

# Receivership Schools ONLY

## Quarterly Report #2: October 31, 2016 to January 30, 2017

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website:			
				Check which plan below applies:			
Poughkeepsie Middle School	131500010011	Poughkeepsie CSD		SIG/SIF		SCEP	
				Cohort: 4			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Nicole Williams	Mr. Da’Ron Wilson  Appointment Date: July 1, 2016	Mrs. Tracy Farrell, Assistant Superintendent of Curriculum, Instruction, and Grants Management; Dr. Elizabeth TenDyke; Director of Data Analysis and Accountability		6-8	10	15.16	877

### Executive Summary

Please provide a plain-language summary of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

This report is the second in a series of quarterly reports required by the New York State Education Department, for the 2016-17 school year, in its ongoing “effort to hold schools and Districts accountable for the results to be achieved in Persistently Struggling and Struggling Schools.” Poughkeepsie Middle “Model” School (PMS) continues to implement a coherent set of targeted strategies to rapidly improve student learning and success. The community continues to be engaged through a variety of informational, advisory, and educational activities. In addition to accessing powers granted to her as Receiver, Superintendent Williams continues to collaborate with the Poughkeepsie Public School Teachers’ Association (PPSTA) and the Poughkeepsie Public School Administrators’ Association (PPSAA) to effectively ensure transformational leadership and instructional improvement at PMS. Finally, District personnel continue to gather data and monitor progress with an eye toward ensuring that Poughkeepsie Middle “Model” 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 PMS continue to 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.
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. One teacher per grade level will be piloting the Read 180/System 44 literacy program to support both remediation and enrichment. 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 improves 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 during the past quarter:

New leadership for PMS:

On July 1, 2016, Mr. Da’Ron Wilson assumed the role as the Executive Principal of PMS. This leadership change has been instrumental in changing the climate and culture of the building setting a new direction for targeted, intentional implementation leading to results-driven outcomes. This leadership change has also been supported by partnership with Principal Baruti Kafele, the leader of transformation in four



different urban New Jersey schools, including “The Mighty” Newark Tech as well as author of *Closing the Attitude Gap, Motivating Black Males to Achieve in School and in Life* and *The Principal 50*. In addition it should be noted PMS has three new assistant principals; replaced either through resignations or adjustments to new positions within the district. This current structure (see PMS organizational chart attached) continues to support an assistant principal for each grade level as well as an assistant principal/academic instructional leader targeting job-embedded instructional support for all teachers directed at implementation of Mission Literacy across content areas.

#### Community Engagement Team meetings:

The designated Community Engagement Team will continue to conduct meetings on a monthly 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 (FILWs), the distribution of daily Leadership Tips, and ongoing dialogue about best practices in education.

In this report for the 2016-17 school year, 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 2015-16 year reports, which provides a baseline assessment of the work to transform teaching and learning at Poughkeepsie Middle “Model” School, the quarterly report provides progress to-date on the demonstrable improvement metrics and key strategies for the second year of Receivership. 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.

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 email communication from the principal to the staff provides intentional focus on progress toward meeting/exceeding “demonstrable improvement” targets. “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. Between fall 2015 and fall 2016 PMS students demonstrated the following gains on their NWEA MAP assessments.

Results are reported in RIT scores:

- In math students made an average (mean) gain of 2.3 RIT points, which is 3.5 RIT points less than the expected gain of 5.8.
- In Reading students made an average (mean) gain of 5.1 RIT points, which is .3 points below the expected gain of 5.4.
- In Language students made an average (mean) gain of 3.3, which is 1.6 RIT points lower than the expected gain of 4.9.

The 2016-17 DTSDE District-led, school review was conducted on January 10-12, 2017. The feedback/recommendations received include:

1. Tenet 2 - The school leadership team needs to clearly delineate the SMART goals so that the school community can articulate the data used to monitor the implementation of the school’s major academic initiatives.
2. Tenet 2 - The school leader should have a process to regularly monitor all evidence-based systems to ensure that these are interconnected and to discuss with all stakeholders how staff members can use the data effectively.



3. Tenet 3 - School leaders and teachers must implement the DDI process with fidelity, which includes providing students with actionable feedback on work and modifying curriculum plans based on current student data.
4. Tenet 4 - Teacher lesson plans should include higher order questions that challenge students to think and demonstrate reasoning using structured classroom discourse.
5. Tenet 4 - Teachers must deliver instructional strategies that present students with the opportunity to analyze and synthesize content knowledge with links to real world applications.
6. Tenet 5 - The school leaders should establish a formal process of data based decision-making, using student SEDH data, to inform and adjust evidence-based interconnected building SEDH supports systems.
7. Tenet 6 - The school leader needs to ensure all school staff model communication that promotes a positive family-school relationship with all constituencies.
8. Tenet 6 - Staff needs to work collaboratively to develop a plan for frequent and effective communication in order to engage all parents as partners in setting student goals.

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.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@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 evaluation on the part of the New York State Education Department. 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 instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 Indicators</u>					
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	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority School make yearly progress	R	NA	Make progress	<p>As of July 1, 2016, a new principal commenced service in the Poughkeepsie Middle “Model” School.</p> <p>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 learning in classrooms through the lens of FILWs, which provides a unit of analysis at the granular level.</p> <p>Teachers continue to access student performance results from the 2015-16 state assessment results. Teachers are collaboratively identifying and studying</p>	<p>The leader and his team continue to monitor “making yearly progress” as an overarching metric by which all others will be measured at the aggregate level.</p> <p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The Poughkeepsie CSD and middle school</p>



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				<p>standards on which student performance was weak and they are collaboratively designing aligned lessons and assessments to improve student performance.</p> <p>PMS is recognizing noticeable improvements in engagement in classrooms (measured by cognitive demand of tasks and peer-to-peer collaboration), increases in teachers utilizing student performance data to plan and deliver instruction, a laser-focus school-wide on the use of data walls/dashboards with attendance, discipline, and academic targets. The early movement in and robust focus on monitoring these indicators are resulting in improvements in student mastery of critical skills and content with the intentional goal of significantly improved student performance on the state assessments.</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 scholars in the building. The PMS team continues to have concerns regarding the “opt out” movement as it may have negatively affected the 2015-16 exam</p>	<p>(PMS) leadership teams will 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>Continued implementation of supports offered through our external partners of HMM/ICLE through means of executive/instructional coaching as well as close coaching support implementing READ 180 instructional technology guide the work. Also, additional support from HMM will further align CCLS to the Collection Series in ELA ensuring a robust curriculum is being offered engaging students in higher-order thinking and critical questioning that will improve student achievement.</p>
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				<p>results. However, positive steps are being taken to discuss these concerns at the PTA meetings, community engagement meetings and other forums to ensure that parents, teachers, and students have accurate information about the NYS testing program for grades 6-8.</p> <p>Participation rates for ELA and Math continue to be a concern with the 2015-16 NYS assessment participation rates reported at: ELA Tested approximately 812 students, 140 students not tested with 14.7% absent/refused; Math Tested approximately 772, 180 students not tested with 18.9% absent/refused.</p>	<p>Targeted efforts by the building leadership team and community engagement team have been implemented to support and encourage preparation for teachers and students to feel confident in their work expected to show demonstrable improvement gains on state assessments.</p>
School safety	R	62	<7	<p>PMS continues to implement several initiatives strategically designed to address the Student Suspension Rate (Out-of-School). The most notable of these initiatives is Poughkeepsie’s Academic and Career Excellence Program (P.A.C.E.) – an extension of the learning environment targeted for grades 7-8 to support students with a smaller learning environment structured to meet the individual needs of the 42 students currently enrolled. PMS is better able to monitor,</p>	<p>As of this report, PMS has 3 incidents that fall under the definition of “serious.” The PMS team is cautious and reflective as they rate this indicator “red,” however, we remain optimistic as we monitor and strategically support a healthy school culture/climate focused on prioritizing safety.</p> <p>The PMS team, with four new administrators, and one remaining from 2015-16, continues to work in collaboration with the building</p>





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				<p>support, and reduce the number of out-of-school suspensions.</p> <p>Additional interventions include: a newly launched PBIS program, a systematic process for reentry from suspension (including SMART goals for academics, behavior, and attendance; a safety plan; behavior contracts; and counseling, as needed); as well as the inclusion of both student and teacher voice in the mission critical work. Student incentives for appropriate behavior (i.e., a student having 0 suspensions) include participating in an end of the year trip and entry criteria for school events.</p> <p>Staff continues implementation of the Restorative Practice Model which is building wide for 2016-17.</p> <p>The building leadership team and staff continually monitor results of each day and the means in which each individual scenario for each student is conducted by reviewing referrals entered within Infinite Campus as well as RTiM. The systems approach for addressing student social and emotional needs is at the forefront of every situation.</p>	<p>staff to implement strategies that improve the culture and climate in the buildings. 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 as supported with the implementation with a building-wide model of Restorative Practices infused in the new master schedule of each day. The new master schedule has provided an opportunity to reduce the number of students transitioning in each hallway at one time, reduced the number of students attending the lunch period at one time, as well as provide flexibility for teachers to expand or collapse learning blocks to meet the needs of the students within their team.</p>
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<p>3-8 Math All Student Level 2 and above</p>	<p>R</p>	<p>30%</p>	<p>38%</p>	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The Poughkeepsie CSD and middle school (PMS) leadership teams will 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>Results analyzed from the 2015-16 state assessments in late August indicate that 21.16% of students achieved scores that placed them in Level 2 or higher. PMS administrators have provided all PMS staff with access to detailed information regarding student performance on the spring 2016 assessments, including item analyses by standard. Teachers are being afforded professional work time and coaching to analyze these data and incorporate student performance information into instructional planning and student support.</p> <p>Although data is available for teachers and administrators to review and analyze (i.e., 2015-16 state assessment results, NWEA/MAP pre-assessments, and benchmarks throughout the quarter), there is not sufficient evidence to indicate that teachers are consistently using data to inform differentiated instruction and adaptations to curriculum; there is concern of implementation monitoring at the grade 3-5 level as they are not physically in the same building.</p>
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			<p>Continued implementation of supports offered through our external partners of HMH/ICLE through means of executive/instructional coaching as well as close coaching support implementing READ 180 instructional technology guide the work. Also, additional support from HMH will further align CCLS to the Collection Series in ELA ensuring a robust curriculum is being offered engaging students in higher-order thinking and critical questioning that will improve student achievement in every content area.</p> <p>Math Solutions will continue to provide professional development to all math teachers; there are 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Day on November 8, 2016.</p> <p>Operation Moving Up continues to be utilized through the guidance team tracking student progress on a priority rating spreadsheet (red, yellow, green) which will anchor the one-on-one meetings with teachers and administrators regarding the specific instructional strategies being used within the classroom to target individual student needs.</p>	
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				<p>Participation rates for Math continue to be a concern with the as noted from 2015-16 NYS assessment participation rates reported at: Math Tested approximately 772, 180 students not tested with 18.9% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	
3-8 Math all Students MGP	R	45.69	51.17	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The Poughkeepsie CSD and middle school (PMS) leadership teams will continue to measure gains in student learning in classrooms through the lens of FILWs, which provides a unit of analysis at the granular</p>	<p>Results provided by the State Education Department indicate that PMS achieved a MGP of 43.9 on this indicator. PMS administrators have provided all PMS staff with access to detailed information regarding student performance on the spring 2016 assessments, including item analyses by standard. Teachers are being afforded professional work time and coaching to analyze these data and incorporate student performance information into instructional planning and student support.</p> <p>Although data is available for teachers and administrators to review and analyze (i.e., 2015-16 state assessment results,</p>



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			<p>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>Continued implementation of supports offered through our external partners of HMH/ICLE through means of executive/instructional coaching as well as close coaching support implementing READ 180 instructional technology guide the work. Also, additional support from HMH will further align CCLS to the Collection Series in ELA ensuring a robust curriculum is being offered engaging students in higher-order thinking and critical questioning that will improve student achievement focusing the on Mission Literacy model in every content area.</p> <p>Math Solutions will continue to provide</p>	<p>NWEA/MAP pre-assessments, and benchmarks throughout the quarter), there is not sufficient evidence to indicate that teachers are consistently using data to inform differentiated instruction and adaptations to curriculum; there is concern of implementation monitoring at the grade 3-5 level as they are not physically in the same building.</p>
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				<p>professional development to all math teachers; there are 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Day on November 8, 2016.</p> <p>Operation Moving UP continues to be utilized through the guidance team tracking student progress on a priority rating spreadsheet (red, yellow, green) which will 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>Participation rates for Math continue to be a concern with the as noted from 2015-16 NYS assessment participation rates reported at: Math Tested approximately 772, 180 students not tested with 18.9% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	
	y	35%	44%	It is important to note, that the 2015-2016	Results analyzed from the 2015-16 state



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<p>Grades 4 and 8 Science all Students Level 3 and above</p>				<p>cohort of 8th grade scholars have had inconsistent science instruction for the past three years due to excessive teacher absences and turnover. Staff adjustments were made to fill the turnover gaps; however, staffing continues to be a challenge. In 2015-16, two out of three teachers in the 8th grade science department were new hires resulting from resignations at the beginning of the school year. The recruitment of a highly-qualified, 8th grade special education science teacher resulted in a hiring in March 2016.</p> <p>Although data continues to be available for teachers and administrators to review and analyze, there is insufficient evidence to declare that teachers are consistently using data to inform differentiation of instruction and adaptations to the curriculum. PMS staff have identified the need 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 worked together last spring 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 the current</p>	<p>assessments indicate that 35% of PMS students achieved Level 3 or higher on the grade 8 science assessment, and the Living Environment Regents exams administered at PMS. PMS is within two percentage points of achieving its 2016-17 progress target.</p> <p>Although data is available for teachers and administrators to review and analyze, there is not sufficient evidence that teachers are consistently using data to inform differentiated instruction and adaptations to curriculum; there is concern about monitoring the grade 4 science instruction as they are not physically in the same building.</p>
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				<p>NWEA MAPS assessment is not aligned to the NYS science standards. To address this concern, science teachers are looking at developing and implementing consistent high-quality, teacher-designed assessments aligned to the NYS Science Standards. Additionally, science teachers, as part of the Curriculum Committee, wrote science curriculum during the summer of 2015 and 2016 for implementation in 2015-16 and 2016-17 respectively.</p>	
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LEVEL 2 Indicators

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

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Student Suspension Rate (Out of School)	y	34%	11%	PMS continues to implement several initiatives strategically designed to address the Student Suspension Rate (Out-of-School). The most notable of these initiatives is Poughkeepsie's Academic and Career Excellence Program (P.A.C.E.) – an extension of the learning environment targeted for	As of this report, PMS has a suspension rate of 5%. <i>Reduction due to reporting error found and corrected in Infinite Campus.</i> PMS is utilizing a variety of strategies including Restorative Practices and intentional monitoring of school climate and cultural in order to proactively resolve issues, thus





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			<p>grades 7-8 to support students with a smaller learning environment structured to meet the individual needs of the 42 students currently enrolled. PMS is better able to monitor, support, and reduce the number of out-of-school suspensions.</p> <p>Additional interventions include: PBIS, a systematic process for reentry from suspension (including SMART goals for academics, behavior, and attendance; a safety plan; behavior contracts; and counseling, as needed); Panther Pride tickets; “Second Step” at the 6th grade level; as well as the inclusion of both student and teacher voice in the mission critical work. Student incentives for appropriate behavior (i.e., a student having 0 suspensions) include participating in an end of the year trip and entry criteria for school events.</p> <p>Staff have recognized the need for a fully implemented Restorative Practice Model which is building wide for 2016-17.</p> <p>The building leadership team and staff continually monitor results of each day and the means in which each individual scenario for each student is conducted by reviewing referrals entered within Infinite Campus as well as RTiM. The systems approach for</p>	<p>reducing student behaviors that made lead to suspension. This indicator is Yellow as we remain cautiously optimistic about the ability of PMS students and staff to maintain a school climate characterized by a low student suspension rate.</p> <p>The PMS team, with four new administrators, and one remaining from 2015-16, continues to work in collaboration with the building staff to implement strategies that improve the culture and climate in the buildings. 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 as supported with the implementation with a building-wide model of Restorative Practices infused in the new master schedule of each day. The new master schedule has provided an opportunity to reduce the number of students transitioning in each hallway at one time, reduced the number of students attending the lunch period at one time, as well as provide flexibility for teachers to expand or collapse learning blocks to meet the needs of the students within their team.</p>
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				addressing student social and emotional needs is at the forefront of every situation.	
3-8 ELA SWD Level 2 and above	r	9%	17%	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The school teams are continuing 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>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</p>	<p>Results analyzed from the 2015-16 state assessments in late August indicate that 6% of PMS students with disabilities achieved scores that placed them at Level 2 or higher. PMS administrators have provided all PMS staff with access to detailed information regarding student performance on the spring 2016 assessments, including item analyses by standard. Teachers are being afforded professional work time and coaching to analyze these data and incorporate student performance information into instructional planning and student support.</p> <p>HMH/ICLE partners will continue their work with the staff at the Poughkeepsie Middle School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> <li>• Ensure that the Literacy Implementation goes according to plan.</li> <li>• Effective implementation of the literacy model.</li> <li>• Development of a professional development implementation calendar.</li> <li>• Conduct classroom walkthroughs to determine areas of instruction in need of support.</li> <li>• Provide support in the development of</li> </ul>



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				<p>discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>Also, all self-contained classes receive additional daily reading intervention support through the technology based program Imagine Learning.</p> <p>Participation rates continue to be a concern with the 2015-16 NYS assessment participation rates reported at: ELA Tested approximately 812 students, 140 students not tested with 14.7% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	<p>the transformation team.</p> <ul style="list-style-type: none"> <li>• Examine how systems have been put in place and determine how to continue support as needed.</li> <li>• Analyze and provide support in result of Instructional Walkthroughs.</li> <li>• Analyze grade distribution data, failure rates, and correlation to test scores</li> </ul> <p>The Executive Director of Special Education will continue to work with PMS to provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>All self-contained classes will continue to receive additional daily reading intervention support through the technology based program Imagine Learning.</p>
3-8 Math SWD Level 2 and	r	8%	18%	In the review of student performance results	Results analyzed from the 2015-16 state



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above			<p>from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The Poughkeepsie CSD and middle school (PMS) leadership teams will 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>Continued implementation of supports</p>	<p>assessments in late August indicate that 4.6% of students with disabilities achieved scores that placed them at Level 2 or higher. PMS administrators have provided all PMS staff with access to detailed information regarding student performance on the spring 2016 assessments, including item analyses by standard. Teachers are being afforded professional work time and coaching to analyze these data and incorporate student performance information into instructional planning and student support.</p> <p>Although data is available for teachers and administrators to review and analyze (i.e., 2015-16 state assessment results, NWEA/MAP pre-assessments, and benchmarks throughout the quarter), there is not sufficient evidence to indicate that teachers are consistently using data to inform differentiated instruction and adaptations to curriculum; there is concern of implementation monitoring at the grade 3-5 level as they are not physically in the same building.</p>
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			<p>offered through our external partners of HMH/ICLE through means of executive/instructional coaching as well as close coaching support implementing READ 180 instructional technology guide the work. Also, additional support from HMH will further align CCLS to the Collection Series in ELA ensuring a robust curriculum is being offered engaging students in higher-order thinking and critical questioning that will improve student achievement in every content area.</p> <p>Math Solutions will continue to provide professional development to all math teachers; there are 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Day on November 8, 2016.</p> <p>Operation Moving UP continues to be utilized through the guidance team tracking student progress on a priority rating spreadsheet (red, yellow, green) which will 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>Participation rates for Math continue to be a</p>	
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				<p>concern with the as noted from 2015-16 NYS assessment participation rates reported at: Math Tested approximately 772, 180 students not tested with 18.9% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	
3-8 ELA Black Students MGP	y	49.58%	49.96%	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The school teams are continuing 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</p>	<p>Results analyzed from the 2015-16 state assessments in late August indicate that PMS exceeded their target for this indicator. Nonetheless, PMS will work diligently to continue to achieve high levels of success in literacy for all students.</p> <p>HMH/ICLE partners will continue their work with the staff at the Poughkeepsie Middle School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> <li>• Ensure that the Literacy Implementation goes according to plan.</li> <li>• Effective implementation of the literacy model.</li> <li>• Development of a professional development implementation calendar.</li> </ul>



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				<p>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>Participation rates continue to be a concern with the 2015-16 NYS assessment participation rates reported at: ELA Tested approximately 812 students, 140 students not tested with 14.7% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	<ul style="list-style-type: none"> <li>• Conduct classroom walkthroughs to determine areas of instruction in need of support.</li> <li>• Provide support in the development of the transformation team.</li> <li>• Examine how systems have been put in place and determine how to continue support as needed.</li> <li>• Analyze and provide support in result of Instructional Walkthroughs.</li> <li>• Analyze grade distribution data, failure rates, and correlation to test scores.</li> </ul>
3-8 ELA LEP Students MGP	r	51.61%	53.69%	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student</p>	<p>Results analyzed from the 2015-16 state assessments in late August indicate that PMS fell short of its progress target for this indicator by 6.65 points.</p> <p>HMH/ICLE partners will continue their work with the staff at the Poughkeepsie Middle School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> <li>• Ensure that the Literacy Implementation</li> </ul>



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				<p>improvements.</p> <p>The school teams are continuing 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>Participation rates continue to be a concern with the 2015-16 NYS assessment participation rates reported at: ELA Tested approximately 812 students, 140 students not tested with 14.7% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	<p>goes according to plan.</p> <ul style="list-style-type: none"> <li>• Effective implementation of the literacy model.</li> <li>• Development of a professional development implementation calendar.</li> <li>• Conduct classroom walkthroughs to determine areas of instruction in need of support.</li> <li>• Provide support in the development of the transformation team.</li> <li>• Examine how systems have been put in place and determine how to continue support as needed.</li> <li>• Analyze and provide support in result of Instructional Walkthroughs.</li> <li>• Analyze grade distribution data, failure rates, and correlation to test scores</li> </ul>
3-8 Math Black Students MGP	y	41.79%	48.96%	In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and	Results analyzed from the 2015-16 state assessments in late August indicate that PMS exceeded its target for this indicator.





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			<p>NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The Poughkeepsie CSD and middle school (PMS) leadership teams will 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>Continued implementation of supports offered through our external partners of HMM/ICLE through means of executive/instructional coaching as well as</p>	<p>Although data is available for teachers and administrators to review and analyze (i.e., 2015-16 state assessment results, NWEA/MAP pre-assessments, and benchmarks throughout the quarter), there is not sufficient evidence to indicate that teachers are consistently using data to inform differentiated instruction and adaptations to curriculum; there is concern of implementation monitoring at the grade 3-5 level as they are not physically in the same building.</p>
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			<p>close coaching support implementing READ 180 instructional technology guide the work. Also, additional support from HMH will further align CCLS to the Collection Series in ELA ensuring a robust curriculum is being offered engaging students in higher-order thinking and critical questioning that will improve student achievement in every content area.</p> <p>Math Solutions will continue to provide professional development to all math teachers; there are 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Day on November 8, 2016.</p> <p>Operation Moving UP continues to be utilized through the guidance team tracking student progress on a priority rating spreadsheet (red, yellow, green) which will 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>Participation rates for Math continue to be a concern with the as noted from 2015-16 NYS assessment participation rates reported at: Math Tested approximately 772, 180</p>	
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				students not tested with 18.9% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.	
3-8 Math LEP students MGP	g	47.51%	51.88%	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The Poughkeepsie CSD and middle school (PMS) leadership teams will 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),</p>	<p>Results analyzed from the 2015-16 state assessments in late August indicate that PMS exceeded its target for this indicator by more than five points.</p> <p>Although data is available for teachers and administrators to review and analyze (i.e., 2015-16 state assessment results, NWEA/MAP pre-assessments, and benchmarks throughout the quarter), there is not sufficient evidence to indicate that teachers are consistently using data to inform differentiated instruction and adaptations to curriculum; there is concern of implementation monitoring at the grade 3-5 level as they are not physically in the same building.</p>



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			<p>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>Continued implementation of supports offered through our external partners of HMH/ICLE through means of executive/instructional coaching as well as close coaching support implementing READ 180 instructional technology guide the work. Also, additional support from HMH will further align CCLS to the Collection Series in ELA ensuring a robust curriculum is being offered engaging students in higher-order thinking and critical questioning that will improve student achievement in every content area.</p> <p>Math Solutions will continue to provide professional development to all math teachers; there are 23 job-embedded professional development days as well as facilitating sessions at our Superintendent's Conference Day on November 8, 2016.</p>	
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				<p>Operation Moving UP continues to be utilized through the guidance team tracking student progress on a priority rating spreadsheet (red, yellow, green) which will 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>Participation rates for Math continue to be a concern with the as noted from 2015-16 NYS assessment participation rates reported at: Math Tested approximately 772, 180 students not tested with 18.9% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	
Providing 200 Hours of Extended Day Learning Time (ELT)	y	NA	Provide 200 ELT	ELT continues to be supported by the 21st Century grant. The ELT programming, once implemented fully, will continue to exceed the required 200 hours of extended learning time for the year (i.e., 344 hours from 2015-16). Teachers provide additional after school programming for Read 180, Math	Extended learning time will continue throughout the 2016-17 school year as supported through the 21 <sup>st</sup> Century continuation programming as well as continued opportunities of focused academic skills and homework assistance before and after school. It should be noted, that with



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				<p>Solutions, and Science Olympiad. Evidence of success will be monitored for adaptations to delivery of targeted interventions being offered after school. Saturday programming will be enhanced to include academic tutoring support directed to all students in all core areas for the next quarter (see attached ELT schedule specific to the middle school).</p> <p>the changes in leadership and a new focus on adjusting the extended learning time; the after school program will begin in November. The shift in programming created a need to recruit and select highly-effective teachers that can impact the implementation of the extended learning time in a more intentional way.</p> <p>The morning program continues to be funded through funding sources outside of the PMS SIG. Morning math intensive/academic programs is being provided to students.</p> <p>Students who participate in afterschool sports programs will be encouraged to attend the morning academic support programs to ensure they receive the academic support they need to improve academically.</p> <p>Students will be invited to participate in 10 week sessions. Selection of students will be based off of assessment data. Students who want to participate in sports programming must also attend an academic program if they are not achieving proficiency.</p> <p>PMS, with district support, will implement a rigorous evaluation tool to highlight the</p>
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					impact of all extended learning time activities toward achieving demonstrable indicators throughout the school year. This will be tool will include regular FILWs of all extended learning time programming as well as quarterly data-review evaluations linked to improved student attendance and a reduction in discipline referrals ultimately leading to increased student proficiency in all areas especially ELA and math.
Teacher Attendance	y	86.11%	90%	<p>The school had been trending on an average of 6-8 teacher absences per day; note 6 teachers were previously out on long term leaves. The building leadership team has initiated PBIS initiatives to improve the culture and climate including student attendance which in effect will encourage improved teacher attendance to support learning.</p> <p>The building leadership team continues to implement PBIS initiatives to improve the culture and climate including student attendance which in effect will encourage improved teacher attendance to support learning. The building leadership team has been targeting teacher attendance with additional conversations with teaching staff to support the improvement of regular staff attendance.</p>	<p>Teacher attendance for the second quarter of 2016-17 averages 94%: Average of 4-5 absences a day, out of 90 teachers, = average daily attendance of 94%.</p> <p>Teacher attendance remains below the expected target number and continues to be a priority for the 2016-17 school year. Staff morale continues to improve as evidenced by participation in events, conversations at Communities of Practice times, and evaluation forms for professional development sessions. The building leadership teams will continue to support teachers and provide opportunities for teacher voice. PMS leadership team will continue to work with the Superintendent and the Human Resource department to develop initiatives to support teachers and increase opportunities for staff/faculty to be involved in the school community.</p>



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Per NYSED		2015-16 Result	2016-17 Target		
ELA All Students Level 2+ (New Target for 2016-17)	Y	41%	<b>44%</b>	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The school teams are continuing 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>Participation rates continue to be a concern with the 2015-16 NYS assessment participation rates reported at: ELA Tested approximately 812 students, 140 students not tested with 14.7% absent/refused. The new leadership team is providing supports</p>	<p>NOTE: This indicator has been added by SED for the 2016-17 analysis.</p> <p>HMH/ICLE partners will continue their work with the staff at the Poughkeepsie Middle School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> <li>• Ensure that the Literacy Implementation goes according to plan.</li> <li>• Effective implementation of the literacy model.</li> <li>• Development of a professional development implementation calendar.</li> <li>• Conduct classroom walkthroughs to determine areas of instruction in need of support.</li> <li>• Provide support in the development of the transformation team.</li> <li>• Examine how systems have been put in place and determine how to continue support as needed.</li> <li>• Analyze and provide support in result of Instructional Walkthroughs.</li> <li>• Analyze grade distribution data, failure rates, and correlation to test scores</li> </ul>





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				for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.	
ELA All Students MGP (New Target 2016-17)	Y	44.7%	<b>45.7%</b>	<p>In the review of student performance results from 2015-16 state assessment results as well as a review of beginning year assessments/pre-test results and NWEA/MAPS pre-assessments; leaders and teachers continually are able to identify and study standards on which student performance is weak and collaborate on designing aligned lessons and benchmark assessments to target student improvements.</p> <p>The school teams are continuing 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>NOTE: This indicator has been added by SED for the 2016-17 analysis.</p> <p>HMH/ICLE partners will continue their work with the staff at the Poughkeepsie Middle School. The HMH/ICLE coaches will continue a focus on the following:</p> <ul style="list-style-type: none"> <li>• Ensure that the Literacy Implementation goes according to plan.</li> <li>• Effective implementation of the literacy model.</li> <li>• Development of a professional development implementation calendar.</li> <li>• Conduct classroom walkthroughs to determine areas of instruction in need of support.</li> <li>• Provide support in the development of the transformation team.</li> <li>• Examine how systems have been put in place and determine how to continue support as needed.</li> <li>• Analyze and provide support in result of Instructional Walkthroughs.</li> </ul>



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			<p>Participation rates continue to be a concern with the 2015-16 NYS assessment participation rates reported at: ELA Tested approximately 812 students, 140 students not tested with 14.7% absent/refused. The new leadership team is providing supports for staff and teachers to enable them to better prepare students for learning and therefore instill more confidence in their ability to perform well; translating to an increased participation rate for state assessments this coming spring 2017.</p>	<ul style="list-style-type: none"> <li>Analyze grade distribution data, failure rates, and correlation to test scores</li> </ul>	
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

## Part II – Key Strategies

<u>Key Strategies</u>		
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1. Job-embedded professional development supported through Focused Instructional Learning Walks (FILWs)	Y	The Assistant Superintendent for Curriculum and Instruction, the Executive Director of Family and Student Support Services, and the Director of Data Analysis and



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			<p>Accountability are assigned to provide daily support, according to the Organizational Coherence Effectiveness Framework where they conduct a minimum of three FILWs per day with the administrative team at PMS. Follow-up coaching and on-site targeted support is provided to teachers who are struggling with delivering high-quality instruction. The focus is on improving the instructional core-the interaction between the student, teacher, and the content area. FILW team members recommend high-yield instructional shifts through intentional, purposeful feedback conversations with teachers. There is daily job-embedded professional development through the use of the Communities of Practice model. The schedule at the Poughkeepsie Middle/Model School has been redesigned to ensure that there is a collaborative team structure where teachers meet daily to discuss best practices, student data, and lesson planning. The goal for the 2016-17 school year is to include all teachers on FILWs to view the instructional practices of their colleagues and to engage the teachers in a reciprocal accountability framework focused on ratcheting up student engagement, the rigor of lessons, and meaningful discourse in classrooms.</p> <p>The Assistant Superintendent for Curriculum and Instruction, the Executive Director of Family and Student Support Services, and the Director of Data Analysis and Accountability will meet with the PMS administrative staff on a weekly basis to support and 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 Noticings/Wonderings, feedback to teachers and recommendations for improvement, SMART goal setting, and immediate shift in practice.</p> <p>Monthly professional development sessions will be held with the instructional leaders</p>
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			<p>to ensure continued improvement and growth. Professional development topics are targeted to meet the identified needs of the instructional leaders, based on patterns of evidence observed in the FILWs.</p>
2.	<p>Full Implementation of the PCSD Mission Literacy initiative supported by Houghton/Mifflin/Harcourt (HMH)</p>	Y	<p>The executive coach from HMH/ICLE continues to provide on-site services approximately once per month for a two-day session focused on Mission Literacy and deepening and strengthening interdisciplinary literacy utilizing active reading strategies. Additionally, a full-time assistant principal for instructional support commenced her services in September 2016. The instructional literacy work is framed around deepening instructional support through the Communities of Practice. The instructional AP is modeling, coaching, providing high-yield feedback to teachers on a coaching cycle, and working to improve the overall pedagogical practices school-wide.</p> <p>Additionally, the Principal is assigned a mentor who is working to cultivate a system-wide approach to dramatically turnaround the school culture, climate, and instructional environment. This well-respected mentor, Principal Baruti Kafele, has demonstrated the knowledge, skills, and competencies needed to improve outcomes in low-performing schools.</p> <p>The Poughkeepsie Middle/Model School is continuing its results-driven partnership with HMH/ICLE. During the 2016-17 school year, the support will continue to focus on improving the teaching and learning in every classroom by providing intensive job-embedded, professional development, and support to teachers. The instructional focus will be to increase the levels of student engagement and academic rigor by honing in on Quadrant B and D learning on the Rigor/Relevance Engagement framework, drawn from the intellectual property of Dr. Bill Daggett. HMH/ICLE coaches will work directly with teachers by observing their teaching, modeling lessons, providing</p>



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			<p>feedback, and assisting teachers with improving teaching and learning in their classrooms. In addition, professional development math sessions will be added to provide specific support to math teachers with improving the quality and focus of math instruction. Read 180 literacy instruction support has been added to the instructional framework to build a strong literacy core. Research shows that in order to build content knowledge, “students must read an adequate number of high-quality, complex, and engaging texts that allow them to study a topic for a sustained period of time. Infusing these content-rich texts into the English Language Arts curriculum allows students to spend an extended part of the school day not only reading, but also gaining knowledge that will allow them to read more complex texts in the future” (Source: <a href="http://www.hmhco.com/products/read-180/research-validation.php#modal-Background_Content_Knowledge">http://www.hmhco.com/products/read-180/research-validation.php#modal-Background_Content_Knowledge</a>).</p>
3.	Common Core Learning Standards (CCLS) implementation across content areas through a data-driven culture	Y	<p>Teachers are implementing EngageNY modules in ELA and Mathematics. Challenges include strengthening teacher comprehension of learning objectives and strategies included in the modules.</p> <p>PMS will continue to use the NYS modules for ELA and Math in tandem with the ELA Collections Series and Go Math Series. Common assessments were created in ELA and will be administered to the scholars during the 2016-17 school year. Benchmark assessments in mathematics are being created during the 2016-17 school year. Also, additional support from HMH will further align CCLS to the Collection Series in ELA ensuring a robust curriculum is being offered engaging students in higher-order thinking and critical questioning that will improve student achievement.</p> <p>Khan Academy, which offers a personalized learning resource for Poughkeepsie Middle/Model School scholars, provides practice exercises, instructional videos, and an individualized learning dashboard that empower scholars to study at their own pace in</p>



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			<p>and outside of the classroom. Teachers at PMS are utilizing Khan Academy to guide scholars in grades 6 through 8 with content-rich, grade-specific math, using adaptive technology that identifies strengths and learning gaps (Source: <a href="https://www.khanacademy.org/about">https://www.khanacademy.org/about</a>). During the W.I.N. (What I Need) period, scholars will have an opportunity to work more intensely in a self-directed learning environment supported by Khan Academy and other resources (i.e., System 44).</p>
4.	<p>Communities of Practice Model to improve instructional practices through a data-driven culture</p>	y	<p>Instructional teams meet daily by grade level. Teachers utilize MAP data, state assessments, released testing items and other sources of data to review student progress and develop rigorous and intentional instructional strategies for improvement.</p> <p>Teachers continue to plan a start and end date for their instructional units and develop rich, powerful essential questions to frame that unit. A draft calendar includes:</p> <ul style="list-style-type: none"> <li>● October 19th &amp; 20th: Plan start and end dates for first instructional unit of the second quarter; develop rich, powerful essential questions to frame that unit.</li> <li>● October 26th &amp; 27th: Review and revise draft essential questions. Identify corresponding Tier II and III vocabulary.</li> <li>● November 9-10: Complete development of summative assessment. Provide a three day window of when the summative assessment will be given.</li> <li>● November 16-17: Begin standards-driven lesson design, beginning with development of rigorous lesson learning objectives. Begin unit instruction.</li> <li>● November 30-December 1: Continue supported, rigorous, collaborative lesson design; continue instruction of unit.</li> <li>● December 7-8: Continue supported, rigorous, collaborative lesson design;</li> </ul>



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			<p>continue instruction of unit.</p> <ul style="list-style-type: none"><li>● December 14-15: Review summative assessment results.</li></ul> <p>PMS continues to implement the Communities of Practice Model by meeting daily by grade level. Teachers will continue to utilize MAP data, state assessments, released testing items and other sources of data to review student progress and develop rigorous and targeted strategies for improvement. One meeting a week will continue to be led by administrators or a HMH/ICLE coach who facilitates professional learning through professional readings, peer FILWs, planning Mission Literacy implementation, and team review of student writing. Communities of Practice teams will continue to meet with the HMH/ICLE academic instructional coach in professional learning sessions on topics including: elements of effective group work, higher order questioning, and planning for rigorous instruction using the Rigor Relevance Framework.</p> <p>PMS will continue to have a data specialist working directly with their administrative and instructional staff on how to develop a data-driven culture.</p> <p>Teachers and administrators will continue to be supported with extensive support, guidance, and development in the keys of Driven by Data:</p> <ul style="list-style-type: none"><li>● Assessments</li><li>● Analysis</li><li>● Action</li><li>● Culture</li></ul> <p>Administrators will continue to focus their training on how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students. All of this will be embedded within a strong</p>
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			<p>instructional leadership model that includes observation and feedback, curriculum planning, and leading professional development.</p> <p>The work will be monitored and reviewed by the transformation team under the guidance of the Director of Data Analysis and Accountability.</p>
5.	Implementation of Read 180 and Math Solution software for additional literacy support, specific to ELLs and SWDs	y	<p>Additional literacy support programs have been implemented in January, however, it is still too early;</p> <p>PMS will continue to implement, with the support of HMM/ICLE, a robust review of data with the ongoing use of Read 180 instructional software. The review will continue to identify targeted interventions that the students need in order to make gains in academic achievement for each quarter throughout the school year. Additional licenses have been added to support the work beginning in November 2016.</p>
6.	Extended learning time (ELT) aimed at providing multiple opportunities before school, afterschool, and Saturday programs	y	<p>Extended learning time will continue throughout the 2016-17 school year as supported through the 21<sup>st</sup> Century continuation programming as well as continued opportunities of focused academic skills and homework assistance before and after school. It should be noted, that with the changes in leadership and a new focus on adjusting the extended learning time; the after school program began in November. The shift in programming created a need to recruit and select highly-effective teachers that can impact the implementation of the extended learning time in a more intentional way.</p> <p>The morning program will be funded through funding sources outside of the PMS SIG.</p>





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			<p>Morning math intensive/academic programs will be provided to students.</p> <p>Students who participate in afterschool sports programs will be encouraged to attend the morning academic support programs to ensure they receive the academic support they need to improve academically.</p> <p>Students are invited to participate in 10 week sessions. Selection of students is based off of assessment data. Students who want to participate in sports programming must also attend an academic program if they are not achieving proficiency.</p> <p>PMS, with district support, will implement a rigorous evaluation tool to highlight the impact of all extended learning time activities toward achieving demonstrable indicators throughout the school year. This tool will include regular FILWs of all extended learning time programming as well as quarterly data-review evaluations linked to improved student attendance and a reduction in discipline referrals ultimately leading to increased student proficiency in all areas especially ELA and math.</p>
7.	Vassar After School Tutoring (VAST) with Vassar College	g	<p>The VAST academic enrichment and mentoring program housed at PMS will continue through 2016-17 serving 50 PMS students in grades 6-8 targeted to help with developing academic and literacy skills as well as providing mentoring of local college students to encourage participation and continued college and career readiness.</p> <p>The VAST academic enrichment and mentoring program housed at PMS will continue through 2016-17 serving 50 PMS students in grades 6-8 targeted to help with developing academic and literacy skills as well as providing mentoring of local college students to encourage participation and continued college and career readiness.</p>



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8.	Positive Behavior Intervention Strategies (PBIS) initiatives focus on improving the culture and climate	y	<p>Although there was a PBIS implementation for 2015-16, for 2016-17 PMS we have implemented Restorative Practices embedded in the new master schedule for 30 minutes at the start of each day. The PMS team, with four new administrators - one remains from 2015-16, continues to work in collaboration with the building staff to implement strategies that improve the culture and climate in the buildings. 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 as supported with the implementation with a building-wide model of Restorative Practices infused in the new master schedule of each day. The new master schedule has provided an opportunity to reduce the number of students transitioning in each hallway at one time, reduced the number of students attending the lunch period at one time, as well as provide flexibility for teachers to expand or collapse learning blocks to meet the needs of the students within their team.</p> <p>PBIS is a strategy that will be better supported once the committee begins meeting monthly in November. The committee members have changed from 2015-16 and organization of meetings is off to a slow start. Evidence of impact is expected for the next progress period with expected decreases in incidents and improved attendance. In addition, the Executive Director will provide support in school climate and culture by providing district coordination of PBIS supports including data analysis and review of best practices based on national research which will include embedded coaching and support for building PBIS leadership, administrators, staff and committees.</p> <p>The Director of Culture and Climate as well as the PBIS team of PMS will continue to strengthen initiatives to support improving the culture and climate of the middle school community.</p>
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			<p>The PMS Community Engagement Team began meeting in November and will continue to establish goals of the building community that will support initiatives led by the Director of Culture and Climate as well as the PBIS team.</p> <p>Additionally, Restorative Justice professional development will continue throughout the 2016-17 school year to support and strengthen the implementation of a building-wide language to support the social and emotional development of all students.</p>
9.	Response to Intervention (Rtl) model to support struggling students	y	<p>Teachers currently have access to RTIM which logs intervention support for students; evidence of use is not clear and implementation of a defined RTI team to address specific needs is continues to be discussed.</p> <p>The expectation is that teachers will continue to log behavioral interventions and daily reports in the RTIM system which logs intervention support for students. The school psychologist will continue to provide RTIM training for the entire building throughout the school year.</p>
10.	Develop strong parent and community involvement to support the needed improvements	y	<p>The school has designed activities that celebrate successes (i.e., student recognition); PTA has re-established for 2016-17 with a goal to increase participants to approximately 50 members this year; monthly newsletters are provided to parents on the events to note for the month; school messenger is utilized and website updates have been consistent to inform of upcoming activities; there is a concerted effort to provide communication to family and community members at all events that are open to the public as well as in a timelier manner so that sufficient time is given before the event (i.e., two weeks before a parent/teacher conference).</p>



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			<p>PMS will continue to implement the mechanisms and strategies that have encouraged strong parent and family involvement. PMS will provide support to teachers in effective communication strategies from teacher to parent. The expectation continues that each teacher will incorporate a minimum of one positive communication with the parent each quarter. This communication can be a letter, an email, or a phone call.</p> <p>Ongoing community events will continue to be organized offering parents/families and community members opportunities to participate and support the middle school community. These events include but are not limited to: music concerts, parent university days, holiday community luncheons, as well as student recognition events.</p>
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>			Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



### Part III – Community Engagement Team and Receivership Powers

<b>Community Engagement Team (CET)</b>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.	
Status (R/Y/G)	Analysis/Report Out
y	<p>The PMS Community Engagement Team (CET) is being re-established for 2016-17 under the new leadership team. The CET is expected to begin reconvening meetings in November 2016 and meet monthly. The CET continues to include multiple stakeholders such as District and building leaders, staff, parents and students. The CET and its subcommittees discuss the current status of demonstrable improvement indicators as well as key strategies for impacting transformative change. The Committee contributed to and will continue to review the results of the recently completed Diagnostic Tool for School and District Effectiveness (DTSDE) school review report from 2015-16. In review of the report in 2015-16, members of the CET helped to develop a revised mission and vision for the middle school. The team then established goals that focus the impact of improvements on the demonstrable indicators leading to whole school transformation. This work will be reviewed by the new CET established for 2016-17 to ensure that the new CET and the new leadership team agree on steps moving forward.</p>



<b>Powers of the Receiver</b> Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.					
Status (R/Y/G)	Analysis/Report Out				
<b>y</b>	Receivership powers that continue to be leveraged for the 2016-17 school year will include: <ol style="list-style-type: none"> <li>1. the review of current curriculum content to set the standard for increasing use of CCLS supported through the resources offered on EngageNY;</li> <li>2. external partnership with HMH/ICLS supports additional resources in Read 180/System 44 and Math solutions during extended learning time;</li> <li>3. an intentional and strategic effort to support improved instructional practices through the use of FILWs and professional development around the focus strategies is being implemented;</li> <li>4. implementation of PBIS systems to improve climate and culture within the building has been expanded this year to include “communities of practice” time for grade levels to meet to share practices and review best practice models;</li> <li>5. extending the school day supported through the 21st Century Learning Grant has allowed for multiple partnerships to support student engagement; and collective bargaining discussions are currently taking place with a movement toward more collaborative stakeholder involvement;</li> <li>6. bi-weekly labor management meetings are held with the Superintendent of Schools and the Presidents of both PPSTAA and PPSAA; working in a labor-management collaboration to identify and address root causes of chronic underperformance (for example specific to literacy across disciplines, attendance, discipline, and graduation);</li> <li>7. reviewing and expanding curriculum; expanding the school day through federal grants and community partnerships; providing job-embedded professional development; and</li> <li>8. 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.</li> </ol>				
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



**Part IV – Instructional Technology Plan**

<b>Instructional Technology Plan</b>		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1.	Current status of the District Technology Plan pertinent to this school	<p>y</p> <p>The District Technology Plan has been submitted as planned.</p> <p>Currently, it is important to note that: all classes have smart boards. Half of them are 1 year old or newer; 75 all-in-one PC's were purchased and installed for teachers 2 years ago; there is wireless coverage on each floor of the school; teachers and staff are enrolled in Google Apps for Edu. Domain, <a href="http://poughkeepsieschools.org">poughkeepsieschools.org</a>; all the students have enrolled in Google Apps for Edu. domain, <a href="http://pkcsd.org">pkcsd.org</a>; teachers have started using Google classroom with their students; there are 5 laptop carts with 120 laptops used for mobile learning; there is a dedicated lab on each floor with smart board technology with 20 student PC's; and all switches in the school have been replaced with 1GB switches last summer.</p>
2.	Use of technology in the classroom	<p>y</p> <p>PMS has smart boards or mimio boards furnished in every classroom for instructional purposes. PMS has three classroom computer labs; one for each grade level.</p> <p>In addition, students with disabilities placed in self-contained classes (12:1:1 classes) receive daily, individualized literacy remediation through the implementation of Imagine Learning. One teacher per grade level will be piloting the Read 180/System 44 literacy program to support both remediation and enrichment. 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 improves instructional focus. Teachers meet in regularly scheduled Communities of Practice to review data, share best practices, and</p>



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			collaboratively plan effective and engaging lessons.  An additional resource of Khan Academy, which offers a personalized learning resource for Poughkeepsie Middle/Model School scholars, provides practice exercises, instructional videos, and an individualized learning dashboard that empower scholars to study at their own pace in and outside of the classroom. Teachers at PMS are utilizing Khan Academy to guide scholars in grades 6 through 8 with content-rich, grade-specific math, using adaptive technology that identifies strengths and learning gaps (Source: <a href="https://www.khanacademy.org/about">https://www.khanacademy.org/about</a> ). During the W.I.N. (What I Need) period, scholars will have an opportunity to work more intensely in a self-directed learning environment supported by Khan Academy and other resources (i.e., System 44).
<b>Green</b>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
<b>Red</b>	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		

**Part V – Budget**

<b><u>Budget Analysis</u></b>		
Expenditures	Status(R/Y/G )	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3.
Professional Salaries (extra service assignments for ELT,	<b>G</b>	Expenditures for approved budget are on target for 2016-17. Amendment #1 has allowed flexibility





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Grant Manager, Spring Break Academy Programming, Assistant Principal/Instructional Coach; Transformation Team;		to adjust expenditures at an early point in the year. No challenge to expenditures is expected at this time.
Purchased Services (stakeholder surveys; job embedded professional development implementing Mission Literacy (HMH/ICLE); additional Read180 licenses and professional development; Restorative Practice professional development; principal mentor)	G	Expenditures for approved budget are on target for 2016-17. Amendment #1 has allowed flexibility to adjust expenditures at an early point in the year. No challenge to expenditures is expected at this time.
Supplies and Materials (ELT and spring break academy supplies and materials)	G	Expenditures for approved budget are on target for 2016-17. Amendment #1 has allowed flexibility to adjust expenditures at an early point in the year. No challenge to expenditures is expected at this time.
Travel Expenses (administration professional development)	Y	Expenditures for approved budget are on target for 2016-17. Amendment #1 has allowed flexibility to adjust expenditures at an early point in the year. No challenge to expenditures is expected at this time. Professional development for administrators is be identified and defined.
Employee Benefits	G	Expenditures for approved budget are on target for 2016-17. Amendment #1 has allowed flexibility to adjust expenditures at an early point in the year. No challenge to expenditures is expected at this time.
Indirect Costs (required)	G	Expenditures for approved budget are on target for 2016-17. Amendment #1 has allowed flexibility to adjust expenditures at an early point in the year. No challenge to expenditures is expected at this time.



time.

Part VI: *Best Practices (Optional)*

Best Practices

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

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



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		<p>sources of data to review student progress and develop rigorous and targeted strategies for improvement. One meeting a week is led by administrators or HMH/ICLE coach who facilitates professional learning through professional readings, peer FILWs, planning Mission Literacy implementation, and team review of student writing. Communities of practice also meet with the HMH/ICLE academic instructional coach in professional learning sessions on topics including elements of effective group work, higher order questioning, and planning for rigorous instruction using the Rigor Relevance Framework.</p>
3.	“Operation Moving Up”	<p>School counselors are monitoring students in all grade levels (6-8) with a red/yellow/green status spreadsheet of students that are “at-risk” of completing appropriate course requirements to move to the next grade level successfully. In addition, this is also tracking behaviors and attendance and the impact on performance.</p>
4.	Mission Literacy	<p>Mission Literacy has been implemented District-wide which includes the middle school. This initiative focuses on specifically reading, writing, listening, speaking, and reasoning. Targeted strategies have been developed and implemented in the following: strategic use of non-fiction text, annotation of text, active reading strategies, planning for writing, and short and extended writing responses. Elements of this initiative can be found consistently in observations in all core and world language classrooms.</p>



Part VII – Assurance and Attestation

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

Name of Receiver (Print): Dr. Nicolé William, Superintendent  
Signature of Receiver: \_\_\_\_\_  
Date: January 30, 2017

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Mr. Da’Ron Wilson  
Signature of CET Representative: \_\_\_\_\_  
Date: January 30, 2017