



POUGHKEEPSIE CITY SCHOOL DISTRICT

11 College Avenue, Poughkeepsie, New York 12603 | Telephone 845-451-4900 |
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Nicolé L. Williams, Ed.D.
Superintendent of Schools

Michelle Cardwell, Ed.D.
Assistant Superintendent
Curriculum, Instruction &
Grants Management

Ronel Cook, Ed.D.
Assistant Superintendent
for Human Resources

Mr. Stanley Bronski
Assistant Superintendent
for Finance and Operations

Ms. Vanessa Weeks
Executive Director of Family
and Student Support Services

June 24, 2015

Dear New York State Education Department – School Turnaround Office:

The Poughkeepsie City School District is pleased to submit a Letter of Intent to apply for Round 6 of the School Improvement Grant (SIG) for Clinton Elementary School. As with SIG 2 and SIG 4 schools, Clinton Elementary School will implement the Transformation Model.

I look forward to submitting a full application by July 22, 2015.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Cardwell".

Dr. Michelle Cardwell
Assistant Superintendent for Curriculum, Instruction, and Grants Management

Please complete all that is required before submitting your application.

Page 1

Select District (LEA) Name:

Listed alphabetically by District

131500010000 POUGHKEEPSIE CITY SD

Select School Name:

Listed alphabetically by school name (Priority Schools followed by Focus Schools)

131500010003 GOV GEORGE CLINTON SCHOOL

Lead Contact (First Name, Last name):

Dr Nicole Williams

Title (for Lead Contact)

Superintendent of Schools

Phone number:

845-451-4980

Fax number:

845-451-4738

Email address:

nwilliam@poughkeepsieschools.org

Grade Levels Served by the Priority School Identified in this Application:

Grades 1-5

Total Number of Students Served by the Priority School Identified in this Application:

350

School Address (Street, City, Zip Code):

100 Montgomery Street Poughkeepsie, NY 12603

Status of School:

For electronic review purposes, please select the best descriptor for the status of the school.

Focus School

Select the SIG Model for this School Application

Applicants must submit the SIG Model chosen for this particular School Application here. ReviewRoom will direct your application based on the chosen model.

NOTE: Please be certain that the selection chosen here in ReviewRoom matches the signed application cover page that is submitted in hardcopy. If there is a discrepancy, the signed application cover page will be used to identify the model chosen for submission.

Transformation

NNew York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:		
Poughkeepsie City School District			131500010000		
Lead Contact (First Name, Last Name)					
Dr. Nicole Williams					
Title		Telephone	Fax Number	E-mail Address	
Superintendent of Schools		(845) 451-4980	(845) 451-4738	nwilliam@poughkeepsieschools.org	
Legal School Name for the Priority School Identified in this Application				School Beds Code	
Gov. George Clinton Elementary School				131500010003	
Grade Levels Served by the Priority School Identified in this Application				School NCES #	
Grades 1-5				N/A	
Total Number of Students Served by the Priority School Identified in this Application				School Address (Street, City, Zip Code)	
350				100 Montgomery Street Poughkeepsie, NY 12601	
School Model Proposed to be Implemented in the Priority School Identified in this Application					
Turnaround <input type="checkbox"/>		Restart <input type="checkbox"/>		Transformation <input checked="" type="checkbox"/>	
Innovation Framework <input type="checkbox"/>		Closure <input type="checkbox"/>		Evidence-based <input type="checkbox"/>	Early Learning Intervention <input type="checkbox"/>
College <input type="checkbox"/>		Community <input type="checkbox"/>		Career <input type="checkbox"/>	

Certification and Approval

I hereby certify that I am the applicant's Chief Administrative Officer, and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink) 	Date July 22, 2015
Type or print the name and title of the Chief Administrative Officer Dr. Michelle Cardwell, Assistant Superintendent (On Behalf of Dr. Nicole Williams, Superintendent of Schools)	
DO NOT WRITE IN THIS SPACE	

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

A. District Overview

- i. The Poughkeepsie City School District (PCSD) intends to fully implement the Transformation Model at the Gov. George Clinton Elementary School. With the implementation of this model, the District will continue its road map to increase student achievement and ensure that all students graduate High School College and career ready. Upon being awarded the School Improvement Grant (SIG) for the Poughkeepsie High School (PHS) in the 2011–2012 school year and for the Poughkeepsie Middle School (PMS) in the 2013-2014, the District was able to fully implement the Transformation Model at the Poughkeepsie High School and Poughkeepsie High School where in that time we have evidence that clearly indicates our success rate related to having our students graduate high school college and career ready.

The PCSD, in collaboration with the Clinton leadership team and instructional staff, intends to dramatically change the environment under their new leadership, as well as work with the instructional personnel to change instruction utilizing evidence based observations from the leadership team, Focused Instructional Learning Walks (FILW), and the Diagnostic Tool for School and District Review Effectiveness (DTSDE) visits. Based on one DTSDE reviews conducted by the State and the District-led DTSDE reviews, the District gathered evidence at the elementary level and detected some of the deficiencies and inconsistencies in teaching and learning that has had a negative impact on our students' achievement. If the District is aligned to the initiatives of the State Education Department, follows through with our DCIP and provides Gov. George Clinton Elementary School with targeted support with the School Comprehensive Education Plan (SCEP), then we can begin to gather evidence related to school improvement. The District has made an intentional effort to implement Common Core Learning Standards (CCLS) by providing embedded professional development, instituting curriculum writing and mapping aligned to the modules, and addressing assessments as part of a curriculum to establish rigor and drive instruction in order to positively change instruction. The District is in agreement with the proposal of this grant to provide Gov. George Clinton Elementary School with Operational Autonomy to address their issues, as well as to be empowered and increase local accountability to ensure that they have ownership of their initiatives.

- ii. The PCSD will use a similar set of actions in support of Gov. George Clinton Elementary School. The District has replaced the principal, will increase teacher and school leader effectiveness, maintain comprehensive instructional reform in areas that are aligned to the CCLS, increase learning time, and

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provide operational flexibility and autonomy, as well as provide increased support for the Transformation Model that will occur at Gov. George Clinton Elementary School.

- iii. The Poughkeepsie City School District has already begun the implementation of the Transformation Model at Gov. George Clinton Elementary School. The district has already replaced the principal and has instituted the new APPR in accordance with the Race to the Top Initiative (RTTT). It is expected that the evaluation process and its associated Teacher Improvement Plans (TIPs) will increase student outcomes by supporting and improving the current teaching staff and fostering the removal of those who are ineffective. A plan for improving instruction and identifying gaps in student learning and fulfilling student needs has already been implemented. It continues to be a work in progress, and we continue to monitor the improvement plan, along with the SED. The district currently provides job embedded professional development through the use district specialists and outside educational experts to help build the capacity and support the staff as they improve instruction. Numerous professional development opportunities have been provided to assist teachers in the use of data in instructional planning. This process is ongoing, on an individual basis, and in small grade level meetings facilitated by lead teachers and by administration. Negotiations are underway to increase the instructional day at Clinton and provide for increased community and family engagement. Numerous partners including NYU, Houghton Mifflin Harcourt and other postsecondary institutions in our area provide for additional services and support within Clinton. Operational flexibility and autonomy under the oversight of central administration is to be instituted in the upcoming school year, with additional support and resources necessary for transformation being provided by the Office of Educational Services and Systemic Initiatives.

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PROPOSAL NARRATIVE – Transformation Model

I. District-level Plan

B. Operational Autonomies

- i. The senior leadership has been working with Gov. George Clinton Elementary School identify the areas where they would be able to have operational autonomy for greater accountability of performance results. The District, along with the Clinton team and staff, have been assessing and outlining the pros and cons, as well as which areas would be realistic and attainable for Clinton to be able to have operational autonomy since there are some unique factors that may prove to be a barrier or a challenge. The District will provide operational autonomy for Clinton in the following areas: staffing, educational partner selection and use of time during and after school.

In certain areas where the school may have a true *staffing* vacancy, they will have the operational autonomy to recruit and hire highly qualified new staff. Clinton will convene their own hiring committee, develop their own critical questions aligned to the needs of the building, and ensure that quality candidates are recruited in order to make their recommendation to the Superintendent and the Board of Education. It is extremely important to note that the Poughkeepsie City School District, although an urban district, stands out from many other urban districts in New York State, since it only has only four elementary schools, one middle school and one high school. Therefore, staffing is an area that the team has assessed and is aware of the district-wide reality. The District must maintain compliance with New York State Education Law. This creates a problem, especially during these difficult economic times which many schools have encountered in the last four years, where a large reduction in the workforce of teachers and building leaders has taken place and recall rights are being enforced year after year, for the past three consecutive years thereby leaving all schools within the district with minimal autonomy for recruiting staff. Recall rights in the district is also compounded since there are only four elementary education schools where affected teachers can return to and all schools are now identified as Focus Schools in which each school faces the same challenges and obstacles that impede the success of students. Therefore, operational autonomy in the area of staffing is feasible at Clinton keeping in mind that per New York State Educational Law, as indicated above, there are limited options in districts such as Poughkeepsie where there is only four elementary schools. In summary, staffing decisions in Clinton cannot occur in a vacuum there must be effective communication between the school and Office of Human Resources.

Clinton will also have operational autonomy in the area of *educational partner selection*. The entire staff at Clinton collaborated together, in their Professional Learning Community time (PLC). Clinton reviewed their School

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Comprehensive Education Plan (SCEP) to ensure true alignment and cohesiveness and to make a determination of selecting their partner. The senior leadership also provided some guidance and support by providing them with essential information when conducting their work to find the right partner for the Systemic Support for District and School Turnaround Grant by conducted several interviews. The senior leadership provided the Clinton team with the questions and answers pertaining to the interviews. The questions posed were primarily related to school improvement and leadership capacity for the District. One of the organizations admitted that they were not capable of conducting this type of work, one organization did not respond in a timely manner or provide the district with a proposal. One organization indicated that they were already working with too many school districts in New York State and could not commit to the time to provide us with quality work, and the last two organizations provided us with quality responses and proposals outlining the work we were requiring.

Based on this information, it really became a starting point for the Clinton Team to independently begin their selection process for a partner. The Clinton Team selected Houghton Mifflin Harcourt (HMH). Their autonomous selection for HMH as their partner was also due to the fact that, during the year 2014-2015 HMH provided professional development to the teachers at Clinton and it was well received. The Clinton team would like to continue and expand upon the work that has already started. The Clinton administrators and teacher leaders also facilitated a professional development needs-assessment activity with the staff in order to determine the professional development that would be most beneficial and aligned to their SCEP. Based on the information they received, their list of needs and professional development was prioritized. This was also a contributing factor to Clinton's team selecting HMH as their partners (see addendums - CCLS Worksheet and the Ranking Survey for Professional Development).

The third area where Clinton will have operational autonomy is in the area of the *Use of Time During and After School*. The Clinton Team will look at the most efficient use of time during and after school. This work has already begun and the expectation is to finalize, in detail, the options during the summer and early fall after the NYS ELA and Math scores have been released and analyzed by the Clinton Team. In addition, the team will work on the master schedule, AIS/RTI model, ENL priorities all while scheduling time to provide teachers for horizontal and vertical articulation, as well as ensuring interdisciplinary collaboration amongst team members. The Clinton team has already begun to look at extended day options that are inclusive of enrichment and intervention supports, before and after school tutorial assistance vacation and weekend extended learning opportunities, and opportunities for students to continue to explore and participate in extra-curricular activities that promote academic achievement, builds vocabulary, and stimulates the brain.

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- ii. The district has started to review the policies that may impede the progress of operational autonomy, as well as for some of the items in Part II of this grant application, School Level Plan – Transformation. This dialogue has already begun and the Board of Education is aware that certain policies pertaining to this matter will be reviewed and modifications will need to be made, where applicable, in order to ensure a successful operational autonomy outcome. As a point of reference, the District and each one of the Focus Schools, as well as the one elementary school not identified as a Focus School, developed and submitted the DCIP and SCEPs for the 2014-15 school year and are in the process of submitting for the 2015-16 school year. In these plans, we have made a concerted effort not to be reactionary but to be proactive and maintain the articulated timelines. The intention is to maintain focus upon the plan of action and refrain from being dissuaded, which creates for disruption and decreases the opportunity for success.

- iii. A large component in this item was already addressed in the approved submission of the APPR. In addition, some of the activities and programs to improve instruction at Clinton will mirror the work at PHS and PMS since the Transformation Model has proven to be effective. Therefore, some of the thin contracts and Memorandum of Agreements have already been developed at in certain areas that were non-existent prior to the SIG will now be extended to Clinton's implementation of the Transformation Model. Some of these thin contracts involve the implementation of advisories, extended learning time, stipends and instructional part -time positions for team members, curriculum assessments reviewers.

Clinton will also implement some of the programs and activities that are aligned to the CCLS, unique to the SED's Elementary Regulations pursuant to the Commissioner, and revamping the entire schedule to extend the day, which involves a high level of creativity and dramatic change to the traditional day-to-day, period-by-period school schedule. The Poughkeepsie Public School Teachers Association (PPSTA) has collaboratively worked with the District and agrees that Clinton will extend the day by having before-school and after-school activities as well as academic enrichment activities on holidays and weekends. The PPSTA has also agreed with the District to allow for a differentiated block scheduling. For example, all Math and ELA blocks will be for ninety minutes to better align to the CCLS, and the other instructional and enrichment periods will for approximately forty-five minutes per class. The PPSTA agrees to this new schedule based on the fact that at the end of the day all teachers will work the same amount of time (i.e. 240 minutes daily). The Poughkeepsie Public School Administrators Association (PPSAA) has agreed to align their agreements to the needs of Clinton Elementary School.

District-level Plan

B. Operational Autonomies

iii. There are a few items that will need the support of the labor management units in order to implement the Transformation Model, during Year One of this grant:

- Stipends for Principal and Assistant Principals – Poughkeepsie Public School Administrators' Association (PPSAA)
- 6th Assignments for teachers – Poughkeepsie Public School Teachers' Association (PPSTA)
- Lead Teacher stipends for departments, Data Team, and Advisories – Poughkeepsie Public School Teachers' Association (PPSTA)

In the Poughkeepsie City School District, we are beginning year three of the School Improvement Grant for the Poughkeepsie Middle School. The aforementioned items were already bargained and agreed upon for the SIG that is in place. Therefore, these items will be readily agreed upon and in place prior to the pre-implementation period. The Assistant Superintendent of Curriculum and Instruction, the Assistant Superintendent of Human Resources, the President of PPSAA, and the President of PPSTA have been involved in the development of this grant and are aligned to agree on the aforementioned items.

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PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

C. District Accountability and Support

- i. As indicated in item B, Operational Autonomy, the senior leadership, will shift their responsibilities to provide more guidance and support for Clinton and direct and coordinate the district's turnaround efforts by primarily ensuring that the DCIP and SCEPs continue to be a work in progress and modifications are made and plans are modified and/or changed based on the reports and evidence-based findings conducted by the DTSDE. The management structures are identified by departments and teams as indicated in the organizational structure (see addendum – Organizational Chart). In addition, the district has an Organizational Coherence Effectiveness Framework which outlines the targeted support to all schools which is provided by district-level administrators (see addendum – Organizational Coherence Effectiveness Framework).

- ii. Through the Systemic Support for District and School Turnaround Grant, our partners, have conducted a District Quality Review and identified areas in need of improvement in the following domains: Leadership and Governance, Human Resources and Professional Development, Curriculum and Instruction, Assessments, and Student Support. Based on this recently completed report, revisions to our living documents, the DCIP and SCEPs, will be modified to reflect some of their findings and recommendations. For example, increasing and improving communication with building leaders, providing supports to building leaders to change instruction in the classroom, and modifying all AIS/RtI plans to better meet the needs of the students, will be reflected in the DCIP and SCEP, where appropriate, and has not yet been identified.

Overall, the process defined is based on ensuring that all of the tenets are being addressed at Clinton.

The Organizational Chart provides a synopsis of the work that will be conducted by different personnel and departments. The Office of Educational Services and Systemic Initiatives will provide guidance and focus to the DCIP. It will also ensure that the SCEPs will reflect the evidence-based findings of the DTSDE visits. For purposes of clarity and to develop a level of cohesiveness, an Organizational Chart has been developed to reflect the work that will be done in the District and Clinton based on the all six Tenets (see Addendum: Tenet Chart). This office will also provide direction and support for the implementation of the CCLS by providing additional embedded professional learning opportunities, increasing professional learning vertical dialogue and workshops with all PreK-12 building level leaders at a monthly workshop, implement and facilitate in-service courses for

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the teachers based on improving their practices and developing a higher level of knowledge to implement the CCLS through a rigorous curriculum where they are able to understand the breadth and depth of the modules on engageny.org, change the culture of assessments to reflect the CCLS where they are utilized to increase rigor and drive instruction, as well as ensuring that teachers are provided with the tools to differentiate and deliver instruction in an effective manner to SWDs, ELLs, low and high achievers.

The Office of Family and Student Support Services will interface with the Office of Educational Services to ensure that the needs of all students are being met under the requirements of SED. These two offices have been working to provide a cohesive structure to the elementary school. This office will also ensure that PBIS structures are appropriately in place and are aligned to providing more success for students. For example, the Executive Director for Family and Student Support Services will help to develop the Advisories as it was done for the PHS and PMS. In addition, this office will serve the school and provide guidance on how to increase the level of parent engagement and involvement as indicated in Tenet 6. And, they will also continue to their efforts to address the issues and concerns pertaining to disproportionality and the emotional and social development for students in conjunction with their academic needs, through the Instructional Support Team (IST), in order to help students become more successful as indicated in Tenet 5.

The Office of Human Resource will provide a structured process relative to the new APPR. The work has already begun. This office will provide guidance and feedback where there are common trends in instruction for teachers who are Highly Effective, Effective, Developing and Ineffective, as well as ensuring that teachers who are not productive are put on a TIP and, if necessary, follow through with the Appeals Process as articulated in our approved APPR. The Business Office will provide guidance and help the building level to administer their funds in the most effective manner, as well assist in ensuring that funds, both federal and general, are being used effectively.

- iii. See addendum – District Accountability and Support Interaction Chart.
- iv. See addendum – District Accountability and Support Interaction Chart.

Superintendent's Office Organizational Chart 2015-2016

Community

Board of Education

Ms. Alana McCoy
Board Clerk

Ms. Kim Parks
Treasurer

Dr. Nicole Williams
Superintendent

Ms. Becky Torres
Secretary to the
Superintendent

BOCES,
Ms. Hillari Spooner
Special Projects/Public
Information

TBD
Assistant Superintendent
Curriculum, Instruction,
and Grants Management

Mr. Jack Mager
Director of 21st
Century Grant

TBD
Director of Data
Analysis and
Accountability

Central
Registration
(2.0 FTE Clerical)

Dr. Ronel Cook
Assistant Superintendent,
Human Resources

Mr. Stan Merritt
Personnel
Administrator

TBD
Director of Athletics

Mr. Sean Daneshvar
Director of
Technology

TBD
Executive Director of
Family & Student
Services

Ms. Felicia Schinella
Director of Special
Education

Ms. Sonia White
Director of Teacher
and Student
Evaluation

Ms. Lisa Thompson
.6
CPSE/Elementary
Chairperson

Principals
Ms. Phee Simpson,
PHS
Ms. Crystal Waterman,
PMS
Mr. David Scott,
Clinton
Dr. Vijay Giles,
Warring
Ms. Andrea Moriarty,
Krieger
Ms. Nadine Dargan,
Morse
Ms. Margaret Pineiro,
Early Learning Center

Mr. Wayne Kurlander
Assistant
Superintendent, Finance
and Operations

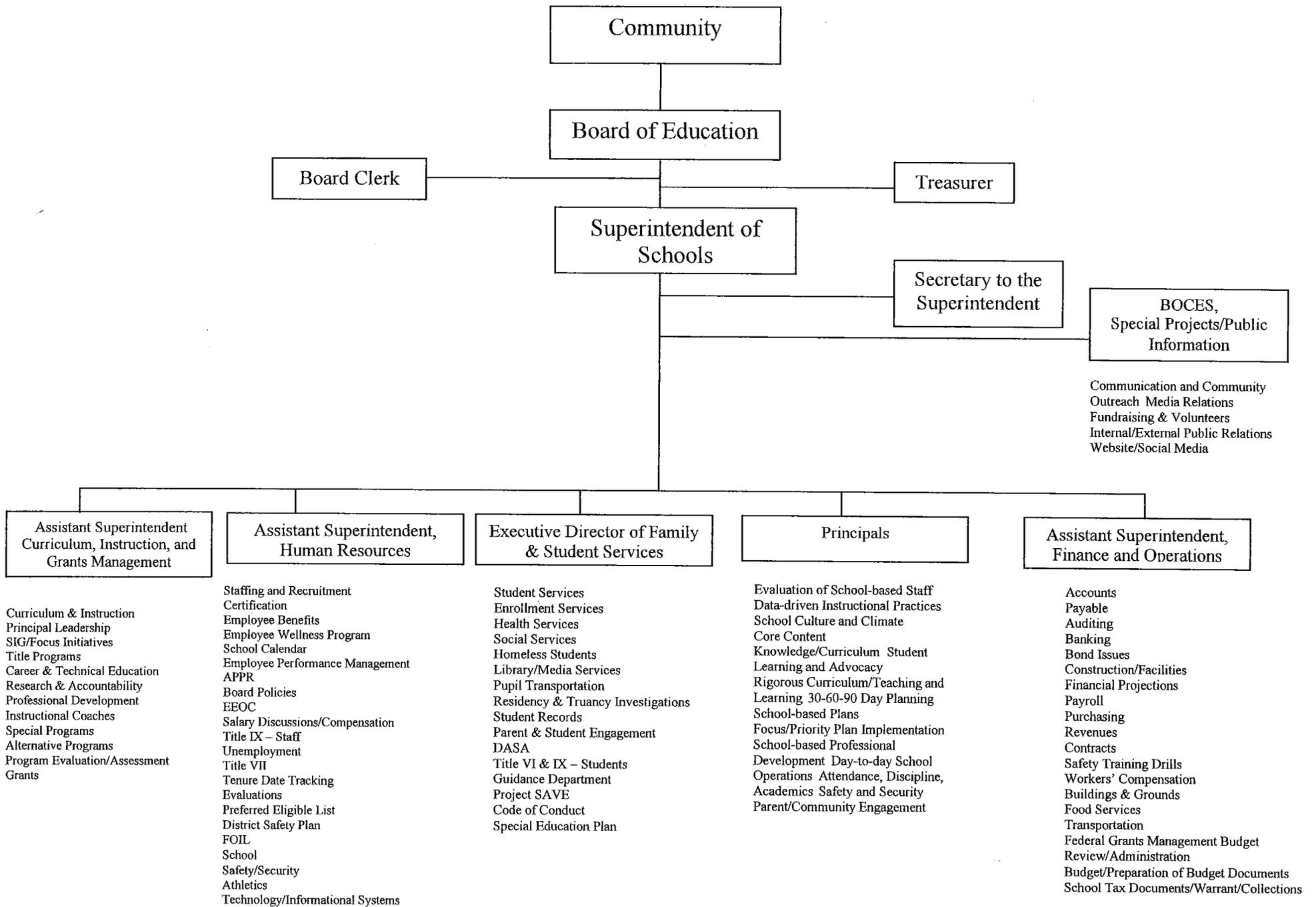
TBD
Accountant

TBD
Director of Facilities
and Operations

Mr. Alan Muhlnickel
Director, Food
Services

Mr. Peter Ulbrandt
Head Bus Driver

Superintendent's Office Organizational Chart Roles Responsibilities
2015-2016



POUGHKEEPSIE CITY SCHOOL DISTRICT
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PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

D. Teacher and Leader Pipeline

- i. At the end of the 2014-15 school year, the Clinton Elementary School principal retired. The District had clear intentions to place a strong leader who would be able to successfully implement and assume responsibility for the Transformation Model. The strategy was to have a professional and forthright dialogue with potential new administrator to ensure a “right fit.” The Superintendent led this conversation and indicated to this individual the needs of the school and the leadership qualities necessary to ensure teacher and student growth. The position required someone with the qualifications necessary to be able to turn the school around including having extensive experience in school improvement, possess a strong knowledge of data driven instruction, have extensive experience in best practices such as readers and writers workshops (these workshops are on engageny.org as part of the CCLS), and have experience in evidence-based teacher evaluations.

Mr. David A. Scott, had played an active and integral role in ensuring systems and structures were in place that would lead to high levels of teaching and learning. During his tenure as Acting Principal for the Poughkeepsie Middle School, Mr. Scott worked collaboratively with the administrative team in evaluating teachers through formal evaluations, both announced and unannounced. Mr. Scott also served as the Transformational Leader during the Year 1 of the Poughkeepsie Middle School SIG Grant implementation. Mr. Scott has worked with teacher on the teachers on literacy in all content areas by placing an emphasis writing in all content areas. Mr. Scott was consistent and followed through with the agenda items held during their weekly Professional Learning Community time. He has been an active member of the Curriculum Committee where decisions impacting curriculum and resource have now played a major factor regarding the implementation of the CCLS.

- ii. As indicated in item i above, we may not be afforded the opportunity of hiring new staff and therefore may find it necessary to expend the majority of our efforts and resources improving the existing staff. The aforementioned is much more related to administrators. However, the Office of Human Resources has indicated that the number of teachers who may claim recall rights to a position has diminished substantially and Clinton will have the operational autonomy to implement their hiring practice. Clinton will train designated instructional staff in recruitment practices and hiring qualified teachers as required by NCLB. These staff members will be trained with the

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understanding that hiring qualified teachers begins with highly qualified interviews. In addition, the Office of Family and Student Support Services will assist with this process by tying in Standard 1 of the New York State Teaching Standards with developing Cultural Competence to ensure that qualified instructors understand and are well equipped for an urban educational setting.

- iii. The district has provided formal training for all administrators in evidence based observations. In addition to the training, the District has a two-way mirror classroom at the PMS where administrators are able to have continued professional development in providing guidance and practice to teacher evaluation. The administrative teams are able to collaborate with each other and gather evidence and delve into ranking the evidence from Highly Effective to Ineffective in a manner that provides consistency district-wide. The district has also been a diligent participant in the Diagnostic Tool for School and District Effectiveness Institute (DTSDE). The district's DTSDE Team works collaboratively with the Outside Educational Expert (OEE) to develop workshops that provides all building administrators with turnkey training that encompasses the utilization of their School Comprehensive Education Plans (SCEP) simultaneously. During these workshops, the building level leaders review the tenets and the District's DTSDE Team utilizes authentic evidence to review the Statements of Practice (SOP) and the rubric. In regards to writing the SCEP, the District also provided workshops and embedded professional development to building level leaders to assist in gathering evidence, conducting evidence based observations, and disaggregating data by developing sound and cohesive plans aligned to the initiatives and goals of the SED, as well as the goals set forth by the Superintendent and the Board of Education. For all school building principals at the Pre-K to Grade 8 levels, the district provides a monthly morning workshop related to the priorities and findings indicated outside education experts and district reviewers. The District further provides professional development in the identification of the characteristics of a classroom that reflects the CCLS form of instruction. The district was also awarded with the Systemic Support for District and School Turnaround Grant. Through this grant, the district's partners conducted a district-wide review regarding the organizational structure of the district, the efficacy of administration's roles and responsibilities, and teacher effectiveness in the classroom, as well as interviews with parents. The findings were reviewed with the central office staff and building administrators. Instructional strategies aligned to the CCLS were utilized for modeling practices to conduct the review of the report. Although the findings in the report made the administrators uncomfortable, it was a baseline for dialogue and prioritizing the evidence based observations that were made. As a result of all of what has been stated above, the goal for each school is to begin working with teachers to change their instructional practices and demonstrate lessons that are aligned to the CCLS, as well as more student-to-student engagement and less traditional teacher directed

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instruction as observed and documented. On July 13, 2015-July 17, 2015 all administrative staff attended a five-day Professional Development Learning Series. The administrators were responsible to complete professional readings for this workshop, “The Heart of Coaching” by Thomas Crane and “Teaching with Poverty in Mind” by Eric Jenson. The administrative team also received professional development on “Driven-By Data” and “Leverage Leadership” by Paul Bambrick-Sontoyo; and “Instructional Rounds in Education” by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. In addition, our continued work with HMH will also entail embedded professional development with our building level leaders to be able to make the distinction and identify the CCLS classroom, as opposed to a classroom that still philosophically represents the 2005 NYS Standards.

- iv. The district has received reports generated by the SED and/or its representative (i.e. DTSDE, RSE-TASC, School Improvement Office), as well as from partners and consultants (i.e. Adelphi University, Technical Assistance Center on Disproportionality (TACD), School Turnaround Officers) where repeatedly the reports identify the same deficiencies surrounding a teacher's effectiveness and the instructional process in the classroom. Mission Literacy, Imagine Learning, Teacher Mentor Program, Member of Model Schools CoSer through the BOCES, NYSUT Innovation Team, NTI, direct teacher support through building level coaches, NYU, TACD, Training of PBIS, AIS/RtI and RtIM, APPR training, Third Party State Approved Assessment Data training on NWEA/MAP Stepping Stones training are several district-offered programs designed to build a teacher's capacity to be effective.

- v. See addendum - District Offered Trainings

District-level Plan – D. Teacher and Leader Pipeline
v. District-offered Training Events

PLANNED EVENT:	Continued Rigorous APPR Training	
ORGANIZATION	MEASURABLE OUTCOMES	
PCSD	Principals will be able to apply evidenced based observations	
ANALYSIS OF OUTCOME		RATIONALE FOR PLANNED EVENTS
Comparing past evaluations to newly written evaluations to determine the level of rigor		Principals and other pedagogical administrators need to develop their skills gathering evidence and providing adequate HEDI score to produce highly effective teaches
PLANNED EVENT:	Turnkey Diagnostic Tool for School and District Effectiveness Institute (DTSDE)	
ORGANIZATION	MEASURABLE OUTCOMES	
Office of Educational Services and Systemic Initiatives	Senior Administration and Principals will be able to self-assess their procedures	
ANALYSIS OF OUTCOME		RATIONALE FOR PLANNED EVENTS
Reconfiguring school systems to prompt for greater learning experience for all staff and students		It is important that Senior Administration and Principals are able to focus on the efficacy of their departments in schools based on evidence and the 6 Tenets. If leaders are not able to apply the tenets to how systems should be operating in the 21 st century then they are not effective.
PLANNED EVENT:	Revisions and Modifications to the DCIP and SCEP	
ORGANIZATION	MEASURABLE OUTCOMES	
Office of Educational Services and Systemic Initiatives	Senior Administration and Principals will be able to utilize DTSDE review reports to modify the DCIP and SCEP	
ANALYSIS OF OUTCOME		RATIONALE FOR PLANNED EVENTS
Compare early written DCIP and SCEPs to the newly revised plans based on DSTDE review reports		Senior Administrators and Principals will look at gathered evidence and reevaluate their plans in order to align them to the State Reports for a high quality plan that promotes student achievement

PLANNED EVENT:	Observing and evaluating instruction aligned to the CCLS	
ORGANIZATION	MEASURABLE OUTCOMES	
PCSD Director of Data Analysis and Accountability	Principals will be able to determine the CCLS being applied in the classroom	
ANALYSIS OF OUTCOME		RATIONALE FOR PLANNED EVENTS
Looking for clues for how to improve the learning experiences by identifying the CCLS and effective instruction		Principals need to have understanding and knowledge of the CCLS, the Shifts, Modules, and the State's Curriculum in order to conduct effective evaluations and improve instruction
PLANNED EVENT:	Train Principals to item analysis	
ORGANIZATION	MEASURABLE OUTCOMES	
PCSD Director of Data Analysis and Accountability	Principals will be able to identify student gaps, conduct curriculum modifications and adjust instructional designs	
ANALYSIS OF OUTCOME		RATIONALE FOR PLANNED EVENTS
Lead Professional Learning Communities to coach teachers effectively		Principals need to become building level learning leaders and provide the guidance and support to instructional staff
PLANNED EVENT:	How to create utilize assessments (district-wide created interim and formative assessments, ALO and assessments in the modules) to improve instruction	
ORGANIZATION	MEASURABLE OUTCOMES	
PCSD Director of Data Analysis and Accountability	Principals will be able to monitor, gather data, interpret data and analyze teacher effectiveness through assessments.	
ANALYSIS OF OUTCOME		RATIONALE FOR PLANNED EVENTS
Reconfiguring the assessment process to stimulate greater learning		Principals need to lead and ensure that teachers are providing students with immediate feedback and ensuring that the assessments drive instruction and provide low and high achievers, as well as SWDs and ELLs with intervention supports and enrichment activities.

PLANNED EVENT:	Provide principals with the necessary skills to teach teachers how to use individual student evidence and data during Instructional Support Team
ORGANIZATION	MEASURABLE OUTCOMES
PCSD Executive Director of Student and Family Support Services	Principals will be able provide teachers with the tools necessary Instructional Support Teams with standard data sets and facilitate conversations that review aggregate and individual data.
ANALYSIS OF OUTCOME	RATIONALE FOR PLANNED EVENTS
Compare and assess how IST meetings are being conducted in order to determine the level of subjectivity and increase evidence-based and data related dialogue	Principals need to establish a culture based on data and evidence that identifies the deficits in students requiring academic and/or behavioral supports
PLANNED EVENT:	Climate and Culture
ORGANIZATION	MEASURABLE OUTCOMES
Houghton Mifflin Harcourt	Principals will be able to establish and articulate the vision and mission to all constituents
ANALYSIS OF OUTCOME	RATIONALE FOR PLANNED EVENTS
Lead Professional Learning Communities to coach teachers effectively	It is important for the building leader to develop a culture for all staff that will subsequently improve instruction, improve behavior, improve attendance, improve staff morale and focus on family school engagement and involvement (i.e. sub components: PBIS, Character Education).

POUGHKEEPSIE CITY SCHOOL DISTRICT
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PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

E. External Partner Recruitment, Screening, and Matching

- i. As indicated in item B, Operational Autonomy, Clinton identified, viewed, and screened the different potential partners to select the appropriate partner that would best match and meet the needs to conduct the work necessary to improve the school. The Clinton staff has had experience and knowledge of many consultants they have had work in their school. Some of these consultants/partners have worked with them on areas of disproportionality, improving classroom instruction, cultural competence, building leadership capacity, working with SWDs and ELLs, and in other areas. Therefore, the process consisted of a diverse group of staff members and the building leadership to serve as advisors, based on their experience with former partners. It was important for Clinton to select a partner that clearly saw their vision and would share some of the leadership responsibilities. Of particular note, HMH had the unique skills and strengths that complemented the work that already started at Clinton outlined in the SCEP. Clinton was very objective in their selection of their partner. The District will provide an evaluation that looks back at what has taken place and decide how it was successful and how it was unsuccessful by utilizing the same process implemented by the DTSDE which is evidence-based. The evaluation will take place before, during, and after the work has been conducted. The ultimate goal is to determine whether or not the partners selected was successful in meeting their objectives they set forth, and based on the evidence, was the work highly effective.

- ii. The Poughkeepsie City School District has had a working relationship with HMH, the partner designated in this SIG grant, for the past two years. This includes HMH's work in the Systemic Support for District and School Turnaround Grant delivering workshops to the District's leadership. HMH has also worked with the Poughkeepsie Schools K-12 during the 2014-15 school year, providing the workshop reform model, collaborative planning, and best instructional strategies. To provide Clinton with the additional support that this SIG grant will provide, the Office of Educational Services will develop a contract for year one which will go before the Board of Education for approval. This will enable work with HMH to begin as soon as the grant is awarded. Additionally, it will allow for a calendar of professional development to be developed in concert with the Transformation Team for Year One implementation.

POUGHKEEPSIE CITY SCHOOL DISTRICT
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- iii. Based on the content of this entire application, it was important for the District and principal to layout the foundation which clearly defines the goals and activities necessary that would get students ready for college and careers. The principal had the autonomy to select the education partner he deemed to be the best fit for Clinton. The timeline for year 1 activities required a partner who is understanding of the demands, obstacles and challenges that Clinton school encounters. HMH will be able to come in and continue their work that has started during the 2014-15 school year and during the Administrative Professional Development Learning Series.

POUGHKEEPSIE CITY SCHOOL DISTRICT
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PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

F. Enrollment and Retention Policies, Practices, and Strategies

- i. The Poughkeepsie City School District currently has four elementary schools, one middle school, one high school and one Early Learning Center. All four elementary schools feed the Poughkeepsie Middle School. As a result, the demographic make-up of the middle school is very similar to the elementary schools that feed it. For example, SWDs at the middle school are 15% of the total population. Among the elementary schools, the population of SWDs ranges from a low of 12% to a high of 18%. The same is true for economically disadvantaged students. At the middle school, this group represents 87% of the population while the elementary schools range from a low of 77% to a high of 92%. There is, however, a significant difference in the percentage of English Language Learners. This group represents only six percent of the population of the middle school while the elementary school ranges from a low of 12% to a high of 16%. There are two reasons for this difference. First is the ability of our staff to achieve English proficiency with a considerable number of students by the time they reach middle school, and second is the changing population demographics of our district. Over the past 10 years the percentage of Hispanic students has grown from half the percentage of white students to exceeding the white population.
- ii. The district has put in place a number of policies, procedures, practices and resources to ensure that ELLs, SWDs and other low performing students have access to high quality programs. Poughkeepsie has employed an Early Intervention Specialist to ensure the future success of low performing students through early diagnosis and intervention. Through our approved Annual Measurable Achievement Objectives (AMOA) for LEPs/ELLs, a District-wide ESL coach was hired to carefully monitor ESL instruction, provide embedded professional development, and seek new intervention models and procedures to ensure the success of our English Language Learners. The district continues to seek and implement instructional models to provide equitable opportunities for all students to learn. The district has adequately and aggressively been moving to provide a less restrictive environment for our students with disabilities in order to be in compliance with the SED. Many of the former special education classes have been converted to integrated co-taught classes. The district has instituted a robust RTI model in all buildings in addition to a revamped IST process across the district.
- iii. Clinton will establish a sub-policy committee to review policies that may have a negative impact in this area. All the Poughkeepsie elementary schools are neighborhood schools and all students from the district in grades 6, 7, and 8

POUGHKEEPSIE CITY SCHOOL DISTRICT
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attend the Poughkeepsie Middle School. As such, all students regardless of sub group or performance level, SWDs needing specialized programming, and ELLs have the same amount of access to high level instruction at their neighborhood school. As identified in part i, the demographic make-up of all schools in the district are similar as are the percentage of ELLS, SWDs and Economically Disadvantaged. Major changes, in recent years, for self-contained classes for SWDS have been equally distributed throughout the district within their neighborhood schools in order to provide a least restrictive environment and access to high level instructional programming as appropriate for these students.

POUGHKEEPSIE CITY SCHOOL DISTRICT
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PROPOSAL NARRATIVE – *Transformation Model*

I. District-level Plan

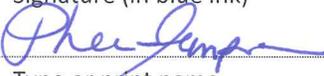
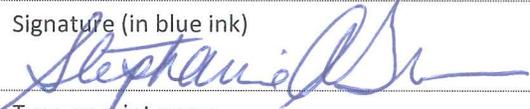
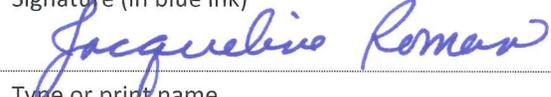
G. District-level Labor and Management Consultation and Collaboration

- i. The District has had success collaborating with labor unions. Those obstacles and challenges has since diminished or are almost non-existent since we began our work to develop the first SIG, Cohort 2. Secondly, the APPR submission, required a lot of time and effort from the labor unions and it was all concentrated on the work with minimal distractions related to negotiated matter. Therefore, upon beginning this work, the District and labor unions made a conscious effort to work collaboratively and deal with the obstacles, challenges and all required mandates instituted by the SED, as well as by the LEA. The first plan of action was to hold a meeting with Clinton and reiterate the meaning behind the Focus School status. During this meeting, it was stated clearly that the District will work diligently to ensure that we articulate and prioritize the needs of the school, as well as to ensure that the DCIP and SCEP, including all federal and state grants would serve its purpose to provide support to schools and developing capacity in our school leaders. It was clear that we were going to create a plan that would support and reflect cohesiveness, as well as to put a stop to what typically happens in failing urban schools of adopting a reactionary and fragmentary culture, which often are articulated into an array of plans. Therefore, we took a pro-active approach and began our work by having all leaders working collaboratively to develop and discuss the DCIP and SCEP and begin articulating and writing the initial plan. The Clinton staff went back to their building level teams and expanded upon the plan by inserting and making revisions to the plan. Throughout this process, the plan remained aligned to the DCIP and vice versa. As a District, we began our participation with the DTSDE.
- ii. See Attachment A - Consultation and Collaboration Form.

Attachment A
 Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Phee Simpson	7/21/15	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Stephanie Green	7/21/15	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Jacqueline Roman	7/21/15	

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

PROPOSAL NARRATIVE – Transformation Model

II. School-level Plan

A. Assessing the Needs of the School Systems, Structures, Policies, and Students

- i. See Attachment B – School-level Baseline Data and Target-Setting Chart
- ii. The Clinton Elementary School receives Grades 1-5 students from their neighborhood. This school houses 380 students. Of these students, 7% are White, 55% are Black, 33% are Hispanic and 4% are Multi-Racial. 88% of the population is economically disadvantaged, receiving free or reduced price lunch. 10% of the building's population are Students with Disabilities and 15% are English Language Learners.

The Clinton population, in general, has not been successful in demonstrating proficiency in Math or English Language Arts on the New York State Assessment. In the 2013-2014 school year, only 9% of the students scored proficient (levels 3 and 4) on the New York State ELA exam and 11% scored proficient on the NYS Math exam. Among the sub group populations with the least success in English Language Arts were the Students with Disabilities at 0% proficient, English Language Learners at 3% proficient and economically disadvantaged students at 8% proficient. Results on the 2013-2014 Math exam were similar where only 0% of the Students with Disabilities were proficient, 0% of the English Language Learners were proficient, and 10% of the economically disadvantaged students exhibited proficiency.

In English Language Arts, based on information provided on BARS, the students in Clinton Elementary School have the greatest lack of proficiency in the areas of making inferences and critical analysis & evaluation. In Mathematics, the area of measurement specifically solving equations to convert measurements is where the greatest gaps are found.

- iii. A Diagnostic Tool for School and District Effectiveness (DTSDE) review was conducted in March 2015 by the District-led DTSDE review team including, outside-educational experts. During the review, the external evaluator visited classrooms, talked with school leaders, and used a rubric to evaluate how well the school is organized to support student achievement. Results of the DTSDE were sent to the District and to Clinton in May 2015. Once received, District and Clinton staff intensely reviewed the DTSDE carefully dissecting the findings and recommendations listed.

In June 2015, the District had a DTSDE IIT review conducted. The review process was designed around the 6 tenets of the DTSDE. Evidence was collected and analyzed by a team composed of educational consultants. The

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final product of the review was a written report which documented the team's findings. These results will be reviewed by both District and school staff once received from NYSED.

The Program Evaluation Toolkit (PET) is a comprehensive assessment tool developed to examine the quality of programs and services provided to Limited English Proficient/English Language Learners (LEP/ELLs). This instrument is designed to ensure that the instructional quality and academic rigor of programs serving LEP/ELL students are aligned with federal requirements and which holds districts and schools to higher standards for all children, including students who are culturally and linguistically diverse. The PET was used in December 2013, to evaluate the English Language Learner (ELL) program. By conducting the self-evaluation, Clinton was able to determine the degree to which their ESL program was aligned with the core curriculum; demonstrate the rigor and effectiveness of the professional development plan; reflect the support teachers receive from the district and school leadership in implementing best practices in the classroom; benefit from rigorous monitoring and assessment; and improve communication with parents and families of LEP/ELL students.

- iv. Evidence collected during the reviews indicated that the District and school leadership and staff recognized the need for a rigorous English Language Arts (ELA) curriculum that is aligned to the shifts in the Common Core Learning Standards (CCLS) and addresses the foundational learning needs of their entire student population. The building principal, assistant principal, and teacher leaders are receiving on-going professional development in understanding and implementing the Common Core Learning Standards. The professional development that is being received is building capacity of the instructional leadership to ensure that high-quality teaching aligned to the CCLS is evident in every classroom as determined by informal and formal observations, lesson plans, and professional conversations during PLCs and other opportunities for teacher collaboration. Opportunities are available for instructional leadership to support the teaching staff in understanding and implementing the CCLS.

There was evidence that some classrooms at Clinton have maintained the lesson structures of effective lesson design (introduction with lesson objective; active teaching; guided practice; independent practice; lesson closure) and the workshop model of learning. Teachers who have been identified as effective teachers or who have been identified as lead teachers are being asked to provide support to their colleagues during vertical and horizontal articulation, faculty meetings, and various other professional development opportunities.

Time has been allotted in the master schedule to enable grade level teams to participate in Professional Learning Communities (PLC) with the professional

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development specialist. School leaders and teachers have access to multiple sources of formative and summative data to inform instructional and programmatic decision-making.

There is a recognized need to structure opportunities and expected outcomes for analyzing data to inform instruction and school improvement. District and School Leadership, as well as the instructional coaches have begun to work collaboratively with grade level teams to examine student-learning data. These data teams need regular opportunities to meet and collaborate using identified Data Team Protocols that will guide and focus the staff in examining student learning data inclusive of student achievement scores and/or samples of student work.

Gov. George Clinton Elementary School will assemble a list of needs from a variety of sources. These sources include the results of the DTSDE review, the implementation of the Program Evaluation Tool, the results of State assessments, the school report card, the results of a district-wide survey of parents, staff, and students and the application of the Diagnostic Tool. The Clinton Transformation team will review the list of needs and identify scientifically / research-based remedies. As a result of financial constraints, not all needs will be remediated. Priority will be given to those needs/ remediation which affect student learning and achievement of college and career readiness skills.

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

B. School Model and Rationale

- i. In the beginning of the year 2011, the PHS was identified as a PLA school. This identification allowed us to apply for the SIG. During this time, the district as a whole worked on overcoming many obstacles and challenges in order to develop a SIG that would be approved by SED. This process was not easy since we had both administrators and teachers working without a negotiated contract. However, both aforementioned associations and the district had the same goal in common, which was to increase the high school graduation rate and provide principals, teachers, parents and students with positive outcomes. Based on this shared vision, all stakeholders worked productively to ensure that the PHS students were the District's first and foremost priority. When the opportunity arose for the PMS to apply for this competitive grant, we continued our collaborative work that also allowed us to complete the APPR submission by its first deadline July 1, 2012. Of particular note, the PCSD has one middle school and one high school. Therefore, the decision was simple and logical to implement the Transformation Model and create a vertical articulation that encompassed the same goals, strategies and activities. The PMS has been identified with the same academic problems that have escalated into the PHS. Students in all categories that not make AYP, a large population of students are identified in more than one sub-category. It is not uncommon for the majority of our students to fall under three or more sub-groups. These same students feed into the PHS and are lacking college and career readiness which interprets to being not prepared to the rigorous curriculum at the PHS. Both PHS and PMS have seen academic gains. In order to ensure continued student growth, support must be provided to students at the elementary level which feed into PMS. Students must learn to read on grade level by grade 3. Clinton plans to provide students with intensive support to ensure students are on grade level prior to leaving elementary school. Using the transformation model which has been successful in PHS and PMS is the logical choice for school reform model.
- ii. This step was simple to complete since the Poughkeepsie High School and Poughkeepsie Middle School made a similar transition. As of today, we have evidence that the Transformation Model at the PHS and PMS have been effective in its implementation. Therefore, it was apparent, by all the different stakeholders, that the implementation of the Transformation Model for Clinton will clearly create a level of consistency in the district. This model would allow for a clear, consistent and uniformed vertical articulation, from grades 1 – 12 to ensure success for all students.

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

PROPOSAL NARRATIVE – Transformation Model

II. School-level Plan

B. School Model and Rationale

Goal: Through the implementation of *Mission Literacy* strategies (reading, writing, speaking, and analytical reasoning), students will gather, analyze, and respond to information from primary and secondary sources, drawing on robust academic vocabulary.

Objective: By the end of the 2015-2016 school year, 90% of students in grades 3-5 will reach the end-of-year reading and writing benchmarks, as measured by the administration of the Imagine Learning tool for language and literacy development, which is correlated to the .

Goal: Through the implementation of *Mission Literacy* strategies (reading, writing, speaking, and analytical reasoning), students will apply mathematical reasoning, drawing on robust academic vocabulary, to solve complex, real-world problems.

Objective: By the end of the 2015-2016 school year, 90% of students in grades 3-5 will show demonstrable improvement in achieving math targets, as measured by the administration of the NWEA/MAP end-of-year assessments.

Description of the Goal/Needs Assessment:

In conducting a needs assessment the Poughkeepsie City School District drew on several sources of data to analyze and triangulate findings. The following is a list of the sources of data used to analyze the causes for chronic underperformance at each Focus School:

- **Academic Performance (ELA and math in grades 3-5)**
 - 3-Year trends in New York State Standardized Assessments for Grades 3-5 performance on ELA, math, grade 4 science, and grade 5 social studies: % Well Below Proficient at Level 1/Partially Proficient at Level 2/Proficient at Level 3/Excel in Standards at Level 4, and APR Reports
 - Formative and Benchmark Assessments: MAP/NWEA, Benchmarks, Imagine Learning,
 - Student Grades/Report Cards
 - Disaggregation by grade, gender, race, income, language proficiency, and special education status
- **Curriculum Development/Learning Management**
 - Curricular materials and lesson plans
 - Frequent classroom observation and instructional data collected in Focused Instructional Learning Walks (FILWs) as part of the system-wide approach to walkthrough data performed by school leadership and district staff
 - Processes for interim assessment analysis and action planning based on the results
 - Tiered intervention system
 - Quality of tutoring programs

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- **Professional Development**
 - Professional development activities, # of hours, job-embedded, % participation, frequency of grade-level meetings etc.
 - Use of common planning time and opportunities for collaboration (e.g., data teams, professional learning communities, etc.)
 - Processes for developing and implementing improved instructional strategies (e.g., re-teaching, remediation, and small group differentiation)
 - Instructional coaching implementation and effectiveness
 - Teacher feedback surveys about usefulness of professional development activities
- **Safe, Secure, and Engaging Environment**
 - Attendance rates: average daily attendance, overall attendance rate, average number of days absent, % of chronic absentees, and % of high attendees
 - Discipline data: in-school suspension, out-of-school suspension, referrals, positive behavior incentive distribution, types of discipline infractions, etc.
 - Student perception data
 - Student mobility and retention data
 - Special education services across types of disability
 - Extracurricular and enrichment activities
 - Disaggregation by grade, gender, race, income, language acquisition, and special education status
- **Parent and Community Engagement**
 - Parent feedback surveys
 - Parent participation in school activities
 - Frequency and quality of home visits
 - Enrollment patterns
 - Partnerships with local businesses and organizations
 - Student participation in academic after-school activities
- **Information Technology and Data Management**
 - Use of instructional technology (i.e., Imagine Learning) including computer-based assessments, adaptive learning software (i.e., MAP/NWEA, etc.)
 - School systems for collecting, organizing, and triangulating student performance data (data-driven instruction)
 - Administrator systems for collecting, organizing, and triangulating teacher performance data (i.e., Focused Instructional Learning Walks)
- **Human Resources**
 - Qualifications of all building staff: years of experience, licensing, % highly-qualified,
 - Teacher attendance data
 - Teacher-specific classroom observation and instructional walkthrough data
 - Teacher evaluation data
- **Leadership and Governance**
 - Administrator evaluations and effectiveness
 - Building-level feedback about central office technical assistance
- **Fiscal and Budget**
 - School-level budgets: use of funds, allocations to programs
 - Donations from local organizations or other grants

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- Analysis of class size, teacher-to-student ratios, special education expenses, students requiring ENL (formerly ESL) services

Throughout the 2014-15 school year, each Focus school provided data-driven reports—focused on attendance, discipline/behavior/infractions leading to out-of-school suspensions, and academics (specific, measurable, achievable, realistic, time-bound goals in ELA and mathematics) —to District staff about mid-year progress, strategies being implemented, and performance challenges. These presentations were helpful in guiding District assistance and were used as part of the needs analysis section for this grant.

While each of the 4 schools has specific strengths and challenges, an analysis across the Focus Schools revealed common challenges that have informed the district’s plan for turning around performance across the Focus Schools. These challenges include the following:

- 1. Instructional quality in literacy is generally weak and inconsistent (data source: 85% of the classrooms in elementary schools based on FILW data gathered in the 2014-2015 school year).** Instruction is not student-centered, rigor is low, there is lack of differentiation to effectively meet individual students’ literacy learning needs, and there is a lack of proactive strategies to increase student engagement in reading, writing, and analytical thinking across the disciplines.
- 2. Students’ “time-on-task” is not being used to effectively intervene, remediate, and provide necessary academic support, specific to ELA and math (data source: 85% of the classrooms in elementary schools based on FILW data gathered in the 2014-2015 school year).** Students enter the school performing below grade level in ELA and math, which makes it difficult to catch up and the existing intervention model at the school level does not help students adequately fill in gaps right away before students advance through the grades.
- 3. Data and information are not being used purposefully and systematically (data source: 85% of the classrooms in elementary schools based on FILW data gathered in the 2014-2015 school year).** Data collected are not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
- 4. School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills; build grade-level content mastery in reading, writing, and analytical thinking; and prepare them for post-secondary success.

STUDENT LEARNING OUTCOMES	PROFESSIONAL PRACTICE
By the end of the 2015-2016 school year, 90% of students will reach the end-of-year reading benchmarks for grades 3-5 as measured by the administration of the Imagine Learning tool for language and literacy development.	In an effort to increase the effectiveness of the implementation of <i>Mission Literacy</i> strategies (reading, writing, speaking, and analytical reasoning), teachers will utilize data collected daily from the

POUGHKEEPSIE CITY SCHOOL DISTRICT
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	Imagine Learning Action Areas Tool (aligned with literacy benchmarks in the Common Core Learning Standards), use of on-going item skills for daily planning, grouping, guided practice and progress monitoring for reading/writing instruction and academic vocabulary development.
By the end of the 2015-2016 school year, all students in grades 3-5 will demonstrate growth in narrative, informational, and opinion writing, as measured by a writing continuum with pre-unit and post-unit writing samples.	Teachers will plan together, drawing on the ELA modules from EngageNY to address the literacy and language standards of the Common Core Learning Standards. Teachers will use actionable data to increase the number of texts students are required to read for each unit of study incorporated in the EngageNY modules, and increase the number of quality writing pieces students produce.
As measured by the Spring 2016 grades 3-5 NYS ELA assessments, there will be a 20% increase in the percentage of students performing at Level 3.	In order to address the reading and writing standards outlined in the NY State Common Core Standards, teachers will continue to plan collaboratively, monitor rigorously, and intervene robustly to meet the literacy learning needs of students.

STUDENT LEARNING OUTCOMES	PROFESSIONAL PRACTICE
By the end of the 2015-2016 school year, 90% of students will reach the end-of-year math benchmarks for grades 3-5, as measured by the administration of the NWEA/MAP end-of-year assessments to measure each student's understanding of specific grade-appropriate content for mastery and application in problem solving.	In an effort to increase the effectiveness of the planning, monitoring and implementation of reading, writing, speaking, and analytical reasoning strategies in mathematics, teachers will utilize data collected from NWEA/MAP assessment as well as pre- and post- assessments to inform math instruction and curriculum decisions to target instruction for skills mastery

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	during the 2015-16 school year.
<p>90 percent of students will solve word problems daily where students identify and apply mathematical vocabulary, symbols, and key terms so students in grades 3-5 engage with complex problem solving with the goal of improving skills toward mastery, specific to extended responses drawing on mathematical reasoning.</p>	<p>Teachers will plan collaboratively, share lessons, and draw on “best practices” in the “community of practice” model, to build mathematics literacy, and effectively implement <i>Mission Literacy</i> strategies (reading, writing, speaking, and analytical reasoning) so students identify and apply mathematical vocabulary, symbols, and key terms using results-driven pedagogical techniques to ensure comprehension and application I problem solving.</p>
<p>90 percent of the teachers in grades 3-5 will administer the Go Math Online Assessments three times a year, and analyze the item analysis reports for each of the students to differentiate, scaffold, and plan effective, results-driven instructional practices. By the end of the 2015-2016 school year, 75% of students in grades 3-5 will improve their performance on the New York State math assessment by, minimally, 10 percentage point gains.</p>	<p>Grade-level teachers will work together to analyze the data collected and item skills analysis, specific to student growth data to inform instruction and differentiation.</p>

See Attachment B: School-level Baseline Data and Target Setting Chart.

New York State Education Department:
 Local Education Agency (LEA) 1003(g) School Improvement Grant Application
 Under 1003(g) of the Elementary and Secondary Education Act of 1965

h. High school graduation rate	%	N/A						
i. Ninth graders being retained	%	N/A						
j. High school graduates accepted into two or four year colleges	%	N/A						

**Targets should be set for all years the school will be SIG-funded.*

Bi-monthly telephone calls will be conducted with LEA's to consider interim data and progress being made toward yearly targets.

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PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

D. School Leadership

- i. First and foremost, as indicated in item D of the District-level Plan, Teacher and Leader Pipeline, the principal must have the qualifications as indicated through the School Improvement Guidelines to successfully carry forth the Transformation Model. The principal must be the leader who leads the vision and mission established in Item A of the School-level Plan, School Overview. The principal must serve as the instructional leader and demonstrate the ability to apply guidance to the implementation of the CCLS and the effective delivery of instruction in the classroom. The principal must have knowledge of the CCLS, its shifts and modules, as well as provide teachers with an effective and solid pre-observation conference, evidence-based observation and fair rating score, as well as an evidence-based post-observation conference aligned to the New York State Teaching Standards and the NYSUT Teacher Practice Rubric. The principal must also develop a data driven culture based on evidence in all areas (i.e. local assessments, third-party State approved assessments, State assessments, teacher observations, professional development, and parent and community involvement and engagement). In order to accomplish the aforementioned, the principal must also understand and have the know-how to distribute leadership and hold all stakeholders accountable based on their defined roles and responsibilities. Lastly, the principal must be able to maintain their focus ensuring that the SCEP and SIG are not separate entities and that all staff is working towards achieving the same goal.

- ii. Mr. David A. Scott, had played an active and integral role in ensuring systems and structures were in place that would lead to high levels of teaching and learning. During his tenure as Acting Principal for the Poughkeepsie Middle School, Mr. Scott worked collaboratively with the administrative team in evaluating teachers through formal evaluations, both announced and unannounced. Mr. Scott also served as the Transformational Leader during the Year 1 of the Poughkeepsie Middle School SIG Grant implementation. Mr. Scott has worked with teacher on the teachers on literacy in all content areas by placing an emphasis writing in all content areas. Mr. Scott was consistent and followed through with the agenda items held during their weekly Professional Learning Community time. He has been an active member of the Curriculum Committee where decisions impacting curriculum and resource have now played a major factor regarding the implementation of the CCLS. Lastly, Mr. Scott demonstrated leadership skills necessary to unite his staff and community around school improvement efforts.

POUGHKEEPSIE CITY SCHOOL DISTRICT
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- iii. The Steps have been identified in Item D of the District-level Plan, Teacher and Leader Pipeline, and the Principal has been selected.
- iv. The Principal of Clinton has established an outline of all the Assistant Principal and a job description narrative of the School Implementation Manager (see addendum - Assistant Principal Job Description).

The SIM will be hired full-time for the first year of the SIG. The SIM will work collaboratively with the building principal to strategically implement the SIG Plan to transform the school (see addendum – SIM Job Description).

- v. During the 2013 school year, Clinton began implementing Mission Literacy with a focus on incorporating literacy into all content areas and effectively implementing the CCLC Professional development was provided during the 2014 school year to administrators and teachers on Active Reading Strategies and Extended Response Questions. In addition, teachers attended professional development sessions on collaborative planning. A strong component of Mission Literacy and building leadership capacity was to create a leadership team inclusive of pedagogical instructors that did not hold administrative certification. This began the leadership team concept at Clinton. In the past two years, the leadership team has not executed their responsibilities to the magnitude that is needed to ensure high-levels of academic growth. The current supporting leadership is inclusive of the Principal, the Assistant Principal and teacher leaders. This team meets to discuss many of the required and permissible activities identified, including writing and implementing the SCEP. During the 2015-16 school year, the principal will create a new leadership team with a clear vision and mission for the team. The goal of the team is to ensure effective implementation of the SCEP, monitor the effectiveness of programs, initiatives, professional development, and student academic growth. The identified partner will assist the principal in developing norms for the team and outlining roles and responsibilities for team members.

David A. Scott

23 Regency Drive, Poughkeepsie NY 12603
(845) 380-2813 e-mail: dave.scott821@gmail.com

EDUCATION/CERTIFICATION

The College of Saint Rose, Albany, New York

School Building Leadership Certification, June 2008

State University of New York at New Paltz, New Paltz, New York

Masters of Professional Studies in Humanistic/Multicultural Education December 2003

State University of New York at New Paltz, New Paltz, New York

Bachelor of Science, Black Studies May 1998

ADMINISTRATIVE EXPERIENCE

Principal, July 2015 – Present

Poughkeepsie City School District, Poughkeepsie NY

- ◆ Supervise the Instructional Program to ensure alignment with NYS CCLS
- ◆ Give Leadership to Staff of 30
- ◆ Daily FILW's
- ◆ Coordinator of 21st Century Grant Programing

Acting Principal (Turnaround School), September 2013 – June 2014

Poughkeepsie City School District, Poughkeepsie NY

- ◆ Manage SIG Implementation (year 1)
- ◆ Coordinator of 21st Century Grant Programing
- ◆ Observe and Evaluate staff of 117
- ◆ Supervise the Instructional Program to ensure alignment to NYS CCLS
- ◆ Implemented the Scholastic Reading Writing Protocols, school-wide
- ◆ Daily FILW's

Assistant Principal, July 2011- August 2013, July 2014-June 2015

Poughkeepsie City School District, Poughkeepsie NY

- ◆ Served as grade level Assistant Principal
- ◆ Coordinate NYS Testing program in ELA & Math
- ◆ Chaired Master Schedule team
- ◆ Organized grade level PD as well as grade level meetings
- ◆ Meet with Guidance Counselors to ensure implementation of needed service programs
- ◆ Handle discipline for 300+ students
- ◆ Coordinate all Safety related Drills and Procedures
- ◆ Supervised school security officers
- ◆ Organize yearly BEDS collection program
- ◆ Participated in Faith Based Community Outreach Program

Assistant Principal, August 2008-June 2011

Rombout Middle School Beacon City School District, Beacon, New York

- ◆ Observe and Evaluate staff of 64 teachers
- ◆ Coordinate NYS testing program
- ◆ Organize Master Schedule as well as Teacher Duty schedules
- ◆ Meet with teams of teachers to review and implement best practices for student success
- ◆ Meet with Guidance Counselors to ensure implementation of needed service programs
- ◆ Handle discipline for 360+ students
- ◆ Coordinate all Safety related Drills and Procedures
- ◆ Organize yearly BEDS collection program
- ◆ Facilitate Community Outreach Programs
- ◆ Created Reading program with 6th grade students and M&T Bank

Administrative Intern, December 2007-June 2008

New Paltz Central School District, New Paltz, New York

- ◆ Create and coordinate the Master Schedule
- ◆ Administer the NYS Regents Component Retake Examinations
- ◆ Coordinate scheduling of Resource Room classes to ensure compliance
- ◆ Assist in the coordination of the teacher duty schedule
- ◆ Assist with the scheduling of January and June Regents examinations

Education Experience

High School Guidance Counselor, August 2004-July 2008

New Paltz Central School District, New Paltz, New York

- ◆ Manage caseload of 280 students grades 9-12
- ◆ Establish post-secondary plan for each student
- ◆ Monitor student progress toward completion of diploma requirements
- ◆ Provide academic and personal counseling to students
- ◆ Facilitate new student orientation programs
- ◆ Coordinate college visits for juniors and seniors, 2-3 per year
- ◆ Assist in the coordination of the annual Ulster County Career Fair
- ◆ Provide college information nights for parents/students
- ◆ Provide scholarship information nights for parents/students
- ◆ Provide individual and group counseling for student/parents
- ◆ Refer students and parents to appropriate community agencies
- ◆ Serve as a resource for teachers, parents, and staff in reference to the needs of students

Science Technology Entry Program (STEP) Advisor

Reactivated program at New Paltz High School

- ◆ Drastically increased membership (300%) over the course of two years
- ◆ Coordinate tutoring for students in the program
- ◆ Liaison between students and the program administrators

Club Advisor:

Black and Latino Men's Group Creator/Advisor

Martial Arts Club Co- Advisor

Youth for Unity Advisor

COMMITTEE WORK

- ◆ Member District Wide Math Committee 2010-Present
- ◆ Chair Safety Committee August 2008-Present
- ◆ Chair Math Committee August 2008-Present
- ◆ Chair PBIS Committee August 2008-Present
- ◆ Standing member Rombout Middle School Hiring Committee August 2008-Present
- ◆ Member District Wide Safety committee September 2009-Present
- ◆ Member retention committee March 2010-Present
- ◆ New Paltz School District Diversity Committee 2005-2008
- ◆ New Paltz High School Scholarship Committee 2004-2008
- ◆ New Paltz School District Instructional Support Team 2004-2008
- ◆ New Paltz High School Site Base Committee 2007-2008
- ◆ Co-Chair Academic Appeals Committee, 2003
- ◆ Minority Recruitment Program Task Force, 2000-2004
- ◆ Minority Recruitment Program Scholarship Committee, 2000-2004
- ◆ Academic Standing Committee 2002-2004
- ◆ Director of Alumni Affairs, Search Committee, 2001

CERTIFICATIONS

NYS School Counselor NYS School Building Leadership

COMPUTER SKILLS

SASI (Scheduling Software) PowerSchool (Scheduling Software)
Infinite Campus (Scheduling Software)

ASSOCIATIONS

Board Member, Dutchess County Community Action Partnership (DCCAP)
Chair, Youth Services Committee Dutchess County Community Action Partnership (DCCAP)
Association for Supervision and Curriculum Development
Member Poughkeepsie Alumni Chapter, Kappa Alpha Psi Fraternity, Inc

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PROPOSAL NARRATIVE – Transformation Model

II. School-level Plan

E. Clinton Instructional Staff

i.

Highly Effective	Effective	Developing	Ineffective
0	19	2	1

- ii. First and foremost teachers need to have significant knowledge and understanding to effectively implement the CCLS in their classroom. There is a level of tremendous sophistication that teachers need to develop the skills to provide students with the opportunity to go deeper into the content they are learning. It is more than just understanding and providing the students with the content but developing quality content that will allow teachers to work with all students. The staff, building level leaders and classroom instructors need to be able to develop a learning environment with a student-centered focus. By providing students with this type of environment, the focus is then redirected. Students are actively engaged in learning and the outcomes are geared towards student achievement. It is also important that teachers apply the New York State Teaching Standard, in particular Standard 1, where they are thoroughly informed and understand their diverse population of students. Furthermore, it is important that teachers develop the necessary skills to make technology an integral part of their daily instruction. Lastly, teachers need professional development to develop the skills to utilize assessments in alignment with the CCLS, which provides students with immediate feedback, increase rigor, differentiate instruction based on results, and improve teacher effectiveness.
- iii. The staff has already been informed of the Transformation Model. Through the submission of the SCEP, the staff was informed of the action plan established. The staff has also partaken in District-wide professional development where they have knowledge of the Transformation Model. The Superintendent of Schools also developed a Road Map defining the Transformation Model, which has been distributed to the all PCSD staff, as well as parents. However, the Transformation Team will be responsible to develop activities that outline the content and context of this SIG. This will be done during Professional Learning Community Time, as well as the two required monthly meetings that are defined in the PPSTA contract.
- iv. Please refer to Item D of the District-level Plan, Teacher and Leader Pipeline, in response to this question.

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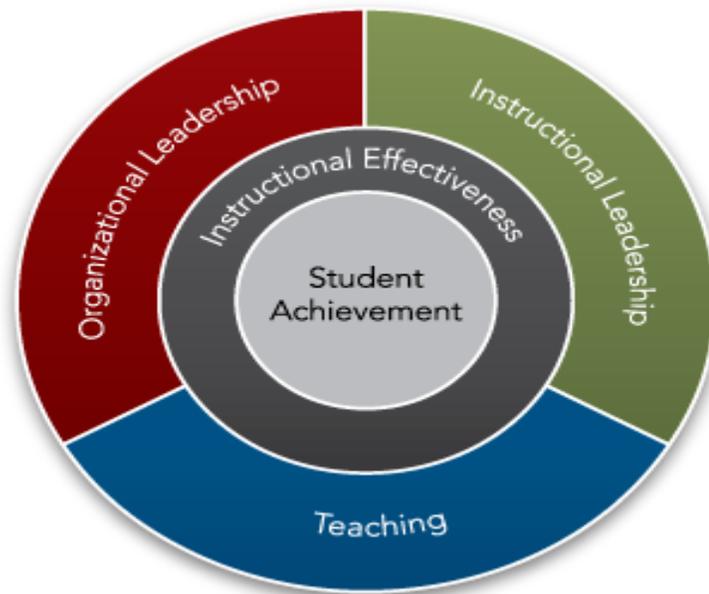
PROPOSAL NARRATIVE – Transformation Model

II. School-level Plan

F. Partnerships

- i. **Partner Identification:** Houghton Mifflin Harcourt (Formally Scholastic Achievement Partners) will support the school as it applies the Transformation model as an external partner. HMH will provide year-round support for the transformation in alignment with its mission to help educators navigate fundamental and dramatic shifts in leadership and classroom practices, enabling states, districts, schools, and teachers to support and sustain the transformation and quality of instruction required for our students to achieve college and career readiness in a competitive global economy. HMH delivers proven education services with lasting results, supported by the strength of the industry’s top education thought leaders and authors.

The work by HMH facilitates a coherent focus across the entire education organization—organizational leadership, instructional leadership, and teaching—on the development and support of instructional effectiveness to improve student achievement. The noted objectives support instructional effectiveness at each level:



Organizational Leadership

- Create a culture of high academic expectations, positive relationships
- Establish a shared vision and communicate to all constituent groups
- Align organizational structures and systems to the vision
- Build leadership capacity through an empowerment model

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Align teacher/administrator selection, support, and evaluation.
Support decision making with relevant data systems

Instructional Leadership

- Use research and establish the urgent need for change to promote higher academic expectations and positive relationships
- Develop, implement, and monitor standards-aligned curriculum and assessments
- Integrate literacy and math across all disciplines
- Facilitate data-driven decision making to inform instruction
- Provide opportunities for professional learning, collaboration, and growth focused on high quality instruction and increased student learning

Teaching

- Build effective instruction based on rigorous and relevant expectations
- Create and implement an effective learner environment that is engaging and aligned to learner needs
- Possess and continue to develop content area knowledge and make it relevant to the learner
- Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology
- Use assessment and data to guide and differentiate instruction
- Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative

ii. See Attachment C – Evidence of Partner Effectiveness Chart.

iii. **HMH**: Comprehensive program evaluation is built into implementation. Evaluating the work involves two discrete streams of activity. The first stream focuses the following three data events:

1. During the engagement and implementation process, pre-data are collected on a series of variables including leadership practices, data culture, teacher collaboration, quality of instruction, and student engagement. Post-data on these variables are collected at the end of the year.
2. Throughout the school year, information and data (including client perception data) on progress towards achievement of the goals are accumulated continually using the site-based Progress Monitoring System.
3. An evaluation team, composed of evaluation specialists, content specialists, and field specialists, visits schools to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation

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of goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data.

The evaluation team conducts a multi-level evaluation in order to examine the efficacy of the model and the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data, and student engagement). Implementation reports document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation, and inform planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation.

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)	References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)
The International Center for Leadership in Education-Houghton Mifflin Harcourt	<ol style="list-style-type: none"> 1. Poughkeepsie City School District, Poughkeepsie, NY 2. Brockton High School, Brockton, MA 3. Monticello Central Schools, Monticello, NY 4. School District of Philadelphia, PA 5. Griffin-Spalding County School District, GA 6. Assumption Parish School District, Assumption, LA 7. Pasadena Independent School District, TX 8. 9. 10. 	<ol style="list-style-type: none"> 1. Dr. Michelle Cardwell – Assistant Superintendent 845-451-4983 2. Dr. Sharon Wolder – Principal 508-580-7633 3. Tammy Mangus, Superintendent 845-794-7700 4. Marleen Owens, Coordinator of Special Projects 5. Keith Simmons, Principal 678-603-6154 6. Dr. Joan Rodrigue, Assistant Superintendent 985-369-7251 7. Ms. Billye Smith, Associate Superintendent 713-740-0055 8. 9. 10.
Partner Organization Name and Contact Information and description of type of service provided.	<p>Schools the partner has successfully supported in the last three years (Attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.)</p> <ul style="list-style-type: none"> • 	<p>References / Contacts (Include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools.)</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Trend-Summary Evidence

The International Center for Leadership in Education and Houghton Mifflin Harcourt has experience working with hundreds of schools around the country. Some districts that have benefited from our work and our partner organizations include: Poughkeepsie City School District (NY), Buffalo City School District, (NY) Hempstead Union Free School District (NY) Detroit (MI), Columbus (OH), Great Amsterdam (NY), Syracuse (NY), Philadelphia (PA), Pittsburgh (PA), Los Angeles (CA), Chicago (IL), Clark County/Las Vegas (NV), Broward County (FL), Hillsborough County (FL), Orange County (FL), Palm Beach County (FL), Pinellas County (FL), Dallas (TX), Houston (TX), Spring (TX), Charlotte-Mecklenburg (NC), Wake County (NC), and Cabell County (WV). The Departments of Education in these states and U.S. territories have also partnered with SAP: Arizona, Hawaii, Indiana, Iowa, Louisiana, Maine, Nevada, Puerto Rico Department of Education in partnership with EduPro and selected schools, and Virgin Islands Department of Education in partnership with STX, STTJ schools districts.

Poughkeepsie High School, New York

Poughkeepsie High School was designated by New York State as a Priority School, which means that it was in need of improvement. In underperforming schools, the forces of deep-rooted challenges combined with the need to continuously improve curriculum and instruction often cause school improvement efforts to lose focus or treat superficial issues. Successful school improvement initiatives prepare school stakeholders for the urgency of change while helping them focus their efforts on teaching and learning.

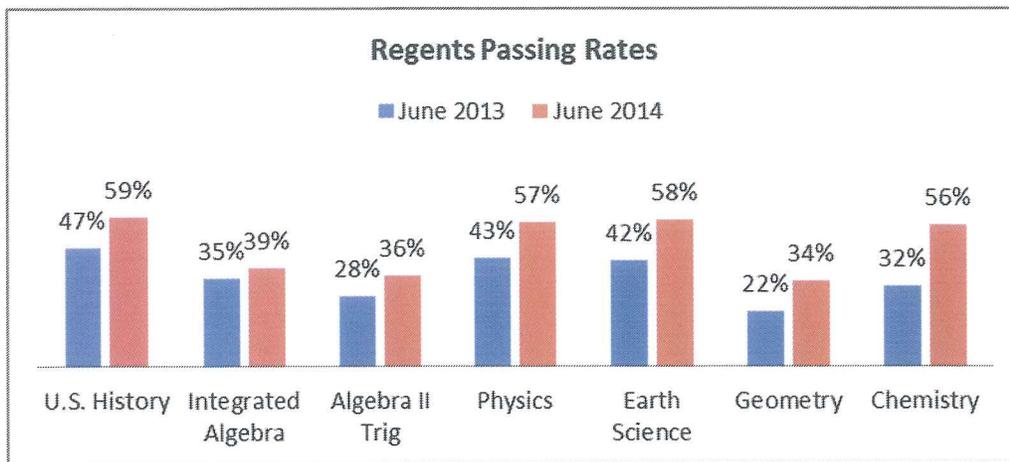
The Poughkeepsie City School District worked in close partnership with ICLE to explore the benefits of a literacy initiative and determine the major components needed to drive school improvement. The district and high school decided to place a laser-like focus on supporting teachers in helping students become better writers. The logic was that if students can write well, they can think well. The Poughkeepsie High School Literacy Initiative, which focuses on writing in the content areas, is modeled on the strategies and practices used by Brockton High School in Massachusetts. ICLE began training on literacy strategies in January 2014 and provided intensive leadership and instructional coaching from February through May. Retired Brockton principal Sue Szachowicz was deeply involved in this work as well. The high school organized its initiative around four components:

- (1) empowering a team
- (2) identifying an instructional focus (literacy/writing)
- (3) developing an implementation plan using a writing calendar
- (4) monitoring the plan relentlessly

Teachers and other instructional staff in all content areas received intensive professional development to understand and utilize literacy strategies and best practices that fully engage students in the learning process. All teachers were expected to become literacy teachers and to use active reading strategies and extended response writing activities in their classrooms. Staff was trained on selecting rigorous text on which to base extended response writing questions and

on analyzing student work using the Writing Rubric, which provides students with targeted feedback for improvement.

Driving significant school improvement began by empowering the Transformation Team. Through SAP coaching and professional development, the team was supported to implement a school-wide literacy plan focusing on key literacy strategies. The school developed a Writing Calendar and monitored it to make sure all staff in all content areas were using active reading strategies and extended response writing activities, as well as rating student work using the Writing Rubric. The Writing Calendar was key to the success of Poughkeepsie High School. Poughkeepsie High School has developed a culture of literacy and high expectations that permeates every classroom. In addition, results on the Regents exams were noteworthy. Students made gains in seven of the nine Regents exams in 2014.



In 2013-14, the high school met the priority school removal criteria, one of only a handful of schools to do so. To be removed from priority status, a school must meet the criteria two years in a row.

Brockton High School, Massachusetts

Brockton High School is a comprehensive grade 9-12 school located in a high-poverty urban center 30 miles south of Boston. Out of the predominately minority 2007-08 student body of 4,350, approximately 72% of the students qualify for free or reduced-price lunch, 44.8% speak English as a second language, 9% are English language learners, and 11% are disabled. By utilizing ICLE consultants and the *Learning Criteria to Support 21st Century Learners™*, Brockton High School became a model of student achievement. Led by ICLE and its own School Restructuring Committee, Brockton focused on a few key initiatives: increasing student achievement on the Massachusetts state test through a comprehensive school-wide literacy initiative, reversing the culture of low achievement by raising expectations for all students, identifying essential academic skills and knowledge and making instruction relevant to students' lives, and fostering positive relationships between and among students and teachers. By 2009, Brockton had dramatically increased the number of students passing the MCAS. The pass rate

for ELA went from 55% to above 90% and for math from 22% to above 80%. *Long-Term Results: ELA Pass Rates: 1998-2010 38% Growth; Math Pass Rate: 1998-2010 61% Growth*

School District of Philadelphia, Pennsylvania

Seven of the district's high schools have been engaged with ICLE through the School District of Philadelphia Smaller Learning Communities Grant. The overall purpose of the initiative is to transform these large, presently low-performing high schools into more nurturing, disciplined, and effective education facilities. It has been designed as an intensive, multi-faceted capacity-building enterprise that will build on momentum gained over the past years of implementing systemic reforms in the District and bring an array of strategic resources, training, and technical assistance to the schools.

Based on the successes realized from previous collaborations with ICLE on other high school improvement projects, the School District of Philadelphia extended its partnership with ICLE into a 6th year. The objectives and project deliverables for this initiative have included:

- Improve school climate and remove barriers to learning.
- Reduce student misbehavior and incidents of violence.
- Increase attendance rates, promotion and graduation rates.
- Improve academic rigor in the classroom.
- Increase proficient and advanced levels on PSSA exams.
- Increase numbers of students taking College Board exams and average scores.
- Increase the rate at which graduating seniors enter postsecondary education.

Although the project is ongoing, nearly all goals of the district's various grants have been met. Teachers and principals alike have found the combination of both instructional and leadership coaches to be an invaluable asset to their own professional development. The district has seen an improvement in students' standardized test scores and a dramatic increase in the number of students applying, attending, and receiving scholarships to college. Moreover, ICLE has gained valuable experience and insights into working closely with a large urban district in planning, implementing, and managing this major school improvement initiative.

Griffin High School, Griffin, Georgia

From 2010 to 2013, Griffin-Spalding County Schools partnered with ICLE to provide professional services to support redesign efforts in Griffin High School, a comprehensive, low-performing school. Existing only by name, ICLE leadership coaches worked collaboratively with district leadership, school stakeholders, postsecondary educators, community leaders, and business partners to develop and implement career academies. Included in this work were professional services to ensure teachers were trained to be successful in this new learning environment and curriculum and assessments were aligned to rigorous, real-world instruction. Specifically, the three phases included:

- Phase 1 – Getting Ready: Facilitate School Planning

- Phase 2 – Getting Started: Developing the Plan by Applying Best Practice Research and Tools
- Phase 3 – Getting it Done: Implementation Support and Monitoring

Each phase was supported by job-embedded leadership coaching and instructional coaching to support the design, planning, and implementation of the career academies. As of October 2013, the Georgia Department of Education had removed Griffin High School from the State's underperformance list of RT3 LAS and Priority Schools. The percent passing on Georgia's End of Course tests were as follows:

- 17% increase in 9th grade Literature: from 63% in 2009-10 to 80% in 2010-11
- 20% increase in Math II: from 20% in 2009-10 to 40% in 2010-11
- 13% increase in Biology: from 47% in 2009-10 to 60% in 2010-11
- Positive growth in 6 of 8 courses tested
- One course stayed the same

Assumption Parish School District, Louisiana

During the 2007-2008 school year, Labadieville Primary School (LPS) set out to improve academic outcomes for all students. An important goal was raising achievement on the state test. In 2007 only 62% of LPS third-grade students scored at the basic or higher level on the English Language Arts (ELA) iLEAP. In addition, the in-school suspension rate had grown to 10.7% in 2007, almost double the state average (5.9%).

In the 2008-09 school year, LPS engaged ICLE for help in identifying the school's unique needs and creating a sustainable plan to improve student achievement, engagement, and motivation. SAP conducted a comprehensive needs assessment to understand the strengths and challenges of the school, and identify areas for improvement. The comprehensive needs assessment included using *We Teach*, *We Learn*, and *We Lead* surveys to collect data from LPS faculty, students, parents, and administrators. These surveys are designed to provide insight into these different stakeholders' perceptions of the learning environment.

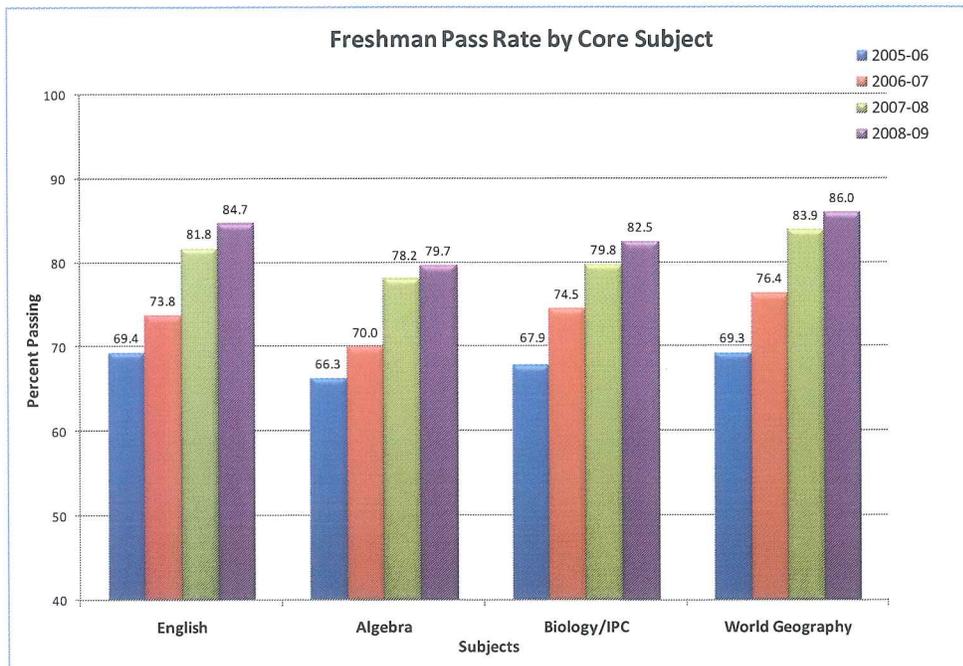
Since partnering with ICLE in the fall of 2008, student achievement has improved. For example, in 2008 62% of students scored at the basic or higher level on the third grade iLEAP, just under the state passing rate of 66%. By spring 2010, 75% of LPS third graders scored at the basic level or above, compared to 67% for the state. This was a 14-percentage-point increase for LPS students from 2008, compared to a 1-percentage-point increase for the state. Out of school suspensions, which were at 7.6% (close to the state rate of 7%) prior to ICLE's intervention, declined to a rate (4.3%) below the state level (6.4%) in 2008-2009.

Pasadena Independent School District, Texas

In 2006, in an effort to reverse a trend of lower graduation rates and restructure high school programs to meet the needs of 21st century learners, Pasadena began a three-year project. Beginning with effective training in the use of the Rigor/Relevance Framework, ICLE then conducted a thorough needs assessment, strategic planning, and clarification of its issues,

expectations, and desired scope of work. A comprehensive and integrated implementation plan then guided the process of school reform.

An example of our professional development services is in Pasadena Independent School District (ISD) in Pasadena, Texas. Pasadena ISD underwent sustainable, systemic changes throughout all of its K-12 schools. After implementation of the plan, within a four-year span, the K-12 schools spread throughout the district underwent sustainable, systemic changes. Pasadena ISD serves 51,000 students — 85.8% of whom are minority, 26% Limited English Proficient, 70.3% economically disadvantaged — and maintains five high schools and four alternative schools. In 2006, in an effort to reverse a trend of lower graduation rates and restructure high school programs to meet the needs of 21st century learners, Pasadena ISD began a three-year project with a thorough needs assessment, strategic planning, and clarification of its issues, expectations, and desired scope of work. A comprehensive and integrated implementation plan then guided the process of school reform. The district’s leadership team used assessment data plus attendance and dropout rates to drive systemic change in the high schools. Data revealed a critical need for intervention at the 9th grade level. This intervention eventually led to a comprehensive overhaul of pre-K-12 through highly effective mentoring and processes for change. Pasadena ISD continues to show gains in academic achievement, a reduction in failure rates, improvement in student attendance, and a decrease in dropout rates as a direct result of the training, facilitation, and staff development that they have received.



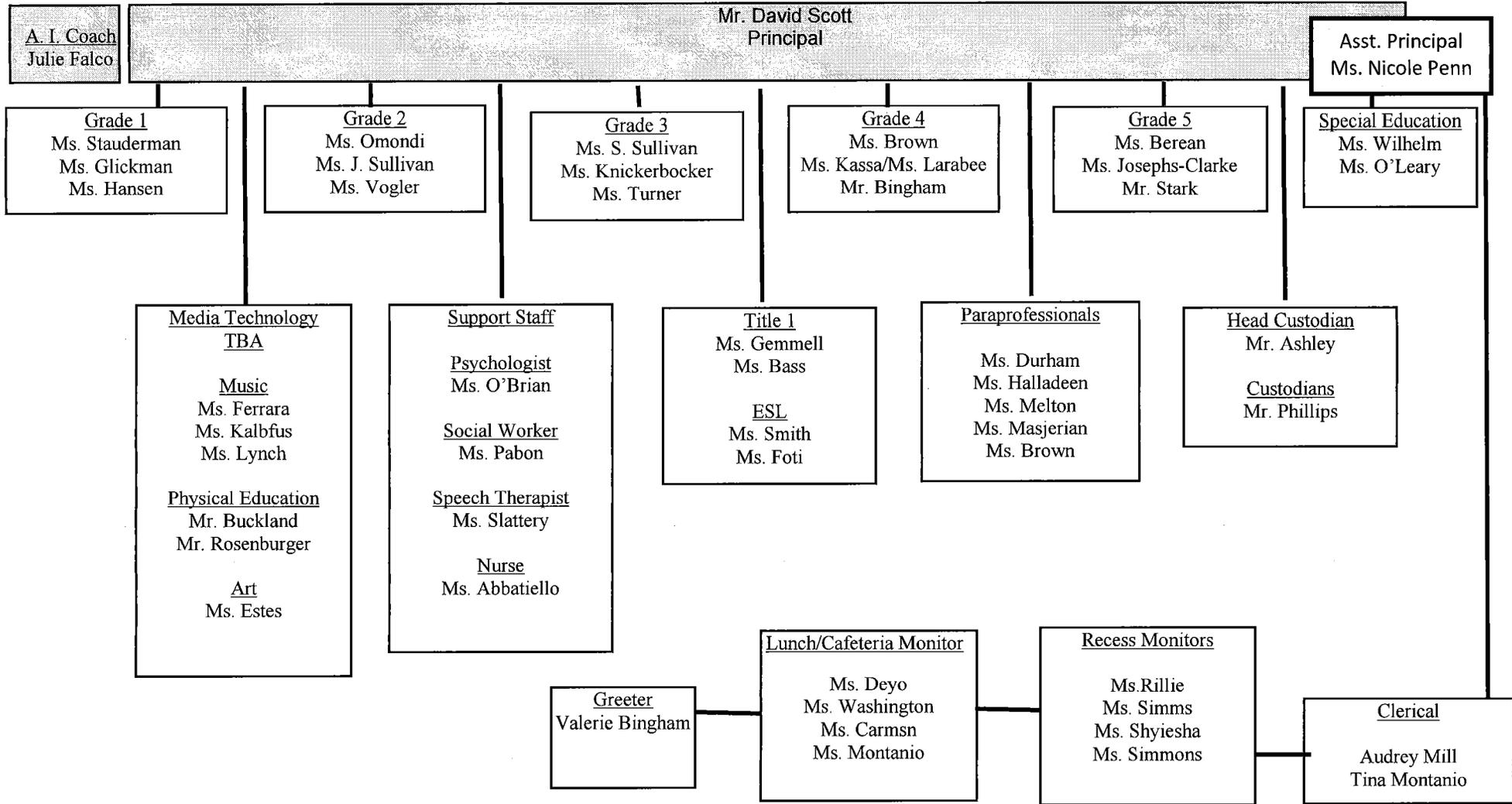
POUGHKEEPSIE CITY SCHOOL DISTRICT
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PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

G. Organizational Plan

- i. See addendum – School Organizational Chart.
- ii. The school leadership team meets daily each morning to discuss the day-to-day operations and occurrences, as well as to review which classroom FILWs will be conducted along with formal announced and unannounced observations. The Principal facilitates the meeting, while ensuring that all classrooms are covered, and discusses expectations. It is not uncommon for the leadership team to have consistent assemblies with agenda items based on PBIS initiatives, as well as addressing character education attributes. In addition, the team has been setting their attention and focus on the submission of the SIG application. Teacher leaders, who are part of the school leadership team, have weekly meetings for Professional Learning Community Time. During these meetings, the team reviews student work and shares information to increase their understanding of the skill deficit students' encounter.
- iii. The PCSD held a workshop where all principals convened and worked on developing their schedule for conducting evaluations. The principal and the assistant principal conduct all announced and unannounced observations. In addition, included in the sixty points (percent) of this portion of the APPR, the instructional staff develops two goals collaboratively with one of the aforementioned administrators. These goals are aligned to the initiatives and goals of the District, as well as the New York State Teaching Standards. In addition, the District will pilot a Peer Assistance Review (PAR) through the AFT Innovation Funds where only six districts in New York State participate. The PAR is able to conduct and provide evidence to the one of the administrators. However, the PAR can provide input and participate in the post conference but is not able to rank in the HEDI score. The APPR has been a daunting task since it is new for administrators and instructional staff. For example, the instructional staff has shared that it takes approximately up to ten hours to put together a lesson plan and the administrators have shared that each evaluation takes approximately eight hours to complete. Continued professional development will improve this matter.
- iv. See addendum - Full Calendar Schedule of Events 2015-16.



SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
TOPICS	TOPICS	TOPICS	TOPICS
<ul style="list-style-type: none"> • Implementation of the CCLS • Conducting Common Core Assessments as part of instruction • School Culture • Vision and Mission • Refresher of APPR • Differentiated Instruction • Safety and Security • Content Area Writing Strategies • Data Driven Instruction • Review of SLO 	<ul style="list-style-type: none"> • Implementation of the CCLS for ELLs and SWDs • Differentiated Instruction • Rigor through Assessments (formative and interim) • CCLS Modules • Scaffolding Techniques • Evidenced-Based Observations • PBIS • RTI 	<ul style="list-style-type: none"> • Differentiated Instruction • Rigor through Assessments • Scaffolding Techniques • Critical Thinking Strategies • Introduction of Modules • Data Driven Instruction • PBIS • CCLS Modules 	<ul style="list-style-type: none"> • Differentiated Instruction • Rigor through Assessments • Data Driven Instruction • Scaffolding Techniques • Critical Thinking Strategies • PBIS • CCLS Modules
JANUARY	FEBRUARY	MARCH	APRIL
TOPICS	TOPICS	TOPICS	TOPICS
<ul style="list-style-type: none"> • Differentiated Instruction • Rigor through Assessments • CCLS Modules • Data Driven Instruction • PBIS • IST Reviews • RTI 	<ul style="list-style-type: none"> • Differentiated Instruction • Rigor through Assessments • Data Driven Instruction • Scaffolding Techniques • Critical Thinking Strategies • PBIS • CCLS Modules 	<ul style="list-style-type: none"> • Differentiated Instruction • Rigor through Assessments • PBIS • CCLS Modules 	<ul style="list-style-type: none"> • Differentiated Instruction • Rigor through Assessments • Data Driven Instruction • CCLS Modules • RTI • Scaffolding Techniques
MAY	JUNE	JULY	AUGUST
TOPICS	TOPICS	TOPICS	TOPICS
<ul style="list-style-type: none"> • Differentiated Instruction • Rigor through Assessments • CCLS Modules • PBIS • Critical Thinking Strategies 	<ul style="list-style-type: none"> • Data Driven Instruction • Differentiated Instruction • CCLS Modules • Rigor through Assessments • Scaffolding Techniques 	<ul style="list-style-type: none"> • Safety and Security • PBIS • RTI • Critical Thinking Strategies 	<ul style="list-style-type: none"> • CCLS Modules and formative assessments • Effective Instructional Practices • Vision and Mission • Culture and Climate

The goal is to ensure that Professional Development is continuous for building leaders and instructional staff in order to continue to improve upon the depth and breadth of the topics being learned, as well as building capacity for sustainability. This is reflected in the school calendar of professional development outlined above.

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PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

H. Educational Plan

- i. Curriculum: The PCSD has a curriculum committee meeting that meets monthly and certain months bi-weekly. This team is part of the teacher collective bargaining unit. The team is comprised of building level and senior level administrators and teachers. The team is responsible to approve all curriculum materials, activities and courses. Fundamentally, the team understands that the District has to adhere to the CCLS. The committee has adopted the vendors from the SED as the curriculum. The curriculum to be used is the State approved curriculum on engageny.org. Under direction and supervision of the Assistant Superintendent of Curriculum, Instruction, and Grants Management, the principals, Academic Instructional Coaches and teacher leaders attended professional development offered during the NTI. Trained staff then turn-keyed the information regarding the CCLS and the EngageNY modules. Additional training and support on scaffolding the EngageNY modules has been provided by Scholastic Consultants during Superintendent’s Conference Day and throughout the school year. Professional development during the superintendent’s conference days and school-based professional development included academic rigor and a robust approach to the instructional shifts necessary in English Language Arts (ELA) and mathematics curriculums.

Along with the CCLS, the district will ensure that teachers have support to utilize formative and interim assessments that are aligned to the CCLS and contain the level of academic rigor demanded by the CCLS. As we draw on the EngageNY modules during the 2015-2016 school year, interim assessments will be used as a key driving force to effectuate instructional changes aligned with Common Core. The school findings from the Diagnostic Tool for School and District Effectiveness (DTSDE) 2014-2015 school year, revealed that assessments have not been utilized to drive instruction, but instead to gather an end grade on the completion of a unit. Therefore, school data teams have shifted their thinking around the purpose of data; school teams received support to use data effectively to plan for instruction and interventions to meet the needs of students to ensure mastery of specific skills.

- ii. Instruction: The models of aligned curriculum and instruction will reflect a workshop approach that blends instruction in both reading and writing. The approach will provide a balance of whole group, small group, and individual instruction, and scaffolds the development of students’ academic behaviors to allow them to act as independent and responsible learners. Instructional Units

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and related professional development will guide teachers in establishing Learning Routines and Rituals, as well as Effective Instructional Practices.

The ELA instructional models and supports will immerse students in active reading and extended response questions. The instructional models will offer teachers strategies ensuring high levels of academic rigor and student engagement. They will also provide guidance for explicit instruction in the tools of writing (such as cohesion, style, and grammar) that make writing effective. Focused attention will be given to academic vocabulary and sophisticated syntax to elevate students' written language.

The Poughkeepsie City School District recognizes the importance of creating and supporting leadership and effective teachers for a sharp *focus* on instructional improvement. While the implementation of common preparation time and planning is important, it is only one facet for supporting teachers and school staff with developing “communities of practice” focused relentlessly on improving student learning. Instructional improvement for student success is the primary responsibility of school and district leaders. The Poughkeepsie City School District (PCSD) works with building principals and Academic Instructional Coaches to provide teachers with frequent, constructive feedback based on classroom observations from Focused Instructional Learning Walks (FILWs), utilizing the NYSUT-aligned rubric. Additionally, PCSD implements a coaching model designed by the New York State United Teachers (NYSUT). Teachers should be equipped with the knowledge and skills to teach their content expertly, analyze student data and differentiate their teaching to meet diverse student needs, and ensure that students make *at least* grade-to-grade academic progress. The primary emphasis in the seven (7) schools in PCSD is establishing a culture for learning by strengthening the “instructional core.” The instructional core includes three interdependent components: teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content. The goal is to ensure that every student is on-track to graduate college and career ready, as measured by student performance on state standardized assessments and academic achievement on key benchmarks.

Focused Instructional Learning Walks (FILWs/Instructional Rounds Process: Improving the Instructional Core)

FILWs provide a system-wide approach to improving teaching and learning by ensuring that instruction is aligned to the core components outlined in the New York State United Teachers (NYSUT) rubric. During the summer of 2013, all district-level and building-level administrators received training on how to conduct Focused Instructional Learning Walks (FILW). The FILWs are premised on the “Instructional Rounds” process which focuses on “developing a culture of collaboration” in a continuous improvement framework. The FILWs and the professional development associated with the process are aimed at increasing the level of instructional leadership of all

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administrators throughout the district. A District team, comprised of the Superintendent, Deputy Superintendent, Assistant Superintendents, School Improvement Manager, Executive Director, Directors, and the President of the Teachers' Union participate on FILWs in collaboration with a school team, comprised of administrators and teachers, on a weekly basis. In the spring of 2014, Dr. Thomas Fowler-Finn, an experienced Instructional Rounds consultant, facilitated a modified process of Instructional Rounds in the Poughkeepsie City School District. The school-based problems of practice generated in the Instructional Rounds process specifically focused on literacy development-- reading and writing across the curricular areas. The Rounds framework supported school teams with data and dialogue to improve the instructional core and focus on developing a culture of strong literacy practices across school communities. In the 2015-2016 school year, administrators are ratcheting up their FILW practice by engaging in 3 FILWs per day, providing immediate and targeted feedback to teachers, and inviting dialogue about the quality of instruction and learning across classrooms and for individual and groups of students, specifically in the area of engagement in rigorous tasks. Using a "communities of practice" model, school communities will focus on a *Problem of Practice* in *Mission Literacy*- literacy across the curricular areas. The focus questions driving the Focus Instructional Learning Walks (FILW) in the 2015-2016 school year are the following:

1. How do we ensure that every classroom is a place of rich and valuable learning (literacy across curricular areas) for all students?
 2. What evidence do you see of students using and being asked to use literacy strategies and apply higher order thinking skills in literacy tasks?
 3. How are students engaged in rigorous tasks? What is the evidence of students "opting-in" in a "hands-on, minds-on" manner?
- iii. Use of Time: The school will have Operational Autonomy to design their school day. (See addendum – Daily Schedule). The leadership team provided guidance on the attached schedule. Imagine Learning will be scheduled for each class for 30 minutes. Imagine Learning, an award-winning language and literacy software program that features interactive activities, videos, and games. It's research-based, and instructionally differentiated. Because every child has different learning needs, a one-size-fits-all approach leaves many needs unfulfilled. Fortunately, Imagine Learning personalizes the experience by providing systematic instruction that adapts to each student's needs. For example, the program helps students build literacy skills in a logical manner: first they learn letters, then they learn words. The activities break down skills into their component parts and organize them into little segments—such as teaching kids about sound before teaching letters. Along with this systematic instruction, the program also provides instructive feedback that directs students to apply a strategy they have been taught, or to re-read a section of a book to look for an answer. With checkpoints that determine how a student receives instruction or if they even need it, Imagine Learning individualizes

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the student experience. This level of detail means that teachers can spend their time where it matters most: teaching.

- iv. Data Driven Inquiry; The District extensively and transparently communicates high expectations for how data is to be used by staff members for supporting, instructing, and establishing SMART (specific, measurable, achievable, realistic, and time bound) goals for students and the schools. The district identifies best practices concerning teachers' use of data that informs how teachers instruct students and address student achievement and learning goals. This expectation is conveyed to the school and is the expectation that SMART goals are created.

One of the primary needs identified in the 2014-2015 DTSDE review process relative to the Regents Reform Agenda was the need to utilize data to drive instructional improvement; the overarching goal is to ensure a results-oriented approach to using data.

The following principles guide the work in the 2015-2016 school year, with the result of fostering a supportive culture of inquiry in the school community focused relentlessly on ensuring that practitioners have a deep and enduring understanding of how each student is performing at a granular level, specific to attendance, discipline and academics. The team members involved in this data inquiry work are: Academic Instructional Coaches, administrators (at the school and district level), and teacher leaders. The best practices to be implemented this year are: the utilization of conceptual framework for reviewing student data in an ongoing, iterative cycle; implementing the data inquiry process focused specifically on student attendance, student discipline and behavior, and student achievement in the core academic subjects; and the use of data walls at the student, teacher, administrative, school, departmental and district levels to focus on collaborative inquiry and continuous improvement. The Data Inquiry Team has been tasked with the responsibility of preparing frequent data reviews that include building-specific data on demographics, student attendance, discipline and interventions, and academic achievement. Teams will continuously engage in "courageous conversations" about the interventions they are implementing to address the most complex challenges they encounter with attendance, discipline, and academic achievement in the school community. The team will focus on and commit to student learning; they collect and analyze performance data (triangulate results); set SMART (specific, measurable, achievable, realistic, time-bound) learning goals; implement a 30-day planning and implementation "learner-centered," cycle that addresses attendance, discipline, and academics; and monitor the results. The team will work together to assess each student's mastery of specific skills; attendance and discipline for all students' data is also clearly tracked and interventions put in place to address concerns.

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The Data Inquiry Team has been trained in how to use data to drive instructional improvement, using the ORID (objective, reflective, interpretive, and decisional) Protocol. The study group book that each administrator, the president of the teachers' union, and academic coach received is the following: *Driven By Data: A Practical Guide to Improve Instruction* by Paul Bambrick-Santoyo. This "practical guide" provides an instructional model for using data to support the Data Inquiry Team with analyzing their data, developing a plan for addressing areas of concern, and sharing their school's data and action plans with all stakeholders. In addition, the Data Inquiry Team will train teachers in the school community on data-driven instructional strategies; specifically, how to use data as a means to understand each student's progress, identify patterns of performance, and improve educational outcomes for students. Teachers will be provided with opportunities to meet during common planning time to discuss student work, to share instructional strategies, and to plan meaningfully and purposefully on how to utilize a "data-driven instructional model" to inform their practice and shift instruction in their classrooms to increase student learning.

- v. Student Support: Academic Intervention Services (AIS) will be provided to assist students who are at risk of not achieving the CCLS in English/language arts and mathematics, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic Intervention Services will be made available to English Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program.

The District has purchased RtIM services to store and retrieve student information regarding interventions to support the RtI model. A review of Tier I, II and III supports has to be conducted in order to ensure that students are adequately being serviced. Instructional Support Teams (IST) will review student data and meet with students.

Additional supports and professional development will be provided to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. IST Team will be trained regarding disproportionality.

School Based and District instructional leaders will provide professional support and strategies to teachers and administrators on how to differentiate instruction to ensure students acquire necessary skills.

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HVR BERN will provide assistance and support with the AMAO plan and professional development to continue the work on developing the skills of all teachers to meet the needs of ELLs in the classroom setting.

- vi. **School Climate and Discipline:** The leadership team and the instructional staff will partake in some professional reading of *Leverage Leadership: A Practical Guide to Building Exceptional Schools* by Paul Bambrick-Santoyo placing a focus on Chapter 5 which promotes building a school wide culture. The District, along with their partner, HMH, has begun the conversation of re-directing disciplinary matters by increasing the level of student learning and engagement. We have gathered evidence that instructional staff that promotes student engagement in meaningful learning have minimal or no disciplinary problems in their classrooms. However, there are students with exceptional issues related to behavior management and those students are referred to the Instructional Support Team to provide them with the necessary supports to be successful.

The PBIS team will develop incentive based celebrations to promote perfect staff attendance, competition between grades and classes, student attendance and performance on examinations, etc. The PBIS Team will develop a system of incentives for positive student outcomes under the RtI Behavioral Tier Intervention Model for individual students. The PBIS Team will be required to move on to the next phase of activities and strategies that are specifically designed to provide incentives for students. The first incentive will be set for the beginning of the school year. The PBIS Team will develop incentive based celebrations for students and parents.

- vii. **Title I funds a Coordinator for Family and Community Engagement.** The liaison, will continue to provide workshops and information that will help to bridge the gap between home and school and to assist parents to analyze school data from the NYS Report Card and understand the changes with the CCLS. These workshops will be provided in collaboration with the building principal and PTA, and will provide information related to supporting their children in being successful in school. The building level PTA will conduct a needs assessment at the beginning of the school year to determine what specific workshops and information are of most importance to their parents. The information gathered from the needs assessment will be used to schedule parent workshops throughout the 2015-2016 school year. Parent surveys will be distributed once a year to obtain viable information from parents regarding their child's school. Data from the surveys will be analyzed and discussed by the Building Leadership Team to determine steps for improvement.

It was determined through the DTSDE review process and K-12 Insights survey data that all schools need to improve their work related to family and community engagement in order to develop strong relationships that bridge the gap between parents and schools. Attached is a copy of the District's K-

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12 Insights survey results, which was administered in May 2014. Results from the survey have been shared with all stakeholders and are available to the public on the District's website. In the 2014-2015 school year, the District continued to have the Parent and Community Engagement Taskforce proactively respond to the needs identified and to ensure that parents are meaningfully engaged in the education of their children. The Taskforce draws on the research-based strategies found in Joyce Epstein's 6 Types of Parent Involvement:

TYPE 1--PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

TYPE 2--COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

TYPE 3--VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

TYPE 4--LEARNING AT HOME: Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

TYPE 5--DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.

TYPE 6--COLLABORATING WITH THE COMMUNITY: Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Parent/Community Engagement activities include the following in the 2015-2016 school year: Continuation of the Parent and Community Engagement Taskforce comprised of CBO's, District staff, and parents; the Million Family March to kick-off the start of the school year; the laser focus on literacy-as each student was given a book bag and each elementary and middle school student was provided with a nonfiction book, double entry journal, and reading log.; Each high school student received an academic planner;

Methods to facilitate two-way communication include: parent breakfasts and parent advisory meetings; Citizens' Corner on the district website where each question from the community is addressed; a suggestion box in each school community; a dedicated phone prompt for questions and comments; an electronic parent concern tracking system; and Community Chats (informal, open, public meetings held at community venues for the community to ask the new Superintendent questions and discuss issues).

Additional outreach efforts include: a Board of Education sponsored community forum; ongoing dialogue with both public and private CBOs to

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discuss mission-critical partnership work; a series of clergy breakfasts to invite the faith-based organizations into our improvement efforts; a Where are They Now initiative that highlights successes in academics and careers achieved by Poughkeepsie High School (PHS) graduates; a principal for a day initiative; and a Parent University- a series of workshops covering topics of interest to parents.

Family and Community Engagement events are designed to bridge the gap between parents and schools and address students' social and emotional developmental health needs. These include: a coat drive to support our students with appropriate winter attire since PCSD is a walking district, a weekend "backpack" food program in our elementary schools, and an ongoing Holiday Helpings Health Event. These events have supported PCSD with establishing a District partnership with Health Quest, the American Cancer Society, United Way, the Poughkeepsie Farms Project, the Dutchess County Regional Chamber of Commerce, and have strengthened our work with our local unions. Poughkeepsie Health Promotion Coalition will ensure Cancer Health Screenings are provided at the Parent University forums. In addition, parents will receive information about how best to support students from the framework of a Positive Behavior Intervention System (PBIS); the goal is to teach positive social and academic behaviors that require consistent language and universal expectations that are clearly communicated across a school community.

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PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

I. Training, Support, and Professional Development

- i. The school leadership has played an active integral role in the development of this plan. The Office of Curriculum and Instruction facilitated a meeting with the building level leaders to outline the plan. The first item on the agenda was the similarities and differences between the PHS and PMS SIG applications. The team then began to have a series of meetings and activities to discuss and align the plan to the DCIP and SCEP. It was important for the team to understand that although the school has had to submit other plans to the SED, the SIG would be one cohesive plan that outlines all of the work incorporated in the DCIP and SCEP, DTSDE Reports, and the reports provided by HMH. The team in collaboration with the Office of Curriculum and Instruction met to continue the development of this plan. The process at the building level, included activities and dialogue during common planning time, as well as utilizing the two meetings a month that instructional staff is required to attend. This is where the team was able to solicit information and include the instructional staff as an integral part of this process. In addition, the principal continued meetings with the building council committee. In that forum, parents and community members were involved in the development of the SIG.
- ii. See addendum – Training, Support and Professional Development Chart.
- iii. The PCSD, in collaboration with the teachers collective bargaining unit, is utilizing the NYSUT Teacher Practice Rubric. The rubric is completely aligned to the 7 New York State Teaching Standards. The evidence-based observations will provide the building level leadership team the ability to disseminate information related to school wide trends, small group trends and/or individual trends relevant to ineffective instructional practices. Based on this data, modifications will be made to the plan in order to address the issues that have a negative impact on student achievement. In addition, student interim assessment data, along with the SED approved local assessment, NWEA MAP, will be utilized to determine growth in student learning. If the evidence is clear, based on announced and unannounced observation, that assessments are not being utilized to drive instruction and it still remains to be utilized in a traditional fashion (i.e. at the end of a unit), then modifications will be made to address assessments as part of the instructional process. The utilization of interim assessments have been utilized at the PHS to inform instruction. For example, our ELA Regents scores have improved and increased. Providing the PMS workshops with the PHS for vertical articulation and understanding of the utilization of assessments will be one measure to utilize to make the necessary modifications in the professional development.

I. Training, Support, and Professional Development

Implementation Period- September 1, 2015- August 31, 2016

Professional Development	Support	P.D. Events
<p style="text-align: center;">Common Core Learning Standards for ELA, Literacy, and Math</p>	<p>Houghton Mifflin Harcourt DC BOCES District-Office Staff R-BERN</p>	<ol style="list-style-type: none"> 1. Unpacking of the CCLS for English Language Arts 2. Unpacking of the CCSS for Mathematics 3. Unpacking of the CCLS for Science and Technical Subjects 4. Unpacking of the CCLS for History and Social Studies 5. Implementation of the CCSS for English Language Learners and Students with Special Learning Needs 6. Successful Implementation of Common Core Assessments 7. ELA Grades 1-5 Module Study 8. Math Grades 1-5 Module Study 9. CCLS Curriculum Alignment for Social Studies and Science 10. Mission Literacy: Effective Instructional Strategies 11. Rigor, Relevance, Engagement, and Framework

Professional Development Event	Agent/Organization Responsible for Delivery	Desired Measureable Outcome	Method of Measuring Outcomes	Rational for Planned event
<p>1. Unpacking of the CCLS for English Language Arts</p>	<p>DCBOCES Administration HMH Teacher Leaders</p>	<p>100% of ELA Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.</p>	<p>Data Collection from FILWs, Observations, and Lesson Plans</p>	<p>Teachers are fluent in the CCLS.</p>
<p>2. Unpacking of the CCSS for Mathematics</p>	<p>DCBOCES Administration HMH Teacher Leaders</p>	<p>100% of Math Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.</p>	<p>Data Collection from FILWs, Observations, and Lesson Plans</p>	<p>Teachers are fluent in the CCLS.</p>
<p>3. Unpacking of the CCLS for Science</p>	<p>Literacy Coach PMS Administration</p>	<p>100% of Science Subject Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.</p>	<p>Data Collection from FILWs, Observations, and Lesson Plans</p>	<p>Teachers are fluent in the CCLS.</p>
<p>4. Unpacking of the CCLS for Social Studies</p>	<p>HMH</p>	<p>100% of Social Studies Teachers will be knowledgeable in addressing the CCLS in the Unit and Lesson Plans.</p>	<p>Data Collection from FILWs, Observations, and Lesson Plans</p>	<p>Teachers are fluent in the CCLS.</p>

5. Implementation of the CCLS for English Language Learners and Students with Special Learning Needs	HMH	100% of the teaching staff will be knowledgeable in addressing the CCLS for students who are English Language Learners and Students with Special Learning Needs	Data Collection from FILWs, Observations, Lesson Plans, and IST meetings	Teachers are fluent in implementing the CCLS for all students, including ELLs and SWDs.
6. Successful Implementation of Common Core Assessments	HMH DCBOCES	100% of teachers will be knowledgeable in aligning classroom assessment to the CCLS.	Completion of common aligned Module/Unit Assessments, mid-terms, and final exams	Teachers understand and are capable to create meaningful, Common Core Aligned Assessments.
7. ELA Grades 1-5 Module Study	Teacher Leaders HMH	100% of ELA Teachers will be knowledgeable in the Curriculum Modules on EngageNY and prepared to implement modules with fidelity starting in Sept. 2015	PCSD Curriculum, Lesson Plans, FILWs, Observations	Prepare teachers to implement the modules for the 2015-2016 school year.
8. Math Grades 6-8 Module Study	HMH Teacher Leaders	100% of Math Teachers will be knowledgeable in the Curriculum Modules on EngageNY and prepared to implement modules with fidelity starting in Sept. 2015	PCSD Curriculum, Lesson Plans, FILWs, Observations	Prepare teachers to implement the modules for the 2015-2016 school year.
9. CCLS Curriculum Alignment for Social Studies and Science	PCSD Assistant Superintendent for Curriculum and Instruction,	100% of Science and Social Studies Teachers will be knowledgeable in infusing the CCLS into their current district approved curriculum.	PCSD Curriculum, Lesson Plans, FILWs, Observations	Prepare teachers to implement a Common Core Aligned Curriculum for the 2015-2016 school year.
10. Mission Literacy	PCSD Assistant Superintendent for Curriculum and Instruction, Instructional Leaders	100% of Teachers will be knowledgeable in effective instructional strategies to infuse literacy into all content areas.	PCSD Curriculum, Lesson Plans, FILWs, Observations	Prepare teachers to implement a Common Core Aligned Curriculum for the 2015-2016 school year.

Professional Development	Support	P.D. Events
Effective Instructional Strategies	DC BOCES HMH Hudson Valley RBE-RN	<ol style="list-style-type: none"> 1. Differentiated Instruction 2. Scaffolding Techniques 3. Critical Thinking Strategies 4. Content Area Reading Strategies 5. Content Area Writing Strategies 6. Content Enhancement Workshops Series 7. Rigor and Engagement in the Classroom

Professional Development Event	Agent/Organization Responsible for Delivery	Desired Measureable Outcome	Method of Measuring Outcomes	Rational for Planned event
1. Collaboration and Co-Teaching Teacher's Institute for All Teachers with LEP/ELLs	Hudson Valley RBE-RN	All teachers of LEP/ELLs are knowledgeable in effective instructional strategies to meet the needs of ELLs.	Data Collection from FILWs, Observations, and Lesson Plans.	Foster collaboration and co-teaching that yield effective instruction to meet the diverse academic and language development needs of ELLs and enhance differentiation of instruction for ELLs
2. Differentiated Instruction	DC BOCES, RSE-TASC	All teachers are knowledgeable in differentiating instruction to address the different learning needs and styles in their classrooms.	Data Collection from FILWs, Observations, and Lesson Plans.	All teachers are trained on effective methods of differentiation.
3. Scaffolding Techniques	DC BOCES, RBERN, HMH	All teachers are knowledgeable in providing scaffolds for ELLs and low achieving students to help bridge the learning gap.	Data Collection from FILWs, Observations, and Lesson Plans.	All teachers are trained on how to effectively scaffold instruction to increase student achievement.
4. Critical Thinking Strategies	Mentoring Minds http://www.mentoringminds.com/professional-development/	Teachers will have a thorough understanding of the revised Bloom's Taxonomy and/or Webb's Depth of Knowledge and how to incorporate this knowledge in their lessons	Data Collection from FILWs, Observations, and Lesson Plans.	Teachers will have a thorough understanding of how to address higher order thinking skills in their lessons and how to assess these skills in their assessments.

		and activities.		
5. Reading Instruction Book Study- <u>How to Teach Reading You're Not A Reading Teacher</u> - Dr. Sharon Faber	Reading Teacher	Content Area Teachers will utilize effective Pre Reading, During Reading, and Post Reading Strategies to help students effectively access grade level text.	Data Collection from FILWs, Observations, and Lesson Plans.	Content area teachers will have a "toolkit" of strategies to address the various reading levels in their classrooms.
6. Writing Strategies	DCBOCES	Content Area teachers will utilize writing strategies, consistent with those utilized in ELA classrooms, in order to address CCLS Writing Standards effectively.	Data Collection from FILWs, Observations, and Lesson Plans.	Content Area Teachers will have a "toolkit" of strategies to address the various writing abilities in their classroom.

Professional Development	Support	P.D. Events
Response to Intervention	RSE-TASC	<ol style="list-style-type: none"> 1. RTI and Academics: Evidence Based Interventions for Struggling Students 2. Content Enhancement Facilitator Training 3. Content Enhancement Workshops- turnkey by Coaches

Professional Development Event	Agent/Organization Responsible for Delivery	Desired Measureable Outcome	Method of Measuring Outcomes	Rational for Planned event
1. RTI and Academics: Evidence Based Interventions for Difficult to Teach Students Webinar	Jim Wright- Intervention Central DCBOCES RSE-TASC	Teachers will utilize research based interventions in their daily lessons in order to assist struggling students	Lesson plans, Data Collection from FILWs	Teachers will be given the necessary tools to plan and carry out effective interventions.
2. Mission Literacy	HMH	All staff will be trained in the effective use of literacy strategies	Completion of certification training	All staff will be trained on literacy strategies.
3. Rigor, Relevance , and Engagement Framework	HMH	All staff will be trained in the rigor and relevance and engagement framework	All staff complete training, lesson plans, FILWs	Teachers will be trained in strategic teaching methods to implement interventions in their classrooms to engage all students.

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PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

J. Communication and Stakeholder Involvement/Engagement

- i. The Board of Education has established a culture of transparency with the District’s initiatives, as well as each of the schools. The internet is one channel of communication our District embraces. Our DCIP and SCEPs are all published in the PCSD’s website. Therefore, the submission of this plan will also be published on the District’s website. The Office of Curriculum and Instruction also requires that all building leaders submit their monthly or bi-weekly parent newsletters. Information related to the SIG will be included into the school’s newsletter. In addition, the building level leader and the PTA President are working collaboratively to provide a parent night where parents and the community will be informed with a Q&A session regarding the SCEP and SIG. In addition, the District’s goals, known as the Evidence of Success, addresses the issue of developing parent forums for our Spanish speaking parents (See Addendum: Evidence of Success).

Family and Community Engagement events are designed to bridge the gap between parents and schools and address students’ social and emotional developmental health needs. These include: a coat drive to support our students with appropriate winter attire since PCSD is a walking district, a weekend “backpack” food program in our elementary schools, and an ongoing Holiday Helpings Health Event. These events have supported PCSD with establishing a District partnership with Health Quest, the American Cancer Society, United Way, the Poughkeepsie Farms Project, the Dutchess County Regional Chamber of Commerce, and have strengthened our work with our local unions. Poughkeepsie Health Promotion Coalition will ensure Cancer Health Screenings are provided at the Parent University forums. In addition, parents will receive information about how best to support students from the framework of a Positive Behavior Intervention System (PBIS); the goal is to teach positive social and academic behaviors that require consistent language and universal expectations that are clearly communicated across a school community.

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

PROPOSAL NARRATIVE – *Transformation Model*

II. School-level Plan

K. Project Plan and Timeline

- i. The District has already started to implement some of the required and permissible activities under the Transformation Model. As of this school year, the former principal was removed and new principal was appointed to the position of principal. The administrators have developed a schedule to ensure for a rigorous evaluation system for teachers and the District has consistently been working with the principal under the components listed in the Reeves Leadership Performance Matrix tool. The school consistently provides embedded professional development related to the CCLS and changing teaching practice in the classroom during Professional Learning Community Time. Furthermore, all staff will continue to develop a strong foundation knowledge of the CCLS in order to build on student learning and make connections between different content areas. The staff will begin to develop the depth and breadth of the CCLS in order to better understand the NYS Grades 1-5 Math and ELA Modules and be able to effectively implement the course of study outlined in the modules. Teachers will also be able to effectively address the needs of LEP/ELLs in the mainstream classroom, as well as developing differentiated techniques and approaches for ELLs and SWDs. Teachers will begin to understand rigor and address struggling students who need to develop their reading skills in order to perform successfully by learning how to utilize 21st Century Blooms and scaffold what needs to be learned. Teacher leaders will be trained as turnkey facilitators in Content Enhancement. All teachers will be able to provide tier 1 and tier 2 interventions by using researched based strategies.

However, there are other required activities that need to be implemented, as well as the need to refine some of the aforementioned during the implementation period. In addition, during this period, the school will need to work on their permissible activities and prioritize them based on need and ensure alignment and connection with the SCEP and the potential SIG award.

Therefore, the goals and key strategies for the implementation period is to begin to lay the foundation for school improvement by incorporating structures and processes for sustaining, monitoring, and adjusting implementation to ensure school-level capacity building and increase teacher performance in the classroom. The overall goal in this area is to build school level capacity in an organic and sustainable way.

Job-Embedded Leadership Coaching for School Principal and Literacy Coach

POUGHKEEPSIE CITY SCHOOL DISTRICT
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To assure full implementation of the mission literacy initiative, support will be provided to the new principal and assistant principal, as well as the teachers. SAPs' leadership coaching is an intensive, collaborative process individualized for the specific needs of each leader. All of our coaches are experienced, credentialed educational leaders who establish relationships, provide guidance and identify priorities with the leadership teams with whom they work. Specifically, Leadership coaches will work with principals to:

- Ensure full implementation of the PCSD literacy initiative
- Promote student engagement
- Support the implementation the Open Response Writing Calendar
- Monitor use of open response writing and active reading strategies by teachers and instructional staff
- Monitor the use of identified literacy strategies at the elementary school
- Gather student evidence to support application of open response writing in each classroom
- Assist in the facilitation of highly effective school transformation team meetings
- Communicate progress of literacy initiative with staff and school stakeholders
- Develop the skills needed to lead school transformation

There is one team that will be very important for the school to implement during this implementation period. . This is to develop a Transformation Team. This team will be based on a shared leadership team philosophy where all members in the team will represent different constituencies as seen in the six tenets of the SCEP. This team will be the voice and reach consensus to the options that are being set during this period of writing the SIG in order to make decisions during the pre-implementation in order to ensure a productive school opening in September 2015. The Transformation Team speaks to the level of Operational Autonomy the school will have based on designing their Use of Time During and After School. This team will look at the options submitted in this grant as options to redesigning the school. This will encompass conversations that go beyond the scope of use of time during and after school. It will be a driving force to develop a culture where instruction will be positively impacted, developing and implementing time for horizontal and vertical communication amongst pedagogical staff. The Transformation Team will then be able to make decisions and implement strategies during the implementation period.

The school will also work on revamping a program during the summer for those students that are significantly below level. The program will be based on an interdisciplinary approach to develop more time on task and address the concept of informational text while building vocabulary as indicated in the

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

CCLS and videos on Engageny.org. In addition, these classrooms will also have a co-teaching approach with teachers holding certification in different areas (i.e. one ELA Teacher and one Social Studies Teacher) in order to provide more individualized attention to students and assist them with acceleration to be better prepared for the opening of school each September. This program will be funded by the District's general fund, as well as utilizing funds from the SIG.

Please refer to the Organizational Chart on I. Training, Support and Professional Development, Item II for further activities that will take place during the implementation period.

- ii. Early wins include the development of the transformation team as a governing and decision making body of the school; a clearly articulated and communicated vision around school improvement; scheduled professional development on how to increase the level of rigor and engagement in the classroom; collaborative planning of teachers; and improved student outcomes determined by benchmark assessments. The transformation team will collect and analyze student data to determine effectiveness of work being done and recommend any mid-course corrections. In addition, the school turnaround officers will conduct their first review in November 2015 and make recommendations based on classroom visitations, document review, and focus meetings with various stakeholder groups.

Please refer to the Organizational Chart on I. Training, Support and Professional Development, Item II for further activities that will take place during the implementation period.

- iii. Professional development evaluation sheets will be reviewed after each PD sessions. FILW data will be analyzed monthly to determine trends in instructional practice. Student achievement data will be analyzed every eight weeks to determine academic growth and progress. The transformation team will be the primary body that will review and analyze the data. Classroom teachers will analyze student data and work under the direction of instructional leaders to determine effectiveness of instructional strategies and planning. The transformation team will report out to the staff monthly at each faculty conference.

The Turn Around Officers defined in Item II will also provide this information. The leading indicators of success will be to build leadership capacity, improve student achievement as indicated in Attachment B School-level Baseline Data and Target-Setting Chart and, prepare students for college and career readiness. The two-day visit will include classroom visits, meeting with the building principal and the leadership team, observations during PLC time, student interviews, as well as reviewing reporting on the fiscal portion of

POUGHKEEPSIE CITY SCHOOL DISTRICT
LEA 1003(g) School Improvement Grant Application

this grant. An exit meeting and subsequent written reports will be held with the PMS Transformation Team. The evidenced based observations and data will collected will be disseminated and articulated to reflect how highly effective to ineffective the school is working towards the success of their plan.

- iv. Just as the CCLS provides a clear understanding what students are expected to learn from P – 12, as well as changing instruction to reflect the depth and breadth of the learning experience, the SIG plan will also reflect key strategies for each year of the grant. The Principal and staff will have to move beyond ratings in their evaluation tools, DTSDE visits, and local school visits from Ineffective or Developing to Effective and Highly Effective. Therefore the strategies implemented will also aligned themselves to the tenets established by the SED. Based on the Transformation Model’s required and permissible activities, there will be greater depth and breadth in the following areas:
- Rigorous evaluation and strategies to improve teacher instruction
 - Continued to be aligned and interface productively with all other federal grants and District-wide initiatives as indicated in the Evidence of Success
 - Increase the efficacy and productivity as indicated in Tenets 2 – 6
 - Continue embedded professional development that reflects changing instruction in the classroom through Curriculum, Instruction and Assessments
 - Provide adequate activities and follow through on Tenet 5 “Student Social Emotional Developmental Health” in order to decrease the level of disproportionality
 - Develop efficacy in teacher dissemination of understanding the assessments and its purpose while disaggregating this data to reflect and impact teaching trends, teacher strengths and weaknesses, as well as focusing and providing rigorous instruction to be reflected in whole group, small group and individualized settings for low and high achievers and SWDs and ELLs.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

**PROPOSED BUDGET FOR A
 FEDERAL OR STATE PROJECT
 FS-10 (03/15)**

= Required Field

Local Agency Information		
Funding Source:	SIG - Round 6	
Report Prepared By:	Dr. Michelle Cardwell/Ms. Elena Rosado	
Agency Name:	Poughkeepsie City School District	
Mailing Address:	11 College Avenue	
	Street	
	Poughkeepsie	NY 12603
	City	State Zip Code
Telephone # of Report Preparer:	845-451-4985	County: Dutchess
E-mail Address:	erosado@poughkeepsieschools.org	
Project Funding Dates:	9/1/2015 Start	31-Aug-15 End

INSTRUCTIONS
<ul style="list-style-type: none"> ● Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance. ● The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee. ● An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting. ● For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at http://www.oms.nysed.gov/cafe/guidance/.

SALARIES FOR PROFESSIONAL STAFF

Subtotal - Code 15			\$185,120
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Professional Development Specialist	1.00	\$100,000	\$100,000
School Leadership/Transformation Team Member	Part time	\$67 an hour x 8 teachers x 2 hours x 2 times a month x 10 months	\$21,440
School Improvement Manager- District Office Position	0.25	\$110,000	\$27,500
Extended Learning Time Teachers for before and after-school learning opportunities for students and extended year opportunities during holidays/weekends.	Part time	\$67 an hour x 18 teachers x 30 hours	\$36,180

SALARIES FOR SUPPORT STAFF			
Subtotal - Code 16			\$45,000
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Teaching Assistant to provide assistance during targetted literacy intervention periods.	1.00	\$45,000.00	\$45,000

PURCHASED SERVICES			
Subtotal - Code 40			\$172,000
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Educational specialists to provide professional development to administrators and teachers in implementing best practices: rigor, relevance, and engagement.	Houghton Mifflin Harcourt (Formerly Scholastic Achievement Partners)	50 days of professional development and mentoring	\$160,000
Evaluator of School Improvement Grant: School Turnaround Officers	TBD	2 Evaluators x \$1000 a day x 2 days x 3 visits	\$12,000

SUPPLIES AND MATERIALS			
Subtotal - Code 45			\$15,000
Description of Item	Quantity	Unit Cost	Proposed Expenditure
To purchase progress monitoring tools, TBD . To purchase curriculum support materials: leveled books, professional development books for teacher and administrator book study. Supplies for project based learning, and Extended Learning Time opportunities.			\$15,000

TRAVEL EXPENSES			
Subtotal - Code 46			\$5,000
Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Administrators and Teachers	To professional development Conferences		\$3,500
Students	To attend field trips that will enhance the curriculum		\$1,500

Employee Benefits	
Subtotal - Code 80	
\$69,325	
Benefit	Proposed Expenditure
Social Security	
Retirement	New York State Teachers
	New York State Employees
	Other - Pension
Health Insurance	
Worker's Compensation	
Unemployment Insurance	
Other(Identify)	
Approximate cost of benefits: 40% for full-time employees and 25% for part-time.	\$69,325

INDIRECT COST		
A.	Modified Direct Cost Base -- Sum of all preceding subtotals(codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds) **Manual Entry	\$356,445
B.	Approved Restricted Indirect Cost Rate	2.40%
C.	Subtotal - Code 90	\$8,555

For your information, maximum direct cost base = \$491,445.00

To calculate Modified Direct Cost Base, reduce maximum direct cost base by the portion of each subcontract exceeding \$25,000 and any flow through funds.

Finance: Logged _____

Approved _____

MIR _____

BUDGET NARRATIVE
Poughkeepsie City School District 131500010000
SIG – Round 6
Year One Budget 2015-2016

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY		
Code 15 <i>Professional Salaries</i> \$185,120	SIG GOAL: Developing Administrative Capacity		
	School Improvement Manager. The School Improvement Manager will model successful strategies for school improvement through the Transformation model, promoting a data driven culture, improving parent-community relationships, evolving student learning opportunities and develop those characteristics in the Leadership Team.	0.25 FTE	\$27,500
	SIG GOAL: Developing Teacher Capacity SIG GOAL: Developing a Data Driven Culture		
	Transformation Team: to pay the 8teacher members of the Transformation Team to meet twice a month from September through June (10 times) for 2 hours per meeting. This diverse team will provide on-going internal program monitoring as well as developing more effective communication models regarding the Transformation Model implementation and its progress.	8 teachers X 10 meetings X 4 hours X \$67 per hour	\$21,440
1 Professional Development Specialist: .Guides the learning process toward the achievement of CCLS grade level standards . Continually collects, assesses, and analyzes student data to monitor student progress in meeting literacy targets . Make instructional adjustments that move student to appropriate learning targets . Models and provides professional development for colleagues, students, parents, and community to devise and maintain support for student attainment of literacy targets during the school day, as well as during other times allocated specifically for professional development.	1 FTE	\$100,000	
SIG GOAL: Increasing Learning Time			

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY			
	To provide extended learning time opportunities for students during before and after school academic learning opportunities by increasing the school day. To provide extended learning time opportunities for students during vacations and/or holidays.	18 teachers X 30 hours X \$67per hour	\$36,180	
Code 16 <i>Support Staff Salaries</i> \$45,000	SIG GOAL: Developing Teacher Capacity			
	Teaching Assistant to provide support to teachers and students during targeted literacy development.		\$45,000	
Code 40 <i>Purchased Services</i> \$172,000	SIG GOAL: Developing Leadership Capacity			
	SIG GOAL: Developing Teacher Capacity			
	Turn Around Officers. The Turn Around Officers provide information to Leadership Team, Teachers and Parents regarding the implementation and progress of the Transformation Model. They provide feedback for the Leadership Team and allow for quarterly course correction.	3 visits X 2 days per visit X \$1,000 per visit X 2 Officers	\$12,000	
	Houghton Mifflin Harcourt embedded professional development. Some of the topics that will be covered are implementing the literacy initiative, Integrating the Common Core Learning Standards into the content areas; using data to adjust instruction, etc.	Houghton Mifflin Harcourt	\$160,000	
Code 45 <i>Supplies and Materials</i> \$15,000	Supplies and materials need for professional development, assessments, literacy initiative, project-based learning activities, and extended learning time programs.			
Code 46 <i>Travel Expenses</i> \$5,000	To fund administrative and teaching staff to attend conferences to improve professional practice.			
	To fund students to attend field trips that will enhance the curriculum.			
Code 80 <i>Employee Benefits</i> \$69,325	Health Benefits: Total \$69,325			
Code 90 <i>Indirect Cost</i> \$8,555	2.4% Indirect Cost Rate: totaling \$8,555			

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i>
<i>Code 49 BOCES Services</i>	There are no expenses in this category
<i>Code 30 Minor Remodeling</i>	There are no expenses in this category
<i>Code 20 Equipment</i>	There are no expenses in this category

M/WBE Compliance Checklist

M/WBE Documents Package (original signatures required)			
<input checked="" type="checkbox"/> Full Participation <input type="checkbox"/> Request Partial Waiver <input type="checkbox"/> Request Total Waiver			
	Forms Required		
Type of Form	Full Participation	Request Partial Waiver	Request Total Waiver
Calculation of M/WBE Goal Amount	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE Cover Letter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 100 Utilization Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 102 Notice of Intent to Participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/A
M/WBE 105 Contractor's Good Faith Efforts	N/A	<input type="checkbox"/>	<input type="checkbox"/>
M/WBE 101 Request for Waiver Form and Instructions	N/A	<input type="checkbox"/>	<input type="checkbox"/>
EEO 100 Staffing Plan and Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M/WBE Documents

M/WBE Goal Calculation Worksheet

(This form should reflect Multi-Year Budget Summary Totals)

RFP # and Title: RFP # TA-16 School Improvement Grant Round 6

Applicant Name: Poughkeepsie City School District

The M/WBE participation for this grant is 20% of each applicant's total discretionary non-personal service budget over the entire term of the grant. Discretionary non-personal service budget is defined as the total budget, excluding the sum of funds budgeted for direct personal services (i.e., professional and support staff salaries) and fringe benefits, as well as rent, lease, utilities, and indirect costs, if these are allowable expenditures.

Please complete the following table to determine the dollar amount of the M/WBE goal for this grant application.

	Budget Category	Amount budgeted for items excluded from M/WBE calculation	Totals
1.	Total Budget		500,000
2.	Professional Salaries	344,000	
3.	Support Staff Salaries	45,000	
4.	Fringe Benefits	72,187	
5.	Indirect Costs	8,813	
6.	Rent/Lease/Utilities*	0	
7.	Sum of lines 2, 3, 4, 5, and 6		469,994
8.	Line 1 minus Line 7		30,006
9.	M/WBE Goal percentage (20%)		0.20
10.	Line 8 multiplied by Line 9 =M/WBE goal amount		6,001.20

*If not included in #5

M/WBE COVER LETTER Minority & Woman-Owned Business Enterprise Requirements

NAME OF GRANT PROGRAM School Improvement Grant (SIG) RFP# TA-16

NAME OF APPLICANT Poughkeepsie City School District

In accordance with the provisions of Article 15-A of the NYS Executive Law, 5 NYCRR Parts 140-145, Section 163 (6) of the NYS Finance Law and Executive Order #8 and in fulfillment of the New York State Education Department (NYSED) policies governing Equal Employment Opportunity and Minority and Women-Owned Business Enterprise (M/WBE) participation, it is the intention of the New York State Education Department to provide real and substantial opportunities for certified Minority and Women-Owned Business Enterprises on all State contracts. It is with this intention the NYSED has assigned M/WBE participation goals to this contract.

In an effort to promote and assist in the participation of certified M/WBEs as subcontractors and suppliers on this project for the provision of services and materials, the bidder is required to comply with NYSED's participation goals through one of the three methods below. Please indicate which one of the following is included with the M/WBE Documents Submission:

- Full Participation – No Request for Waiver (PREFERRED)
- Partial Participation – Partial Request for Waiver
- No Participation – Request for Complete Waiver

By my signature on this Cover Letter, I certify that I am authorized to bind the Bidder's firm contractually. 
Typed or Printed Name of Authorized Representative of the Firm Dr. Michelle Cardwell
Typed or Printed Title/Position of Authorized Representative of the Firm Assistant Superintendent of Curriculum, Instruction and Grants Management
Signature/Date  7/17/2015

REQUIREMENTS AND DOCUMENT SUBMISSION INSTRUCTIONS

When completing the Request for Waiver Form, please check all boxes that apply. To be considered, the Request for Waiver Form must be accompanied by documentation for items 1-11, as listed below. If a Waiver Pending ESD Certification is requested, please see Item 11 below. Copies of the following information and all relevant supporting documentation must be submitted along with the request.

1. A statement setting forth your basis for requesting a partial or total waiver.
2. The names of general circulation, trade association, and M/WBE-oriented publications in which you solicited certified M/WBEs for the purposes of complying with your participation goals.
3. A list identifying the date(s) that all solicitations for certified M/WBE participation were published in any of the above publications.
4. A list of all certified M/WBEs appearing in the NYS Directory of Certified Firms that were solicited for purposes of complying with your certified M/WBE participation levels.
5. Copies of notices, dates of contact, letters, and other correspondence as proof that solicitations were made in writing and copies of such solicitations, or a sample copy of the solicitation if an identical solicitation was made to all certified M/WBEs.
6. Provide copies of responses made by certified M/WBEs to your solicitations.
7. Provide a description of any contract documents, plans, or specifications made available to certified M/WBEs for purposes of soliciting their bids and the date and manner in which these documents were made available.
8. Provide documentation of any negotiations between you, the Bidder/Applicant and the M/WBEs undertaken for purposes of complying with the certified M/WBE participations goals.
9. Provide any other information you deem relevant which may help us in evaluating your request for a waiver.
10. Provide the name, title, address, telephone number and email address of the Bidder/Applicant's representative authorized to discuss and negotiate this waiver request.
11. Copy of notice of application receipt issued by Empire State Development (ESD).

NOTE: Unless a Total Waiver has been granted, Bidder/Applicant will be required to submit all reports and documents pursuant to the provisions set forth in the procurement and/or contract, as deemed appropriate by NYSED, to determine M/WBE compliance.



M/WBE UTILIZATION PLAN

M/WBE 100 (Revised 1/12)

INSTRUCTIONS: This form MUST be submitted with any bid, proposal, or proposed negotiated contract prior to contract award. This Utilization Plan must contain a detailed description of the supplies and/or services to be provided by each NYS-certified Minority and Women-owned Business Enterprise (M/WBE), including the offeror if a NYS-certified MWBE, and estimated (or actual if known) annual dollar value under the contract and reflect the MWBE participation goals specified in the contract or procurement document.

Will there be M/WBE participation for services provided under this contract? YES Complete the form. NO If No, please contact CIO/OFT at mwbe@cio.ny.gov for assistance.

Contract Overview

Offeror/Contractor Name: Poughkeepsie City School District Telephone: 845-451-4980 SFS Vendor ID: _____

Address: 11 College Avenue Federal ID No: 14-6004158

City, State, Zip: Poughkeepsie, NY 12603 Solicitation No: _____

NYS Certified M/WBE Subcontractor

Fill out box below for each NYS-Certified M/WBE Contractor or Subcontractor

Name:	Classification	Description of Scope of Work (Subcontracts/Supplies/Services)	Annual Dollar Value of Subcontracts/Supplies/Services
Corporate Computer Solutions, Inc. Address: <u>55 Halstead Avenue</u> City, State, Zip: <u>Harrison, NY 10528</u> Telephone: <u>(914) 835-1105 x 129</u> Fed. ID. No: <u>13-3352744</u> SFS Vendor ID: _____	<input type="checkbox"/> MBE <input checked="" type="checkbox"/> WBE <input type="checkbox"/> DUAL	<input checked="" type="checkbox"/> DIRECT (Spending directly fulfilling contract obligations) Description: _____ <input type="checkbox"/> INDIRECT (Spending in support of company operations.) Description: _____ <input type="checkbox"/> Copy of written agreement attached (Required for teaming)	\$ <u>6,001.20</u>
_____ Address: _____ City, State, Zip: _____ Telephone: _____ Fed. ID. No: _____ SFS Vendor ID: _____	<input type="checkbox"/> MBE <input type="checkbox"/> WBE <input type="checkbox"/> DUAL	<input type="checkbox"/> DIRECT (Spending directly fulfilling contract obligations) Description: _____ <input type="checkbox"/> INDIRECT (Spending in support of company operations.) Description: _____ <input type="checkbox"/> Copy of written agreement attached (Required for teaming)	\$ _____

VENDOR CERTIFICATION: I hereby affirm that the information supplied in this utilization plan is true and correct.

SUBMISSION OF THIS FORM CONSTITUTES THE OFFEROR/CONTRACTOR'S ACKNOWLEDGEMENT AND AGREEMENT TO COMPLY WITH THE M/WBE REQUIREMENTS SET FORTH UNDER NYS EXECUTIVE LAW, ARTICLE 15-A, 5 NYCRR PART 142, AND THE ABOVE REFERENCED SOLICITATION. FAILURE TO SUBMIT COMPLETE AND ACCURATE INFORMATION MAY RESULT IN A FINDING OF NONCOMPLIANCE AND/OR TERMINATION OF THE CONTRACT.

Signature: Michele Cardwell Date: 7/17/2015

Print Name: Dr. Michelle Cardwell Telephone No: (845) 451-4980

Title: Asst. Supt. of Curriculum, Inst. & Grants Email: mcardwel@poughkeepsieschools.org

Submit copy via email: mwbe@cio.ny.gov or fax: (518) 474-6329. Originals need to be mailed to: NYS CIO/OFT, ESP, PO Box 2062, Albany, NY 12220

M/WBE UTILIZATION PLAN

FOR AUTHORIZED USE ONLY

Utilization Plan Approved: Y N Date: _____

Notice of Deficiency Issued: Y N Date: _____

Notice of Acceptance Issued: Y N Date: _____

Reviewed By: _____ Date: _____

Comment(s): _____

**M/WBE SUBCONTRACTORS AND SUPPLIERS
NOTICE OF INTENT TO PARTICIPATE**

INSTRUCTIONS: Part A of this form must be completed and signed by the Bidder/Contractor. Parts B & C of this form must be completed by MBE and/or WBE subcontractors/suppliers. The bidder/contractor must submit a separate M/WBE Notice of Intent to Participate form for each MBE or WBE as part of the proposal.

Bidder Name: Poughkeepsie City School District Federal ID No.: 14-6004158
 Address: 11 College Avenue Phone No.: (845) 451-4980

City Poughkeepsie, NY 12603 State NY Zip Code _____ E-mail: mcardwel@poughkeepsieschools.org
 Signature of Authorized Representative of Bidder's Firm: Michelle Cardwell
 Dr. Michelle Cardwell - Asst. Supt. Curr., Inst. & Grants Mgt.
 Print or Type Name and Title of Authorized Representative of Proposer's Firm

Date: 07/017/2015
PART B - THE UNDERSIGNED INTENDS TO PROVIDE SERVICES OR SUPPLIES IN CONNECTION WITH THE ABOVE PROCUREMENT:
 Name of M/WBE: Corporate Computer Solutions, Inc. Federal ID No.: 13-3352744
 Address: 55 Halstead Avenue Phone No.: (914) 835-1105
 City, State, Zip Code Harrison NY 10528 E-mail: mballester@corporatecomputersol.com

BRIEF DESCRIPTION OF SERVICES OR SUPPLIES TO BE PERFORMED BY MBE OR WBE:
 Corporate Computer Solutions is pleased to offer technology goods/services in support 2-year technical certification program through Poughkeepsie District City Schools via Elena Rosado.
 DESIGNATION: MBE Subcontractor WBE Subcontractor MBE Supplier WBE Supplier

PART C - CERTIFICATION STATUS (CHECK ONE):
 The undersigned is a certified M/WBE by the New York State Division of Minority and Women-Owned Business Development (MWBD).
 The undersigned has applied to New York State's Division of Minority and Women-Owned Business Development (MWBD) for M/WBE certification.

THE UNDERSIGNED IS PREPARED TO PROVIDE SERVICES OR SUPPLIES AS DESCRIBED ABOVE AND WILL ENTER INTO A FORMAL AGREEMENT WITH THE BIDDER CONDITIONED UPON THE BIDDER'S EXECUTION OF A CONTRACT WITH THE NEW YORK STATE EDUCATION DEPARTMENT.
 The estimated dollar amount of the agreement \$6,001.20
07/17/2015
 Date
 Signature of Authorized Representative of M/WBE Firm: Mike Ballester
 Mike Ballester - Sr. Account Executive
 Printed or Typed Name and Title of Authorized Representative

Empire State Development

May 7, 2014

File ID: 1158

Ms. Ann Martino
Corporate Computer Solutions, Inc.
55 Halstead Avenue
Harrison, NY 10528

Dear Ms. Ann Martino:

The New York State Department of Economic Development, Division of Minority and Women's Business Development (DMWBD) has determined that your firm, Corporate Computer Solutions, Inc., continues to meet eligibility requirements for re-certification, pursuant to Executive Law, Article 15-A and 5NYCRR Section 140 through 145 of the Regulations.

Therefore, we are pleased to inform you that your firm, has once again, been granted status as a **Women Business Enterprise (WBE)**. Your business will continue to be listed in the State's Directory of Certified Businesses with codes listed on the following page.

This Certification remains in effect for a period of generally three (3) years from the date of this letter or until such time as you are selected again, by this office for re-certification. Any changes in your company that affect ownership, managerial and/or operational control, must be reported to this Office within thirty (30) days of such changes; including changes to company name, business address, telephone numbers, principal products/services and bonding capacity.

The Certification status is not intended to imply that New York State guarantees your company's capability to perform on contracts, nor does it imply that your company is guaranteed any State business.

Thank you for your cooperation. On behalf of the State of New York, I wish you luck in your business endeavors, particularly those involving State agencies.

Yours sincerely,



Scott Munson
Director of Certification

Request for Taxpayer Identification Number and Certification

Give Form to the
 requester. Do not
 send to the IRS.

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return) CORPORATE COMPUTER SOLUTIONS, INC.	
	Business name/disregarded entity name, if different from above	
	Check appropriate box for federal tax classification: <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input checked="" type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶ _____	
	Address (number, street, and apt. or suite no.) 55 HALSTEAD AVE	Requester's name and address (optional)
	City, state, and ZIP code HARRISON, NY 10528	
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number									

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Employer identification number									
1	3	-	3	3	5	2	7	4	4

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶ 04/13/2015
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

STAFFING PLAN INSTRUCTIONS

General Instructions: All Bidders/Applicants in the proposal/application must complete an EEO Staffing Plan (EEO 100) and submit it as part of the package. Where the work force to be utilized in the performance of the State contract/project can be separated out, the Bidder/Applicant shall complete this form only for the anticipated work force to be utilized on the State contract/project. Where the work force to be utilized in the performance of the State contract/project cannot be separated out, the Bidder/Applicant shall complete this form for Bidder/Applicant's total work force.

Instructions for Completing:

1. Enter the Project number that this report applies to, along with the name, address, and federal ID number of the Bidder.
2. Check the appropriate box to indicate if the work force being reported is just for the contract/project or the Bidder/Applicant's total work force.
3. Check off the appropriate box to indicate if the Bidder completing the report is the contractor or subcontractor.
4. Enter the total work force by EEO job category.
5. Break down the total work force by gender and race/ethnic background and enter under the heading Race/Ethnicity. Contact the M/WBE Coordinator, mwbe@mail.nysed.gov, if you have any questions.
6. Enter the name, title, phone number and email address for the person completing the form. Sign and date the form in designated areas.

RACE/ETHNIC IDENTIFICATION

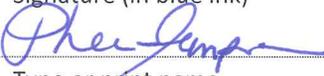
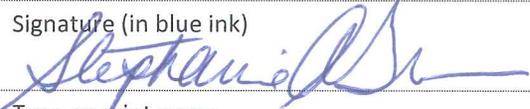
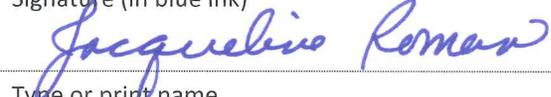
For purposes of this form NYSED will accept the definitions of race/ethnic designations used by the federal Equal Employment Opportunity Commission (EEOC), as those definitions are described below or amended hereafter. (Be advised these terms may be defined differently for other purposes under NYS statutory, regulatory, or case law). Race/ethnic designations as used by the EEOC do not denote scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. The race/ethnic categories for this survey are:

- **Hispanic or Latino** - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
- **White (Not Hispanic or Latino)** - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Black or African American (Not Hispanic or Latino)** - A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)** - A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Asian (Not Hispanic or Latino)** - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- **American Indian or Alaska Native (Not Hispanic or Latino)** - A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
- **Two or More Races (Not Hispanic or Latino)** - All persons who identify with more than one of the above five races.
- **Disabled** - Any person who has a physical or mental impairment that substantially limits one or more major life activity; has a record of such an impairment; or is regarded as having such an impairment
- **Vietnam Era Veteran** - a veteran who served at any time between and including January 1, 1963 and May 7, 1975.

Attachment A
 Consultation and Collaboration Documentation Form

The U.S. Department of Education School Improvement Grant guidelines, under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application in order to document that appropriate consultation/collaboration has occurred or was attempted with constituency groups as follows:

1. Representatives of constituency groups who sign the form under their name/title are affirming that appropriate consultation has occurred. (The signature *does not* indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed in the "Summary Documentation" box and submitted to NYSED on this form.

Principals Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Phee Simpson	7/21/15	
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Stephanie Green	7/21/15	
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)  Type or print name Jacqueline Roman	7/21/15	

Diagnostic Tool for School and District Evaluation (DTSDE) Tenets

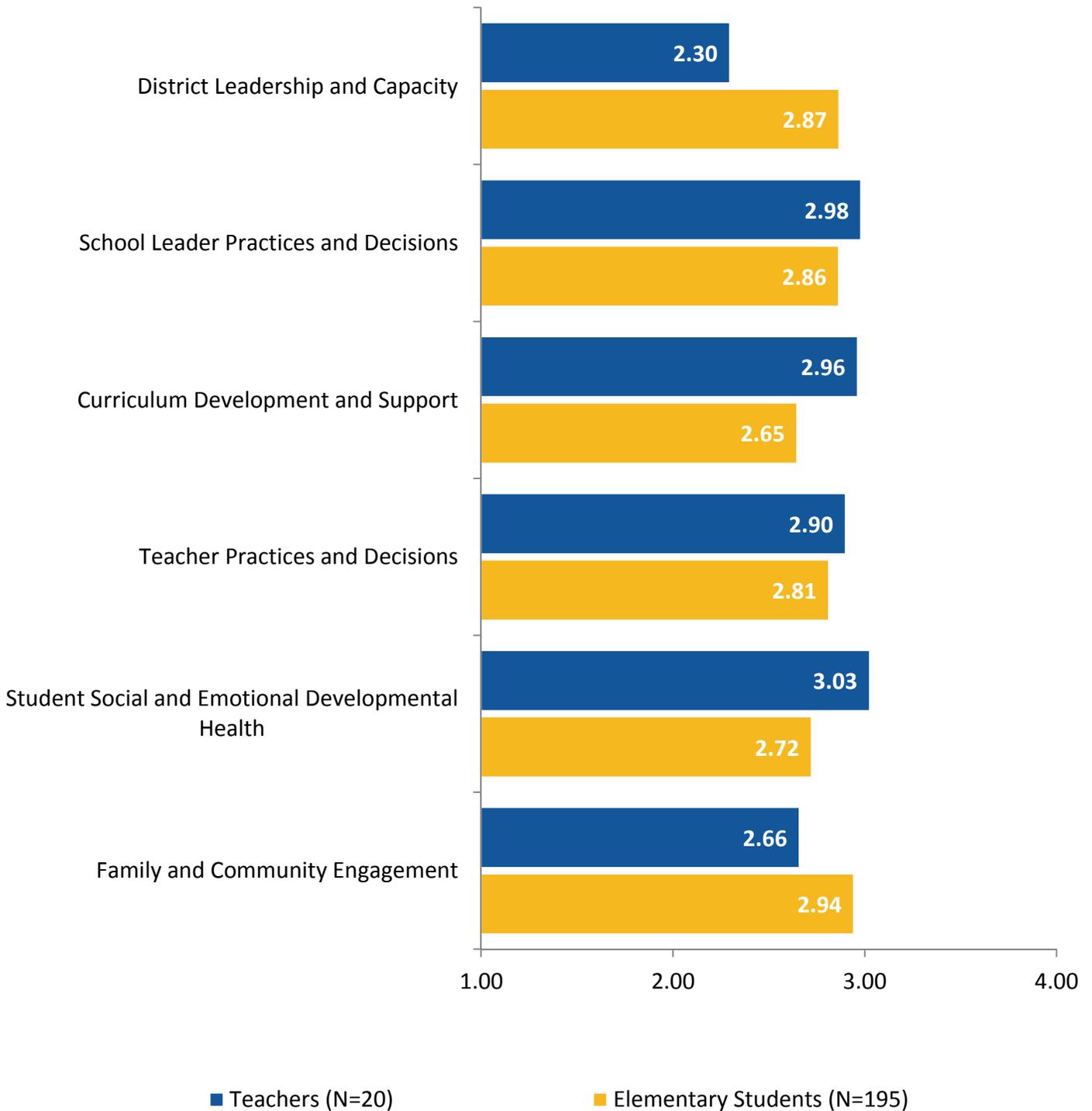
- 1) District Leadership and Capacity:** District leadership examines districtwide systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas, so schools can respond to their community and ensure all students succeed.
- 2) School Leader Practices and Decisions:** Visionary leaders create a school community and a culture that lead to success, overall well-being and high academic achievement for all students via continuous and sustained school improvement.
- 3) Curriculum Development and Support:** Each school has rigorous and coherent curricula and assessments for all students that are appropriately aligned to the Common Core Learning Standards and modified for identified subgroups to maximize teacher instructional practices and learning outcomes.
- 4) Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making to address the gap between what students know and what they need to learn, so all students experience consistently high levels of engagement, thinking and achievement.
- 5) Student Social and Emotional Developmental Health:** The school community identifies, promotes and supports social and emotional development by designing systems and experiences for all students that lead to healthy relationships and a safe, respectful environment conducive to learning.
- 6) Family and Community Engagement:** Each school creates a culture where families, community members and school staff work together, sharing the responsibility for student academic progress, social and emotional growth, and overall well-being.

Survey Participation	Parents*	Teachers	Students
Clinton Elementary School	3	20	195

**Due to low participation, no data for this group is included in this report.*

*Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.*

**Poughkeepsie City School District
DTSDE Survey 2014-15
Clinton Elementary School**

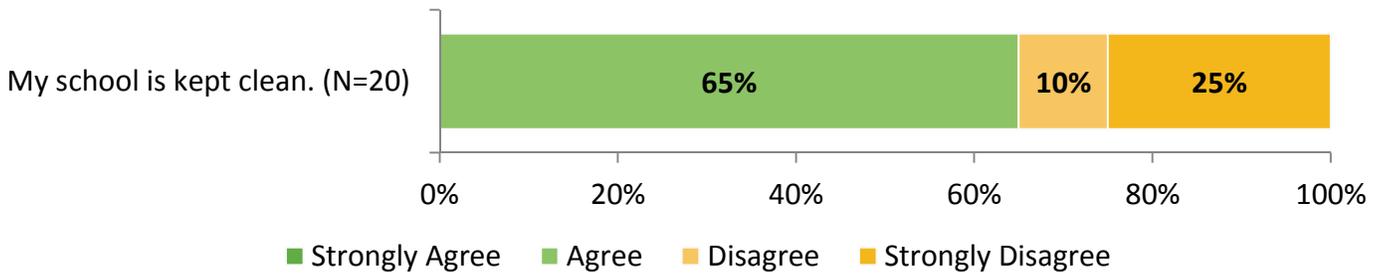


Weighted scores for each tenet are calculated from aggregate responses to each item aligned with that tenet. Higher scores represent more favorable results.

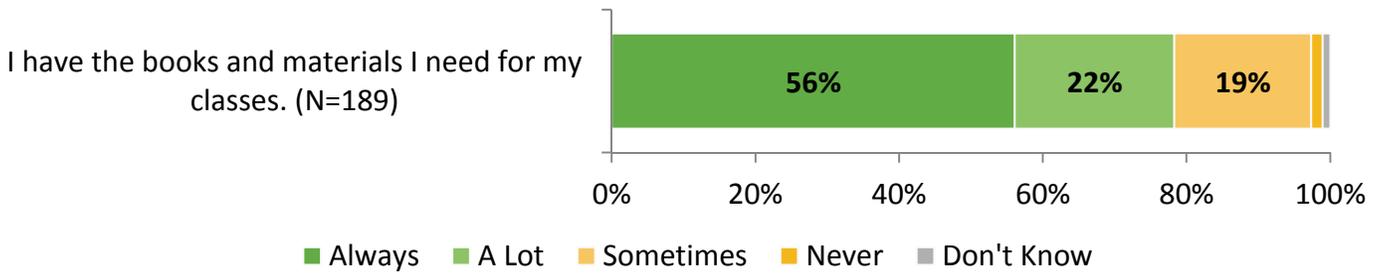
*Notes: Data for items with fewer than 10 responses are excluded.
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Poughkeepsie City School District
 DTSDE Survey 2014-15
 Clinton Elementary School
District Leadership and Capacity: Successes

Teachers

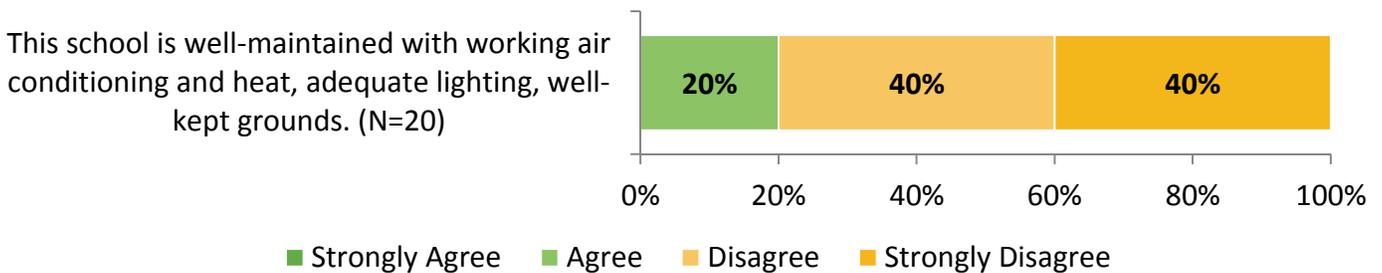


Elementary Students

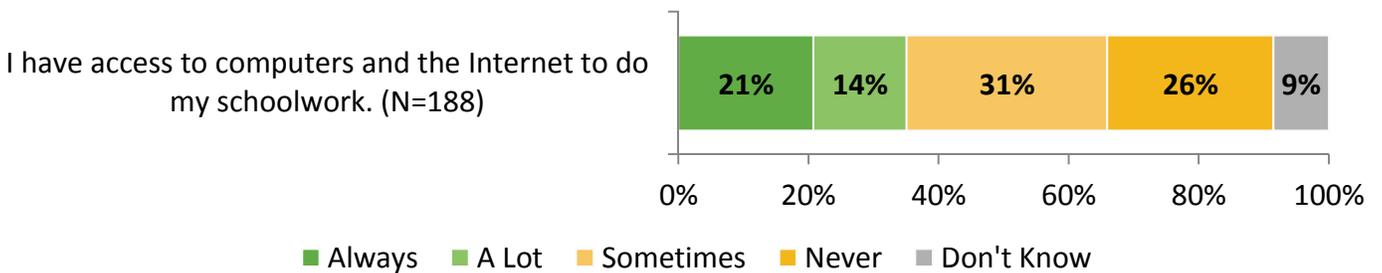


District Leadership and Capacity: Challenges

Teachers



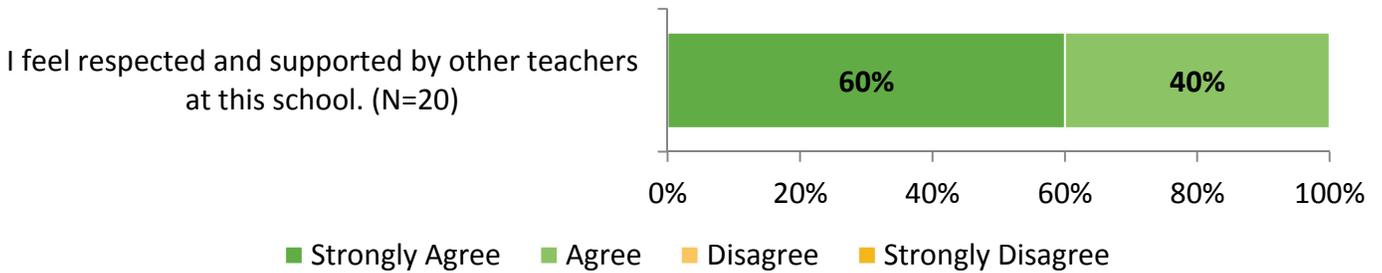
Elementary Students



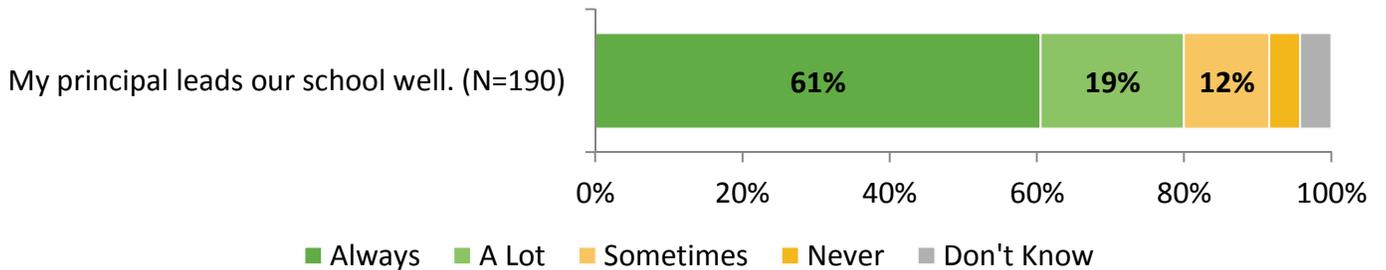
*Notes: Data for items with fewer than 10 responses are excluded.
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Poughkeepsie City School District
DTSDE Survey 2014-15
Clinton Elementary School
School Leader Practices: Successes

Teachers

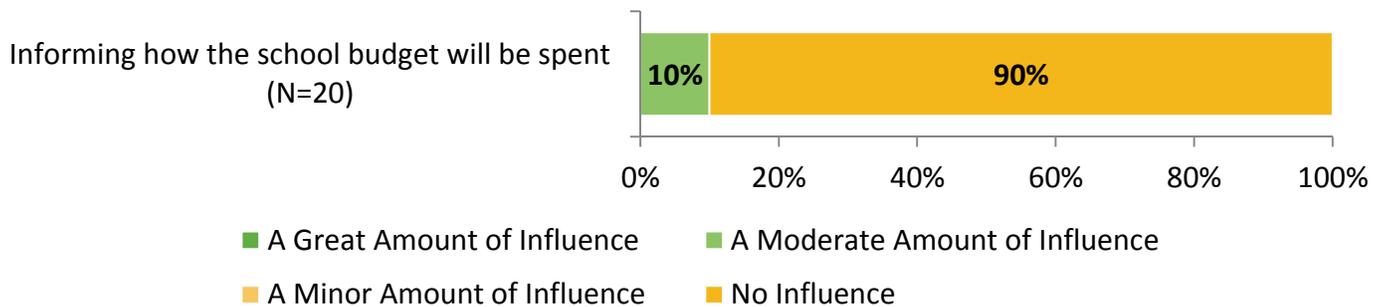


Elementary Students

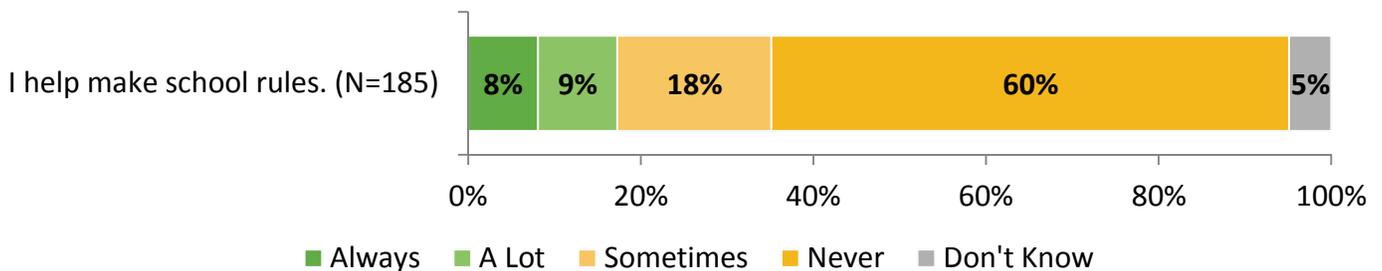


School Leader Practices: Challenges

Teachers



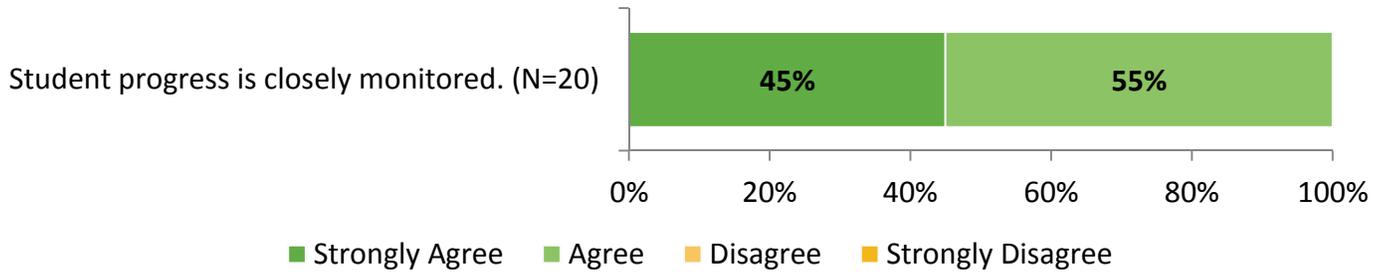
Elementary Students



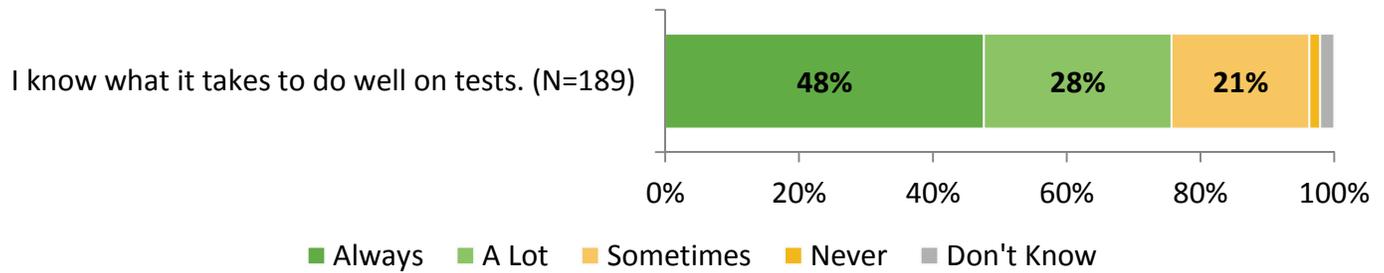
*Notes: Data for items with fewer than 10 responses are excluded.
 Labels for percentages less than 5% are not shown.*

Poughkeepsie City School District
 DTSDE Survey 2014-15
 Clinton Elementary School
Curriculum Development: Successes

Teachers

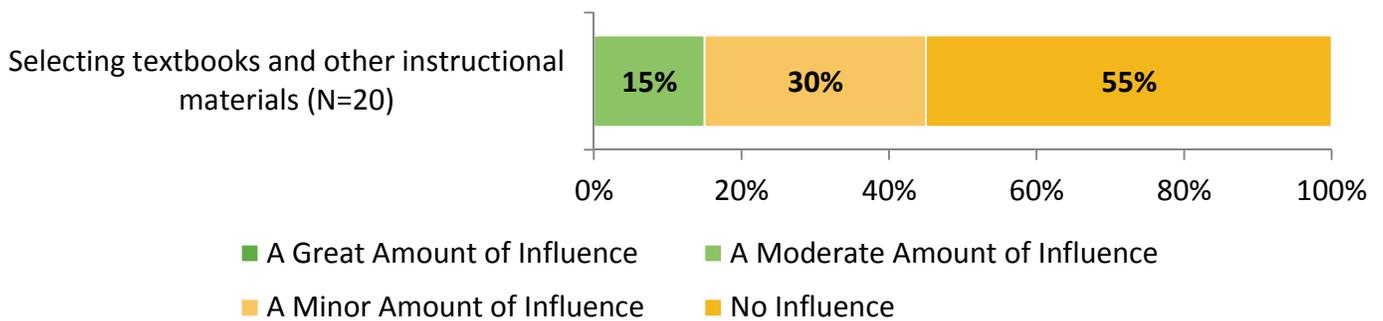


Elementary Students

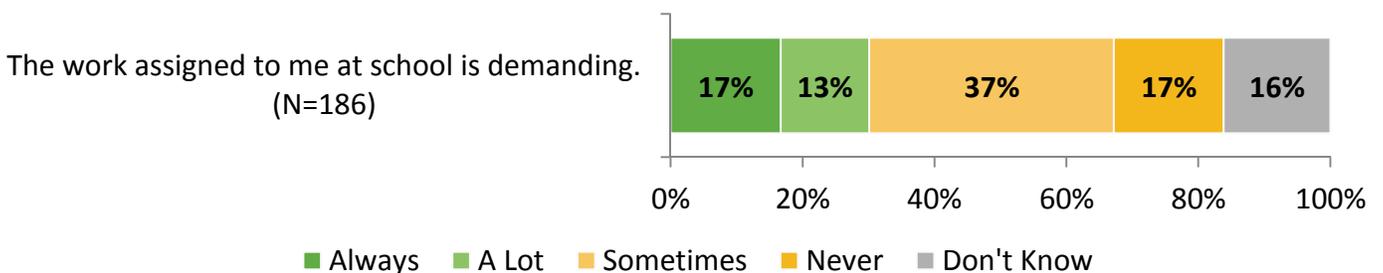


Curriculum Development: Challenges

Teachers



Elementary Students



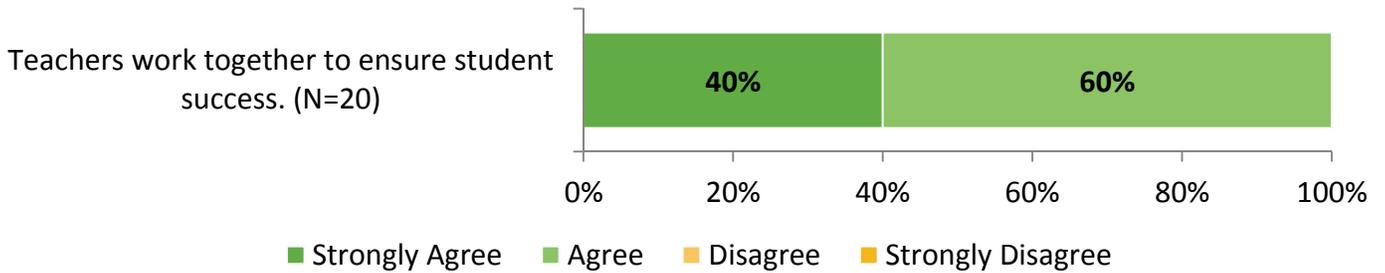
Notes: Data for items with fewer than 10 responses are excluded.
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Poughkeepsie City School District
DTSDE Survey 2014-15
Clinton Elementary School

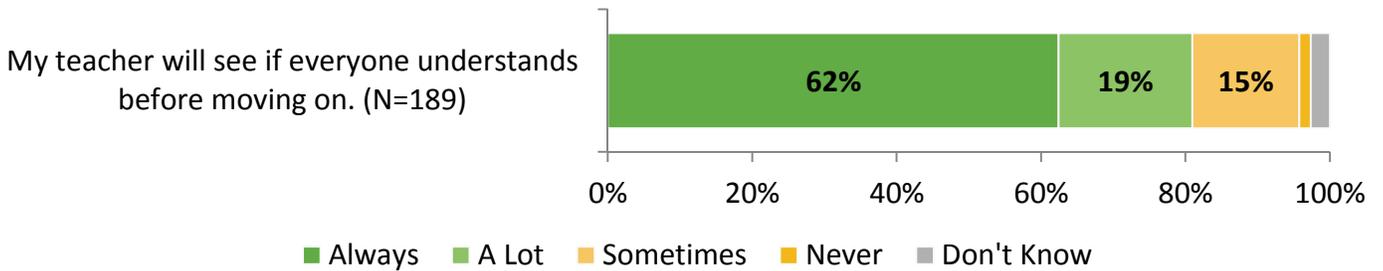
*Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.*

Poughkeepsie City School District
DTSDE Survey 2014-15
Clinton Elementary School
Teacher Practices and Decisions: Successes

Teachers

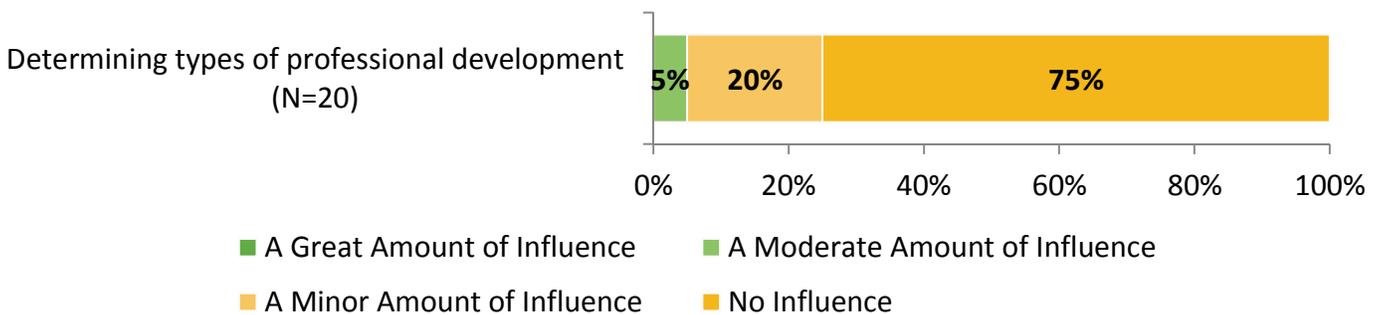


Elementary Students

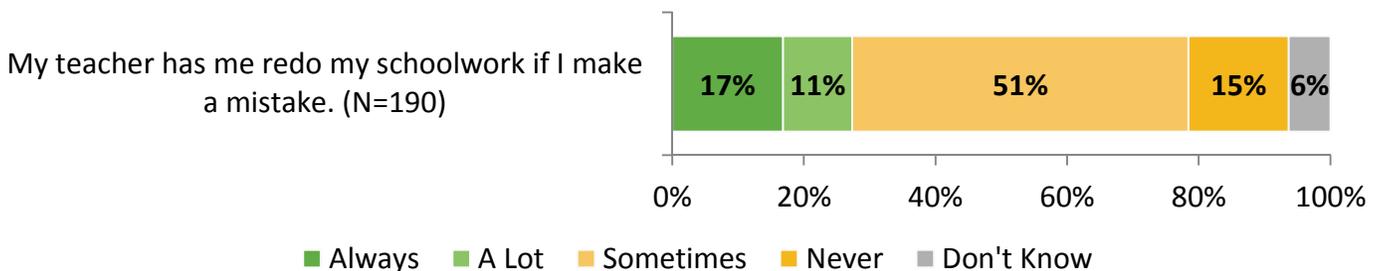


Teacher Practices and Decisions: Challenges

Teachers



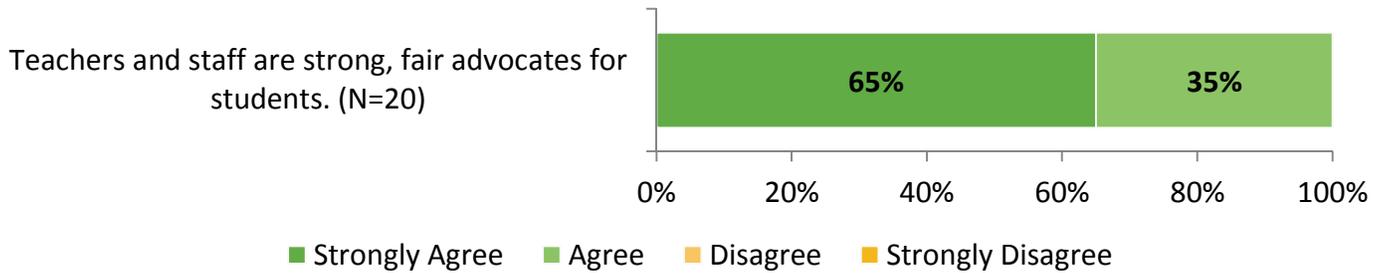
Elementary Students



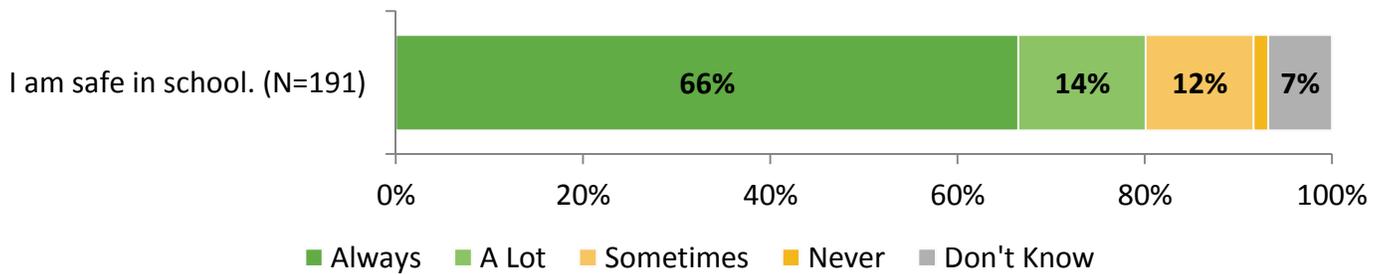
Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.

Student Social and Emotional Developmental Health: Successes

Teachers

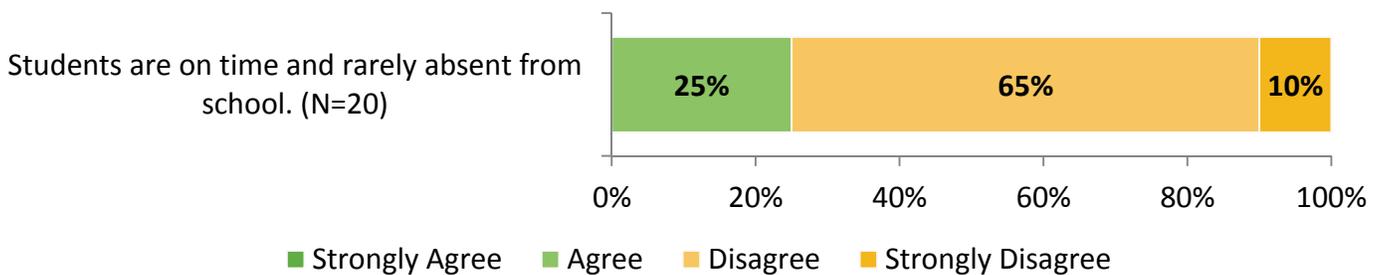


Elementary Students

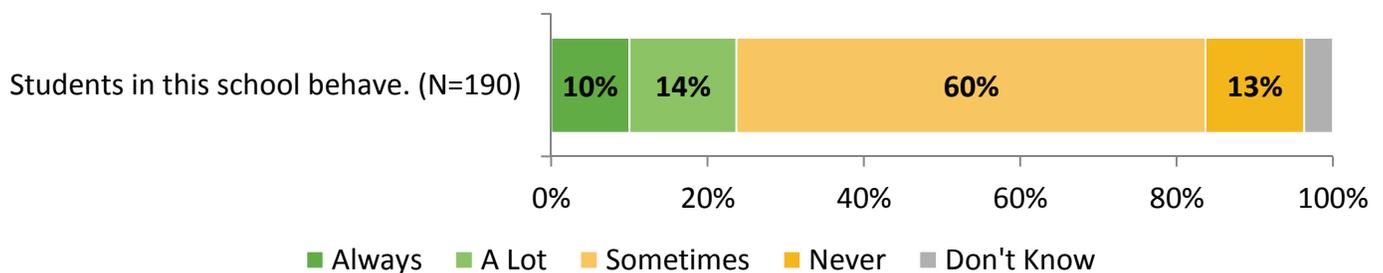


Student Social and Emotional Developmental Health: Challenges

Teachers



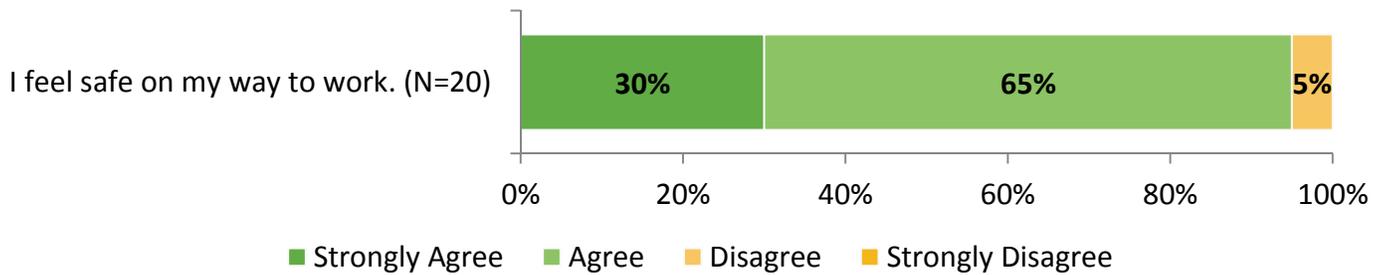
Elementary Students



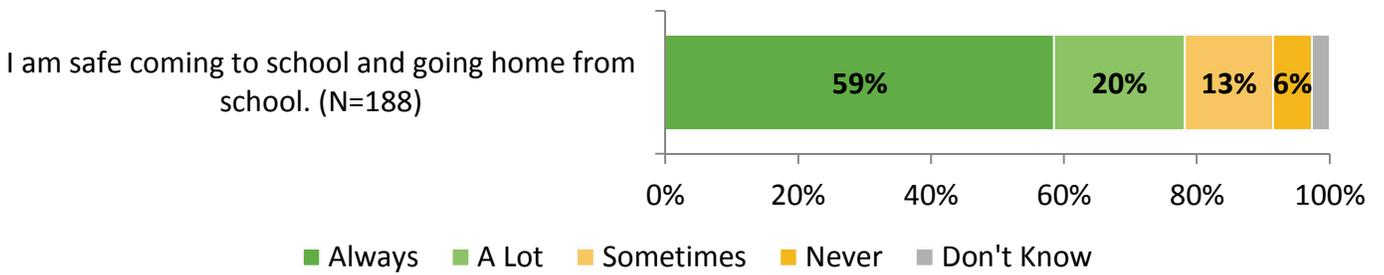
Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.

Poughkeepsie City School District
DTSDE Survey 2014-15
Clinton Elementary School
Family and Community Engagement: Successes

Teachers

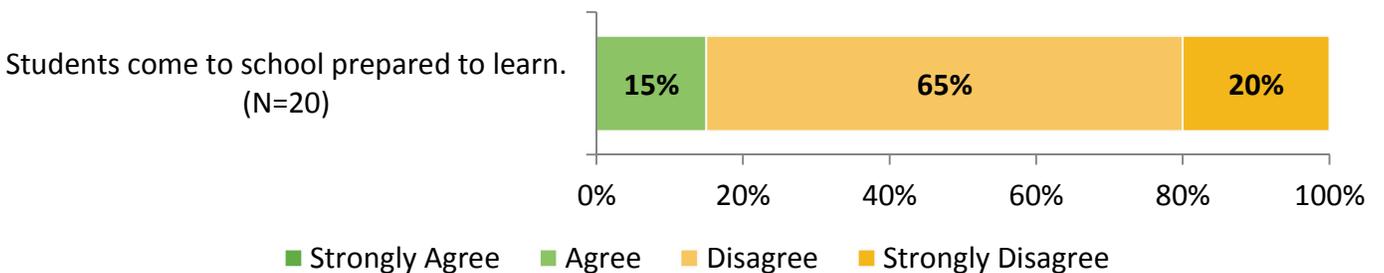


Elementary Students

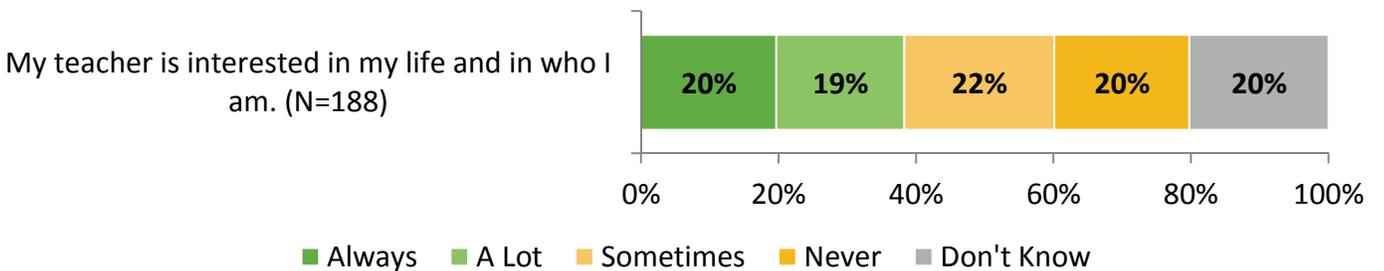


Family and Community Engagement: Challenges

Teachers



Elementary Students



Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.

Poughkeepsie City School District
DTSDE Survey 2014-15
Clinton Elementary School
District Leadership and Capacity: Teacher Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
I am given the instructional support I need to teach my students.	10%	50%	40%	0%	20
Students have access to reliable computers and the internet at school for learning purposes.	0%	35%	45%	20%	20
I am not concerned about the security of my job based on the performance of my students on state or local tests.	0%	30%	20%	50%	20
My instructional materials are in good condition.	10%	30%	50%	10%	20
Routine duties and paperwork do not interfere with my job of teaching.	0%	30%	40%	30%	20
Healthy food is served in the cafeteria.	5%	30%	55%	10%	20
I am satisfied with my class size.	10%	50%	35%	5%	20
This school is well-maintained with working air conditioning and heat, adequate lighting, well-kept grounds.	0%	20%	40%	40%	20
Necessary materials such as textbooks, supplies and copy machines are available when I need them.	0%	40%	40%	20%	20
Support is available to help me incorporate computers and other technology into my instructional practices.	5%	40%	45%	10%	20
My school is kept clean.	0%	65%	10%	25%	20
My school's classrooms are physically conducive to learning.	15%	45%	40%	0%	20

*Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.*

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

District Leadership and Capacity: Student Responses

<i>Elementary Students</i>	Always	A Lot	Sometimes	Never	Don't Know	Number of Responses
Healthy food is served at this school.	42%	18%	31%	5%	4%	192
I get enough to eat at school.	33%	19%	34%	10%	4%	190
I have access to computers and the Internet to do my schoolwork.	21%	14%	31%	26%	9%	188
I have the books and materials I need for my classes.	56%	22%	19%	2%	1%	189
My school is clean.	33%	22%	30%	10%	4%	189

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

School Leader Practices and Decisions: Teacher Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
Student achievement data informs school planning and decision-making.	53%	42%	5%	0%	19
Our principal assists teachers in monitoring student progress.	15%	75%	10%	0%	20
School leaders work hard to avoid wasteful intrusions of instructional time.	25%	50%	20%	5%	20
The behavior of school leadership toward staff is supportive and encouraging.	40%	45%	10%	5%	20
School leaders effectively manage teachers and staff.	45%	40%	10%	5%	20
School leaders provide me with meaningful feedback regarding my teaching.	25%	60%	10%	5%	20
Our school leadership works hard to obtain resources — such as people, money and technology — for this school.	55%	30%	15%	0%	20
Teachers create and implement plans to achieve our school's goals.	50%	45%	5%	0%	20
I am satisfied with being a teacher at this school.	55%	25%	15%	5%	20
I feel respected and supported by other teachers at this school.	60%	40%	0%	0%	20
I am encouraged and supported in terms of my professional growth.	5%	74%	16%	5%	19
School leaders and teachers have a shared vision for this school.	35%	50%	10%	5%	20
I am aware of our school's improvement plan.	25%	50%	25%	0%	20
The daily schedule in our school maximizes instructional time.	20%	55%	20%	5%	20
My principal talks with me about my instructional practices.	15%	65%	15%	5%	20
Goals and priorities for this school are communicated clearly and frequently.	30%	60%	10%	0%	20
Our principal openly communicates with staff regarding decisions that impact us.	50%	40%	5%	5%	20
I am recognized for a job well done.	45%	45%	5%	5%	20
Our principal effectively communicates with the staff.	45%	45%	5%	5%	20

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

School Leader Practices and Decisions: Teacher Responses (Continued)

	A Great Amount of Influence	A Moderate Amount of Influence	A Minor Amount of Influence	No Influence	Number of Responses
Informing how the school budget will be spent	0%	10%	0%	90%	20
Hiring new full-time teachers	0%	10%	0%	90%	20

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

School Leader Practices and Decisions: Student Responses

<i>Elementary Students</i>	Always	A Lot	Sometimes	Never	Don't Know	Number of Responses
I help make school rules.	8%	9%	18%	60%	5%	185
Adults care how students feel about this school.	39%	19%	26%	5%	11%	187
My principal knows me well.	25%	23%	25%	12%	15%	191
I can go to my principal if I have a problem at school.	44%	12%	26%	13%	5%	190
My principal knows my strengths and where I struggle.	21%	16%	24%	20%	19%	189
My principal leads our school well.	61%	19%	12%	4%	4%	190
My principal gets our school the materials we need to learn.	57%	17%	12%	4%	10%	189
Adults in my school visit our classes.	16%	30%	48%	2%	4%	191
Teachers in this school do a lot for the school besides teach.	39%	24%	17%	8%	12%	191
Teachers work together to make decisions about my school.	44%	21%	11%	4%	21%	190
Student work is displayed in our classrooms and throughout our school.	32%	23%	29%	4%	12%	189

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

Curriculum Development and Support: Teacher Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
Student progress is closely monitored.	45%	55%	0%	0%	20
Students are learning what they need to know to be successful in the next grade level or after graduation.	30%	50%	20%	0%	20
In this school, we have a rigorous curriculum.	16%	63%	21%	0%	19
The curriculum in my subject area is strong, relevant and aligned with state standards.	21%	53%	26%	0%	19
Helping students meet challenging academic goals is a primary focus of this school.	45%	55%	0%	0%	20
The variety of activities and courses at this school keeps students engaged in learning.	10%	80%	10%	0%	20
Curriculum, instruction and assessments are aligned to support student learning.	5%	84%	11%	0%	19
Students get the support they need at school for academic and career planning.	10%	55%	35%	0%	20
High standards and expectations are set for all students at this school.	70%	30%	0%	0%	20
	A Great Amount of Influence	A Moderate Amount of Influence	A Minor Amount of Influence	No Influence	Number of Responses
Evaluating and grading students	75%	25%	0%	0%	20
Determining the amount of assigned homework	70%	15%	10%	5%	20
Establishing curriculum	16%	16%	47%	21%	19
Selecting content, topics and skills to be taught	25%	30%	35%	10%	20
Setting the standards for students	10%	45%	10%	35%	20
Selecting textbooks and other instructional materials	0%	15%	30%	55%	20

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

Curriculum Development and Support: Student Responses

<i>Elementary Students</i>	Always	A Lot	Sometimes	Never	Don't Know	Number of Responses
In class, I ask and answer questions.	14%	21%	61%	3%	1%	191
I know what it takes to do well on tests.	48%	28%	21%	2%	2%	189
In this class, students work together on schoolwork and assignments.	12%	20%	62%	5%	2%	187
Students help each other with school-work.	13%	20%	56%	10%	1%	189
The work assigned to me at school is demanding.	17%	13%	37%	17%	16%	186
Directions for completing my school-work are clear.	38%	26%	30%	2%	4%	188

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

Teacher Practices and Decisions: Teacher Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
Teachers work together to ensure student success.	40%	60%	0%	0%	20
I provide written feedback on student work.	32%	63%	5%	0%	19
I explain to my students the learning standards and expectations for each assignment.	30%	70%	0%	0%	20
I regularly use data to identify my students' areas of strength and weakness.	50%	45%	5%	0%	20
Teachers have leadership responsibilities at this school.	35%	50%	15%	0%	20
My teaching is effectively monitored and evaluated.	35%	55%	10%	0%	20
I am continually learning new skills that will impact my teaching.	40%	45%	15%	0%	20
I have opportunities to lead teams, projects or other instructional activities.	25%	40%	30%	5%	20
The professional development sessions I attend help me to better meet the learning needs of my students.	10%	45%	30%	15%	20
I stay current with regard to new and emerging trends in education.	45%	50%	5%	0%	20
I am able to meet the individual needs of each and every student I teach.	10%	35%	45%	10%	20
Collaboration is encouraged among teachers and staff.	40%	50%	10%	0%	20
I am provided with time to share and learn from other teachers.	10%	40%	40%	10%	20
Teachers talk positively about students in staff areas.	10%	80%	5%	5%	20
Teachers help each other improve their teaching.	45%	55%	0%	0%	20
	A Great Amount of Influence	A Moderate Amount of Influence	A Minor Amount of Influence	No Influence	Number of Responses
Determining types of professional development	0%	5%	20%	75%	20
Evaluating teaching	0%	15%	25%	60%	20
Selecting teaching techniques	35%	30%	20%	15%	20

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District
DTSDE Survey 2014-15
Clinton Elementary School
Teacher Practices and Decisions: Student Responses

<i>Elementary Students</i>	Always	A Lot	Sometimes	Never	Don't Know	Number of Responses
My teacher has me redo my schoolwork if I make a mistake.	17%	11%	51%	15%	6%	190
My teacher talks to me about how I am doing in school.	11%	17%	46%	20%	6%	187
My teacher tells me to ask questions when I don't understand.	33%	21%	34%	10%	3%	184
My teacher gives me extra help when I need it.	37%	21%	36%	3%	2%	187
My teacher will see if everyone understands before moving on.	62%	19%	15%	2%	3%	189
My teacher explains things in a different way when I do not understand.	32%	23%	34%	7%	4%	189
I can get extra help from my teacher when I need it.	39%	19%	37%	3%	2%	188
My teacher writes comments and suggestions on my school work.	17%	24%	43%	10%	6%	191
My teacher enjoys learning new things.	47%	23%	13%	3%	14%	188

*Notes: Data for items with fewer than 10 responses are excluded.
Labels for percentages less than 5% are not shown.*

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

Student Social and Emotional Developmental Health: Teacher Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
There is a teacher, counselor or other staff member at school to whom a student can go for help with a problem.	45%	50%	5%	0%	20
Teachers and staff are strong, fair advocates for students.	65%	35%	0%	0%	20
Students at school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disability.	65%	30%	5%	0%	20
Students are physically and emotionally healthy at this school.	15%	35%	40%	10%	20
Discipline is enforced fairly at this school.	35%	40%	25%	0%	20
Students do not threaten and/or bully each other at this school.	10%	50%	35%	5%	20
Students are on time and rarely absent from school.	0%	25%	65%	10%	20
At this school, incidents of student misconduct are rare.	5%	40%	45%	10%	20
Students respect me.	20%	75%	5%	0%	20
Students feel safe in our school.	21%	68%	11%	0%	19
In this school, students rarely get into fights or physically injure each other.	10%	80%	10%	0%	20
Robbery or theft rarely occurs at this school.	16%	63%	21%	0%	19
Students never bring weapons or other objects to school for protection.	16%	79%	5%	0%	19
Alcohol and/or drug use is not a problem in this school.	42%	58%	0%	0%	19
Students respect teachers, staff and school leaders.	11%	79%	11%	0%	19
Student misbehavior in this school is effectively managed.	37%	53%	5%	5%	19
I have the support I need to maintain order and discipline with my students.	35%	55%	10%	0%	20
Our school adequately enforces school rules for student conduct.	42%	42%	11%	5%	19
	A Great Amount of Influence	A Moderate Amount of Influence	A Minor Amount of Influence	No Influence	Number of Responses
Disciplining students	35%	50%	15%	0%	20
Setting discipline policies	10%	45%	25%	20%	20

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

Student Social and Emotional Developmental Health: Student Responses

<i>Elementary Students</i>	Always	A Lot	Sometimes	Never	Don't Know	Number of Responses
There is an adult at school I can talk to about any problem.	54%	8%	20%	11%	7%	187
School is interesting.	30%	23%	39%	6%	3%	182
I enjoy going to this school.	33%	20%	35%	7%	4%	188
I am safe in school.	66%	14%	12%	2%	7%	191
*At this school, students treat each other respectfully and do not hurt each other.	20%	17%	48%	13%	1%	188
*My things are safe and will not be stolen while in school.	37%	15%	28%	11%	9%	190
*Students in this school behave.	10%	14%	60%	13%	4%	190
Students in this school respect our teachers.	16%	19%	55%	8%	2%	188
*Students in this school are nice to each other.	11%	15%	59%	12%	3%	189
In this school, I am treated fairly because of what I look like, believe or can do.	38%	16%	31%	11%	4%	194
In this school, everyone is treated fairly regardless of what they look like, believe or can do.	28%	13%	37%	11%	11%	188

**These items were changed from negative statements to positive statements. Answer options for these items were reversed in previous versions of this survey.*

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

Family and Community Engagement: Teacher Responses

	Strongly Agree	Agree	Disagree	Strongly Disagree	Number of Responses
Students come to school prepared to learn.	0%	15%	65%	20%	20
I am supported by my students' parents/caregivers.	0%	55%	35%	10%	20
At this school, we have strong school-community partnerships.	20%	40%	35%	5%	20
Staff members at this school are respected by students' families and community members.	10%	60%	25%	5%	20
My students' parents/caregivers involve themselves in school activities when they can.	0%	40%	55%	5%	20
I am satisfied with the level of parent/caregiver involvement.	0%	15%	75%	10%	20
Parent/caregiver input is respected and valued at this school.	37%	53%	11%	0%	19
This school partners with the community to positively impact student learning.	30%	55%	15%	0%	20
I feel safe on my way to work.	30%	65%	5%	0%	20

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

Poughkeepsie City School District

DTSDE Survey 2014-15

Clinton Elementary School

Family and Community Engagement: Student Responses

<i>Elementary Students</i>	Always	A Lot	Sometimes	Never	Don't Know	Number of Responses
What I learn in school helps me outside of school.	33%	29%	26%	10%	2%	189
My teacher is interested in my life and in who I am.	20%	19%	22%	20%	20%	188
I am safe coming to school and going home from school.	59%	20%	13%	6%	3%	188
The adults in my school know a lot about the school's neighborhood and community.	28%	28%	15%	7%	22%	193
My parents/caregivers enjoy helping out at this school when they can.	38%	19%	21%	12%	10%	193
Teachers attend school events, such as sports games, plays and fundraisers.	29%	19%	30%	6%	15%	194
My teacher says good things about me to my parents/caregivers.	40%	23%	21%	6%	10%	192

Notes: Data for items with fewer than 10 responses are excluded.

Labels for percentages less than 5% are not shown.

JOB DESCRIPTION

ASSISTANT PRINCIPAL

Reports to: Building Principal

Qualifications:

- Appropriate New York State SAS, SBL, SDA, or SDL certification
- Experience as a teacher

General Performance Responsibilities:

- Assists the principal in the overall administration of the school
- Serves as principal in the absence of the regular principal
- Instructional Leader
- Facilitates professional development
- Assists in maintaining discipline throughout the student body
- Assists in the implementation of the instructional program
- Responsible for one or more curricular areas
- Supervises and evaluates teachers, departments, or other personnel as assigned by the principal
- Proposes, prepares, and/or supervises the master schedule
- Supervises co-curricular activities
- Assists with compiling annual budget requests
- Conducts inventories, maintains records, and requisitions supplies, textbooks, and equipment
- Assists in safety inspections and safety drill practice activities
- Supervises the reporting and monitoring of student attendance
- Supervises extended day activities
- Serves with parent, faculty, and student groups as requested to advance educational and related activities and objectives
- Performs such record-keeping functions as the principal may direct
- Performs such other tasks and assumes such other responsibilities as the principal may assign
- Assists in development of School Comprehensive Education Plan (SCEP), School Improvement Grant
- Meets daily with the Principal and the School Implementation Manager (SIM)

Poughkeepsie City School District

RE: School Implementation Manager (SIM)

Position Description Rationale:

The SIM will work collaboratively with the building principal to strategically implement the SIG Plan to transform the school within three years. This person, along with the building principal, will meet on a formal and consistent basis with the Superintendent's Cabinet to report on the implementation of the Transformation model and outline the progress of the school in meeting the Transformation model and SIG goals.

S/he will provide supervision, support, and accountability to ensure that the key indicators of the SIG, under the Transformation model, are carried out by creating a timetable and matrix of grant activities. The SIM will ensure that the funds from the SIG are spent in alignment with the SIG supporting all of the activities. This person will also ensure that other funds that are and may be awarded are used in conjunction with SIG Funds to support the Transformation model goals. The SIM will collect and organize all pertinent records, data and reports for Federal and State fiscal and programmatic auditors.

Professional Requirements and Responsibilities

- Extensive knowledge of a wide variety of instructional strategies related to school improvement
- Able to assist in changing the climate and conditions to support the school transformation
- Ensure all funding and programs as well as coordinate with existing state and federal resources
- Build and provide daily oversight and support for a high performing leadership teams, and grade level cohort teams, to ensure that the building principal is able to perform as the primary instructional leader in each of these different forums
- Skilled in the areas of organization, developing timetables, and matrix with follow up evaluation
- Serve as the advisor to the building principal to ensure that the daily, weekly and monthly activities outlined are being implemented successfully and documented
- Provide to the building principal what daily, weekly and monthly activities outlined were carried ineffectively to highly effectively by developing a method of evaluation of these activities
- Collaborate with the principal to develop all data and schedules to expedite the Federal, State and Turnaround Officer visits and dissemination of recommendations and findings to all stakeholders in the Poughkeepsie City School District

- Work with the department of Human Resources to ensure that proper hiring practices and processes are established for the school to support the Transformation model
- Ensure that the timelines of the new teacher evaluation, under Education Law 3012c , is being followed with a newly developed process and format relating to pre and post observation and the written evaluation
- Work with the Superintendent of Schools, the Poughkeepsie Public School Teacher's Association, and the building principal to develop an organizational structure for the implementation of the innovation project
- Collaborate with the Building Principal and the Human Resources Department to establish processes for recruiting, selecting, and evaluating high quality staff to fill SIG funded positions
- Integrate the SIG Plan and the Transformation model with the Superintendent's Road Map, 21st Century Core Curriculum, Curriculum Alignment projects and the AMAO CAP (LEP/ELL's)
- Work collaboratively with the BOCES Consortium for the Race to the Top initiative
- Working collaboratively with the building principal, develop a plan to maintain and continue the transformation model key elements after SIG funds are no longer available

Job Requirements:

- Experience with effectively managing federal grants
- Familiarity with School District budgeting systems and federal grant management
- Proficient in public speaking and reporting to educators and school communities
- History of successful and positive communication and collaboration with educationally and socially underserved communities
- Skillful in writing, editing as well as analyzing data trends and producing internal and external communication documents and reports.
- Partner with the Building Principal and the Coordinator of Family and Community Engagement to develop parent/family activities outlined in the SIG

Desired skills:

- Experience working with school board, community based organizations, school leadership councils and the Transformation Team
- Appropriate Administrative Certification
- Competence with maintaining email, utilization of relational databases, web-conferencing, and other new media needed for project management

- Ability to work collaboratively to develop programs that support student achievement
- Demonstrated experience in management of grants, budgets and reporting for Federal, State and local agencies
- History of successful and positive communication and collaboration with educationally and socially underserved communities
- Skills in writing, editing as well as analyzing data trends and producing clear and concise communication documents and reports.



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	131500010003
School Name	Governor George Clinton Elementary School
School Address	100 Montgomery Street, Poughkeepsie, NY 12601
District Name	Poughkeepsie City School District
School Leader	Nadine Jackson-Ivey
Dates of Review	November 18-19, 2014
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	<input checked="" type="checkbox"/> SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	1-5	Total Enrollment	378	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	0
Types and Number of Special Education Classes (2014-15)					
# Special Classes	2	# SETSS	1	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2014-15)					
# Visual Arts	17	# Music	16	# Drama	0
# Foreign Language	0	# Dance	0	# CTE	
School Composition (most recent data)					
% Title I Population	66	% Attendance Rate	95		
% Free Lunch	79	% Reduced Lunch	11		
% Limited English Proficient	15	% Students with Disabilities	9		
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native	2	% Black or African American	64		
% Hispanic or Latino	18	% Asian or Native Hawaiian/Pacific Islander	1		
% White	15	% Multi-Racial	0		
Personnel (most recent data)					
Years Principal Assigned to School	17	# of Assistant Principals	0		
# of Deans	0	# of Counselors/Social Workers	.4		
% of Teachers with No Valid Teaching Certificate	0	% Teaching Out of Certification	0		
% Teaching with Fewer Than 3 Years of Experience	2	Average Teacher Absences	4%		
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	20%	Mathematics Performance at levels 3 & 4	23%		
Science Performance at levels 3 & 4 (4th Grade)	70%	Science Performance at levels 3 & 4 (8th Grade)	n/a		
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4			
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		% of 2nd year students who earned 10+ credits			
% of 3rd year students who earned 10+ credits		4 Year Graduation Rate			
6 Year Graduation Rate					
Overall NYSED Accountability Status (2013-14)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District	X		
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	X	Black or African American	
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	X
White	X	Multi-Racial	n/a
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	X	Black or African American	
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	X
White	X	Multi-Racial	n/a
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged			
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	X	Black or African American	X
Hispanic or Latino	X	Asian or Native Hawaiian/Other Pacific Islander	X
White	X	Multi-Racial	n/a
Students with Disabilities	X	Limited English Proficient	X
Economically Disadvantaged	X		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. All students and educators at Governor Clinton Elementary School will have as their highest priority increasing academic results by identifying and using student data to target assistance for every child, as well as creating embedded professional development for all educators and stakeholders at the school.
2. All students and educators at Governor Clinton Elementary School will have as their highest priority increasing student attendance by identifying causal factors related to attendance.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department (NYSED). The team also included a district representative, a district-selected OEE, and a Special Education School Improvement Specialist (SESIS) representative.
- The review team visited a total of 35 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff, and parents.
- Reviewers examined documents provided by the school, including curricular materials, lesson plans, school-wide data, teacher feedback, and student work.
- The school provided results of a student survey that 203 (53 percent) students completed.
- The school provided results of a staff survey that 16 teachers completed.
- The school provided results of a parent survey that 74 parents completed.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.					
#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 2:					I

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 3:					I

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING FOR TENET 4:					I

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 5:					I

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic

progress and social-emotional growth and well-being.

#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL RATING FOR TENET 6:					I

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	I
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The school has received a rating of *Ineffective* for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported meeting with select teacher leaders and the academic coach during the summer of 2014 to review the school improvement priorities and plan outlined in the School Comprehensive Educational Plan (SCEP). While the school leader continues to meet with this group quarterly to review school progress, she does not maintain agendas, meeting minutes, monitoring protocols, or meeting outcomes to document review findings and recommendations. Reviewers noted a mission statement posted around the school that spoke to helping children reach their full potential, but a unifying vision and targeted goals for school improvement were not evident in the reviewed school improvement documents, nor could interviewed parents, students, and staff members describe them. The school leader and academic coach stated that the improvement priorities of achievement, attendance, and discipline were adopted from district priorities; however, the school leader has not created Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals related to each priority detailed in the SCEP, which results in a lack of precision and critical focus on improving student achievement. Since the school’s attendance rate exceeds New York State (NYS) and federal targets of 95 percent, reviewers found that setting attendance as the “highest priority,” as described in improvement documents, is not a relevant or strategic focus for the 2014-15 school year.
- The lack of precise goals and measurements for improvement results in the school leader’s imprecise alignment and deployment of resources. The 21st Century Community Learning Centers grant is used for after-school academic intervention and enrichment programs, but serves only one-third of enrolled students because eligibility standards limit more than half of the student population from participating. The school leader secured funds for student planners to foster and improve communication with families and increase parental involvement. However, the Integrated Intervention Team (IIT) observed an inconsistent use of the planners because the school leader does not require staff to use them. The school leader has scheduled blocks for grade-level core instruction of mathematics and English language arts (ELA) to provide common planning time once each week for core teachers at each grade level and provide push-in and pull-out intervention services. However, because goal setting and monitoring systems are lacking, the school leader cannot be sure that these strategies are working.
- The school leader reported frequent dialogue with the academic coach, teachers, and grade-level leaders, as well as student support staff, to emphasize the need to use data to drive instructional decisions. However, reviewers found no tangible evidence to demonstrate that the school leader, academic coach, or grade-level leaders use student achievement data and lesson observation evidence to provide targeted feedback to teachers. Although student performance continues to be well below state targets in ELA and mathematics, the IIT also found that the school leader’s formal Annual Professional Performance Review (APPR) reports contained no evidence of specific written goals, longitudinal monitoring of practices, or specific actionable feedback to improve instructional practices, revealing a disconnect between the evaluation of teacher practice and student achievement.
- To implement the district priorities of data-driven instruction and literacy aligned to the Common Core

Learning Standards (CCLS), the school leader and academic coach developed and disseminated a monthly professional development (PD) calendar for teachers. The school leader reported that PD topics are selected based on anecdotal observations and teacher artifacts developed during previous trainings, demonstrating that a close analysis of student achievement and teacher performance have a limited influence on the design of PD. Reviewers also learned that the school leader and academic coach do not formally or explicitly measure and report the effectiveness of the PD provided.

- The academic coach collates binders of individual student performance data for each teacher that include beginning and end of year Measures of Academic Progress (MAP) results, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, and NYS assessment reports obtained from the Regional Information Center (RIC). However, through teacher interview, the IIT determined that the accuracy of analysis, interpretation of reports, and reporting of outcomes is inconsistent and only a few lead staff are involved, limiting the capacity of staff and the school leader to focus on and contribute to improved outcomes for all students in the school.

Recommendation:

- The school leader should immediately lead the collaborative development and communication of a school vision/mission and SMART goals based on the precise proficiency needs of students in the school. Goals should be in the areas of ELA, mathematics, social-emotional developmental health and behavior, and include clear data points and protocols that the school leader, academic coach and teacher leaders consistently and formally monitor through existing quarterly meetings to assess student growth in CCLS proficiency.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

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The school has received a rating of *Ineffective* for Tenet 3 – Curriculum Development and Support.

- Based on teacher reports and a document review, reviewers learned that there are no CCLS-aligned curriculum maps developed for teacher use. An assortment of resources, programs, and materials are used by individual teachers across the school to attend to the learning standards, which include Core Knowledge Language Arts, Expeditionary Learning, Open Court Reading, GO Math! and EngageNY modules. Although the school leader encourages teachers to use materials that will support the standards and differentiation for at-risk students, there is no formal vision, expectation, or coherent plan to document, formalize, and align the programs and resources, or update outdated maps and programs into a comprehensive CCLS-based curricula for all grades and subjects. In the Diagnostic Tool for School and District Effectiveness (DTSDE) survey administered in 2014, 81 percent of responding teachers disagreed that necessary materials were available when needed. Interviewed parents also expressed discontent and frustration, stating that they cannot adequately support their children due to the lack of CCLS-aligned instructional resources available to them.
- Curricular planning documents provided to the IIT prior to and during the review rarely showed evidence of complex materials, higher-order prompts, or strategies to provide multiple points of entry

for assorted student abilities. Weekly overview sheets provided to the IIT as “curriculum templates,” included CCLS and NYS standards. However, these templates were little more than weekly schedules that did not unpack topics, skills, rigor levels, or measures of mastery, nor did they include data-based processes, instructional procedures, and plans for flexible student groupings for instruction. In addition, the templates provided little evidence that the school holds an expectation for teachers to make cross-curricular connections and include interdisciplinary opportunities for students across subjects.

- Teacher alma maters are cited on classroom doors and during morning announcements, with this initiative described in the SCEP as a mechanism for “creating a culture of college and career readiness.” However, making content connections to real-world applications, using a scaffolded progression of skills aligned to the grade-level outcomes of the CCLS, and a focus on the strengths and interests of individual students to pursue their dreams and aspirations were not evident practices in most materials and classrooms observed by reviewers.
- The IIT reviewed assorted quizzes, tests, projects, and scoring checklists, and confirmed that teachers administer and report DIBELS, MAP, Imagine Learning, and school-developed assessments. However, reviewers learned that these formative measures are not explicitly linked to the CCLS in all classes and subjects and do not measure the effectiveness of the taught curricula. Teachers and the school leader reported that teachers review and consider these results during planning; however, reviewers found no evidence of formal expectations, procedures, or protocols for making curricular adjustments based on assessments.

Recommendation:

The school leader, academic coach, and grade-level leaders should immediately:

- begin working with grade-level and content-area teachers to revise and update curriculum maps, and unit and lesson plans to ensure full implementation of the CCLS for each grade level in the school;
- formally and explicitly hold all teachers accountable for full implementation of the maps, and unit and lesson plans, and assessing student mastery of grade-level standards; and
- planning appropriate interventions and enrichments for students not performing at grade level.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

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The school has received a rating of *ineffective* for Tenet 4 – Teacher Practices and Decisions.

- Reviewers found that teachers inconsistently use a district-sponsored planning tool, or “SMART Chart Configuration,” to plan instruction. In addition, the reviewed templates presented as lesson plans did not adequately unpack the CCLS or NYS learning standards or provide for developmentally appropriate scaffolded instruction reflective of the instructional shifts and aligned to formative or summative assessment results. The school leader reported performing a monthly review of some teacher plans; however, the school leader provides no formal written feedback, reducing the accountability for high

quality instructional planning.

- The academic coach regularly provides binders with individual student performance information to teachers across all grade levels. The binders include DIBELS results, which allow teachers to monitor select aspects of student proficiency in reading and writing skills, as well as beginning and end of year MAP testing results. Reportedly, teachers, with the support of the academic coach, analyze the student information in preparation for weekly common planning time meetings, monthly grade-level meetings, and instructional support team meetings that are held as needed. However, reviewers found that the needs of many students, especially those not performing at grade level, are not met because of a lack of accurate and formal systematic analyses of the available data and the consequent incomplete instructional and intervention planning supporting the implementation of the CCLS and pedagogical shifts.
- Although teachers target student fluency for testing, teaching, charting, and monitoring, with measurable gains demonstrated in some grade levels, there is no comprehensive and consistent approach to addressing the remaining skills and content of the CCLS and NYS learning standards. Observed lessons were not aligned to a level of cognitive challenge reflective of the pedagogical shifts in the CCLS, as most observed prompts were teacher to student to teacher and at the remembering or recall level. Although classrooms displayed texts and many posters, strategies for using complex texts to improve skills were not generally evident and an over-dependence on worksheets representing short answer recall responses prevailed. Reviewers found that work was the same for all students and classes mostly teacher directed. Reviewers observed isolated examples of teachers demonstrating skills and activities with robust academic vocabulary routines and balanced informational texts in approximately ten percent of classes.
- Although a compliant and orderly environment was widely observed across all common areas and most classrooms, reviewers found no overt expectation for student behavior. Reviewers noted that teachers reacted when they did not approve of student behavior, rather than reinforcing a clear set of consistent behavioral expectations. Student engagement observed during classroom visits was low. Reviewers noted student interactions in a few classrooms; however, meaningful strategies that allowed students to process or collaborate, such as “think-write-pair-share,” or “partner reading,” were either not observed or effectively implemented in most classrooms visited. Seventy percent of student respondents in the DTSDE survey noted that they only sometimes or never get to share their work with each other.
- Reviewers found that student feedback is minimal and inconsistent across classes and grades. Students reported that they receive grades and report cards, and most track their progress on sprints, which are timed tests of math facts and fluency; some students stated that they set personal goals for performance on these measures. However, most students reported little knowledge of how to improve their achievement on these activities beyond increased study and practice, and noted that most teachers actually provide their goals to them rather than having students take part in the goal setting process with teachers. Student work samples reviewed by the IIT showed grades and subjective comments, such as “nice job” and “76 percent,” but did not note strengths, weaknesses, or the next steps students should take to enhance their performance.

Recommendation:

The school leader, academic coach, and teachers should collaboratively design and implement a universal lesson planning approach, reflective of research-based best practices, to aid in the design of units and daily lesson plans that implement CCLS-aligned curriculum maps.

- Each plan should fully unpack the CCLS standards and implement all of the instructional shifts in literacy and mathematics, with multiple access points for students of all abilities.
- All teachers should be held accountable for the development and implementation of the unit and daily lesson plans through regular receipt of formal, explicit, written, and actionable feedback from school and teacher leaders.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

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The school has received a rating of *ineffective* for Tenet 5 – Student Social and Emotional Developmental Health.

- Based on implicit core values, the school leader and staff regularly react to the physiological and safety needs of students, such as nourishment, security, order, stability, acceptance, and care. Parents reported that school staff intervene and help when they see students struggling. In addition, numerous school activities, programs, and partnerships support student social-emotional health. These include a breakfast in the classroom program, routine physicals, home visits, the New York University (NYU) College of Dentistry’s Global Outreach program, which provides dental care for students, an anti-bullying pledge recited during morning announcements, daily demonstrations of proper etiquette, greeters in the foyer, and installed security cameras. Because of these initiatives, students, staff, and a document review confirmed that student incident referrals continue to decrease, student attendance to increase, and physical fights take place less than weekly.
- Interviewed parents, staff, and students reported that the school does not have an explicit vision, curricula, programs, or universally known, taught, and reinforced expectations for student social and emotional developmental health. Although the two part-time support staff have introduced the social skills curriculum, “Second Step,” a plan for full implementation is not in place. The district-hosted instructional support team (IST) is implemented at the school to review teacher concerns and recommend interventions; however, a comprehensive system to proactively identify, teach, respond to, intervene, and monitor the social and emotional developmental health needs of all students is not in place. Therefore, the provision of abundant activities that meet the basic physiological needs of students has not yet translated to the development of a classroom environment that fosters independence, mastery, student ownership of learning, and high achievement.
- From a review of the school PD calendar, and interviews with staff and the school leader, school personnel are not provided with targeted PD to build their capacity to meet the social and emotional developmental health needs of students. The school leader provides some time in the master schedule for staff to meet to discuss student social and emotional developmental health needs, but due to

conflicting schedules, not all support staff and teachers attend. In addition, reviewers found that a lack of formal leadership, agendas, minutes, and accountability for these meetings results in inconsistent outcomes and support; and ultimately, overlooked student needs.

Recommendation:

- The school leader should collaborate with school support staff to identify the social and emotional developmental health needs of all students and assess the effectiveness of current activities in meeting those needs. With this data, a collaboration of school leaders, teachers, support staff, and parents should develop an interconnected, comprehensive system of procedures, curricula, best practice interventions, and monitoring protocols to proactively address the social and emotional health needs of students.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Tenet Rating

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The school has received a rating of *ineffective* for Tenet 6 – Family and Community Engagement.

- Although all staff members communicated a clear desire for student improvement, high expectations for achievement are not communicated by most members of the school community, including parents. Expectations in areas such as preparing students for the next grade, teaching students about manners and respect, teacher and support staff responses to parent calls, and emails and notes sent home were praised by interviewed parents. However, some parents expressed that if level one students encounter too much pressure, they might fall backward, demonstrating a gap in understanding between the purpose of intervention and accountability.
- The school leader, teachers, and support staff organize numerous activities to reach out to families that include publications, assemblies, family educational events, and multi-modal personal communications, such as email, telephone calls, conferences, and, when used, student planners. An active Parent-Teacher Association (PTA) collaborates with the school leadership to conduct social and co-curricular activities throughout the year. Some events, such as open house, a parent breakfast, and parent conferences have exemplary family attendance, whereas other events such as literacy, math, and technology nights have reportedly low parental attendance. Parents reported that communications do not reach all families due to persistent language barriers, disconnected modalities, inconsistent expectations, and a lack of training. For instance, teachers stated that calling home, using the planners, and hosting events at school are the best ways to work with parents. Parent surveys showed, however, that workshops and internet-based methods of communication were preferred by parents. School leaders have not yet addressed the disconnection between what teachers provide and what parents want.
- Teachers reported that fewer parents are involved in school each year and there are no partnerships with the majority of parents. Both teachers and parents expressed frustration at the consistently low level of parental involvement in some school activities, which limits the school’s ability to share high expectations for students’ achievement.

- The school's parent engagement committee conducts an annual survey soliciting parent interests and needs. Reviewers found little evidence that a plan is in place to accurately analyze parental feedback and assess the needs of families in building strong home-school connections. The school does not have formal protocols to monitor family involvement trends or the interventions used to support families in understanding student academic and social and emotional developmental health needs. Additionally, PD is not provided to staff to increase their capacity to build reciprocal relationships with the parents and families of students served by the school.
- The district formally provides subject area grades and report cards to parents four times yearly and the school holds ten-minute parent conferences for all students twice each year to provide parents with updates and address concerns. However, due to the lack of a clear set of SMART goals to focus achievement, reporting on the progress of school goals is imprecise, and the disseminated information does not explain exactly what students have mastered or need to improve. Interviewed parents expressed dissatisfaction because teachers do not provided resources and models with the assignments given to their children, which prohibits parents from supporting and providing interventions to their children, and further reduces home-school cooperation.

Recommendation:

- The school leader should collaborate with support staff and teachers to devise and implement an action plan to fully identify, analyze, address, and monitor the development of home-school connections. The plan should include an explicit expectation for all staff to regularly and consistently use mutually agreed upon practices to support students, and detail embedded and continuous best practices PD to build home-school partnerships for staff and parents based on research literature for schools with similar demographics.