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

School:	**Poughkeepsie Middle School**	District:	**Poughkeepsie City School District**
BEDS Code:	131500010011	**District Contact:**	**Dr. Michelle Cardwell**
Enrollment:	985	**SIG Model:**	**Transformation**
Grades Served:	6-8	**Cohort:**	4

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

Green	_No barriers to plan implementation/expected results/budget expenditures encountered; school is expected to be able to fully implement its model._
Yellow	_Some barriers to plan implementation/expected results/budget expenditures encountered; with adaptation/correction, school will be able to fully implement its model._
Red	_Major barriers to plan implementation/expected results/budget expenditures encountered; full implementation of the model and its outcomes may not be possible._

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.		The Poughkeepsie City School District provided school and district leadership with job-embedded professional development. School-level administrators received on-site coaching provided by experienced educational experts to address attendance, discipline, and academics. Consultants were hired to mentor the principal. The Mentoring process involved: collecting data on how the principal spends her time; training the principal and assistant principals to respond to questions and protect the principals' instructional time; and on-site	The Poughkeepsie City School District will continue to provide school leadership with job-embedded professional development. The Assistant Superintendent, Director of Technology, and Director of Data Analysis and Accountability will be designated to provide targeted, on-site, job-embedded support to the staff at PMS. The support included developing structures and procedures, monitoring and assessing teaching and learning, providing constructive feedback which will lead to the

		training and coaching for principal focused on strengthening the principal's ability to promote high-quality teaching. The mentor drew from the model to coach the principal with focusing on instructional leadership; the goal is for the principal to shift her work to spend up to 75% of time in classrooms modeling, facilitating Focused Instructional Learning Walks/Instructional Rounds, providing coaching (based on the NYSUT Coaching Framework), and providing feedback to teachers to address culture and climate, discipline, and all issues impacting instruction. The Deputy Superintendent, Assistant Superintendent, Director of Technology, and Director of Data Analysis and Accountability have been designated to provide targeted, on-site, job-embedded support to the staff at PMS. The support included developing structures and procedures, monitoring and assessing teaching and learning, and providing constructive feedback which will lead to the improvement of teaching and learning. A strong focus on using data to inform decision making was supported by the work of the Director of Data Analysis and Accountability and the work with the transformation team.	improvement of teaching and learning, and using data to inform decision making.
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		Central office administrators have met with the PMS administrative staff on a weekly basis to review progress towards meeting goals and benchmarks. Daily support was provided to the administrative team on conducting FILWs, use of data to inform decisions, and effective implementation of school improvement	Central office administrators will meet with the PMS administrative staff on a weekly basis to review progress towards meeting goals and benchmarks. FILWS will be conducted with the support of a district office staff member weekly. During the district-attended FILWs, feedback will be given to the administrators on the quality of their

| organizations. | | initiatives.

FILWS were conducted with the support of a district office staff member daily at the beginning and middle of the school year and ending the school year with weekly support. During the district-attended FILWs, feedback was given to the administrators on the quality of their noticings/wonderings, feedback to teachers and recommendations for improvement and follow-up.

Monthly professional development sessions have been held with the administrators to ensure continued improvement and growth. | noticings/wonderings, feedback to teachers and recommendations for improvement and follow-up.

Monthly professional development sessions will be held with the administrators to ensure continued improvement and growth. Professional development topics will be selected based on identified needs of the administrators. |
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Partnerships (School-Level Plan – Part F) - The LEA/school must be able to establish effective partnerships to address areas where the school lacks the capacity to improve. For partnerships selected to support the implementation of the SIG plan, the LEA/school must provide a response to each of the following elements:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
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.*		The Poughkeepsie Middle School has entered into a partnership with Scholastic Achievement Partners (SAP). SAP has a proven track record of helping persistently low-performing districts and schools improve through an unwavering commitment to immediately addressing the needs of struggling students in reading and writing. The Scholastic Achievement Partners work closely with district and school leaders to build the capacity to improve the entire system while focusing on instructional improvement, specific to literacy across curricular areas.

As a Priority School, the Poughkeepsie Middle School is committed to implementing five core strategies. See attached Focus District | The Poughkeepsie Middle School will continue its partnership with Scholastic Achievement Partners (SAP). During the 2015-16 school year, the support will focus on improving the teaching and learning in every classroom by providing intensive job-embedded support to teachers. The instructional focus will be increasing levels of student engagement, academic rigor through the use of graphs and visuals. SAP coaches will work directly with teachers by observing their teaching, modeling lessons, providing feedback, and assisting teachers with improving teaching and learning in their classroom. In addition, a professional development math session will be added to provide specific support to math teachers in |

		Strategies Chart and Mission: Literacy Chart. These core strategies guided the school and the Poughkeepsie City School District with implementing a common set of practices designed to improve the academic performance of students. SAP and PCSD worked collaboratively, with a laser-like focus, to implement a Mission: Literacy Model using key literacy strategies and best practices to improve literacy development across the core curricular areas. Intensive coaching and professional development drove successful literacy reform and prepared all stakeholders for the urgency of change, helping them identify deep-rooted challenges and requirements to overcome obstacles to improving teaching and learning.	improving math instruction.
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>		Administrators participated in each professional development offered by the partners. Evaluation sheets were collected at the end of some of the sessions and reviewed by central office staff. Administrators during FILWs and classroom observations, made note of the number of teachers applying what was learned during professional development and the quality of implementation. The school turnaround officers conducted quarterly reviews which included reviewing the work of the partners. District and school administrators reviewed the reports of the school turnaround officers, monthly reports from the partners, session feedback forms, and notes from FILWs to determine effectiveness of professional development and next steps. A vendor evaluation form is conducted prior to renewing each contract and submitted to the Board of Education.	Administrators will continue to participate in professional development offered by the partners. Evaluation sheets will be collected at the end of some of the sessions and reviewed by central office staff. Administrators during FILWs and classroom observations, made note of effectiveness of the implementation of the literacy model and use of data. The school turnaround officers will be asked to conduct quarterly reviews which will include the work of the partners. A vendor evaluation form is conducted prior to renewing each contract and submitted to the Board of Education.

* 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
i. Describe the curriculum 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.		The PMS used the NYS modules for ELA and Math in tandem with the ELA Collections Series and Go Math Series. The Academic Instructional Coaches and teacher leaders attended the Network Team Institutes sponsored by NYSED and provided turnkey training of the material learned to the instructional staff. The Grade 6-8 ELA exams are aligned to the Common Core Learning Standards and NYSED has provided samples of new test items. In addition, EngageNY is the "go-to site" from NYSED that provided the resources for classroom teachers to meet the challenges of the CCSS. Teacher workshops were provided in which participants: examined how the new ELA tests reflected the reading, writing, speaking and language standards; reviewed sample test questions and/or format; navigate the resources available on EngageNY; looked at new sample curriculum modules on EngageNY with a lens of how they connect to content areas and current units of study.	The PMS will continue to use the NYS modules for ELA and Math in tandem with the ELA Collections Series and Go Math Series. Common assessments were created in ELA and will be administered to the students during the 2015-16 school year. Benchmark assessments in mathematics will be created during the 2015-16 school year.
ii. Describe the instructional strategies used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Describe the plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).		SAPs' coaching is an intensive, collaborative process individualized for the specific needs of each leader and teacher. All of the coaches are experienced, credentialed educational leaders who establish relationships, provide guidance and identify priorities with the leadership teams with whom they work. Specifically, Leadership coaches will work with principals to: Ensure full implementation of the PCSD literacy initiative; Promote student engagement; Support the implementation the Open Response Writing Calendar; Monitor use of open	SAPs' coaching will continue into the 2015-16 school year focusing on providing additional mentoring and coaching to teachers in all content areas. Additional mathematics support will be provided to math teachers to improve their content knowledge and use of effective instructional strategies.

For the 2015-16 school year, the teachers in PMS and the ELT programs will focus on the following instructional strategies: |

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

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

- *Expect active participation of all students*

- *Facilitate the learning process rather than disseminate the information*

- *Make their content literacy expertise visible to all*

- *Create carefully structured situations that allow students to solve problems independently*

- *Encourage students to draw on their abilities to discover answers by themselves rather than rely on adults to supply the facts*

The instructional strategies used during the 2014-15 school year included:

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

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

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

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

		Active Reading: Readers of all abilities can benefit from lessons that practice the use of comprehension strategies proven to be habits of good readers.	*Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.*
		Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning.	*Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.*
		Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words.	*Cues, Questions, and Advance Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.*
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.		After-school, before-school and Saturday programs were provided to students. Academic enrichment and homework support was provided to students four days per week in all subject areas. Extra-curricular programs were also available including: open gym, chess, leadership groups, and health and fitness. Our ELT program included both academic and extra-curricular opportunities for all students. It is not enough to simply add minutes or days to the school calendar. ELT is an important tool in improving student outcomes. PMS has created an ELT program that is used to deepen instruction in the core subject areas, increase enrichment opportunities, and to support	The morning ELT programs have proven to have higher student attendance percentages. The PMS will consider offering additional morning programs which will focus on academic skills and homework support. It is the intention that students who are unable to attend after school academic enrichment will be able to attend the morning programs provided. *The morning program will be funded through funding sources outside of the PMS SIG. Morning sports and academic programs will be provided to students. Tutoring and homework help in ELA, Math, Science, and Social Studies will be provided before school*

		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.	*and afterschool to ensure that all students have opportunities to participate regardless of their schedules.* *Students who participate in afterschool sports programs will be encouraged to attend the morning academic support programs to ensure they receive the academic support they need to improve academically.* *Students will be invited to participate in 10 week sessions. Selection of students will be based off of assessment data. Students who want to participate in sports programming must also attend an academic program if they are not achieving proficiency.*
iv. Describe the school's functional cycle of <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. *(Please see below for additional required information)**		Scholastic Achievement Partners meets with the teachers two times per week. During one of the days during the week, teachers bring student work with them to the meeting to discuss the progress students are making in open response writing and active reading strategies. The Scholastic Instructional Coaches work with the teachers in analyzing and developing next steps for instruction based on the student work. The Academic Instructional Coaches began the work of analyzing student test data and interim assessments to inform instruction. In addition, the Director of Data Analysis and Accountability in collaboration with the Transformation Team work closely with teams of teacher in analyzing data to inform instructional decision and planning. *The end of year 2014-15 data was used to inform our 2015-16 continuation plan. The data was analyzed by grade level and content area. The data team analyzed the data based on the services that were provided to students*	The PMS will continue to have a data specialist working directly with their administrative and instructional staff on how to develop a data-driven culture. Teachers and administrators will receive extensive support, guidance, and development in the keys of Driven by Data: • Assessments • Analysis • Action • Culture Teachers will have rigorous assessments that drive great teaching, and they will conduct deep analysis of interim assessment results to make in-course corrections that guarantee higher student learning results. Administrators will receive training in how to lead effective assessment analysis meetings and how to put in place a productive data-driven culture that defines a higher bar for rigor for all

		at each grade level and content area to determine the effectiveness of the programs and supports. According to the data, the majority of students saw an increase in their RIT score in both ELA and Math. However, the increase has not been enough to warrant more than a one year academic growth for students which is essential to close the achievement gap which is approximately two to three grades below grade level.	students. All of this will be embedded within a strong instructional leadership model that includes observation and feedback, curriculum planning, and leading professional development. The work will be monitored and reviewed by the transformation team under the guidance of the Director of Data Analysis and Accountability.
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.		The Instructional Support Team (IST) worked with teacher leaders, transformation team members, support specialists and administrators to identify expert staff members with success in addressing positive social behaviors. The identified experts participated in the regularly scheduled IST meetings requiring instructional consultation support. They began to provide strategies to their peers and the IST. Instructional Consultation included observations, shared planning sessions, and joint lesson plan development opportunities. The transformation team, IST, and support specialists monitored all suspension data, PBIS activities and the development of FBA, and BIPS. Guidance counselors began implementation of the Second Step program. The PMS began an alternative program which address the academic, social-emotional, and student support needs of students.	For the 2015-16 school year, the IST will continue to identify experts who can support their colleagues in effectively meeting the social emotional development health needs of their students. The Second Step program will begin in September, facilitated by the guidance counselors. In addition, the IST will continue to work on FBA and BIPS, and provide support to teachers in the effective implementation of the plans. The IST will work closely with the Transformation Team to create action plans for the students in the alternative program. *PMS will not offer the alternative program during the 2015-16 school year. The decision to not offer the program was due to a budget deficit of 5.4 million dollars in the PCSD and funding not be available.*
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.		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	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,

		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 bullying and disruption and an increase student engagement in the classroom. The PMS PBIS Team met regularly, along with the school Data Team to discuss the concerns pertaining to academic success. (i.e. school-wide student attendance, disruptive behaviors, common language to be established district-wide). As a result, PMS has a PBIS structure in place and disciplinary referrals have been reduced. ***The PMS PBIS team meets a minimum of once a month to review the needs of the culture and climate of the school based on data from the data team and IST team. PBIS will then create the structures, assemblies, behavior matrix, bathroom passes, to address the concerns. The PBIS team will then discuss during the following month the success and challenges of the initiatives implemented and modification or next steps needed.***	attendance, and academics. In addition, teachers will be provided with strategies that they can use to support students.
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.		PMS has a Director of Climate and Culture that works in collaboration with the staff, parents, and students. It was determined through the DTSDE review process and K-12 Insights survey data that the PMS needed to improve their work related to family and community engagement in order to develop strong relationships that bridge the gap between parents and schools. Results from the survey have been shared with all stakeholders and are available to the public on the District's website. In the 2014-2014 school year, the District's	*PMS will continue to implement the mechanisms and strategies that has encouraged strong parent and family involvement. PMS will provide support to teachers in effective communication strategies from teacher to parent. The expectation will be a minimum of one positive communication with the parent each quarter. This communication can be a letter, an email, or a phone call.*

	Parent and Community Engagement Taskforce worked proactively to respond to the needs identified and to ensure that parents are meaningfully engaged in the education of their children. Methods to facilitate two-way communication include: parent breakfasts and parent advisory meetings, Citizens' Corner on the district website where each question from the community is addressed, a suggestion box in each school community, a dedicated phone prompt for questions and comments, an electronic parent concern tracking system, and Community Chats (informal, open, public meetings held at community venues for the community to ask the new Superintendent questions and discuss issues).	

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

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

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
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.		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. Scholastic Achievement Partners has worked with administrators and teachers on a weekly	Scholastic Achievement Partners will continue their work with the staff at the Poughkeepsie Middle School. The SAP coaches will focus on the following: • Ensure that the Literacy Implementation goes according to plan. • Effective implementation of the literacy model. • Development of a professional development implementation calendar.

		basis providing job-embedded professional development, coaching, modeling, and mentoring.	• Conduct classroom walkthroughs to determine areas of instruction in need of support.
			• Provide support in the development of the transformation team.
		SIG evaluators have reviewed the initiatives and has provided PMS with feedback on a quarterly basis.	• 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.
		SAP will be evaluated on a quarterly basis: November February, May, and August. Professional development evaluation forms will be reviewed by central office staff and PMS principal. Reports submitted by SAP will be reviewed and compared with data collected from FILWs to determine effectiveness of implementation. An end of the year evaluation will be conducted using the vendor performance evaluation form and submitted to the Superintendent and Board of Education prior to reviewing the contract for SAP for the 2015-16 school year.	• Analyze grade distribution data, failure rates, and correlation to test scores
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.		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.	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.

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.

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:

Design Element	Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
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 of the original SIG application.	*(yellow)*	The transformation team at PMS met regularly to discuss various school improvement initiatives. With the support of Scholastic the PCSD is empowering the transformation team to lead school improvement through a laser-like focus on applying specific literacy strategies. 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 restructuring team meetings; Enhanced their understanding of critical literacy strategies and best practice; and Reviewed the Literacy Calendar.	PMS will continue with the work in applying specific literacy strategies, but will add a strong mathematics strategies component facilitated by Scholastic/Math Solutions. ***Math Solutions will begin work at PMS in October 2015 and provide training four days a month for 8 months.*** The focus for the 2015-16 school year will included increased levels of academic rigor and student engagement through the use of instructional technology, differentiated instruction, collaborative lesson planning, and use of effective instructional strategies across content areas.
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.	*(green)*	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. Scholastic Achievement partners continued to work with Poughkeepsie Middle School as their	During the 2015-16 school year, additional members will be added to the transformation team to ensure that each content area has representation. This is the year of ensuring we are building capacity of the Transformation Team member to continue the work of school reform and take ownership of the work.

	partner through the School Improvement Grant. They continued to support the leadership, teachers, and transformation team in enhancing their skills to improve teaching and learning. The focus of the work included effective high-quality teaching in all classrooms that result in higher-levels of student engagement and learning as evidenced by an increase in academic performance on the NWEA MAPS exam. Support was provided by the technology specialist to all staff in enhancing the use of instructional technology to increase levels of student engagement. In addition, the data specialist worked directly with teams of teachers to review student work, interim assessment data, NWEA MAP data, and other data sources to develop lesson plans that reflect the needs of the students.	
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.	Attendance for teachers and students and discipline referrals, have been collected and reviewed on a weekly basis. A data-dashboard is created each week based on the previous week's data. This data is collected by the data specialist and disseminated to the building principal who discussed the information with staff. Academic data is collected by the Academic Instructional Coaches and classroom teachers and reviewed during weekly PLCs.	For the 2015-2016 school year, attendance and discipline data will continue to be collected and reviewed on a weekly basis. Academic data will be collected every six to eight weeks and reviewed by the Academic Instructional Coach, Data Specialist, administrators, and teachers. The data will be used to inform instruction and to make school-wide decisions regarding professional development.

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</u>,		During the 2014-15 school year PMS focused on providing job-embedded support to administrators and teachers in several areas: Literacy Across all content areas; developing a data

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

Additionally, <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.

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

Design Element	Progress Report Averages				Status (R/Y/G)	Summary of 2014-15 School Year	Continuation Plan for 2015-16 School Year
	Per 1	Per 2	Per 3	Per 4			
Student Attendance	94.27	93.85	93.72	94.33		The Transformation team has established the following procedures for 2014-15; • PBIS Calendar of incentives • Grade Level Morning Meetings • Revision of Student Handbook • Monthly Attendance Celebrations This year's program were as follow; • Morning Open Gym Program • Grade Level Morning Meetings • After school programs • Strategic Tutoring • Dances • Perfect Attendance Rewards • Home Visits • Smart Goals	PMS will continue the initiatives that have been successful in improving student attendance, assembly programs, home visits, and early morning programming. PBIS will continue the work the beginning of school to reinforce the expectations of good attendance. Parent meetings, orientation and open house, will emphasis the attendance expectations.

Teacher Attendance	94.46	88.76	88.30	87.93		Transformation team has established the following procedures for 2014-15; • Monthly Attendance Celebrations • Revision of Student Handbook allowing teacher input to the procedures • Monthly Culture and Climate meetings for teacher input • Master Schedule adjustments that allow teacher collaboration This year we did the following; • Monitored teacher attendance by building principal • Recognize teachers with outstanding attendance • Meetings with teachers with chronic attendance issues • Culture and Climate committee to assess teacher concerns • Transformation Team analyzed teacher rational for absenteeism attendance and administration addressed the concerns	Teacher attendance, even though slightly higher than the 2013-14 school year, remains below the expected target number. Staff morale has improved as evidenced by participation in events, conversations at PLCs, and evaluation forms for professional development sessions. The PBIS and Transformation Teams will continue to support teachers and provide opportunities for teacher voice.
Office Discipline Referrals	5.8	10	8	8.6		Transformation team has established the following procedures for 2014-15; • Start of the Alternative Program • PBIS Calendar of events for positive behavior • Revision of the student handbook to clearly delineate acceptable & unacceptable behavior • SMART goals for all students • Increased Parent contact via home visits & parent workshops • FBA & BIP for students that display unacceptable behavior • Restorative Justice	For the 2015-16 school year, PMS will implement an alternative program within the middle school building. Planning for the program has begun and will continue throughout the summer. Students will have an action plan to continue to provide supports to the students. In addition, the alternative program students will participate in a summer academy to continue to provide the students with academic and social/emotional supports.

					• Peer Mediation • Pride Academy • Principal Round Table	
Extended Learning Time	0	77.86	58.93	101.1		PMS offered many opportunities for extended learning time throughout the 2014-15 school year. Activities included: academic support and tutoring, academic enrichment, sports clubs, dance, etc…Programs were provided before and after school.	PMS will continue to offer an extensive array of programming for students both after-school and before-school. Specific attention will be given to ensure that all students have opportunities to participate in the activities and are of interest to them.