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NEW YORK STATE EDUCATION DEPARTMENT  
*Office of Accountability/School Turnaround*

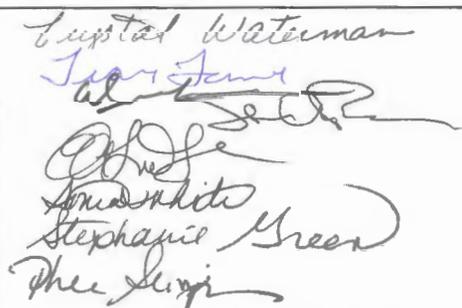
# Receivership

# Quarterly Report

*1st Quarter - July 1, 2015 to October 30, 2015*



Receivership Quarterly Report – 1<sup>st</sup> Quarter  
July 1, 2015 to October 30, 2015  
(As required under Section 211-f(11) of NYS Ed. Law)

School:	<b>Poughkeepsie Middle School</b>	Signature
District:	Poughkeepsie CSD	
Superintendent:	Dr. Nicole Williams	
Date of Submission:	October 30, 2015	
Team:	Ms. Crystal Waterman, Middle School Principal Ms. Tracy Farrell, Assistant Superintendent Mr. Wayne Kurlander, Assistant Superintendent of Finance Dr. Steven Rappleyea, Executive Director of Student Support Services Dr. Elizabeth Ten Dyke, Director of Data Analysis and Accountability Ms. Sonia White, Interim Director of Curriculum/Teacher Evaluation Ms. Stephanie Green, President, Poughkeepsie Teacher Association Ms. Phee Simpson, High School Principal, President, Poughkeepsie Administrators' Association	



**Receivership Quarterly Report – 1<sup>st</sup> Quarter**  
 July 1, 2015 to October 30, 2015  
 (As required under Section 211-f(11) of NYS Ed. Law)

<b>Receivership Quarterly Report</b>			<b>Dates: July 1 to October 30</b>	
School	School BEDS Code	Persistently Struggling/Struggling School	SIG/SIF Model/Cohort (If Applicable)	
Poughkeepsie Middle School	131500010011	Struggling	SIG Transformation	
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Nicole Williams	Ms. Crystal Waterman	Mrs. Tracy Farrell, Assistant Superintendent of Curriculum, Instruction, and Grants Management	6-8	985

**ATTESTATION:** By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): Dr. Nicole Williams

Signature of Receiver: \_\_\_\_\_ 

Date: \_\_\_\_\_ 10/30/15 \_\_\_\_\_



### Executive Summary

Please provide a *plain-language summary* of the current reporting 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, and made available to the public by the school’s district office and posted on its web-site. Avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

This report is the first in a series of such quarterly reports required by the New York State Education Department in its ongoing “effort to hold schools and districts accountable for the results to be achieved in Persistently Struggling and Struggling Schools.” Poughkeepsie Middle School (PMS) is implementing a coherent set of targeted strategies to rapidly improve student learning and success. The community has been engaged through a variety of informational, advisory and educational activities. In addition to accessing powers granted to her as Receiver, Superintendent Williams is also collaborating with the Teachers’ and Administrators’ associations to effect turnaround at PMS. Finally, district personnel are gathering data to monitor progress in indicators for Demonstrable Improvement. The following sections provide detail on each of these areas, which are summarized below:

**Key strategies** being implemented at Poughkeepsie Middle School include:

1. Creating a culture of high expectations and instructional excellence: Administrators complete “Focused Instructional Learning Walks,” or “FILWs,” on a daily basis. Teachers receive job-embedded professional development through targeted feedback on high-yield strategies to increase student engagement and rigor in instruction. PMS curricula reflects both Common Core learning standards and instructional shifts. Students receive daily, individualized literacy instruction through the implementation of *Imagine Learning*. The district’s “Mission Literacy” 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 integrated, co-teaching model classrooms.
2. Monitoring and improving instruction: The use of formative and adaptive assessment including NWEA (Northwest Education Association) MAP (Measures of Academic Progress) provides teachers with data that that improves instructional focus. Teachers meet in



regularly scheduled Communities of Practice to review data, share best practices, and collaborate in planning effective and engaging lessons. Extended learning time is provided programs scheduled before and after school, and on Saturdays. Teachers receive high quality professional development provided by educational partners including Scholastic.

3. Improve school culture and climate: Strategies include full implementation of student support systems including Response to Intervention, Restorative Justice, Positive Behavioral Intervention and Support, creating a college-going atmosphere through hallway displays, and expanding opportunities for parent and community involvement.

The following actions have been taken to engage the community in a phased approach:

Phase 1: All stakeholders were invited to participate in a community engagement meeting held on July 28, 2015 (see the attached agenda and sign-in sheets), immediately following the 2-day New York State Receivership conference on July 22 and 23 to proactively begin the process of including the voices of stakeholders in the “Intervention in Struggling Schools through the Receivership” process. The community engagement planning process is the shared decision-making vehicle for information sharing, consultation, and active involvement in decision-making, with respect to the Receivership and specific recommendations for Poughkeepsie Middle School.

Phase 2: The Public Hearing for Poughkeepsie Middle School was held on August 11, 2015 in accordance with the “20 business days following the identification of the school as Persistently Struggling or Struggling.” The Poughkeepsie City School District established a Community Engagement team charged with the responsibility of developing recommendations for improvement of the school and for soliciting input regarding the recommendations through public engagement.

Phase 3: PMS held faculty meetings and open houses for parents in September. Discussions, specifically focused on “demonstrable improvement targets,” are ongoing at the daily “communities of practice” meetings.

Phase 4: The designated Community Engagement Team will conduct meetings on a biweekly basis. The mission-critical work of formulating recommendations, soliciting input, and sharing information in a timely manner with the public--is moving forward in a phased approach, with



strategic actions and timelines, as outlined in Commissioner’s Regulations 100.19 and Education Law, Subpart E of Chapter 56 of the Laws of 2015, section 211-f. Each SMART (specific, measurable, achievable, realistic, time-bound) goal outlined in the strategic action plan, focused on ensuring that the school makes “demonstrable progress” on the specified metrics is prioritized for the short-term and long-term.

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

- Working in a labor-management collaboration to identify and address root causes of chronic underperformance (for example specific to literacy across disciplines, attendance, discipline, and graduation);
- Reviewing and expanding curriculum; expanding the school day through federal grants and community partnerships; providing job-embedded professional development; and
- Building “pedagogical content knowledge” of instructional and administrative staff through Focused Instructional Learning Walks, the distribution of daily Leadership Tips, and ongoing dialogue about best practices in education.

In the report, our preliminary assessment of Level 1 and Level 2 “Demonstrable Improvement” indicators is conservative; most are rated “red” or “yellow.” The first quarterly report provides a baseline assessment of the work to transform teaching and learning at Poughkeepsie Middle School. In the team’s initial assessment of the work, which took place at a meeting held on Tuesday, October 27, 2015, the “Implementation Status” for each indicator was, by consensus, rated “red” or “yellow.” The ratings, at this time, are modest and reflect the desire of the team to take a more reflective, in-depth, comprehensive review of the work, using empirical evidence to determine progress. As of October 30, 2015, internal data points from our locally negotiated Annual Professional Performance Review (APPR) tool MAP/NWEA are not yet available, as students are continuing to take MAP in core content areas. Teachers will commence the development of their Student Learning Objectives (SLOs) during the week of November 9<sup>th</sup>, 2015. The MAP/NWEA data triangulated with data from the district-wide Focus Instructional Learning Walks, attendance data, disciplinary infraction data, and the state standardized assessment data from the 2014-2015 school year will provide a more holistic picture of the strengths, challenges, and progress at PMS. These conservative ratings reflect the fact that it is still very early in the school year. Improvement work is underway; however, it is preferable to remain cognizant that many initiatives are still in their early stages of implementation and will continue to be refined as we deepen the work to transform the learning environment for every student at Poughkeepsie Middle School.



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**Attention** – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to [Receivership@NYSED.gov](mailto:Receivership@NYSED.gov) and [Turnaround@NYSED.gov](mailto:Turnaround@NYSED.gov). It is a self-assessment of the implementation and outcome 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 schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP).



Part I – Intervention Plan

<b>Intervention Plan and Timeline – Key Strategies and Status of Implementation</b>		
Items from this section relate specifically to key strategies identified in the Department-approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and related Receivership addendum materials; as well as to any key strategies embedded in the plan and budget that are central to meeting project outcomes (e.g., intensive professional development, extended learning time).		
<b>Key Strategies</b>	<b>Implementation Status</b>	<b>Evidence</b>
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and Receivership addendum material.	Identify each strategy as RED, YELLOW or GREEN	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan and Receivership addendum material.
1. Job-embedded professional development supported through Focused Instructional Learning Walks (FILWs)		Administrators conduct a minimum of 3 FILWs (Focused Instructional Learning Walks) daily and provide teachers with immediate feedback. However, the instructional changes aren't being realized immediately. 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. In FILWs special attention is paid to providing teachers with strategies for differentiating



			instruction to meet the needs of students with disabilities (SWDs), ELLs, and other students with special learning needs.
2.	Full implementation of the PCSD Mission Literacy initiative supported by Houghton/Mifflin/Harcourt (HMH)		There will be an instructional coach four times a month, however, the coaching will not begin until mid-November 2015. Additionally, there will be an executive coach for the administration team.
3.	Common Core Learning Standards (CCLS) implementation across content area through a data-driven culture		Teachers are implementing EngageNY modules in ELA and Mathematics. Challenges include strengthening teacher comprehension of learning objectives and strategies included in the modules.
4.	Communities of Practice model to improve instructional practices through a data-driven culture		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 targeted strategies for improvement.
5.	Implementation of Read 180 and Math Solution software for additional literacy support, specific to ELLs and SWDs		Additional literacy support programs have not been implemented to date, however, implementation is expected in November; in addition, implementation has also been interrupted by the use of all



			computers and labs being used for administration of MAP testing in October.
6.	Extended learning time for aimed at providing multiple opportunities before school, afterschool, and Saturday programs		Supported by the 21st Century grant, all after school enrichment programs have begun, including programming for Read 180 and Math Solutions. Evidence of success will be monitored for adaptations to delivery of targeted interventions being offered after school.
7.	Positive Behavior Intervention Strategies (PBIS) initiatives focused on improving the culture and climate		<p>PBIS is a strategy that will be better supported once the committee begins meeting monthly in November. The committee members have changed from 2014-15 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.</p> <p>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>



8.	Response to Intervention (RtI) model to support struggling students		Teachers currently have access to TRIM which logs intervention support for students; evidence of use is not clear and implementation of a defined RtI team to address specific needs is being discussed.
9.	Develop strong parent and community involvement to support the needed improvements		<p>As per Dr. Karen Mapp, “Policy and programming in the area of family engagement should focus on building and enhancing the capacity of school program staff and families to partner in ways that support student achievement and development as well as school improvement.”</p> <p>The school has designed activities that celebrate successes (i.e., student recognition); PTA has increased in participants to approximately 50 members this year with the last two meetings having 25 members participate; 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>



<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.
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***Part II – Community Engagement Team***

<b>Community Engagement Team (CET)</b>		
Please complete the prompts/questions and include information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan.		
Key Questions/Prompts	Status (R/Y/G)	Analysis / Report Out
Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information. Indicate here the way in which the CET was provided an opportunity to provide comments and suggestions on the draft quarterly report.		In meeting the expectations of the requirements set forth for Receivership, the school has also implemented additional strategies for engaging parents and the community in support of the implementation of the school improvement plan. A community forum was held in early September 2015 that allowed an opportunity for the school to define elements of implementation of the approved continuation plan. An additional effort is the creation of a formal Community Engagement Task Force (CET) with parents, teachers, administrators, community members, and district administrators. The school/district collected feedback in hardcopy form as well as encouraging ongoing feedback through the district’s website link “Citizens’ Corner.” The district closely watches the questions and comments received through this forum and responds within 24 hours to provide information on an ongoing basis.



		<p>Additional communication/collaboration with community/municipality groups will increase, which will allow for conversations about partnering to share resources (i.e., adding transportation for special events) to support district/school efforts in involvement/engagement.</p>	
<p>Explain the degree to which the evidence/outcomes of meetings and committee work suggest the need for adjustments to ensure successful implementation of the Community Engagement Plan.</p>		<p>Feedback received, to date, regarding the implementation of the CET and additional communication initiatives implemented by the district has been positive. Some feedback has indicated the concern that recommendations, although collected, may not be considered in revising implementation strategies. The District/school will continue efforts to include stakeholders in conversations around implementation updates throughout the year. Stakeholder groups are encouraged to continue to remain involved and participate in multiple opportunities to support the school community. This will improve understanding of challenges met if implementation is not providing the desired outcomes.</p> <p>The school-based Transformation Team, currently identified as the Community Engagement Team under Receivership, established in the previous school year will continue into 2015-16. However, due to a late start in approving a change in the members that serve on the team, the compensation for team members will not begin until November 2015. The Community Engagement Team/Transformation Teams will meet bi-weekly to continually review academics and “Demonstrable Improvement” indicators for progress throughout the school year.</p>	
<p><b>Green</b></p>	<p>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>.</p>	<p><b>Yellow</b></p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p><b>Red</b></p> <p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part II – Receivership

<b><u>Powers of the Receiver</u></b> Please respond to the prompts/questions below regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. In addition, please include information regarding, but not limited to, the actions taken by the School Receiver to: 1) Review, alter or replace curriculum and program offerings of the school; 2) Replace teachers and administrators; 3) Increase salaries to attract and retain high-quality teachers and leaders; 4) Establish steps to improve hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure; 5) Reallocate the existing school budget; 6) Expand the school day; 7) Negotiate a Receivership agreement that modifies the existing collective bargaining agreement(s); and 8) Supersede any decision, policy or regulation of the superintendent of schools, chief school officer, or of the board of education.		
Key Questions/Prompts	Status (R/Y/G)	Analysis / Report Out
Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.		Receivership powers currently being leveraged 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 supports additional resources in Read 180 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</li> </ol>



		<ol style="list-style-type: none"> <li>6) collective bargaining discussions are currently taking place with a movement toward more collaborative stakeholder involvement;</li> <li>7) 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>8) reviewing and expanding curriculum; expanding the school day through federal grants and community partnerships; providing job-embedded professional development; and</li> <li>9) 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>
<p>Explain the degree to which the evidence/outcomes of efforts to implement/develop Receivership plans suggest the need to adjust implementation of the intervention plan.</p>		<p>The degree to which the evidence/outcomes of efforts indicate the need to adjust the implementation is as follows:</p> <ol style="list-style-type: none"> <li>1) evidence collected through FILWs suggests that implementation of CCLS curriculum and instruction is uneven and may require adjustment;</li> <li>2) at this time there is no evidence indicating that the plan to partner with HMH needs to be adjusted;</li> <li>3) at this time there is no evidence that the implementation of FILWs needs to be adjusted;</li> <li>4) evidence related to the implementation of PBIS suggests that more time is needed to fully implement this intervention;</li> <li>5) at this time there is no evidence that the planned extended learning time program through the 21st Century Learning Grant requires adjustment;</li> <li>6) at this time collective bargaining negotiations are ongoing and the evidence suggests that they should be continued.</li> </ol>



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<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.
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Part III – Metrics/Indicators

<b>Level 1 Indicators</b>				
Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Priority School make yearly progress		NA	Make Progress	Evidence of making yearly progress is consistently and robustly monitored as an overarching metric by which all others will be measured at the aggregate level. We are continuing to measure gains in student learning in classrooms though the lens of FILWs, which provides a unit of analysis at the granular level. We are recording noticeable improvements in engagement in classrooms (measured by cognitive demand of tasks and peer-to-peer collaboration), increases in the quarterly progress report cards of each student, data walls/dashboards with attendance, discipline, and academic targets. These indicators are promising that the yearly progress indicator will be realized.
School Safety		62	<7 serious incidents	Currently the school has “1” incidents recorded. The PMS team is cautious and reflective as they rate this indicator “red,” due to the fact that it is still early in the school year. However, we remain optimistic as we monitor and strategically support a healthy school culture/climate focused on prioritizing safety.



**Receivership Quarterly Report – 1<sup>st</sup> Quarter**  
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3-8 Math All Student Level 2 and above		30%	38%	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 of implementation monitoring at the grade 3-5 level as they are not physically in the same building.	
3-8 Math All Students MGP		43.69	51.17	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 of implementation monitoring at the grade 3-5 level as they are not physically in the same building.	
Grades 4 and 8 Science Alls Students Level 3 and above		35%	44%	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.	
<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>	<b>Red</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results. Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Metrics/Indicators

<b>Level 2 Indicators</b> Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Student Suspension Rate (Out of School)		34%	11%	<p>Currently the school has “45” suspensions recorded. The school is cautious to identify a different rating due to the fact that it is still early in the school year. The expectation is that as the year progresses systems and structures being reinforced during this first progress period will improve student behaviors and interactions for the rest of the school year.</p> <p>PMS is implementing myriad 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 61 students enrolled. PMS is better able to monitor, support, and reduce the number of out-of-school suspensions. Additional interventions include: PBIS, Restorative Justice, Positive Ps, and the inclusion of both student and teacher voice in the mission-critical work.</p>



3-8 ELA SWD Level 2 and above		9%	17%	<p>The district/school teams are looking at improving differentiation in all classrooms based on different learning styles and improving co-teaching strategies to improve student engagement and achievement. There continues to be a concern related to grades 3-5 as they are not physically in the building to check for monitoring improvements by the building leader.</p> <p>The Executive Director will be working with PMS to provide support in three critical areas for SWDs: 1. Support will be provided through daily FILW involvement and regular staff feedback discussions. 2. Support will be provided through the development and implementation of co-teaching coaching including planning structures, feedback, and embedded coaching. 3. Support will be provided through New York State assessment item analysis and coaching for seniors and juniors at risk for not graduating.</p>
3-8 Math SWD Level 2 and above		8%	18%	<p>The district/school teams are looking at improving differentiation in all classrooms based on different learning styles and improving co-teaching strategies to improve student engagement and achievement. There continues to be a concern related to grades 3-5 as they are not physically in the building to check for monitoring improvements by the building leader.</p> <p>The Executive Director will be working with PMS to provide support in three critical areas for SWDs: 1. Support will be provided through daily FILW involvement and regular staff feedback discussions. 2. Support will be provided through the development and implementation of co-teaching coaching including</p>



				planning structures, feedback, and embedded coaching. 3. Support will be provided through New York State assessment item analysis and coaching for seniors and juniors at risk for not graduating.
3-8 ELA Black Students MGP		49.58	49.96	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 of implementation monitoring at the grade 3-5 level as they are not physically in the same building.
3-8 ELA LEP Students MGP		51.61	53.59	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 of implementation monitoring at the grade 3-5 level as they are not physically in the same building.
3-8 Math Black Students MGP		41.79	48.96	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 of implementation monitoring at the grade 3-5 level as they are not physically in the same building.
3-8 Math LEP Students MGP		47.51	52.88	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 of



**Receivership Quarterly Report – 1<sup>st</sup> Quarter**  
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				implementation monitoring at the grade 3-5 level as they are not physically in the same building.
Providing 200 Hours of Extended Day Learning Time (ELT)		NA	Provide 200 Hours of ELT	Supported by the 21st Century grant all after school enrichment programs has begun. Teachers that will provide additional after school programming for Read 180 and Math Solutions has also begun. Evidence of success will be monitored for adaptations to delivery of targeted interventions being offered after school.
Teacher Attendance		NA	tbd	At this time, the State has not established a baseline to identify for the school's indicator. The school has been trending on an average of 6-8 teacher absences per day; note 6 teachers are currently out on long term leaves. The building leadership team has initiated PBIS initiatives to improve the culture and climate and student attendance which in effect will encourage improved teacher attendance to support learning.
<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 – Budget/Fiscal

<b>Budget and Interim Fiscal Report</b>		
Questions from this section relate specifically to key strategies identified in the Receivership Fund application, as well as key strategies embedded in the Intervention Plan (SIG/SIF/SCEP) and budget that are critical to meeting project outcomes (e.g., intensive professional development, extended learning time).		
Key Questions/Prompts	Status (R/Y/G)	Analysis/Report Out
Identify and describe areas where spending is not on budget and explain the reasons. Provide an analysis of progress period expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.		Initially, due to turnover and reorganization in the Department of Business and Finance, which oversees the budget funding accounts, there was a delay in finalizing contracts related to purchase services, as well as finalizing appointments of staff to support after-school programming; this caused a slight delay in expending items within the approved School Improvement Grant (SIG) budget to date. The Assistant Superintendent of Finance in collaboration with the Assistant Superintendent of Curriculum, Instruction, and Grants Management have implemented a process with bi-weekly team meetings to monitor, provide direct oversight-- specific to grant stewardship-- and support to ensure that the funds are appropriately spent in accordance with the regulatory guidelines and in alignment with the approved activities to meet the projected outcomes. Any unencumbered SIG grant dollars will be encumbered accordingly in support of the budget narratives outlined in the spending plan, as approved by the New York State Education Department.
Identify any potential budget adaptations or amendments that may be needed as a result of this budget analysis.		Amendments to the budget at this time are not expected. Purchase service contracts have been finalized and approved by the school board. After school programming, Instructional coaching for teachers, and Leadership Coaching for building leadership are expected to begin in November 2015.



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 July 1, 2015 to October 30, 2015  
*(As required under Section 211-f(11) of NYS Ed. Law)*

		<p>The professional development leadership work on October 9<sup>th</sup> was planned with the school and District staff, feedback was received by teachers regarding their professional learning needs; the day was then customized for the middle school teachers and delivered by the HMMH/ICLE consultants. The consultants have designed their on-site coaching schedule in accordance with the terms of the deliverables of the contract and in alignment with the needs of the school.</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.