

CONTINUATION PLAN
 School Improvement Grant (SIG) 1003(g)
 2015-16

School:	Poughkeepsie High School	District:	Poughkeepsie City School District
BEDS Code:	131500010010	District Contact:	Dr. Michelle Cardwell
Enrollment:	1167	SIG Model:	Transformation
Grades Served:	9-12	Cohort:	2

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

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

District Accountability and Support (District-Level Plan – Part A) - The LEA should have the organizational structures and functions in place at the district level to provide quality oversight and support for its identified Priority Schools in general, as well as specifically for the identified SIG school. The LEA plan for accountability and support should contain each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
i. Identify specific senior leadership that will direct and coordinate district turnaround efforts, and identify <u>individuals</u> at the district-level who are <u>responsible for providing oversight and support</u> to the LEA's lowest achieving schools.		Support to PHS was provided by the Superintendent, Assistant Superintendent, and Director of Data Analysis and Accountability on a daily basis to ensure effective implementation of the School Improvement Grant and district/school initiatives. The support ranged from being available for questions to facilitating professional development workshops and providing job embedded coaching around developing systems and structures to ensure sustained improvement. The Assistant Superintendent for	The Poughkeepsie City School District will continue to provide school job embedded professional development around conducting weekly Focused Instructional Learning Walks facilitated by district and/or school level leadership. The Superintendent, Assistant Superintendent, Director of Technology, and Director of Data Analysis and Accountability will provide support in improving teaching and learning.

		<p>Human Resources worked closely with the principal in filling vacancies with highly qualified staff in a timely manner. In addition, support was provided in implementing the APPR process and developing Teacher Improvement Plans when necessary.</p>
<p>ii. Describe in detail how the structures identified above function in a coordinated manner to provide high quality accountability and support. Describe and <u>discuss the timeframe, specific cycle of planning, action, evaluation, feedback, and adaptation between the district and the school leadership.</u> This response should be very specific about the type, nature, and frequency of interaction between district personnel, school leadership and identified external partner organizations.</p>	<p>The Poughkeepsie City School District provided school and district leadership with job embedded professional development.</p> <p>The principal will continue to focus on instructional leadership; the goal is for principal to spend up to 75% of time in classrooms modeling, facilitating Focused Instructional Learning Walks providing coaching (based on the NYSUT Coaching Framework), and providing feedback to teachers to address culture and climate, discipline, and all issues impacting instruction. The Assistant Superintendent and the Director of Data Analysis and Accountability have provided targeted, on site, job embedded support to the staff at PHS. The support included developing structures and procedures, monitoring and assessing teaching and learning, and providing constructive feedback which will lead to the improvement of teaching and learning.</p> <p><i>The transformation team has been instrumental in helping to spread the message about cultivating an environment of high expectations and excellence for all students with providing PD during Faculty meetings. They have been looking at trends across the school that deal with the district goals of Attendance,</i></p>	<p>Weekly Focused Instructional Learning Walks facilitated by district and /or school level leadership will be conducted. Immediate feedback from the FILWs will be provided to the teachers from the administrator.</p> <p>Scholastic Achievement Partners will continue professional development around the Literacy initiative beginning in September and will continue throughout the school year two times per month. After each week, Scholastic will provide a written report on the work completed and the next steps including recommendations. The Assistant Superintendent will maintain regular contact with Scholastic Achievement Partners to discuss progress and effective implementation. The PHS progress is to be shared with the Superintendent and the cabinet during weekly meetings to monitor, review, and modify support if necessary.</p> <p><i>The district provides support through our Organizational Coherence Effectiveness Framework Model where district leadership is assigned a school which they work directly with to ensure teaching and learning is happening. They are scheduled to visit their assigned schools five (5) days/week, perform thee (3) FILWs with the instructional team. Their support also extends to the</i></p>

		<p><i>Academics and Discipline and how we can work to improve these goals. Documentation of professional development session feedback, attendance at meetings, and minutes of meetings are available which document the activity and achievements of the Transformation Team.</i></p>	<p><i>Transformation Team with attending meetings and helping us monitor the implementation of assessments to improve instruction. They support the Director of Culture and Climate through FILWs assessing the environment and tone of the students, staff, parents and community. They also provide monetary support with events and to purchase food for events we host during the school year.</i></p> <p><i>See attached Organizational Coherence Effectiveness Framework.</i></p>
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<p>Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:</p>			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year

<p>i. Identify by name, the <u>partner organizations</u> that will be utilized to provide services critical to the implementation of the school design. Additionally, provide the rationale for the selection of each. Explain specifically, the services to be provided and the role they will play in the implementation of the new school design.*</p>		<p>The Poughkeepsie City School District will continue its partnership with Scholastic Achievement Partners (SAP) during the 2014-2015 School year.</p> <p>SAP worked closely with the district and school leadership to build the capacity to improve the entire system while focusing on instructional improvement, specific to literacy across curricular areas. As a Priority School, the Poughkeepsie High School is committed to implementing five core strategies that rare aligned with the New York State Diagnostic Tool for School and District Effectiveness. SAP and PCSD worked collaboratively, with a laser like focus, to implement a Mission Literacy Model using key literacy strategies and best practices to improve literacy development across the core curricular areas. Intensive coaching and professional development drove successful literacy reform and prepared all stakeholders for the urgency of change, helping them identify deep rooted challenges and requirements to overcome obstacles to improving teaching and learning. SAP leadership coaching was an intensive, collaborative process individualized for the specific needs of each school leader.</p>	<p>During the 2014-2015 school year, PHS and SAP will continue to build on the strong foundation established during the 2013-2014 school year on the literacy initiative.</p> <p>District and school leadership are determined to advance the literacy initiative by continuing to provide targeted professional learning support and resources to school leadership and instructional staff. Based on current progress and targeted discussions with district leadership, school leadership and staff at PHS, it is recommended that a well-orchestrated approach to professional learning that builds on the solid foundation established for the PHS Literacy Initiative. Using the same structure implemented during the 2014-2015 school year; professional learning will be organized and delivered in four components;</p> <p>Component 1: Train Staff on Literacy Strategies and Best Practices Component 2: Empower the School Transformation Team Component 3: Employ Job Embedded Instructional Coaching for Teachers and Instructional Staff Component 4: Utilize Job Embedded Leadership Coaching for School Principals and Assistant Principals.</p>
<p>ii. For the key external partners funded through this plan, provide a clear and concise description of <u>how the LEA/school will hold the partner accountable for its performance.</u></p>		<p>Scholastic Achievement Partners began working with PHS in the 2013-2014 school year. After each week, Scholastic provided a written report on the work completed and the next steps including recommendations.</p> <p>The Assistant Superintendent maintained weekly contact with Scholastic Achievement Partners to discuss progress and effective</p>	<p>Scholastic Achievement Partners will begin professional development around the Literacy initiative in September and will continue throughout the school year four times per month. After each week, Scholastic will continue to provide a written report on the work completed and the next steps including recommendations. The Assistant Superintendent will maintain weekly contact</p>

	<p>implementation. This information was shared with the district and building level leadership to ensure effective implementation and development of next steps. Strategic planning sessions were held with leadership from SAP, the District, and PHS Twice to review services received.</p> <p><i>SAP has been providing PD for all teaching staff during their PLCs and monitoring the implementation of the Literacy Strategies throughout the building. Continuing this partnership would be vital to our success of fully integrating the Literacy Strategies into our everyday classroom rituals and routines. Teachers have been surveyed and they are asking for more support from SAP. Data collected from FILWs have indicated successful implementation of instructional strategies in many classrooms. In addition, the strategies have been used by students during regents exams as indicated through scoring of the regents.</i></p>	<p>with Scholastic Achievement Partners to discuss progress and effective implementation. This information will be shared with the Superintendent and the cabinet during weekly meetings to monitor, review, and modify support if necessary.</p> <p><i>To determine effectiveness and monitor progress towards meeting goals and objectives, PHS is looking for 100% of our teachers to be able to fully implement the Literacy Strategies into their everyday classroom rituals and routines. At the beginning of the school year, each teacher will be visited and information regarding implementation of the literacy strategies will be gathered. This information will be shared with SAP who will provide support to teachers on effective implementation. Throughout the year, data will be collected and monitored to ensure all teachers are fully implementing the literacy strategies.</i></p>
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* If the model chosen for this school is a *Restart*, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-district contract, signed by both parties, in full accordance with Education Law 211-e must be received by NYSED no later than August 15, 2015. If the fully executed EPO-district contract is not in full accordance with Education Law 211-e, submitted and in place by the date identified, the LEA will be at risk of having the grant terminated.

Educational Plan (School-Level Plan – Part H) - The LEA/school should provide an educationally sound and comprehensive plan for the school. The LEA/school should provide a detailed educational plan with a description of each of the following elements:			
Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year

<p>i. Describe the <u>curriculum</u> to be used, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program.</p>		<p>The PHS uses the NYS modules for ELA and Math. The department chairs, content specialists and teacher leaders attended the Network Team Institutes sponsored by NYSED and provided turnkey training of the material learned to the instructional staff. EngageNY is the “go-to site” from NYSED that provided the resources for classroom teachers to meet the challenges of the CCLS. Teacher workshops were provided during PLCs in which participants: examined how the curriculum and noted changes in the reading, writing, speaking and language standards; reviewed sample test questions and/or format; navigated the resources available on EngageNY; looked at new curriculum modules on EngageNY with a lens of how they connect to content areas and current units of study.</p>	<p>The District will facilitate and ensure the alignment of District curriculum maps with the CCLS. The school leader will ensure that the teachers embed the CCLS within the lesson designed for all courses.</p> <p>The school leader will ensure that data are routinely used to inform instructional decisions. The school leader and teachers will identify a set of instructional strategies that effectively meet the needs of students and develop a plan to implement them school wide. Teaching and learning objectives will explicitly be stated in all classrooms to facilitate student learning. This will be evident on the Smart Board Configurations required in every classroom. Differentiated instructional strategies will be an expectation in all lesson designs. The school leader, in collaboration with the assistant principals and Director of Data Analysis and accountability will identify and implement screening tools that will provide teachers with baseline data on student learning. This information will be reviewed quarterly to inform instructional decision making.</p>
<p>ii. Describe the <u>instructional strategies</u> used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).</p>		<p>Targeted support for achieving high quality, standards aligned instruction in the content areas of literacy/ELA and math was provided by district and school leadership, Department Chairs, and Scholastic Achievement Partners. The focus was to engage the entire school around the goal of college and career readiness. Training was provided to all teachers and administrators that preserved the uniqueness of each content area but built shared supports and expectations. The support was designed to help all students achieve the following: (1) Learn to understand and use academic language – the language used to communicate complex and technical</p>	<p>Leadership coaches will continue to work with principals and assistant principals to: Ensure full implementation of PCSD literacy initiative; Promote student engagement; Support the implementation the Literacy Calendar; Monitor use of literacy strategies at the high school; Gather student evidence to support application of open response writing in each classroom; Assist in the facilitation of highly effective school transformation team meetings; Communicate progress of literacy initiative with staff and school stakeholder; and Develop the skills needed to lead school transformation.</p> <p><i>Mathematics classrooms that should</i></p>

information – so that students will be prepared for the demands of college and career; (2) Develop college and career readiness learner competencies, enabling students to become self-directed, independent learners.

be implementing the shift to the Common Core State Standards will use the following:

-increase both professional and classroom conversations which outline expected student outcomes for each standard

-differentiate instruction to personalize learning experiences for all students and provide multiple opportunities for students to access lessons

-support grade-level reading of complex texts by integrating literacy strategies into lessons, including vocabulary instruction which applies words from Tier I, II and III

-assess conceptual understanding by asking students to write detailed explanations and justify mathematical answers

-create problem-based lessons in which students build conceptual understanding and fluency through real application

-infuse instruction with cross-grade/cross-curricular concepts allowing students to apply, integrate and synthesize the standards.

The Extended Learning Time programs will be monitored for effectiveness quarterly. Teachers assigned to work the ELT will be

			<p><i>responsible to submit the learning targets for the activity, meeting dates, time, and student attendance. Students will be asked to complete an evaluation form of the activity and of the instructor. A culminating activity or project will be expected at the close of the activity.</i></p>
<p>iii. Describe the logical and meaningful set of strategies for the use of instructional time leading to a pedagogically sound structuring of the daily/weekly/monthly schedule <u>to increase learning time by extending the school day and/or year</u>. The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time.</p>		<p>After-school and Saturday programs were provided to students. Academic enrichment and homework support was provided to students four days per week in all subject areas. Extra-curricular programs were also available including: open gym, chess, leadership groups, and health and fitness. Our ELT program included both academic and extra-curricular opportunities for all students. It is not enough to simply add minutes or days to the school calendar. ELT is an important tool in improving student outcomes. PMS has created an ELT program that is used to deepen instruction in the core subject areas, increase enrichment opportunities, and to support student socio-emotional developmental health. The ELT program included opportunity for capacity building and professional development for teachers and other staff. Opportunities for student participation included before school, after school, and Saturday programming to ensure all students have access to ELT programs.</p>	<p>The morning ELT programs have proven to have higher student attendance percentages. The PMS will consider offering additional morning programs which will focus on academic skills and homework support. It is the intention that students who are unable to attend after school academic enrichment will be able to attend the morning programs provided.</p> <p><i>The district will consider offering a morning program by canvassing teachers for their availability and students interest in attending a morning program. The district would also need to look at the data to ensure we are offering the courses that students need.</i></p> <p><i>Strategies to be used for strategic tutoring for Regents and mastering content in subject areas would be as follows:</i></p> <ul style="list-style-type: none"> <i>• Start with a list of students who have failed exams</i>

			<ul style="list-style-type: none"> • <i>Do an itemized analysis of each student's exams</i> • <i>Group the students according to their deficiencies to address their needs</i>
<p>iv. Describe the school's functional cycle of <u>Data-Driven Instruction/Inquiry</u> (DDI). Describe the type, nature and frequency of events (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the <u>examination of interim assessment data</u> and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis.</p> <p><i>(Please see below for additional required information)*</i></p>		<p>Scholastic Achievement Partners meets with the teachers six times per month. The sessions are structured to allow teachers bring student work with them to the meeting to discuss the progress students are making in open response writing and active reading strategies. The Scholastic Instructional Coaches work with the teachers in analyzing and developing next steps for instruction based on the student work. The Department Chairs, Literacy Coach, and Transformation Team members began the work of analyzing student test data and interim assessments to inform instruction. In addition, the Director of Data Analysis and Accountability in collaboration with the Transformation Team work closely with teams of teacher in analyzing data to inform instructional decision and planning.</p> <p><i>The SAP met separately with the Department Chairs, Transformation Team and Director of Data Analysis and Accountability to ensure that the work across the district was aligned. The SAP helped the teachers with the Literacy Rollout through choosing articles and developing lesson plans.</i></p>	<p>The PHS 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 receive extensive support, guidance, and development in the keys of Driven by Data:</p> <ul style="list-style-type: none"> • Assessments • Analysis • Action • Culture <p>Administrators will receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all students. All of this will be embedded within a strong instructional leadership model that includes observation and feedback, curriculum planning, and leading professional development.</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> <p><i>It informed the DDI by having our Data Team disaggregate the exams and provide each department with Item Analyses on questions that the</i></p>

			<p><i>majority of the students got wrong. This allowed teachers to better align their teaching for the remainder of the year to address the students misconceptions with information.</i></p>
<p>v. Describe the school-wide framework for providing academic, social-emotional, and <u>student support</u> to the whole school population. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner.</p>		<p>The Instructional Support Team (IST) worked with teacher leaders, transformation team members, support specialists and administrators to identify expert staff members with success in addressing positive social behaviors. The identified experts participated in the regularly scheduled IST meetings requiring instructional consultation support. They began to provide strategies to their peers and the IST. Instructional Consultation included observations, shared planning sessions, and joint lesson plan development opportunities. The transformation team, IST, and support specialists monitored all suspension data, PBIS activities and the development of FBA, and BIPS.</p>	<p>For the 2015-16 school year, the IST will continue to identify experts who can support their colleagues in effectively meeting the social emotional development health needs of their students. In addition, the IST will continue to work on FBA and BIPS, and provide support to teachers in the effective implementation of the plans. The IST will work closely with the Transformation Team to create action plans for the students in the alternative program. Support will be provided from the RSE-TASC in collaboration with the Executive Director of Family and Student Support Services and the Director of Special Education.</p> <p><i>PHS did not offer an Alternative Program during the 2014-15 school year.</i></p>
<p>vi. Describe the strategies to develop/sustain a safe and orderly <u>school climate</u>. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.</p>		<p>The Director of Culture and Climate started the peer mediation and restorative justice programs. The Executive Director of Special Education and the Student Support Team reviewed and compiled data as to collect evidence-based practices that will serve as feedback to the Instructional Support Team. Professional development was provided to train members of this evaluation process. Based on classroom observations, the New York State Teaching Standard I will need to be reflected in knowledge and management of cultural diversity to support the implementation of DASA. The goal is to implement proactive strategies (i.e., peer mediations, Peace Circles Restorative Justice- to decrease incidents of</p>	<p>The PBIS team will continue to work in collaboration with the Transformation Team. They will continue to work that was started during the 2014-15 school year and expand upon the behavior expectations matrix. The team will continue to provide support to each teacher in the use of common language and expectations for classroom behavior, attendance, and academics. In addition, teachers will be provided with strategies that they can use to support students.</p> <p><i>Responsible for directing activities related to school culture and climate, conducting school audits and climate</i></p>

		<p>bullying and disruption and an increase student engagement in the classroom. The PBIS Team met regularly, along with the school Transformation/Data Team to discuss the concerns pertaining to academic success. (i.e. school-wide student attendance, disruptive behaviors, common language to be established district-wide).</p>	<p><i>surveys, and self-monitoring upon request of the Executive Director of Student Support. Provides leadership in the development and periodic revision of PHS Behavioral Support Plans and coordinates and supports culture and climate forums for providing feedback with community members, parents and families, students and staff.</i></p> <p><i>Last year PBIS was revitalized in the school. The Director was task with getting together a committee of administrators and teachers to look at the areas of concern. New behavior matrix were developed for the hallways, cafeteria and classrooms. Due to the last start the hallway matrix was introduced and signage was posted around the building as a reminder to students of their expected behaviors while traveling in the hallways. This year we planned on rolling out the cafeteria and classroom expectations to staff and students within the first week of school. (Our PBIS Handbook is on-line for review)</i></p>
<p>vii. Describe the formal mechanisms and informal strategies for how the school encourages <u>parent/family involvement</u> and communicates to support student learning, and how it will gauge parent and community satisfaction.</p>		<p>PHS has a Director of Climate and Culture that works in collaboration with the staff, parents, and students. It was determined through the DTSDE review process and K-12 Insights survey data that the PHS needed to improve their work related to family and community engagement in order to develop strong</p>	<p>PHS will continue to implement the mechanisms and strategies that has encouraged strong parent and family involvement. The administrator in charge of culture and climate will provide support to teachers in effective communication strategies from teacher to parent. The expectation will be a minimum of</p>

	<p>relationships that bridge the gap between parents and schools. Results from the survey have been shared with all stakeholders and are available to the public on the District's website. In the 2014-2015 school year, the District's Parent and Community Engagement Taskforce worked proactively to respond to the needs identified and to ensure that parents are meaningfully engaged in the education of their children.</p> <p>Methods to facilitate two-way communication include: parent breakfasts and parent advisory meetings, Citizens' Corner on the district website where each question from the community is addressed, a suggestion box in each school community, a dedicated phone prompt for questions and comments, an electronic parent concern tracking system, and Community Chats (informal, open, public meetings held at community venues for the community to ask the new Superintendent questions and discuss issues).</p> <p><i>The two way communication methods we used last year with parents were effective because of the feedback we were receiving from parents. It was a slow start but the community started coming out to our events and chats. This has made a positive impact on our students and their families and they are looking forward to continuing our relationship building activities.</i></p>	<p>one positive communication with the parent each quarter. This communication can be a letter, an email, or a phone call.</p> <p>In addition, the administrator will work closely with the PBIS team to continue the work that was started this school year in developing a positive school climate.</p>
<p>* Academic Achievement Data - <u>Under separate attachment</u>, the LEA/school must provide summary data demonstrating the degree to which academic achievement targets (Attachment B of the school's original application) have been met, or are on a trajectory for being met. This may include charts, tables, and/or graphs that summarize the current academic performance data for grade-levels and/or content area. This should be based on available data and include those data that can</p>		

systematically measure school progress and/or are predictive of academic performance on annual targets.

Training, Support and Professional Development (School-Level Plan – Part I) - The LEA/school should have a coherent school-specific framework for training, support, and professional development clearly linked to the SIG plan and student needs. The framework articulated should contain each of the following elements:			
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i. Identify and describe the <u>training, support, and professional development</u> events during the current implementation period and for the upcoming implementation period. For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which providers were/will be evaluated. Provide a rationale for each event and why it is critical to the successful implementation of the SIG plan.		<p>Evidence of implementation was observable through FILWs conducted by internal staff members, the movement towards a “communities of practice” model where teachers have been engaged in “courageous conversations” about the quality of instructional practice and the increased use of data to improve instruction.</p> <p>Scholastic Achievement Partners has worked with administrators and teachers on a weekly basis providing job-embedded professional development, coaching, modeling, and mentoring.</p>	<p>Scholastic Achievement Partners will continue their work with the staff at the Poughkeepsie High School. The SAP coaches will focus on the following:</p> <ul style="list-style-type: none"> • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation calendar. • Conduct classroom walkthroughs to determine areas of instruction in need of support. • Provide support in the development of the transformation team. • Examine how systems have been put in place and determine how to continue support as needed. • Analyze and provide support in result of Instructional Walkthroughs. • Analyze subject distribution data, cohort data, and failure rates. <p><i>Our desirable measurable outcomes would be that 100% of our teachers are implementing the strategies from the PD in their classroom. Being evaluated through evidence from our FILWs.</i></p>

<p>ii. Describe the schedule and plan for regularly <u>evaluating the effects of training, support, and professional development</u>, including any modifications to the plan as the result of evaluation. The training, support, and professional development plan described in this section should be job-embedded, school-specific, and/or linked to student instructional and support data, as well as teacher observation and interim benchmark data. The skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices.</p>	<p>Administrators participated in each professional development offered by the partners. Evaluation sheets were collected at the end of some of the sessions and read by administrators. Administrators during FILWs and classroom observations, made note of the number of teachers applying what was learned during professional development and the quality of implementation. The school turnaround officers conducted quarterly reviews which included reviewing the work of the partners. District and school administrators reviewed the reports of the school turnaround officers, monthly reports from the partners, session feedback forms, and notes from FILWs to determine effectiveness of professional development and next steps.</p>	<p>Ongoing sessions of learning, collaboration, and application, accompanied by school- and classroom-based support, over an ample time period are necessary to incorporate new behaviors fully into a teacher's repertoire. If the design of professional development is sufficiently strong and long enough to promote deep changes, it will be possible to measure the impact of professional development on student learning.</p> <p>Using a theory of change evaluation model and building on logic models that define the transformation process, we will use an eight-step evaluation process that builds pathways with evidence to measure the impact of professional development on teacher classroom behavior and student learning.</p> <p><i>At the beginning of the year SAP will develop a calendar with dates for their availability to ensure that PD and support is given to teachers and administrators.</i></p> <p><i>What is Theory of Change?</i></p> <p><i>A theory of change (TOC) is a tool for developing solutions to complex social problems. A basic TOC explains how a group of early and intermediate accomplishments sets the stage for producing long-range results. A more complete TOC articulates the assumptions about the process through which change will occur and</i></p>
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<p>Project Plan and Timeline (School-Level Plan – Part K) - The LEA/school should present a project plan that provides a detailed/specific, measurable, realistic, and time-phased set of actions/outcomes that reasonably lead to the effective implementation of the SIG plan and expected/projected results. The project plan should contain each of the following elements:</p>			
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<p>i. Present and describe the timeline of <u>key strategies</u> for the current implementation period and for the upcoming implementation period that are aligned to the goals identified in the “School Overview” section</p>		<p>The transformation team at PHS met on a bi-weekly basis to discuss various school improvement initiatives, to review data, and plan professional development. With the support of Scholastic the PCSD is empowering</p>	<p>PHS will continue with the work in applying specific literacy strategies to the professional development calendar for the school. A calendar of implementations will be distributed during the beginning of the school year and</p>

<p>of the original SIG application.</p>		<p>the transformation team to lead school improvement through a laser-like focus on applying specific literacy strategies.</p> <p>Professional development has been provided to the team in understanding the importance of student engagement, focusing on key literacy strategies, implementing a school-wide literacy plan, and monitoring progress toward the goal. In addition the transformation team has: Develop roles and responsibilities; Develop protocols for team meetings; Enhanced their understanding of critical literacy strategies and best practices; and Reviewed the Literacy Calendar.</p>	<p>monitored for effectiveness quarterly. Teachers and administrators will continue to receive support from SAP in effectively implementing and monitoring the professional development activities.</p> <p>The focus for the 2015-16 school year will include increased levels of academic rigor and student engagement, differentiated instruction, collaborative lesson planning, and use of effective instructional strategies across content areas.</p> <p><i>At the end of the 2014-15 school year the Literacy Coach developed a calendar for each department do their Literacy Strategies three times/year. The Transformation Team met to review the calendar and make any necessary changes that may have conflicted with other important dates. ie. State Testing or NWEA.</i></p>
<p>ii. Identify the early/significant wins for the current period of implementation and significant wins for the upcoming period of implementation that will serve as indicators of successful SIG plan implementation and foster increased/sustained buy-in and support for the plan.</p>		<p>The transformation team at PMS met on a bi-weekly basis to discuss various school improvement initiatives, analyze data, and develop professional development activities for school-wide implementation. The team worked to develop teacher leaders who can continue the efforts of whole school reform.</p>	<p>The 2015-16 school year, is the year of ensuring we have built capacity of the Transformation Team member to continue the work of school reform and take ownership of the work and continue the expected level of academic growth by students on all regents exams and graduation rate.</p>
<p>iii. Identify the <u>leading indicators of success that are examined on no less than a bi-monthly monthly basis.</u> Describe how these data indicators have been and/or will be collected; how and who will analyze them; and how and to whom they will be reported.</p>		<p>Attendance for teachers and students and discipline referrals, have been collected and reviewed on a weekly basis. A data-dashboard is created each week based on the previous week's data. This data is collected by the data specialist and disseminated to the building principal who discussed the information with staff. Academic data is collected by the</p>	<p>For the 2015-2016 school year, attendance and discipline data will continue to be collected and reviewed on a weekly basis. Academic data will be collected every six to eight weeks and reviewed by the Department Chairs, Data Specialist, administrators, and teachers. The data will be used to inform instruction and to make school-wide decisions regarding</p>

		Department Chairs and classroom teachers and reviewed during weekly PLCs.	professional development.
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Budget Analysis/Narrative and Budget Documents (School-Level Plan – Part F) – The LEA/school should propose expenditures that are reasonable and necessary to support the identified Priority school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.			
Design Element	Status (R/Y/G)	Analysis of 2014-15 School Year	
Provide an analysis of the current implementation period <u>expenditures in terms of desired outcomes, alignment to project plan/timeline, and impact on instructional practices/key strategies/student engagement.</u>		During the 2014-15 school year PHS focused on providing job-embedded support to administrators and teachers in several areas: Literacy Across all content areas; developing a data driven culture, best-practices in improving instruction, and meeting the academic, social, and emotional needs of students. The professional development was provided by experts in-district and from outside consultants. The budget provided opportunities to hire specialists and staff members with specific skills to assist in building the capacity of administrative and teaching staff. The Director of Culture and Climate and school improvement manager provided ongoing support around effective implementation of the SIG initiatives. The PHS is proud of the work of the transformation team and is confident in their ability to continue to develop and become the decision making force in the school. The Career Action Center has provided the students with mentoring and supports around college and career readiness.	
Additionally, <u>under separate attachment</u> , the LEA/school must provide a Budget Narrative and an FS-10 for the upcoming implementation period. The budget narrative must identify and explain all proposed costs for district and school-level activities. For each activity, identify costs associated and provide an explanation/justification for the cost that connects to the project activity, goals, and outcomes previously identified throughout the Continuation Plan. The budget items must be clear and obvious about how the proposed activities are directly impacting the school-level and district implementation of the SIG plan. The proposed expenditures must be reasonable and necessary to support the initiatives and goals of the LEA/school, and commensurate to size and need.			

Leading Indicators – The LEA/school should provide progress report period averages for the metrics listed below, as well as summaries/descriptions of key initiatives for each.							
Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	93.52	91.14	90.83	88.21		<p>During the 2014-15 school year, PHS:</p> <ul style="list-style-type: none"> • Perfect Attendance Rewards • Home Visits • Smart Goals 	Poughkeepsie High School will continue the initiatives that have been successful in improving student attendance, home visits, and advisories. PBIS will continue the work the beginning of school to reinforce the expectations of good attendance.

						<p><i>We will continue with our PBIS celebrating students with perfect attendance each quarter along with home visits from our attendance officer.</i></p>	<p>Parent meetings, orientation and open house, will place a high level of emphasis on the attendance expectations.</p>
Teacher Attendance	92.44	86.88	91.58	90.30		<p>During the 2014-15 school year, PHS:</p> <ul style="list-style-type: none"> • Principal monitored teacher attendance • Recognized teachers with outstanding attendance • Held meetings with teachers with chronic attendance issues • Culture and Climate committee assessed teacher concerns 	<p>Teacher attendance remains below the expected target number.</p> <p>Staff morale has improved as evidenced by participation in events, conversations at PLCs, and evaluation forms for professional development sessions.</p> <p>The PBIS and Transformation Teams will continue to support teachers and provide opportunities for teacher voice.</p> <p><i>We will continue to look at and address teacher attendance issues. This upcoming year we will be bringing teachers in on an individual basis to discuss chronic absenteeism when necessary. Along with celebrating teachers with perfect attendance through our PBIS initiatives.</i></p>
Office Discipline Referrals	222	140	82	60		<p>PBIS began to identify common language and expectations for student behavior.</p> <p>The Code of Conduct was modified.</p> <p>Student advisories, adopt a student</p>	<p>PBIS will continue to focus on clearly identified expectations for student behavior. Classroom teachers will receive support from the PBIS team to effectively communicate and implement the strategies for improved classroom management. The IST will</p>

						<p>initiative, was implemented to provide additional support to struggling students. This initiative allowed for relationships to develop between a student and a teacher.</p> <p>continue to create FBA plans for students who continue to struggle but also provide support to teachers in assisting the students.</p> <p><i>Teachers and students appreciated the common language being used throughout the building. Using common language ensured that there was no misunderstandings around the expectations for students.</i></p>
Extended Learning Time	Approx 150 students For 50 hours	Approx 200 students For 75 hours	Approx 225 students For 50 hours	Approx 150 students For 50 hours	<p>Approx 150 students For 50 hours</p> <p>Identified as Yellow as per PCSD 8/4/15 email</p>	<p>PHS offered ELT opportunities throughout the 2014-15 school year. Activities included: academic support and tutoring, academic enrichment, sports, clubs, etc...Programs were provided after school.</p> <p>PHS will continue to offer an extensive array of programming for students both after-school and before-school.</p> <p><i>This year guidance counselors have coded their students with Red, Yellow and Green. The Red students are not on task to graduate and have a few credits. The Yellow students are on task to graduate but have failed Regents Exams. The Green students are on task to graduate and have passed all their Regents Exams. Using this system, we will have the ability to work with students and parents to ensure they are attending before and after school programs to improve academics. The PHS offers a longer school day with ten</i></p>

							<i>periods for 7 hours a day. ELT is built into the scheduled school day for all students. Addition time is built in the schedule for extra academic support for approximately 150 to 225 students.</i>
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