OVERVIEW OF POUGHKEEPSIE CITY SCHOOL DISTRICT FOCUS STRATEGIES (8 Schools)
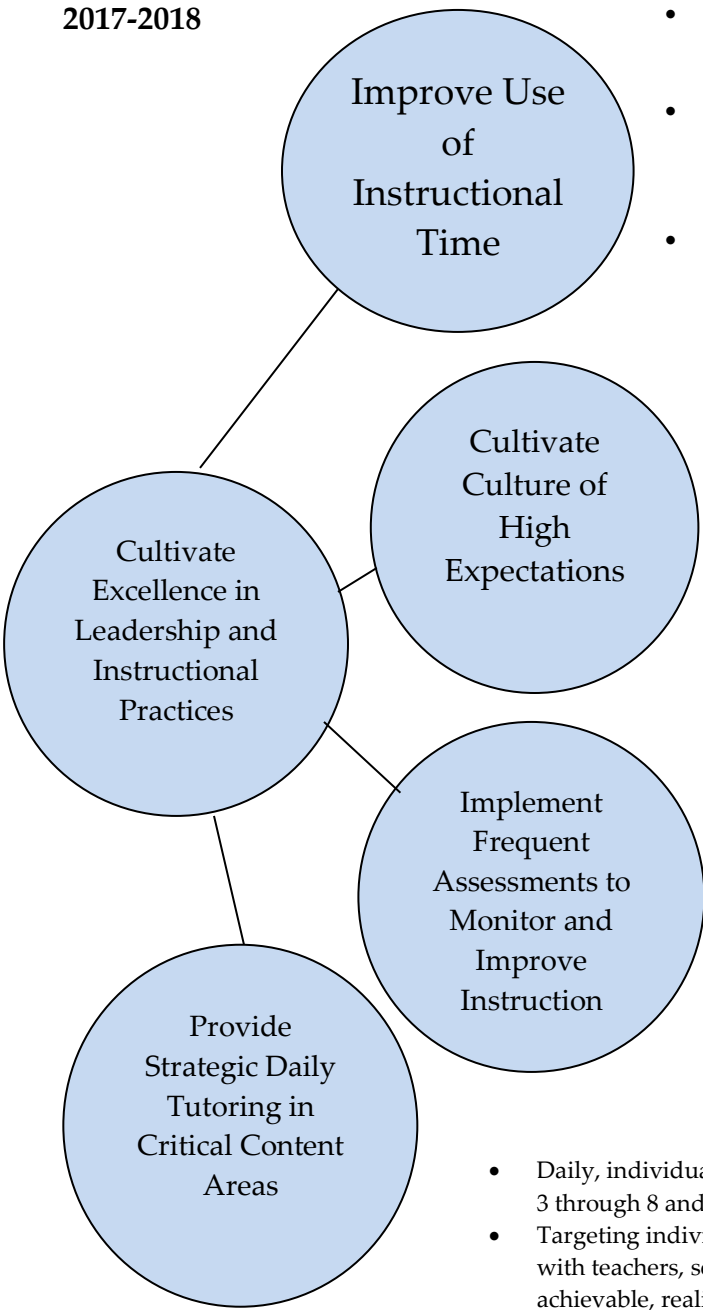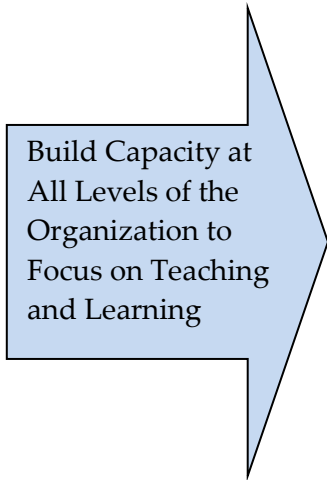
2017-2018

PCSD Focus District Strategies
1 Receivership – SIG/2 Priority Schools (PMS/ Morse, Warring)
3 Focus Schools (Clinton, Krieger, PHS)
2 Schools In Good Standing
 (ELC, E-TECH)

Intensive Instructional Coaching and Support
- Principal Coaching – Study Group Book *Leverage Leadership by* Paul Bambrick-Santoyo
-Principal Networking
-Modeling Observations, Feedback, Data-driven Instructional Protocols, Focused Instructional Learning Walks (FILW), Mission Literacy

Monitor and Support Key Initiatives
-Strategic Tutoring
-Formative Assessments- Benchmarks (MAP/NWEA), Imagine Learning
-Scholastic Literacy
-Performance Management (APPR - NYSUT, Reeves)

Organizational Coherence
- Removing obstacles (academic and operations)
- Red/Yellow/Green- Priority School Assignments
- 75% shift to instructional focus with school and classroom visits (FILWs-3 per day minimum)

Build Capacity at All Levels of the Organization to Focus on Teaching and Learning

Improve Use of Instructional Time

Cultivate Excellence in Leadership and Instructional Practices

Cultivate Culture of High Expectations

Implement Frequent Assessments to Monitor and Improve Instruction

Provide Strategic Daily Tutoring in Critical Content Areas

- Improve use of instructional time for student learning and increase student engagement- "opt-in" no "opt-out"
- Cultivate common planning time for teacher learning and collaboration ("communities of practice" model)
- Use EngageNY modules as the curriculum to support Common Core Learning Standards planning and implementation of the core curriculum

- Cultivate a college-going culture (pennants, staff bios)
- Robust learning environments (literacy as a key lever)
- Student support systems (RTI, PBIS/Restorative Justice approach, Peer mediation, "peace circles")
- Use of Instructional Technology

- Imagine Learning (AIS and progress monitoring)
- Progress tools/data dash-boards (attendance, discipline, academics)- Infinite Campus
- Instructional systems that empower teachers to identify struggling students, (i.e., MAP/Regents assessments, Imagine Learning)
- Data-driven approach to re-teaching, remediation, and small-group differentiation (study book: *Driven by Data* by Paul Bambrick-Santoyo)

- Daily, individualized instruction in grades 3 through 8 and high school (Imagine Learning)
- Targeting individual student learning needs, coordinating with teachers, set SMART Goals (specific, measurable, achievable, realistic, time-bound)
- 30-60-90 day planning
- Strategic tutoring- Peer tutors, Community-based/Higher Education Partnerships, Administrators/Title teachers