

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
Poughkeepsie High School	131500010010	Poughkeepsie CSD		SIG 2
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

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. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

This report is the second in a series of quarterly reports required by the New York State Education Department 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) continues to implement an approach utilizing coherent, targeted strategies to rapidly improve student learning and success. Community engagement activities continue to include a variety of informational, advisory, and educational activities. In addition to accessing powers granted to her as Receiver, Superintendent Dr. Nicole Williams continues to collaborate with the Poughkeepsie Public School Teachers’ Association (PPSTA) and the Poughkeepsie Public School Administrators’ Association (PPSAA) to effectively ensure transformational leadership and instructional improvement at PHS. Finally, District personnel continue to gather data and monitor progress with an eye toward ensuring that Poughkeepsie High School meets and/or exceeds “demonstrable improvement” targets. The following

sections provide detail on each of these areas, which are summarized below.

Key strategies for quarter two in implementation 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. The expectation is that teachers receive job-embedded professional development through targeted feedback and coaching with regard to high-yield strategies focused on increased student engagement and rigor in instruction.
2. Monitoring and improving instruction: Common Core Learning Standards and instructional shifts are reflected in PHS ELA curricula. 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. 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.
3. Extended learning time for students is structured to provide programs scheduled before and after school. Teachers receive high quality professional development provided by educational partners including Houghton Mifflin Harcourt (HMH)/International Center for Leadership in Education (ICLE).
4. Cultivating a culture of high expectations: Strategies include full implementation of student support systems including Response to Intervention, Restorative Justice, Positive Behavioral Intervention and Support (PBIS), creating a college-going atmosphere through hallway displays, and expanding opportunities for parent and community involvement.

The following actions have been the focus of this quarter in engaging the community:

Community Engagement Team meetings:

The designated Community Engagement Team/Transformation Team is scheduled to 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 continues to move forward in a phased approach. This process is characterized by strategic actions and timelines, as outlined in Commissioner’s Regulations 100.19 and Education Law, Subpart E of Chapter 56 of the Laws of 2015, section 211-f. Each SMART (specific, measurable, achievable, realistic, time-bound) goal outlined in the strategic action plan, 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 continue with:

- 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 January 2016, PPSTA President Ms. Stephanie Green, Grievance Chair Ms. Michelle Devlin, Superintendent Dr. Nicole Williams, Principal Ms. Crystal Waterman, Assistant Superintendent Ms. Tracy Farrell, and PPSAA President Ms. Phee Simpson attended the AFT 18th Annual Center for School Improvement Leadership Institute. At this meeting, they collaboratively developed an action plan to improve labor-management communication and relations in the District, and within each building, by establishing protocols, norms, and planning for all decision making.

In the second report, our assessment of Level 1 and Level 2 “Demonstrable Improvement” indicators continues to be conservative; most indicators are rated “red” or “yellow.” Building on the first quarterly report, which provides a baseline assessment of the work to transform teaching and learning at Poughkeepsie High School, the second quarterly report provides progress to-date on the demonstrable improvement metrics and key strategies through Receivership. The team’s ongoing assessment and review of the work continues to take place through committee meetings including, but not limited to: the AFT/NYSUT conference held in NYC; ongoing community engagement committee meetings; academic affairs committee meetings; and student support services/Special Education meetings. The ratings, at this time, are modest and reflect the desire of the team to continue to take an in-depth, reflective, comprehensive review of the work, using empirical evidence to determine progress.

At the monthly faculty meetings, PHS staff members specifically discuss strategies to meet/exceed “demonstrable improvement” targets. Also, within the weekly “Communities of Practice” team meetings, ongoing discussions are targeted toward an action plan designed specifically to establish clear roles, responsibilities, and timelines for monitoring progress towards meeting “demonstrable improvement” targets. Regular email communication from the principal to the staff provides intentional focus on progress toward meeting/exceeding “demonstrable improvement” targets. “Demonstrable improvement” targets, specific to attendance, discipline, and academics are points of discussion at PTA meetings and parent forums.

Poughkeepsie High School underwent a District led DTSDE school review in November of 2015. Per the DTSDE School Final Report, recommendations provided include:

Tenet 2 - School Leader Practices and Decisions:

- The school leader in collaboration with staff members must create a vision and plan to explicitly communicate the vision and ways for constituents to support the achievement of the vision.
- The school leader must continue to strategically use the resources noted above and create a data-based structure for maximizing the Marist, Vassar, and NYU cluster of classes.
- The school leader and administrators must work with the instructional coach to develop a year-long professional development plan that differentiates the supports teachers receive throughout the school year.
- The school leader and administrators must collaborate with the Community Engagement Team, positive behavior intervention support (PBIS) team, and parents to create a system that connects all initiatives and structures being implemented at the school to promote maximum effort.

Tenet 3 - Curriculum Development and Support:

- Previously initiated work should be systematized in order to provide support, materials, and training aligned to CCLS curricula and instructional shifts for individual and sub-groups of students.
- Create opportunities for core content teachers to meet with enrichment teachers (art, music, and technology) for the purpose of creating interdisciplinary units of study.
- In order to align instruction to CCLS and NYS content standards, all teachers with the support of school leadership, must identify and implement a variety of assessments.

Tenet 4 - Teacher Practices and Decisions:

- School and teacher leaders must ensure that teachers use data-informed plans to meet the learning needs of students with diverse abilities.
- Poughkeepsie Middle School PBIS team has developed a set of universal behavioral expectations that must be uniformly and equitably implemented with fidelity in every classroom.
- Teachers must provide students with purposeful feedback to address differentiated needs of students.

Tenet 5 - Student Social and Emotional Development Health:

- School leaders must develop structures to support the implementation of the school-based SEDH curriculum. Student support staff in collaboration with school leaders must develop professional development for staff.
- The school community must develop strategic partnerships and systems for monitoring the effectiveness of those partnerships to address the SEDH and academic needs of students.

Tenet 6 - Family and Community Engagement:

- The school leader must collaborate with families and staff members to create an explicit vision for family engagement and communicate high expectations.
- The school community must develop methods for families to be able to respond to communications received from the school.
- The school and school community must develop and create a professional development plan aligned to teaching both staff members and families strategies for collaborating with each other so that students begin to benefit from strong home-school connections.
- The school leader and teachers must develop a cohesive structure and calendar for collecting and sharing student academic data with families.

The structure should include a protocol for alerting families of when students begin to struggle or experience grade slippage.

The PHS leadership team is in the process of disseminating this information and completing action steps in collaboration with faculty/staff, parents, and students through multiple venues (i.e., CET/Transformation Team meetings, faculty meetings, and Communities of Practice).

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@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). The Quarterly Report in its entirety must be posted on the District web-site.

Part I – Demonstrable Improvement Indicators

<u>LEVEL 1 – Indicators</u>				
Please list the school’s Level 1 indicators 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 “ <i>making yearly progress</i> ” continues to be consistently and robustly monitored as an overarching metric by which all others will be measured at the aggregate level. PHS continues to measure gains in student learning in classrooms through the lens of FILWs, which provides a unit of analysis at the granular level. PHS records 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 suggest that the PHS yearly progress indicator will be realized.
School Safety	R	26	<7	Currently PHS has “3” incidents recorded. The PBIS team is targeting questions around obtaining data regarding detailed student discipline issues in the building to help support recommendations that will be made to implement strategies to address this metric.
Total Cohort 4 Year Grad Rate - All Students	Y	55%	55%	Graduation rate of all students from 2014-15 was realized at 62.7% (including August 2015 graduates; source: NYSED Total Cohort Summary, Data Contained in the Student Information Repository System, November 28, 2015). The school continues to monitor the student progress and expects that this indicator will be met and/or exceeded according to evidence of student progress and benchmarks evident to date.
Total Cohort 4 year Grad Rate with	Y	6%	9%	At this time, PHS is focused strategically, in a laser-like manner, on meeting

Adv. Designation - All Students				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)	Y	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 of increasing student attendance and engagement and reducing out-of-school suspensions.

<u>LEVEL 2 Indicators</u>				
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	R	38%	<80%	<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 is implementing a targeted, results-driven strategy (red, yellow, and green interventions focused on improving attendance, decreasing disciplinary infractions, and improving academic achievement) to ensure equity and excellence for students with disabilities.</p> <p>The Executive Director of Special Education continues to work with PHS to</p>

				provide support in three critical areas for SWDs: 1. Support is provided through daily FILW involvement and regular staff feedback discussions. 2. Support is provided through the development and implementation of co-teaching and instructional methodologies, including planning structures, feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and both peer and mentor coaching for seniors and juniors “at-risk” for not graduating.
2013 Total Cohort with 5 or more credits	Y	64%	74%	The <i>2013 Total Cohort with 5 or more credits</i> indicator continues to be 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.
2012 Total Cohort with 5 or more credits	Y	52%	75%	The <i>2012 Total cohort with 5 or more credits</i> indicator continues to be 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.
2011 Total Cohort with 5 or more credits	Y	44%	73%	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.
Total Cohort 4-Year Grad Rate - Black Students	Y	50%	51%	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.

Total Cohort 4 Year Grad Rate - ED Students	Y	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. The four year graduation target set for the 2012 Cohort is 75%.
Total Cohort 4 Year Grad Rate with Adv Designation - Black Students	Y	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 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)	Y	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 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	R	92.47%	95%	In October, it was noted that the State had not established a baseline for the school’s teacher attendance indicator. The school has been trending on an average of 10-12 daily teacher absences this school year. The building

			<p>leadership team is working closely with the PPSTA to monitor and support the 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 professional development Community of Practice Model. In Communities of Practice, teachers each morning have the professional learning opportunity to work in a collegial environment developing lesson plans, “mining” data, and sharing “best practices.” This model is expected to encourage improved teacher attendance to support the learning since teachers are part of the problem-solving process daily.</p> <p>In review of the second quarter (November - January), current data points indicate that teacher attendance is averaging between 90-95% for the month of January. The school continues to trend on an average of 5-7 teacher absences per day.</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.

Part II – Key Strategies

<p>Key Strategies <i>As applicable</i>, identify any key strategies being implemented during the current reporting period that are <i>not described above</i>, but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.</p>		
List the Key Strategy from your approved and Received Intervention Plan (SIG, SIF, SCEP or Out of Time)	Status of each strategy (R/Y/G)	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.

<p>1. Job-embedded professional development through FILWs</p>		<p>Administrators continue to conduct a minimum of 3 Focused Instructional Learning Walks (FILWs) daily and provide teachers with immediate feedback. A coherent, results-driven system has been developed (Rigor/Relevance Framework) and continues to be refined for re-visiting classrooms to observe the implementation of recommendations and high-yield strategies within a narrower timeframe. Now in January, instructional changes are being realized in a majority of the classrooms observed; learning tasks are moving out of Quadrant A to Quadrant B of the Rigor/Relevance Framework. The goal continues to be to reduce teacher isolation, address the variability seen across classrooms, and ensure higher levels of rigor (student engagement in complex tasks)/relevance, and collaboration across disciplines. In FILWs, special attention is paid to providing teachers with strategies for differentiating instruction to meet the needs of students with disabilities (SWDs), ELLs, and other students with special learning needs.</p>

2.	Full implementation of PCSD <i>Mission Literacy</i> initiative through professional development		Teachers are using strategies from FILWs to monitor and improve 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 are implementing EngageNY modules in ELA and Mathematics. Challenges continue to include strengthening teacher comprehension of learning objectives and implementing robust strategies included in the modules for struggling readers and writers.
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, 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

			<p>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.	<p>Operation Graduation model (i.e., credit recovery, red/yellow/green rating of student credits, adopt-a-senior)</p>		<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 scheduled to start on February 8, 2016, to assist students with recovering missing credits on their path towards successfully completing high school college and career ready.</p> <p>Extending the school day is offered before and during the time that Regents exams are held in January and June as well as enrichment and support throughout the school year with peer-to-peer tutoring and a college mentorship program (See attached: Operation Graduation: Daily Monitoring and Strategic Support Form Peer-to-Peer Tutoring/College Mentors). Additional homework centers are being developed to offer an after-school time to additionally support students throughout the school year with credit recovery.</p>

6.	ETech School within a School Model (supported through the PTech grant) - targeting 49 freshmen students – Dutchess Community College and Central Hudson		<p>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 49 freshmen students. The program has an established scope and sequence model designed through collaboration of representatives from the Dutchess County Community College and the business sponsors. Evidence of early success is indicated by the following: nine (9) of the eleven (11) E-Tech students are receiving an average Chemistry grade to-date of approximately 82%; 29 mentors from Central Hudson, Dutchess Community College, and Chazen Company committed to providing mentoring to the 49 ETech Scholars at the Kick-Off Event on February 5, 2016; twelve (12) ETech students started college classes at Dutchess Community College the week of February 1, 2016; and nine (9) ETech students passed the Common Core Algebra Exam in January 2016.</p>
7.	Extended Learning Time for Regents’ prep and review		<p>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, PHS has implemented a breakfast on-the-go program to address the varied dietary needs of students and a dinner plan, free of charge, to ensure that students receive quality, nutritional health and wellness supports as the school’s poverty rate is 86%.</p> <p>Extended learning time is offered before and during the time that Regents exams are held in January and June as well as enrichment and support throughout the school year with peer-to-peer tutoring and a</p>

			<p>college mentorship program (See attached: Operation Graduation: Daily Monitoring and Strategic Support Form Peer-to-Peer Tutoring/College Mentors). Additional homework centers are being developed to offer an after-school time to additionally support students throughout the school year with credit recovery.</p>
8.	PBIS initiatives to support a positive school climate		<p>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 continues to be a challenge. As part of the SIG, a building-level administrator is responsible for leading culture/climate initiatives.</p> <p>The Executive Director of Student Support Services/Special Education will continue to support the movement toward a positive school climate and culture through coordination of PBIS supports, including data analysis and review of best practices based on national research, which include, job-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 partnered with Poughkeepsie High School to implement the Career Action Center—an on-site Career Development and Intensive Mentoring Program.</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, and serves as a full-service job and career resource center.</p> <p>In addition to the job searching and training help, students have access to mentors, learn from professionals in the business community through a speakers’ series, and prepare for interviews with area employers who attend an annual career fair.</p> <p>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.	Upward Bound/Marist College		<p>The Marist Upward Bound Program was founded in 1966. It is a federally funded college preparatory program designed to generate in participants the skills and motivation necessary to persist in completing their secondary education and enter and complete a program of postsecondary education.</p> <p>Marist College Upward Bound currently serves 80 students (Grades 9-12) in PHS.</p> <p>Upward Bound provides students with a core curriculum of instruction that includes mathematics through Calculus II, laboratory science,</p>

			<p>foreign language, computer science, composition, and literature. In addition, Upward Bound provides services such as career exploration, personal counseling, academic advising, financial aid counseling, tutorial support, mentoring programs, college entrance exam preparation, and social and cultural events.</p> <p>Upward Bound's services are provided on the Marist College campus, at PHS and at other sites after school, on Saturdays and during the summer residential program.</p>
11.	Liberty Partnership Program/Marist College		<p>The Liberty Partnerships Program (LPP) has been sponsored by Marist College and funded through the NYS Education Department since 1990. LPP's goals are to 1) prepare students for sustained high-academic achievement and increased persistence to graduate from high school 2) prepare them for careers and 3) prepare them for college-level work. Services are provided to the Poughkeepsie City School District through partnerships with Marist College, community entities, and business organizations. The Program provides a framework for parents to be a partner in their child's education. Marist's LPP serves students per year in grades 9-12 at Poughkeepsie High School.</p> <p>Principals, guidance counselors, and parents recommend young people who would benefit from the program. Most students are referred to LPP due to poor academic performance but other factors include family circumstances and negative peer pressure.</p> <p>LPP provides tutoring, mentoring, case management, college tours, career exposure, leadership development, cultural enrichment, summer programs, and events for parents. Instruction is aligned with the</p>

			<p>common core standards. Marist students serve as tutors, mentors, and interns.</p> <p>LPP students graduate from high school and enter college at a higher rate than students across the state. In 2010 approximately 31% of African American or Hispanic graduates in New York State entered a 4-year or 2-year college.* During the same year, all of Marist's graduates were either African American or Hispanic and entered college.</p> <p>In 2009 the statewide rate of public high-school graduates entering degree-granting institutions was 79.9%. In comparison, LPP's rate was 88%. In 2008 the statewide rate was 79.1% and LPP's rate was 95%. LPP graduates consistently credit LPP with helping them graduate high school and go to college.</p>
12.	Vassar College Urban Education Initiative/Exploring College		<p>Exploring College (EC) is a four-year enrichment program to prepare high school students with high academic achievement and low-income backgrounds for admission and success in college. It serves students from Poughkeepsie High School. EC includes special-education students, English Language Learners, homeless students, and others not traditionally considered candidates for college. The program's aims are threefold:</p> <ol style="list-style-type: none"> 1. To improve college readiness and foster collegiate aspirations in students from under-represented backgrounds 2. To increase the number of these students who attend college

			<p>3. To expand the collaboration between Vassar College and the school district of Poughkeepsie City.</p> <p>During the academic school year, EC scholars come to Vassar College once a month to attend workshops on college preparation. EC provides additional academic support to scholars in the form of after-school tutoring, a writing group, and one-on-one academic advising. The EC Fellow coordinates these events and recruits Vassar College students to serve as tutors and mentors to the high school scholars.</p> <p>The other central feature of Exploring College is a two-week residential experience at Vassar scheduled the summer between the students' sophomore and junior years of high school. The summer intensive is an important point in helping to prepare students and their parents for college, and is modeled after Vassar's award-winning Exploring Transfer program—which for 30 years has served a similar role for community college students. Exploring College scholars enroll in two courses team-taught by Vassar/PHS faculty and also attend workshops in writing, public speaking, and media literacy. Scholars live in residential halls with Vassar student counselors who assist with coursework, writing, and other academic and social issues. Working with Vassar students and living at Vassar for two weeks makes real to EC participants the idea of college attendance.</p>
--	--	--	--

13.	AFJROTC		<p>The objectives of the AFJROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.</p> <p>The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.</p> <p>Curriculum opportunities at PHS include:</p> <ul style="list-style-type: none"> • Academic studies • Character education • Life skills education • Leadership opportunities • Team-building experiences • Intramural competition • Field trips / training opportunities <p>The program began in February 2015. At this time, the program continues to need a Major or Commander to increase the participation to 120 students. Currently, there are 68 students participating in this leadership program with the current Chief.</p>
-----	---------	--	---

14.	Develop strong parent and community involvement		<p>While meaningful, substantive parent and community engagement continues to be a challenge at PHS, PHS now has parent and student representation on the Community Engagement Team (CET) and is recruiting more parent participants. The PTA President is a member of the CET; however, 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 developing events and activities that encourage robust parent/community participation.</p> <p>PHS is continuing to welcome parent voice into the school community to address culture, climate, and necessary transformational change.</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.

Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET) Please provide 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. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
Y	The PHS Community Engagement Team (CET) continued to meet throughout the second quarter and meets monthly; three meetings to-date. PHS is continuing to welcome diverse, divergent voices on the team. PHS now has parent and student representation and is recruiting more parent participants. PHS has focused on the recommendations provided through the DTSDE school review held in November 2015. Next steps include: working on incorporating the recommendations of the DTSDE review report, sharing with the school community as to how the DTSDE report connects to the demonstrable improvement indicators, and ratcheting up the action plan to transform teaching/learning and the overall instructional climate of PHS.
Powers of the Receiver Please provide information 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. 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.	
Status (R/Y/G)	Analysis / Report Out
	Receivership powers currently being leveraged are: <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/ICLE 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 daily professional development for teachers in a community of practice; 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 is offered before and during the time that Regents exams are held in January and June as well as enrichment and support throughout the school year with peer-to-peer tutoring and a college mentorship program

- (See attached: Operation Graduation: Daily Monitoring and Strategic Support Form Peer-to-Peer Tutoring/College Mentors). Additional homework centers are being developed to offer an after-school time to additionally support students throughout the school year with credit recovery;
- 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; and
 - 9) building “pedagogical content knowledge” of instructional and administrative staff through Focused Instructional Learning Walks, the distribution of daily Leadership Tips, and ongoing dialogue about best practices in education.

The degree to which the evidence/outcomes of efforts indicate the need to adjust the implementation is as follows:

- 1) evidence collected through FILWs suggests that the CCLS curriculum and instructional strategies continue to have variability in high-level implementation and require adjustment/modifications;
- 2) at this time, there is little evidence indicating that the plan to partner with HMM/ICLE needs to be adjusted;
- 3) at this time, there is little evidence that the implementation of FILWs needs to be adjusted;
- 4) evidence related to the implementation of PBIS suggests that a more focused approach including “student voice” and incentives would effectively support a positive shift in the culture and climate of PHS;
- 5) at this time, there is no evidence that the planned extended learning time offerings requires adjustment; as well as,
- 6) at this time, labor management collaborations are ongoing and the evidence suggests that they should be continued (For example: American Federation of Teachers (AFT) and the United Federation of Teachers’ (UFT) Annual Center for School Improvement (CSI) Leadership Institute).

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 – Best Practices(Optional)

Best Practices

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

List the best practice currently being implemented in the school.		Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/Districts.
1.	FILWS	Administrators conduct a minimum of three Focused Instructional Learning Walks (FILWs) daily and provide teachers with immediate feedback. However, the instructional changes aren't being realized immediately. A coherent, results-driven system has been developed and refined for re-visiting classrooms to observe the implementation of recommendations and high-yield strategies within a narrower timeframe. The goal is to reduce teacher isolation, address the variability seen across classrooms, and ensure higher levels of rigor (student engagement in complex tasks)/relevance, and collaboration across disciplines. In FILWs, special attention is paid to providing teachers with strategies for differentiating instruction to meet the needs of students with disabilities (SWDs), ELLs, and other students with special learning needs.
2.	ETECH	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 49 freshmen students. The program has an established scope and sequence model designed through collaboration with representatives from the Dutchess Community College and business sponsors. Evidence of early success is indicated by the fact that nine (9) of the eleven (11) E-Tech students are receiving an average Chemistry grade to-date of no less than 82%. Twelve (12) students enrolled in their first college course beginning February 2016. All 49 ETech students sat for the January 2016 CCLS Algebra Regents exam. All ETech students will work with mentors through the business partnership established with Central Hudson and Chazen, specific to the field of engineering.
3.	Communities of Practice MODEL	Instructional teams continue to meet daily by grade level in Communities of Practice. Teachers utilize MAP data, state assessments, released testing items and

		<p>other sources of data to review student progress and develop rigorous and targeted strategies for improvement. One meeting a week is led by administrators or HMH/ICLE coach who facilitates professional learning through professional readings, peer FILWs, planning <i>Mission Literacy</i> implementation, and team review of student writing. Communities of Practice also meet regularly with HMH/ICLE or the academic instructional coach in professional learning sessions on topics including elements of effective group work, higher order questioning, and planning for rigorous instruction using the Rigor/Relevance Framework.</p>

Part V – Attestation

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: February 5, 2016