

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 Middle School	131500010011	Poughkeepsie CSD		SIG 4
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Nicole Williams	Mrs. Crystal Waterman	Mrs. Tracy Farrell, Assistant Superintendent of Curriculum, Instruction, and Grants Management	6-8	942

Executive Summary
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .
<p>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 Middle School (PMS) is implementing a coherent set of targeted strategies to rapidly improve student learning and success. The community continues to be engaged through a variety of informational, advisory, and educational activities. In addition to accessing powers granted to her as Receiver, Superintendent 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 PMS. Finally, District personnel continue to gather data and monitor progress with an eye toward ensuring that Poughkeepsie Middle School meets and/or exceeds demonstrable improvement targets. The following sections provide detail on each of these areas, which are summarized below.</p> <p>Key strategies being implemented at Poughkeepsie Middle School include:</p>



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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: PMS curricula reflect both Common Core learning standards and instructional shifts. Students with disabilities placed in self-contained classes (12:1:1 classes) receive daily, individualized literacy remediation through the implementation of *Imagine Learning*. An 8th grade AIS teacher will be piloting the Read 180/System 44 literacy program to support both remediation and enrichment. The District’s “*Mission Literacy*” framework 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 an integrated, co-teaching model. The use of formative and computer-adaptive assessment, including NWEA (Northwest Education Association) MAP (Measures of Academic Progress), provides teachers with data to group students and improve instructional focus. Teachers meet in regularly scheduled Communities of Practice to review data, share best practices, and collaboratively plan effective and engaging lessons.
3. Extended learning time for students is provided; programs are scheduled before and after school, and on Saturdays. 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 (RtI), Restorative Justice, Second Step, Positive Behavioral Interventions (PBIS) and support. PMS is creating a college-ready culture through purposeful partnerships with local colleges and universities. PMS is intentionally providing opportunities for students to interact with role-models through mentorships and expanded opportunities for meaningful parent and community engagement.



The following community engagement activities have been prioritized during the past quarter:

Community Engagement Team meetings:

The designated Community Engagement Team continues 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 is moving 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 is focused on ensuring the school makes “demonstrable progress” on the specified metrics and is prioritized for the short-term and long-term.

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

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

In 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



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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 Middle 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 several committee forums 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, PMS 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.

Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment results provide information about student academic progress. In the fall of 2015, approximately 25% of students tested at or above grade level in Reading and Language. Approximately 17% of students tested at or above grade level in math.



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Feedback from the December 2015 DTSDE District-led, school review highlighted some of the following next steps for Poughkeepsie Middle School (PMS):

- create opportunities for core content teachers to work with enrichment teachers to create interdisciplinary units of study;
- develop a variety of assessments; and
- provide students with specific and purposeful feedback to address their differentiated needs.

The PMS leadership team continues to collaborate with the stakeholders of the school community to address action steps and recommendations that will impact the climate and culture of the building and in effect lead to improvements within the demonstrable indicators.

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	<p>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. PMS continues to measure gains in student learning in classrooms through the lens of FILWs, which provides a unit of analysis at the granular level. PMS is recording noticeable improvements in engagement in classrooms (measured by cognitive demand of tasks and peer-to-peer collaboration), increases in the quarterly progress report cards of each student, data walls/dashboards with attendance, discipline, and academic targets. These indicators are promising that the yearly progress indicator will be realized.</p> <p>As of January 15, 2016, qualitative and quantitative data continues to be gathered through daily FILWs, the administrative team has observed changes in instructional practices and a culture of high expectations through conversations among teachers and students in the building. The PMS team continues to have</p>



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				<p>concerns regarding the “opt out” movement as it may affect the 2016 exam results. However, positive steps are being taken to discuss these concerns at the PTA meetings, community engagement meetings and other forums to ensure that parents, teachers, and students have accurate information about the NYS testing program for grades 6-8.</p>
School Safety		62	<7	<p>As of January 15, 2016, the school has “2” incidents recorded. The PMS team is cautious and reflective as they rate this indicator “yellow,” due to the fact that it is still early in the school year. However, we remain optimistic as we monitor and strategically support a healthy school culture/climate focused on prioritizing safety.</p>
3-8 Math All Student Level 2 and above		30%	38%	<p>Although data continues to be available for teachers and administrators to review and analyze, there is not sufficient evidence that teachers are consistently using data to inform differentiated instruction and adaptations to the curriculum. There remains a concern of the robust monitoring and support at the grade 3-5 level to ensure a system of coherence district-wide in math.</p> <p>As of January 15, 2016, Math Solutions has begun providing professional development to all math teachers; there are 23 job-embedded professional development days as well as facilitating sessions at our upcoming Superintendent’s Conference Day on February 12, 2016.</p>



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				<p>A next step includes a student progress priority rating spreadsheet (red, yellow, green) through the guidance team which will anchor the one-on-one meetings with teachers and administrators regarding the specific instructional strategies being used within the classroom to target individual student needs.</p>
3-8 Math All Students MGP		45.69	51.17	<p>Although data continues to be available for teachers and administrators to review and analyze, there is not sufficient evidence that teachers are consistently using data to inform differentiated instruction and adaptations to the curriculum. There remains a concern of the robust monitoring and support at the grade 3-5 level to ensure a system of coherence district-wide in math.</p> <p>As of January 15, 2016, Math solutions has begun providing professional development among all math teachers; there are 23 job-embedded professional development days as well as facilitating sessions at our upcoming Superintendent's Conference Day on February 12, 2016.</p>
Grades 4 and 8 Science All Students Level 3 and above		35%	44%	<p>The 2015-2016 cohort of 8th grade scholars have had inconsistent science instruction for the past three years due to excessive teacher absences and turnover. Staff adjustments were made to fill the turnover gaps; however, staffing continues to be a challenge. This year two out of three teachers in the 8th grade science department are new hires, beginning in October and resulting</p>



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from resignations at the beginning of the school year. The recruitment of a highly-qualified, 8th grade special education science teacher continues to be a challenge.

Although data continues to be available for teachers and administrators to review and analyze, there is insufficient evidence to declare that teachers are consistently using data to inform differentiation of instruction and adaptations to the curriculum. PMS staff have identified the need to strengthen the connection to instruction leading up to the grade 4 science assessment as staff who provide that instruction are in separate buildings. To address this issue, science teachers will work together on February 12th to analyze data, share best practices, and deepen their knowledge of the curriculum.

In addition, it should be noted that the PMS science department has indicated the current NWEA MAPS assessment is not aligned to the NYS science standards. To address this concern, science teachers are looking at developing and implementing consistent high-quality, teacher-designed assessments aligned to the NYS Science Standards. Additionally, science teachers, as part of the Curriculum Committee, wrote science curriculum during the summer of 2015 for implementation in 2015-16.



LEVEL 2 Indicators

Please list the school’s Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Student Suspension Rate (Out of School)		34%	11%	<p>PMS continues to be cautiously optimistic in elevating this rating to Yellow due to the fact that it is currently February and we are on track to remain under our target for the year. The expectation is that, as the year progresses, systems and structures being reinforced during this next progress period will improve student behaviors and interactions for the rest of the school year.</p> <p>As of January 15th, 2016, the school has “63” suspensions recorded. PMS is implementing several initiatives strategically designed to address the Student Suspension Rate (Out-of-School). The most notable of these initiatives is Poughkeepsie’s Academic and Career Excellence Program (P.A.C.E.) – an extension of the learning environment targeted for grades 7-8 to support students with a smaller learning environment structured to meet the individual needs of the 21 students enrolled. PMS is better able to monitor, support, and reduce the number of out-of-school suspensions. Additional interventions include: PBIS, a systematic process for reentry from suspension (including SMART goals for academics, behavior, and attendance; a safety plan; behavior contracts; and</p>



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				<p>counseling, as needed); Panther Pride tickets; “Second Step” at the 6th grade level; as well as the inclusion of both student and teacher voice in the mission-critical work. Student incentives for appropriate behavior (i.e., a student having 0 suspensions) include participating in an end of the year trip and entry criteria for school events.</p> <p>Staff recognize the need for a fully implemented Restorative Justice Model. PMS is working toward bringing a training team into the school to train staff and build programming beginning with the 2016-17 school year.</p>
3-8 ELA SWD Level 2 and above		9%	17%	<p>The school teams are continuing to focus on improving differentiation in all classrooms based on using data collected during FILWs, emerging assessment strategies, as well as improving co-teaching strategies with an eye toward increasing student engagement and achievement. PMS staff have identified the need to strengthen the connection to ELA instruction at grades 3-5 as staff who provide that instruction are in separate buildings.</p> <p>The Executive Director of Special Education continues to work with PMS to 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,</p>



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				<p>feedback, and job-embedded coaching. 3. Support is provided through the systematic item analysis of the New York State assessments and coaching support from HMH/ICLE and the academic instructional coach.</p> <p>Also, all self-contained classes receive additional daily reading intervention support through the technology based program Imagine Learning.</p>
3-8 Math SWD Level 2 and above		8%	18%	<p>The District/school teams are looking at improving differentiation in all classrooms based on different learning styles and improving co-teaching strategies to improve student engagement and achievement. PMS staff have identified the need to strengthen the connection to Math instruction at grades 3-5 as staff who provide that instruction are in separate buildings</p> <p>The Executive Director of Special Education continues to work with PMS to 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 coaching support from Math Solutions and the academic instructional coach.</p>



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3-8 ELA Black Students MGP		49.58	49.96	<p>Although data continues to be available for teachers and administrators to review and analyze, there is not sufficient evidence that teachers are consistently using data to inform differentiated instruction and adaptations to the curriculum. PMS staff have identified the need to strengthen the connection to ELA instruction at grades 3-5 as staff who provide that instruction are in separate buildings.</p> <p>The PMS team continues to provide staff with supports in three critical areas: 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 coaching support from Math Solutions and the academic instructional coach.</p>
3-8 ELA LEP Students MGP		51.61	53.59	<p>Although data continues to be available for teachers and administrators to review and analyze, there is not sufficient evidence that teachers are consistently using data to inform differentiated instruction and adaptations to curriculum. PMS staff have identified the need to strengthen the connection to ENL instruction at grades 3-5 as staff who provide that instruction are in separate buildings</p>



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				<p>The PMS team continues to provide staff with supports in three critical areas: 1. Daily support through FILWs and regular staff feedback discussions. 2. Support continues to be provided through the development and implementation of co-teaching coaching including planning structures, feedback, and embedded coaching. 3. Support continues to be provided through New York State assessment item analysis and coaching support from Math Solutions and the academic instructional coach.</p>
3-8 Math Black Students MGP		41.79	48.96	<p>Although data continues to be available for teachers and administrators to review and analyze, there is insufficient evidence to assert that teachers are consistently using data to inform differentiation in instruction and adaptations to curriculum. PMS staff have identified the need to strengthen the connection to implementation monitoring at the grade 3-5 level as they are not physically in the same building.</p> <p>The PMS team continues to provide support in three critical areas: 1. Daily support through FILWs and regular staff feedback discussions. 2. Support continues to be provided through the development and implementation of co-teaching coaching including planning structures, feedback, and embedded coaching. 3. Support continues to be provided through New York State assessment item analysis and coaching support from Math Solutions and the</p>



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				academic instructional coach.
3-8 Math LEP Students MGP		47.51	51.88	<p>Although data continues to be available for teachers and administrators to review and analyze, there is insufficient evidence to assert that teachers are consistently using data to inform differentiated instruction and adaptations to the curriculum. PMS staff have identified the need to strengthen the connection to implementation monitoring at the grade 3-5 level as they are not physically in the same building.</p> <p>The Executive Director of Special Education continues to work with PMS to provide support in three critical areas for: 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 coaching support from Math Solutions and the academic instructional coach.</p>
Providing 200 Hours of Extended Day Learning Time (ELT)		na	Provide 200 ELT	As of February 1, 2016, 277 hours of Extended Day Learning Time (ELT) has been provided. ELT continues to be supported by the 21st Century grant. All after school enrichment programs have begun. Teachers provide additional after school programming for Read 180, Math Solutions, and Science Olympiad.



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				Evidence of success will be monitored for adaptations to delivery of targeted interventions being offered after school. Saturday programming will be enhanced to include academic tutoring support directed to all students in all core areas for the next quarter.	
Teacher Attendance		86.11%	90%	<p>In October, it was noted that the State had not established a baseline for the school’s teacher’s attendance indicator. The school had been trending on an average of 6-8 teacher absences per day; note 6 teachers are currently out on long term leaves. The building leadership team has initiated PBIS initiatives to improve the culture and climate including student attendance which in effect will encourage improved teacher attendance to support learning.</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 2-8 teacher absences per day; note, 3 teachers are currently out on long term leaves. The building leadership team continues to implement PBIS initiatives to improve the culture and climate including student attendance which in effect will encourage improved teacher attendance to support learning.</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><u>Key Strategies</u> As applicable, identify any key strategies being implemented during the current reporting period that are <u>not described above</u>, 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 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.
1.	Job-embedded professional development supported through Focused Instructional Learning Walks (FILWs)		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



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			seen across classrooms, and ensure higher levels of rigor (student engagement in complex tasks)/relevance, and collaboration across disciplines. In FILWs, special attention is paid to providing teachers with strategies for differentiating instruction to meet the needs of students with disabilities (SWDs), ELLs, and other students with special learning needs.
2.	Full implementation of the PCSD <i>Mission Literacy</i> initiative supported by Houghton/Mifflin/Harcourt (HMH)		The HMH/ICLE instructional coach visits PMS a minimum of four days per month, providing professional development. <i>Mission Literacy</i> has been implemented District-wide which includes the middle school. This initiative includes: annotation of text, active reading strategies, inclusion of non-fiction text for text-based writing and discussion, planning for writing, and short and extended writing responses. This initiative can be consistently observed in all core and world language classrooms.
3.	Common Core Learning Standards (CCLS) implementation across content area through a data-driven culture		Teachers are implementing EngageNY modules in ELA and Mathematics. Challenges continue to include strengthening teacher comprehension of learning objectives and implementing robust strategies included in the modules for struggling readers and writers.



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4.	Communities of Practice model to improve instructional practices through a data-driven culture		Instructional teams continue to meet daily by grade level. Teachers utilize MAP data, state assessments, released testing items and other sources of data to review student progress and develop rigorous and targeted strategies for improvement. One meeting a week is led by administrators or a 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 teams also meet weekly with HMH or 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.
5.	Implementation of Read 180 and Math Solution software for additional literacy support, specific to ELLs and SWDs		Additional literacy support programs are now being implemented as of January. The HMH/ICLE consultants and instructional coach will assist the building leadership in the review of the student performance indicator (SPI) recently conducted by all students targeted to use the Read 180 instructional software. This review will identify targeted



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			<p>interventions that the students need in order to make gains in academic achievement for the next quarter.</p>
6.	<p>Extended learning time (ELT) aimed at providing multiple opportunities before school, afterschool, and Saturday programs</p>		<p>ELT is supported by the 21st Century grant after-school enrichment programs have begun. Teachers will provide additional after-school programming for Read 180 and Math Solutions. Implementation of these programs is expected to begin during the next quarter. Data will be available to demonstrate effectiveness. Saturday programming will be enhanced to include academic tutoring support directed to all students in all core areas for the next quarter.</p>
7.	<p>Vassar After School Tutoring (VAST) with Vassar College</p>		<p>Vassar After School Tutoring (VAST) is an academic enrichment and mentoring program housed at Poughkeepsie Middle School since 2003. Each semester, approximately 50 Vassar College student mentors are paired one-on-one with 50 Poughkeepsie Middle School students in grades 6-8 to help with homework and developing academic and literacy skills. VAST mentors also lead enrichment activities for the scholars on topics of their choice, such as writing a literary magazine, cooking new</p>



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			<p>foods, exploring hip-hop and social justice, and participating in meditation and conflict resolution. All VAST activities are designed to build students' self-confidence, foster collaboration and teamwork, promote student achievement and academic excellence, and prepare students for leadership roles in school and the community. VAST occurs at Poughkeepsie Middle School on Mondays, Wednesdays, and Fridays after school.</p> <p>8th grade students who graduate from VAST have the option of enrolling in Exploring College as high school freshmen.</p>
7.	Positive Behavior Intervention Strategies (PBIS) initiatives focused on improving the culture and climate		<p>PBIS is a strategy that continues to be supported through regular conversations between the PBIS committee, leadership, and faculty/staff. Evidence of impact is expected for the next progress period with expected decreases in incidents and improved attendance.</p> <p>In addition, the Executive Director continues to provide support in school climate and culture by providing District coordination of PBIS supports, including data analysis and review of best practices based on</p>



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			national research, which includes, job-embedded coaching and support for building PBIS leadership, administrators, staff, and committees.
8.	Response to Intervention (RtI) model to support struggling students		Teachers currently have access to RTIM which logs intervention support for students. The school psychologist provided RTIM training for the entire building during the month of January. Teachers are currently inputting behavioral interventions into the data system.
9.	Develop strong parent and community involvement to support the needed improvements		In addition to regular parent contact by teachers and administrators, PMS hosts several events where parents and community members are invited, such as: assemblies that recognize Students of the Month, Perfect Attendance, as well as Honor Roll. PMS hosted a Winter Concert, a Parent University, and a Holiday Community Luncheon. The number of parent community events has increased from five events in quarter one, to 10 events in quarter two. The PTA has increased member enrollment from 50 to 53 members this year with the last two



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			<p>meetings having 25 members participate. Monthly newsletters are provided to parents on the events noted for the month; school messenger is utilized and website updates have been consistent to inform of upcoming activities. There is a concerted effort to provide timely communication to family and community members at all events that are open to the public so that sufficient time is given before the event for the public to prepare (i.e., two weeks before a parent/teacher conference). To facilitate a seamless transition for 8th grade students preparing for 9th grade, an information session was held in February for parents and students. Information on course selections, advanced placement and honor class opportunities, extracurricular clubs/activities, the Dutchess County Regional Chamber of Commerce Career Action Center Mentorship Initiative, the AFJROTC program, as well as the application processes for both Upward Bound and the ETech programs were offered.</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
	The PMS Community Engagement Team (CET) continued to meet throughout the second quarter and meets bi-monthly. The CET includes multiple stakeholders such as District and building leaders, staff, parents and students. The CET and its subcommittees discuss the current status of demonstrable improvement indicators as well as key strategies for impacting transformative change. The Committee contributed to and reviewed the results of the recently completed Diagnostic Tool for School and District Effectiveness (DTSDE) school review report. In preparing for the DTSDE, members of the CET helped to lead the faculty in information gathering for the self-assessment portion of the activity. The information collected in this effort was a major contribution toward goal setting and evidence collection.
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	Analysis / Report Out



(R/Y/G)	
	<p>Receivership powers that continue to be leveraged include:</p> <ol style="list-style-type: none">1) the review of current curriculum content to set the standard for increasing use of CCLS supported through the resources offered on EngageNY;2) external partnership with HMH/ICLS supports additional resources in Read 180/System 44 and Math solutions during extended learning time;3) an intentional and strategic effort to support improved instructional practices through the use of FILWs and professional development around the focus strategies is being implemented;4) implementation of PBIS systems to improve climate and culture within the building has been expanded this year to include “communities of practice” time for grade levels to meet to share practices and review best practice models;5) extending the school day supported through the 21st Century Learning Grant has allowed for multiple partnerships to support student engagement; and collective bargaining discussions are currently taking place with a movement toward more collaborative stakeholder involvement;6) 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);7) reviewing and expanding curriculum; expanding the school day through federal grants and community partnerships; providing job-embedded professional development; and8) building “pedagogical content knowledge” of instructional and administrative staff through Focused Instructional Learning Walks, the distribution of daily Leadership Tips, and ongoing dialogue about best practices in education. <p>The degree to which the evidence/outcomes of efforts indicate the need to adjust the implementation is as follows:</p>



	<ol style="list-style-type: none"> 1) evidence collected through FILWs suggests that implementation of CCLS curriculum and instruction is becoming more aligned between observers but continues to require adjustment; 2) at this time, there is little evidence indicating that the plan to partner with HMH 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 more time is needed to fully implement this intervention; 5) at this time, there is little evidence that the planned extended learning time program through the 21st Century Learning Grant requires adjustment; and 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.



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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	<p>Administrators conduct a minimum of three Focused Instructional Learning Walks (FILWs) daily and provide teachers with immediate feedback. 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. 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.	COMMUNITIES OF PRACTICE	<p>Instructional teams continue to meet daily by grade level utilizing the Communities of Practice model. Teachers utilize NWEA/MAP data, state assessments, released testing items and 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.</p>



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		Communities of practice also meet weekly with HMH/ICLE or 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.
3.	"OPERATION MOVING UP"	School counselors are monitoring students in all grade levels (6-8) with a red/yellow/green status spreadsheet of students that are "at-risk" of completing appropriate course requirements to move to the next grade level successfully. In addition, this is also tracking behaviors and attendance and the impact on performance.
4.	MISSION LITERACY	<i>Mission Literacy</i> has been implemented District-wide which includes the middle school. This initiative focuses on specifically reading, writing, listening, speaking, and reasoning. Targeted strategies have been developed and implemented in the following: strategic use of non-fiction text, annotation of text, active reading strategies, planning for writing, and short and extended writing responses. Elements of this initiative can be found consistently in observations in all core and world language classrooms.



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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