner's visit to PMS in April 2017, a review of the Regents Algebra exams administered to 8th grade students for the 2015-16 and 2016-17 school year will be considered and incorporated into the demonstrable improvement indicator calculations for PMS. It was noted that Regents Algebra exam results from 2015-16 were reported at: 43 students tested; 89% passing rate.</p> | <p>The 2016-17 school year demonstrated an improved approach to reviewing data as it relates to the 3-8 math for all students MGP. Administrators and teachers, supported by the external partners of HMH, continued to review and analyze data collected throughout the year. Although the year began with there is not sufficient evidence that teachers were consistently using data to inform differentiated instruction and adaptations to</p> | <p>The data compiled from the May 2017 mock math exam was reviewed by administrators and teachers. The data showed the following:</p> <ul style="list-style-type: none"> Students showed their work while computing answers for multiple choice. Students demonstrated evidence of active reading strategies, but still struggled with | <p>The areas of success on the mock exam indicate that the school's Mission Literacy is impacting student performance in mathematics. Active reading strategies were evident in the student work. They unpacked questions and annotated the text. A targeted plan was designed to further target content and skills which students failed to meet with proficiency on the mock exam. Mathematical word problems were incorporated in every content</p> | <p>HMH/ICLE partners will continue to provide support for the implementation of the work in applying specific literacy strategies, and will continue to add a strong mathematics strategies component facilitated by HMH/Math Solutions. The school year will include increased levels of academic rigor and student engagement through the use of instructional technology, differentiated instruction.</p> |
| <p>3-8 Math LEP students MGP</p> | <p>47.51 2014-15 was 53.19%</p> | <p>48.51</p> | <p>YES</p> | <p>Y</p> |



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| | | | <p>the curriculum; as the year progressed professional development targeted the review of available data which has led to teachers utilizing this information to inform instructional/classroom improvements. There is a defined, strategic effort by the district to support and monitor remains a concern of the robust monitoring and support at improvements at the grade 3-5 level to ensure a system of coherence, district-wide, in math.</p> <p>Math Solutions continued to provide professional development to all math teachers; there were 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Days at the beginning of the 2016-17 school year, on April 19, 2016.</p> <p>Operation Moving UP continued to be a tool utilized has been established through the guidance team, monitoring student progress with a priority rating</p> | <p>mathematical literacy.</p> <ul style="list-style-type: none"> Most students attempted all questions and many showed their work, but 6th graders still struggled with completing short and extended responses. Teachers identified specific areas of weakness such as rational numbers, unit rate and proportions. <p>Algebra Participation count/pass rates for the last three years are as follows: 2013-14: 24/100%; 2014-15 24/92%; 2015-16 43/89%</p> | <p>area. Students practiced test questions by topic daily in WIN classes. Math teachers focused on mathematical literacy, targeted items from exam data and reviewed testing strategies. This data-drive plan will help to move students from Level 1 to Level 2 or higher.</p> | <p>collaborative lesson planning, and use of effective instructional strategies across content areas.</p> <p>Targeted interventions utilizing Math 180 is being considered also will to be incorporated in the 2017-18 school year. This intervention is proposed to will be offered through creative scheduling to students that continue to need strategic focus on math skills and abilities to continue to advance forward to prepare them for high school regents' requirements.</p> <p>Operation Moving UP will continue to be a tool utilized through the guidance team, monitoring student progress with a priority rating spreadsheet (red, yellow, green). This rating spreadsheet will continue to anchor the one-on-one meetings with teachers and administrators regarding the specific instructional strategies being used within the classroom to target individual student needs.</p> |
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| | | | | | <p>spreadsheet (red, yellow, green). This rating spreadsheet which will anchors the one-on-one meetings with teachers and administrators regarding the specific instructional strategies being used within the classroom to target individual student needs.</p> <p>The PMS team and Community Engagement Team continue to provide information to the community and families about the importance of participation in the NYS Math assessments scheduled for May 2017, as well. Positive steps continue to support these efforts to discuss these concerns at the PTA meetings, community engagement meetings and other forums to ensure that parents, teachers, and students have accurate information about the NYS testing program for grades 6-8.</p> <p>Unofficial participation rates for Math will be available in June.</p> | | | | | | | | | <p>A defined, strategic effort by the district to support and monitor improvements at the grade 3-5 level to ensure a system of coherence, district-wide. In math will continue for the 2017-18 school year.</p> |
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| | | | | <p>As noted from the NYSED Commissioner's visit to PMS in April 2017, a review of the Regents Algebra exams administered to 8th grade students for the 2015-16 and 2016-17 school year will be considered and incorporated into the demonstrable Improvement Indicator calculations for PMS. It was noted that Regents Algebra exam results from 2015-16 were reported at: 43 students tested, 89% passing.</p> <p>The Assistant Superintendent of Special Education continues to work with PMS to provide support in three critical areas for: 1. Support is provided through daily FLW involvement and regular staff feedback discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching</p> | | | |
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| <p>Providing 200 hours of extended day learning time (ELT)</p> | <p>NA</p> | <p>200 Hrs</p> | <p>Yes</p> | <p>support from Math Solutions and the academic instructional coach. ELT continues to be supported by the 21st Century grant. The ELT programming continues to exceed the required 200 hours of extended learning time for the year (i.e., 344 hours to date). Teachers provide additional after school programming for Read 180, Math Solutions, and Science Olympiad. Evidence of success is monitored for adaptations to delivery of targeted interventions being offered after school. Saturday programming is enhanced to include academic tutoring support directed to all students in all core areas for the next quarter (see attached ELT schedule specific to the middle school).</p> | <p>Data points that are utilized to assess progress include: monitoring of the number of hours provided and utilized by each participant noting over 40 students regularly participate in the morning math program. Students are completing coursework in subjects as disparate as arithmetic (review) to high school geometry (advanced and accelerated work). Participation and attendance are also tracked for all after school extended learning time opportunities and Saturday programming.</p> | <p>From formative data points identified, it is noticeable that attendance during the school day has improved as students must demonstrate improvements in attendance in order to participate in extended learning time activities. It is noted that overall discipline referrals have decreased as, this too, imposes on students that their behavior must remain in good standing in order to participate in the extended learning time activities.</p> | <p>Extended learning time will continue throughout the 2017-18 school year supported through School Improvement grant and other grant programming as well as continued opportunities of focused academic skills and homework assistance before and after school. The morning program will be funded through funding sources outside of the PMS SIG. Morning sports and academic programs will be provided to students. Tutoring and homework help in ELA, Math, Science, and Social Studies will be provided before school and afterschool to ensure that all students have opportunities to participate regardless of their schedules.</p> <p>Students who participate in afterschool sports programs will be encouraged to attend the morning academic support programs to ensure they receive the academic</p> |
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| Teacher Attendance | 86.11% | 90% | Y | The school had been trending on an average of 6-8 teacher absences per day; note 6 | Between May 1 and May 19, 2017 teacher attendance is averaging | The daily absences present the PMS team with significant challenges. These include | support they need to improve academically. Students will be invited to participate in 10 week sessions. Selection of students will be based off of assessment data. Students who want to participate in sports programming must also attend an academic program if they are not achieving proficiency. PMS, with district support, will implement a rigorous evaluation tool to highlight the impact of all extended learning time activities toward achieving demonstrable indicators throughout the school year. This will be tool will include regular FILWs of all extended learning time programming as well as quarterly data-review evaluations linked to improved student attendance and a reduction in discipline referrals ultimately leading to increased student proficiency in all areas especially ELA and math. | Teacher attendance remains below the expected target number and continues to be |
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| | | | <p>teachers are currently out on long term leaves. The building leadership team has initiated PBIS initiatives to improve the culture and climate including student attendance which in effect will encourage improved teacher attendance to support learning.</p> <p>In review of the third quarter (February-April), current data points indicate that teacher attendance has dropped from a daily average of approximately 94% percent to 90% and now below. The school has noted a trend of frequent absences on Mondays and Fridays throughout this past quarter. The building leadership team continues to implement PBIS initiatives to improve the culture and climate including student attendance which in effect will encourage improved teacher attendance to support learning. The building leadership team has been targeting teacher attendance with additional conversations with teaching staff to support the improvement of regular staff</p> | <p>83%, or approximately 13 teachers absent per day out of 78 teachers. This count includes guidance/librarian and psychologist who are "teachers" by certification and contract. It also includes several of these absences due to maternity leave and/or long term illness. Teachers absent due to school business (e.g. scoring NYSESLAT exams) were not counted.</p> | <p>both staffing classes and ensuring the continuity of high quality instruction for all scholars.</p> | <p>a priority for the 2016-17 school year. Staff morale continues to improve as evidenced by participation in events, conversations at Communities of Practice times, and evaluation forms for professional development sessions. The PBIS and Transformation Teams will continue to support teachers and provide opportunities for teacher voice. PMS leadership team will continue to work with the Deputy Superintendent of Human Resources to develop initiatives to support teachers and increase opportunities for staff/faculty to be involved in the school community.</p> |
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| | attendance. | |
| Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact. | Yellow | Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required. |
| Some barriers to implementation / outcomes / spending exist, with adaptation/correction school will be able to achieve desired results. | | |

Part III – Additional Key Strategies – (As applicable)

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

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| <p>Key Strategies Identify any key strategies being implemented during the current reporting period that are <u>not described in Part I or II above</u>, but are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan. Responses should be directly aligned with approved 2016-17 intervention plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I aThe HMH/JCLE instructional coach visits PMS a minimum of four days per month, providing professional development. Mission Literacy continues to be implemented District-wide which includes the middle school. This initiative includes: annotation of text, active reading strategies, inclusion of non-fiction text for text-based writing and discussion, planning for writing, and short and extended writing responses. This initiative can be consistently observed in all core and world language classrooms and II above.</p> | <p>2017-18 School Year Continuation Plan</p> |
| <p>List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).</p> | <p>Analysis / Report Out</p> |
| <p>1. Job-embedded professional development supported through Focused Instructional Learning Waives (FILWs)</p> | <p>Status (R/Y/G)</p> |
| <p>Administrators continue to conduct a minimum of 3 Focused Instructional Learning Waives (FILWs) daily and provide teachers with immediate feedback. A coherent, results-driven system has been developed (Rigor/Relevance Framework) and continues to be refined for re-visiting classrooms to observe the implementation of recommendations and high-yield strategies within a narrower timeframe. Now in April, instructional changes continue to be realized in a majority of the classrooms observed; learning tasks</p> | <p>Central office administrators will continue to meet with the PMS administrative staff on a weekly basis to support and review progress towards meeting goals and benchmarks. FILWs will continue to be conducted with the support of a district office staff member weekly. During the district-attended FILWs, feedback will continue to be given to the administrators on the quality of their noticings/wonderings, calibrating inter-rater reliability, calibrating feedback to teachers, and recommendations for improvement and follow-up.</p> |



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| <p>2. Full implementation of the PCSD Mission Literacy Initiative supported by Houghton/Mifflin/Harcourt (HMH)</p> | | <p>are moving out of Quadrant A to Quadrant B of the Rigor/Relevance Framework. The goal continues to be to reduce teacher isolation, address the variability seen across classrooms, and ensure higher levels of rigor (student engagement in complex tasks)/relevance, and collaboration across disciplines. In FILWs, special attention is paid to providing teachers with strategies for differentiating instruction to meet the needs of students with disabilities (SWDs), ELLs, and other students with special learning needs.</p> | <p>Monthly professional development sessions will be held with the administrators to ensure continued improvement and growth. Professional development topics will be selected based on identified needs of the administrators.</p> |
| <p>3. Common Core Learning Standards (CCLS) implementation across content areas through a data-driven culture</p> | <p>Y</p> | <p>The HMH/JCLE instructional coach visits PMS a minimum of four days per month, providing professional development. Mission Literacy continues to be implemented District-wide which includes the middle school. This initiative includes: annotation of text, active reading strategies, inclusion of non-fiction text for text-based writing and discussion, planning for writing, and short and extended writing responses. This initiative can be consistently observed in all core and world language classrooms.</p> | <p>The Poughkeepsie Middle School will continue its partnership with HMH/JCLE. During the 2017-18 school year, the support will continue to focus on improving the teaching and learning in every classroom by providing intensive job-embedded support to teachers. The instructional focus will be increasing levels of student engagement, academic rigor through the use of graphs and visuals. HMH coaches will work directly with teachers by observing their teaching, modeling lessons, providing feedback, and assisting teachers with improving teaching and learning in their classroom. In addition, a professional development math session will continue to be added to provide specific support to math teachers in improving math instruction.</p> |
| <p>4. Communities of Practice Model to improve instructional practices through a data-driven culture</p> | | <p>Teachers continue to implement EngageNY modules in ELA and Mathematics. Challenges continue to include strengthening teacher comprehension of learning objectives and implementing robust strategies included in the modules for struggling readers and writers.</p> | <p>The PMS will continue to use the NYS modules for ELA and Math in tandem with the ELA Collections Series and Go Math Series. Common assessments were created in ELA and will be administered to the students during the 2017-18 school year. Benchmark assessments in mathematics will be created during the 2017-18 school year.</p> |
| | | <p>Instructional teams continue to meet daily by grade level. Teachers utilize MAP data, state assessments, mock ELA and Math test results, released testing</p> | <p>PMS will continue to implement the Communities of Practice Model by meeting daily by grade level. Teachers will continue to utilize MAP data, state assessments, released testing items and</p> |



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| | <p>items, and other sources of data to review student progress and develop rigorous and targeted strategies for improvement. One meeting a week is led by administrators or a HMH/ICLE coach who facilitates professional learning through professional readings, peer FILWs, planning Mission Literacy Implementation, and team review of student writing. Communities of Practice teams also meet weekly with HMH or academic instructional coach in professional learning sessions on topics including: elements of effective group work, higher order questioning, and planning for rigorous instruction using the Rigor Relevance Framework.</p> | <p>other sources of data to review student progress and develop rigorous and targeted strategies for improvement. One meeting a week will continue to be led by administrators or a HMH/ICLE coach who facilitates professional learning through professional readings, peer FILWs, planning Mission Literacy implementation, and team review of student writing. Communities of Practice teams will continue to meet weekly with HMH or academic instructional coach in professional learning sessions on topics including: elements of effective group work, higher order questioning, and planning for rigorous instruction using the Rigor Relevance Framework.</p> <p>PMS will continue to have a data specialist working directly with their administrative and instructional staff on how to develop a data-driven culture.</p> <p>Teachers and administrators will continue to be supported with extensive support, guidance, and development in the keys of Driven by Data:</p> <ul style="list-style-type: none">• Assessments• Analysis• Action• Culture <p>Teachers will develop rigorous assessments that drive great teaching, and they will conduct deep analysis of interim assessment results to make in-course corrections that guarantee higher student learning results.</p> <p>Administrators will receive training on how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students. All of this will be embedded within a strong instructional leadership model that includes observation and feedback, curriculum planning, and leading professional development.</p> <p>The work will be monitored and reviewed by the transformation</p> |
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| <p>5. Implementation of Read 180 and Math Solution software for additional literacy support, specific to ELLs and SWDs</p> | <p>Additional literacy support programs have been implemented since January. The HMH/ICLE consultants and instructional coach will assist the building leadership in the review of the student performance indicator (SPI) recently conducted by all students targeted to use the Read 180 instructional software. This review will identify targeted interventions that the students need in order to make gains in academic achievement for the next quarter.</p> <p>In grade six 267 students participate in the Read 180 program, with a mean success rate of 86% on computer based learning activities. In grade seven 34 students participate with a mean success rate of 73%, and in eighth grade 50 students participate with a mean success rate of 78%.</p> | <p>team under the guidance of the Director of Data Analysis and Accountability.</p> <p>PMS will continue to implement, with the support of HMH/ICLE, a robust review of data with the ongoing use of Read 180 instructional software. The review will continue to identify targeted interventions that the students need in order to make gains in academic achievement for each quarter throughout the school year.</p> |
| <p>6. Extended learning time (ELT) aimed at providing multiple opportunities before school, afterschool, and Saturday programs</p> | <p>ELT continued to be supported by the 21st Century grant after-school enrichment programming. Teachers will provide additional after-school programming for Read 180 and Math Solutions. In grade 6 267 students participate in the Read 180 program, with a mean success rate of 86% on computer based learning activities. In grade 8 34 students participate with a mean success rate of 73%, and in eighth grade 50 students participate with a mean success rate of 78%. Saturday programming will be enhanced to include academic tutoring support directed to all students in all core areas for the next quarter. 42 students participate consistently in the morning Khan Academy math program. They are making progress on courses ranging from arithmetic review to high school</p> | <p>Extended learning time will continue throughout the 2017-18 school year as supported through the School Improvement Grant and Title funding. At this time, Poughkeepsie has not been awarded another round of the 21st Century programming; therefore, the district is working with the schools to design what ELT programs will remain that may be supported by CBOs. The district and school is committed to continued opportunities for all students that focus on academic intervention and enrichment skill building and homework assistance before and after school. The morning program will be continue to be funded through funding sources outside of the PMS SIG. Morning sports and academic programs will be provided to students. Tutoring and homework help in ELA, Math, Science, and Social Studies will be provided before school and afterschool to ensure that all students have opportunities to participate regardless of their</p> |



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| | <p>geometry.</p> | <p>schedules.</p> <p>Students who participate in afterschool sports programs will be encouraged to attend the morning academic support programs to ensure they receive the academic support they need to improve academically.</p> <p>Students will be invited to participate in 10 week sessions. Selection of students will be based off of assessment data. Students who want to participate in sports programming must also attend an academic program if they are not achieving proficiency.</p> <p>PMS, with district support, will implement a rigorous evaluation tool to highlight the impact of all extended learning time activities toward achieving demonstrable indicators throughout the school year. This will be tool will include regular FILWs of all extended learning time programming as well as quarterly data-review evaluations linked to improved student attendance and a reduction in discipline referrals ultimately leading to increased student proficiency in all areas especially ELA and math.</p> |
| <p>7. Vassar After School Tutoring (VAST) with Vassar College</p> | <p>Vassar After School Tutoring (VAST) is an academic enrichment and mentoring program housed at Poughkeepsie Middle School since 2003. Each semester, approximately 50 Vassar College student mentors are paired one-on-one with 50 Poughkeepsie Middle School students in grades 6-8 to help with homework and developing academic and literacy skills. VAST mentors also lead enrichment activities for the scholars on topics of their choice, such as writing a literary magazine, cooking new foods, exploring hip-hop and social justice, and participating in mediation and conflict resolution. All VAST activities are designed to build students' self-confidence, foster collaboration and teamwork, promote student</p> | <p>The VAST academic enrichment and mentoring program housed at PMS will continue through 2017-18 serving 50 PMS students in grades 6-8 targeted to help with developing academic and literacy skills as well as providing mentoring of local college students to encourage participation and continued college and career readiness.</p> |



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| | <p>achievement and academic excellence, and prepare students for leadership roles in school and the community. VAST occurs at Poughkeepsie Middle School on Mondays, Wednesdays, and Fridays after school. 8th grade students who graduate from VAST have the option of enrolling in Exploring College as high school freshmen.</p> | | |
| <p>8. Positive Behavior Intervention Strategies (PBIS) initiatives focus on improving the culture and climate</p> | <p>PBIS is a strategy that continues to be supported through regular conversations between the PBIS committee, leadership, and faculty/staff. Evidence of impact is expected for the next progress period with expected decreases in incidents and improved attendance. In addition, the Executive Director continues to provide support in school climate and culture by providing District coordination of PBIS supports, including data analysis and review of best practices based on national research, which includes, job-embedded coaching and support for building PBIS leadership, administrators, staff, and committees. Additionally, Restorative Justice professional development has begun with a full day session offered to staff on the April 19 Superintendent's Conference day. Restorative Justice implementation will continue for the 2016-17 school year.</p> | <p>Y</p> | <p>The Director of Culture and Climate as well as the PBIS team of PMS will continue to strengthen initiatives to support improving the culture and climate of the middle school community.</p> <p>The PMS Transformation Team/Community Engagement Team will continue to review and build upon goals of the building community that will support initiatives led by the Director of Culture and Climate as well as the PBIS team.</p> <p>Additionally, Restorative Justice professional development will continue throughout the 2017-18 school year to strengthen the implementation of a building-wide language to support the social and emotional development of all students.</p> |
| <p>9. Response to Intervention (RtI) model to support struggling students</p> | <p>Teachers currently have access to RTIM which logs intervention support for students. The school psychologist continues to provide RTIM training for the entire building throughout the quarter. Teachers continue to input behavioral interventions into the data system.</p> | | <p>Teachers will continue to log behavioral interventions and daily reports in the RTIM system which logs intervention support for students. The school psychologist will continue to provide RTIM training for the entire building throughout the school year.</p> |
| <p>10. Develop strong parent and community involvement to support the needed improvements</p> | <p>In addition to regular parent contact by teachers and administrators, PMS hosts several events where parents and community members are invited, such as: assemblies that recognize Students of the Month.</p> | <p>Y</p> | <p>PMS will continue to implement the mechanisms and strategies that have encouraged strong parent and family involvement. PMS will provide support to teachers in effective communication strategies from teacher to parent. The expectation continues</p> |



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| | | <p>Perfect Attendance, as well as Honor Roll. PMS hosted a Winter Concert, a Parent University, and a Holiday Community Luncheon. The number of parent community events has increased from five events in quarter one, to 10 events in quarter two, and maintaining 10 events for quarter three. The PTA has reorganized this school year and has established a member enrollment of 30 members this year with the last two meetings having 10+ members participate. The PTA members continue to rebuild relationships with the administration and teachers of the building with some members also participating in the Transformation Team/Community Engagement Team regularly. Monthly newsletters are provided to parents on the events noted for the month; school messenger is utilized and website updates have been consistent to inform of upcoming activities. There is a concerted effort to provide timely communication to family and community members at all events that are open to the public so that sufficient time is given before the event for the public to prepare (i.e., two weeks before a parent/teacher conference). Ongoing opportunities to facilitate a seamless transition for 8th grade students preparing for 9th grade are being offered throughout the year. Information on course selections, advanced placement and honor class opportunities, extracurricular clubs/activities, the Dutchess County Regional Chamber of Commerce Career Action Center Mentorship Initiative, the AFIROTC program, as well as the application processes for both Upward Bound and the ETEch programs is provided and available on a regular basis.</p> | <p>that each teacher will incorporate a minimum of one positive communication with the parent each quarter. This communication can be a letter, an email, or a phone call.</p> <p>Ongoing community events will continue to be organized offering parents/families and community members opportunities to participate and support the middle school community. These events include but are not limited to: assemblies that recognize Students of the Month, Perfect Attendance, Honor Roll; Winter and Spring Concerts; Family University days, and a Holiday Community Luncheons.</p> |
|--|--|---|---|



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|---|---------------|--|--|
| <p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.</p> | <p>Yellow</p> | <p>Some barriers to implementation / outcomes / spending exist, with adaptation/correction school will be able to achieve desired results.</p> | <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> |
|---|---------------|--|--|

Part IV – Community Engagement Team and Receivership Powers

| | | |
|--|--|--|
| <p>Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. membership structure of the CET for the 2017-18 School Year.</p> | <p>Analysis/Report Out</p> | <p>2017-18 School Year Continuation Plan</p> |
| <p>The PMS Community Engagement Team (CET) continued to meet throughout the school year and meets bi-monthly. The CET continues to include multiple stakeholders such as District and building leaders, staff, parents and students. The CET, and its subcommittees, discuss the current status of demonstrable improvement indicators as well as key strategies for impacting transformative change. The Committee contributed to and continues to review the results of the recently completed Diagnostic Tool for School and District Effectiveness (DTSDE) school review report. In review of the report, members of the CET helped to</p> | <p>The CET will continue to meet throughout the 2017-18 school year to expand on the mission and vision statements created in 2015-16 while establishing goals to target improvements in demonstrable indicators for the building community. Particular focus will be on: building upon the coherence structure for building wide restorative practices, enhancing building wide PBIS initiatives to encourage more students and families to demonstrate their involvement in the school community, and understanding ways to support the building staff to create more buy-in that will improve teacher attendance.</p> | <p>The CET will continue to meet throughout the 2017-18 school year to expand on the mission and vision statements created in 2015-16 while establishing goals to target improvements in demonstrable indicators for the building community. Particular focus will be on: building upon the coherence structure for building wide restorative practices, enhancing building wide PBIS initiatives to encourage more students and families to demonstrate their involvement in the school community, and understanding ways to support the building staff to create more buy-in that will improve teacher attendance.</p> |



| | | |
|---|--|---|
| | <p>develop ways to address recommendations provided within the DTSE report. Next steps for the team continue to focus on the impact shown from initiatives implemented that indicate improvements in the demonstrable indicators leading to continuous and sustainable whole-school transformation.</p> | |
| <p>Powers of the Receiver Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers. Please identify any changes in Receivership Powers to be utilized in the 2017-18 School Year.</p> | | |
| <p>Status (R/Y/G)</p> | <p>Analysis/Report Out</p> | <p>2017-18 School Year Continuation Plan</p> |
| <p>Y</p> | <p>Receivership powers that continue to be leveraged include:</p> <ol style="list-style-type: none"> 1. the review of current curriculum content to set the standard for increasing use of CCLS supported through the resources offered on EngageNY; 2. external partnership with HMH/CLS supports additional resources in Read 180/System 44 and Math solutions during extended learning time; 3. an intentional and strategic effort to support improved instructional practices through the use of FILWs and professional development around the focus strategies is being implemented; 4. implementation of PBIS systems to improve climate and culture within the building has been expanded this year to include "communities of practice" time for grade levels to meet to share practices and review best practice models; 5. extending the school day supported through the 21st Century Learning Grant has allowed for multiple partnerships to support student engagement; and collective bargaining discussions are currently taking place with a movement toward more collaborative stakeholder involvement; 6. bi-weekly labor management meetings are held with the Superintendent of Schools and the Presidents of both PPSTA and PPSAA; working in a labor-management collaboration to identify and address root causes of chronic underperformance (for example specific to literacy across disciplines, attendance, discipline, and graduation); 7. reviewing and expanding curriculum; expanding the school day | <p>Receivership powers that continue to be leveraged for the 2017-18 school year will include:</p> <ol style="list-style-type: none"> 1. the review of current curriculum content to set the standard for increasing use of CCLS supported through the resources offered on EngageNY; 2. external partnership with HMH/CLS supports additional resources in Read 180/System 44 and Math solutions during extended learning time; 3. an intentional and strategic effort to support improved instructional practices through the use of FILWs and professional development around the focus strategies is being implemented; 4. implementation of PBIS systems to improve climate and culture within the building has been expanded this year to include "communities of practice" time for grade levels to meet to share practices and review best practice models; 5. extending the school day supported through the multiple grant funding opportunities has allowed for multiple partnerships to support student engagement; and collective bargaining discussions are currently taking place with a movement toward more collaborative stakeholder involvement; 6. bi-weekly labor management meetings are held with the Superintendent of Schools and the Presidents of both PPSTA and PPSAA; working in a labor-management collaboration to identify and address root causes of chronic underperformance (for example specific to literacy across |



| | | |
|--|---|--|
| <p>through federal grants and community partnerships; providing job-embedded professional development; and</p> <ol style="list-style-type: none"> building "pedagogical content knowledge" of instructional and administrative staff through Focused Instructional Learning Walks, the distribution of daily Leadership Tips, and ongoing dialogue about best practices in education. | <p>The degree to which the evidence/outcomes of efforts indicate the need to adjust the implementation is as follows:</p> <ol style="list-style-type: none"> evidence collected through FILWs suggests that implementation of CCLS curriculum and instruction is becoming more aligned between observers but continues to require adjustment; at this time, there is little evidence indicating that the plan to partner with HMM needs to be adjusted; at this time, there is little evidence that the implementation of FILW's needs to be adjusted; evidence related to the implementation of PBIS suggests that more time is needed to fully implement this intervention; at this time, there is little evidence that the planned extended learning time program through the 21st Century Learning Grant requires adjustment; and at this time, labor management collaborations are ongoing and the evidence suggests that they should be continued (For example: American Federation of Teachers (AFT) and the United Federation of Teachers (UFT) Annual Center for School Improvement (CSI) Leadership Institute). | <p>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.</p> |
| <p>disciplines, attendance, discipline, and graduation);</p> <ol style="list-style-type: none"> reviewing and expanding curriculum; expanding the school day through federal grants and community partnerships; providing job-embedded professional development; and building "pedagogical content knowledge" of instructional and administrative staff through Focused Instructional Learning Walks, the distribution of daily Leadership Tips, and ongoing dialogue about best practices in education. | <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p> | <p>Yellow</p> |
| <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> | <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> | <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p> |



Receivership Quarterly Report and Continuation Plan – 3rd Quarter
 January 31, 2017-April 28, 2017
 (As required under Section 211(f) of NYS Ed. Law)

Part V – Budget – (As applicable)

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

| Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity. | Status(R)/N/G | If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place. |
|---|---------------|--|
| Professional Salaries | | All expenditures in approved 2016-17 budget are on target. Measurable impact includes: decrease in student discipline referrals and suspensions, increased opportunities, increased academic rigor and relevance in the classroom focused instructional learning walks, and increased community involvement. NA |
| Support salaries | | |
| Purchased Services | | |
| Supplies and Materials | | All expenditures in approved 2016-17 budget are on target. Measurable impact include: decrease in student discipline referrals and suspensions, increase in participation of stakeholder surveys to inform improvement plans, and changes in Community of Practice planning time supported by external partners leading to increased student performance rates. All expenditures in approved 2016-17 budget are on target. Measurable impact include: enhancements in |

ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.

DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.

BUDGET FORMS ARE AVAILABLE AT:
<http://www.oms.nysed.gov/cafe/forms/>



| | |
|-------------------|--|
| Travel Expenses | extended learning time opportunities. All expenditures in approved 2016-17 budget are expected to be on target. Measurable impact include: increased administrator capacity and increased community involvement. |
| Employee Benefits | All expenditures in approved 2016-17 budget are on target. Measurable impact includes: decrease in student discipline referrals and suspensions, increased student participation in extended learning time opportunities, increased academic rigor and relevance in the classroom focused instructional learning walks, and increased community involvement. |
| Indirect costs | All expenditures, as required by the grant, in approved 2016-17 budget are on target. |

Part VI: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.

| | | |
|----|--|---|
| 1. | Focused Instructional Learning Walks (FILWs) | Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools. Administrators conduct a minimum of three Focused Instructional Learning Walks (FILWs) daily and provide teachers with immediate feedback. Administrators have organized a schedule to provide coaching meetings for teachers each Friday, in addition to providing immediate feedback to teachers through the electronic FILW tool. A coherent, results-driven system has been developed and refined for re-visiting classrooms to observe the implementation of recommendations and high-yield strategies within a narrower timeframe. The goal is to reduce teacher isolation, address the variability seen across classrooms, and ensure higher levels of rigor (student engagement in complex tasks)/relevance, and collaboration across disciplines. Special attention is paid to providing teachers with strategies for differentiating instruction to meet the needs of students with disabilities (SWDs), ELLs, and other students with special learning needs. Instructional teams continue to meet daily by grade level utilizing the Communities of Practice model. Teachers utilize NWEA/MAP data, state assessments, released testing items, mock ELA and Math test results, and other sources of data to review student |
| 2. | Communities of Practice Model | |

Receivership Schools ONLY

Quarterly Report #3: January 31, 2017 to April 28, 2017 and Continuation Plan for 2017-18 School Year

| | | | | | |
|------------------------------------|---|--|---------------------|---|------------------|
| School Name | School BEDS Code | District | Lead Partner or EPO | Hyperlink to where this report will be posted on the district website: | |
| Poughkeepsie Middle "Model" School | 13150010011 | Poughkeepsie City School District | | Check which plan below applies: SIG <input checked="" type="checkbox"/> SCEP | |
| Superintendent/EPO | School Principal | Additional District Staff working on Program Oversight | | Model: Transformation | |
| Dr. Nicole Williams | Mr. Da'Ron Wilson Appointment Date: July 2016 | Mrs. Tracy Farrell, Assistant Superintendent of Curriculum, Instruction, and Grants Management; Dr. Elizabeth TenDyke, Director of Data Analysis and Accountability; Dr. Steven Rappleyea, Assistant Superintendent of Family and Student Support Services | | Grade Configuration | Total Enrollment |
| | | | | 6-8 | 942 |
| | | | | % ELL | % SWD |
| | | | | 9.7% | 16.9% |

Executive Summary

Please provide a plain-language summary of this quarter in terms of implementing key strategies, engaging the community, enacting ReceiverShip, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words. This report is the third in a series of quarterly reports required by the New York State Education Department in its ongoing "effort to hold schools and Districts accountable for the results to be achieved in Persistently Struggling and Struggling Schools" for 2016-17. Poughkeepsie Middle/Model School (PMS) continues to implement a coherent set of targeted strategies to rapidly improve student learning and success. The community continues to be engaged through a variety of informational, advisory, and educational activities. In addition to accessing powers granted to her as Receiver, Superintendent Williams continues to collaborate with the Poughkeepsie Public School Teachers' Association (PPSTA) and the Poughkeepsie Public School Administrators' Association (PPSAA) to effectively ensure transformational leadership and instructional improvement at PMS. Finally, District personnel continue to gather data and monitor progress with an eye toward ensuring that Poughkeepsie Middle/Model



| | | |
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| 3. | <p>"Operation Moving Up"</p> | <p>progress and develop rigorous and targeted strategies for improvement. One meeting a week is led by administrators or HMH/ICLE coach who facilitates professional learning through professional readings, peer FILWs, planning Mission Literacy implementation, and team review of student writing. Communities of practice also meet weekly with HMH/ICLE or academic instructional coach in professional learning sessions on topics including elements of effective group work, higher order questioning, and planning for rigorous instruction using the Rigor Relevance Framework.</p> |
| 4. | <p>Mission Literacy</p> | <p>School counselors are monitoring students in all grade levels (6-8) with a red/yellow/green status spreadsheet of students that are "at-risk" of completing appropriate course requirements to move to the next grade level successfully. In addition, this is also tracking behaviors and attendance and the impact on performance.</p> <p>Mission Literacy continues to be continuously implemented District-wide which includes the middle school. This initiative focuses on specifically reading, writing, listening, speaking, and reasoning across content area. Targeted strategies have been developed and implemented in the following: strategic use of non-fiction text, annotation of text, active reading strategies, planning for writing, and short and extended writing responses. Elements of this initiative can be found consistently in observations in all core and world language classrooms.</p> |
| 5. | <p>Morning Program Math Intensive Skill focus on Khan Academy</p> | <p>Newly implemented for the 2016-17 school year, the middle school has begun a morning program that focuses on math intervention offering math intensive course work utilizing Khan Academy. Teachers have developed classrooms within Khan Academy allowing teachers, and students, to track student progress throughout the school year.</p> |



Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Dr. Nicole Williams
Signature of Receiver: _____
Date: _____

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): Kim Poppen
Signature of CET Representative: _____
Date: _____

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Principal (Print): Dr. Ron Wilson
Signature of Principal: _____
Date: _____



Receivership Quarterly Report and Continuation Plan – 3rd Quarter
 January 31, 2017-April 28, 2017
 (As required under Section 2110f of NYS Ed. Law)

| School | Poughkeepsie Middle School | Signature |
|--------------------|--|--|
| District | Poughkeepsie CSD | |
| Superintendent | Dr. Nicole Williams | |
| Date of Submission | May 2017 | |
| Team: | <p>Mrs. Phee Simpson, Executive Principal, Poughkeepsie High School, President Poughkeepsie Administrators Association</p> <p>Mr. Da'Ron Wilson, Principal</p> <p>Mrs. Tracy Farrell, Assistant Superintendent of Curriculum, Instruction, and Grants Management</p> <p>Mr. Joseph Jimick, Assistant Superintendent of Finance</p> <p>Dr. Steve Rappleyea, Executive Director of Students Support Services</p> <p>Dr. Elizabeth Ten Dyke, Director of Data Analysis and Accountability</p> <p>Ms. Sonia White, Interim Director of Curriculum/Teacher Evaluation</p> <p>Sasha Barnes, Assistant Principal Poughkeepsie Middle School</p> <p>Paul Brown, Assistant Principal Poughkeepsie Middle School</p> <p>Margie O'Brien, Assistant Principal Poughkeepsie Middle School</p> <p>Julliet Coxum, Assistant Principal, Poughkeepsie Middle School</p> <p>Ms. Stephanie Green, President Teacher Association</p> | <p><i>[Handwritten signatures of team members]</i></p> |

= Required Field

| Local Agency Information | | |
|--------------------------|-----------------------------------|------------------|
| Funding Source: | SIG 6 - Morse Elementary School | |
| Report Prepared By: | Tracy Farrell | |
| Agency Name: | Poughkeepsie City School District | |
| Mailing Address: | 11 College Avenue | |
| | Street | |
| | Poughkeepsie | 12603 |
| | City | Zip Code |
| Telephone # of | | |
| Report Preparer: | 845-451-4980 | County: Dutchess |
| E-mail Address: | tfarrell@poughkeepsieschools.org | |
| Project Funding Dates: | 7/1/2017 | 06/30/2018 |
| | Start | End |

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

Employee Benefits

| Subtotal - Code 80 | | \$89,328 |
|-------------------------|--------------------------|----------|
| Benefit | Proposed Expenditure | |
| Social Security | | |
| Retirement | New York State Teachers | |
| | New York State Employees | |
| | Other - Pension | |
| Health Insurance | | |
| Worker's Compensation | | |
| Unemployment Insurance | | |
| Other (Identify) | | |
| | | \$46,194 |
| | | \$36,134 |
| | | \$7,000 |
| | | |
| | | |
| | | |
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INDIRECT COST

| | | |
|----|--|-----------|
| A. | Modified Direct Cost Base -- Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry | \$490,329 |
| B. | Approved Restricted Indirect Cost Rate | 2.00% |
| C. | Subtotal - Code 90 | \$9,807 |

For your information, maximum direct cost base = \$490,193.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

BUDGET SUMMARY

| SUBTOTAL | CODE | PROJECT COSTS |
|------------------------|------|------------------|
| Professional Salaries | 15 | \$283,810 |
| Support Staff Salaries | 16 | \$80,305 |
| Purchased Services | 40 | \$27,750 |
| Supplies and Materials | 45 | \$7,500 |
| Travel Expenses | 46 | \$1,500 |
| Employee Benefits | 80 | \$89,328 |
| Indirect Cost | 90 | \$9,807 |
| BOCES Services | 49 | |
| Minor Remodeling | 30 | |
| Equipment | 20 | |
| Grand Total | | \$500,000 |

Agency Code:

Project #:

Contract #:

Agency Name:

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

| <u>Fiscal Year</u> | <u>First Payment</u> | <u>Line #</u> |
|--------------------|----------------------|---------------|
| | | |
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Voucher # _____ First Payment _____

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

5/31/17 _____
 Date Signature

Dr. Nicole Williams
 Superintendent of Schools

Name and Title of Chief Administrative Officer

Mrs. Tracy Farrell

Assistant Superintendent of Curriculum,
 Instruction and Grants Management

Mr. Mario Fernandez
 Assistant Superintendent of

Approved _____ MIR _____

LEA Poughkeepsie City School District
POUGHKEEPSIE MIDDLE SCHOOL
BEDS Code 131500010011

POUGHKEEPSIE MIDDLE SCHOOL SIG 4
BUDGET NARRATIVE
May 2017

**** MUST BE SUBMITTED WITH EACH BUDGET**

| CODE/BUDGET CATEGORY | EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title) |
|--|--|
| Code 15 Professional Salaries \$162,050 | Professional salaries include: extra services assignments for teachers to facilitate school improvement initiatives for Morning Program ELT, Spring Break Academy ELT, and additional Literacy and math ELT for Read 180 and Math 180 interventions for targeted student groups; support with an Instructional Coach providing job embedded professional development for teachers through FILWs and planning within Communities of Practice, as well as support of an extended learning time project coordinator to oversee data collection and evaluation of community programs Note: The Community Engagement Team/Transformation Team will be maintained and funded through other sources. |
| Code 16 Support Staff Salaries | N/A |
| Code 40 Purchased Services \$40,000 | Purchased services include: continued job embedded building-wide initiative of Restorative Justice implementation Note: administration of stakeholder engagement surveys; job embedded professional development around the implementation of Mission Literacy with a focus on literacy in all content areas and utilizing data to drive instruction aligned with improving academics, attendance, and discipline will be maintained through other funding sources. |
| Code 45 Supplies and Materials \$1,000 | Supplies and materials to support the implementation of the Extended Learning Time programming and morning programming activities |

| | |
|---|--|
| <p>Code 46 <i>Travel Expenses</i></p> <p>\$2,850</p> | <p>Administration professional development (i.e., Restorative Justice off-site trainings) may be necessary</p> |
|---|--|

| | |
|--|---|
| <p>Code 80 <i>Employee Benefits</i></p> <p>\$39,000</p> | <p><i>Other(Identify)</i> <i>Includes: FICA, TRA, ERS, WC, Health</i> \$39,000</p> |
|--|---|

| | |
|---|--------------------------------|
| <p>Code 90 <i>Indirect Cost</i></p> <p>\$4,598</p> | <p>As per 2.2% requirement</p> |
|---|--------------------------------|

| | |
|---|------------|
| <p>Code 49 <i>BOCES Services</i></p> | <p>N/A</p> |
|---|------------|

| | |
|--|------------|
| <p>Code 30- <i>Minor Remodeling</i></p> | <p>N/A</p> |
|--|------------|

| | |
|--|------------|
| <p>Code 20 <i>Equipment</i></p> | <p>N/A</p> |
|--|------------|

| | |
|--|--|
| <p>Total Budget:</p> <p>\$249,496 \$250,000 allowed</p> | |
|--|--|

Attachment B
School-level Baseline Data and Target-Setting Chart
POUGHKEEPSIE MIDDLE "MODEL" SCHOOL
POUGHKEEPSIE CITY SCHOOL DISTRICT
MAY 2017

| SCHOOL LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | District Average 2015-17 | Baseline Data (Year prior to first year of the grant) | Actual for 2015-17 | Target for 2017-18 | Target for 2018-19 | Target for 2019-20 | Target for 2020-21 |
|---|------|--------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I. Leading Indicators | | | | | | N/A | N/A | N/A |
| a. Number of minutes in the school year | min | 67,500 | 64,500 | 64,500 | 64,500 | | | |
| b. Student participation in State ELA assessment | % | Not yet avail | 88% | Not yet avail | 95% | | | |
| c. Student participation in State Math assessment | % | Not yet avail | 80% | Not yet avail | 95% | | | |
| d. Drop-out rate | % | Not applicable | Not applicable | Not applicable | N/A | | | |
| e. Student average daily attendance | % | 93.29 % | 95.29 % | 93.65 % | 95% | | | |
| f. Student completion of advanced coursework | % | 16.4% of HS | 5.3% of PMS | 5.3% of PMS | 7% | | | |
| g. Suspension rate | % | 8.5% | 12.21 % | 11.37 % | 8.37% | | | |
| h. Number of discipline referrals | num | 2667 | 300 | 1744 | 1598 | | | |
| i. Chronic absenteeism rate | % | 12.2% | 7.3% | 10.7 | 8% | | | |
| j. Teacher attendance rate | % | | 94% | 83% | | Rate as of May 2017 | | |
| k. Teachers rated as "effective" and "highly effective" | % | Not yet avail | 71.2% | Not yet avail | | | | |
| l. Hours of professional development to improve teacher performance | num | 149 | | 149 | 149 | | | |
| m. Hours of professional development to improve leadership and governance | num | 63 | | 63 | 80 | | | |
| n. Hours of professional development in the | num | | | 38 | 38 | | | |

| | | | | | | | | |
|---|-------|-------------------|----------------|----------------|----------------|--|--|--|
| implementation of high quality interim assessments and data-driven action | | | | | | | | |
| II. Academic Indicators | | | | | | | | |
| a. ELA performance index | PI | Not yet Avail | 132 | Not yet avail | | | | |
| b. Math performance index | PI | Not yet Avail | 95 | Not yet Avail | | | | |
| c. Student scoring "proficient" or higher on ELA assessment | % | Not yet Avail | 10.2% | Not yet Avail | 2% increase | | | |
| d. Students scoring "proficient" or higher on Math assessment | % | Not yet Avail | 2.5% | Not yet Avail | 6% increase | | | |
| e. Average SAT score | score | | Not applicable | Not applicable | Not applicable | | | |
| f. Students taking PSAT | % | 4% | Not applicable | Not applicable | Not applicable | | | |
| g. Students receiving Regents diploma with advanced designation | % | Not available | Not applicable | Not applicable | Not applicable | | | |
| h. High school graduation rate | % | Not yet avail | Not applicable | Not applicable | Not applicable | | | |
| i. Ninth graders being retained | % | Not yet avail | Not applicable | Not applicable | Not applicable | | | |
| j. High school graduates accepted into two or four year colleges | % | Not yet available | Not applicable | Not applicable | Not applicable | | | |

**Targets should be set for all years the school will be SIG-funded.*

During, performance review conference calls, OISR will discuss with the LEAs the interim data and progress being made toward the yearly targets.

Attachment B
School-level Baseline Data and Target-Setting Chart
POUGHKEEPSIE MIDDLE "MODEL" SCHOOL
POUGHKEEPSIE CITY SCHOOL DISTRICT
MAY 2017

| SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | District Average 2015-17 | Baseline Data (New prior to first year of the grant) | Actual for 2015-17 | Target for 2017-18 | Target for 2018-19 | Target for 2019-20 | Target for 2020-21 |
|---|------|--------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I. Leading Indicators | | | | | | N/A | N/A | N/A |
| a. Number of minutes in the school year | min | 67,500 | 64,500 | 64,500 | 64,500 | | | |
| b. Student participation in State ELA assessment | % | Not yet avail | 88% | Not yet avail | 95% | | | |
| c. Student participation in State Math assessment | % | Not yet avail | 80% | Not yet avail | 95% | | | |
| d. Drop-out rate | % | Not applicable | Not applicable | Not applicable | N/A | | | |
| e. Student average daily attendance | % | 93.29 % | 95.29 % | 93.65 % | 95% | | | |
| f. Student completion of advanced coursework | % | 16.4% of HS | 5.3% of PMS | 5.3% of PMS | 7% | | | |
| g. Suspension rate | % | 8.5% | 12.21 % | 11.37 % | 8.37% | | | |
| h. Number of discipline referrals | num | 2667 | 300 | 1744 | 1598 | | | |
| i. Chronic absenteeism rate | % | 12.2% | 7.3% | 10.7 | 8% | | | |
| j. Teacher attendance rate | % | | 94% | 83% | | Rate as of May 2017 | | |
| k. Teachers rated as "effective" and "highly effective" | % | Not yet avail | 71.2% | Not yet avail | | | | |
| l. Hours of professional development to improve teacher performance | num | 149 | | 149 | 149 | | | |
| m. Hours of professional development to improve leadership and governance | num | 63 | | 63 | 80 | | | |
| n. Hours of professional development in the | num | | | 38 | 38 | | | |

| | | | | | | | | | |
|---|-------|-------------------|----------------|----------------|----------------|--|--|--|--|
| implementation of high quality interim assessments and data-driven action | | | | | | | | | |
| II. Academic Indicators | | | | | | | | | |
| a. ELA performance index | PI | Not yet Avail | 132 | Not yet avail | | | | | |
| b. Math performance index | PI | Not yet Avail | 95 | Not yet Avail | | | | | |
| c. Student scoring "proficient" or higher on ELA assessment | % | Not yet Avail | 10.2% | Not yet Avail | 2% increase | | | | |
| d. Students scoring "proficient" or higher on Math assessment | % | Not yet Avail | 2.5% | Not yet Avail | 6% increase | | | | |
| e. Average SAT score | score | | Not applicable | Not applicable | Not applicable | | | | |
| f. Students taking PSAT | % | 4% | Not applicable | Not applicable | Not applicable | | | | |
| g. Students receiving Regents diploma with advanced designation | % | Not available | Not applicable | Not applicable | Not applicable | | | | |
| h. High school graduation rate | % | Not yet avail | Not applicable | Not applicable | Not applicable | | | | |
| i. Ninth graders being retained | % | Not yet avail | Not applicable | Not applicable | Not applicable | | | | |
| j. High school graduates accepted into two or four year colleges | % | Not yet available | Not applicable | Not applicable | Not applicable | | | | |

**Targets should be set for all years the school will be SIG-funded.*

During, performance review conference calls, OISR will discuss with the LEAs the interim data and progress being made toward the yearly targets.

Attachment B
School-level Baseline Data and Target-Setting Chart
POUGHKEEPSIE MIDDLE "MODEL" SCHOOL
POUGHKEEPSIE CITY SCHOOL DISTRICT
MAY 2017

| SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART | Unit | District Average 2015-17 | Baseline Data Year prior to first year of the grant | Actual for 2016-17 | Target for 2017-18 | Target for 2018-19 | Target for 2019-20 | Target for 2020-21 |
|---|------|--------------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I. Leading Indicators | | | | | | N/A | N/A | N/A |
| a. Number of minutes in the school year | min | 67,500 | 64,500 | 64,500 | 64,500 | | | |
| b. Student participation in State ELA assessment | % | Not yet avail | 88% | Not yet avail | 95% | | | |
| c. Student participation in State Math assessment | % | Not yet avail | 80% | Not yet avail | 95% | | | |
| d. Drop-out rate | % | Not applicable | Not applicable | Not applicable | N/A | | | |
| e. Student average daily attendance | % | 93.29 % | 95.29 % | 93.65 % | 95% | | | |
| f. Student completion of advanced coursework | % | 16.4% of HS | 5.3% of PMS | 5.3% of PMS | 7% | | | |
| g. Suspension rate | % | 8.5% | 12.21 % | 11.37 % | 8.37% | | | |
| h. Number of discipline referrals | num | 2667 | 300 | 1744 | 1598 | | | |
| i. Chronic absenteeism rate | % | 12.2% | 7.3% | 10.7 | 8% | | | |
| j. Teacher attendance rate | % | | 94% | 83% | | Rate as of May 2017 | | |
| k. Teachers rated as "effective" and "highly effective" | % | Not yet avail | 71.2% | Not yet avail | | | | |
| l. Hours of professional development to improve teacher performance | num | 149 | | 149 | 149 | | | |
| m. Hours of professional development to improve leadership and governance | num | 63 | | 63 | 80 | | | |
| n. Hours of professional development in the | num | | | 38 | 38 | | | |

| | | | | | | | | | |
|---|-------|-------------------|----------------|----------------|----------------|--|--|--|--|
| implementation of high quality interim assessments and data-driven action | | | | | | | | | |
| II. Academic Indicators | | | | | | | | | |
| a. ELA performance index | PI | Not yet Avail | 132 | Not yet avail | | | | | |
| b. Math performance index | PI | Not yet Avail | 95 | Not yet Avail | | | | | |
| c. Student scoring "proficient" or higher on ELA assessment | % | Not yet Avail | 10.2% | Not yet Avail | 2% increase | | | | |
| d. Students scoring "proficient" or higher on Math assessment | % | Not yet Avail | 2.5% | Not yet Avail | 6% increase | | | | |
| e. Average SAT score | score | | Not applicable | Not applicable | Not applicable | | | | |
| f. Students taking PSAT | % | 4% | Not applicable | Not applicable | Not applicable | | | | |
| g. Students receiving Regents diploma with advanced designation | % | Not available | Not applicable | Not applicable | Not applicable | | | | |
| h. High school graduation rate | % | Not yet avail | Not applicable | Not applicable | Not applicable | | | | |
| i. Ninth graders being retained | % | Not yet avail | Not applicable | Not applicable | Not applicable | | | | |
| j. High school graduates accepted into two or four year colleges | % | Not yet available | Not applicable | Not applicable | Not applicable | | | | |

**Targets should be set for all years the school will be SIG-funded.*

During, performance review conference calls, OISR will discuss with the LEAs the interim data and progress being made toward the yearly targets.



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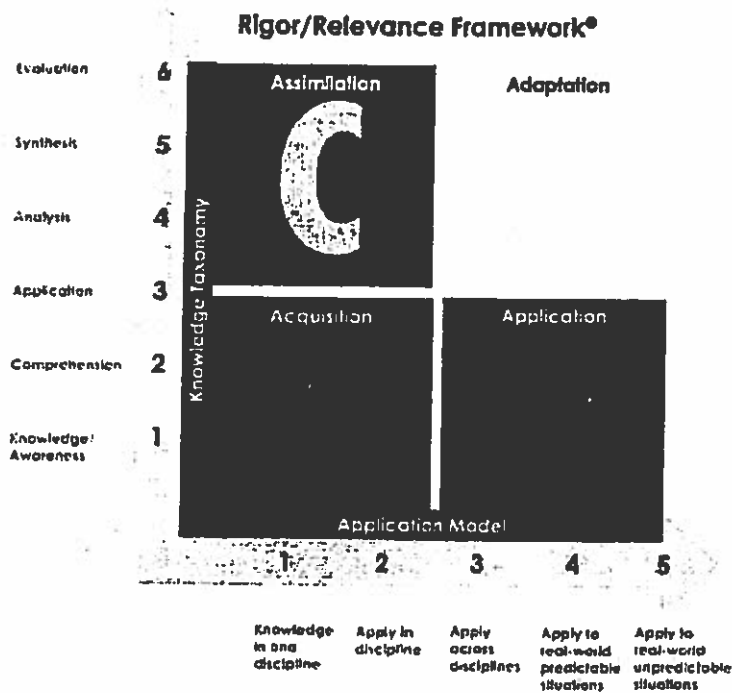
1. **PMS Local Indicator:** Research shows that the most effective strategy for rapidly improving student learning and success is a laser-like focus on the quality of classroom instruction. In the Poughkeepsie City School District (PCSD), all administrators regularly visit and observe instruction through “Focused Instructional Learning Walks” or “FILWs.” Specifically, the expectation established by Superintendent Williams is that all administrators visit a minimum of three classes a day.

An FILW is a classroom visit based on the model of *Instructional Rounds* developed at the Harvard Graduate School of Education. Through instructional rounds “education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it.”¹ FILWs are 10 to 15 minutes in duration. While in classrooms, administrators record low inference observations; then they summarize their observations in “Noticings” (what they observe) and “Wonderings” (what they are curious about). Administrators discuss their noticings and wonderings with classroom teachers, and also provide suggestions for high-yield instructional shifts to improve student engagement, learning, and success. FILWs are not tied to the district’s negotiated 3012-c or 3012-d APPR agreements. Rather, *FILWs are a tool for supporting teachers in professional self-reflection and professional growth.*

In classroom visits completed to-date, administrators observe a rising level of cognitive rigor in instruction, expanding opportunities for student collaboration, and increased student engagement in learning. This proposed local indicator provides a vehicle to both monitor and improve instructional practice in the areas of engagement, collaboration, and cognitive rigor. The local indicator enables the PCSD to document a shift in the quality of instructional practice and, therefore, student learning and success.

2. **Indicator Scale:** The indicator is expressed as an average (mean) rating on a scale of 1 to 5. The rating scale is aligned with the “Rigor-Relevance Framework” from the *International Center for Leadership in Education* (http://www.leadered.com/pdf/rigor_relevance_framework_2014.pdf). The Rigor-Relevance Framework is a vehicle for exploring an intersection between Bloom’s Taxonomy and Dr. Bill Daggert’s Application Model:

¹ City, Elizabeth A., Richard F. Elmore, Sarah E. Fiarman and Lee Teitel, (2010) *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press.



The horizontal scale 1-5 is described below²:

| Level | Descriptor [Rigor] | Example |
|-------|-------------------------------------|--|
| 1 | Knowledge in one discipline | Label foods by nutritional groups. |
| 2 | Application in one discipline | Rank foods by nutritional value. |
| 3 | Interdisciplinary application | Make cost comparisons of different foods considering nutritional value |
| 4 | Real-world predictable applications | Develop a nutritional plan for a person with a health problem affected by food intake. |
| 5 | Real-world unpredictable situations | Devise a sound nutritional plan for a group of 3 year-olds who are picky eaters. |

As you can see from the example, “1” reflects a low level of cognitively rigorous instruction while “5” indicates a very high level of cognitive rigor.

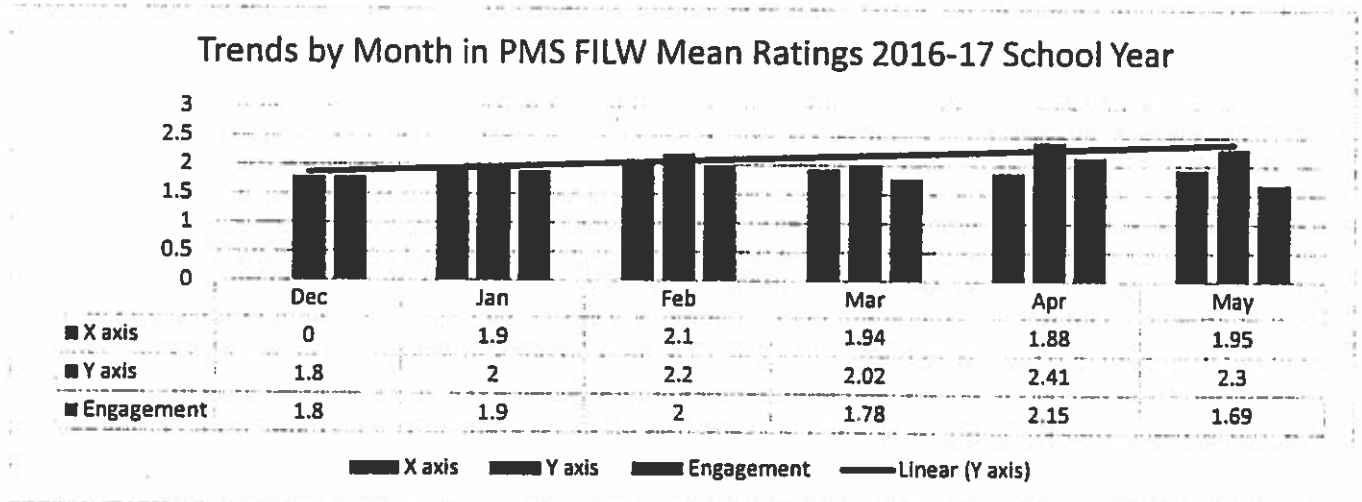
Similarly, we observe and record collaboration and student engagement according to the scale delineated below:

² The example provided can be found on page 4 of Rigor Relevance Framework®: A Guide to Focusing Resources to Increase Student Performance (Willard R. Daggert, Ed.D., International Center for Leadership in Education).

- Level 1: an absence of collaboration and student engagement;
- Level 2: incidental collaboration and partial student engagement;
- Level 3: structured collaboration and evidence of student engagement;
- Level 4: collaboration intentionally and strategically built into the lesson design, deep student engagement;
- Level 5: thorough and complete student collaboration, profound engagement.

In order to use this scale in tracking and reporting our local indicator, we quantify the number of classes visited and the mean rating of collaboration, engagement, and cognitive rigor for those classes.

3. **Baseline and Goals:** Effective fall of 2015, the baseline rating was Level 1 (observed lack of collaboration and cognitively rigorous instruction). The goal for 2015-16: mean rating of 2.5. Goal for 2016-17: mean rating of 3.0. Goal for 2017-18: mean rating of 4. The district's progress targets are as follows: target of Level 2 by June 2016, 2.5 in 2016-17 and 3 in 2017-18.
4. **Current Results:** Between December and May 2017 administrators at PMS completed 577 FILWs. The trendline in the chart below identifies the most significant area of growth, from 1.8 in December to a high of 2.41 in April.



Sample High Yield Strategies Provided to Teachers:

1. Small group instruction for struggling readers
2. Incorporate pair and share; incorporate frequent checks for understanding.
4. Incorporate a system for selecting students to respond to questions.
5. Utilize small, frequent activities to increase student engagement.
6. Better utilize teaching assistant, for example for small group discussion.

7. Chunk video or show segment that connects to lesson objective.
8. Encourage formal public speaking skills when students are at the board.
9. Have students self-assess performance
10. Implement student-centered activities such as fishbowl or Socratic seminar.

**Progress Monitoring Site Visit Notes
Poughkeepsie City School District**

Date and Time: Monday, April 17, 2017, 10:00 AM-11:30 AM

School Name: Poughkeepsie Middle School

Principal: Mr. Da'Ron Wilson

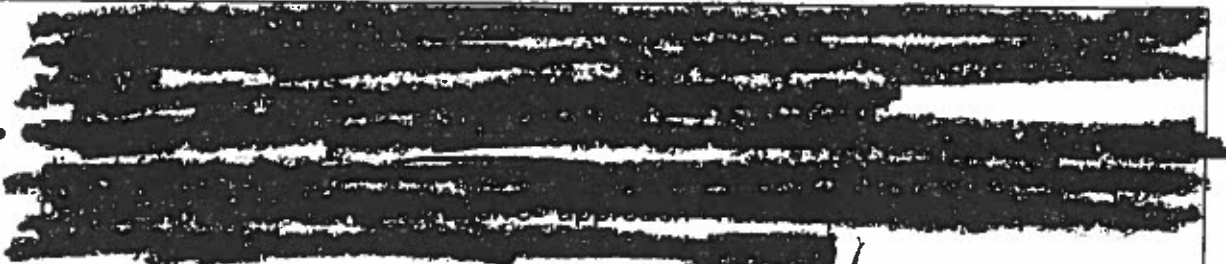
Attendees:

- Ms. MaryEllen Elia, New York State Education Commissioner
- Mr. Ralph Coates, Board President
- Dr. Nicole Williams, Superintendent of Schools
- Ms. Tracey Johnson, New York State Education Department, Office of Innovation and School Reform (OISR), Performance Management Liaison
- Ms. Stephanie Green, Poughkeepsie Public Schools Teacher Association (PPSTA), President
- Mr. Joe Shannon, International Center for Leadership/Houghton Mifflin Harcourt (ICLE/HMH), Partner
- Dr. Debra Jackson, Reimagine Excellence for Curriculum (REACH)
- Ms. Tracy Farrell, Assistant Superintendent
- Dr. Steve Rappleyea, Executive Director of Special Education
- Dr. Elizabeth Ten Dyke, Director of Data Analysis and Accountability
- Mr. Da'Ron Wilson, Principal
- Ms. Marge O'Brien, Assistant Principal/Instructional Initiatives
- Ms. Juliet Coxum, Assistant Principal

SIG or SIF: School Improvement Grant—Cohort 4—Transformation Model

General Notes

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] / The school applied literacy strategies across the departments with a goal to increase rigor across content areas.
- The school leaders redesigned the master schedule and implemented a *What I Need (WIN)* period and a weekly Community of Practice (COP) meeting time for teacher collaboration.
 - During *Focused Instructional Learning Walks (FILW)*, school leaders monitor the effectiveness of the implementation of *Read 180* an intervention reading program used to address students' reading comprehension, vocabulary development and writing skills. [REDACTED]
- [REDACTED]

- 
- To provide leadership coherence, the district applied an "Organizational Coherence Effectiveness Framework" in which district leadership team members are assigned to specific schools and to provide direct support according to the levels of need (Poughkeepsie Middle School is classified as "Red"):

█: **Level 1- Support to Principals**

- a) Five days of direct support for principals, building school level capacity focusing on teaching and learning.



Yellow: **Level 2- Support Services: Support Services**

- b) Two days of direct support for teachers, focusing on result-driven coaching (coaching cycles, differentiated support and professional development).

█: **Level 3- Support, Culture and Climate of the School**

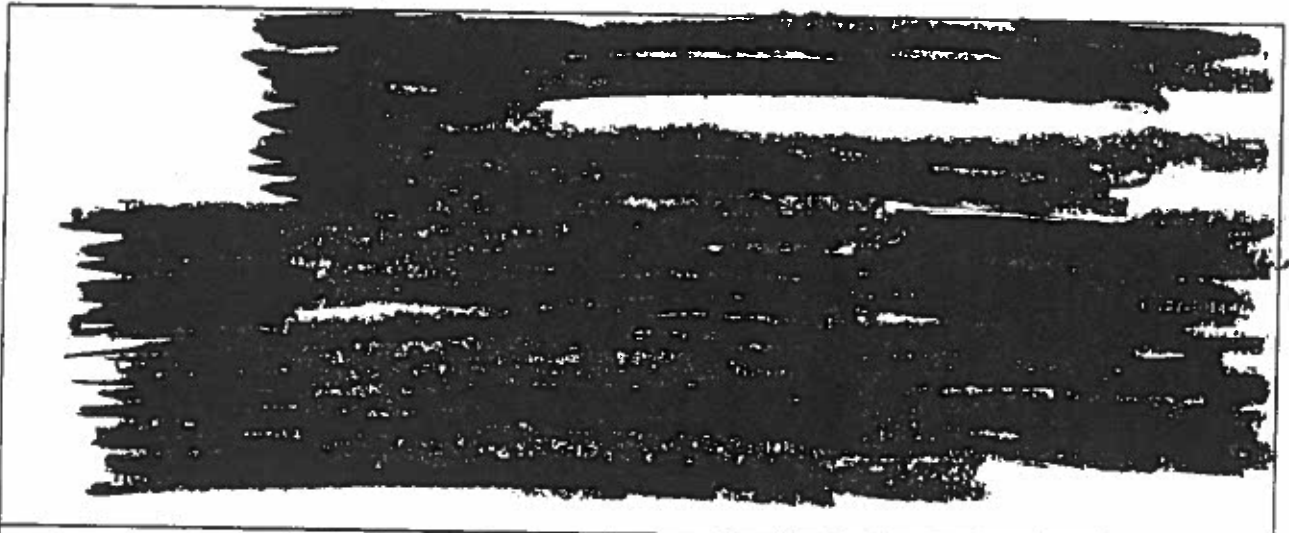
- c) One day of support for students, staff and the community by conducting "learning walk throughs", assessing the environment and the tone of the school.

Challenges:

- 
- According to the superintendent, the school board is extending the day for all scholars. This expenditure is coming out of the district's budget . Some of the budget challenges require cutting staff and programs. There is a \$3 million deficit for the upcoming school year, and Alternate programs are on the cutting block.

Commissioner's Recommendations:


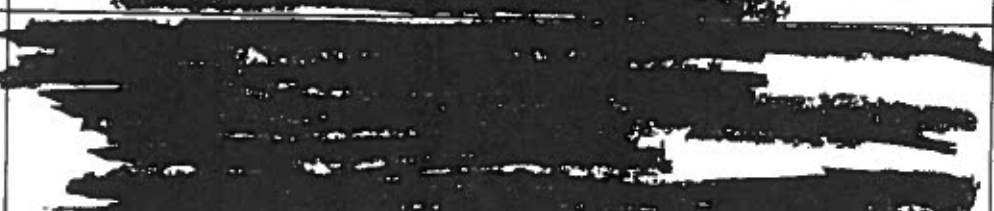
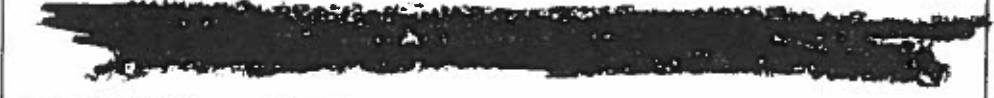


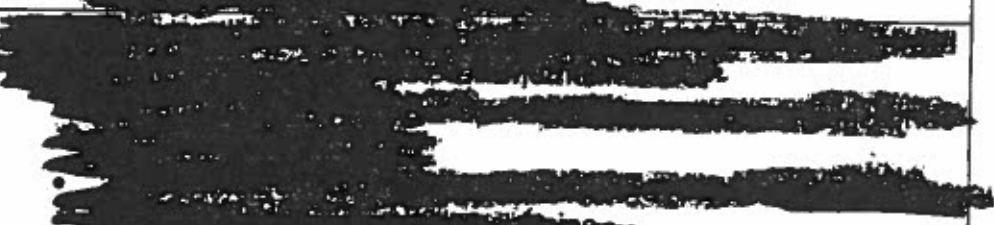

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Review of Demonstrable Improvement Indicators

| | |
|---|---|
| <p>Level 1 DII: #1 Priority School makes yearly progress</p> | <p>[Redacted]</p> <p>It is anticipated that the Grades 3-8 ELA assessment participation rate was 96.7% at this school and district wide. This data must be confirmed by Information and Reporting Services.</p> <p>[Redacted]</p> <p>Local businesses, in conjunction with the Mayor, agreed to work with the school to incentivize state assessment participation for students and their families.</p> |
| <p>Level 1 DII: #5 School Safety</p> | <p>[Redacted]</p> |
| <p>Level 1 DII: #15 3-8 Math All Students Level 2 and above</p> | <p>[Redacted]</p> |

| | |
|---|--|
| | <p>Teachers have attended mathematical professional development conducted by AFT.</p> |
| <p>Level 1 DII: #39 3-8 Math All Student MGP</p> | [REDACTED] |
| <p>Level 1 DII: #85 Grades 4 and 8 Science All Students Level 3 and Above</p> | <p>students taking these examinations have 100% and 93% passing rates respectively.</p> |
| <p>Level 2 DII: #4 Student Suspension Rate Out of School)</p> | [REDACTED] |
| <p>Level 2 DII #10 3-8 ELA SWD Level 2 and above</p> | [REDACTED] |
| <p>Level 2 DII #16 3-8 Math SWD Level 2 and above</p> | <p>Students do not have a choice to participate in a separate period; targeted students participate in the <i>Extended Learning Time</i> during the <i>WIN</i> period.</p> |
| <p>Level 2 DII #35 3-8 ELA Black Students MGP</p> | [REDACTED] |
| <p>Level 2</p> | [REDACTED] |

| | |
|---|--|
| DII #37 3-8 ELA LEP Students MGP |  |
| Level 2 DII # 41 3-8 Math Black Students MGP |  <p data-bbox="587 593 1461 734"> local businesses in conjunction with the Mayor, agree to work with the school to incentivize state assessment participation for students and their families. </p>  |
| Level 2 DII #43 ELA LEP Students MGP |  <p data-bbox="587 918 1461 1003"> The district currently has 2 ENL teachers; last year the district had one ENL teacher. </p> |
| Level 2 DII # 94 Providing 200 Hours of quality Extended Day Learning Time |  |
| Level 2 DII # 95 Teacher Attendance |  |
| Level 2 #L11 Student Collaboration, Engagement, and Cognitively |  |




(4
All

administrators use the district tool when conducting classroom walk throughs.



Poughkeepsie High School was a Receivership school last school year and was removed from Receivership for 2016-2017.

Classroom Observations

| Teacher (s) | Grade and or Subject | Notes |
|--------------------|------------------------------------|--|
| Classroom Visit #1 | 6 th Grade Read 180 ELA | Instruction observed in the classroom was small group with the rest of the students working independently on their leveled text reading assignments.  Student objectives and standards were posted.  |
| Classroom Visit #2 | 6 th Grade Math | Instruction observed in the classroom was large group instruction. Student objectives and standards were posted.  |

**POUGHKEEPSIE MS
READ 180 UNIVERSAL**

| Teacher | Grade | No. of Students | Program Start Date | Student App Usage Averages | | | Language Zone [Vocabulary] | Success Zone |
|------------|-------|-----------------|--------------------|----------------------------|---------------------|--------------------|----------------------------|--------------|
| | | | | Total Time (mins) | Session Time (mins) | Number of Segments | | |
| [REDACTED] | 8 | 50 | November 2016 | 1054 | 8 | 17 | [REDACTED] | [REDACTED] |
| [REDACTED] | 7 | 34 | October 2016 | 705 | 4 | 15 | [REDACTED] | [REDACTED] |
| [REDACTED] | 6 | 41 | October 2016 | 650 | 4 | 16 | [REDACTED] | [REDACTED] |
| [REDACTED] | 6 | 40 | March 2017 | 316 | 18 | 18 | [REDACTED] | [REDACTED] |
| [REDACTED] | 6 | 41 | March 2017 | 286 | 14 | 1.5 | [REDACTED] | [REDACTED] |
| [REDACTED] | 6 | 48 | March 2017 | 376 | 18 | 2.5 | [REDACTED] | [REDACTED] |
| [REDACTED] | 6 | 46 | February 2017 | 456 | 23 | 3.5 | [REDACTED] | [REDACTED] |
| [REDACTED] | 6 | 51 | February 2017 | 264 | 15 | 2 | [REDACTED] | [REDACTED] |

Focused Instructional Learning Walk Classroom Visitation Tool
(Aligned with NYSUT Teacher Practice Rubric)

| | | | | | | | | | | | | | |
|------------------------|-------------------------------------|---|-------------------------------------|---|------------------------------|---|----------------------------------|---|------------------------------|---|--------------------------------|----|----|
| Grade | Pre K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Subject | Time | | Period | | Room No | | No. of Students | | Male | | Female | | |
| Type of Class: | <input type="checkbox"/> General Ed | | <input type="checkbox"/> Special Ed | | <input type="checkbox"/> CTT | | <input type="checkbox"/> ELL/ESO | | <input type="checkbox"/> CTE | | <input type="checkbox"/> OTHER | | |
| Lesson Portion Viewed: | <input type="checkbox"/> Beginning | | <input type="checkbox"/> Middle | | <input type="checkbox"/> End | | | | | | | | |
| Name of Reviewer: | | | | | | | | | | | | | |

EVIDENCE OF NON-NEGOTIABLES

| | COMMENT | | COMMENT |
|--|---------|---|---------|
| <input type="checkbox"/> SMART CHARTS | | <input type="checkbox"/> DATA WALLS | |
| <input type="checkbox"/> MISSION LITERACY | | <input type="checkbox"/> WORD WALLS | |
| <input type="checkbox"/> FILWs | | <input type="checkbox"/> IMAGINE LEARNING | |
| <input type="checkbox"/> FOCUS STRATEGIES | | <input type="checkbox"/> NWEA/MAPS | |
| <input type="checkbox"/> ENGAGENY MODULES | | <input type="checkbox"/> COLLEGE AND CAREER READINESS | |
| <input type="checkbox"/> COMMUNITIES OF PRACTICE | | <input type="checkbox"/> TECHNOLOGY ENGAGEMENT | |

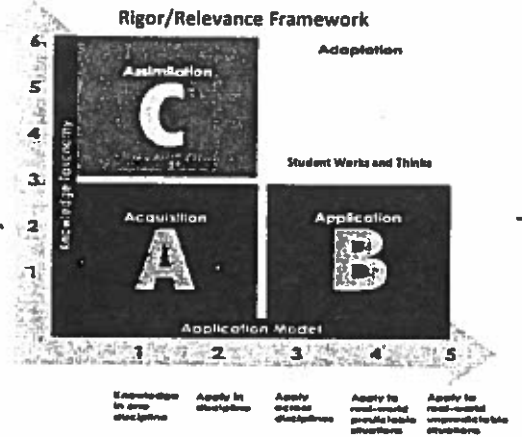
Focus: How do we ensure that every classroom is a place of rich and valuable learning for all students?

| Coherent Instruction | Culture of learning: | Environment of Respect and Rapport | Questioning and Discussion | Engaging Students in Learning | Assessing Student Learning |
|--|---|--|---|--|---|
| <p>I. 2a. Designs lessons to include several instructional strategies for language acquisition (academic vocabulary, literacy across the curriculum)</p> <p>III. 1a. Aligns instruction to learning standards</p> <p>III. 1b. Uses research-based instructional practices</p> <p>III. 1c. Instructional practice engages students at high levels of cognitive demand</p> <p>III. 5b. Provides synthesis, critical thinking, and problem-solving.</p> <p>IV. 3b. Establishes instructional groups that are well organized and students are productively engaged</p> <p>IV. 4a. Organizes learning environment to accommodate all learning needs</p> | <p>III. 1c. Engages students</p> <p>III. 3b. Implements Challenging learning experiences</p> <p>III. 4a. Differentiates instruction</p> <p>III. 4b. Implements strategies for mastery of learning outcomes</p> <p>IV. 2a. Promotes student pride in work and accomplishments</p> <p>IV. 2b. Promotes student curiosity and enthusiasm</p> <p>IV 3a. Established seamless routines</p> | <p>IV. 1a. Interactions with students reflect respect, caring, cultural understanding and promotes risk-taking</p> <p>IV. 1b. Supports student diversity to enrich the learning environment.</p> <p>IV. 1c. Reinforces positive interactions among students</p> <p>IV. 3a. Establishes routines/ procedures/ transitions and expectations for student behavior</p> | <p>III. 2b. Uses questioning techniques that challenge students to think and demonstrate reasoning</p> <p>III. 2c. Responds to students and challenges thinking; Bloom's Taxonomy, Higher Order Thinking Questions.</p> <p>III. 5b. Provides regular opportunities for students to synthesize information</p> | <p>III. 5a. Provides opportunities for collaborating student-centered learning; high levels cognitive demand;</p> <p>II. 5b. Learning experiences connect to prior knowledge, new learning and connects across disciplines</p> | <p>III. 3a. Articulates measures of success</p> <p>III. 6a. Uses formative assessment to monitor and adjust pacing</p> <p>III. 6b. Provides feedback during and after instruction</p> <p>V. 1a. Designs and/or selects assessments to establish learning goals and inform instruction</p> <p>V. 1c. Aligns assessments to learning goals</p> <p>V. 2b. Engages students in self-assessment, goal setting strategies</p> |

Using the Rigor/Relevance Rubric, what ordered pair would you assign to this lesson?

On a scale of 1-5 (1= low; 3= moderate; 5= high), rate the level of engagement.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|



Source: <http://www.leadered.com/our-philosophy/rigor-relevance-framework.php> (Dr. Willard R. Daggett)

What coaching/high-yield strategy will you share to increase the level of engagement?

Focused Instructional Learning Walk Classroom Visitation Tool
(Aligned with NYSUT Teacher Practice Rubric)

ANECDOTAL EVIDENCE - LOW INFERENCE OBSERVATION

NOTICINGS

(Observations/I see...I hear) What is the teacher saying and doing? What are the students saying and doing? What is the task? Where does the task fall in the Rigor/Relevance Framework quadrant A, B, C, or D? (Rating 1-5)

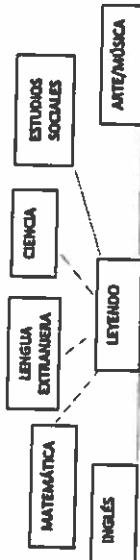
WONDERINGS

(What questions come to mind as a result of my NOTICINGS? What quadrant does this learning activity/task fall in? (Rating 1-5)

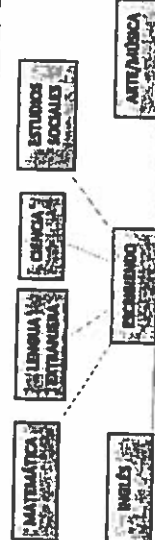
HIGH-YIELD/LEVERAGE STRATEGIES

What feedback/coaching conversation should occur with the teacher to ensure an immediate impact on student learning can be realized specific to Quadrants B and D? (Pushing the rating along the X-Axis.)

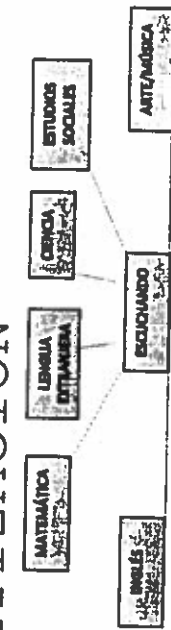
NUESTRA MISION: DE ALFABETIZACION



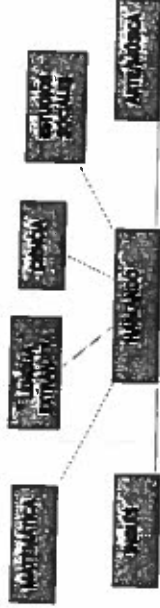
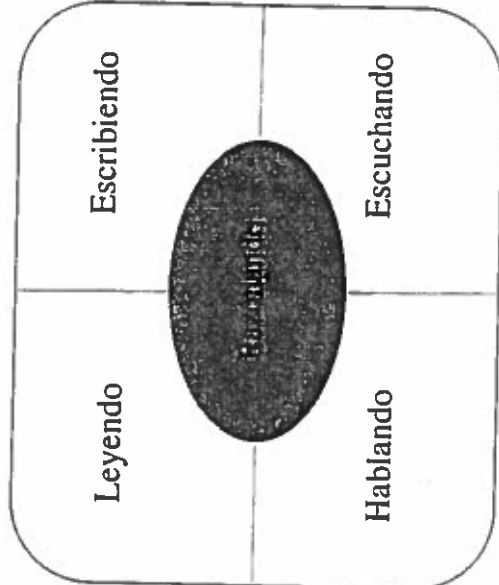
- Para el contenido (tanto literal e inferencial)
- para aplicar la lectura, durante la lectura y estrategias de la lectura a todos leyendo las asignaciones, incluyendo determinación de propósito y aprender el vocabulario
- Para la investigación de un tema
- Para recolectar información
- Para comprender una discusión
- Para determinar la idea principal de un pasaje
- Para ampliar las experiencias de uno



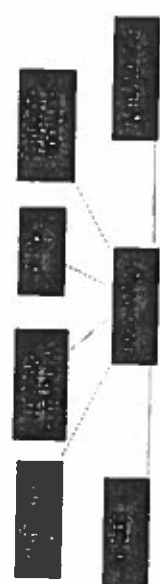
- Para tomar notas
- Para explicar el pensamiento de uno
- Para argumentar una tesis y apoyar el pensamiento de uno
- Para comparar y contrastar
- Para escribir una respuesta abierta
- Para describir un experimento, reportar los resultados de uno, e informar la conclusión de uno
- Para generar una respuesta a lo que uno ha leído, visto o escuchado
- Para transmitir el pensamiento de uno en oraciones completas
- Para desarrollar un ensayo expositivo con una estructura formal



- Para escuchar atentamente al orador
- Para escuchar activamente, utilizando los cinco componentes:
 - o la comprensión de Pruebas (Puedo clarificar?, ¿Estás diciendo que...?)
 - o Cuestionamiento (Podría decirme algo más sobre...?)
 - o Basándose en el entendimiento (Lo que dijiste sobre... es realmente interesante. Creo que deberíamos hablar de esto más.)
 - o Comentarios para el orador (No crítico, claro, honesto, inmediato, e breve)
 - o Resumiendo la discusión (Así que vamos a recapitular sobre lo que se ha dicho y acordado.)
- Para criticar cómo escuchando y cuestionando se beneficia el aprendizaje
- Para fortalecer las habilidades de uno para escuchar y relacionar con uno de los estilos de aprendizaje
- Para escuchar, investigar y escribir un buen ensayo desarrollado identificando *La Misión de Alfabetización*, sus componentes, y beneficios mediante inclusive de detalles de resúmenes de escuchar con atención



- Para transmitir el pensamiento de uno en oraciones completas
- Para interpretar un pasaje oral
- Para debatir un problema
- Para participar en una discusión en clase o un foro público
- Para hacer una presentación oral a la clase de uno, a los compañeros de uno e la comunidad de uno
- Para presentar el portafolio de uno
- Para responder a lo que uno ha leído, visto o escuchado
- Para comunicar de una manera que permita que uno sea tanto escuchado y comprendido



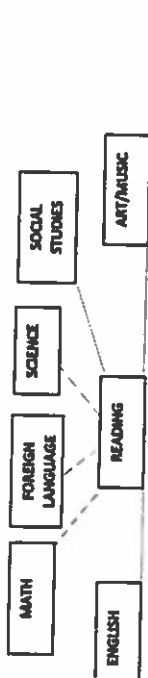
- Para crear, interpretar y explicar una tabla, una carta o un gráfico
- Para calcular, interpretar y explicar números
- Para leer, romper, y resolver un problema de palabras
- Para interpretar y presentar estadísticas actuales que apoyan un argumento o hipótesis
- Para identificar un patrón, explica un patrón, y / o hacer una predicción basada en un patrón
- Para detectar la falacia en un argumento o solución
- Para utilizar analogías y / o evidencia para apoyar el pensamiento de uno
- Para explicar y / o interpretar relaciones de espacio y tiempo

Adaptado de la siguiente fuente: "Transformados por la Alfabetización", por la Dra. Susan Szachowicz, Liderazgo Principal, Noviembre 2010.
 Un agradecimiento especial a la Sra. Platt y la Sra. Brudnak 2014-2015 clases de tercer grado para añadir el dominio de "escuchar" a nuestro marco de Alfabetización Misión.

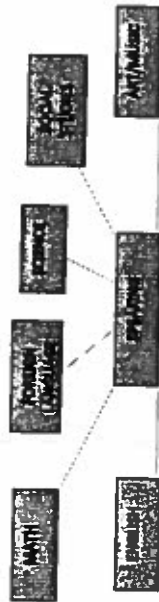
Poughkeepsie City School District

*Delivering on the promise of a high-quality education
Every child. Every day. Every classroom.*

Our Mission: LITERACY



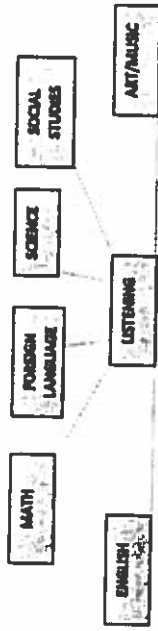
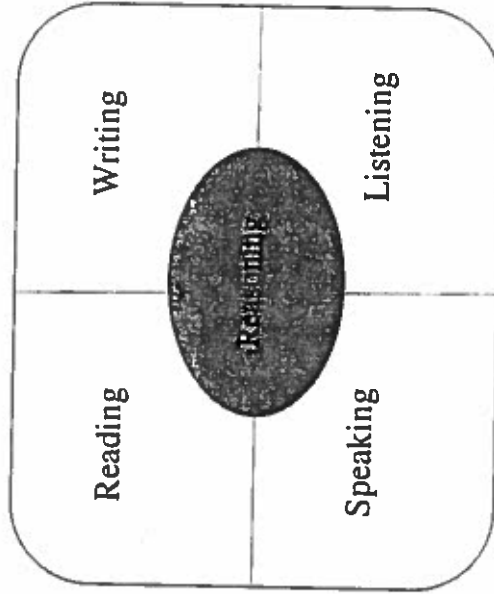
- For content (both literal and inferential)
- To apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- To research a topic
- To gather information
- To comprehend an argument
- To determine the main idea of a passage
- To expand one's experiences



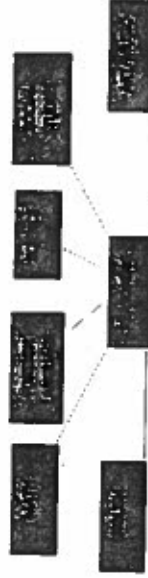
- To convey one's thinking in complete sentences
- To interpret a passage orally
- To debate an issue
- To participate in class discussion or a public forum
- To make an oral presentation to one's class, one's peers, one's community
- To present one's portfolio
- To respond to what one has read, viewed, or heard
- To communicate in a manner that allows one to be both heard and understood



- To take notes
- To explain one's thinking
- To argue a thesis and support one's thinking
- To compare and contrast
- To write an open response
- To describe an experiment, report one's findings, and report one's conclusion
- To generate a response to what one has read, viewed, or heard
- To convey one's thinking in complete sentences
- To develop an expository essay with a formal structure



- To listen attentively to the speaker
- To listen actively, utilizing the five components:
 - Testing understanding (Can I just clarify? You're saying that...)
 - Questioning (Could you tell me some more about...?)
 - Building on understanding (What you said about... is really interesting. I think we should discuss this more.)
 - Feedback to the speaker (non-judgmental, clear, honest, immediate, brief)
 - Summarizing the discussion (So let's recap on what has been said and agreed.)
- To critique how listening and questioning benefit learning
- To strengthen one's listening skills and relate to one's learning styles
- To listen, research, and write a well-developed essay identifying *Mission Literacy*, its components, and benefits by including supporting details summarized from listening attentively



- To create, interpret and explain a table, chart or graph
- To compute, interpret and explain numbers
- To read, break, and solve a word problem
- To interpret and present statistics that support an argument or hypothesis
- To identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- To detect the fallacy in an argument or solution
- To use analogies and/or evidence to support one's thinking
- To explain and/or interpret relationships of space and time

Adapted from the following source: "Transformed by Literacy," by Dr. Susan Szachowicz, Principal Leadership, November 2010.
A special "thank you" to Ms. Platt and Ms. Brudnak's 2014-2015 third grade classes for adding the domain of "Listening" to our *Mission Literacy* Framework.





Poughkeepsie City Schools - Board of Education Agenda Item

Agenda Item Details

| | |
|--------------------|---|
| Meeting | Jul 14, 2017 - Special Meeting of the Board of Education |
| Category | 4. BOARD OF EDUCATION/ACTION ITEMS |
| Subject | 4.1.1 Moratorium On All Involuntary Transfers of Teachers and Administrators - Resolution #18-0013 |
| Type | Action |
| Recommended Action | WHEREAS, the Board of Education has determined that there is a critical need to study and apply District Policy 9420 ASSIGNMENTS AND TRANSFERS, "...Superintendent of Schools will assign, transfer and reclassify district personnel SUBJECT BE IT RESOLVED that the Board of Education hereby places a moratorium on all involuntary transfers of teachers and administrators for the 2017-2018 school year pending further study by the Board and; BE IT FURTHER RESOLVED that the Board of Education directs the Superintendent of Schools to inform in writing each Assistant Superintendent, building Principal and all district teachers and administrative employees that were involuntarily transferred for the 2017 - 2018 school year within the Poughkeepsie City School District no later than July 21, 2017. |

Motion & Voting

WHEREAS, the Board of Education has determined that there is a critical need to study and apply District Policy 9420 ASSIGNMENTS AND TRANSFERS, "...Superintendent of Schools will assign, transfer and reclassify district personnel SUBJECT to Board of Education approval"; school year pending further study by the Board and;
BE IT FURTHER RESOLVED that the Board of Education directs the Superintendent of Schools to inform in writing each Assistant Superintendent, building Principal and all district teachers and administrative employees that were involuntarily transferred for the 2017 - 2018 school year within the Poughkeepsie City School District no later than July 21, 2017.

Motion by Doreen Clifford, second by Debra Long.
Final Resolution: Motion Carries
Yea: Felicia Watson, Doreen Clifford, Debra Long
Nay: Raymond Duncan, Randall Johnson





POUGHKEEPSIE CITY SCHOOL DISTRICT

11 College Avenue, Poughkeepsie, New York 12603 | Telephone 845-451-4900 | Fax 845-451-4955

Felicia Watson, Ed D
Board President

Doreen Clifford
Board Vice President

Raymond Duncan
Board Member

Randall Johnson
Board Member

Debra Long
Board Member

Nicole L. Williams, Ed D
Superintendent of
Schools

MEMORANDUM

TO: Ms. Amber Grant
FROM: Dr. Nicolé Williams *NLW*
Superintendent of Schools
SUBJECT: Notice of Assignment 2017-2018 School Year
DATE: August 28, 2017

Pursuant to Article XVIII, Section 5 of the Collective Bargaining Agreement, **Notice of Assignment**, "Tentative notice of assignment shall be given by June 15, wherever possible, to all unit members, including those who are returning from leave who confirm their intent to return by May 15. Teaching assignments will not be changed except for the effective management of the District." In accordance with the "effective management" provision: Your assignment for the 2017-2018 school year will be Poughkeepsie High School (PHS).

Please contact the building principal, copied on this correspondence, for your schedule and responsibilities.

Thank you for your attention to this matter.

cc: PCSD BOE
Mrs. Phee Simpson, Building Principal, PHS
Mr. Da'Ron Wilson, Building Principal, PMS
Mrs. Stephanie Green, President, PPSTA
Mrs. Phee Simpson, President, PPSAA
Personnel File



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Debra Long
Board Member

Nicole L. Williams, Ed.D
Superintendent of
Schools

MEMORANDUM

TO: Ms. Holly Dunn
FROM: Dr. Nicolé Williams *NLW*
Superintendent of Schools
SUBJECT: Notice of Assignment 2017-2018 School Year
DATE: August 28, 2017

Pursuant to Article XVIII, Section 5 of the Collective Bargaining Agreement, **Notice of Assignment**, "Tentative notice of assignment shall be given by June 15, wherever possible, to all unit members, including those who are returning from leave who confirm their intent to return by May 15. Teaching assignments will not be changed except for the effective management of the District." In accordance with the "effective management" provision: Your assignment for the 2017-2018 school year will be Poughkeepsie Middle School (PMS).

Please contact the building principal, copied on this correspondence, for your schedule and responsibilities.

Thank you for your attention to this matter.

cc: PCSD BOE
Mr. Da'Ron Wilson, Building Principal, PMS
Mrs. Phee Simpson, Building Principal, PHS
Mrs. Stephanie Green, President, PPSTA
Mrs. Phee Simpson, President, PPSAA
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Nicole L. Williams, Ed.D.
Superintendent of
Schools

MEMORANDUM

TO: Ms. Shereen Cader
FROM: Dr. Nicolé Williams *NLW*
Superintendent of Schools
SUBJECT: Notice of Assignment 2017-2018 School Year
DATE: August 28, 2017

Pursuant to Article XVIII, Section 5 of the Collective Bargaining Agreement, **Notice of Assignment**, "Tentative notice of assignment shall be given by June 15, wherever possible, to all unit members, including those who are returning from leave who confirm their intent to return by May 15. Teaching assignments will not be changed except for the effective management of the District." In accordance with the "effective management" provision: Your assignment for the 2017-2018 school year will be Poughkeepsie Middle School (PMS).

Please contact the building principal, copied on this correspondence, for your schedule and responsibilities.

Thank you for your attention to this matter.

cc: PCSD BOE
Mr. Da'Ron Wilson, Building Principal, PMS
Mrs. Andrea Moriarty, Building Principal, Krieger
Mrs. Stephanie Green, President, PPSTA
Mrs. Phee Simpson, President, PPSAA
Personnel File



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Board Member

Debra Long
Board Member

Nicole L. Williams, Ed D
Superintendent of
Schools

MEMORANDUM

TO: Ms. Andrea Boccio
FROM: Dr. Nicolé Williams *NLW*
Superintendent of Schools
SUBJECT: Notice of Assignment 2017-2018 School Year
DATE: August 28, 2017

Pursuant to Article XVIII, Section 5 of the Collective Bargaining Agreement, **Notice of Assignment**, "Tentative notice of assignment shall be given by June 15, wherever possible, to all unit members, including those who are returning from leave who confirm their intent to return by May 15. Teaching assignments will not be changed except for the effective management of the District." In accordance with the "effective management" provision: Your assignment for the 2017-2018 school year will be Krieger Elementary School.

Please contact the building principal, copied on this correspondence, for your schedule and responsibilities.

Thank you for your attention to this matter.

cc: PCSD BOE
Mrs. Andrea Moriarty, Building Principal, Krieger
Mr. Da'Ron Wilson, Building Principal, PMS
Mrs. Stephanie Green, President, PPSTA
Mrs. Phee Simpson, President, PPSAA
Personnel File



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Randall Johnson
Board Member

Debra Long
Board Member

Nicole L. Williams, Ed.D.
Superintendent of
Schools

MEMORANDUM

TO: Mr. John Sammon
FROM: Dr. Nicole Williams *NLW*
Superintendent of Schools
SUBJECT: Notice of Assignment 2017-2018 School Year
DATE: August 28, 2017

Pursuant to Article XVIII, Section 5 of the Collective Bargaining Agreement, **Notice of Assignment**, "Tentative notice of assignment shall be given by June 15, wherever possible, to all unit members, including those who are returning from leave who confirm their intent to return by May 15. Teaching assignments will not be changed except for the effective management of the District." In accordance with the "effective management" provision: Your assignment for the 2017-2018 school year will be Poughkeepsie Middle School (PMS).

Please contact the building principal, copied on this correspondence, for your schedule and responsibilities.

Thank you for your attention to this matter.

cc: PCSD BOE
Mr. Da'Ron Wilson, Building Principal, PMS
Mrs. Jason Gerard, Building Principal, Warring
Mrs. Stephanie Green, President, PPSTA
Mrs. Phee Simpson, President, PPSAA
Personnel File



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Raymond Duncan
Board Member

Randall Johnson
Board Member

Debra Long
Board Member

Nicole L. Williams, Ed.D
Superintendent of
Schools

MEMORANDUM

TO: Mr. Kenneth Conrad
FROM: Dr. Nicolé Williams *NLW*
Superintendent of Schools
SUBJECT: Notice of Assignment 2017-2018 School Year
DATE: August 28, 2017

Pursuant to Article XVIII, Section 5 of the Collective Bargaining Agreement, **Notice of Assignment**, "Tentative notice of assignment shall be given by June 15, wherever possible, to all unit members, including those who are returning from leave who confirm their intent to return by May 15. Teaching assignments will not be changed except for the effective management of the District." In accordance with the "effective management" provision: Your assignment for the 2017-2018 school year will be Warring Elementary School.

Please contact the building principal, copied on this correspondence, for your schedule and responsibilities.

Thank you for your attention to this matter.

cc: PCSD BOE
Mr. Jason Gerard, Building Principal, Warring
Mr. Da'Ron Wilson, Building Principal, PMS
Mrs. Stephanie Green, President, PPSTA
Mrs. Phee Simpson, President, PPSAA
Personnel File





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Mrs. Doreen Clifford
Board Vice-President

Mr. Randall Johnson
Board Member

Mr. Raymond K. Duncan
Board Member

Ms. Debra Long
Board Member

Nicole L. Williams, Ed D
Superintendent of
Schools

September 1, 2017

Via email & US Mail

Ms. Holly Dunn
[REDACTED]

Dear Ms. Dunn:

Whereas the Board of Education passed Resolution #18-0013 an Involuntary Transfer Moratorium at a public meeting of the total Board on July 14, 2017, you are hereby directed by the Board of Education to disregard the letter you may have received from Dr. Nicole Williams on August 28, 2017 and report to the same school building that you served in during the 2016-2017 school year that is **NOT** in "Receivership". Without further notice, this will remain your PPSTA contractual assignment for the 2017-2018 school year. We, as a Board profoundly apologize for any professional consternation and/or inconvenience this matter has caused you. Additionally, be professionally assured that there will be absolutely no retaliation against you by any employee of the Poughkeepsie City School District for following this Board approved directive.

Very truly yours,

s/

Dr. Felicia Watson
Board of Education, President
Poughkeepsie City School District

cc: Board of Education Members
Dr. Nicole Williams, Superintendent of Schools
Ms. Becky Torres
Ms. Linda Melton Mann, Interim Assistant Superintendent
Mr. Da'Ron Wilson, Principal, Poughkeepsie Middle School
Ms. Phee Simpson, Principal Poughkeepsie High School, PPSAA
Ms. Andrea Moriarty, Principal, Krieger Elementary School
Mr. Jason Gerard, Principal, Warring Elementary School
Ms. Stephanie Green, President PPSTA
Bond, Schoeneck & King, PLLC, Attorney Poughkeepsie City School District



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Board Vice-President

Mr. Randall Johnson
Board Member

Mr. Raymond K. Duncan
Board Member

Ms. Debra Long
Board Member

Nicole L. Williams, Ed.D.
Superintendent of
Schools

September 1, 2017

Via email & US Mail

Ms. Shereen Cader

Dear Ms. Cader:

Whereas the Board of Education passed Resolution #18-0013 an Involuntary Transfer Moratorium at a public meeting of the total Board on July 14, 2017, you are hereby directed by the Board of Education to disregard the letter you may have received from Dr. Nicole Williams on August 28, 2017 and report to the same school building that you served in during the 2016-2017 school year that is NOT in "Receivership". Without further notice, this will remain your PPSTA contractual assignment for the 2017-2018 school year. We, as a Board profoundly apologize for any professional consternation and/or inconvenience this matter has caused you. Additionally, be professionally assured that there will be absolutely no retaliation against you by any employee of the Poughkeepsie City School District for following this Board approved directive.

Very truly yours,

s/

Dr. Felicia Watson
Board of Education, President
Poughkeepsie City School District

cc: Board of Education Members
Dr. Nicole Williams, Superintendent of Schools
Ms. Becky Torres
Ms. Linda Melton Mann, Interim Assistant Superintendent
Mr. Da'Ron Wilson, Principal, Poughkeepsie Middle School
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Ms. Andrea Moriarty, Principal, Krieger Elementary School
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Board Member


Mr. Raymond K. Duncan
Board Member

Ms. Debra Long
Board Member

Nicole L. Williams, Ed.D.
Superintendent of
Schools

September 1, 2017

Via email & US Mail

Mr. John Sammon


Dear Mr. Sammon:

Whereas the Board of Education passed Resolution #18-0013 an Involuntary Transfer Moratorium at a public meeting of the total Board on July 14, 2017, you are hereby directed by the Board of Education to disregard the letter you may have received from Dr. Nicole Williams on August 28, 2017 and report to the same school building that you served in during the 2016-2017 school year that is NOT in "Receivership". Without further notice, this will remain your PPSTA contractual assignment for the 2017-2018 school year. We, as a Board profoundly apologize for any professional consternation and/or inconvenience this matter has caused you. Additionally, be professionally assured that there will be absolutely no retaliation against you by any employee of the Poughkeepsie City School District for following this Board approved directive.

Very truly yours,

s/

Dr. Felicia Watson
Board of Education, President
Poughkeepsie City School District

cc: Board of Education Members
Dr. Nicole Williams, Superintendent of Schools
Ms. Becky Torres
Ms. Linda Melton Mann, Interim Assistant Superintendent
Mr. Da'Ron Wilson, Principal, Poughkeepsie Middle School
Ms. Phee Simpson, Principal Poughkeepsie High School, PPSAA
Ms. Andrea Moriarty, Principal, Krieger Elementary School
Mr. Jason Gerard, Principal, Warring Elementary School
Ms. Stephanie Green, President PPSTA
Bond, Schoeneck & King, PLLC, Attorney Poughkeepsie City School District

9420 ASSIGNMENTS AND TRANSFERS

Teachers will be assigned on the basis of their qualifications and the needs of the school district. On occasion, for the efficient operation of the district, it may become necessary to change the assignment of teachers and other staff to classrooms or to other buildings. In such instances, it may also become necessary to move classroom materials which have been assigned for the use of the staff member.

Within the provisions of the appropriate negotiated contracts and state laws, the Superintendent of Schools will assign, transfer and reclassify district personnel subject to Board of Education approval.

The Board hereby directs the Superintendent to establish regulations by which such changes shall be made.

Adoption Date: March 22, 1995

Poughkeepsie City School District

NICOLE WILLIAMS

Attorney
File #: 709-380
Index #:
Date Index # Purchased :

Petitioner

- against -

BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT, SHEREEN CADER, JOHN SAMMON

AFFIDAVIT OF SERVICE
NOTICE OF PETITION AND
PETITION WITH SUPPORTING
PAPERS AND EXHIBITS

Respondents

STATE OF NEW YORK

COUNTY OF DUTCHESS

SS.:

CHARLES H. HOWES, JR., being duly sworn, deposes and says: That deponent is not a party to this action, is over 18 years of age and resides at IN THE STATE OF NEW YORK That on SEPTEMBER 26, 2017 at 11:15 AM at 11 COLLEGE AVENUE POUGHKEEPSIE, NY 12603 deponent served the above paper upon BOARD OF EDUCATION OF THE POUGHKEEPSIE CITY SCHOOL DISTRICT

By delivering a true copy thereof to said defendant/witness personally; deponent knew said person served to be the person described as defendant (witness) therein.

X A MUNICIPAL corporation, by delivering a true copy thereof to VICTORIA JACKSON personally; deponent knew said corporation served to be the corporation described as defendant (witness) and knew said individual to be DISTRICT CLERK (authorized to accept service on behalf of the corporation)

By delivering a true copy thereof to discretion. Said premises is defendant's / witness' a person of suitable age and (dwelling place) (usual place of abode) (place of business) within the State.

By affixing a true copy thereof to the door of said premises, the same being the defendant's (dwelling place) (usual place of abode)(place of business) within the State of New York. Deponent was unable, with due diligence, to locate defendant or a person of suitable age and discretion thereat, having called there on the following dates and times :

Deponent also enclosed a copy thereof in a first class postpaid, sealed envelope properly addressed to defendant (witness) at defendant's (witness') last known (residence) (place of business) and deposited said wrapper in an official US. Postal Service depository within the State, on The envelope bore the legend "Personal and Confidential" and did not indicate on the outside thereof, by return address or otherwise, that the communication was from an attorney or concerned an action against the defendant.


A certified Mailing, Return Receipt requested was performed. # was effected.

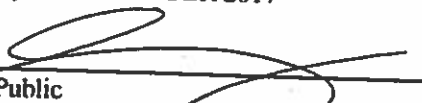
Deponent paid (tendered) in advance \$, the authorized traveling expenses and one day's witness fee.

X DESCRIPTION - Deponent describes the individual served as follows:
Sex FEMALE Skin color WHITE Approx. age 42 Approx. Ht. 5'9 Approx. Wt. 140 lbs.
Color of Hair BLONDE Beard Mustache Other:

MILITARY SERVICE - Deponent asked the person served (spoken to) whether the defendant was in active military service of the United States or of the State and was informed he/she was not. Defendant wore ordinary civilian clothes and no military uniform.

Sworn to before me this
26 day of SEPTEMBER 2017


CHARLES H. HOWES, JR.


Notary Public
ANDREW SZUMKOWIEC
NOTARY PUBLIC, State of New York
Qualified in Ulster County
Commission Expires April 18, 2018

DOCUMENTS SERVED WITH INDEX #

ATTORNEY(S) Stanley J. Silverstone, Esq. ,

Nicole Williams

Plaintiff(s)/Petitioner(s)

vs

Board of Education of the Poughkeepsie City School District et al

Defendant(s)/Respondent(s)

County of Rockland, State of New York

Mark Sandstrom

, being duly sworn deposes and says: Deponent is not a party herein, is over 18 years

of age and resides at Rockland County, NY . On September 25, 2017 at 6:05 pm

at [Redacted]

deponent served a Notice of Petition and Petition with Supporting Papers and Exhibits

UPON: Shereen Cader (herein called recipient) therein named.

INDIVIDUAL [X] by delivering a true copy of each to said recipient personally; deponent knew the person served to be the person described as said person therein.

CORPORATION A [] corporation, by delivering thereat a true copy of each to personally, deponent knew said corporation so served to be the corporation, described in same as said recipient and knew said individual to be thereof.

SUITABLE AGE PERSON [] by delivering a true copy of each to Said premises is recipient's [] actual place of business [] dwelling house (usual place of abode) within the state. a person of suitable age and discretion.

AFFIXING TO DOOR [] by affixing a true copy of each to the door of said premises, which is recipient's [] actual place of business [] dwelling house (usual place of abode) within the state. Deponent was unable, with due diligence to find recipient or a person of suitable age and discretion, having called thereat Day Date Time Day Date Time Day Date Time

MAILING COPY [] Deponent caused a copy of same to be enclosed in a first class postpaid sealed wrapper properly addressed to recipient at recipient's last known [] residence [] place of employment at: and caused said wrapper to be deposited in a post office official depository under exclusive care and custody of the U. S. Postal Service within the State of New York on Bearing the legend "Personal and Confidential" and not indicating on the outside thereof, by return address or otherwise, that the communication is from an attorney or concerns a legal action. [] and within 24 hours of service by First Class and Certified mail receipt #

DESCRIPTION [X] A description of the Defendant, or other person served, or spoken to on behalf of the Defendant is as follows: Sex Female Color of skin Black Color of hair Black Approx. Height 5'3"-5'6" Approx. weight 120-140 Other 30-35

WITNESS FEES \$ [] the authorizing traveling expenses and one day's witness fee was paid (tendered) to the recipient.

PHOTO [X] Deponent was able to identify recipient from a photograph.

MILITARY SERVICE [X] Deponent asked person spoken to whether the recipient was presently in military service of the United States Government or on active duty in the military service in the State of New York and was informed that recipient was not.

Sworn to before me on this 26th day of September, 2017

Claire M Ryan

CLAIRE M RYAN NOTARY PUBLIC, State of New York No. 01R18149175, Qualified in Orange Co. Term Expires July 3, 2018

[Signature of Mark Sandstrom]

Mark Sandstrom

Invoice-Work Order # 9958298

ATTORNEY SERVICE BUREAU, P.O. Box 382, POMONA, NEW YORK 10970, 845-638-1323

DOCUMENTS SERVED WITH INDEX # ATTORNEY(S) Stanley J. Silverstone, Esq.,

Nicole Williams

Plaintiff(s)/Petitioner(s)

vs

Board of Education of the Poughkeepsie City School District et al

Defendant(s)/Respondent(s)

County of Rockland, State of New York

Claire Ryan

, being duly sworn deposes and says: Deponent is not a party herein, is over 18 years

of age and resides at Rockland County, NY. On September 25, 2017 at 6:15 pm

at [redacted] deponent served a Notice of Petition and Petition with Supporting Papers and Exhibits

RECEIVED

SEP 28 2017

NYSED Office of Counsel

UPON: John Sammon (herein called recipient) therein named.

INDIVIDUAL [x] by delivering a true copy of each to said recipient personally; deponent knew the person served to be the person described as said person therein.

CORPORATION A [] corporation, by delivering thereat a true copy of each to personally, deponent knew said corporation so served to be the corporation, described in same as said recipient and knew said individual to be thereof.

SUITABLE AGE PERSON [] by delivering a true copy of each to Said premises is recipient's [] actual place of business [] dwelling house (usual place of abode) within the state. a person of suitable age and discretion.

AFFIXING TO DOOR [] by affixing a true copy of each to the door of said premises, which is recipient's [] actual place of business [] dwelling house (usual place of abode) within the state. Deponent was unable, with due diligence to find recipient or a person of suitable age and discretion, having called thereat

Day Date Time Day Date Time Day Date Time

MAILING COPY [] Deponent caused a copy of same to be enclosed in a first class postpaid sealed wrapper properly addressed to recipient at recipient's last known [] residence [] place of employment at: and caused said wrapper to be deposited in a post office official depository under exclusive care and custody of the U. S. Postal Service within the State of New York on Bearing the legend "Personal and Confidential" and not indicating on the outside thereof, by return address or otherwise, that the communication is from an attorney or concerns a legal action. [] and within 24 hours of service by First Class and Certified mail receipt #

DESCRIPTION [x] A description of the Defendant, or other person served, or spoken to on behalf of the Defendant is as follows: Sex Male Color of skin White Color of hair Black Approx. Age 40 Approx. Height 5'7" Approx. weight 160 Other tatoos

WITNESS FEES \$ the authorizing traveling expenses and one day's witness fee was paid (tendered) to the recipient.

PHOTO [] Deponent was able to identify recipient from a photograph.

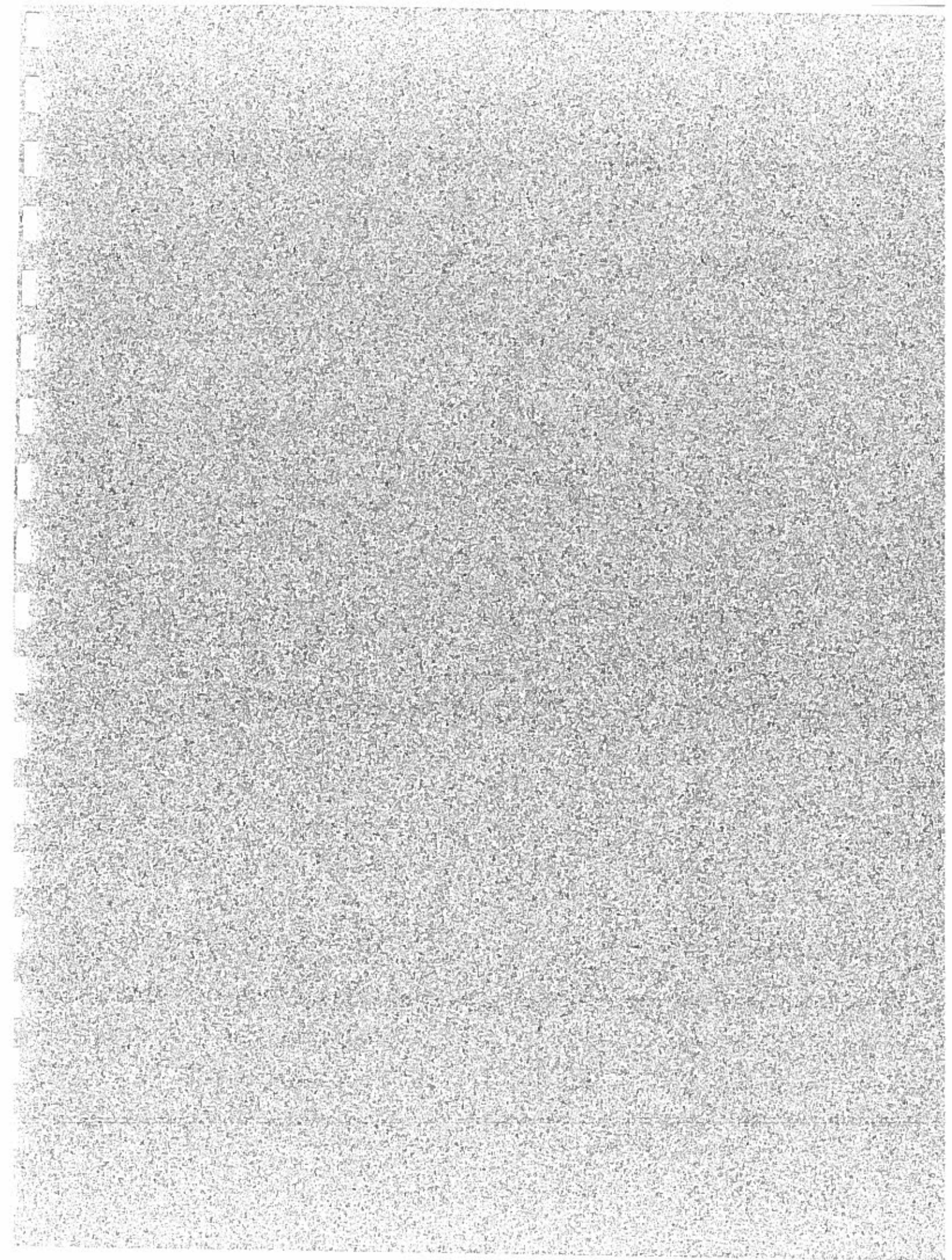
MILITARY SERVICE [x] Deponent asked person spoken to whether the recipient was presently in military service of the United States Government or on active duty in the military service in the State of New York and was informed that recipient was not.

Sworn to before me on this 26th day of September, 2017

Claire Ryan signature

MARK SANDSTROM NOTARY PUBLIC, State of New York No. 01SA4893767, Qualified in Rockland Co Term Expires May 26, 2019

ATTORNEY SERVICE BUREAU, P.O. Box 382, POMONA, NEW YORK 10970, 845-638-1323 Invoice-Work Order # 9958299





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF COUNSEL
Tel. (518) 474-8927
Fax (518) 474-4188

October 2, 2017

Stanley J. Silverstone, Esq.
10 Esquire Road, Suite 12
New City, NY 10956

Re: **Williams v. BOE, Poughkeepsie City SD, et al.**
Appeal No. 20750

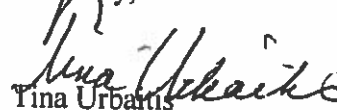
Dear Mr. Silverstone:

The Office of Counsel has received your verified petition and has assigned it the above number. This letter explains the procedural steps necessary for preparation of the file for review by our legal research team and the Commissioner of Education.

First, an answer must be served by respondent within 20 days from service of the petition. Petitioner may serve a verified reply within 10 days from the date respondent served the answer personally, or, 14 days from the date respondent mailed its answer. Petitioner may serve a memorandum of law within 20 days from the date the answer was personally served, or, 24 days from the date the answer was served by mail. Respondent has 30 days after service of the answer to serve a memorandum of law. If neither party requests and receives extensions of these deadlines, the appeal file will be ready for consideration approximately eight weeks after your petition is filed. If extensions are granted, as frequently happens, completion and thus consideration of the file will be delayed.

I hope this information has been helpful to you.

Sincerely,



Tina Urbatis
Appeals Coordinator

c: Howard M. Miller, Esq.
Bond, Schoeneck & King, PLLC
1010 Franklin Avenue, Suite 200
Garden City, NY 11530-2900



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

OFFICE OF COUNSEL
Tel. (518) 474-8927
Fax (518) 474-4188

October 2, 2017

Howard M. Miller, Esq.
Bond, Schoeneck & King, PLLC
1010 Franklin Avenue, Suite 200
Garden City, NY 11530-2900

Re: **Williams v. BOE, Poughkeepsie City SD, et al.**
Appeal No. 20750

Dear Mr. Miller:

Enclosed is a form which must be completed by you in connection with your appearance before the State Education Department in the above-referenced matter. Please fill out the form and file it as soon as possible with the **Office of Governmental Relations**, New York State Education Department, Main Education Building, Room 116, Albany, New York 12234.

Sincerely,


Tina Urbaitis
Appeals Coordinator

BOND SCHOENECK
& KING

1010 Franklin Avenue, Suite 200 | Garden City, NY 11530-2900 | bsk.com

HOWARD M. MILLER, ESQ.
hmiller@bsk.com
P: 516.267.6318
F: 516.267.6301

October 6, 2017

VIA FACSIMILE
(518) 474-4188Ms. Tina Urbaitis
Appeals Coordinator, Office of Counsel
State Education Department
The University of the State of New York
State Education Building
89 Washington Avenue
Albany, NY 12234Re: *Nicole Williams v. Bd. of Education of Poughkeepsie City School District, et al.*
Appeal No. 20750

Dear Ms. Urbaitis:

We represent the Respondents in this matter. We hereby respectfully request an extension from October 16, 2017 to October 27, 2017 to submit answering papers in the above-referenced matter.

The reasons for this request are that: the appeal presents complex issues that require the preparation of multiple affidavits; I am the lead attorney in a Section 3020-a hearing that begins October 10, 2017; and I am speaking at the New York State School Boards Association event in Lake Placid on October 13, 2017.

Very truly yours,

BOND, SCHOENECK & KING, PLLC


Howard M. Miller

HMM/kb

cc: Stanley J. Silverstone, Esq. (via email)

BOND SCHOENECK
& KING

1010 Franklin Avenue, Suite 200 | Garden City, NY 11530-2900 | bsk.com

HOWARD M. MILLER, ESQ.
hmiller@bsk.com
P: 516.267.6318
F: 516.267.6301

October 9, 2017

VIA FACSIMILE
(518) 474-4188Ms. Tina Urbaitis
Appeals Coordinator, Office of Counsel
State Education Department
The University of the State of New York
State Education Building
89 Washington Avenue
Albany, NY 12234Re: *Nicole Williams v. Bd. of Education of Poughkeepsie City School District, et al.*
Appeal No. 20750

Dear Ms. Urbaitis:

We represent the Respondents in this matter. In follow up to our letter of October 6, 2017, please be advised that Petitioner's counsel, Stanley Silverstone, has consented to our request for an extension until October 27, 2017.

Very truly yours,

BOND, SCHOENECK & KING, PLLC


Howard M. Miller

HMM/kb

cc: Stanley J. Silverstone, Esq. (via email)

From: Stanley Silverstone <sjs@sjsilverstone.com>
Date: October 9, 2017 at 11:14:25 AM EDT
To: "'Miller, Howard'" <millerh@bsk.com>
Subject: RE: Williams v. Bd. of Education

Howard,

I consent to the extension, and will get back to you regarding your mediation suggestion.

Stanley

Stanley J. Silverstone
Law Office of Stanley J. Silverstone
10 Esquire Road, Suite 12
New City, New York 10956
Tel: (845) 215-9522
Fax: (845) 215-0131

PRIVILEGED AND CONFIDENTIAL INFORMATION

This email transmission is intended only for the use of the individual(s) herein named, and may contain confidential and/or legally privileged information from the Law Office of Stanley J. Silverstone. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution or the taking of any action in reliance on the contents of this email/file document is strictly prohibited. If you have received this mail/file document in error, please notify us by telephone so that we can arrange for the return of the document to us at no cost.

**BOND SCHOENECK
& KING**1010 Franklin Avenue, Suite 200 | Garden City, NY 11530-2900 | bsk.comHOWARD M. MILLER, ESQ.
hmliller@bsk.com
P: 516.267.6318
F: 516.267.6301

October 11, 2017

VIA FACSIMILE
(518) 474-4188Ms. Tina Urbaitis
Appeals Coordinator, Office of Counsel
State Education Department
The University of the State of New York
State Education Building
89 Washington Avenue
Albany, NY 12234Re: *Nicole Williams v. Bd. of Education of Poughkeepsie City School District, et al.*
Appeal No. 20750

Dear Ms. Urbaitis:

This will confirm that the Respondents' time to submit answering papers in the above-referenced matter has been extended on consent until October 23, 2017.

Very truly yours,

BOND, SCHOENECK & KING, PLLC



Howard M. Miller

HMM/kb

cc: Stanley J. Silverstone, Esq. (via email)