



NEW YORK STATE EDUCATION DEPARTMENT

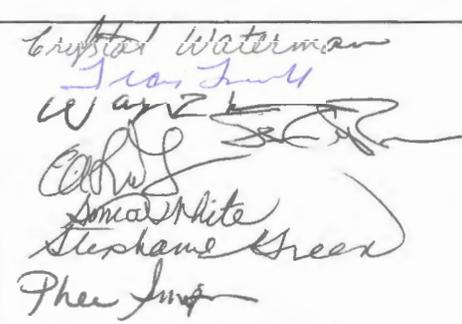
Office of Accountability/School Turnaround

Receivership Quarterly Report

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



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

School:	Poughkeepsie High School	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	



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Receivership Quarterly Report			Dates: July 1 to October 30	
School	School BEDS Code	Persistently Struggling/Struggling School	SIG/SIF Model/Cohort (If Applicable)	
Poughkeepsie High School	131500010010	Struggling	SIG Transformation	
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Nicole Williams	Mrs. Phee Simpson	Mrs. Tracy Farrell, Assistant Superintendent of Curriculum, Instruction, and Grants Management	9-12	1207

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 High School (PHS) 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 drawing on key levers granted to her as a “Receiver,” Superintendent Williams is collaborating with the Teachers’ (PPSTA) and Administrators’ Associations (PPSAA) to effectively transform teaching and learning at PHS. Finally, school and district personnel are gathering data to strategically 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 High 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. PHS curricular reflects both Common Core learning standards and instructional shifts. Students receive daily, individualized literacy instruction in classrooms; students needing additional academic support in literacy receive a one-to-one tutoring 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 High School.

Phase 2: The Public Hearing for Poughkeepsie High 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: PHS 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 High 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 9th, 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 PHS. 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 High 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 and 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

Intervention Plan and Timeline – Key Strategies and Status of Implementation		
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).		
Key Strategies	Implementation Status	Evidence
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time) and Receivership addendum material.		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 through FILWs	<div style="background-color: red; width: 100px; height: 100px; margin-bottom: 5px;"></div> 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



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			instruction to meet the needs of students with disabilities (SWDs), ELLs, and other students with special learning needs.
2.	Full implementation of PCSD Mission Literacy initiative through professional development		Teachers are using strategies from FILWs and monitoring and improving instructional practice with the goal of incorporating high-yield instructional shifts, specific to the rigor/relevance framework for engaging students through peer-to-peer collaboration in cognitively demanding tasks. Additionally, administrators collect three pieces of work from each teacher that provide baseline and comparative data to reflect the progress of the implementation of the <i>Mission Literacy</i> initiative, specific to active reading and writing strategies across disciplines.
3.	CCLS implementation across content areas		Teachers revised ELA and math curriculum to align with the CCLS, using EngageNY modules.
4.	Communities of Practice model to improve instructional practices through a data driven culture to inform instructional practices		Every day during first period teachers engage in a “communities of practice” model. The time is dedicated to content-specific topics and data analysis. During Monday through Thursday, each core content area, led by the assistant principal supervising the content, engages in meaningful and substantive professional learning opportunities in a collaborative setting. Discourse ranges from providing more robust interventions to monitor attendance,



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			<p>discipline, and academics to making cross-curricular connections to support students with tools and strategies to master content across disciplines. Triangulated data practices (data walls and SMART goals) undergird the results-driven work each morning. Teacher leadership and teacher voice drive the work. In addition to the core classroom strategies developed by teachers as a result of the review of data, science teachers are committing to designing a schedule one day a week for student lab make ups to prepare for their science Regents examinations and to support a higher level of intentionality around student performance in the area of science. Fridays are designated as parent outreach days and opportunities for streamlining interventions for students in each cohort.</p>
5.	Operation Graduation model (i.e., credit recovery, red/yellow/green rating of student credits, adopt-a-senior)		<p>The administrators, along with the guidance counselors, have initiated Operation Graduation to target students in grades 9-12. Students are identified using a status of “red, yellow, or green” to indicate the level of assistance and interventions needed to help them secure the proper number of credits and Regents exams for graduation. There is also an initiative called “Adopt-A-Senior” to provide students with additional support toward meeting their goal of on-time graduation. A credit recovery program is forthcoming to</p>



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			assist students with recovering missing credits on their path towards successfully completing high school college and career ready.
6.	ETech School within a School Model (supported through the PTech grant) - targeting 50 freshmen students		The E-Tech school-within-a -school model (funded under the P-Tech grant) has been established for the 2015-16 school year to support 50 freshmen students. The program has an established scope and sequence model designed through collaboration of representatives from the community college and business sponsors. Evidence of early success is indicated by the fact that nine of the eleven E-Tech students are receiving an average Chemistry grade to date of no less than 82% to date.
7.	Extended Learning Time for Regents' prep and review		An after-school homework center will be added to provide additional support to increase student achievement. In January and June students will be provided with Regents prep review. Currently, students have the opportunity to make up science labs regularly. In addition to the academic support provided to all students, the school has implemented a breakfast and dinner plan free of charge because of the school's 86% poverty rate.
8.	PBIS initiatives to support a positive school climate		The teacher's contract has a provision which allows for a .6 paid position to lead PBIS building-wide. At this time teacher buy-in is a



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			<p>challenge. Additionally, one of the administrators in the building is responsible for leading PBIS initiatives.</p> <p>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>
9.	Career Development Action Center with the Dutchess County Regional Chamber of Commerce		<p>The Dutchess County Regional Chamber of Commerce opened a Career Action Center in Poughkeepsie High School and started the Career Development Intensive Mentoring Program. The center is believed to be the first chamber of commerce-sponsored in-house program in a public school in the country.</p> <p>The collaboration provides high school students with the necessary skills to identify and pursue their long-term career interests and/or obtain employment.</p>



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			<p>In addition to the job searching and training help, students have access to mentors, can hear from professionals in the business community through a speaker series, and can prepare for interviews with area employers who will attend an annual career fair. Currently there are two classes running with a CTE teacher. Students are provided internships, assemblies, training in soft skills, along with resume writing skills.</p>
10.	JROTC		<p>At this time the program needs a Major or Commander to increase the participation to 120 students. Currently, there are only 68 with the current Chief.</p>
11.	Develop strong parent and community involvement		<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>This continues to be a challenge in PHS. The PTA is not yet well established. While PHS has held parent breakfasts and other activities, including open house, attendance has been limited. Emphasis continues to focus on improving communication and</p>



			developing events and activities that encourage parent/community participation.
12.			
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red			Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part II – Community Engagement Team

Community Engagement Team (CET)		
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 August 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



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		<p>comments received through this forum and responds within 24 hours to provide information on an ongoing basis.</p> <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. However, all recommendations pertaining to the implementation and revision of the SIG plan were incorporated. 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>Green</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>Yellow</p> <p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</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

Powers of the Receiver 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"> 1) the review of current curriculum content to set the standard for increasing the use of CCLS supported through the resources offered on EngageNY; 2) external partnership with HMH supports additional resources in Read 180 and Math solutions during extended learning time; 3) an intentional and strategic effort to support improved instructional practices through the use of FILWs and professional development around the focus strategies is being implemented; 4) implementation of PBIS systems to improve climate and culture within the building has been expanded this year to include “communities of practice” time for grade levels to meet to share practices and review best practice models; 5) extending the school day will be offered before and during the time that Regents exams are held in January and June. Additional homework centers are being developed to offer an after school time to support students throughout the school year;



		<ol style="list-style-type: none">6) collective bargaining discussions are currently taking place with a movement toward more collaborative stakeholder involvement;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);8) reviewing and expanding curriculum; expanding the school day through federal grants and community partnerships; providing job-embedded professional development; and9) building “pedagogical content knowledge” of instructional and administrative staff through Focused Instructional Learning Walks, the distribution of daily Leadership Tips, and ongoing dialogue about best practices in education.
<p>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">1) evidence collected through FILWs suggests that implementation of CCLS curriculum and instruction is uneven and may require adjustment;2) at this time there is no evidence indicating that the plan to partner with HMH needs to be adjusted;3) at this time there is no evidence that the implementation of FILWs needs to be adjusted;4) evidence related to the implementation of PBIS suggests that more time is needed to fully implement this intervention;5) at this time there is no evidence that the planned extended learning time offerings requires adjustment; as well as,6) at this time collective bargaining negotiations are ongoing and the evidence suggests that they should be continued.



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Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Metrics/Indicators

Level 1 Indicators 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 through 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		26	<7 Serious Incidents	Currently PHS has "0" incidents recorded. The PHS 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.
Total Cohort 4 Year Grad Rate - All Students		54%	55%	Graduation rate of all students from 2014-15 was realized at 62.3%. The school continues to monitor the student progress and expects that this indicator will be met



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				and/or exceeded according to evidence of student progress and benchmarks evident to date.
Total Cohort 4 year Grad Rate with Adv. Designation - All Students		6%	9%	At this time, we are focused strategically in a laser-like manner on meeting this indicator. Currently, 21 out of 22 students are receiving intense tutoring to successfully pass the Algebra 2/Trigonometry Regents in January 2016.
Student Suspension Rate (Out of School)		16%	11%	PHS 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 9-12 to support students with a smaller learning environment structured to meet the individual needs of the 61 students enrolled. PHS 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.
Green	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> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red				Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part III – Metrics/Indicators

Level 2 Indicators				
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
HS ELA SWD Level 2 and above Gap with non-SWD Students		38%	<30%	<p>The <i>HS ELA Student with Disability (SWD) Level 2 and above Gap with non-SWD Students</i> indicator is being closely monitored by building leadership and staff. Targeted interventions to support all SWDs are being implemented with the goal of achieving five or more credits in 2015-16 toward graduation. PHS will implement a targeted, results-driven strategy (red, yellow, and green interventions focused on improving attendance, decreasing disciplinary infractions, and improving attendance) to ensure equity and excellence for students with disabilities.</p> <p>The Executive Director will be working with PHS 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>



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2013 Total Cohort with 5 or more credits		64%	74%	<p>The <i>2013 Total Cohort with 5 or more credits</i> indicator is being closely monitored by building leadership and staff with targeted interventions (red, yellow, and green interventions focused on improving attendance, decreasing disciplinary infractions, and improving attendance) put into place to support all students struggling with this requirement. PHS is providing AIS, targeted tutoring, SMART goal setting, and guidance support.</p>
2012 Total cohort with 5 or more credits		52%	75%	<p>The <i>2012 Total cohort with 5 or more credits</i> indicator is being closely monitored by building leadership and staff with targeted interventions (red, yellow, and green interventions focused on improving attendance, decreasing disciplinary infractions, and improving attendance) put into place to support all students struggling with this requirement. PHS is providing AIS, targeted tutoring, SMART goal setting, and guidance support.</p>
2011 Total Cohort with 5 or more credits		44%	73%	<p>The <i>2011 Total Cohort with 5 or more credits</i> indicator is being closely monitored by building leadership and staff with targeted interventions (red, yellow, and green interventions focused on improving attendance, decreasing disciplinary infractions, and improving attendance) put into place to support all students struggling with this requirement. PHS is providing AIS, targeted tutoring, SMART goal setting, and guidance support.</p>
Total Cohort 4 Year Grad Rate - Black Students		50%	51%	<p>Overall, by ensuring the progress and achievement level in the indicator for “all” students, the school will improve the <i>Total Cohort 4-Year Graduation Rate - Black Students</i> - approximately 68% of the population.</p>



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Total Cohort 4 Year Grad Rate - ED Students		51%	54%	Overall, by ensuring the progress and achievement level in the indicator for “all” students, the school will improve the <i>Total Cohort 4-Year Graduation Rate for Economically Disadvantaged Students</i> - approximately 80% of the student population.
Total Cohort 4 Year Grad Rate with Adv. Designation - Black Students		4%	4%	There has been a concerted, results-driven effort this year from the building leadership and staff to identify students who are on-track to achieve an advanced designation on their Regents diploma. The administrative team (in collaboration with guidance counselors and teachers) has implemented a robust plan of action in which approximately 4% of black students in the current cohort have been identified for targeted support, as outlined in the “Demonstrable Improvement” progress spreadsheet (see attached) in accordance with the metrics specified by the New York State Education Department. These students are receiving rigorous interventions to strategically support them with achieving the goal of graduating in 2016 with an advanced designation on their Regents diploma.
Providing 200 Hours of Extended Day Learning Time (ELT)		NA	Provide 200 hours of ELT	Full summer programming is provided to students for credit recovery and Regents preparatory opportunities. Throughout the year, students are provided with Regents preparatory review (specifically for both the January and June Regents assessment administrations). Students have the opportunity to make-up science labs to ensure that they are eligible to sit for science Regents exams. A homework center will be provided for additional support for students needing extra help in core subject areas. Students are provided with access to dinner as the District applied for and is



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				receiving a competitive grant. We recognize that students in a District with an 86.2% poverty rate must have access to an extended day meal plan.	
Teacher Attendance		NA	tbd	At this time, the New York State Education Department has not established a baseline for this “Demonstrable Improvement” target, specific to PHS. The school has been trending on an average of 10-12 teacher absences this school year. The building leadership team is working closely with the PPSTA to monitor and support the has initiated PBIS initiatives to improve the culture and climate of the school community, initiatives are in place to address student attendance; overall, shifts in the instructional work, classroom engagement and rigor, and the morning which in effect will encourage improved teacher attendance to support learning.	
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part IV – Budget/Fiscal

Budget and Interim Fiscal Report		
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 Board of Education. After-school programming will begin by November; instructional coaching for teachers and leadership coaching for the building leadership team members commenced in October 2015.



Receivership Quarterly Report – 1st Quarter
 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 9th 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 high school teachers and delivered by the HMH/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>	
Green	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> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		