

October 20, 2017

Nina Schutzman
Poughkeepsie Journal

Dear Ms. Schutzman:

Attached please find documents responsive to your September 15, 2017 Freedom of Information Law (FOIL) request, that was subsequently clarified in your October 13, 2017 email, for a copy of "records re. Williams v. Poughkeepsie City School District and all of the paperwork in the appeal file."

With respect to the documents provided, please be advised that, pursuant to Public Officers Law §87(2)(b), some information considered an unwarranted invasion of personal privacy to individuals, such as a home addresses, has been redacted from some of the documents. In addition, pursuant to Public Officers Law §87(2)(g), information other than statistical or factual information contained in inter-agency materials has been redacted. Finally, information relating to individual teacher evaluations has been redacted pursuant to Public Officers Law §87(2)(a) and Education law §3012-c(10)(c).

If you wish to appeal this decision, you may do so within 30 days by writing to:

MaryEllen Elia
Commissioner of Education
NYS Education Department
Room 111, Education Building
Albany, NY 12234

Sincerely,

Records Access Officer
New York State Education Department

LAW OFFICE OF
STANLEY J. SILVERSTONE

10 Esquire Road, Suite 12
New City, NY 10956
Tel. (845) 215-9522
Fax (845) 215-0131
Email: sjs@sjsilverstone.com

RECEIVED

SEP 28 2017

NYS ED OFFICE OF COUNSEL

September 27, 2017

BY FED EX

Office of Counsel
Education Building
Room 148 EB
Albany, New York 12234

Re: *Commissioner's Appeal/Williams v. Poughkeepsie City School District*

Dear Sir/Madam:

Enclosed please find an original Notice of Petition, Petition, Exhibits to Petition, and Affidavit in Support submitted to institute a Commissioner's appeal in the above-referenced matter. I am also enclosing proof of service on all parties and a check in the amount of \$20.00 payable to the State Education Department. Kindly date stamp and return the copy of the front page of the Notice of Petition to my office in the self-addressed stamped envelope at your earliest convenience.

Thank you for your attention to this matter. Please contact me directly at (845) 215-9522 should you have any questions.

Very truly yours,



Stanley J. Silverstone

cc: Dr. Nicole Williams

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

NICOLE WILLIAMS,
Petitioner,

-against-

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

NOTICE OF PETITION

Appeal No.

RECEIVED

SEP 23 2017

NYSED Office of Counsel

From actions of the Board of Education restricting
teacher transfers and rescinding a directive of the
Superintendent regarding transfer of a teacher.

NOTICE:

You are hereby required to appear in this appeal and to answer the allegations contained in the petition. Your answer must conform with the provisions of the regulations of the Commissioner of Education relating to appeals before the Commissioner of Education, copies of which are available at www.counsel.nysed.gov or from the Office of Counsel, New York State Education Department, State Education Building, Albany, NY 12234.

If an answer is not served and filed in accordance with the provisions of such rules, the statements contained in the petition will be deemed to be true statements, and a decision will be rendered thereon by the Commissioner.

Please take notice that such rules require that an answer to the petition must be served upon the petitioner, or if the petitioner be represented by counsel, upon the counsel, within 20 days after the service of the appeal, and that a copy of such answer must, within five days after such service, be filed with the Office of Counsel, New York State Education Department, State Education Building, Albany, NY 12234.

Dated: September 22, 2017

Yours, etc.



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

To: Board of Education
Poughkeepsie City School District
11 College Avenue
Poughkeepsie, NY 12603

SHEREEN CADER


JOHN SAMMON


RECEIVED

SEP 28 2017

NYSED Office of Counsel

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

NICOLE WILLIAMS,
Petitioner,

-against-

PETITION

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

Appeal No.

RECEIVED

SEP 28 2017

NYSED Office of Counsel

From actions of the Board of Education restricting
teacher transfers and rescinding a directive of the
Superintendent regarding transfer of a teacher.

Petitioner, by her attorney, Stanley J. Silverstone, Esq. for her petition, respectfully alleges as follows:

I. Parties

1. Petitioner, Nicole Williams, residing in Poughkeepsie, New York, County of Dutchess, is the Superintendent of the Poughkeepsie City School District (the "District").
2. Respondent Board of Education of the Poughkeepsie City School District (the "Board") is a corporate body which governs the District pursuant to the Education Law of the State of New York.
4. Respondent Shereen Cader ("Cader") is a tenured teacher in the District appointed in the Pre-K-6 tenure area and was assigned to the Warring Elementary School¹ as of August 28, 2017.

¹ Cader had been directed to transfer from the Krieger Elementary School to the Warring Elementary School on June 15, 2017, but did not comply with that directive. Therefore, as of August 28, 2017, although she was technically assigned to Warring, she was still teaching at Krieger.

5. Respondent John Sammon ("Sammon") is a tenured teacher in the District appointed in the Pre-K-6 tenure area and was assigned to the Krieger Elementary School² as of August 28, 2017.

II. Background

6. Commencing with the 2015-16 school year the Poughkeepsie Middle School ("PMS"), one of the schools within the District, was designated as a "struggling school" pursuant to Education Law §211-f by the New York State Education Department ("NYSED"). *See*, <http://www.nysed.gov/news/2015/commissioner-elia-identifies-144-struggling-and-persistently-struggling-schools-begin>.

7. During the 2015-16 school year, NYSED approved an education plan for PMS (the "Original Plan") which, as modified, remains in effect to the date of this Petition. A copy of the Original Plan is annexed hereto as Exhibit A.

8. The Original Plan has been continued, and a copy of the current continuation plan (the "Continuation Plan") is annexed hereto as Exhibit B.

9. As provided by law, the District was charged with operating PMS as a receivership school. Education Law §211-f (1).

10. The Petitioner/Superintendent has been and remains the Receiver for PMS.

² Sammon had been directed to transfer from the Warring Elementary School to the Krieger Elementary School on June 15, 2017, but did not comply with that directive. Therefore, as of August 28, 2017, although he was technically assigned to Krieger, he was still teaching at Warring.

11. As of the date of this Petition, PMS has not been taken off of the “struggling school” list and therefore the Petitioner/Superintendent continues to operate the school as Receiver pursuant to Education Law §211-f.

III. Facts of the Case

12. On July 14, 2017, the Board adopted Resolution 18-0013 placing a preemptive moratorium on all teacher transfers in the District for the 2017-18 school year (“Resolution 18-0013”). A copy of Resolution 18-0013 is annexed hereto as Exhibit C.

13. On August 28, 2017, Petitioner/Superintendent issued a series of directives transferring six (6) teachers as follows:

- (i) transferring teacher Kenneth Conrad from PMS to Warring Elementary School;
- (ii) transferring Respondent Sammon from Warring³ to PMS;
- (iii) transferring teacher Andrea Boccio from PMS to Krieger Elementary School;
- (iv) transferring Respondent Cader from Krieger⁴ to PMS;
- (v) transferring teacher Holly Dunn from Poughkeepsie High School to PMS;
- (vi) transferring teacher Amber Grant from PMS to Poughkeepsie High School;

These transfers will hereinafter be referred to as the “Teacher Transfers.” Copies of these directives are annexed hereto as Exhibit D.

³ See footnote 1, *supra*.

⁴ See footnote 2, *supra*.

14. As of the date of this Petition, four (4) of the foregoing teachers have abided by the Petitioner/Superintendent's directive and transferred to the designated assignment. However Respondents Cater⁵ and Sammon have not abided by the Petitioner/Superintendent's directive and remain unlawfully in their original assignment.

15. On September 1, 2017, the Board issued letters (the "September Board Directives") to three of the teachers affected by the Teacher Transfers, Ms. Dunn,⁶ Respondent Cader and Respondent Sammon instructing them that they were "hereby directed by the Board of Education to disregard" the Petitioner/Superintendent's Teacher Transfer directives. Copies of the September Board Directives are annexed hereto as Exhibit E.

IV. Argument

16. The Board has violated the Education Law and is interfering with the Petitioner/Superintendent's authority, causing a disruption in the educational environment of the District. Thus, swift action by the Commissioner is necessary to remedy the untenable situation in the District.

***Resolution 18-0013 Violates Education Law §1711 and 2508 and Must Be
Declared Null and Void***

⁵ It bears noting that Ms. Cader is the sister-in-law of Board President, Felicia Watson.

⁶ As stated above, Ms. Dunn ultimately complied with the Petitioner/Superintendent's Teacher Transfer directive.

17. Education Law §§1711(2)(e) and 2508(5) give the Superintendent the power to effectuate teacher transfers,⁷ stating that the Superintendent has the power and duty “to transfer teachers from one school to another, or from one grade of the course of study to another grade in such course, and to report immediately such transfers to such board for its consideration and actions.”

18. There are several implications to this provision. First, “consideration and action” by the Board does not necessarily mean that the Board has plenary authority to nullify teacher transfers ordered by the Superintendent, and under these circumstances, it is submitted that the Board overreached its authority by nullifying the Petitioner/Superintendent’s directive regarding the Teacher Transfers.⁸ Second, regardless of whether the statutory language does or does not allow the Board to negate a teacher transfer, it is crystal clear that the Board’s action with respect to any such transfer must be *after the fact*.

19. The statute is specific that the Superintendent has the initial authority to make the transfer and must thereafter report it to the Board, which implies that the Board is notified of the transfer *after it has been made*. At that point, the Board may give “consideration” to and take “action” regarding the transfer, whatever those terms may mean. However, under any reading of those terms, a preemptive measure such as Resolution 18-0013 which prohibits all involuntary transfers *in advance* is clearly unlawful and violative of both the statutory scheme and the grant of the Superintendent’s authority under Sections 1711 and 2508.

⁷ Note, that this authority exists independent of receivership powers which will be discussed below.

⁸ To the extent that Board Policy 9420 (discussed below) implies any authority to the Board which is inconsistent with Sections 1711 and 2508, such Policy must be declared null and void.

20. Board Policy 9420, a copy of which is annexed hereto as Exhibit F, states that “[w]ithin 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.” Consistent with Sections 1711 and 2508, the Policy places the initial authority for effectuating teacher transfers with the Superintendent. The phrase “subject to,” by definition, means that Board approval will take place after the Superintendent has initiated a transfer. Thus, a moratorium on the ability of the Superintendent to begin the process of any teacher transfer violates not only Sections 1711 and 2508, but the Board’s own policies.

21. Under the statute and Policy 9420, it is the Board’s duty to consider and act upon transfers after they are complete, not to restrict them prospectively. For that reason, Resolution #18-0013 must be declared void and unlawful *ab initio*.

22. Furthermore, Resolution 18-0013 announces an ongoing moratorium that continues throughout the school year and is therefore the very essence of a continuing wrong. The continuing wrong doctrine applies to *ongoing actions* that are unlawful, as opposed to single actions or decisions which cause harm. By the simple fact that Resolution 18-0013 continues the restriction on transfers for the duration of the school year, it must be deemed a continuing wrong.

The September Board Directives Violate Petitioner/Superintendent’s Receivership Authority and Must Be Declared Null and Void

23. As stated above, Petitioner/Superintendent is the Receiver for PMS. Therefore, pursuant to law, the Petitioner/Superintendent is and remains “vested with all powers granted to a receiver

appointed pursuant to this section” while PMS remains in receivership. Education Law §211-f(1)(c)(ii).

24. The Petitioner/Superintendent, therefore retains authority “to manage and operate the . . . school” and has “the power to supersede any decision, policy or regulation of the superintendent of schools or chief school officer, or of the board of education or another school officer or the building principal that in the sole judgment of the receiver conflicts with the school intervention plan.” Education Law §211-f(2)(b).

25. The Petitioner/Superintendent has ordered the Teacher Transfers and, despite the Board’s illegal attempt to override her authority, has maintained that said transfers should proceed and that that September Board Directives conflict with the Continuation Plan. *See* Affidavit of Nicole Williams, sworn to on September 21, 2017 (the “Williams Affidavit”) submitted herewith. This is a clear exercise of specific authority granted to the Petitioner/Superintendent as Receiver to supersede the Board’s action and must be sustained.

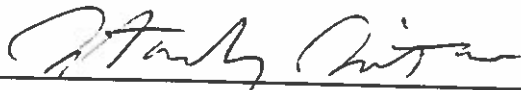
26. Each of the Teacher Transfers affected PMS, a receivership school, and was issued not only pursuant to the Petitioner/Superintendent’s authority as Superintendent, but pursuant to her authority as Receiver of that school. *See* Williams Affidavit. Furthermore, it is the professional opinion of the Petitioner/Superintendent that September Board Directives conflict with the Plan and she is therefore entitled *in her sole discretion*, to supersede the Board’s action. *Id.*

27. In sum, by attempting to block the Teacher Transfers, the September Board Directives violated Education Law §211-f and must be declared null and void.

WHEREFORE, Petitioner respectfully requests as follows:

- (i) declaring Resolution 18-003 null and void *ab initio*;
- (ii) declaring September Board Directives null and void *ab initio* and confirming the validity and enforceability of all of the Teacher Transfers;
- (iii) declaring Board Policy 9420 null and void to the extent that it grants the Board power to approve or disapprove teacher transfers beyond the authority granted by the New York state Education Law;
- (iv) for such other and further relief as the Commissioner may deem just, proper, and equitable.

Dated: September 22, 2017
New City, NY



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

RECEIVED

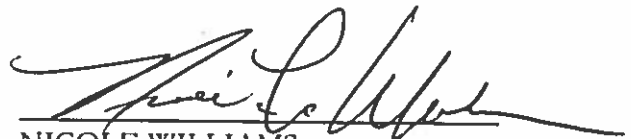
SEP 28 2017

NYSED Office of Counsel

VERIFICATION

STATE OF NEW YORK)
)ss.:
COUNTY OF Dutchess)

NICOLE WILLIAMS, being duly sworn, deposes and says that she is the petitioner in this proceeding; that she has read the annexed petition and knows the contents thereof; that the same is true to the knowledge of deponent except as to matters therein stated to be alleged upon information and belief, and as to those matters she believes them to be true.



NICOLE WILLIAMS

Sworn to before me this
21 day of September, 2017



NOTARY PUBLIC

TODD ROBERT LEPRE
Notary Public, State of New York
Qualified in Dutchess County
Reg. No. 01LE6213376
My Commission Expires Nov. 9, 2017

RECEIVED

SEP 28 2017

NYSED Office of Counsel

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

NICOLE WILLIAMS,
Petitioner,

-against-

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

AFFIDAVIT IN SUPPORT

Appeal No.

RECEIVED

SEP 28 2017

NYSED Office of Counsel

From actions of the Board of Education restricting
teacher transfers and rescinding a directive of the
Superintendent regarding transfer of a teacher.

COUNTY OF DUTCHESS)
STATE OF NEW YORK) ss:
)

Nicole Williams, residing in Dutchess County, New York, being duly sworn, deposes and
says:

1. I am the Petitioner in the above-captioned proceeding.
2. I am, and at all times relevant to this proceeding, have been the Superintendent of the Poughkeepsie City School District (the "District").
3. As stated in the Petition, I have deemed it in the best interests of the District to make the Teacher Transfers (as defined in the Petition).
4. I have expressed to the Board of Education that it is not only my prerogative, but my duty

to effectuate these transfers for the best possible educational best interests of the students in the District.

5. I have further expressed to the Board that, in my professional opinion, the Teacher Transfers are vitally important to the educational well-being of the District and are necessary elements to the effective implementation of the Plan.
6. Nonetheless, the Board has chosen to illegally block the Teacher Transfers, by issuing the September Board Directives, which are knowing and flagrant attempts to undermine my legal authority as Receiver of Poughkeepsie Middle School.
7. It is unquestionably my professional opinion that September Board Directives conflict with the school intervention plan in place for Poughkeepsie Middle School because it fundamentally undermines my ability as Superintendent/Receiver to implement a strategic, theory of action with the primary goal of improving teaching and learning to enable all scholars to achieve high standards of performance on the rigorous state assessments. Over the past two years, as the Superintendent/Receiver, I have focused my attention on improving instruction and leadership at the middle school while facing tremendous staffing challenges. Our initial results this year indicate that the middle school is trending in the right direction; however, by restricting my ability to transfer the teachers in question, the Board prohibited me from assigning well-qualified teachers to provide consistent, high-quality instruction; effective staffing is critical to the successful implementation of the school intervention plan under receivership.
8. My attorney advises me that, pursuant to law, my sole judgment on this issue allows me to

supersede the actions of the Board. Thus, I have reaffirmed the enforceability of the Teacher Transfers and it is absolutely my intent to supersede the Board on this issue and to enforce all of the Teacher Transfers.

9. Each of the Teacher Transfers either placed a teacher into, or removed a teacher from, Poughkeepsie Middle School, a receivership school. Without the ability to utilize teaching staff in a manner most consistent with the Plan, my duties and powers as Receiver are severely compromised.


10. I find it most unfortunate that this proceeding is necessary and completely disheartening that the Board has chosen to issue a Resolution telling teachers to disobey their own Superintendent.

11. The Board's conduct is not only illegal, but by tying my hands as they have, the Board has hurt the educational program in a school district that desperately needs progress.

12. Furthermore, the Board is engaging in day-to-day operation of our District in a manner that is not permitted by law and, worse yet, it is allowing politics and personal acrimony to interfere with the education of our children.

13. Needless to say, there is confusion and lack of direction in the District that cannot be rectified until the question of authority in this matter is resolved.

14. I therefore respectfully ask the Commissioner for prompt assistance in remedying this pressing problem


NICOLE WILLIAMS

Sworn to before me this
21 day of September, 2017


NOTARY PUBLIC

TODD ROBERT LEPRE
Notary Public, State of New York
Qualified in Dutchess County
Reg. No. 01LE6213376
My Commission Expires Nov. 9, 2017

RECEIVED
SEP 28 2017
NYSED Office of Counsel

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT

NICOLE WILLIAMS,
Petitioner,

-against-

NOTICE OF PETITION

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

Appeal No.

RECEIVED

SEP 28 2017

NYSED Office of Course

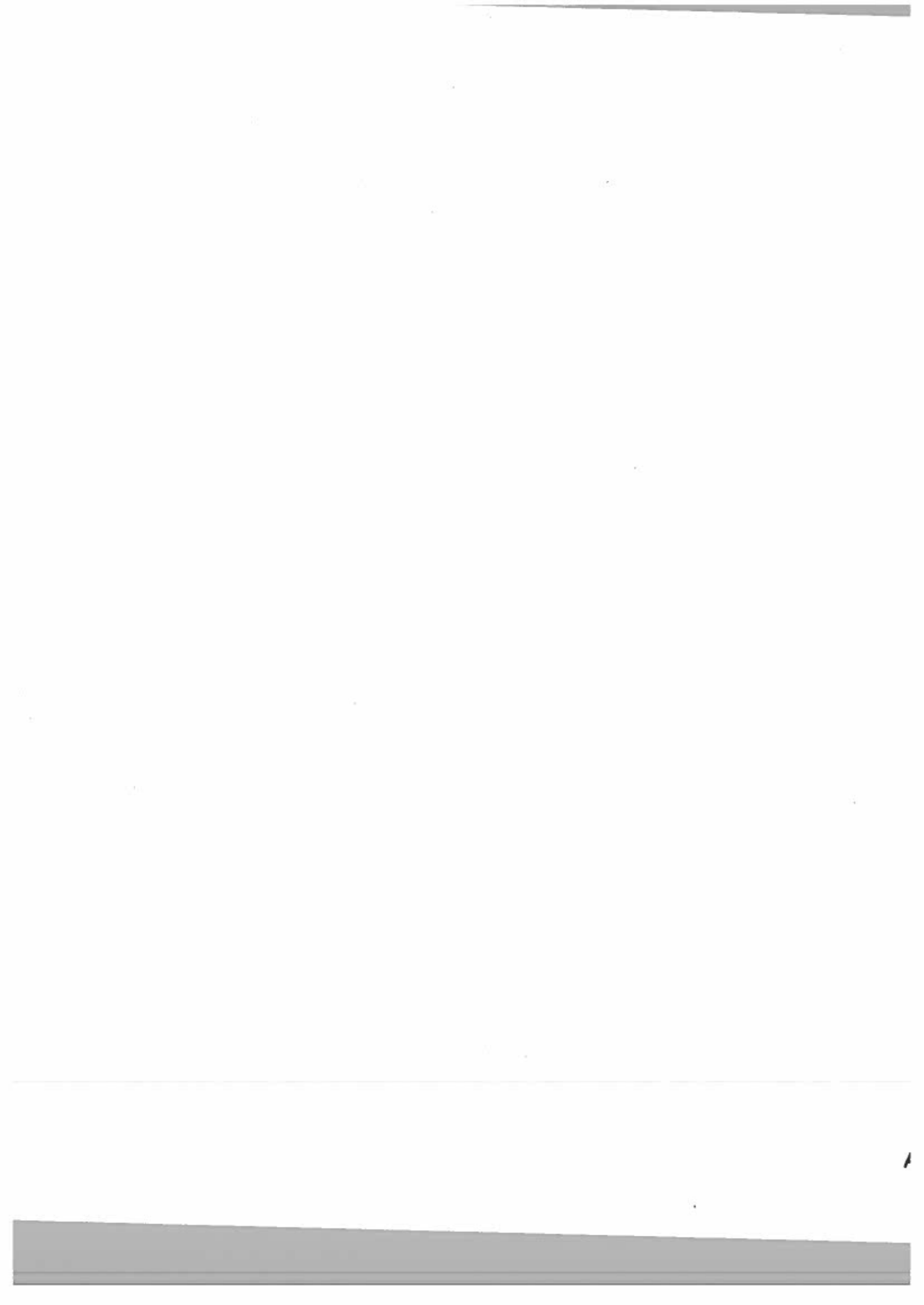
From actions of the Board of Education restricting
teacher transfers and rescinding a directive of the
Superintendent regarding transfer of a teacher.

EXHIBITS TO PETITION

- A Original Plan
- B Continuation Plan
- C Resolution 18-0013
- D Petitioner's Teacher Transfer Directives
- E September Board Directives
- F Board Policy 9420

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

Attorney for Petitioner



CONTINUATION PLAN

School Improvement Grant (SIG) 1003(G)
2015-16

School:	Poughkeepsie Middle School	District:	Poughkeepsie City School District
BEDS Code:	131500010011	District Contact:	Dr. Nicole Williams/Mrs. Tracy Farrell
Enrollment:	985	SIG Model:	Transformation
Grades Served:	6-8	Cohort:	4

Guidance: District and school staff should respond to the Summary sections of this document by both analyzing and summarizing the key strategies of the 2014-15 school year in light of their realized level of implementation and their impact on student learning outcomes. Collectively, the Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. District and school staff should consider the impact of proposed key strategies, as well as their long-term sustainability and connectivity to diagnostic review feedback.

Green	No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model.
Yellow	Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model.
Red	Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible.

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify individuals at the district-level who are responsible for providing oversight and support to the LEA's lowest achieving schools.		The Poughkeepsie City School District provided school and district leadership with job-embedded professional development. School-level administrators received on-site coaching provided by experienced educational experts to address attendance, discipline, and academics. Consultants were hired to mentor the principal. The Mentoring process involved: collecting data on how the principal spends her time; training the principal and assistant	The Poughkeepsie City School District will continue to provide school leadership with job-embedded professional development. The Assistant Superintendent, Director of Technology, and Director of Data Analysis and Accountability will be designated to provide targeted, on-site, job-embedded support to the staff at PMS. The support included developing structures and procedures, monitoring and assessing

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:

principals to respond to questions and protect the principals' instructional time; and on-site training and coaching for principal focused on strengthening the principal's ability to promote high-quality teaching.

The mentor drew from the model to coach the principal with focusing on instructional leadership; the goal is for the principal to shift her work to spend up to 75% of time in classrooms modeling, facilitating Focused Instructional Learning Walks/Instructional Rounds, providing coaching (based on the NYSUT Coaching Framework), and providing feedback to teachers to address culture and climate, discipline, and all issues impacting instruction.

The Deputy Superintendent, Assistant Superintendent, Director of Technology, and Director of Data Analysis and Accountability have been designated to provide targeted, on-site, job-embedded support to the staff at PMS. The support included developing structures and procedures, monitoring and assessing teaching and learning, and providing constructive feedback which will lead to the improvement of teaching and learning.

A strong focus on using data to inform decision making was supported by the work of the Director of Data Analysis and Accountability and the work with the

teaching and learning, providing constructive feedback which will lead to the improvement of teaching and learning, and using data to inform decision making.

Focused Instructional Learning Walks (FILWs)/Instructional Rounds facilitated by district and/or school level leadership continue to be a focus for 2015-16. The Superintendent, Assistant Superintendents, Executive Director of Special Education, Director of Technology, and Director of Data Analysis and Accountability will provide support in developing five effective school leadership practices: (1) shaping a vision of academic success for all students based on high expectations and career readiness; (2) creating a climate and culture hospitable to education in order to ensure safety, collaboration, communication and cooperation exist; (3) cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision; (4) improving instruction to enable teachers to teach at their best and students to learn at optimal performance levels; and (5) managing people, data and processes to foster school improvement.

Support will be provided by the Superintendent and Assistant Superintendents on a daily basis to ensure effective implementation of the School Improvement Grant and district/school initiatives. The support will range from

<p>being available for questions to facilitating professional development workshops and providing job-embedded coaching. The Director of Technology will be present in PMS on a daily basis ensuring technology purchased is being utilized and functioning properly to allow for daily student use. In addition, the Director of Technology will provide direct support to teachers in the use of technology as an instructional tool. The Director of Data Analysis and Accountability will work with the staff, Data Team, and Building Leadership two days per week in developing a data-driven culture. The Assistant Superintendent for Human Resources will work closely with the principal in filling any vacancies with highly-qualified staff in a timely manner. In addition, support will be provided in implementing the APPR process and developing Teacher Improvement Plans when necessary.</p>	<p>transformation team.</p>	<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and discuss the <u>timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership</u>. This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>
<p>Central office administrators will meet with the PMS administrative staff on a weekly basis to review progress towards meeting goals and benchmarks.</p> <p>FILWS will be conducted with the support of a district office staff member weekly. During the district-attended FILWs, feedback will be given to the administrators on the quality of their notices/wonderings, feedback to teachers and recommendations for improvement and follow-up.</p>	<p>Central office administrators have met with the PMS administrative staff on a weekly basis to review progress towards meeting goals and benchmarks.</p> <p>Daily support was provided to the administrative team on conducting FILWs, use of data to inform decisions, and effective implementation of school improvement initiatives.</p> <p>FILWS were conducted with the support of a district office staff member daily at the beginning and middle of the school year</p>	

and ending the school year with weekly support. During the district-attended FILWs, feedback was given to the administrators on the quality of their noticings/wonderings, feedback to teachers and recommendations for improvement and follow-up.

Monthly professional development sessions have been held with the administrators to ensure continued improvement and growth.

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.

It should be noted that the district provides support through our Organizational Coherence Effectiveness Framework Model where district leadership is assigned a school which they work directly with to ensure teaching and learning is happening. They are scheduled to visit their assigned schools five (5) days/week, perform three (3) FILWs with the instructional team. Their support also extends to the Transformation Team with attending meetings and helping us monitor the implementation of assessments to improve instruction. They support the Director of Culture and Climate through FILWs assessing the environment and tone of the students, staff, parents and community. They also targeted support to events and to ensure that parents are engaged in events and the substructure work of the school community.

See attached Organizational Coherence Effectiveness Framework.

Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>		<p>The Poughkeepsie Middle School has entered into a partnership with Scholastic Achievement Partners (SAP). SAP has a proven track record of helping persistently low-performing districts and schools improve through an unwavering commitment to immediately addressing the needs of struggling students in reading and writing. The Scholastic Achievement Partners work closely with district and school leaders to build the capacity to improve the entire system while focusing on instructional improvement, specific to literacy across curricular areas.</p> <p>As a Priority School, the Poughkeepsie Middle School is committed to implementing five core strategies. See attached Focus District Strategies Chart and Mission: Literacy Chart. These core strategies guided the school and the Poughkeepsie City School District with implementing a common set of practices designed to improve the academic performance of students. SAP and PCSD worked collaboratively, with a laser-like focus, to implement a Mission: Literacy Model using key literacy strategies and best practices to improve literacy development across the core curricular areas. Intensive coaching and professional development drove successful literacy reform and prepared all stakeholders for the urgency of change, helping them identify deep-rooted</p>	<p>The Poughkeepsie Middle School will continue its partnership with HMH (formerly Scholastic Achievement Partners SAP). During the 2015-16 school year, the support will 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 be added to provide specific support to math teachers in improving math instruction.</p>

<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>		<p>challenges and requirements to overcome obstacles to improving teaching and learning.</p> <p>Administrators participated in each professional development offered by the partners. Evaluation sheets were collected at the end of some of the sessions and reviewed by central office staff. Administrators during FILWs and classroom observations, made note of the number of teachers applying what was learned during professional development and the quality of implementation. The school turnaround officers conducted quarterly reviews which included reviewing the work of the partners. District and school administrators reviewed the reports of the school turnaround officers, monthly reports from the partners, session feedback forms, and notes from FILWs to determine effectiveness of professional development and next steps. A vendor evaluation form is conducted prior to renewing each contract and submitted to the Board of Education.</p>	<p>Administrators will continue to participate in professional development offered by the partners. Evaluation sheets will be collected at the end of some of the sessions and reviewed by central office staff. Administrators during FILWs and classroom observations, made note of effectiveness of the implementation of the literacy model and use of data. The school turnaround officers will be asked to conduct quarterly reviews which will include the work of the partners. A vendor evaluation form is conducted prior to renewing each contract and submitted to the Board of Education.</p>
--	--	---	--

* if the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

<p><u>Educational Plan (School-Level Plan – Part H)</u> - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:</p>	<p>Summary of 2014-15 School Year</p>	<p>Continuation Plan for 2015-16 School Year</p>
<p>Design Element</p> <p>i. Describe the curriculum to be used, including the process to be used to ensure that the curriculum</p>	<p>Status (R/Y/G)</p> <p>The PMS used the NYS modules for ELA and Math in tandem with the ELA</p>	<p>The PMS will continue to use the NYS modules for ELA and Math in tandem with</p>

aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.

Collections Series and Go Math Series. The Academic Instructional Coaches and teacher leaders attended the Network Team Institutes sponsored by NYSED and provided turnkey training of the material learned to the instructional staff. The Grade 6-8 ELA exams are aligned to the Common Core Learning Standards and NYSED has provided samples of new test items. In addition, EngageNY is the "go-to site" from NYSED that provided the resources for classroom teachers to meet the challenges of the CCSS. Teacher workshops were provided in which participants examined how the new ELA tests reflected the reading, writing, speaking and language standards; reviewed sample test questions and/or format; navigate the resources available on EngageNY; looked at new sample curriculum modules on EngageNY with a lens of how they connect to content areas and current units of study.

the ELA Collections Series and Go Math Series. Common assessments were created in ELA and will be administered to the students during the 2015-16 school year. Benchmark assessments in mathematics will be created during the 2015-16 school year.

Imagine Learning Literacy Software will continue to be used by students for additional literacy support, specific to ELL's and SWD's. Imagine Learning is a prescriptive and adaptive language and literacy support tool for students. The software will provide support instruction by offering students a trajectory of lessons based on an initial placement evaluating the following areas: alphabetic principle, phonological awareness, early vocabulary of school, contextualized and tiered vocabulary, and comprehension abilities.

As an individual student moves through their prescribed path of instruction, the student can receive strategic L1 (first-language support) in one of 15 languages available in the program. Additionally, the software will provide students an intuitive cycle of instruction beginning with direct and explicit instruction and moving towards a gradual release of instruction by which the student works without support to perform a specific evaluated task. The Imagine Learning software includes 90 minutes of individualized work on the program, paired with careful data-analysis

ii. Describe the instructional strategies used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

SAPs' coaching is an intensive, collaborative process individualized for the specific needs of each leader and teacher. All of the coaches are experienced, credentialled educational leaders who establish relationships, provide guidance and identify priorities with the leadership teams with whom they work. Specifically, Leadership coaches will work with principals to: Ensure full implementation of

of student performance, remediation provided by Imagine Learning and additional support in the classroom. Imagine Learning works with both productive and receptive language development to ensure students are not only supported with the CCSS Language Arts standards but provided the opportunity to work with the language of Math, the language of Science, the language of Language Arts and the language of discourse.

The software enables immediate student feedback by letting students know instantly if their response is right, and corrective instruction ensures understanding. The software provides for differentiated instruction and integrates music and graphics to engage students. By cross-referencing student performance on the pre-test and ongoing activities; it dynamically selects subsequent instruction. The software also provides real-time reports and recordings for teachers to access and use at their convenience.

HMHs' coaching will continue into the 2015-16 school year focusing on providing additional mentoring and coaching to teachers in all content areas. Additional mathematics support will be provided to math teachers to improve their content knowledge and use of effective instructional strategies.

For the 2015-16 school year, the teachers

the PCSD literacy initiative; Promote student engagement; Support the implementation the Open Response Writing Calendar; Monitor use of open response writing and active reading strategies by teachers and instructional staff ; Monitor the use of identified literacy strategies at the middle school and high school; Gather student evidence to support application of open response writing in each classroom; Assist in the facilitation of highly effective school transformation team meetings; Communicate progress of literacy initiative with staff and school stakeholders; and Develop the skills needed to lead school transformation. In addition, instructional coaches worked with each teacher on developing their skills during small group sessions. Individual mentoring and coaching was also provided.

Instructional strategies used in the context of the ELA and Math Instructional Shifts include a set high expectations for teachers o aligned the standards in terms of curricular materials and classroom instruction. The instructional shifts require teachers to:

- *Expect active participation of all students*
- *Facilitate the learning process rather than disseminate the information*
- *Make their content literacy expertise visible to all*

in PMS and the ELT programs will focus on the following instructional strategies:

Identifying Similarities and Differences. The ability to break a concept into its similar and dissimilar characteristics allows students to understand complex problems by analyzing them in a more simple way. While teacher-directed activities focus on identifying specific items, student directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Reinforcing Effort and Providing Recognition. Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize

effort.

Nonlinguistic Representations: According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Cues, Questions, and Advance Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

- *Create carefully structured situations that allow students to solve problems independently*
- *Encourage students to draw on their abilities to discover answers by themselves rather than rely on adults to supply the facts*

The instructional strategies used during the 2014-15 school year included: Active Reading: Readers of all abilities can benefit from lessons that practice the use of comprehension strategies proven to be habits of good readers.

Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning.

Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words.

iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule to increase learning time by extending the school day and/or year. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.

After-school, before-school and Saturday programs were provided to students. Academic enrichment and homework support was provided to students four days per week in all subject areas. Extra-curricular programs were also available including: open gym, chess, leadership groups, and health and fitness. Our ELT program included both academic and extra-curricular opportunities for all students. It is not enough to simply add minutes or days to the school calendar. ELT is an important tool in improving student outcomes. PMS has created an ELT program that is used to deepen instruction in the core subject areas, increase enrichment opportunities, and to support student socio-emotional developmental health. The ELT program included opportunity for capacity building and professional development for teachers and other staff. Opportunities for student participation included before school, after school, and Saturday programming to ensure all students have access to ELT programs.

The morning ELT programs have proven to have higher student attendance percentages. The PMS will consider offering additional morning programs which will focus on academic skills and homework support. It is the intention that students who are unable to attend after school academic enrichment will be able to attend the morning programs provided.

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.

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.

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.

iv. Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.

*(Please see below for additional required information)**

Scholastic Achievement Partners meets with the teachers two times per week. During one of the days during the week, teachers bring student work with them to the meeting to discuss the progress students are making in open response writing and active reading strategies. The Scholastic Instructional Coaches work with the teachers in analyzing and developing next steps for instruction based on the student work. The Academic Instructional Coaches began the work of analyzing student test data and interim assessments to inform instruction. In addition, the Director of Data Analysis and Accountability in collaboration with the Transformation Team work closely with teams of teacher in analyzing data to inform instructional decision and planning.

The end of year 2014-15 data was used to inform our 2015-16 continuation plan. The data was analyzed by grade level and content area. The data team analyzed the data based on the services that were provided to students at each grade level and content area to determine the effectiveness of the programs and supports. According to the data, the majority of students saw an increase in their RIT score in both ELA and Math. However, the increase has not been enough to warrant more than a one year academic growth for students which is essential to close the achievement gap which is approximately two to three grades

The PMS will continue to have a data specialist working directly with their administrative and instructional staff on how to develop a data-driven culture.

Teachers and administrators will receive extensive support, guidance, and development in the keys of Driven by Data:

- Assessments
- Analysis
- Action
- Culture

Teachers will have 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.

Administrators will receive training in 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.

The work will be monitored and reviewed by the transformation team under the guidance of the Director of Data Analysis and Accountability.

<p>v. Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>	<p><i>below grade level.</i></p> <p>The Instructional Support Team (IST) worked with teacher leaders, transformation team members, support specialists and administrators to identify expert staff members with success in addressing positive social behaviors. The identified experts participated in the regularly scheduled IST meetings requiring instructional consultation support. They began to provide strategies to their peers and the IST. Instructional Consultation included observations, shared planning sessions, and joint lesson plan development opportunities. The transformation team, IST, and support specialists monitored all suspension data, PBIS activities and the development of FBA, and BIPS. Guidance counselors began implementation of the Second Step program. The PMS began an alternative program which address the academic, social-emotional, and student support needs of students.</p>	<p>For the 2015-16 school year, the IST will continue to identify experts who can support their colleagues in effectively meeting the social emotional development health needs of their students. The Second Step program will begin in September, facilitated by the guidance counselors. In addition, the IST will continue to work on FBA and BIPS, and provide support to teachers in the effective implementation of the plans. The IST will work closely with the Transformation Team review attendance, office discipline referrals, and other relevant data points to inform action plans for the students in the alternative program.</p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.</p>	<p>The Director of Culture and Climate started the peer mediation and restorative justice programs. The Executive Director of Special Education and the Student Support Team reviewed and compiled data as to collect evidence-based practices that will serve as feedback to the Instructional Support Team. Professional development was provided to train members of this evaluation process. Based on classroom observations, the New York State Teaching Standard I will need to be reflected in knowledge and management of cultural</p>	<p>The PBIS team will continue to work in collaboration with the Transformation Team. They will continue to work that was started during the 2014-15 school year and expand upon the behavior expectations matrix. The team will continue to provide support to each teacher in the use of common language and expectations for classroom behavior, attendance, and academics. In addition, teachers will be provided with strategies that they can use to support students.</p>

		<p>diversity to support the implementation of DASA. The goal is to implement proactive strategies (i.e., peer mediations, Peace Circles Restorative Justice- to decrease incidents of bullying and disruption and an increase student engagement in the classroom. The PMS PBIS Team met regularly, along with the school Data Team to discuss the concerns pertaining to academic success. (i.e. school-wide student attendance, disruptive behaviors, common language to be established district-wide). As a result, PMS has a PBIS structure in place and disciplinary referrals have been reduced.</p> <p><i>The PMS PBIS team meets a minimum of once a month to review the needs of the culture and climate of the school based on data from the data team and IST team. PBIS will then create the structures, assemblies, behavior matrix, bathroom passes, to address the concerns. The PBIS team will then discuss during the following month the success and challenges of the initiatives implemented and modification or next steps needed.</i></p>	
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages parent/family involvement and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>		<p>PMS has a Director of Climate and Culture that works in collaboration with the staff, parents, and students. It was determined through the DTSDE review process and K-12 Insights survey data that the PMS needed to improve their work related to family and community engagement in order to develop strong relationships that bridge the gap between parents and schools.</p>	<p><i>PMS will continue to implement the mechanisms and strategies that has encouraged strong parent and family involvement. PMS will provide support to teachers in effective communication strategies from teacher to parent. The expectation will be a minimum of one positive communication with the parent each quarter. This communication can be</i></p>

Results from the survey have been shared with all stakeholders and are available to the public on the District's website. In the 2014-2015 school year, the District's Parent and Community Engagement Taskforce worked proactively to respond to the needs identified and to ensure that parents are meaningfully engaged in the education of their children.

Methods to facilitate two-way communication include: parent breakfasts and parent advisory meetings, Citizens' Corner on the district website where each question from the community is addressed, a suggestion box in each school community, a dedicated phone prompt for questions and comments, an electronic parent concern tracking system, and Community Chats (informal, open, public meetings held at community venues for the community to ask the new Superintendent questions and discuss issues).

a letter, an email, or a phone call.

Family and Community Engagement events will be designed to bridge the gap between parents and schools and address students' social and emotional developmental health needs. These include: a coat drive to support our students with appropriate winter attire since PCSD is a walking district, a weekend "backpack" food program, and an ongoing Holiday Helpings Health Event. These events will support PMS with establishing a District partnership with Health Quest, the American Cancer Society, United Way, the Poughkeepsie Farms Project, the Dutchess County Regional Chamber of Commerce, and will strengthened our work with our local unions. Poughkeepsie Health Promotion Coalition will ensure Cancer Health Screenings are provided at the Parent University forums. In addition, parents will receive information about how best to support students from the framework of a Positive Behavior Intervention System (PBIS); the goal is to teach positive social and academic behaviors that require consistent language and universal expectations that are clearly communicated across a school community. The new coordinator of Parent and Community Engagement will continue to work in collaboration with the staff, parents, and students for the 2015-16 school year to strengthen communication and resources for the community. (i.e.

drawing on Karen Mapp's research on parent engagement)

The DTSDE Survey for the 2015-16 school year is being conducted and the results will be analyzed and compared to the results from the 2014-15 school year.

In meeting the expectations of the requirements set forth for Receivership, the school has implemented additional strategies for engaging parents and the community in support of the implementation of the school improvement plan. A community forum was held in early September 2015 that allowed an opportunity for the school to define elements of implementation of the approved continuation plan. The school collected feedback in hardcopy form as well as encouraging ongoing feedback through the district's website link "Citizens' Corner." The district closely watches the questions and comments received through this forum and responds within 24 hours to provide information on an ongoing basis.

* **Academic Achievement Data** - Under separate attachment, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can systematically measure school progress and/or are predictive of academic performance on annual targets.

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:	
Design Element	Status
	Summary of 2014-15 School Year
	Continuation Plan for 2015-16 School Year

<p>i. <u>Identify and describe the training, support, and professional development events during the current implementation period and for the upcoming implementation period.</u> For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.</p>	<p>(R/Y/G)</p>	<p>Evidence of implementation was observable through FILWs conducted by internal staff members, the movement towards a "communities of practice" model where teachers have been engaged in "courageous conversations" about the quality of instructional practice and the increased use of data to improve instruction.</p> <p>Scholastic Achievement Partners has worked with administrators and teachers on a weekly basis providing job-embedded professional development, coaching, modeling, and mentoring.</p> <p>SIG evaluators have reviewed the initiatives and has provided PMS with feedback on a quarterly basis.</p> <p><i>SAP will be evaluated on a quarterly basis: November February, May, and August. Professional development evaluation forms will be reviewed by central office staff and PMS principal. Reports submitted by SAP will be reviewed and compared with data collected from FILWs to determine effectiveness of implementation. An end of the year evaluation will be conducted using the vendor performance evaluation form and submitted to the Superintendent and Board of Education prior to reviewing the contract for SAP for the 2015-16</i></p>	<p>HMH will continue their work with the staff at the Poughkeepsie Middle School. The HMH coaches will 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. • Analyze grade distribution data, failure rates, and correlation to test scores
--	----------------	---	--

<p>ii. Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>	<p><i>school year.</i> Administrators participated in each professional development offered by the partners. Evaluation sheets were collected at the end of some of the sessions and read by administrators. Administrators during FILWs and classroom observations, made note of the number of teachers applying what was learned during professional development and the quality of implementation. The school turnaround officers conducted quarterly reviews which included reviewing the work of the partners. District and school administrators reviewed the reports of the school turnaround officers, monthly reports from the partners, session feedback forms, and notes from FILWs to determine effectiveness of professional development and next steps.</p>	<p>Ongoing sessions of learning, collaboration, and application, accompanied by school- and classroom-based support, over an ample time period are necessary to incorporate new behaviors fully into a teacher's repertoire. If the design of professional development is sufficiently strong and long enough to promote deep changes, it will be possible to measure the impact of professional development on student learning.</p> <p>Using a theory of change evaluation model and building on logic models that define the transformation process, we will use an eight-step evaluation process that builds pathways with evidence to measure the impact of professional development on teacher classroom behavior and student learning.</p>
---	---	---

<p>Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:</p>		
<p>Design Element</p>	<p>Status (R/Y/G)</p>	<p>Continuation Plan for 2015-16 School Year</p>
<p>i. Present and describe the timeline of key strategies for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the "School Overview" section of the original SIG application.</p>	<p>The transformation team at PMS met regularly to discuss various school improvement initiatives. With the support of Scholastic the PCSD is empowering the transformation team to lead school improvement through a laser-like focus on</p>	<p>PMS will continue with the work in applying specific literacy strategies, but will add a strong mathematics strategies component facilitated by Scholastic/Math Solutions. <i>Math Solutions will begin work at PMS in October 2015 and provide</i></p>

		<p>applying specific literacy strategies.</p> <p>Professional development has been provided to the team in understanding the importance of student engagement, focusing on key literacy strategies, implementing a school-wide literacy plan, and monitoring progress toward the goal. In addition the transformation team has:</p> <ul style="list-style-type: none"> Develop roles and responsibilities; Develop protocols for restructuring team meetings; Enhanced their understanding of critical literacy strategies and best practice; and Reviewed the Literacy Calendar. 	<p><i>training four days a month for 8 months.</i></p> <p>The focus for the 2015-16 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.</p>
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>		<p>The transformation team at PMS met on a bi-weekly basis to discuss various school improvement initiatives, analyze data, and develop professional development activities for school-wide implementation. The team worked to develop teacher leaders who can continue the efforts of whole school reform.</p> <p>Scholastic Achievement partners continued to work with Poughkeepsie Middle School as their partner through the School Improvement Grant. They continued to support the leadership, teachers, and transformation team in enhancing their skills to improve teaching and learning. The focus of the work included effective high-quality teaching in all classrooms that result in higher-levels of student engagement and learning as evidenced by an increase in academic performance on the</p>	<p>During the 2015-16 school year, additional members will be added to the transformation team to ensure that each content area has representation. This is the year of ensuring we are building capacity of the Transformation Team member to continue the work of school reform and take ownership of the work.</p>

	<p>NWEA MAPS exam.</p> <p>Support was provided by the technology specialist to all staff in enhancing the use of instructional technology to increase levels of student engagement. In addition, the data specialist worked directly with teams of teachers to review student work, interim assessment data, NWEA MAP data, and other data sources to develop lesson plans that reflect the needs of the students.</p>	
<p>iii. Identify the <u>leading indicators of success</u> that are <u>examined on no less than a bi-monthly</u> monthly basis. Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>	<p>Attendance for teachers and students and discipline referrals, have been collected and reviewed on a weekly basis. A data-dashboard is created each week based on the previous week's data. This data is collected by the data specialist and disseminated to the building principal who discussed the information with staff. Academic data is collected by the Academic Instructional Coaches and classroom teachers and reviewed during weekly PLCs.</p>	<p>For the 2015-2016 school year, attendance and discipline data will continue to be collected and reviewed on a weekly basis. Academic data will be collected every six to eight weeks and reviewed by the Academic Instructional Coach, Data Specialist, administrators, and teachers. The data will be used to inform instruction and to make school-wide decisions regarding professional development.</p> <p>Additional metrics, as selected through the Receptiveness guidelines, will be identified and closely monitored in order to inform changes to instructional strategies throughout the school year.</p>

<p>Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school's initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.</p>	
<p>Design Element</p>	<p>Status (R/Y/G)</p>
<p>During the 2014-15 school year PMS focused on providing job-embedded support to</p>	

period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.

administrators and teachers in several areas: Literacy Across all content areas; developing a data driven culture, use of technology to improve student engagement, best-practices in improving instruction, and meeting the academic, social, and emotional needs of students. The professional development was provided by experts in-district and from outside consultants. Programs such as Imagine Learning, Compass Learning and Khan Academy were used to increase the use of instructional technology in the classroom and provide targeted instructional support to the students. The budget provided opportunities to hire specialists and staff members with specific skills to assist in building the capacity of administrative and teaching staff. The Director of Culture and Climate, technology specialist, and school improvement manager provided ongoing support around effective implementation of the SIG initiatives. The PMS is proud of the work of the transformation team and is confident in their ability to continue to develop and become the decision making force in the school.

Additionally, under separate attachment, the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.

Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	94.27	93.85	93.72	94.33		<p>The Transformation team has established the following procedures for 2014-15;</p> <ul style="list-style-type: none"> • PBIS Calendar of incentives • Grade Level Morning Meetings • Revision of Student Handbook • Monthly Attendance Celebrations <p>This year's program were as follow;</p> <ul style="list-style-type: none"> • Morning Open Gym Program • Grade Level Morning Meetings • After school programs 	<p>PMS will continue the initiatives that have been successful in improving student attendance, assembly programs, home visits, and early morning programming. PBIS will continue the work the beginning of school to reinforce the expectations of good attendance. Parent meetings, orientation and open house, will emphasize the attendance expectations.</p>

						<ul style="list-style-type: none"> • Strategic Tutoring • Dances • Perfect Attendance Rewards • Home Visits • Smart Goals 	
Teacher Attendance	94.46	88.76	88.30	87.93		<p>Transformation team has established the following procedures for 2014-15;</p> <ul style="list-style-type: none"> • Monthly Attendance Celebrations • Revision of Student Handbook allowing teacher input to the procedures • Monthly Culture and Climate meetings for teacher input • Master Schedule adjustments that allow teacher collaboration <p>This year we did the following;</p> <ul style="list-style-type: none"> • Monitored teacher attendance by building principal • Recognize teachers with outstanding attendance • Meetings with teachers with chronic attendance issues • Culture and Climate committee to assess teacher concerns • Transformation Team analyzed teacher rational for absenteeism attendance and administration addressed the concerns 	<p>Teacher attendance, even though slightly higher than the 2013-14 school year, remains below the expected target number.</p> <p>Staff morale has improved as evidenced by participation in events, conversations at Communities of Practice meetings, and evaluation forms for professional development sessions.</p> <p>The PBIS and Transformation Teams will continue to support teachers and provide opportunities for teacher voice.</p>
Office Discipline Referrals	5.8	10	8	8.6		<p>Transformation team has established the following procedures for 2014-15;</p> <ul style="list-style-type: none"> • Start of the Alternative Program • PBIS Calendar of events for positive behavior 	<p>For the 2015-16 school year, PMS will implement an alternative program within the middle school building. Planning for the program has begun and will continue throughout the summer. Students will</p>

<p>have an action plan to continue to provide supports to the students. In addition, the alternative program students will participate in a summer academy to continue to provide the students with academic and social/emotional supports.</p>	<ul style="list-style-type: none"> • Revision of the student handbook to clearly delineate acceptable & unacceptable behavior • SMART goals for all students • Increased Parent contact via home visits & parent workshops • FBA & BIP for students that display unacceptable behavior • Restorative Justice • Peer Mediation • Pride Academy • Principal Round Table 						
<p>PMS will continue to offer an extensive array of programming for students both after-school and before-school. Specific attention will be given to ensure that all students have opportunities to participate in the activities and are of interest to them.</p>	<p>PMS offered many opportunities for extended learning time throughout the 2014-15 school year. Activities included: academic support and tutoring, academic enrichment, sports clubs, dance, etc...Programs were provided before and after school.</p>		101.1	77.86	58.93	0	<p>Extended Learning Time</p>

Note: Please also refer to the attached USDoE Attachment to the Continuation Plan that addresses citations from the USDoE monitoring visit in spring of 2015.

Statement of Objectives/Goals:
as of 7/6/2015

Attachment to Continuation Plan

To implement, monitor and review the technical assistance strategies and recommendations from the USDOE SIG visit to Poughkeepsie Middle School

What Needs to be Done	By Whom	By When	What Resources	What Evidence Indicates Progress	How and When Will Evidence be Gathered
Develop plan and timeline of professional development and training	Assistant Superintendent for Curriculum, Instruction, and Grants Management, Principal at PMS	Completed plan by August 31, 2015	Not Applicable	Completed plan by August 31, 2015; Progress updates on plan by July 15, 2015, August 1, 2015, and August 15, 2015.	Meeting agendas, sign-in sheets, implementation calendar, and progress notes at the end of each progress period: 7/15/15, 8/1/15, and 8/15/15.
Train all staff members on use of instructional technology, literacy across content areas, instructional strategies, and common core alignment and instruction according to developed plan and timeline.	Principal, Assistant Principals, Literacy Coach, Transformation Team Members	Beginning September 8, 2015, Superintendent's Conference Day and continuing throughout the school year based on professional development calendar.	Professional Development Budget.	Document the number of teachers implementing initiative, level of implementation before the initiative and at various intervals throughout the school year.	Evidence will be gathered during FILW, Professional Development Sessions, Feedback Forms, Surveys, PLCs. Transformation team will monitor plan on a monthly basis during team meetings.
Conduct comprehensive training for all staff members on new equipment, differentiated based on skill level	Director of Technology, Transformation Team Members, Teacher Leaders	Beginning September 8, 2015, Superintendent's Conference Day and continuing throughout the school year based on professional development calendar.	Professional Development Budget.	Document the number of teacher using new equipment, level of implementation before the PD and at various intervals throughout the school year.	Evidence will be gathered during FILW, Professional Development Sessions, Feedback Forms, Surveys, PLCs. Director of Technology and Transformation team will monitor plan on a monthly basis during team meetings.
Develop a communication strategy for each stakeholder group to explain the new approach to addressing behavior.	Principal, Assistant Principals, Culture and Climate Admin, PBIS Team Members	By September 2015 and ongoing to modify and adjust	PBIS Budget	Use of surveys by stakeholders. Decrease in parent complaints. Decrease in student referrals. Decrease in disciplinary infractions. Increase in student and staff attendance. Increase in parent involvement activities.	Survey data, attendance data, discipline data, PBIS meeting minutes.
Create an addendum to FILW to assess use of instructional technology in the classrooms.	Assistant Superintendent for Curriculum, Instruction, and Grants Management, Director of Technology.	Create during the Summer of 2015 for implementation in September 2015.	Not applicable	Completed addendum by July 31, 2015.	Meeting agendas, sign-in sheets, pilot addendum during summer school.
Monitoring of Implementation and Effectiveness: Assistant Superintendent for Curriculum, Instruction, and Grants Management will oversee the implementation and monitoring of all activities outlined in the attachment.					

Public Notification and Hearing Requirements Template

**Poughkeepsie CSD:
Poughkeepsie High School
Poughkeepsie Middle School**

Directions: Please provide a brief description of how the district has met each requirement listed and list the evidence that the district has attached to this template proving that the requirement has been met. Examples of evidence can include, but are not limited to notification letters sent to parents/guardians translated into several languages, flyers announcing the hearing, sign in sheets, links to the page on the district website where the notification was posted, etc.

Requirement within Commissioner's Regulation §100.19(c)	How has the district met this requirement? Please provide a brief description.	List of evidence attached to this form for each requirement.
<p>The initial meeting or hearing must be held no later than 30 calendar days following the designation of the school. Subsequent annual hearings shall be held within 30 calendar days of the first day of student attendance in September of each school year that the school remains identified as Struggling or Persistently Struggling.</p>	<p>The initial hearings were held within 30 days following the designation of both the Poughkeepsie High School and Poughkeepsie Middle School as "Struggling." The initial hearings were held on August 11, 2015 for the Struggling schools identified within the Poughkeepsie CSD (Poughkeepsie High School and Poughkeepsie Middle School).</p> <p>In accordance with the Receivership requirements, subsequent annual meetings will be held within 30 calendar days of the first day of student attendance in September of each school year that the schools remain identified.</p>	<p>Please see the attached documentation which identifies notification on the district website http://www.poughkeepsieschools.org/ as well as the agenda, attendee sign-in sheets, and feedback forms completed for each school.</p>
<p>At least ten calendar days prior to the meeting or hearing, the school district must provide written notice of the meeting time and location to parents or guardians of students attending the identified school.</p>	<p>Written notice of the meeting time and location to parent/guardians of students attending the Poughkeepsie High School and Poughkeepsie Middle School was provided on July 24, 2015, minimally, ten calendar days prior to the hearings.</p>	<p>Please see the attached documentation which identifies the notification provided to parents/guardians via the district website http://www.poughkeepsieschools.org/. Additional communication was provided through the written postings on each school building, the <i>Poughkeepsie Journal</i> newspaper, School Messenger, and posted on the district Board of Education page at http://www.poughkeepsieschools.org/board/boarddocs/.</p>

Requirement within Commissioner's Regulation §100.19(c)	How has the district met this requirement? Please provide a brief description.	List of evidence attached to this form for each requirement.
<p>The district is required to provide translators at the public meeting, as well as translations of the written notice into languages most commonly spoken in the school district and when appropriate, into the recipient's native language or mode of communication.</p>	<p>The school district provides translations in Spanish, which is the most commonly spoken language in the school district. The district contracts with EnEspañol to translate all presentations at meetings when appropriate. Also note, translation services are available at each public meeting and all handouts (i.e., agendas, sign-in sheets, feedback forms) are provided in both English and Spanish.</p>	<p>Please refer to the website http://www.poughkeepsieschools.org/ as well as the attached documentation as evidence of all handouts (i.e., agendas, sign-in sheets, and feedback forms) provided in both English and Spanish. The district does provide translations services, in Spanish, at all presentations and public meetings. If EnEspañol representatives are not available at the time needed for the meeting translation, the Superintendent and other district staff that are bilingual are available to offer translation at a moment's notice. At the public hearing held on September 17, 2015, the Superintendent asked, in Spanish, if anyone in the audience required Spanish translation services and all present indicated "no." However, district staff that are bilingual were on hand to provide translation services. Also please note that on the district website other language translations are now available for all written materials available to the public.</p>
<p>In order to maximize opportunities for the participation of the public and parents of, or persons in parental relation to, students attending the school, the public meeting or hearing shall be held at the school building in the evening hours or on Saturday, to the extent practicable.</p>	<p>In order to maximize opportunities for the participation of the public and parents of, or persons in parental relation to, students attending the school, the public hearings were held at the Poughkeepsie High School. Please note that the Poughkeepsie CSD is a 4.5 mile radius with the Poughkeepsie High School and Poughkeepsie Middle School located across the street from one another on the south side of the district.</p> <p>The public hearings were held on Tuesday, August 11, 2015, at 7:00 p.m. Hearings for both schools took place from 7:00 p.m. – 10:00 p.m.</p>	<p>Please see the attached documentation identifying the specific time periods for both schools addressing questions and comments pertinent to both schools. (i.e., agenda, etc.)</p>

Requirement within Commissioner's Regulation §100.19(c)	How has the district met this requirement? Please provide a brief description.	List of evidence attached to this form for each requirement.
	Although the agenda indicates the conclusion of the meeting as 9:00 p.m., the Superintendent of Schools and Board of Education continued the hearings to address questions, comments, and concerns from the audience.	
The district must provide reasonable notice to the public of such public meeting or hearing by posting the notice on a school district website, if one exists, posting the notice in schools and school district offices in conspicuous locations, publishing the notice in local newspapers or other local publications, and/or including the notice in school district mailings and distributions.	The district provided reasonable notice to the public of such public hearing by posting the notice on the website, posting the notice in schools and school district offices in visible locations, publishing the notice in the local newspaper, the <i>Poughkeepsie Journal</i> , as well as utilized School Messenger in English and Spanish. Notification of the meeting time and location to parent/guardians of students attending the Poughkeepsie High School and Poughkeepsie Middle School was provided on July 24, 2015.	Please see the attached documentation which identifies notification provided to parents/guardians via the district website http://www.poughkeepsieschools.org/ . Additional communication was provided through the written postings on each school building, the <i>Poughkeepsie Journal</i> , the district school messenger, and posted on the district Board of Education page at http://www.poughkeepsieschools.org/board/boarddocs/ .
A school district shall also provide translations of the notice into the languages other than English that are most commonly spoken in the school district.	The school district provided translations of the notice in Spanish, the language most commonly spoken in the school district. Approximately 30% of the families in Poughkeepsie CSD are Hispanic/Latino.	Please see the attached documentation which identifies all written notification provided in English and Spanish available to our community. Also note the public notification found on the district website at http://www.poughkeepsieschools.org/ . The School Messenger was also utilized in both English and Spanish to communicate to families in the Poughkeepsie CSD, specifically Poughkeepsie High School and Poughkeepsie Middle School.
At least one week prior to the meeting, the district must	One week prior to the public hearings, the district provided public notice of the time and place of the	Please see the attached documentation which identifies notification provided to parents/guardians via the district

Requirement within Commissioner's Regulation §100.19(c)	How has the district met this requirement? Please provide a brief description.	List of evidence attached to this form for each requirement.
provide public notice of the time and place of a public meeting or hearing scheduled and give such notice to the news media and conspicuously post the information in one or more designated public locations at least 72 hours before such hearing.	public hearings scheduled, provided such notice to the news media, and visibly posted the information on every school building as part of the public notification process. In addition, the notice was posted at the Jane Bolin Administration Building where all public notifications are shared with the community.	website http://www.poughkeepsieschools.org/ . Additional communication was provided through the written postings on each school building, the <i>Poughkeepsie Journal</i> , the district School Messenger, and posted on the district Board of Education page at http://www.poughkeepsieschools.org/board/boarddocs/ .
The district must provide members of the public who are not able to attend such public hearing with the opportunity to provide written comments and feedback in writing and/or electronically.	The district provided members of the public, who were not able to attend such public hearings, with the opportunity to provide written comments and feedback in writing and electronically via Citizen's Corner on the district website. Additionally, feedback forms in English and Spanish were provided.	Please see the attached documentation identifying the opportunity for the members of the public to provide written comments and feedback electronically via Citizen's Corner on the district website at http://www.poughkeepsieschools.org/ . Additionally, please see the attached sample feedback form provided in both English and Spanish at the public hearings held on August 11, 2015. FAQs have been posted on the district website and will continue to be updated as questions/comments are received.

**COMMUNITY ENGAGEMENT TEAM (CET)
RECOMMENDATIONS FOR**

POUGHKEEPSIE MIDDLE SCHOOL

District Contact: Dr. Nicole Williams/Mrs. Tracy Farrell
(Note: page references in the first column reference pages of submitted CET Recommendation forms collected through multiple opportunities)

CET RECOMMENDATION	RECOMMENDATION INCORPORATED, INCORPORATED WITH MODIFICATIONS, OR NOT INCORPORATED INTO THE PLAN?	SUPERINTENDENT RECEIVER RATIONALE FOR DECISION	WHERE IN THE PLAN HAS THE RECOMMENDATION BEEN INCORPORATED, IF APPLICABLE? PLEASE PROVIDE THE PAGE NUMBER AND SECTION IN THE PLAN WHERE THE RECOMMENDATION HAS BEEN INCORPORATED.
CET Page 1 Document not accessible/language was foreign	Not incorporated at this time.	This recommendation needs clarification; the recommendation is not clear as to if the language was "foreign" or not comprehensible in English.	
Parents seem to be left out of the picture in this plan.	Incorporated	Improvements in communication and collaboration with parents and community are being incorporated into the plan.	Improvements in communication and collaboration with parents and community are defined on page 15-16.
Parents, caregivers, and community stakeholders should be included in the plan.	Incorporated	Improvements in communication and collaboration with parents and	Improvements in communication and collaboration with parents and community are defined on page 15-16.

Parents need to be pulled-out from house into the school. There is a deeper issue. Teachers need resources to engage with parents.	Incorporated	Improvements in practices and procedures to communicate with parents' needs improvement.	Improvements in practices and procedures for communication is already defined on page 15 and 16.
Would like to see the parent portal back – make it user friendly (smart phones)	Not incorporated into the plan at this time.	The district/school website provides direct access to the parent portal.	Please see http://www.poughkeepsieschools.org/parents/infinite-campus-parent-portal/
Bringing some program/format upward bound into the regular school year.	Not incorporated into the plan at time.	Upward Bound is specifically designed for high school ages 13-19.	Please see: http://www2.ed.gov/programs/trioupbound/index.html http://www.marist.edu/academics/upwardbound/
Use Facebook as a venue communicating with the community and parents.	Not incorporated in the plan at this time.	The district/school website is linked to a Facebook page for community members.	Please see the district Facebook at: https://www.facebook.com/Poughkeepsie-City-School-District-202215079962374/timeline/
CET Page 2 Better communication with parents	Incorporated	Improvements in practices and procedures to communicate with parents' needs improvement.	Improvements in practices and procedures for communication is already defined on page 15 and 16.
Greater parent involvement	Incorporated	Improvements in practices and procedures to communicate with parents' needs improvement.	Improvements in practices and procedures for communication is already defined on page 15 and 16.

<p>More teachers using infinite campus portal</p>	<p>Not incorporated into the plan at this time.</p>	<p>The district/school website provides direct access to the parent portal.</p>	<p>Please see http://www.poughkeepsieschools.org/parents/infinite-campus-parent-portal/</p>
<p>CET Page 3 End opt out; add more pop quizzes; study halls</p>	<p>Not incorporated at this time.</p>	<p>This recommendation needs clarification; the recommendation is not clear as to what goal or purpose would be to add more pop quizzes and study halls. The district emphasizes the importance of student participation in the State assessments as an evaluative measure for improvement.</p>	
<p>CET Page 4 Having workshop for parents to learn how to do the math work</p>	<p>Incorporated</p>	<p>Workshops for parents are designed to provide information on Common Core and homework help.</p>	<p>Parent University forums are the avenue cited on page 15 that allow for information to be shared with parents related to Common Core materials and homework help.</p>
<p>CET Page 5 Get rid of common core</p>	<p>Not incorporated at this time</p>	<p>The district/school has implemented Common Core in acceptance of additional grant</p>	

			<p>funding provided through the School Improvement Grant targeted at improvements in student achievement. Common Core curricula is a requirement of the improvement plan.</p>	
Discipline and follow through	Incorporated		<p>Discipline initiatives are incorporated throughout the plan and will continue through the 2015-16 school year.</p>	<p>Discipline initiatives and data analysis is defined on Page 13, 14, 16 and 20 of the plan.</p>
Adhere to dress code every day with every child	Not incorporated specifically into the plan at this time		<p>The dress code is incorporated into the Code of Conduct for the district which is board policy.</p>	<p>Please see http://www.poughkeepsieschools.org/wp-content/uploads/READY-FOR-PRINT-AND-DISEMINATION-Code-of-Conduct-2015-16-08132015.pdf referencing the district's Code of Conduct.</p>
Don't let any child slide through/make sure they are ready to move on	Incorporated		<p>The master schedule has been created to address gaps in student support and ensure that every child is college and career ready.</p>	<p>The information related to the master schedule established to address gaps in student support to ensure every child is college and career ready is defined throughout the instruction plan on pages 8-13.</p>
CET Page 6 Text books for every class	Not incorporated specifically into		<p>This recommendation needs clarification;</p>	<p>Curriculum information is cited on page 7.</p>

	the plan at this time	the recommendation is not clear as to what specific content area or not. Most core courses have resources available for each student to utilize a textbook from home as well as in the classroom. Parent and community members can reference EngageNY for additional resources on curriculum.	
CET Page 7 Discipline alternatives	Incorporated	Discipline initiatives are incorporated throughout the plan and will continue through the 2015-16 school year.	Discipline initiatives and data analysis is defined on Page 11-13, and 22 of the plan.
CET Page 8 Thank you for all your hard work		No comment required	
CET Page 9 Happy to see teachers confident and competent and concerned		No comment required	
CET Page 10 Better communication with parents	Incorporated	Improvements in practices and procedures to communicate	Improvements in practices and procedures for communication is already defined on page 15 and 16.

		practices needs improvement.	
I found out about open house 20 minutes before hand – unacceptable.	Incorporated	Improvements in practices and procedures to communicate practices needs improvement.	Improvements in practices and procedures for communication is already defined on page 15 and 16.
CET Page 11 Mediator for bullying	Incorporated	Anti-bullying initiatives are approved in the plan and will be expanded upon for 2015-16.	Anti-bullying and culture-building activities continue to be further implemented across the District – see page 13-14.
CET Page 12 Why is there a lack of white copy paper for teachers?	Not incorporated in this plan at this time	This recommendation needs clarification. Most core courses have resources available for each student to utilize a textbook from home as well as in the classroom. Parent and community members can reference EngageNY for additional resources on curriculum.	Curriculum information is cited on page 7-8.
Social studies books are being shared between three 6 th grade teachers on team Marist...that is ridiculous. Especially when during	Not incorporated specifically into	Most core courses have resources available for each	Curriculum information is cited on page 8.

<p>orientation the school was given more money in the budget.</p>	<p>the plan at this time</p>	<p>student to utilize a textbook from home as well as in the classroom. Parent and community members can reference EngageNY for additional resources on curriculum.</p>	
<p>Some teachers are teaching two or more subject – how or why is this? Are they trained/certified/educated?</p>	<p>Incorporated</p>	<p>Issues addressing trained and certified staff are a focus of the district/school. FLWs are incorporated to provide immediate feedback to principals and teachers on improvements in instruction.</p>	<p>Issues addressing trained and certified staff are a focus of the district/school as defined on page 2 and 3.</p>
<p>Syllabus were not sent home (lack of paper) unacceptable</p>	<p>Not incorporated at this time</p>	<p>This recommendation needs clarification. Most core courses have resources available for each student to utilize a textbook from home as well as in the classroom. Parent and</p>	<p>Curriculum information is cited on page 8.</p>

			community members can reference EngagenY for additional resources on curriculum.	
CET Page 13 Communication in a timely manner	Incorporated		Improvements in practices and procedures to communicate needs improvement.	Improvements in practices and procedures for communication is already defined on page 15 and 16.
CET Page 14 Step team	Not incorporated into the plan at this time.		The Step Team was led by a teacher at the high school who is no longer in the district.	
CET Page 15 L oc ninos debenbenir being bestidos	Not incorporated specifically into the plan at this time		The dress code is incorporated into the Code of Conduct for the district which is board policy.	Please see http://www.poughkeepsieschools.org/wp-content/uploads/READY-FOR-PRINT-AND-DISSEMINATION-Code-of-Conduct-2015-16-08132015.pdf referencing the district's Code of Conduct.
CET Page 16 Better communication	Incorporated		Improvements in practices and procedures to communicate needs improvement.	Improvements in practices and procedures for communication is already defined on page 15 and 16.
Books	Not incorporated specifically into the plan at this time		Most core courses have resources available for each student to utilize a textbook from home as well as in the classroom.	Curriculum information is cited on page 8.

		Parent and community members can reference EngageNY for additional resources on curriculum.	
Afterschool	Incorporated	ELT programming is provided before school, after school, and on Saturdays.	ELT programming is defined on page 11.
In school suspension	Not incorporated at this time	This item needs further clarification.	Suspension monitoring information is addressed on page 13.

I assert, by signing this document that I have received, reviewed and responded to each of the recommendations from the Community Engagement Team forwarded to me regarding the school intervention plan for this school.



Superintendent Receiver Signature

10/19/2015

Date

Poughkeepsie City School District

Delivering on the promise of a high-quality education

Every child. Every day. Every classroom.

Community Engagement Plan Template

Directions: Please answer the following questions to meet the requirements of Commissioner's Regulation §100.19 (c)(3).

1. How were stakeholders consulted in the development of the Community Engagement Plan?

Stakeholders, including the principals of both schools designated as "Struggling," staff members from each school designated as "Struggling," parents of students in each school designated as "Struggling," student representatives in each school designated as "Struggling," community members from across the Poughkeepsie City School District, and community-based organizations were invited to participate in a community engagement meeting held on July 28, 2015 (see the attached agenda and sign-in sheets), immediately following the 2-day New York State Receivership conference on July 22 and 23 to proactively begin the process of including the voices of stakeholders in the "Intervention in Struggling Schools through the Receivership" process. The Community Engagement planning process was established in the Poughkeepsie City School District 24 months ago under the leadership of the new superintendent to ensure that there was an established process of working collaboratively with and through stakeholder groups to address the performance of the 4 Elementary schools designated as Focus schools and the middle and high school designated as Priority Schools; to address the performance of the District and the designation as Priority; and to strategize through a "collective impact" framework to improve student outcomes. The community engagement planning process is the "shared decision-making vehicle for information sharing, consultation, and active involvement in decision-making, with respect to the Receivership and specific recommendations for Poughkeepsie Middle School and Poughkeepsie High School (the two schools designated as "Struggling").

Participants in the community engagement meeting, held on July 28th, were provided with the opportunity to "shape" the next stages of the Community Engagement Plan and engagement process, specifically addressing Commissioner's Regulations 100.19 and Education Law, Subpart E of Chapter 56 of the Laws of 2015, section 211-f. The Public Hearing for both the Poughkeepsie Middle School and Poughkeepsie High School was held on August 11, 2015 (please see the attached agenda, sign-in sheets, and feedback forms that were used to collect questions, comments, concerns, and recommendations). In accordance with the "20 business days following the identification of the school as Persistently Struggling or Struggling, the Poughkeepsie City School District established a Community Engagement team charged with the responsibility of developing recommendations for improvement of the school and for soliciting input regarding the recommendations through public engagement."

Please see the notice, in both English and Spanish, which was placed on the Poughkeepsie City School District (PCSD) website, sent via School Messenger voicemail to all staff in the district, students and families in both schools identified as "Struggling" and to the local newspaper, The Poughkeepsie Journal.

Public Notice of a "Public Hearing" of the intervention in "Struggling Schools" through Receivership, which will be held on Tuesday, August 11, 2015 for both Poughkeepsie High School

Poughkeepsie City School District

Delivering on the promise of a high-quality education

Every child. Every day. Every classroom.

(PHS) and Poughkeepsie Middle School (PMS). PHS and PMS are designated as "Struggling Schools." Struggling schools are defined as schools that have been identified since 2012-2013 as Priority Schools (i.e., among the lowest performing 5 percent of schools in the state).

Notice is hereby given that the Poughkeepsie City School District Board of Education will hold a Public Hearing on the performance and concept of Receivership for both Poughkeepsie High School and Poughkeepsie Middle School. All stakeholders-- parents/guardians, staff members, students, and community members-- are encouraged to attend.

Event: Public Hearing on Receivership for PHS and PMS

Location: Poughkeepsie High School Auditorium, 70 Forbus Street, Poughkeepsie, NY 12603

Time: 7:00pm

Aviso Público de una "Audiencia Pública" de la intervención en las escuelas "Luchando" por suspensión de pagos, que se llevara acabo de el Martes, 11 de Agosto, 2015 para ambas escuelas secundarias Poughkeepsie High School (PHS) y Poughkeepsie Middle School (PMS). EL PHS y PMS se designan como "Luchando Las Escuelas." Luchando las escuelas se definen como las escuelas que se han identificado como prioritarios desde 2012-2013 2012-2013 2012-2013 Las Escuelas (es decir, entre los más bajos de 5 por ciento de las escuelas en el estado).

Aviso es dado que la Ajunta de Educacion de el Distrito Escolar de la Ciudad de Poughkeepsie llevara a cabo una Audiencia Pública sobre el desempeño y el concepto de la quiebra tanto para las dos escuelas secundarias de Poughkeepsie. Todas las partes interesadas-- los padres o tutores, los miembros del personal, estudiantes, y miembros de la comunidad-- se les anima a asistir.

Evento: Audiencia Pública sobre La Quiebra de PHS y PMS

Ubicación: Poughkeepsie High School Auditorium, 70 Forbus Street, Poughkeepsie, NY 12603

Hora: 7:00 PM

- 2. How are members of the Community Engagement Team selected? What is the process for modifying the membership of the Community Engagement Team or filling vacancies? Please note: the administrator, teacher, and parent members of the Community Engagement Team must be selected through the process established in Commissioner's Regulation 100.11(b).**

Members of the Community Engagement Team were selected through a robust community engagement process following the guidelines of Commissioner's Regulations 100.11. The core members of the school community were selected through the process established in Commissioner's Regulations 100.11(b) addressed in the adopted district plan for the participation by teachers and parents with administrators and school board members in school-based planning and shared decision-making. The district plan was developed in collaboration with a committee comprised of the superintendent of schools, administrators selected by the Poughkeepsie Public Schools Administrative Association (PPSAA), teachers selected by the Poughkeepsie Public Schools Teachers' Association (PPSTA), and parents from the PTA/PA selected by school-related parent organizations.

In the event that membership of the Community Engagement Team is needed due to modifying team members or filling vacancies, the Community Engagement Team will refer to the process established in Commissioner's Regulations 100.11(b) addressed in the adopted district plan and

Poughkeepsie City School District

Delivering on the promise of a high-quality education

Every child. Every day. Every classroom.

solicit additional/new vacancies by stakeholder groups ensuring that diversity of representatives from administrators, teachers, and parents.

3. What is the manner and extent of the expected involvement of all parties in developing recommendations regarding implementation of school receivership (i.e., the Community Engagement Team, Superintendent Receiver, the district, the school based leadership team)?

The manner and extent of the expected involvement of all parties in developing recommendations regarding the implementation of school receivership will follow the guidelines of Commissioner's Regulations 100.11. Collective Bargaining agreements between teachers and administrators will be negotiated with the Receiver as per the guidelines of Commissioner's Regulations 100.11. Parent and Community Engagement Team (CET) will develop recommendations for improvement of the school and solicit input through public engagement. The team will present its recommendations periodically to school leadership, and to the Receiver, as applicable.

4. How will the Community Engagement Team conduct meetings and formulate recommendations?

The Community Engagement Team will conduct meetings on a biweekly basis. The mission – critical work of formulating recommendations, soliciting input, and sharing information in a timely manner with the public, will move forward in a phased approach, with strategic actions and timelines, as outlined in Commissioner's Regulations 100.19 and Education Law, Subpart E of Chapter 56 of the Laws of 2015, section 211-f. Each SMART (specific, measurable, achievable, realistic, time-bound) goal outlined in the strategic action plan, focused on ensuring that the school makes “demonstrable progress” on the specified metrics will be prioritized for the short-term and long-term.

5. How will the Community Engagement Team solicit public input?

The Community Engagement Team will solicit public input through a variety of forums including, but not limited to:

- Website comment section
- Community Forum Question and Answer sessions
- Community Forum feedback forms
- Announcing meeting times and invitations for the public to observe and participate
- Regular outreach that invites the public to email/call/speak to representatives

Poughkeepsie City School District

Delivering on the promise of a high-quality education

Every child. Every day. Every classroom.

6. How will the Community Engagement Team make public its recommendations?

The Community Engagement Team will ensure that its recommendations are made public through announcements utilizing the local newspaper, Poughkeepsie Journal; postings on the Poughkeepsie City School District website Citizens Corner; specific agenda items for board meetings dedicated to sharing the CET recommendations; as well as district robo call outreach indicating updates on the district website or other locations the information is available, in English and Spanish.

7. How will the Community Engagement Team be provided with the information necessary to assess the implementation of the comprehensive education plan or department-approved intervention model?

The Community Engagement Team will be provided—via email, hard copy at meetings, and accessible on the website-- with all necessary information to assess the implementation of the New York State department-approved School Improvement Grant. Poughkeepsie Middle School is entering year 3 of SIG (Cohort 4) funding for the 2015-2016 school year. Poughkeepsie High School is operating on a SIG (Cohort 2) continuation plan for the 2015-2016 school year. The teams will develop recommendations for improvement of the schools and solicit feedback from all stakeholders through a continuous feedback loop through public meetings, the website Citizens Corner in English and Spanish, surveys, and through School Messenger phone outreach.

8. How will the Community Engagement Team coordinate its work with any school based management/shared decision making team or school building leadership team that is operating in the school?

The Community Engagement Teams for both the middle school and the high school are the "Transformation Teams," as established in Commissioner's Regulations 100.11(b), and were in place under the School Improvement Grants (SIG) during the 2014-2015 school year and will continue under Receivership in the 2015-2016 school year. As Priority schools, the Community Engagement Team (which will be expanded to include student representation in the 2015-2016 school year) will continue to coordinate its work with all school-based management/shared decision-making teams (i.e., the Building Council and Data Teams at both the middle school and high school) operating in both school communities. The coordinated efforts are strategic as there are liaisons that serve on multiple teams (i.e., the PPSTA building representative for teachers serves on the Data Team, Building Council, and CET) which allow for cross-pollination of ideas and the sharing of information on a regular basis. The CET meets once or twice per month as do the Data Teams. The Building Council formally meets once per month.

Poughkeepsie City School District

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

Organizational Coherence Effectiveness Framework District Leadership Team Member School Assignments

Administrator(s)		Yellow	Green
Dr. Williams, Superintendent of School	PHS/PMS/Warring/PACE	Clinton	Krieger/Morse
Dr. Cook, Deputy Superintendent for Operations	Clinton/PACE	Warring	PHS
Mrs. Tracy Farrell, Assistant Superintendent of C/I/Grants	PMS/PHS	Krieger	Morse
Dr. Elizabeth Ten Dyke, Director of Data Analysis and Accountability	PHS	PMS/PACE	ELC
Dr. Steve Rappleyea, Executive Director of Special Education	PHS/PMS	Morse/Krieger	Warring/Clinton
Mrs. Felicia Schinella, Director of Special Education	PACE	Clinton/ELC	Waring
Ms. White, Interim Curriculum Coordinator/Teacher Evaluation	Warring 5 days	Morse For FILW and evaluation purposes only	PMS For FILW and evaluation purpose only; Superintendent's Hearings, and DTSDE
Mr. Mager, Interim Coordinator for 21st Century Grants	Morse	ELC	Krieger
Mrs. Cherry, Coordinator of Family and Community Engagement	Morse 5 Days	Clinton For FILW	Superintendent's Hearings, Paren Engagement/Initiatives, Operation Graduation
Mr. Weir, Assistant Principal	Krieger (3)	Warring (2)	ELT, Evaluations, and PD
Ms. Nicole Penn, Assistant Principal	Morse (3)	Clinton (2)	ELT, Evaluations, and PD

Red: Level 1 Support to Principals

- District administrators are scheduled to visit their assigned school 5 days a week;
- Act as the sole support for principals, building capacity at the school level; and throughout the organization to focus on teaching and learning (75% shift of time spent in classrooms);
- Help principals by removing obstacles and impediments on the academic and operational sides/improve use of instructional time (time on task);
- Cultivate excellence in leadership and instructional practices;
- Perform three Focused Instructional Learning Walks (FILWs) (engagement/students "opt-in") with the principal to improve the instructional core, with immediate high-yield feedback to teachers/principal- "*Mission Literacy*," Scholastic, Imagine Learning;
- Monitoring attendance, discipline, and academic data and providing targeted recommendations for improvement (draw on *Leverage Leadership* by Paul Bambrick-Santoyo, see Chapter 1);
- Focus on supporting the principal in the school's areas of growth/"grows." (Draw on *Leverage Leadership* by Paul Bambrick-Santoyo, see Chapter 8); and
- "Adopt" one or two children to tutor (*How are the Children* initiative).

Yellow: Level 2 Support Services (i.e., Title I, ENL, Guidance/SW/IST/Psychologist)

- District Administrators are scheduled to visit their assigned school 2 days a week;
- Focus on supporting results-driven coaching (coaching cycles, differentiated support for teachers, PD)- (draw on *Teach like a Champion* by Doug Reeves)
- Support with Imagine Learning, strategic tutoring initiative (provide targeted instructional support to students- grades 3, 6, 7, 8; high school strategic and peer-to-peer tutoring), Data Walls- attendance, discipline, and academics; and
- Monitoring the implementation of assessments to improve instruction (draw on *Driven by Data* by Paul Bambrick-Santoyo).

Green: Level 3 Support, Culture and Climate of the School

- District Administrators are scheduled to visit their assigned school 1 day a week;
- Perform building "learning walkthroughs," assessing the environment and tone of the school for students, staff, parents, and the community;
- How are students, staff, parents, and the community greeted? Is there a college-going culture? Is there a level of excitement and engagement in the school? Use of technology? Is there joy? When you "walk the walls," what do you "notice/wonder" about the learning in the school community?
- Check on and provide support for the school's current events/initiatives, data walls, "glows."

OVERVIEW OF POUGHKEEPSIE CITY SCHOOL DISTRICT FOCUS STRATEGIES (7 Schools)

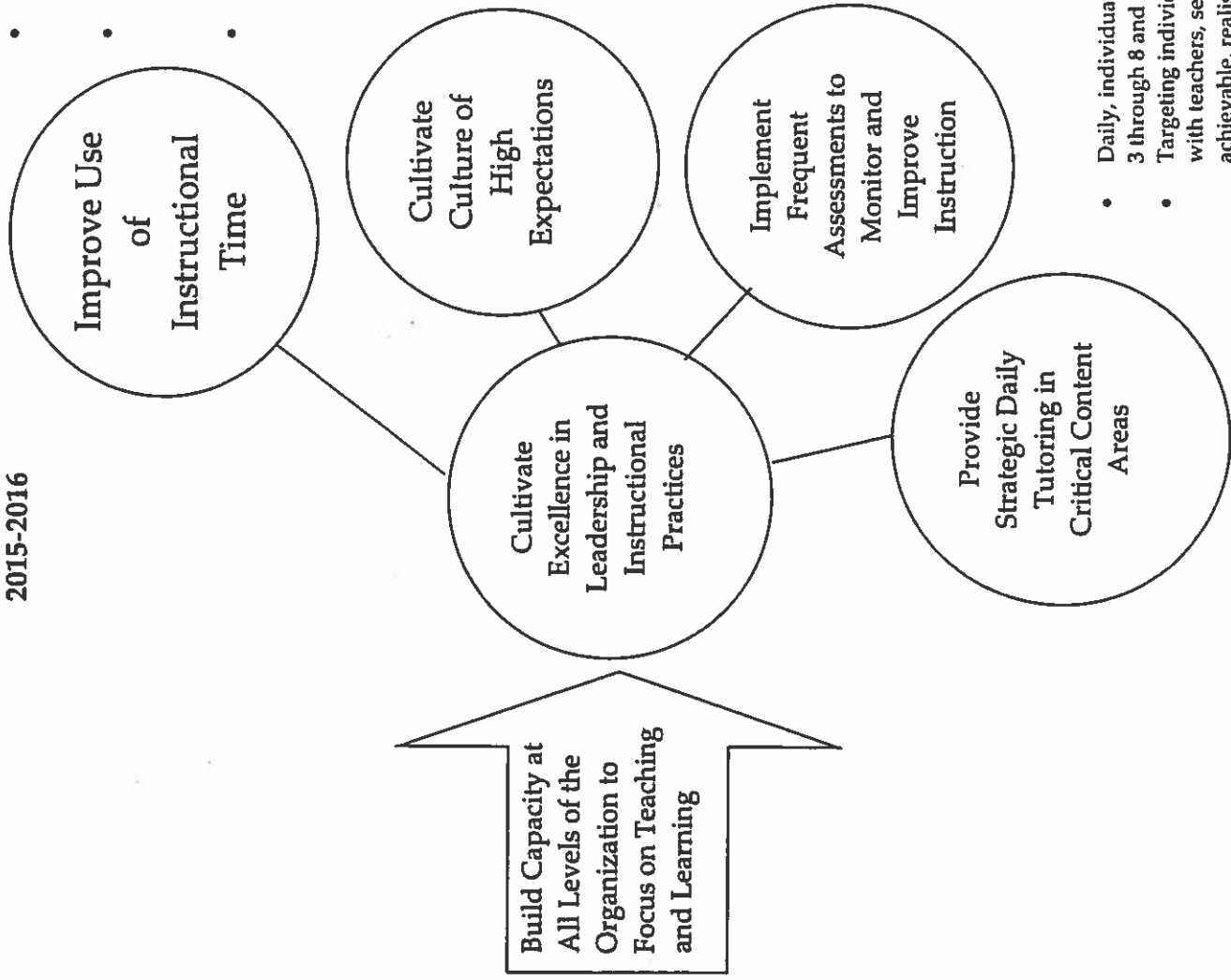
2015-2016

PCSD Focus District Strategies
 2 Priority/Receivership Schools – SIG (MS, HS, PACE 7-12)
 4 Focus Schools (Clinton, Krieger, Morse, Warring)
 1 In Good Standing (ELC)

Intensive Instructional Coaching and Support
 - Principal Coaching – Study Group Book *Leverage Leadership* by Paul Bambrick-Santoyo
 -Principal Networking
 -Modeling Observations, Feedback, Data-driven Instructional Protocols, Focused Instructional Learning Walks (FILW), Mission Literacy

Monitor and Support Key Initiatives
 -Strategic Tutoring
 -Formative Assessments- Benchmarks (MAP/NWEA), Imagine Learning
 -Scholastic Literacy
 -Performance Management (APPR - NYSUT, Reeves)

Organizational Coherence
 - Removing obstacles (academic and operations)
 - Red/Yellow/Green- Priority School Assignments
 - 75% shift to instructional focus with school and classroom visits (FILWs-3 per day minimum)

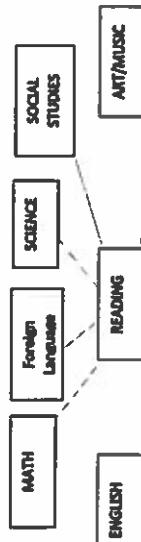


- Improve use of instructional time for student learning and increase student engagement- "opt-in" no "opt-out"
- Cultivate common planning time for teacher learning and collaboration ("communities of practice" model)
- Use EngageNY modules as the curriculum to support Common Core Learning Standards planning and implementation of the core curriculum
 - Cultivate a college-going culture (pennants, staff bios)
 - Robust learning environments (literacy as a key lever)
 - Student support systems (RTI, PBIS/Restorative Justice approach, Peer mediation, "peace circles")
 - Use of Instructional Technology
 - Imagine Learning (AIS and progress monitoring)
 - Progress tools/data dash-boards (attendance, discipline, academics)- Infinite Campus
 - Instructional systems that empower teachers to identify struggling students, (i.e., MAP/Regents assessments, Imagine Learning)
 - Data-driven approach to re-teaching, remediation, and small-group differentiation (study book: *Driven by Data* by Paul Bambrick-Santovo)
- Daily, individualized instruction in grades 3 through 8 and high school (Imagine Learning)
- Targeting individual student learning needs, coordinating with teachers, set SMART Goals (specific, measurable, achievable, realistic, time-bound)
- 30-60-90 day planning
- Strategic tutoring- Peer tutors, Community-based/Higher Education Partnerships, Administrators/Title teachers

Poughkeepsie City School District

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

Our Mission: LITERACY



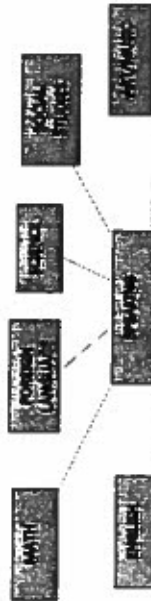
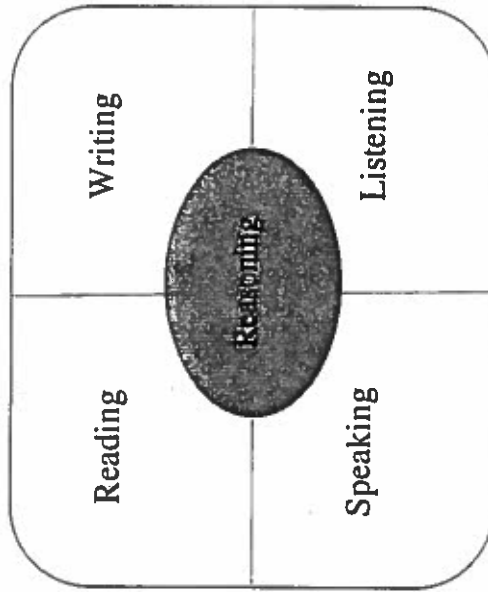
- For content (both literal and inferential)
- To apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- To research a topic
- To gather information
- To comprehend an argument
- To determine the main idea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



- To 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 summarize from listening attentively



- 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 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.





School meets and/or exceeds demonstrable improvement targets. The following sections provide detail on each of these areas, which are summarized below.

Key strategies being implemented at Poughkeepsie Middle/Model School include:

1. Creating a culture of high expectations and instructional excellence: Administrators complete "Focused Instructional Learning Walks," or "FILWs," on a daily basis. The expectation is that teachers receive job-embedded professional development through targeted feedback and coaching with regard to high-yield strategies focused on increasing student engagement and rigor in instruction (see attached FILW analysis for 2016-17).
2. Monitoring and improving instruction: PMS curricula reflect both Common Core learning standards and instructional shifts. Students with disabilities placed in self-contained classes (12:1:1 classes) receive daily, individualized literacy remediation through the implementation of Imagine Learning as well as the implementation of System 44 to support ELA instruction. In addition to the 8th grade AIS teacher implementing the Read 180/System 44 literacy program to support both remediation and enrichment; the Read 180/System 44 program model has been implemented in all 6th grade ELA, special education, and ENL classes. The District's "Mission Literacy" framework fosters explicit practice in inquiry-based, interdisciplinary reading, writing, speaking, listening and reasoning. English Language Learners (ELLs) receive comprehensive support in both stand-alone instruction and an integrated, co-teaching model. The use of formative and computer-adaptive assessment, including NWEA (Northwest Education Association) MAP (Measures of Academic Progress), provides teachers with data to group students and improve instructional focus. Teachers meet in regularly scheduled Communities of Practice to review data, share best practices, and collaboratively plan effective and engaging lessons.
3. Teachers receive high-quality professional development provided by educational partners including Houghton Mifflin Harcourt (HMH)/International Center for Leadership in Education (ICLE).
4. Cultivating a culture of high expectations: Strategies include full implementation of student support systems including Response to Intervention (RtI), Restorative Justice, Second Step, Positive Behavioral Interventions (PBIS) and support. PMS is creating a college-ready culture through purposeful partnerships with local colleges and universities. PMS is intentionally providing opportunities for students to interact with role-models through mentorships and expanded opportunities for meaningful parent and community engagement.

The following community engagement activities have been prioritized throughout the 2016-17 school year:

Community Engagement Team meetings:

The designated Community Engagement Team continues to conduct meetings on a biweekly basis. The mission-critical work of formulating recommendations, soliciting input, and sharing information in a timely manner with the public is moving forward in a phased approach. This process is characterized by strategic actions and timelines, as outlined in Commissioner's Regulations 100.19 and Education Law, Subpart E of Chapter 56 of the Laws of 2015, section 211-f. Each SMART (specific, measurable, achievable, realistic, time-bound) goal outlined in the strategic action plan is focused on ensuring the school makes "demonstrable progress" on the specified metrics and is prioritized for the short-term and long-term.

Key levers enacted by the Receiver to improve outcomes for students are:

- 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);
- 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.

In the third report, our assessment of Level 1 and Level 2 “Demonstrable Improvement” indicators continues to be conservative; most indicators are rated “red” or “yellow.” Building on the first and second quarterly reports, which provides a baseline assessment of the work to transform teaching and learning at Poughkeepsie Middle/Model School, the third quarterly report provides progress to-date on the demonstrable improvement metrics and key strategies through Receivertship. The team’s ongoing assessment and review of the work continues to take place through several committee forums including, but not limited to: the AFT/NYSUT conference held in NYC, ongoing community engagement committee meetings; academic affairs committee meetings; and student support services/Special Education meetings. The ratings, at this time, are modest and reflect the desire of the team to continue to take an in-depth, reflective, comprehensive review of the work, using empirical evidence to determine progress. An analysis of the demonstrable improvement indicators was reviewed in March 2017 and is attached to this quarterly report as evidence of the team’s ongoing assessment and review of the work that continues to take place as indicated above.

At the monthly faculty meetings, PMS staff members specifically discuss strategies to meet/exceed “demonstrable improvement” targets. Also, within the weekly “communities of practice” team meetings, ongoing discussions are targeted toward an action plan designed specifically to establish clear roles, responsibilities, and timelines for monitoring progress towards meeting “demonstrable improvement” targets. Regular communication from the principal to the staff using a Google classroom platform provides intentional focus on progress toward meeting/exceeding “demonstrable improvement” targets. The Google classroom acts not just as a unidirectional communication platform, but a repository for information and dialogue. “Demonstrable improvement” targets, specific to attendance, discipline, and academics are points of discussion at PTA meetings and parent forums.

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment results provide information about student academic progress. In the fall of 2016, the following percentages of students tested at the average, above average, or “high” levels of performance as per NWEA norms: in ELA grade 6: 34%, grade 7: 32%, grade 8: 44%. In math the following percentages of students tested at the average, above average or “high” levels of performance as per NWEA norms: Grade 6: 19%, grade 7: 20%, grade 8: 28%.

Results taken from the READ 180/System 44 programming implementation indicate that class by class success zone averages range from 73% to 82% for the period assessed. The success zone statistic is important because it indicates that students have demonstrated some level of Mastery with Grade level work in Read 180. Once students have completed their work in all their “instructional zones”. This complex mastery indicator captures multiple facets of reading mechanics and comprehension. (see Attached Read 180/System 44 reports)

Feedback from the January 2017 DTSDE District-led, school review continues to be at the forefront of next steps for Poughkeepsie Middle/Model School (PMS). Significant successes were noted, including:

- The school leaders and transformation team redesigned the master schedule for greater academic success. The 2016-17 schedule includes: focused transition times, a double block of ELA for all students, a W.I.N (What I Need) period and weekly Community of Practice (COP) meeting time for teacher collaboration.
- To further extend the mission literacy goal, the school leaders have initiated Read 180. A teacher at each grade level, 6th, 7th, and 8th grade is



effectively implementing the program.

- The school leaders consistently implement Focused Instructional Learning Walks (FILW) and feedback is provided to teachers.

The PMS leadership team continues to collaborate with the stakeholders of the school community to address action steps and recommendations that will impact the climate and culture of the building and in effect lead to improvements within the demonstrable indicators (see attached Data Review – Board of Education Presentation on April 25th, 2017).

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to QISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2017-18 school year. All prompts submitted under the "2017-18 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. **2017-18 Continuation Plan** sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level I)

LEVEL I Indicators

Please list the school's Level 1 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/N/G)	Based on the current implementation status, does the school expect to meet the 2016-17 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/5IG/5IF goals and or key strategies that 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) that demonstrate impact towards meeting the target.	2017-18 School Year Continuation Plan for Meeting this Indicator
Priority School make yearly progress	NA	Make Progress	Y	Yes	Evidence of "making yearly progress" continues to be consistently and robustly monitored as an overarching metric by which all others will be measured at the aggregate level. PMS continues to measure gains in student	FILW data submitted (see attached); demonstrable improvement indicators are being tracked and provided within; official ELA/math participation rates will be available in July. Unofficial ELA participation rate is 89%.	Based on the tracking of FILW Data through the school year using an electronic reporting and cataloging procedure, The Middle School instructional quality as it relates to engagement has shown strong incremental progress toward goals. At this point in the year	Consistent and robust support and monitoring of yearly progress by the District Administrative Team will continue for 2017-18. The Poughkeepsie CSD and Middle/Model School (PMS) leadership teams will



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

			<p>learning in classrooms through the lens of FILWs, which provides a unit of analysis at the granular level. PMS is recording noticeable improvements in engagement in classrooms (measured by cognitive demand of tasks and peer-to-peer collaboration), increases in the quarterly progress report cards of each student, data walls/dashboards with attendance, discipline, and academic targets. These indicators are promising that the yearly progress indicator will be realized for 2017.</p> <p>Throughout the reporting period, qualitative and quantitative data continues to be gathered through daily FILWs, the administrative team has observed changes in instructional practices and a culture of high expectations through conversations among teachers and students in the building.</p>	<p>we are projected to meet the goal for this locally selected indicator.</p>	<p>continue to measure gains in student learning in classrooms through the lens of FILWs, which provides a unit of analysis at the granular level. PMS will continue to record changes/improvements in engagement in classrooms (measured by cognitive demand of tasks and peer-to-peer collaboration), monitor the results of the quarterly progress report cards of each student, and monitor data walls/dashboards with attendance, discipline, and academic targets.</p> <p>Qualitative and quantitative data will continue to be gathered through daily FILWs by both the district team and school leadership team.</p> <p>PMS will continue to strengthen their message to the families and communities about the importance of the participation of each student in the NYS assessment tool at the end of the school year. A targeted approach to reviewing the information provided to parents/families</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)

<p>School Safety</p>	<p>62</p>	<p>53</p>	<p>Yes</p>	<p>students have accurate information about the NYS testing program for grades 6-8.</p> <p>Participation rates for ELA and Math are reported at: ELA tested approximately 800 out of 903, students with 11% absent/refused; Math participation data are not yet available.</p> <p>As of May 22, 2017 the school has "7" serious incidents recorded. The PMS team is cautious and reflective as they rate this indicator "green," due to the fact that there are still two 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</p>	<p>PMS staff meet approximately every three weeks to review behavioral data, and track the school's number of "serious" incidents as required for Receivership reporting. The school has maintained <7 serious incidents as of May 2017.</p> <p>The suspension rate is also tracked regularly. The rates are as follows: January 2017: 6.6%; February 2017: 7.8%; April 2017: 10.3%; May 2017: 11.9%.</p>	<p>As a result of regular meetings with school personnel on attendance and behavior, guidance counselors and the school's Dean of Students have taken increasingly systematic approaches to parent and guardian communication, partnership in improving student attendance and learning behavior, as well as the resolution of behavior incidents, and increased accuracy in reporting at the building level.</p>	<p>The PMS PBIS team will continue to work in collaboration with the Transformation Team/Community Engagement Team. They will continue the work that was started during the 2014-15 school year and expand upon the behavior expectations matrix. The team will continue to provide support to each teacher in the use of common language and expectations for classroom behavior, attendance, and academics. In addition, teachers will be provided with strategies that they can use to support students.</p>	<p>Continued Restorative Justice professional development will</p>
----------------------	-----------	-----------	------------	---	--	---	---	--



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

				<p>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. Additional interventions include: PBIS, a systematic process for reentry from suspension (including SMART goals for academics, behavior, and attendance; a safety plan; 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</p>			<p>be added to the continuation plan for 2017-18 to support the school-wide implementation of key strategies offered to support social and emotional development of all students.</p>
--	--	--	--	--	--	--	---



3-8 Math All Student Level 2 and above	30%	33%	Y	Yes	<p>participating in an end of the year trip and entry criteria for school events.</p> <p>Staff recognized the need to fully implement the Restorative Justice Model. In 2016-17, PMS continued to work with a training team in the school to train staff and continue to build programming that began with the start of the 2016-17 school year.</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, level 2 and above. 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</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 mathematical literacy. Most students attempted all questions and many showed their work, but 6th graders 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 area. Students practiced test questions by topic daily in WIN classes. Math teachers focused on mathematical literacy, targeted items from exam data and</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.</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)

			<p> 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. </p> <p> Operation Moving UP continued to be a tool utilized established through the guidance team, monitoring student progress with a priority rating spreadsheet </p>	<p> completing short and extended responses. </p> <ul style="list-style-type: none"> 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> reviewed testing strategies. This data-drive plan will help to move students from Level 1 to Level 2 or higher. </p>	<p> Targeted interventions utilizing Math 180 is being considered also will 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> <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- </p>
--	--	--	---	---	--	---



				<p>2015-16 ELA data to drive instruction. Administrators worked with teachers to identify Power Standards based on gap reports. Teachers targeted instruction to focus on these identified Power Standards and designed mock exams to assess progress in these areas. In May 2017, all students took a Math mock exam under simulated testing conditions. Unofficial math participation rates 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: 24 students tested;</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)

3-8 Math All Students MGP	45.69 2014-15 was 49.74%	44.69	5	Yes	<p>91.67% 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 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. Although the year began with not sufficient evidence that teachers were consistently using data to inform differentiated instruction and adaptations to the</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 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 weakness such as rational numbers, unit rate and proportions. <p>Algebra Participation count/pass rates for the last three years are as follows:</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.</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</p>
---------------------------	-----------------------------	-------	---	-----	---	---	---	--



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

						<p>2013-14: 24/100%, 2014-15 24/92%, 2015-16 43/89%.</p>	<p>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</p>	<p>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>
--	--	--	--	--	--	--	--	--



			<p>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 calculations for PMS. It was noted that Regents Algebra exam results from 2015-16 were reported at: <u>24</u> students tested; 91.67% passing rate.</p>	<p>In 2013-14 51 students sat for the Living Environment Regents exam at PMS. In 2014-15 52 students participated in the exam, and in 2015-16 46 students participated in the exam. For each of the past</p>	<p>The areas of success on the Living Environment Regents exam at PMS indicate that the school's Mission Literacy is impacting student performance in science (as well as all content areas). Active reading strategies continue to be a focus and are evident in the</p>	<p>The office of the Deputy Superintendent of Human Resources will continue to work closely with the PMS leadership team to strengthen the support offered to retaining high-quality teachers in the area of all content areas, especially</p>
<p>Grades 4 and 8 Science all students Level 3 and above</p>	<p>35%</p>	<p>38%</p>	<p>Yes</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)

	<p>fill the turnover gaps; however, staffing continues to be a challenge. This year two out of three teachers in the 8th grade science department are new hires, beginning in October and resulting from resignations at the beginning of the school year. The recruitment of a highly qualified, 8th grade special education science teacher continues to be a challenge.</p> <p>PMS staff continue to strengthen the connection to instruction leading up to the grade 4 science assessment as staff who provide that instruction are in separate buildings. To address this issue, science teachers have collaborated on several occasions to analyze data, share best practices, and deepen their knowledge of the curriculum.</p> <p>In addition, it should be noted that the PMS science department has indicated</p>	<p>three years the pass rate has been 100%. Living Environment Participation count/pass rates for the last three years are as follows: 2013-14: 51/100%; 2014-15 52/100%; 2015-16 46/100%.</p>	<p>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 exam. Mathematical word problems were incorporated in every content area. Students practiced test questions by topic daily in WIN classes. Teachers focused on mathematical literacy, targeted items from exam data and reviewed testing strategies. This data-driven plan will help to move current students to a higher passing rate and provide access for more students to continue to take advanced coursework earlier; entering high school with advanced preparation.</p>	<p>Science. HSHH/CLE partnership will continue to support the PMS leadership team in the implementation of instructional coaching that emphasizes literacy across content areas as well as interdisciplinary co-planning efforts to also support the enhancement of the science curriculum (and all content areas) in the middle school for 2017-18.</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)

(NEW) ELA all Level 2 and above	?	44%	Y	Yes	<p>was noted that Regents Living Environment exam results from 2015-16 were reported at: 46 students tested; 100 % passing rate.</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-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 	<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 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</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 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:</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
---------------------------------	---	-----	---	-----	---	---	--	--



					<p>Implementation goes according to plan.</p> <ul style="list-style-type: none"> 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. Analyze grade 	<p>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 and regular staff feedback discussions. 2. Support is provided through the 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>
--	--	--	--	--	---	--	--	---



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

(NEW) ELA All MGP	?	45.7%	Y	Yes	<p>Standards and designed mock exams to assess progress in these areas. In February 2017, all students took a mock ELA exam under simulated testing conditions.</p> <p>Participation rates for ELA are still unofficial, and reported at: ELA tested approximately 800 out of 903 students, with 11% absent or 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>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</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</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.
----------------------	---	-------	---	-----	---	---	--	---



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

<p>HMH/CLE partners continued their work with the staff at the 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 	<p>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 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 	<p>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 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</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 	<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 will continue to work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FLW involvement and regular staff feedback discussions. 2. Support is provided through the</p>
---	--	---	--	---



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

<p>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 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</p>	<p>demonstrated evidence of active reading 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. 	<p>analyzed exemplars and utilized scoring rubrics to assess their own and peers' writing samples.</p>	<p>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/CLE 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>
---	---	--	--