

**New York State Education Department
LEA School Improvement Grant Application, FY 2010
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

**School Improvement Grants
Application**

**Section 1003(g) of the
Elementary and Secondary Education Act**

Cover Page

LEA BEDS Code

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District: Poughkeepsie City School District	
Address: 11 College Avenue, Poughkeepsie, New York 12603	
Contact Person: Dr. Laval S. Wilson	Telephone: 845-451-4950
Address of Contact: 11 College Avenue, Poughkeepsie, NY 12603	
E-mail Address: lwilson@poughkeepsieschools.org	Fax: 845-451-4954

I hereby certify that I am the applicant's chief school/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 Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer (in blue ink)

Typed Name: Dr. Laval S. Wilson

Date:

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General Information

Eligible Applicants

This grant is open to Local Education Agencies (LEAs) receiving Title I, Part A serving one or more of the 67 identified Tier I and II persistently lowest-achieving schools in the State. Although LEAs are required to identify Tier III schools that they commit to serve within this application, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. Priority will be given to LEAs that commit to serve all identified Tier I and Tier II schools, and that demonstrate through their application the strongest commitment and capacity to fully implement the four intervention models and raise student achievement. Please see Commissioner Steiner's Press Release regarding Persistently Lowest-Achieving Schools, at <http://www.oms.nysed.gov/press/PersistentlyLowestAchievingAndSURRDec2010.html> for the complete list of schools.

Funds Available and Award Amounts

LEAs with Tier I and II schools will be able to receive up to \$2 million per school annually to implement a model selected by the LEA and approved by the New York State Education Department (NYSED). SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully. This funding is contingent on the LEA's capacity to implement the selected models and an approved application and budget that includes sufficient funds to implement the selected intervention model fully and effectively in each school. Each grant will be renewable based upon demonstrated success in at least one of the following areas:

- Progress towards meeting achievement goals;
- Progress shown through leading indicators; and/or
- Fidelity of implementation of required model actions.

Funding Period

The proposed funding period is anticipated to be July 1, 2011 through September 30, 2014. Based on USED guidance, awards must be made before July 31, 2011.

Expectations

Through the SIG program, the USED requires State educational agencies (SEAs) to prioritize funding to local educational agencies (LEAs) with the lowest-achieving schools that have the greatest need and demonstrate the strongest commitment to use the funds to significantly raise the achievement of their students. It is USDE's expectation that SIG funds are used for the implementation of one of four rigorous school intervention models—turnaround, restart, school closure, and transformation—in each persistently lowest-achieving school.

Models

The New York State Education Department will provide LEAs with SIG grants under 1003(g) to facilitate implementation of one of the following four school intervention models in Tier I and Tier II schools:

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- **Turnaround:** Phase out and replace the school with a new school(s) or completely redesign the school, including replacing the principal and at least half the staff.
- **Restart Model:** Either convert a school to a charter school or replace a public school with a new charter school that will serve the students who would have attended the public school. Under certain circumstances, districts may also enter into contracts with the City University of New York or the State University of New York for them to manage public schools.
- **Transformation:** Similar to the turnaround model, but with a requirement for an evaluation of staff effectiveness developed by the LEA in collaboration with teachers and principals that takes into account data on student growth, multiple observation-based assessments, and portfolios of professional activities. Evaluations would serve as the basis for rewarding effective teachers and removing ineffective teachers after ample professional development opportunities. A school that opts for a transformation model does not close but rather remains identified as persistently lowest-achieving until it demonstrates improved academic results.
- **School closure:** Close the school and enroll the students who attended the school in higher achieving schools in the LEA.

For the USDOE description of each of the models, please see:

<http://www.oms.nysed.gov/press/ATTAUSDOETurnaroundModels.2010.htm>

Definitions

LEA - Local Education Agency, typically a public school district or charter school.

SEA - State Education Agency

Tier I, II and III schools - The USED requires each SEA to identify three tiers of schools:

- **Tier I** schools: any Title I that has been identified as persistently lowest-achieving;
- **Tier II** schools: any secondary school that is eligible for but does not receive Title I, Part A funds that has been identified as persistently lowest-achieving;
- **Tier III** schools: any Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

Leading Indicators- detailed in section III of the final requirements, these are the school-level data that must be annually reported to the SEA:

- (1) Number of minutes within the school year;
- (2) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- (3) Dropout rate;
- (4) Student attendance rate;
- (5) Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- (6) Discipline incidents;
- (7) Truants;

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- (8) Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- (9) Teacher attendance rate.

Increased learning time- (A-18 & 19, Guidance on School Improvement Grants): "Increased learning time" means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition, although the Department encourages LEAs to closely integrate and coordinate academic work between in school and out of school. To satisfy the requirements in Section I.A.2(a)(1)(viii) of the turnaround model and Section I.A.2(d)(3)(i)(A) of the transformation model for providing increased learning time, a before- or after-school instructional program must be available to all students in the school.

Job-embedded professional development- professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:

- It occurs on a regular basis (e.g., daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

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Pre-implementation activities - activities that an LEA may carry out using SIG funds in the spring or summer prior to full implementation. Funds for activities that are designed to prepare for full implementation in the 2011-2012 school year come from the LEA's first year SIG grant, which may be no more than \$2 million per school being served with SIG funds. Therefore, the LEA needs to be thoughtful and deliberate when developing its budget. Some examples of possible pre-implementation activities include activities focused on family and community engagement, a rigorous review of external providers, recruitment of staff, selection and implementation of instructional programs, professional development and support for staff, and activities that increase school and district capacity in the areas of data gathering and analysis. As with all SIG funds, funds used for pre-implementation activities may not be used to supplant non-Federal funds. An LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds.

Rule of 9- An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with FY 2009 SIG funds and schools that are eligible to receive FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of those schools. See section II.A.2(b) of the final requirements. Given that the cap only applies to an LEA with nine or more Tier I and Tier II schools, an LEA with, for example, four Tier I schools and four Tier II schools, for a total of eight Tier I and Tier II schools, would not be impacted by the cap. However, an LEA with, for example, seven Tier I schools and two Tier II schools, for a total of nine Tier I and Tier II schools, would be impacted by the cap. Thus, continuing the prior example, the LEA with seven Tier I schools and two Tier II schools would be able to implement the transformation model in no more than four of those schools. For example, for FY 2009, LEA 1 had seven Tier I schools and two Tier II schools, so it was impacted by the cap. Using FY 2009 SIG funds, it implemented the transformation model in four of those schools. For FY 2010, LEA 1 has two additional Tier I schools and two additional Tier II schools, so it now has a total of 13 Tier I and Tier II schools, which means it may implement the transformation model in a total of six schools, or two schools in addition to those that are being served with FY 2009 funds.

Additional Information or Assistance

For additional information or assistance, please see:

- New York Education Department Field Guidance Memorandum regarding School Improvement Grants 1003(g), posted at : <http://www.p12.nysed.gov/accountability/memos.html>
- New York State Education Department's Race to the Top Application, posted at: <http://usny.nysed.gov/rttt/>
- USDOE Guidance on School Improvement Grants, at: <http://www2.ed.gov/programs/sif/faq.html>.

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If you have any questions regarding the application, please contact:

**Roberto Reyes
Title I Director
rreyes@mail.nysed.gov
518-473-0295**

Application Format

Directions for completion of the application materials should be carefully read and followed. The Application has 9 sections:

1. Application Cover Sheet
2. Assurances and Waivers Form
3. Section A: Schools to be served list
4. Section B: Descriptive Information
5. Appendix A: Baseline Data- This must be completed for each school the LEA commits to serve
6. Appendix B: Model Implementation Form- This must be completed for each school the LEA commits to serve
7. Appendix C: Consultation and Collaboration Form
8. Appendix D: Suggested Language for Commitment Letter regarding Education Law 3012-c
9. Budget Narrative: School Level Activities
10. Budget Narrative: LEA Level Activities
11. Budget, FS-10

Applicants should use the attached rubrics (Overall LEA Application Rubric and Model Implementation Plan Rubric) to complete the application, and ensure that the quality of the application meets expectations.

Application Submission Due Date

Grant applications are due to the New York State Education Department by **April 30th, 2011.**

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Assurances (specific to School Improvement Grant)

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements:
 - a. Number of minutes within the school year;
 - b. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - c. Dropout rate;
 - d. Student attendance rate;
 - e. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - f. Discipline incidents;
 - g. Truants;
 - h. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
 - i. Teacher attendance rate.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.
- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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Section A: Schools to be Served:

An LEA must identify each Tier I, II, and III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and II school. SED has no preference in regards to the models chosen by the LEAs for identified schools. Applications will only be reviewed based on the quality of the plan submitted.

School Name	NCES #:	Tier I	Tier II	Tier III*	Intervention (Tier I and Tier II only)			
					Turnaround	Restart	Closure	Transformation
Poughkeepsie High School	362376003307		X					X

*Although LEAs are required to identify Tier III schools that they commit to serve, SED will prioritize funding for Tier I and Tier II schools. SED does not anticipate funding Tier III schools unless additional monies become available and/or all Tier I and Tier II schools that LEAs have the capacity to serve are funded fully.

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Section B: Descriptive Information

Directions: When completing this section, LEAs should refer to the Overall LEA SIG Application Rubric, to ensure quality responses.

- 1. Describe the capacity of the LEA to implement one of the four models in each Tier I and Tier II school that the LEA has committed to serve. In order to demonstrate capacity, LEAs must provide a letter signed by union and district representatives committing to the creation of a teacher evaluation system as required by New York State Education Law 3012-c, with 20% of the evaluation based upon student growth on state assessments, and 20% based upon locally determined student achievement assessments (see Appendix D for suggested language). In addition, LEAs may also demonstrate capacity to fully implement the four models through taking the following actions :**
 - **Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.**
 - **Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.**
 - **Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.**
 - **Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.**
 - **Adding at least one period of instructional time per day and/or extending school year for each PLA school.**
 - **Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.**
 - **Providing at least 10 days of site-based training each school year for all teachers in PLA schools.**
 - **Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.**
 - **Identifying partner organizations and the role that they will play in supporting implementation of a model.**

In addition, the LEA should indicate that it has the ability to get the basic elements of its selected models up and running by the beginning of the 2012011 school year. If the LEA asserts that it does not have the capacity to implement one of the four models in each Tier I and II school that has been identified , the LEA must submit in this section a detailed explanation of the specific reasons that it lacks capacity.

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Submission of any revised collective bargaining agreements that support full implementation of models or a jointly signed letter indicating the status of discussions.

Prior to New York State being awarded funds for RTTT, the District had already started to research this initiative and as a result, during the 2009-10 school year, the Superintendent of Schools developed a Road Map for the High School which encompassed components of the Transformation model. In line with the Superintendent's Road Map, the Poughkeepsie High School Principal was replaced. In January 2010, the District submitted the Memorandum of Understanding affirming our interest to participate in RTTT. As a result of being awarded RTTT funds, the District started working on the required activities, one of them being participation with the Network Team through the local BOCES. The other was to begin reviewing present teacher and principal evaluation systems in order to ensure that it is comprehensive and consistent with Education Law 3012c. When we were notified that the Poughkeepsie High School was identified as PLA/SURR, we continued our efforts through the recommendations of the JIT Report and the newly written CEP.

After the School Improvement Grant (SIG) technical assistance meeting for all PLA/SURR Schools held on March 2, 2011, in Albany NY, the Superintendent of Schools convened a meeting with the Assistant Superintendent of Curriculum and Instruction, the President of the Poughkeepsie Public Schools Administrators Association (PPSAA), and the President of the Poughkeepsie Public School Teacher Association (PPSTA) to begin the dialogue in order to ensure that all of the strategies under the Transformation model can be implemented successfully.

The Superintendent of Schools and the Collective Bargaining Units have agreed to jointly sign a letter that fully supports the implementation of the Transformation model at the Poughkeepsie High School. As part of the Education Law 3012c, the Collective Bargaining Units will continue to work during the 2011-12 school year in order to implement an evaluation model that fully meets the requirements. This process will be outlined in Appendix B of the implementation plan of the Transformation model.

In addition, the District further demonstrates its commitment to the process of reforming teacher evaluation by participating in the AFT/NYSUT Innovation Initiative. The intent is to work together to build a comprehensive teacher evaluation system based on multiple measures which capture the range of skills and abilities that define teacher effectiveness in accordance with Education Law 3012c and the newly adopted teaching standards.

The District will work to ensure that a set of articulated criteria and guidelines are established collaboratively, by the Office of Human Resources and the designated Collective Bargaining Units, in order to ensure that the teachers are informed of the expectations required to be employed at the Poughkeepsie High School.

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Hiring a fulltime School Implementation Manager (SIM) for each PLA school. A SIM will be equivalent to an assistant principal and will assume most non-instructional responsibilities in the school.

The Poughkeepsie High School will be hiring a full-time School Improvement Manager (SIM) to lead and facilitate the work in scheduling, budgeting, and other components in changing schools. The SIM will provide the necessary assistance to the Principal in order to ensure that he will transform into the instructional leader of the building. For example, the day-to-day scheduling of the building walkthroughs by administrators, coaches, and professional peer reviews will be facilitated and managed by the SIM. The SIM will gather and produce reports for the Principal using pertinent data regarding the New York State Report Card, student individual assessment scores, and passing and failing grades. The SIM will also create and manage a matrix that will allow the Principal to lead in a cohesive manner thus minimizing the confusion and lack of communication that tends to occur in low performing schools. This organizational structure will allow for the Principal to become the instructional leader and allow for each Cohort Assistant Principal to be the instructional leader for their Cohort Team. The SIM will also help to facilitate and manage the visits for the LEA Turn Around Officers, who will be hired as part of the Transformation model. This will allow the Principal the opportunity to work collaboratively with the LEA Turnaround Officers based on their recommendations and findings and relieve the principal of the labor intensive task of gathering information as was done for the JIT review. This individual will be working directly with the Office of School Reform to coordinate internal support and reviews for the Poughkeepsie High School. As one of the pre-implementation activities, the Assistant Superintendent for Human Resources will develop a detailed job description, which includes these skills and expectations of the SIM.

The process for recruiting a SIM required creating a job description to ensure that the viable candidate for this position has extensive experience in school turnaround, as well as experience in working in an urban city school district. As per the RFI teleconference, a copy of the SIM job description is attached (see Appendix 1).

The district has begun creating a series of activities that are outlined as pre-implementation activities in preparation for the 2011-2012 school year. However, the matrix to be created will be dependent upon the amount of money provided through the SIG. These funds will, in turn, influence the matrix in terms of scheduling professional development, curriculum writing and implementation of interventions, supports and additional enrichment. For example, Curriculum Writing activities have been outlined and postings for these positions have been issued as anticipated summer activity (see Appendix 2).

Roles and responsibilities for the following:

SIM: See Appendix 1

Cohort AP: These grade level administrators work with a team consisting of a guidance counselor and a secretary, along with the tentative plan to create specific Cohort Instructional Support Teams (IST), to manage a specific grade level and monitor the

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students throughout their high school experience. This team works within the IST framework to implement supports and develop pathways to assist in monitoring individual student progress, attendance and discipline with the goal of supporting individual students in their efforts to graduate high school.

Turn Around Officers: *The roles and responsibilities of these grant funded positions have been developed to reflect the JIT team monitoring, which became a very positive experience for the Poughkeepsie High School. This team will be comprised of two experts who will visit the school quarterly, reviewing the activities and goals of the SIG/Transformation model. The three-day visit will include classroom visits, meetings with the building principal and the SIM, PLC observations, student interviews, as well as reviewing reporting on the fiscal portion of the grant. An exit meeting and subsequent written reports will be held with designated School District administration as well as Poughkeepsie High School staff.*

Site Coordinator: *The Site Coordinator will be a teacher on special assignment who will coordinate, along with the Superintendent, the Innovation Fund activities to develop and implement the Peer Assistance Review model specifically for the High School and the pilot of one Elementary School. Under the PAR model, this position will assist in developing the new teacher evaluation system to provide ample evaluation and feedback in order to increase the level of teacher productivity in the classroom and to create a model that supports Education Law 3012c. This position will also help to support the full implementation of the Transformation model in efforts to work collaboratively based on the submission of the Collective Bargaining Agreement, as indicated on page 10.*

Office of School Reform: *The New York State Education Department Office of School Reform will provide guidance, support, critique and review of all grant activities. A cooperative relationship is being developed with Mr. Andy McGrath, NYSED point person, who has provided guidance as the SIG was developed and will continue to provide support and budgetary oversight.*

How was the new Principal recruited/identified?

As indicated on page 10, the Superintendent of Schools developed a Road Map for the High School which encompassed components of the Transformation model. As a result of this, the new Principal, Edgar Glascott, was recruited based upon his expertise in successfully moving the Poughkeepsie Middle School from Restructuring status to a School in Good Standing within a three-year window. He has demonstrated skills in developing the culture of change as well as working with an administrative team in evaluating the teaching staff through formal evaluation and informally by walk-throughs. He has noteworthy skills in using technology to support curriculum, communication and presentations.

Professional Development of the Administrative Team: *The Professional Development for the administrative team began immediately after attending the Technical Assistance Meeting held in Albany, NY on March 2, 2011. Teacher evaluation meetings are held*

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weekly by the Poughkeepsie High School Administrative Team. Aspects of the newly adopted teaching standards are being utilized to write up teacher evaluations. District-wide Administrative Leadership workshops are held in different sites to discuss the new teacher evaluation tool along with the newly adopted teaching standards.

America's Choice provides leadership professional development workshops at the Poughkeepsie High School during scheduled visits. Thus far, there have been two district-wide administrative workshops, of two hours each, to identify how the indicators appear in instruction in our District. The Director of Research, Testing, and Evaluation has attended the BOCES ERAC (Educational Resources Advisory Council) meetings where the Race to the Top initiative has been workshopped. The Director turn-keyed this information to High School administration. The District is also seeking the guidance and support of the NYSED Office of School Reform to provide direction for additional training related to the Turnaround model. The Dutchess BOCES RTTT Network Team has completed their interview process for Network Team Officers. Poughkeepsie continues to be an active participant in this team and seeks assistance from the team in providing professional development opportunities and resources. The Assistant Superintendent for Human Resources also meets weekly with the High School Leadership Team to review evaluations, which is a preliminary step towards the new evaluation to be implemented at the High School.

Pending the approval of the School Improvement Grant, the elements included into the timeline and budget regarding the necessary steps to accomplish a school transformation will be initiated and supported through appropriate professional development provided by a variety of outside sources and professional organizations, such as ASCD. We understand that plans are being made by Dutchess BOCES to provide administrative professional development around the educational leadership policy standards (ISLLC), building leadership strategies for the implementation of Common Core Standards, and amendments to the Annual Professional Performance Review for teachers, during school year 2011-12. The District intends to send designated high school administrative staff to participate in these opportunities.

Requiring Principals of PLA schools to complete training focused on strategies for implementation of chosen models.

The newly appointed Principal has already attended training related to School Improvement and the Implementation of the Transformation model. Part of his responsibilities were to attend the three day workshop at the NASSP Conference related to Improving Student Performance, Creating Positive Home School Connections, Educational Law, as well as receiving in-district Turn Key professional development pertaining to the New York State Regents Reform Agenda. In its PLA identification for the graduation rate, the Principal, along with the Assistant Superintendent for Curriculum and Instruction, will also be attending workshops on Drop-Out Prevention. The America's Choice Design also requires the Principal and his leadership team to participate in consistent embedded professional development. For purposes of the PLA/SURR status at the high school, the Professional Development Plan (PDP) will be expanded to include a revised action plan that outlines the

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required training for the high school principal. The SIM, Principal, and his administrative team will continue to participate in a series of embedded professional development outlining workshops pertaining to the use of technology and the application of data through data systems such as BARS on the Web and NYSTART. The Principal and designated high school administrators will also be required to participate in the Technology Leadership Institute provided by Mid Hudson Regional Information Center (MHRIC).

Establishing an LEA Turnaround Office or Officers to manage the school-level implementation of the models and coordinate with NYSED.

The District intends to establish an Office of School Reform. As in the Joint Intervention Team model, the District will hire a team of educational experts to address and align to the goals outlined in the New York State Regents Reform Agenda (Teacher School Leader Preparation and Effectiveness, Raise Graduation Rate for At Risk Students, Curriculum and Professional Development, Assessments Aligned with Common Core Standards that evaluate College and Career Readiness Status and provide data for Effective Decision-Making). These experts will also conduct scheduled visits to the school to monitor and provide the adequate support in the implementation of the School Improvement Plan. There will be four visits, each one consisting of three days, scheduled for the first year. These experts will work in collaboration with the Principal and the SIM to ensure that their visits to the school are appropriately scheduled and effective. They will also act as liaisons with the Central Administration Staff (Superintendent and Assistant Superintendents) in order to ensure support for the cultural change that is required.

How will the team of educational experts be identified? What criteria will be used, etc?

The criteria that will be used will be based on the “Protocols for the Joint Intervention Team (JIT) Educational Experts,” as identified in the NYSED EMSC Website. The District is looking for educational experts that have extensive experience based on collection, analysis and utilization of Data, instructional delivery, school leadership, infrastructure for student success, professional development and understanding the role and interaction of the district to provide adequate support to the high school.

Adding at least one period of instructional time per day and/or extending school year for each PLA school.

As part of the Transformation Model, the Poughkeepsie High School will have an extended school day. Presently, the Poughkeepsie High School’s schedule consists of 9 instructional periods. The new schedule will consist of 10 instructional periods. However, the specific beginning and ending times have not yet been defined. In order to utilize SIG funds more effectively to service students, the Poughkeepsie High School will create a staggered schedule for teachers. This will require part of the staff to work periods 1-9 and others to work periods 2-10, with a portion of teachers, if necessary, teaching a sixth assignment in order to ensure that all students have opportunities for intervention and enrichment supports and activities. Therefore, opportunities for all students to partake in a full 10 period day schedule will be available.

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Who will lead professional learning community efforts and how will this be monitored to determine effectiveness?

The Principal, assistant principals, instructional coaches, department chairs, along with the America's Choice consultants will serve as a backbone structure for the implementation of professional learning community efforts. Evaluation will be based a qualitative analysis of minutes and other artifacts, such as lesson plans and student work, generated during the professional learning community time. The agenda will be set and the SIM will gather evidence of its fidelity.

Providing each teacher in PLA schools, 90 minutes of time dedicated to professional learning communities.

When the America's Choice model was implemented in the year 2007-08, the High School began providing teachers in the newly designed Freshman Academy with common planning time that allowed for professional learning community activities. During the 2009-10 school year, the former principal increased the time and the number of teachers, in ELA and Math, in addition to the Freshman Academy, to participate in professional learning community activities. As of September 2010, the newly hired principal has continued these efforts by providing Professional Learning Community time for the English, Math, and Social Studies departments. There also has been work to increase the Professional Learning Community Time with Science teachers. These efforts have been facilitated by the building leadership team, which consists of the building administrators and the Literacy and Math Coaches. The America's Choice consultants play an integral role in the professional learning community activities. These efforts have provided a foundation for the 90 minutes of time dedicated to professional learning communities but it still requires significant work for full implementation. The full implementation will require teachers to work in a PLC that crosses department lines with vertical and horizontal articulation. As a true PLC, the collaboration of teachers working together to become more interdisciplinary in scope and beginning efforts to ensure literacy across all content areas will be developed. Through the use of the PLC, teachers will focus on what and how students are learning, address students' learning needs, review student work and achievement data, collaborative planning, professional readings, journaling, testing, and adjusting instructional strategies, formative assessments and materials based on such data. The implementation of this model will require the Poughkeepsie High School to employ Teaching Assistants to serve as substitutes in order to provide the students with continuity to consistency, as well as providing teaching compensation for an additional hour per week.

Providing at least 10 days of site-based training each school year for all teachers in PLA schools.

Although the entire instructional staff has not participated in ten days of site-based training per year, teachers in the Freshman Academy, English, and Math have had the majority of site-based training through America's Choice consultants. This site-based training averaged approximately four full days. In addition, as the Poughkeepsie High School worked on meeting compliance by reducing the numbers of Students with Disabilities taught in self-contained classes and increased the number of integrated settings, those teachers also participated in site-based training averaging about four full days of training.

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The school district will expand the Professional Development Plan ensuring that each staff member will be mandated to attend four days of site-based training in the summer and six days during the school year for a total of ten days. The plan will be outlined in Appendix B of the Transformation model.

Please provide more information regarding the amount/types/participation of site-based training.

Amount: *1 full day to disseminate the SIG
1 day focus on the newly adopted teaching standards
2 days focus on the newly adopted teaching standards aligned to the
Education Law 3012c by utilizing best instructional practices
2 full days in the beginning of the school year and throughout the 2011-12
school year will encompass whole group, as well as targeted groups*

Types:

- *Co-Teaching in the Integrated Classroom*
- *Common Core Learning Standards*
- *Rollout of newly written curriculum*
- *Use of technology for instruction*
- *Analysis of the students' performance on the June 2011 Regents*
- *Use of data to drive instruction*
- *Literacy in the classroom*

Participants: *Whole Group Forums
Small Groups
Targeted Group and/or individuals*

Please provide specific information on how consultants and professional development providers will be screened and selected.

As part of Race to the Top, the District joined the BOCES Network Team to move forward with the four elements of the RTTT. For purposes of the Peer Assistant Review implementation, the consultants who have worked with other school districts in the NYSUT Innovation initiative will be selected to work at the Poughkeepsie High School. The selection of other consultants and professional development providers will be done in a collaborative manner based on area expertise, knowledge and experience in the field, collaboration with other districts and the BOCES.

The primary factor will be the fulfillment of the identified needs of the Poughkeepsie High School.

Providing training to new teachers that join PLA schools after the implementation of the model has begun and throughout the three year grant period.

Teachers hired during the summer after the first year implementation of the Transformation model will first, need to be informed of the criteria and guidelines established by the Office of Human Resources to work at the Poughkeepsie High School. These teachers will be required to participate in site-based training related to the Transformation model of the

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School Improvement Grant, newly adopted teaching standards aligned with PAR, interpretation of student data, on-going progress monitoring of students RtI/AIS Services, providing rigorous and differentiated instruction, making connections with parents and community, and cultural competence training. Similar training will occur for teachers hired during the school year as embedded professional development. Other training, for example SIOF and technology training, as well as additional training as needed, will continue beyond the three-year grant period.

Identifying partner organizations and the role that they will play in supporting implementation of a model.

Partner Organizations for Students

- Liberty Partnerships New York State Program sponsored by Marist College to support students who are at risk. This project provides tutoring and summer activities for high school students and will be continued.
- Marist College Upward Bound Program identifies students who are a first generation college student and who meets the NYS family income guidelines. The program provides students with skills and the motivation needed to successfully enter postsecondary education.
- Let's Get Ready is a program supported by Vassar College, providing Juniors and Seniors with instruction in foundational math and critical reading writing skills, SAT preparation, guidance and support for college selection and the application process.
- Vassar Science Scholars is a Saturday morning enrichment program in science that is offered to talented students. The goal is to sustain and deepen the students' interest in the sciences.
- STEP Program at SUNY New Paltz provides Mathematics, Science and Technology enrichment activities for under-represented or economically disadvantaged students.
- Dual Credit Courses for advanced study are offered in conjunction with Dutchess Community College.
- The District is working on providing weekend college experience for seniors allowing students to spend overnight time at Marist and/or Vassar College.
- Career Choices: Academic Innovations Freshman Transitions Initiative will be incorporated into the Freshman Seminar at the high school as a Bridge Transitional and Summer Program from the 8th to 9th grades to help facilitate career planning and more fluid transitions between 8th and 9th grades to ensure student success, and increase graduation rates.

All of these partnerships will continue and expand beyond the three-year grant period.

Partner Organizations for Staff

- New York University Metro Center for Urban Education provides technical training on disproportionality working directly with the High School Cohort ISTs.
- Adelphi University work related to Cultural Competence using a turnkey model training the High School Adelphi Committee by giving the staff the ability to

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interact with students in a more effective manner.

- RSE-TASC provides training for teachers in co-teaching settings and rigor in the self-contained classrooms.
- BETAC provides assistance and support to the AMAO plan and professional development for ESL and teachers of ESL students.
- Tuoro College provides SIOP training.
- Dr. David Squires of ABC Education Consultants, LLC provides web-based accessibility for District developed aligned and balanced curriculum in all subject areas. English, Math, and some Science courses have been written and will continuously be edited to align with the Common Core Learning Standards. Other courses will be created this summer as part of the pre-implementation activities.

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Section B: Descriptive Information (cont.)

- 2. Describe any obstacles (ex: collective bargaining, lack of professional staff, etc.) the LEA faces in implementing the four models in identified schools. Describe the LEA’s plan for addressing these obstacles, including specific activities, responsible personnel and expected timeline for overcoming the obstacles.**

Although the District along with the respective collective bargaining units have begun to collaborate on the implementation of the Transformation Model, and although there will be a signed Memorandum of Agreement, a list of potential topics that need additional planning and obstacles that need to be addressed follows:

Teachers

Negotiations for SMOA with PPSTA

1. Time: Implementation of a 9 period, staggered day for teachers; 10 period day for students
 - a. Some teachers will teach a 6th assignment (compensation)
 - b. Targeted Professional Development (90 minutes per week/10 days per year/Staff Development Days or compensation)
 - c. Faculty meetings, department meetings
 - d. Clarification of Preparation Period
 - e. Clarification of Professional Learning Community (PLC) time

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Finalization by Counsel	Meetings between PPSTA and Administration	PPSTA President and Superintendent/Designee	May - June

2. Evaluation of Teachers (SMOA)
 - a. New evaluation tool (APPR)
 - Student Growth
 - Building Walkthroughs
 - Observations - Administrators, Coaches, and Peers
 - b. PAR Implementation
 - Appoint Site Coordinator (PPSTA)
 - Release time
 - Compensation

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- Parameters of the role
c. Teacher Improvement Plans (TIPS)

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Include Counsel	Consultation with Negotiation Team; Innovation Design Team; Professional Development	PPSTA President and Superintendent/ Designee	May - December

3. Curriculum and Instruction

- a. Adhere to the ABC Curriculum
- b. Non-traditional teaching opportunities (e.g. online courses) need to be assigned as a part of the 5/6 periods
- c. Mandated 5-week Progress Reports (Compensation – time/money)
- d. Number of different preparations for probationary teachers
- e. Assign a Professional Development Coordinator (PPSTA)

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Finalization by Counsel	Meetings between PPSTA and Administration; Review PHS Master Schedule; Professional Development; Confer with PDP Team and Mentoring Committee; Update PDP	Principal, PPSTA President, and Superintendent/ Designee	May - August

4. Compensation

- a. PPSTA Median Rate
- b. Points
- c. Time

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PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Finalization by Counsel	Meetings between PPSTA and Administration	PPSTA President and Superintendent/ Designee	May - August

5. Transformation Mindset

- a. Facilitate the change process
 - Bring clarity to the rationale and the process for implementing the Transformation model
- b. Expectations of a PHS teacher
- c. Selection Process
 - Assignment to PHS
 - Explain the Transformation Model at PHS
 - Appropriate Certification
 - Preference
 - Volunteers
 - Assigned as per the CBA
 - Consider extending deadline for assigning secondary and K-12 teachers
 - Extended Day (Staggered Schedule)
 - Preference
 - Volunteer
 - Assigned

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with PHS, PMS, and teachers certified K-12, Administration, Central Office	Personalized Meetings: Faculty, Department, Cohort, Individuals, PPSTA	Principals, PPSTA President, and Superintendent/Designee	May - June

MOA will be in place for three years and may be amended at the end of each year.

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PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Include Counsel	Consultation with Negotiation Team; Innovation Design Team; Professional Development	PPSTA President and Superintendent/Designee	May of years 2 and 3

Administration

Negotiations for SMOA with PPSAA

1. Leadership
 - a. Implementing the Change process
 - Establish the Transformation mindset by bringing clarity to the rationale and the process for implementing the Transformation Model
 - b. Expectations of a PHS administrator
 - c. Selection Process
 - Assignment to PHS
 - Explain the Transformation Model at PHS
 - Assistant Principals commitment
 - Preference
 - Volunteers

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with PHS and PMS administrators	Administrative Meetings	Superintendent/Designee and PHS Principal	May - June

2. Master Schedule:
 - a. Implementation of a 9 period, staggered day for teachers; 10 period day for students
 - b. Creative Master Scheduling:
 - 6th assignment
 - Targeted Professional Development (90 minutes per week)
 - c. Faculty meetings, department meetings
 - d. Clarification of Preparation Period
 - e. Clarification of Professional Learning Community (PLC) time

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PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee;	Meetings between PPSTA and Administration; Master Scheduling	PHS Principal	May - September

3. Evaluation of Administrators
 - a. Implementation of 3012c
4. Evaluation of Teachers
 - a. New evaluation tool
 - Student Growth
 - Building Walkthroughs
 - Observations - Administrators, Coaches, and Peers
 - b. PAR Implementation
 - c. Parameters of the role
 - d. Teacher Improvement Plans (TIPS)

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Include Counsel	Consultation with Innovation Design Team; Professional Development	PPSAA President and Superintendent/Designee	May - December

5. Curriculum and Instruction
 - a. Adhere to the ABC Curriculum
 - b. Non-traditional teaching opportunities (e.g. online courses) need to be assigned as a part of the 5/6 periods
 - c. Mandated 5-week Progress Reports (Compensation – time/money)
 - d. Number of different preparations for probationary teachers

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with PPSTA; Finalization by	Meetings between PPSTA and Administration; Review PHS	Principal and Superintendent/Designee	May - August

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Counsel	Master Schedule; Professional Development;		
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6. Compensation

a. The compensation pay/stipend Administrators for PLA Schools

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Finalization by Counsel	Meetings between PPSAA and Administration	PPSAA President and Superintendent/Designee	May - August

MOA will be in place for three years and may be amended at the end of each year.

PLAN	ACTIVITIES	RESPONSIBLE	TIMELINE
Collaborate with Superintendent/ Designee; Include Counsel	Consultation with Negotiation Team; Innovation Design Team; Professional Development	PPSAA President and Superintendent/Designee	May of years 2 and 3

Please provide additional information on how the district and union will come to an agreement regarding those issues listed on page 17-21 that are not related to the new teacher and principal evaluation system. Many of the issues listed will affect the timeline for full implementation of the model. In some cases, these issues, if not resolved, will affect implementation of required actions that should be in place in the beginning of the 2011-2012 school year.

Subsequent to submission of the SIG, scheduled meetings have been held to discuss the items provided on pages 17-21.

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The one component that was critical to the implementation of the Transformation model was extending the school day. This issue has been resolved. The school will create a staggered ten-period day without having to provide additional compensation to all teachers.

In relation to the on-line courses, the district, the high school administrative team, and the teachers union have been working collaboratively since Spring 2011 on piloting the implementation of credit recovery opportunities using Nova Net. On-line courses will now be provided during summer school and a scheduled time will be included into the Master Schedule for 2011-12 school year.

Meetings have also been held to discuss the criteria and teacher expectation for working at the high school under the Transformation model. Some of the items listed on the profile of teachers working at the high school still require negotiation. However, the understanding is that the year will begin with these items resolved and in place. Please see Appendix 3.

The Superintendent and Assistant Superintendent for Human Resources, along with the teachers union, are working in creating the appropriate Memorandum of Agreements for items requiring compensation, hourly versus stipend.

In the administrative component of items to be negotiated, the District's Senior Staff Team meets with the building principal of the high school, who is also the president of the administrators association, to discuss items listed on the obstacles. The process of these scheduled meetings have resulted successfully.

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Section B: Descriptive Information (cont.)

3. Describe any LEA level activities or services (including establishing operating conditions, planning, implementation, and monitoring) that will support the implementation of the four models in identified schools. Provide a timeline of these activities that extends over the three year grant period, and includes any pre-implementation activities. Identify who will be responsible within the LEA for these activities, and include a description of their specific duties.

LEA level Activities for Tier I and II Schools

Type of Activity/Description	Timeline	Persons Responsible	Description of duties
Align District Negotiated Agreements with Transformation model	April 2011 – through Year 3 <i>Pre-implementation activities April 2011 – July 2011;</i> <i>First year evaluation February 2012 – June 2012;</i> <i>Review of tool and process (renegotiate items July and August 2012)</i>	<i>*Superintendent,</i> Assistant Superintendent for Human Resources, Designated members of collective bargaining units <i>PPSTA President, NYSUT Representative,</i>	<ul style="list-style-type: none"> • Review of District contracts • Remove any contractual impediments
Administrator and Teacher Evaluations	May 2011 – through Year 3 <i>Pre-implementation activities April 2011 – July 2011;</i> <i>First year evaluation February 2012 – June 2012;</i> <i>Review of tool and process (renegotiate items July and August 2012)</i>	<i>*Superintendent,</i> Assistant Superintendent for Human Resources, <i>President of the Administrators Association and the Negotiation Team</i>	<ul style="list-style-type: none"> • Assess current evaluation tools • Develop and implement evaluation tool aligned with Education Law 3012c and Teaching Standards • Develop a numeric teacher performance level
Peer Assistant Review (PAR)	March 2011 – ongoing <i>Continued development of the PAR Structure June 2011 – August 2011</i> <i>2011-12 Ongoing</i>	District-wide Innovation Team, NYSUT <i>*Superintendent, Assistant Superintendent for Curriculum and Instruction, 3 building level administrators and 5 members of the</i>	<ul style="list-style-type: none"> • Attend all NYSUT sponsored Innovation Workshops • Hire a PAR Facilitator • Develop and Implement PAR <i>by piloting the first year with</i>

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		<i>PPSTA Unit</i>	<i>teacher volunteers at the PHS</i>
Redesign the Organizational Structure of PHS	April 2011- through Year 3 <i>Organizational Chart will be completed for the opening of school September 2011</i>	<i>*Superintendent, Senior Staff, Transformation Team</i>	<ul style="list-style-type: none"> • Produce an organizational chart for PHS - <i>outlines the roles of Principal, Assistant Principal and Cohort Teams, the SIM, the different departments and the academies, along with the role of the Turnaround Officers</i>
Hire SIM and Turn Around Officers	June and July 2011 <i>Development of Job Description June 2011; Recruitment Interview and Board Appointment process July 2011</i>	Superintendent, Assistant Superintendent for Human Resources, Building Principal, designated interview committee members	<ul style="list-style-type: none"> • Create job description • Advertise • Application review • Interview • Board of Education appointment
Restructure the school day	April 2011 – through Year 3 (<i>on-going</i>) <i>Master Schedule Completed by July 2011 and process will be ongoing to ensure success</i>	<i>*Superintendent, Assistant Superintendent for Human Resources, *Principal</i> Designated members of collective bargaining units, Transformation Team	<ul style="list-style-type: none"> • Assemble a Scheduling Committee • Review of cohort applications of extended day models • Develop new master schedule • Allocate time for imbedded professional development • <i>Set and develop structure for entire school wide PLC</i> • <i>Implementation of the advisories</i>
Restructure the course offerings	May 2011 – through Year 3	<i>*Principal</i> Scheduling	<ul style="list-style-type: none"> • Review current course offerings

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		Committee, Information Services	<ul style="list-style-type: none"> • Align course titles with NY State definitions and identification system • Associate teaching staff with course offerings according to the NYSED definitions
Develop a process to ensure staff commitment to work in the new High School under the transformation model	May and June 2011, <i>see Appendix 3</i>	<i>*Assistant Superintendent for HR, *Principal, Collective Bargaining Representatives, PPSTA President and PHS Building PPSTA Representative</i>	<ul style="list-style-type: none"> • Create guidelines and presentation • District-wide forum to provide information about the model and district expectations to recruit teachers • Select instructional staff to work under transformation model • Sign a commitment letter
Align and balance PHS Curriculum	Summer 2011 and ongoing, <i>July 2011 Summer Curriculum (see Appendix 2)</i>	<i>Office of Curriculum & Instruction, *Assistant Superintendent for Curriculum and Instruction</i> Curriculum Committee, Alignment facilitators, Curriculum Authors	<ul style="list-style-type: none"> • Interview and select facilitators and curriculum authors • Series of activities to align and balance curriculum • Activities to revise formerly written curriculum to align to Common Core Learning Standards, where appropriate • Activities to write new curriculum for Social Studies, Art, and some Math and Science

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			<p>Courses</p> <ul style="list-style-type: none"> • Written curriculum will be published on the web-site prior to August 15
Redesign the Restructuring Team into the Transformation Team	<i>May 2011 – June 2011</i>	Superintendent, <i>*Assistant Superintendent for Curriculum,</i> current Restructuring Team	<ul style="list-style-type: none"> • Reform and adapt the goals of the Restructuring Team into the Transformation model • Approval from the BOE <i>on June 22, 2011</i>
Customize the PDP to address the specific needs of the PHS	June 2011 – ongoing	Transformation Team, <i>*PDP Committee, Assistant Superintendent for Human Resources</i> Board of Education	<ul style="list-style-type: none"> • Review present PDP • Customize the PDP to address a three year flexible plan to reflect the needs of the Transformation model • Develop and implement Summer Training in alignment with the Transformation model • Ensure that PDP is imbedded in the teacher calendar • Develop in-service offerings that support the Transformation model (i.e. SIOP, PBIS, using Smart Board)
Extension of the School Day and additional time within the school day	March 2011 – ongoing (<i>This involves preparation of the Master Schedule for implementation in September 2011</i>)	Transformation Team, Scheduling Committee, Superintendent, <i>*Assistant Superintendent for Human Resources,</i>	<ul style="list-style-type: none"> • Extend the school day to include more instructional time <i>September 2011</i> • Schedule a block of time for PLC

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		Designated members of collective bargaining units	<ul style="list-style-type: none"> • Ensure that RtI or AIS is provided to all eligible students based on section 100.2
Access to accurate student and program data	Preliminary Activities, Years 1, 2, and 3 <i>this will be ongoing throughout years 4 and 5 (5 year plan)</i>	The Technology Team <i>consisting of the *Assistant Superintendent for Pupil Personnel Services overseeing the Director of Technology that is to be hired, Principal</i>	<ul style="list-style-type: none"> • Transition to a new student management system • Hire a new Director of Technology to facilitate the transition • Identify data to utilize for program evaluation • Ensure that all data is entered accurately and consistently • <i>Purchased High School Report to calculate percentage per cohort moving toward diploma status</i> • <i>Purchase parent portal</i> • <i>Provide turnkey PD for utilization of student management system</i>
Program Implementation and Monitoring	Years 1, 2, and 3	Designated Assistant Superintendents, Principal, Directors, Turn Around Officers, <i>*Assistant Superintendents for Curriculum and Instruction, Pupil Personnel Services and Human Resources</i>	<ul style="list-style-type: none"> • Ensure that all appropriate resources and materials are in place • Utilize data to monitor teacher, class and grade level • Utilize data to drive instruction • Ensure fidelity to the America's

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			<p>Choice Design</p> <ul style="list-style-type: none"> • Ensure progress monitoring using the RtIM • Mandate all teachers to meet Part 100.2 • Monitor implementation to ensure consistency with the model • Identify successes through data, make modifications, as necessary • Review and revise, where necessary, current protocols for student attendance and drop-outs • Ensure that parent communication is consistent and effective regarding student related matters
Provide additional technology for instructional use	July 2011 – July 2013	Director of Technology, Technology Committee, Transformation Team, Turn Around Officers	<ul style="list-style-type: none"> • Identify and address the instructional technology needs • Create a new building level technology plan that reflects the Transformation model • Provide high quality training • Evaluate the effective instructional use of technology
Bridging the gap between home and school – parental involvement	Ongoing	Superintendent, Principal, PTSA, Parent Liaison,	<ul style="list-style-type: none"> • Create parent orientation meetings by Cohort

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		Public Relations Officer, SLC Assistant Principal, SIM Director, Social Workers, Guidance Counselors, ISTs, all building level staff, Director of Technology. This a collaborative effort with all staff members listed, facilitated by the Principal.	<ul style="list-style-type: none"> • Develop a paradigm for parent participation • Nurture a culture/mindset that parents are partners • Setting an annual calendar of activities for parents • Provide training and support in the use of the parent portal
Increase Community Based Organization Involvement	Ongoing – September 2010 schedule meetings are held throughout the school year	Superintendent, Principal, PTSA, Parent Liaison, Public Relations Officer, *SLC Assistant Principal, SIM Director	<ul style="list-style-type: none"> • Continue to build on identified current partnerships • Develop and implement student opportunities (i.e. student internships and job shadowing) • Expand tutorial assistance for students • Create the calendar that outlines the CBO breakfasts and other events
Develop a vision and mission statement aligned to the transformation model that reflects the newly designed high school	Complete by June 2011	*Principal, Restructuring Team (Transformation Team), PHS Students, BOE	<ul style="list-style-type: none"> • Restructuring team will complete this task by June 2011 • Students in Social Studies Classes will review the statements and provide input • BOE will adopt new vision and mission statement in July 2011 • Principal will

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			<i>gather all outcomes to determine the final mission and vision statement for the high school</i>
Revamp BLT	Ongoing <i>Pre-implementation activities – July and August 2011, BLT Training September 2011</i>	Principal, <i>*Office of Human Resources, Collective Bargaining Units (Teachers, Teaching Assistants, Nurse and Custodial Staff), parents</i>	<ul style="list-style-type: none"> • Complete a needs assessment • Fill in vacant positions with the correct constituencies • Create a calendar • Provide training to work as a BLT • Provide training to principals regarding the expectations and role of the BLT
Plan for the 4 days of professional development that will occur during the summers	May 2011 – ongoing <i>As per the telephone conference SIG award critical to create, develop and implement summer site based training for 2011</i>	Office of Curriculum and Instruction – <i>*Assistant Superintendent for Curriculum and Instruction, *PDP Committee, *Principal, Leadership Team, SIM</i>	<ul style="list-style-type: none"> • Review the SIG application, the JIT findings, and the CEP findings alignment and creating a matrix for PD • Plan with partners (i.e. NYU, Adelphi, Tuoro, etc.) • Develop Summer training Institute (4 days) to include presenters, logistics, etc. • Develop an evaluation for Summer Training • Review evaluations • Create workshop activities for a more comprehensive process of the teaching

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			<i>standards</i>
Plan for the 6 days of professional development that will occur during the school year	May 2011 – ongoing	Office of Curriculum and Instruction <i>Assistant Superintendent for Curriculum and Instruction</i> , PDP Committee, <i>*Principal</i> , Leadership Team, <i>*SIM</i>	<ul style="list-style-type: none"> • Develop school year training (6 days) to include presenters, logistics, etc. • Utilize the America’s Choice model to provide training during the school year • Plan with partners (i.e. NYU, Adelphi, Tuoro, etc.) • Develop an evaluation for school year training • Review evaluations
Purchasing and training for Netbooks for teachers	August 2011 <i>Purchased and delivered by September 2011</i>	<i>*Office of Curriculum and Instruction</i>	<ul style="list-style-type: none"> • Order 100 netbooks • Schedule trainer to develop skills for teachers to use netbooks • <i>Maintain inventory of their own professional growth through the teaching standards PD</i>
Review present duties of IST and revise duties	June 2011 – <i>September 2011</i>	Superintendent, Transformation Team, IST Chairs, Office of PPS – <i>*Assistant Superintendent for Pupil Personnel Services</i> , Curriculum and Instruction, Human Resources, SIM, Collective Bargaining Units	<ul style="list-style-type: none"> • Assess the current duties of the IST Cohorts in the High School • Recommendations for changes through the Transformation Team • Develop a process and format to communicate students quarterly reports indicating progress

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Dissemination of the SIG requirements under the Transformation model	May – <i>September 2011</i> , ongoing	<i>*Principal</i> , Public Information Officer, Restructuring (Transformation) Team, Superintendent or designee (<i>*Assistant Superintendent for Curriculum and Instruction</i>), Collective Bargaining Units – <i>PPSTA President</i>	<ul style="list-style-type: none"> • Provide power point presentation of the SIG to High School staff, students, parents, and community • Publish the SIG information on the District website and newspaper “Pride,” and local media • Create a portal on the website to receive feedback
Develop a protocol for the Turn Around Officers	September 2011 and ongoing <i>First Quarter visit November 2011, Section Quarter visit February 2012, Third quarter visit April 2012 and fourth quarter visit end of May 2012 – ongoing for years 2 and 3</i>	<i>*Superintendent</i> , Principal, Assistant Superintendent for Curriculum and Instruction, Transformation Team, <i>*SIM</i>	<ul style="list-style-type: none"> • Identify the Turn Around Officers • Create a calendar for scheduled visits • Develop a protocol that is based on the outline of the JIT • Develop lines of communication and provide for feedback • <i>Create, collaboratively, a process and format for the scheduled Turn Around Officer visits</i>
Creating opportunities for In-Service that supports the Transformation model	May 2011 and ongoing <i>Pending SIG approval – Course offering proposals will be collected and review July and August 2011</i>	Superintendent, Principal, Assistant Superintendent for Curriculum and Instruction, Transformation Team, In-Service Committee, <i>*Assistant Superintendent for Human Resources</i>	<ul style="list-style-type: none"> • Develop in-service courses (i.e.: rigor in the classroom; literacy across the content area; using technology in the classroom; technology 2; utilizing data to inform instruction, etc.) • Develop course evaluation

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			<ul style="list-style-type: none"> • Hire in-service instructors • Post in-service positions
Provide transitions for middle school students into their freshman year and ongoing, Career Choices	June 2011 and ongoing	<i>*SLC Assistant Principal,</i> Designated lead teacher, Guidance Counselors, Designated Cohort Teachers	<ul style="list-style-type: none"> • Develop Program • Attend Career Choices Conference • Purchase the adequate materials • Begin implementation
Embedded Professional Development	September and ongoing <i>Pre-implementation activities July and August 2011</i>	Office of Curriculum and Instruction – <i>*Assistant Superintendent for Curriculum and Instruction,</i> Building Level Coaches (ELA and Math), PDP Committee, Principal and Leadership Team, SIM, <i>Assistant Superintendents for Pupil Personnel Services and Human Resources</i>	<ul style="list-style-type: none"> • Develop the concept and create a culture/mindset of PLC • Develop embedded training calendar to include logistics • Plan with partners, district and local school staff • Develop an evaluation for embedded training • Review evaluations • Provide feedback
Create a Student Advisory	September 2011 and ongoing <i>Reviewing and assessing various advisory models May – July 2011</i>	<i>*Principal,</i> SLC Assistant Principal, Designated lead teacher, Guidance Counselors, Designated Adelphi Committee Members, IST Cohort Facilitators, Advisory Lead Teachers, <i>Assistant Superintendent for Pupil Personnel Services</i>	<ul style="list-style-type: none"> • Develop the concept of student advisory to meet the needs of PHS • Post and select the advisory lead teachers • Train the advisory lead teachers • Advisory lead teachers will develop protocols in collaboration with Adelphi Committee for advisories • Develop an evaluation for teachers and

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			<p>students</p> <ul style="list-style-type: none"> • Review evaluation data
Improving Interactions between the Parent and the School	Ongoing <i>Spring 2011</i>	Principal, All Assistant Principals, Public Information Officer, Restructuring (Transformation) Team, Superintendent or designee, PHS Family liaison, Translators – <i>Staff members listed all have a main role and purpose through this collaborative process</i>	<ul style="list-style-type: none"> • Provide power point presentation of the SIG to parents at informational sessions • Conduct parent surveys (baseline data) • Publish the SIG information on the District website and newspaper “Pride,” and local media • Create a portal on the website to receive feedback • Translate SIG information into Spanish • Review parent survey data to drive parental engagement activities • Post activities survey • Use data to structure parent activities for subsequent years • <i>Scheduled and structured meetings and activities for parents</i>
Improving Interactions between the Community Based Organizations and the School	Ongoing	Principal, SLC Assistant Principal, <i>*Adelphi Committee</i> , Public Information Officer, Restructuring (Transformation)	<ul style="list-style-type: none"> • Provide power point presentation of the SIG to CBOs at informational sessions • Continue CBO breakfast forums

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		Team, Superintendent or designee	to provide ongoing update on SIG <ul style="list-style-type: none"> • Increase opportunities for students, i.e. part-time employment, internships, mentoring, etc.
Develop a protocol to provide data to all staff in a meaningful user friendly format	Ongoing <i>SIM to develop the process August 2011</i>	*SIM	<ul style="list-style-type: none"> • During Site-Based training inform all staff of Federal and State Reporting Systems • Provide staff training to learn local systems to disaggregate data • Share with staff protocols to attaining data that will be needed for PLCs (i.e. one does not ask for data on the same day of a workshop)
Assessment of present programs for students (co-curricular activities, clubs, and athletic programs)	June 2011 and ongoing <i>Structured scheduled meetings to be completed by June 2011</i>	Principal, SLC Assistant Principal, Assistant Superintendent for Curriculum and Instruction, Director of Athletics, <i>*Superintendent</i>	<ul style="list-style-type: none"> • Review all programs for participation rate, student demographics, parental engagement • Provide an assessment of programs to the BOE • Utilize student surveys to develop new programs, if necessary • Work with collective bargaining units to develop stipend positions
Assessment of present programs for students in	June 2011 and ongoing	Superintendent, Principal, <i>*SLC Assistant</i>	<ul style="list-style-type: none"> • Review all programs for

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partnership with Community Based Organizations and/or Higher Learning Institutions		<i>Principal,</i> Assistant Superintendent for Curriculum and Instruction, CBO Representatives, Higher Learning Institution Representatives	participation rate, student demographics, parental engagement <ul style="list-style-type: none"> • Develop a program for students to have opportunities in real college life experiences, i.e. see Appendix B – Away from Home
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**Indicates Main Person responsible for each specified activity.*

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Section B: Descriptive Information (cont.)

- 4. For each Tier I and Tier II school that the LEA commits to serve, please complete the baseline data chart (Appendix A) and appropriate LEA Model Implementation Plan (Appendix B). When completing the LEA Model Implementation Plan, LEAs should refer to the Model Implementation Plan Rubric, to ensure quality responses.**

See attached baseline charts (Appendix A) and Transformation Plan (Appendix B).

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Section B: Descriptive Information (cont.)

5. Describe the annual goals the LEA has established for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA has established for graduation rate in Tier I and II schools that receive school improvement funds. Additionally, please include annual goals for the leading indicators listed on page 18. Describe the LEA's plan for assessing school progress on meeting those goals, and for monitoring the implementation of the four models.

An LEA's annual ELA, math and graduation goals should be designed so that a school that achieves them each year will no longer be persistently lowest achieving within three years. Please see NYSED guidance on setting goals for persistently lowest achieving schools at <http://www.p12.nysed.gov/accountability/memos.html>.

Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA. In other words, each LEA receiving SIG funds must monitor the Tier I and Tier II schools it is serving to determine whether they have met the LEA's annual goals for student achievement and must also comply with its obligations for making accountability determinations under section 1111(b)(2) of the ESEA.

The overall goal is to increase the Poughkeepsie High School's graduation rate.

AYP STATUS Targets Met and Missed

ELA/Reading

The Poughkeepsie High School will monitor student achievement in ELA/Reading by using the state assessments.

In 2009-10 the AMO was 171. The goal is to meet or exceed the AMO of 176 in 2010-11, 181 in 2011-12, 187 in 2012-13, and 193 in 2013-14.

For the All Student Group, the AMO was met for the 2010-2011 School Accountability Report. However, it was not met during the school years 2008-2009 and 2009-2010.

Black/African American:

Due to not making the graduation rate, this sub-group was not eligible for Safe Harbor. The Safe Harbor Target was 156. Although this sub-group did not qualify for Safe Harbor, it is important to note that the Performance Index was 166, three points short of meeting the Effective AMO and exceeded the intended Safe Harbor Target by 10 points.

White:

The white population continues to meet the Effective AMO.

Hispanic:

The AMO was not met in the 2009-2010 school accountability report. The effective

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AMO was met for the 2010-2011 school accountability report. This sub-group has the highest performance index over all the other groups.

Students with Disabilities:

The Safe Harbor was not met in the 2008-2009 and 2009-2010 school accountability reports.

The Safe Harbor Target was met for the 2010-2011 school accountability report. Although, we surpassed the Safe Harbor Target by 9 points, our designated score to reach the Effective AMO is significantly lower. However, students in this sub-group have continued to increase their performance level for the past three consecutive years.

Limited English Proficient:

There are not enough students to establish a cohort. The team will work on developing an index number for this sub-group in order to ensure that students are progressing successfully.

Economically Disadvantaged:

The Safe Harbor Target was not met in the 2008-2009 and 2009-2010 school accountability reports. The Safe Harbor Target was met for the 2010-2011 school accountability report. The performance index was 163, six points short of meeting the Effective AMO.

LOCAL ELA/Reading DATA BY COHORT

2007 Cohort General Education Population:

Approximately 20% of students in the 2007 Cohort that have attempted to take the ELA Regents Comprehensive Exam during grade 11 have yet to pass the exam.

2007 Cohort Students with Disabilities:

Approximately 22% of the SWDs have not met the passing State criteria for the ELA Regents Comprehensive Exam, as well as the Regents Competency Test.

Approximately 23% of the SWDs met the criteria of either passing the ELA Regents Comprehensive Exam with a score of 55-64 and/or passing the Regents Competency Test.

Approximately 39% of the students have passed the ELA Regents Comprehensive Exam with a score higher than 65.

Approximately 16% of the students have not met grade level requirements to be eligible for the ELA Regents Comprehensive Exam and/or Regents Competency Test.

Math

The Poughkeepsie High School will monitor student achievement in Math by using the state assessments.

In 2009-10 the AMO was 171. The goal is to meet or exceed the AMO of 173 in 2010-11, 179 in 2011-12, 186 in 2012-13, and 193 in 2013-14.

For the All Student Group, the Effective AMO was met for the past four consecutive years on the School Accountability Report. However, our scores have fluctuated and a steady increase in scores is not reflected.

Black/African American:

Due to not making the graduation rate, this sub-group was not eligible for Safe Harbor.

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However, such significant progress has been made that the performance index was 168, three points higher than the Effective AMO.

White:

The white population continues to meet the Effective AMO. However, the scores have fluctuated from year to year. For the past two consecutive years, scores have increased by one index point.

Hispanic:

This sub-group has the highest performance index over all the other groups. Continuous steady progress has also been made for the past three years surpassing the Effective AMO.

Students with Disabilities:

The Safe Harbor was not met for the past three consecutive years. The participation rate continues to be 100%.

Limited English Proficient:

The number of students in the sub-group has dropped by 50%. The team will continue to work on individual analysis of students' scores.

Economically Disadvantaged:

The Safe Harbor Target was not met in the 2009-2010 school accountability reports. The Safe Harbor Target was met for the 2010-2011 school accountability report. The performance index was 164, one point away from meeting the Effective AMO and six points higher than the Safe Harbor target.

Graduation Rate

The Poughkeepsie High School will monitor the graduation rate by using the official calculations provided in the New York State School Report Card.

The graduation rate for the 2005 Cohort was 59%. The goal is to meet or exceed a graduation rate of 63% for the 2006 Cohort and continue to meet or exceed Safe Harbor Graduation Targets for Cohorts 2007 and 2008 established by the New York State Education Department.

For all students, the graduation rate was 59%. We exceeded our Progress Target by 3%. However, the new graduation objective State Standard is 80%. In all sub-groups, the new State Standard has not been met. The following data is based on the New York State Report Card.

Black/African American:

For the past three years, the graduation rate has increased. The graduation rate for the 2003 cohort was 46%. The graduation rate for the 2004 cohort was 52%. The graduation rate for the 2005 cohort was 57%. We failed to meet the Progress Target by 1%.

White:

The graduation rate for the 2003 cohort was 64%. The graduation rate for the 2004 cohort was 50% (which did not allow Safe Harbor qualification). The graduation rate for the 2005 cohort was 72%. We exceeded the Progress Target by 16%.

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Hispanic:

For the past three years, the graduation rate has increased in small increments. The graduation rate for the 2003 cohort was 41%. The graduation rate for the 2004 cohort was 42% and the graduation rate for the 2005 cohort was 45%. We failed to meet the Progress Target by 5%.

Students with Disabilities:

The graduation rate for the 2003 cohort was 34%. The graduation rate for the 2004 cohort was 32% and the graduation rate for the 2005 cohort was 52%. We exceeded the Progress Target by 10%.

Limited English Proficient:

The number of students in the sub-group has increased by 50% from the previous school year. The team will continue to work on individual analysis of students' scores.

Economically Disadvantaged:

For the past three years, the graduation rate has increased. The graduation rate for the 2003 cohort was 45%. The graduation rate for the 2004 cohort was 48% and the graduation rate for the 2005 cohort was 57%. We exceeded the Progress Target by 3%.

School Improvement Status

The Poughkeepsie High School's improvement status, according to the 2009-10 New York State School Report Card is as follows:

- Overall - Restructuring (Year 2) Comprehensive
- ELA – Corrective Action (Year 2) Comprehensive
- Math – Restructuring (Year 2) Focused
- Graduation Rate – Improvement (Year 1) Basic

Average Scale Score

ELA Students in Levels 1 and 2

Students scoring in Level 1 in ELA was 31%. The goal is to decrease the number of students scoring in Level 1 ELA to 21% in 2010-11, 11% in 2011-12, 1% in 2012-13, and 0% in 2013-14.

Students scoring in Level 2 in ELA was 3%. The goal is to decrease the number of students scoring in Level 2 ELA to 10% in 2010-11 (the increase in this rate is due to students moving from Level 1 to Level 2), 8% in 2011-12, 1% in 2012-13, and 0% in 2013-14.

Math Students in Levels 1 and 2

Students scoring in Level 1 in Math was 31%. The goal is to decrease the number of students scoring in Level 1 Math to 21% in 2010-11, 11% in 2011-12, 1% in 2012-13, and 0% in 2013-14.

Students scoring in Level 2 in Math was 3%. The goal is to decrease the number of students scoring in Level 2 Math to 10% in 2010-11 (the increase in this rate is due to students moving from Level 1 to Level 2), 8% in 2011-12, 1% in 2012-13, and 0% in 2013-14.

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Percentage of Students Meeting Proficiency

The percentage of students meeting proficiency, according to the New York State School Report Card, for the 2006 Cohort is as follows:

- ELA – 66%
- Math – 65%

The goal is to increase the percentage of students meeting proficiency, based on making AYP Status, in ELA to 70% in 2010-11, 80% in 2011-12, 90% in 2012-13, and 100% in 2013-14.

The goal is to increase the percentage of students meeting proficiency, based on making AYP Status, in Math to 68% in 2010-11, 79% in 2011-12, 90 % in 2012-13, and 100% in 2013-14.

Please note: All progress targets may be subject to change based on the re-adoption of NCLB or any new federal initiatives that may replace NCLB.

Percentage of LEP students who attain English language proficiency:

In 2009-10, the percentage of LEP students who attained English Language proficiency was 8%. The goal is to meet or exceed the English language proficiency rate to 10% in 2010-11, 13% in 2011-12, 16% in 2012-13, and 20% in 2013-14.

College Enrollment Rate

In 2009-10, the College Enrollment Rate was 35%. The goal is to meet or exceed the College Enrollment Rate to 38% in 2010-11, 41% in 2011-12, 44% in 2012-13, and 47% in 2013-14.

Number of Minutes within the School Year

The number of minutes during the school year for students is 74,700 minutes. The schedule design for the new school year will be staggered for teachers, thus creating an additional period for students during the school day. The proposed number of minutes for students during the 2011-12 school year will be 82,800 minutes. The overall increase of instructional time will be 8,100 minutes per year and the Poughkeepsie High School will now have a ten period schedule.

Participation Rate

The percentage of participation rate, according to the New York State School Report Card for the 2006 Cohort is as follows:

- ELA – 100%
- Math – 100%

The goal will be to continue the participation rate at 100% for both ELA and Math.

Drop Out Rate

In 2009-10, the Drop Out Rate was 31%. The goal is to decrease the Drop Out Rate to 29% in 2010-11, 26% in 2011-12, 23% in 2012-13, and 20% in 2013-14. These numbers will possibly be adjusted to ensure alignment with the new federal requirements for calculating method based on the one day enrollment.

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Student Attendance Rate

In 2009-10, the Student Attendance Rate was 88%. The goal is to meet or exceed the Attendance Rate to 91% in 2010-11, 92.5% in 2011-12, 95% in 2012-13, and 96% in 2013-14.

Percentage of students completing advanced coursework

In 2009-10, the percentage of students completing advanced coursework was 30%. The goal is to increase the percentage of students completing advanced coursework by 30% in 2010-11, in 2011-12 by 60%, in 2012-13 by 80%, and 100% in 2013-14. These indicators are aligned to the annual goals of the Smaller Learning Communities grant.

Discipline Incidents

In 2009 -10, the percentage of Discipline Incidents was 28%. The goal is to decrease the percentage of discipline incidents to 25% in 2010-11, 22% in 2011-12, 19% in 2012-13, and 16% in 2013-14.

Truants

The Poughkeepsie High School has identified truancy as students with 20 or more days absent during the school year. The data regarding truancy is as follows:

- For students enrolled at any time during the school year, the rate is 27%
- For students enrolled at the end of the year, the rate is 15%
- For students enrolled at the end of the year, with 20 consecutive days absent, the rate is 6%

The Transformation Team will finalize a definition of truancy and establish a baseline from which to set goals.

Teacher Performance

Distribution of teachers by performance level on Poughkeepsie High School's teacher evaluation system. At this time, this data is not available.

A numeric teacher performance level will be developed as part of the preliminary activities in Summer 2011.

Teacher Attendance Rate

In 2009-10, the Teacher Attendance Rate was 94%. The goal is to meet or exceed the Teacher Attendance Rate to 95% in 2010-11, 96% in 2011-12, 97% in 2012-13, and 98% in 2013-14.

In order to ensure that the annual goals outlined above are being met, the following activities will be implemented:

- Continue to develop formative assessments to provide continuous progress monitoring in ELA and Math
- Strengthen implementation of America's Choice
- Continue implementation of the recommendations of the JIT
- Monitor instruction of the Aligned and Balanced ELA and Math Web-based Curriculum

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- Meet the guidelines of job-imbedded professional development as indicated by the Transformation model
- Develop a specific building-wide technology plan that will support instruction and student achievement
- Develop a PLC that is based on a mindset rather than time allotted for teachers
- Analyze and modify AIS strategies to determine effectiveness and adjust as needed to meet Part 100.2
- Continue partnerships that address the needs of students (Adelphi Committee)
- Provide teachers support to ensure that Differentiation Instruction is implemented in the classroom
- Increase participation in Regents prep courses
- Create an advisory block for all Poughkeepsie High School students
- Increase access to college bearing credit courses
- Increase teacher time with students
- Be able to work with ELLs and meet their needs in order to improve student achievement (SIOP Training, Transitional Services for former LEP Students, and SIFE.)
- Be able to work with SWDs and meet their needs in order to improve student achievement by increasing mainstreaming opportunities
- Provide the necessary professional development in all areas indicated throughout the SIG
- Improve instructional classroom methods through the implementation of teaching standards and PAR support
- Record and monitor students progress through RtIM which will increase teacher accountability in all content areas
- Develop a protocol for the use of data in all areas and use it as the tool when discussing individual students (i.e. IST)
- Create and implement a school plan that addresses literacy in the content areas and ensure that it is being applied school-wide
- Train building administrators to evaluate utilizing the newly adopted teaching standards in order to provide the necessary supports to staff
- Expand on PBIS supports
- Create and implement in-service opportunities aligned to the overall goals of the Transformation model
- Increase a sense of community
- Provide quarterly reports from the Turnaround Officers following the JIT format
- Increase the flow of information and communication between the staff, the principal and Central Office regarding the day-to-day implementation of the transformation model as well as the SIG – this will be performed by the SIM
- ***Utilize the new reporting requirements of the State and our ability to access item level data on all state assessments. Progress will be reviewed against set benchmarks and the Evidence of Success. Progress towards achievement of State and locally developed benchmarks will be monitored closely to identify trends and***

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adjust courses of action, as needed, to ensure student success. Monitoring will consist of GAP analysis of State assessment items, attendance reports, student progress reports, School Report Card, student report cards, teacher evaluations and other artifacts to provide information to drive instruction. Monitoring will be done by SIM and the department of Research, Testing, and Evaluation under the Office of Curriculum and Instruction.

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Section B: Descriptive Information (cont.)

- 6. Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and II schools. Identify stakeholders, and describe any relevant outcomes from the consultations. Complete Appendix C: Collaboration and Consultation Form with signatures from consulted stakeholders. Consultation must be consistent with the State School Governance Law for New York City, Commissioner's Regulations Part 100.11 and each LEA's Title I Parent Involvement Policy.**

The Consultation and Collaboration Form (Appendix C) has been signed by the Poughkeepsie High School Restructuring Team members.

The leadership of both PPSTA and PPSAA has been involved in the development of the transformation model for the Poughkeepsie High School since the SIG Technical Assistance meeting held at the New York State Education Department in Albany, NY on March 2, 2011. Subsequent meetings and discussion have been critical in understanding the scope of the transformation model and its necessary changes. An understanding of the contractual items that may need to be adjusted or change will demand more dialogue between the collective bargaining units, Superintendent, and Board of Education.

The Restructuring Team, which will evolve into the Transformation Team, consists of representatives from the Parent Groups, Community Members (CBO), Building Level Administration, Central Office Administration, a member of Higher Education, a diverse group of teaching staff (Guidance Counselors, General and Special Education Teachers, ESL Teacher, Special Area Teachers, as well as Unit Representation) and a Board of Education member. The primary function of this team has been to develop the Comprehensive Education Plan as indicated in the JIT Report, review data, develop the School Improvement Grant, which will evolve into the transformation model. This team has been trained to understand and work on developing the School Improvement Grant. In addition BETAC and RSE-TASC have played an active role in this process and are active participants to the team.

The JIT Team has played an integral role in the process of developing this application. The findings and recommendations that were gathered are central in changing the focus and redirecting the activities to further student achievement. The findings also acknowledged and validated the work that is being accomplished and that will continue to support future changes.

SED liaisons were actively involved in the plan by keeping us updated and providing new information and the necessary supports regarding the application and regulations.

The school district has committed to join the Dutchess BOCES consortium for RTTT, which is the umbrella to the New York State Regents Reform Agenda.

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The Transformation Team will provide a workshop and present this information to the Board of Education at an open meeting in May 2011.

Only one parent appeared on the sheets. Please provide information as to the process used to consult with stakeholders in creating/planning the improvement plan. Please specifically address how parents were included in the process.

There are two parents that serve on the Restructuring Team. The Superintendent of Schools also has monthly meetings with different parent organizations. At these meetings, the Superintendent provides updates and also takes suggestions and recommendations from these organizations, which are then communicated to the Facilitator of the Restructuring Team. It is clear that the level of parental involvement and participation in various committees requires significant improvement. In addition, the Poughkeepsie High School Parent Liaison has set up formal meetings with parents to discuss the direction of the high school.

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APPENDIX A: BASELINE DATA

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA.

To inform and evaluate the effectiveness of the interventions described in this grant application, NYSED will monitor a school's progress on achievement and leading indicators listed in the charts on these pages. NYSED will pre-populate most of the information, and require LEAs to provide school data on the indicators followed by an asterisk (*).

School: <u>Poughkeepsie High School</u> NCES#: <u>362376003307</u> Grades Served: <u>9-12</u> Number of students: <u>1105</u> Model to be implemented: <u>Transformation</u>	
Achievement Indicators	2009-2010
AYP status	Restructuring (Year 2) Comprehensive
Which AYP targets the school met and missed	<p><u>ELA</u> Status: Corrective Action (Year 2) Comprehensive. Met and Missed: Black or African American missed. All others met.</p> <p><u>Math</u> Status: Restructuring (Year 2) Focused. Met and Missed: Students with Disabilities missed. All others met.</p> <p><u>Graduation Rate</u> Status: (Year 1) Improvement Basic. Met and Missed: Black or African American and Hispanic or Latino missed. All others met.</p>

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School: <u>Poughkeepsie High School</u> NCES#: <u>362376003307</u> Grades Served: <u>9-12</u> Number of students: <u>1105</u> Model to be implemented: <u>Transformation</u>	
Achievement Indicators	2009-2010
School improvement status	Restructuring Year 2 Comprehensive
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	ELA Regents 66% Math 65%.
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup*	The following is the performance of the 2006 cohort: See charts below.
Percentage of limited English proficient students who attain English language proficiency	8%
Graduation rate	59%
College enrollment rates / Achievement	35%

Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup*

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Chart for ELA

2006 Cohort

ELA Results by Student Groups

Students	Number	% Level 1	% Level 2	% Level 3	% Level 4
All Students	317	31%	3%	45%	21%
Females	167	29%	3%	44%	24%
Males	150	34%	2%	46%	18%
American Indian/Alaskan					
Black	199	34%	3%	50%	13%
Hispanic/Latino	46	33%	4%	50%	13%
Asian/Hawaiian/Pac Island	6	0%	0%	67%	33%
White	66	24%	3%	23%	50%
Multiracial					
General Education	249	25%	2%	47%	26%
Students with Disabilities	68	53%	7%	36%	4%
English Proficient	312	31%	3%	45%	21%
Limited English Proficient	5	40%	20%	40%	0%
Economically Disadvantages	211	32%	3%	51%	14%
Not Disadvantaged	106	29%	3%	32%	36%

Chart for Math

2006 Cohort

Math Results by Student Groups

Students	Number	% Level 1	% Level 2	% Level 3	% Level 4
All Students	317	26%	9%	54%	11%
Females	167	23%	9%	57%	11%
Males	150	29%	10%	50%	11%
American Indian/Alaskan					
Black	199	29%	9%	56%	6%
Hispanic/Latino	46	22%	15%	56%	7%
Asian/Hawaiian/Pac Island	6	0%	0%	83%	17%
White	66	23%	7%	40%	30%
Multiracial					
General Education	249	18%	9%	60%	13%
Students with Disabilities	68	54%	12%	31%	3%
English Proficient	312	26%	9%	54%	11%
Limited English Proficient	5	40%	20%	40%	0%
Economically Disadvantages	211	27%	10%	56%	7%
Not Disadvantaged	106	23%	9%	49%	19%

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APPENDIX A: BASELINE DATA (cont.)

Student attendance rate. School: <u>Poughkeepsie High School</u>	88% for students
NCES#: <u>362376003307</u> Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes* Grades Served: <u>Grades 9-12</u> Number of students: <u>1105</u> Model to be implemented: <u>Transformation</u>	<ul style="list-style-type: none"> 96 students filled 144 seats in 5 Advanced Placement course offerings. The pass rate = 95%.
Leading Indicators	2009-2010
Number of minutes within the school year*	1 school day = 6 hours and 55 minutes x 180 days = 74,700 minutes per school year
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<p><u>ELA</u> 100% all students Subgroups: Black/African American 99%, White 100%, SWDs 98%, Economically Disadvantaged 99%</p> <p><u>Math</u> 100% all students Subgroups: Black/African American 100%, White 100%, SWDs 100%, Economically Disadvantaged 100%</p>
Dropout rate	31%

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Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively at this school.

APPENDIX B: TRANSFORMATION MODEL

LEA Implementation Plan for the Transformation Model

Directions: Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a **Transformation Model**. When completing this plan, please refer to the Model Implementation Plan Rubric to ensure quality responses.

LEA: Poughkeepsie City School District **NCES#:** 3623760

School: Poughkeepsie High School

NCES#: 362376003307

Grades Served: 9-12

Number of students: 1,105

In the chart below, describe the needs assessment process used, and the conclusions drawn for the school listed above. Include data gathered during any Joint Intervention Team or School Under Registration Review visit, with additional information from local assessment tools.

Needs Assessment Process	List Data Analyzed	Major Findings
The Poughkeepsie High School Restructuring Team (see attached) reviewed the data. The Team reviewed the major findings from the Joint Intervention Team's visit. The major findings indicated to write the Comprehensive Education Plan (CEP), which serves as a tool to begin	JIT report (findings and recommendations) Comprehensive Education Plan (CEP) SLC Annual Reports (2009, 2010 and interim 2011) QIP VADIR Audit of Curriculum	The graduation rate for Cohort 05 was 59% and the predicted 06 Cohort graduation rate is 56.2%. The graduation rate is significantly lower than the State average of 80%. The aspirational goal for this school is 62% for graduation. There is a need to increase communication

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<p>work on the SIG. The Restructuring Team evaluated the findings, along with the NYS School Report Card. The Director of Research, Testing and Evaluation met with the Literacy and Math Coaches for the high school to review data in more detail. The District developed RPI (Required Progress Index), which enables students' progress to be monitored and tracked upon high school entry to graduation. (The RPI was developed as a result of the fact that many of our students were accruing credits that had limited value towards graduation and failed to make substantial progress over the four-year continuum. This allowed our District to address rigor and graduation rate.)</p> <p>The Assistant Superintendent for Curriculum and Instruction, Principal, Cohort Assistant Principals, and Guidance Counselors conducted an exercise where each student's profile/record was analyzed through the RPI and a rubric was created with levels 1-4 to make distinctions and put interventions in place.</p>	<p>New York State Report Card Regents Scores Types of Diplomas Earned Gap analysis in ELA and Math Web-based Aligned Balanced Curriculum reports NYSESLAT Data SIFE, Long Term ELLs Classification Rates SWDs Sub-group Analysis (gender, ethnicity, cohort, residential areas) Gates McGinty Reading Test Scores Student Attendance Data (Individual, Cohort and School-wide) Tardiness Staff Attendance Data IST Notes/ Quarterly Discipline Reviews RtI/RtIM Suspension Rate Suspension Report by Ethnicity National Student Clearinghouse for post-secondary plans New York University Data Adelphi University Data Datacation Innovation Initiative Project Root Cause Analysis Exercises Community Survey Staff Survey Parent Survey</p>	<p>for developing clearly defined pathways for students to meet graduation rate. There is a student dropout rate of 31%. More sub-groups have made AYP or Safe Harbor Targets. The number of 9th grade students passing all core classes for first quarter of the 2010-2011 school year is 56.12% and 46.94% for the second quarter. The courses for the students have increased in rigor by substantially decreasing non-regents level pre-courses. The population growth of the Latino population has increased over the years. The ELL population has also increased. The African American males and SWDs rate of suspensions is disproportionate. The Free and Reduced Lunch reports 76% for free and reduced lunch. The District's aspirational goal for the high school attendance was 91% for the 2009-2010 school year. The high school attendance rate has been calculated at 88%. The Aligned Balanced Curriculum needs to be completed, continued, and edited for all courses. The Aligned Balanced Curriculum needs to be consistently monitored to ensure that curriculum is being taught and assessed. The PLCs need to create process for</p>
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		<p>vertical alignment to occur.</p> <p>Continue to ensure that there is fidelity to the America’s Choice Design.</p> <p>Monitor the process to ensure that administrators and staff are utilizing systems to gather data to drive instruction, improve discipline, and school climate.</p> <p>Develop a common understanding of what rigor and differentiation of instruction looks like in the classroom and how it should be evaluated.</p> <p>Develop the administrative team as instructional leaders.</p> <p>Create a system of communication that is cohesive to all of the school’s goals and initiatives thus ensuring staff ownership.</p> <p>Use data to problem solve.</p> <p>Identify and define a formal structure for data driven dialogue.</p> <p>Provide ample professional development on best practices and mentoring (PAR).</p> <p>Identify teachers by performance level on Poughkeepsie High School’s teacher evaluation system.</p> <p>Create a school that will prepare students to meets the learning needs of the 21st Century (College and Career Readiness).</p> <p>Increase the amount of current technology available for instructional use.</p> <p>Provide professional development related to the use of technology in the classroom.</p>
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		<p>Increase effective and appropriate use of technology as an integral part to instruction.</p> <p>Develop PLC's that are not content specific but across domains and teacher driven.</p> <p>Ensure professional development relating to a six-year problem of disproportionality in suspension rates, which indicates need for training in cultural competency.</p> <p>Need for increased collaboration between Community Based Organizations and Smaller Learning Communities.</p> <p>Create Smaller Learning Communities that mitigate Professional Learning Communities.</p>
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Describe how the Transformation Model addresses the major findings of the needs assessment.

The Transformation Model will allow the Poughkeepsie High School to:

- 1. Increase the graduation rate**
- 2. Improve student performance**
- 3. Prepare students for College and Career Readiness**
- 4. Integrate STEM focused curriculum, projects, and programs that support classroom teaching and learning**
- 5. Strengthen the fidelity of America's Choice Whole School Reform Model**
- 6. Extend the school day and year to increase learning time**
- 7. Increase job-imbedded professional development through Professional Learning Community Time for all staff**
- 8. Redesign the professional development plan to focus on the needs of students at the Poughkeepsie High School**

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- 9. Target and mandate professional development in areas identified by the Comprehensive Education Plan which reflect the JIT Recommendations**
- 10. Ensure that the master schedule reflects the extended learning time for students and imbedded professional development**
- 11. Compensate staff adequately to reflect the newly designed school schedule**
- 12. Continue to write curriculum that is aligned to standards for all courses in order to ensure that curriculum is being implemented with fidelity**
- 13. Increase the utilization of data to inform instruction**
- 14. Embed formative assessments (formal and informal) in curriculum written in all subject areas to continuously monitor student achievement**
- 15. Bridge the gap between home and school by increasing parent engagement into the student learning process**
- 16. Build upon relationships with Community Based Organizations in order to provide more learning opportunities and career growth for students**
- 17. Increase the use of data through PLC time in order to drive instruction school-wide and in the classroom**
- 18. Increase monitoring through building walkthroughs, teachers to teacher observations, and evaluation**
- 19. Improve student behaviors in all areas through PBIS initiatives**
- 20. Replace the former leadership team with a new principal and SLC Assistant Principal**
- 21. Develop a job description and hire a SIM**
- 22. Develop leadership skills for the PHS Leadership Team that will ensure the execution of the newly designed school**
- 23. Integrate technology as part of the instructional plan**
- 24. Plan and implement an advisory period**
- 25. Eliminate pre-courses and provide supports for students in Rigor level courses*
- 26. Identify students academically at risk for dropping out of school to the new Cohort IST*
- 27. Develop a profile for students at risk of dropping out of school to determine their educational history*
- 28. Implement student advisories into the high school academies to have teachers serve as mentors to students at risk of dropping out and excessive absenteeism*
- 29. Track and monitor student attendance facilitated by the newly hired attendance teacher.*
- 30. Establish and implement attendance protocols based on 5, 10, and 15, etc. day absenteeism.*
- 31. Ensure parent meetings are held in a timely manner to place interventions and supports for students with excessive absenteeism*
- 32. Utilize the new component to be implemented in the student management system*

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- 33. Monitor period-by-period attendance and allow parents to access student information through the new parent portal.*
- 34. Extend the school day to ten periods will ensure that all students in integrated settings are provided with additional supports.*
- 35. Continue to provide teachers with professional development in the co-teaching model to best address SWD*
- 36. Provide individualized training focusing on models for instructional delivery and strategies to address the needs of SWD integrated into the mainstream environment.*

APPENDIX B: TRANSFORMATION MODEL

In the chart below, provide a description of the LEA plan for implementation of the model at the school.

Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
Required Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<p>Replace the principal who led the school prior to commencement of the transformation model.</p>	<p>1. The principal at the Poughkeepsie High School was removed and the new principal was in place in the 2010-2011 school year. The new principal previously led the Poughkeepsie Middle School in moving the school from Restructuring into Good Standing. <i>The Superintendent conducted a series of meetings with the Central Office to develop the criteria of the type of principal capable of leading the Transformation model.</i></p> <p><i>As indicated on page 10, the Superintendent of Schools developed a Road Map for the High School, which encompassed components of the Transformation model. As</i></p>	<p>1. July 2010 WHY: The Superintendent took a pro-active stance in 2010-11 and identified that the PHS would adopt elements of the Transformation model.</p>	<p>1. General Fund The middle school principal received a salary increase when appointed to the Poughkeepsie High School</p>

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>a result of this, the new Principal, Edgar Glascott, was recruited based upon his expertise in successfully moving the Poughkeepsie Middle School from Restructuring status to a School in Good Standing within a three-year window. He has demonstrated skills in developing the culture of change as well as working with an administrative team in evaluating the teaching staff through formal evaluation and informally by walk-throughs. He has noteworthy skills in using technology to support curriculum, communication and presentations.</i></p>		

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	2. The Principal will be a co-facilitator in the Restructuring Team soon to be identified as the Transformation Team.	2. During the 2010-11 school year, the newly appointed principal was officially appointed as a member of the PHS Restructuring Team ,which will now be the Transformation Team. WHY: The Principal is the Co-Facilitator of the Transformation Team along with the Assistant Superintendent for Curriculum and Instruction.	2. N/A
Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional	1. Write curriculum for teachers to plan daily lessons.	1. This will occur during the pre-implementation period (July and August 2011) WHY: The District, through the Audit of Curriculum, began to write an aligned balanced curriculum, K-12 in ELA. In order to implement an effective evaluation system, curriculum must be created,	1. General Fund, SIG Fund The district allocates annually \$50,000 to the curriculum committee for opportunities to write curriculum. The SIG Fund will support curriculum writing and facilitators for the three-year period at the cost of \$271,321.

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
<p>practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement; <u>Note:</u> LEAs can demonstrate commitment through developing teacher evaluations that are based on a significant percentage of student growth in achievement. “Significant” will be defined pursuant to NY’s Round 1 and, if submitted, Round 2 Race to the Top applications.</p>	<p>2. Under RTTT, the District is working on changing the evaluation systems for administrators and teachers to ensure that we are also in compliance with Education Law 3012c.</p> <p>3. Write a plan for guidance/support staff to use in order to implement individualized student growth and achievement</p>	<p>articulated and aligned to the New York State Learning Standards and the newly adopted teaching standards prior to September 2011 for content areas other than ELA and Math.</p> <p>2. Ongoing WHY: This will continue during the pre-implementation period and the fall of 2011 in order to ensure teachers have a clear understanding of the new school paradigm and the newly adopted teaching standards.</p> <p>3. This will occur during the pre-implementation period and continue through Fall 2011. WHY: It is important for all</p>	<p>2. RTTT Fund, General Fund A portion of the RTTT Fund will be allocated district wide to support performance evaluation.</p> <p>3. General Fund, RTTT Fund A portion of the RTTT Fund will be allocated district wide to support performance evaluation.</p>

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	<p>plans. (This plan is needed in order to implement an effective evaluation system for all staff including support staff such as psychologists and guidance counselors.)</p> <p>4. The District is in the process of assessing the capabilities of the present student management system (SIMS through the AS400), in order to ensure that proper data can be gathered and analyzed in accordance with new data reporting requirements (time on task, teacher links, etc.) <i>The first phase of the assessment of the student management system has been completed. The District has purchased a</i></p>	<p>support teaching staff to begin the school year understanding their new role and how they are to perform under the Transformation model. There roles will be assessed during Summer 2011.</p> <p>4. September 2010 and ongoing WHY: The District has begun to conduct meetings with service providers and preparing for a 3-5 year transitional process. If we do not continue to move forward, it will have tremendous impact on how data is viewed and utilized to drive instruction. <i>The schedule for implementation includes two meetings in the Spring 2011. The parental portal will be accessible to parents</i></p>	<p>4. General Fund, SIG Fund The district has invested in changing the student management system as of the year 2009-10 and ongoing. Additional funds will be required to establish specific management portals to address student achievement at the high school at the total cost of \$90,000.</p>

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	<p><i>report from Datacation that calculates the percentages of cohort students moving towards diploma status. Remote manage of information program has been purchased, that will remotely manage information for greater accuracy and tracking NCLB status and key performance indicators required by SED.</i></p> <p>5. The implementation of the NYSUT Innovation Fund will develop PAR and a new teacher evaluation tool in accordance with the newly adopted teaching standards and Education Law 3012c. <i>Two of the high school administrators</i></p>	<p><i>as of October 2011. Teachers will be able to review student data as of September 2011.</i></p> <p>5. Ongoing WHY: This work has been re-initiated in March 2011. The District intends to pilot PAR with Freshman and Career Academy Teachers in Year 1 and continue for all staff in Year 2 and ongoing.</p>	<p>5. General Fund, SIG Fund, Innovation Fund The AFT Innovation Fund will pay for .5 FTE of the PAR Coordinator. The SIG Fund will support .5 FTE of the 3-year period of a PAR Coordinator for the cost of \$170,246. The SIG Fund</p>

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>are participants in the NYSUT Innovation project. They will turn key to the rest of the administrative team how to proceed with the PAR process for teacher evaluation and work collaboratively with their teacher partners. This will be done during the weekly meetings held with the Assistant Superintendent for Human Resources.</i></p> <p>6. The newly developed walkthroughs and reports will provide staff with ongoing feedback that will be discussed during PLC. <i>The walkthroughs and reports provided will also assist administrators to discuss the strengths and</i></p>	<p>6. Ongoing WHY: This work will begin during the pre-implementation and will continue to be revised and utilized as a living document changing the culture of a PLC. This is critical to begin changing teacher</p>	<p>will purchase the consultant services through AFT innovation for the cost of \$20,000 in year 1 only.</p> <p>6. General Fund, SIG Fund A portion of the 4 days of site-based training will train designated staff members to utilize NetBooks and designated teaching staff (Coaches and PAR Training). The SIG Funds will pay for NetBooks for</p>

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p><i>weaknesses observed in order to assist and support teaching staff accordingly. The walkthrough tool will be designed by the administrative and coaching team as part of a pre-implementation activity in order to ensure that elements and indicators of the teaching standards are an integral part of the tool.</i></p> <p>7. Use format assessments to assess and progress monitor students to differentiate instruction.</p>	<p>expectation.</p> <p>7. Ongoing WHY: As of the 2011-12 school year, students will be required to pass 5 Regents exams with a score of 65 or higher. In order to consistently monitor student progress, it is important to develop unit assessments that align to the New York</p>	<p>the 3-year period at a cost of \$72,000.</p> <p>7. General Fund, SIG Fund A portion of the SIG Fund to support curriculum writing for the cost of the 3-year period of \$271,321 also includes the development of format assessments.</p>

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	<p>8. <i>The Assistant Superintendent for Human Resources will meet on a weekly basis with the PHS Leadership Team to specifically work on the implementation process of the new teacher evaluation. During these workshop activities, evaluations conducted by administrators will be reviewed jointly to ensure consistency and discuss differences and similarities. This will provide Administrators necessary embedded training on the new evaluation system.</i></p>	<p>State assessments.</p> <p>8. <i>Spring 2011 - Ongoing</i> WHY: <i>The entire administrative team will have to participate in the development and implementation of the new evaluation tool. This process has begun with weekly meetings at the high school. The Assistant Superintendent for Curriculum and Instruction has facilitated two leadership workshops related to the new teaching standards aligned to Education Law 3012c.</i></p>	<p>8. <i>General Fund, SIG Fund</i></p>
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school</p>	<p>1. Principal and Assistant Principals will receive stipends for additional supervisory time and additional responsibilities.</p>	<p>1. July 2011 and ongoing WHY: The building level administrator’s workload will increase to an additional hour, as well as</p>	<p>1. SIG Funds For the 3-year period the SIG will support administrators’ stipends for the total cost of \$60,000.</p>

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<p>graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p>	<p>2. Teachers will receive an increase in compensation based on their participation in the following: before and after-school work; summer work; Saturday</p>	<p>other responsibilities related to their role of working with different stakeholders. <i>The criteria that will be used for administrative incentives will be based on the new evaluation tool that will be utilized beginning in the 2011-12 school year. The administrators are already compensated through merit pay on a scale contingent on overall performance. This scale will be further revised to ensure that Education Law 3012c is adhered to.</i></p> <p>2. July 2011 WHY: The Superintendent of Schools and the Teacher’s collective bargaining unit will agree upon the different types of</p>	<p>\$3,000 per year for each Assistant Principal. \$5,000 per year for the Principal.</p> <p>2. SLC Funds Compensation will be provided for teachers under the transformation model through instructional part-time positions and sixth</p>

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	<p>program; extending the school day by 1 hour; participation in professional development outside of the school day and during the summer.</p> <p>3. The PBIS team and quarterly review team will develop incentive based celebrations to promote perfect staff attendance, competition between cohorts, student attendance and performance on examinations, etc.</p>	<p>compensation. This is important to ensure that past responsibilities will not interfere with new teacher duties and responsibilities.</p> <p>3. September 2011 and ongoing WHY: It is pertinent that the Leadership Team, Transformation Team, PBIS Team, and Adelphi committee recognize the importance to implement activities that will change the culture and climate of the school in order to provide students with intrinsic and extrinsic opportunities to increase motivation. <i>It is important that the Administrative Team serve as the leading role models for school wide</i></p>	<p>assignment, when required, at the total cost for the 3-year period of \$2,329,134.</p> <p>3. N/A</p>

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	<p>4. The PBIS Team will develop incentive based celebrations for students and parents.</p> <p>5. The Superintendent, Assistant Superintendent for Human Resources, and designative members of collective bargaining units will define ample opportunities for improvement, develop rubrics to follow, develop and implement the new</p>	<p><i>change when it comes to providing the appropriate incentives and rewards for students, as well as for teachers.</i></p> <p>4. September 2011 and ongoing WHY: It is critical to begin developing and creating incentive protocols for students immediately, as it is indicative of a new culture in the building.</p> <p>5. This work will continue during Summer 2011 through the first semester of the school year in order to ensure successful implementation. WHY: Implementation of a new evaluation is also part of the work that we will conduct with BOCES</p>	<p>4. SLC Fund, SIG Fund The total cost for all cohorts for the 3-year period is \$36,000. \$3,000 per year for each cohort.</p> <p>5. RTTT Fund</p>

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	<p>evaluation (reflective of 3012c), and communicate these expectations to all staff.</p> <p>6. Staff who fail to demonstrate improvement will be terminated or transferred to the Middle School. <i>Prior to the aforementioned, teachers will be monitored through the use of walkthroughs and the evaluation process. Teachers in need of improvement will have TIPS. The intent is to ensure that we work with teachers by providing them with the appropriate professional development and training to improve upon their skills. The 20% of the observation component of the new</i></p>	<p>through RTTT initiative, giving teachers prior knowledge of how they will be evaluated.</p> <p>6. Ongoing – WHY: This is part of the obstacles that will be addressed with the collective bargaining units as per the SIG application during pre-implementation activities.</p>	<p>6. N/A</p>

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	<p><i>evaluation will be negotiated to determine what specific needs will be addressed in order to raise the level of student achievement. Please note, that the District only has one high school and one middle school. The data demonstrates that instructional staff who have consistently received unsatisfactory or poor evaluations have been terminated or have received negative recommendation for tenure, as well as TIPs that have improved performance.</i></p>		
<p>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that</p>	<p>1. The District’s PDP will be revised to reflect the areas of professional development necessary at the PHS to include</p>	<p>1. July 2011 and ongoing WHY: As part of the pre-implementation activities, the PDP will need to revise and develop a three-year</p>	<p>1. General Fund, SIG Fund The Coaching Model is supported by the General Fund, as well as supporting teacher participating in in-</p>

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<p>reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p>	<p>formative and summative assessments, prepare students for College and Career Readiness by increasing rigor and making the shift to STEM skills in all areas (i.e. increase non-fictional instruction), differentiated instruction, cultural competence, bridging the gap between home and school, understanding discipline to decrease the level of disproportionality (i.e. PBIS, Adelphi Committee, Data Review Committee, SLC Steering Committee), ESL, RtI and AIS, interpretation of data to drive instruction, and use of technology for instruction in the classroom. These opportunities will be provided through district-</p>	<p>plan that is outlined for all staff in order to improve the level of communication and create an environment of cohesiveness. The SIM will be able to manage this calendar.</p>	<p>service courses. The SIG Fund will support teachers instructing during in-service for the 3-year at the cost of \$34,785.</p>

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	<p>wide in-service course offerings, embedded professional development through the coaching model, on-site consultants and summer training and “Career Choices” training.</p> <p>2. Additional necessary professional development will be identified through the use of walkthroughs, teacher observation, and student data. <i>The PLC will provide need based PD and the PDP will be revised accordingly. The Principal, assistant principals, instructional coaches, department chairs along with the America’s Choice consultants will review the data gathered from the walkthroughs and professional learning</i></p>	<p>2. September 2011 and ongoing WHY: In addition to viewing and assessing student work, this piece is critical in order to ensure that the school is moving forward as per the JIT recommendations. The Turnaround Officers will need data regarding instruction in the classroom in order to compare and contrast their findings from their future quarterly visits.</p>	<p>2. N/A</p>

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	<p><i>community professional development to measure correlation. The SIM will provide a schedule that is consistent for walkthroughs based on evidence of teacher need the schedule will be revised.</i></p> <p>3. All teachers will be compensated through in-service workshop participation – teachers at the High School will be required to attend a minimum of 9 credit hours of in-service course offerings designed to meet the goals of the Transformation model.</p> <p>4. Teachers, as per their</p>	<p>3. July 2011 and ongoing WHY: As part of the pre-implementation activity, the PDP will be revised to develop a three-year plan that is outlined for in-service course offerings, as well as ensuring that teachers working at the high school under the Transformation model will adhere to the guidelines and expectations.</p> <p>4. Years 1, 2, and 3</p>	<p>3. General Fund The General Fund will support the 9 credit hours for the 3-year period at the approximate cost \$22,500.</p> <p>4. General Fund and SIG</p>

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	contract, will not be limited to the number of in-service course offerings however, they will be targeted to participate in specific courses related to the transformation, as per the in-service committee.	WHY: Based on the preliminary work that is being done to transform the high school, courses will be need to be developed and prioritized as part of a three-year action plan.	Fund Cost previously noted.
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	<ol style="list-style-type: none"> 1. Development of a stipend position for the Freshman Academy Career Choice Lead Teacher to help facilitate career planning and more fluid transitions between 8th and 9th grades to insure student success, and increase graduation rates. 2. Transitions (Bridge) 	<ol style="list-style-type: none"> 1. July 2011 WHY: It is important to post and find a viable staff member to work collaboratively with the SLC Assistant Principal as of September 2011. 2. Ongoing 	<ol style="list-style-type: none"> 1. SIG Fund This will be a stipend position for the 3-year period at the total cost of \$4,500. <i>Career Choice: Curriculum based implementation to begin developing student skills to appropriately choose courses and develop a college/career readiness plan (10 year plan)</i> 2. SLC Fund and SIG Fund

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	<p>Program between middle and high school to help facilitate career planning and more fluid transitions between 8th and 9th grades to insure student success, and increase graduation rates.</p> <p>3. Teachers will be provided with a NETbook for reflective journaling, as recommended on the web-based curriculum alignment section, school wide communication, access to aligned balanced curriculum during PLC time and planning, use of RtIM and other data reporting systems, use of time more effectively for professional development, professional development</p>	<p>WHY: This work is just a natural progression to the work that has been delineated in the SLC Grant.</p> <p>3. Pre-implementation period WHY: NETbooks will be purchased in the pre-implementation period to allow teachers time for training and practice in the use of technology. Technology will be supported by data provided by Datacation. During initial professional development, format for journaling, accessing curriculum and Datacation, etc. will be uniformly</p>	<p>The SIG Fund will support transitions for the 3-year period at the total cost of \$9,000.</p> <p>3. SIG Fund The total cost of Netbooks for the 3-year period will be \$72,000.</p>

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	<p>blogs and webinars, etc.</p> <p>4. <i>The PDP contains a mentoring plan as required. All first year teachers who require a mentoring will receive it.</i></p> <p>5. <i>The District will continue to pursue collaboration with Colleges and/or Universities to develop a 'leadership academy,' past collaborations included Fordham University and SUNY New Paltz .</i></p>	<p>presented.</p> <p>4. <i>The PDP was revised to meet the criteria outlined, supporting the Transformation model.</i></p> <p>5. <i>On-going</i></p>	<p>4. <i>General Funds will be used to support the mentoring program.</i></p> <p>5. <i>The District and college/university collaborators will pursue grants to support a 'leadership academy.'</i></p>
Permissible Activities: <u>Developing and increasing teacher and school leader effectiveness</u>			
Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	1. Designated teachers agreeing to commit to a sixth assignment/additional teaching period.	1–5. The work will begin during the pre-implementation phase and ongoing. WHY: In order to begin the school year, it is critical for all stipend, hourly, daily,	1. SIG Fund The total cost to provide teachers an additional assignment when necessary for the ten-period day for the 3-year period is \$660,000.

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	<p>2. Teachers will receive a stipend for advisory teams.</p>	<p>and other types of voluntary positions (i.e. policy committee work), be in place and clearly defined.</p>	<p>2. SIG Fund The SIG Fund allocation for the 3-year period of \$780,000 to extend the teaching day for embedded PD (PLC) is inclusive of this cost. Details will be resolved during pre-implementation activities with the collective bargaining unit. <i>Advisory Lead Teacher: the Advisory Lead teacher will work on the implementation of advisories and develop the skills necessary to address individual student need for success.</i></p>

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	<p>3. Teachers will have opportunities to develop in-service courses to instruct other teachers.</p> <p>4. Teachers will have opportunities for in-service credits.</p> <p>5. Administrative Team will be compensated for extended day/Saturday programs.</p>		<p>3. General Fund</p> <p>4. General Fund</p> <p>5. General Fund, SIG Fund The total cost allocated from SIG Funds for the 3-year period is \$36,000.</p>
<p>Instituting a system for measuring changes in instructional practices resulting from professional development</p>	<p>1. The leadership team (administrators, coaches, department chairs, and PAR Facilitator), along with teachers will begin to document reflective instructional conversations based on classroom walkthroughs.</p>	<p>1-5. Pre-implementation and ongoing. WHY: It is important for the SIM, prior to the opening of the school year, to create and organize a cohesive schedule that will allow for smooth process of peer observation, formal evaluations and co-teaching, demonstration and modeling</p>	<p>1. Innovation Fund <i>Department Chairs: Unlike many school districts, our district does not employ pedagogical directors in the content areas. Our Department Chairs deal with many of the day-to-day managerial and instructional aspects, such as: collecting data,</i></p>

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	<p>2. The coaching model, as in the America’s Choice design, will continue for ELA and Math as an integral component of the PLC, along with increase collaboration with the ELL Coach.</p> <p>3. The PAR is a comprehensive cycle of continuous learning supported by teams of peers. The PAR will be piloted with high school teachers on a voluntary</p>	<p>lessons. This will involve developing guidelines and training on observation Years 1, 2, and 3.</p>	<p><i>facilitating department meetings, ordering supplies and materials, textbooks ordering and inventory, and communicating with administrators</i></p> <p>2. General Fund, Title III</p> <p>3. General Fund, Innovation Fund, SIG Fund Cost previously noted.</p>

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	<p>basis. The goal is to follow the recommendations for implementation through innovation.</p> <p>4. The teachers will be provided ample opportunities of evaluation based on new teaching standards and more objective data will be gathered to increase effective teaching.</p> <p>5. The teachers will utilize the web-based Aligned Balanced Curriculum and reflective journal entries for PLC.</p> <p>6. The department chairs and IST Cohort Facilitators will use data to facilitate</p>	<p>6. September 2011 and ongoing WHY: The availability of</p>	<p>4. N/A</p> <p>5. General Fund, SIG Fund For the 3-year period the SIG Fund will help to support the ABC Curriculum Web-based program at the cost of \$18,000.</p> <p>6. General Fund, SIG Fund The additional cost from the SIG Fund for two IST</p>

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	<p>change.</p> <p>7. The SIM will collect, gather, and distribute the necessary data.</p> <p>8. The allocated advisory time</p>	<p>data and increasing the data driven decision-making culture should begin September 2011 by utilizing Datacation and administrative accessibility to the web-based curriculum.</p> <p>7. July 2011 and ongoing WHY: In order to provide teachers and administrators at the high school with adequate data, the SIM will have to work collaboratively with the principal to develop protocols and process on how to disseminate data in a timely and orderly manner to increase productivity beginning with the site-based training days.</p> <p>8. Ongoing</p>	<p>facilitators is \$18,000.</p> <p>7. SIG Fund The salary for the 3-year period for the SIM is \$355,550.</p> <p>8. SIG Fund</p>

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	will provide teachers with an opportunity to reflect on progress data with students.	WHY: This work has begun with the Adelphi Committee. Teacher expectations need to be established prior to the beginning of the school year and developed by the Advisory Lead Teachers.	The SIG Fund allocation for the 3-year period of \$780,000 to extend the teaching day for embedded PD (PLC) is inclusive of this cost. Details will be resolved during pre-implementation activities with the collective bargaining unit.
Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	<ol style="list-style-type: none"> 1. The District will conduct a district-wide general interest meeting to inform staff of the Transformation model. 2. The collective bargaining units will work collaboratively with the Office of Human Resources to develop a process and 	<ol style="list-style-type: none"> 1. This meeting will occur subsequent to notification of grant approval. WHY: Timely district-wide communication is important for the successful implementation of the Transformation model. 2. Ongoing WHY: Present staff, as well as future vacancies will need to make the commitment prior to 	<ol style="list-style-type: none"> 1. General Fund 2. N/A

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	guidelines outlining expectations based on recommendations made from the Transformation Team.	working at the high school.	
Required Activities: <u>Comprehensive instructional reform strategies</u>			
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	<ol style="list-style-type: none"> 1. The America’s Choice model, which is research based, was implemented in 2007 for the Freshman Academy and will continue. 2. The school will develop a curriculum for the two-year Global studies to be completed in one school year (Block Scheduling for Global Studies only). 3. The school district will 	<ol style="list-style-type: none"> 1. Ongoing WHY: America’s Choice is the model that has been implemented and will be continued reflecting many of the requirements of the Transformation model. 2. July 2011 and ongoing WHY: The teachers will need to use this new curriculum in September for the Freshman Academy. 3. Ongoing 	<ol style="list-style-type: none"> 1. General Fund 2. SIG Fund A portion of \$139,860 of the pre-implementation of the Curriculum Writing Activity for year 1 will be utilized for this course. 3. General Fund, SLC Fund,

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	<p>continue to utilize NovaNET for credit recovery, accrual, enrichment, and regents preparation opportunities as part of the instructional day.</p> <p>4. The school will provide intensive reading instruction for students who lack significant skills to be successful readers.</p> <p>5. The school will research instructional strategies for literacy across the content areas and provide professional</p>	<p>WHY: This is a natural progression to enhance the instructional web-based programs that have been implemented to support individual student's needs and increase the graduation rate.</p> <p>4. September 2011 and ongoing WHY: This has been a significant void in the structure of providing supports for the students at the high school. The school must begin this program in September.</p> <p>5. Pre-implementation activity WHY: The research for strategies and viable programs needs to be addressed in order to</p>	<p>SIG Fund If a sixth assignment is necessary to include credit recovery into the extended ten-period day, then a portion of the total 3-year funds for this purpose, \$660,000, will be utilized.</p> <p>4. SIG Fund Establish and create a Reading Teacher position at the high school for 3-year period at the cost of \$198,926.</p> <p>5. N/A The Literacy Coach has been working on this task.</p>

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	<p>development/training school-wide.</p> <p>6. <i>The overall District strategy for curriculum writing is to provide aligned and balanced web-based curriculum for all subject areas K-12. After curriculum is initially written, editing and revisions will be made to reflect changes in the Common Core Learning Standards and NY State Learning Standards, as well as to reflect significant tasks that need improvement based on teacher feedback, observations from walk throughs and student assessments.</i></p>	<p>provide teachers with the strategies they need in the classroom.</p> <p>6. <i>On-going</i></p>	<p>6. <i>General funds and grant funds</i></p>

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	<p>7. <i>America's Choice Whole School Reform Model has been implemented in grades 6-12.</i></p> <p>8. <i>RtI and AIS plans are being merged into one plan to meet the needs of students who are at risk. The Principal and Assistant Superintendents for Curriculum & Instruction and Pupil Personnel Services will monitor teachers for PD, DI, and IEP mandates.</i></p>	<p>7. <i>On-going beginning in 2006.</i></p> <p>8. <i>December 2010 and on-going</i></p>	<p>7. <i>General funds supported America's Choice.</i></p> <p>8. <i>General funds are being used to fund these activities.</i></p>
<p>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the</p>	<p>1. The school will utilize teacher created format assessments in Regents level courses. <i>The implementation of the Teaching Standards and</i></p>	<p>1. Ongoing WHY: Prior to instruction, format assessments must be created and embedded into the aligned and balanced curriculum to drive</p>	<p>1. General Fund, SIG Fund A portion of the SIG Fund to support curriculum writing for the cost of the 3-year period of \$271,321 also includes the development of</p>

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<p>academic needs of individual students.</p>	<p><i>the new evaluation tool will require quarterly assessments, which will be merged into the aligned and balanced web-based curriculum. Analysis will be done after each assessment is given. Data will be used to revise curriculum, differentiate instruction and provide professional development to identified teacher.</i></p> <p>2. The Cohort and Guidance Counselor Team will utilize the RPI (locally developed Required Progress Index) to identify those students at risk for not meeting graduation requirements in four years.</p> <p>3. The Cohort Level ISTs will utilize RtIM to track</p>	<p>instruction.</p> <p>2. Ongoing WHY: The use of the RPI by the Cohort Leadership Teams needs to be immediately implemented in order to monitor students' paths towards graduation.</p> <p>3. Ongoing WHY: This work needs to</p>	<p>format assessments.</p> <p>2. N/A</p> <p>3. 611 Fund</p>

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	<p>student interventions.</p> <p>4. The school will work collaboratively with Dutchess Community College to implement entry college assessments for students in grade 11 to identify readiness for college.</p> <p>5. The Guidance Department and the Cohort Teams will use the National Student Clearinghouse to review data that identifies students graduating from two year colleges and to identify students still enrolled in four year colleges.</p> <p>6. The administrative team</p>	<p>continue in order to provide necessary supports for students.</p> <p>4. Spring 2012 and ongoing WHY: These assessments will identify students' needs to ensure post high school success and decrease students entering into college requiring non-bearing credit courses.</p> <p>5. Spring 2010 and ongoing WHY: This is part of the SLC work that needs to be conducted to provide data on post secondary student trends.</p> <p>6. September 2011 and</p>	<p>4. General Fund, SLC Fund</p> <p>5. SLC Fund</p> <p>6. 611 Fund, SIG Fund</p>

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	will increase the responsibilities of the Cohort Level IST Facilitator to quarterly review attendance, discipline, academic progress for all students in their cohorts and will apply the locally developed rubric to identify students from levels 1-4 (1 = needs intense interventions; 2 = can succeed with limited interventions; 3 = on track; 4 = exemplary).	ongoing WHY: This increased workload will necessitate two additional IST Cohort Chairpersons (one for each Cohort) and will even the workload to provide more comprehensive data.	A stipend of \$6,000 per year for two staff members at a total cost of \$18,000 for the 3-year period.
Permissible Activities: <u>Comprehensive instructional reform strategies</u>			
Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	1. The school will continue to utilize the Aligned Balanced web based Curriculum. Administration, SIM and PAR will collaboratively review the curriculum check-offs, complete walkthroughs, and review	1. Ongoing WHY: The administrators must begin this work immediately, (i.e. first unit of instruction). Once hired, the SIM and PAR will work with the high school administrations to demonstrate to teachers that	1. General Fund, SIG Fund This cost as indicated above is inclusive of the 4-days of site-based training, the new position of the PAR Coordinator, and stipends provided for the Administrators.

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	results of students' assessment data to ensure curriculum fidelity and effectiveness.	they are being held accountable for using the aligned and balanced curriculum and format assessments to provide superior instruction to students. The teachers will also be provided with immediate feedback.	
Implementing a school-wide "response-to-intervention" model	<ol style="list-style-type: none"> 1. The Poughkeepsie High School will make modifications to the semester tutorial and, if necessary, will be re-implemented for students, in order to provide built in supports. 2. Students will continue to be provided, as per the SLC, 	<ol style="list-style-type: none"> 1. Pre-implementation activity WHY: In the PPSTA contract, teachers can work an additional period to provide students with a tutorial session and be compensated. However, the tutorial has not been effective and a determination needs to be made if tutorials will be inserted into the Master Schedule. 2. Ongoing WHY: Prior to further 	<ol style="list-style-type: none"> 1. General Fund 2. General Fund, SLC Fund

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	<p>with extended day opportunities, i.e. Saturday and After School Intervention Programs.</p> <p>3. The extended day will allow for enrichment and Tier III interventions built in as additional time for learning during the school day.</p> <p>4. The District has purchased RtIM services to store and retrieve student information regarding interventions to support the RtI model.</p>	<p>continuation, the extended day program will have to be aligned to newly written curriculum, incorporating the Common Core Learning Standards, in order to provide the appropriate supports.</p> <p>3. September 2011 and ongoing WHY: The SIG requires that students be provided with all types of instructional opportunities, both intervention and enrichment, to be successful.</p> <p>4. Ongoing WHY: A review of Tier I, II and III supports has to be conducted in order to ensure that students are adequately being serviced, along with</p>	<p>3. 611 Fund, SIG Fund \$660,000 for the 3-year period has been allocated to meet the requirements of a ten-period day.</p> <p>4. General Fund, 611 Fund, SIG Fund This cost is inclusive of the new organizational structure of the IST.</p>

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	<p>5. Advisory to review student data and meet with students.</p> <p>6. PBIS Committee will develop a system of incentives for positive student outcomes under the RtI Behavioral Tier Intervention Model for individual students.</p>	<p>criteria to be established for participation in Reading Lab.</p> <p>5. Fall 2011 and ongoing WHY: The Principal wants to ensure that advisories will be implemented in the Fall 2011. It is important that Lead Teachers for these positions will be hired and begin work on the format and process for the advisories.</p> <p>6. Spring 2011 and ongoing WHY: The PBIS Committee is 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</p>	<p>5. General Fund, SIG Fund The allocation to support advisory will be resolved during pre-implementation activities.</p> <p>6. General Fund, 611 Fund, SIG Fund The SIG funds are specifically allocated for student incentives for the 3-year period at the total cost of \$36,000.</p>

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	<p>7. Liberty Partnerships New York State Program sponsored by Marist College to support students to complete their secondary education experience.</p> <p>8. Continued learning opportunities for students requiring supports provided by Marist College Upward Bound Program. This program identifies students who are first generation college students who meet the NYS family income guidelines. Students are provided with skills and the motivation needed to successfully enter postsecondary education.</p>	<p>year.</p> <p>7. Ongoing WHY: This established partnership requires that our students be ready for participation.</p> <p>8. Ongoing WHY: This established partnership requires that our students be ready for participation.</p>	<p>7. Outside Agency Fund</p> <p>8. Outside Agency Fund</p>

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	9. Train students and staff to facilitate the peer mediation process in response to staff and student referrals.	9. Fall 2010 and ongoing WHY: This work needs to continue in order to train a new cohort peer mediator.	9. 611 Fund, SLC Fund
Providing additional supports and professional development 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	1. Train IST Cohort Teams regarding disproportionality through New York University. 2. Increase integrated settings for SWDs in a co-teaching model. 3. District Coaches (i.e.: Literacy, ESL, and Math Coaches) will provide professional support and strategies on how to	1. Ongoing WHY: This work needs to continue with some added responsibilities for the IST Cohort Teams as of September 2011. 2. Ongoing WHY: The District has worked diligently to be in compliance with providing SWDs with increasing opportunities in integrated settings and continues to do so. 3. Fall 2011 and ongoing WHY: To continue the work on developing the skills of all teachers to meet the needs of SWDs and	1. 611 Fund 2. 611 Fund 3. N/A

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	<p>differentiate instruction to ensure students acquire necessary skills for teachers and administrators.</p> <p>4. BETAC provides assistance and support with the AMAO plan and professional development.</p> <p>5. Adelphi consultants retrieving data, conducting root cause analysis as it relates to disproportionality and forming subcommittees to address and report on issues such as cultural competency, professional learning communities, IST, PBIS, smaller learning communities, collaboration with community based organizations, and the Bridge program.</p>	<p>ELLs in the classroom setting.</p> <p>4. Ongoing WHY: This part of the AMAO plan that we continue to follow diligently.</p> <p>5. Ongoing WHY: The consultants have and will continue to provide the Adelphi Committee members, as well as ISTs with data which is pertinent to moving forward on all established initiatives.</p>	<p>4. 611 Fund</p> <p>5. 611 Fund</p>

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Using and integrating technology-based supports and interventions as part of the instructional program	<ol style="list-style-type: none"> 1. The District will review policies, Code of Conduct, and other regulations to ensure that appropriate access to technology is available to all students and staff. 2. With a certified Reading Teacher develop and implement a Reading Lab, for identified students using technology as a support. 3. Increase access to technology, such as wireless access, Net books, Mimeo Boards and laptop carts for cohorts. Through 	<ol style="list-style-type: none"> 1. Summer 2011 WHY: This is a very important pre-implementation activity that the Superintendent of Schools will create a sub-policy committee in order to ensure that policies align to new federal and state mandates related to the Transformation model. 2. Summer 2011 WHY: Students have been identified as being deficient in the five key components of reading. Technology will be implemented to support student learning. 3. Summer 2011 and ongoing WHY: Through the JIT review, the high school has been identified as lacking technology, and access to 	<ol style="list-style-type: none"> 1. N/A 2. General Fund, SIG Fund The Reading Teacher will cost \$198,926 for the 3-year period and two Teacher Assistants at the total cost of \$157,611. 3. SIG Fund The total cost for each of the items below for the 3-year period: Mimeo Boards = \$72,000

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	this technology, teachers and students will have ample opportunities to integrate technology into teaching and learning.	technology for teachers and students.	NetBooks = \$72,000 LapTop Cart = \$9,000 Wireless = \$4,500 LapTops = \$90,000 Software = \$4,500 Flashdrive = \$2,400
In secondary schools-- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by	1. The JIT recommended eliminating pre-courses and integrate intervention supports for students in Regents level courses. This is the start to increase rigor at the ninth and tenth grade levels in order to be able to prepare more students for AP courses in their Junior and Senior years. Supports for students needing additional time for interventions will be included into the new extended day (ten periods) at the High School. This will be a part of the pre-	1. Ongoing WHY: Although the High School has begun implementing this JIT recommendation, this school year it is important that through the new extended day students are provided with supports built into the schedule.	1. N/A

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<p>providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</p>	<p>implementation activities conducted by the scheduling team.</p> <p>2. One of the annual goals for the SLC is to increase rigor for all students. The High School has made progress and continues to work on meeting this goal. The high school is working collaboratively with Dutchess Community College to implement more dual credit courses.</p> <p>3. The offerings for Advanced Placement courses will also increase to provide students with opportunities at an earlier grade level.</p>	<p>2. September 2010 and ongoing WHY: As part of our SLC annual goals, the high school has increased advance coursework opportunities for students. During the 2011-12 school year, the high school will plan on offering 2 additional advanced courses for students.</p> <p>3. Ongoing WHY: As part of our SLC annual goals, the high school has increased advance coursework opportunities for students. During the 2011-12 school year, the high school will</p>	<p>2. General Fund, SLC Fund</p> <p>3. General Fund, SIG Fund</p>

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	<p>4. The ultimate goal is to be able to provide all students with the opportunity to participate in one or more higher-level courses.</p> <p>5. Establish school-wide rubrics, which establish clear academic expectations of grade level appropriate high school work.</p> <p>6. Ensure all students are provided College and Career Readiness</p>	<p>have one additional Advanced Placement course offering for students.</p> <p>4. September 2011 and ongoing WHY: Prior to the start of the 2011-12 school year, the high school team will review each student's transcript to ensure that they are provided with rigorous courses.</p> <p>5. Summer 2011 and ongoing WHY: This will require the work of the sub-committee policy group. New rubrics will be established for the 2012-13 school year.</p> <p>6-9. Ongoing WHY: Programs need to be consistently assessed and</p>	<p>4. General Fund, SIG Fund This will be supported by curriculum writing, an additional sixth assignment, if required, plus materials.</p> <p>5. N/A</p> <p>6. Outside Agency Fund, General Fund</p>

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	<p>Opportunities. Let's Get Ready is a program supported by Vassar College providing Juniors and Seniors with instruction in foundational math and critical reading writing skills, SAT preparation, guidance and support for college selection and the college application process.</p> <p>7. Vassar Science Scholars is a Saturday morning enrichment program in science that is offered to talented students. The goal is to sustain and deepen the students' interest in the Sciences.</p> <p>8. Science Olympiad continues to provide students rigorous standards-based challenges in a</p>	<p>modifications made, if necessary, to ensure they meet the needs of the students. This is required by the Board of Education.</p>	<p>7. Outside Agency Fund, General Fund</p> <p>8. General Fund</p>

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	<p>competition format.</p> <p>9. STEP Program at SUNY New Paltz –provides Mathematics, Science and Technology enrichment activities for under-represented or economically disadvantaged students.</p>		<p>9. SUNY New Paltz Special Grant Funding, General Fund</p>
<p>In secondary schools-- Improving student transition from middle to high school through summer transition programs or freshman academies</p>	<p>1. The District, along with the Middle and High School leadership team, will review policies regarding student transition from the middle school to the high school.</p> <p>2. Middle school students requiring additional supports will participate in a program that will be developed following the same model that Dutchess Community College</p>	<p>1. January 2012 and ongoing</p> <p>2. Spring 2012 and ongoing WHY: Local middle school requirements detailed in policy will have to be modified. And viable program will have to be designed and will require</p>	<p>1. N/A</p> <p>2. General Fund</p>

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	<p>provides for students needing remediation, called Smart Start. This program will be interdisciplinary in scope and provide students with an opportunity to enter the ninth grade with appropriate readiness grade level skills.</p> <p>3. Marist College - Liberty Partnership Bridge Program “Getting Ready for the High School” targets identified eighth graders entering the high school to prepare students for the ninth grade Success Academy. Students use a computer generated entrance exam to identify possible career choices. The results of the exam will create the student’s “roadmap” of what their</p>	<p>work that cannot begin and be implemented for Summer 2011. There are other pre-implementation activities that take precedent.</p> <p>3. Ongoing</p>	<p>3. Outside Agency Fund</p>

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	<p>course of study will be.</p> <p>4. For eighth and ninth grade students, a transition program called Career Choices will be incorporated into the Freshman Seminar at the high school, which is currently being implemented.</p> <p>5. The Bridge Transitional and Summer Program from the 8th to 9th grades to help facilitate career planning and more fluid transitions between 8th and 9th grades will ensure student success, and increase graduation rates.</p>	<p>4. June 2011</p> <p>5. January 2012 and ongoing</p>	<p>4. General Fund, SLC Fund, SIG Fund Career Choice allocations through the SIG include: Stipend for Lead Teacher at \$4,500, teacher participants at \$19,500 and materials for students at \$21,000 for the 3-year period.</p> <p>5. General Fund, SLC Fund, SIG Fund The transitional activities for students entering the high school is \$9,000 for the 3-year period.</p>
<p>In secondary schools-- Increasing graduation rates through, for example, credit-</p>	<p>1. The high school will continue its implementation of NovaNET, a web-based</p>	<p>1. Ongoing WHY: Presently, the credit recovery courses are only</p>	<p>1. General Fund, SLC Fund</p>

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<p>recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills</p>	<p>credit recovery program, during the school day and as a separate component of an extended day program.</p> <p>2. The Career Academies continues to grow and will provide students with career exploration opportunities to increase awareness and interest.</p> <p>3. The students will also be able to participate in extended day programs that will allow for grade level and project recovery in order to increase opportunities for students to pass courses.</p>	<p>offered in our extended day program. The leadership team will ensure that credit recovery opportunities are included into the new ten period day beginning September 2011.</p> <p>2. Fall 2012 WHY: The SLC Assistant Principal will continue to work with Dutchess Community College and the Curriculum Committee to align dual credit courses to the academies.</p> <p>3. Pre-implementation and Ongoing WHY: Under the Transformation model, the extended school day program will provide intervention supports, as well as, programs to provide</p>	<p>2. General Fund, SLC Fund</p> <p>3. General Fund, SLC Fund</p>

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	<p>4. Advisory/ mentoring program to personalize the overall high school experience and better meet the needs of students by fostering healthy relationships between adults and students.</p>	<p>students with opportunities for grade and project recovery.</p> <p>4. Summer 2011 and ongoing WHY: Designated Adelphi Committee members along with the Advisory Lead Teachers will be hired to work on designing the advisories for the start of the school year in September 2011.</p>	<p>4. SIG Fund Two lead teachers to provide teachers turnkey training and support at the cost of \$7,500 for the 3-year period.</p>
<p>In secondary schools— Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>	<p>1. The advisories will meet on a regular basis with students regarding attendance, credits accrued, the locally developed RPI, behavior and progress reports and quarterly report cards.</p>	<p>1. Fall 2011 and ongoing WHY: As a best practice to support students overall high school achievement, research shows that when students feel supported by school staff they are more likely to succeed and attendance rates increase.</p>	<p>1. SIG Fund These funds have been indicated throughout all the indicators related to the advisories.</p>

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	<p>2. The responsibilities of the Cohort ISTs will increase to include a quarterly report indicating the locally developed rubric to identify students from levels 1-4 (1 = needs intense interventions; 2 = can succeed with limited interventions; 3 = on track; 4 = exemplar) in order to immediately provide supports.</p> <p>3. Provide teachers with the adequate training to dialogue with parents and recruit their support.</p>	<p>2. September 2011 and ongoing WHY: The new IST organizational structure will need to be created as a pre-implementation activity between the PPS Department and the High School leadership team, prior to the beginning of the school year. This will provide them with training to ensure that the additional responsibilities are carried out effectively.</p> <p>3. Summer 2011(Site Based Training)</p>	<p>2. 611 Fund, SIG Fund SIG Fund for the 3-year period is \$18,000.</p> <p>3. SLC Fund</p>
Required Activities: <u>Increasing learning time and creating community-oriented schools</u>			

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Establish schedules and strategies that provide increased learning time	<ol style="list-style-type: none"> 1. The nine-period day will be increased to a ten-period day. 2. The ten-period day will provide for increased supports for students needing intervention by formal AIS structures (Tier 3 Assistance) and tutorial assistance. 3. This new schedule will also provide opportunities for enrichment, accelerated learning, and opportunities to attain college credit. 	<ol style="list-style-type: none"> 1. Work has begun on the Master Schedule. WHY: Under the Transformation model, the school day will be extended prior to the 2011-12 school year. 2. Summer 2011 and ongoing 3. Summer 2011 and ongoing WHY: The Transformation model will provide opportunities for all students for all three years and ongoing. This will be reflected in the new master schedule. 	<ol style="list-style-type: none"> 1. SIG Fund Cost previously noted. 2. SIG Fund Cost previously noted. 3. SIG Fund Cost previously noted.
Provide ongoing mechanisms	1. Dataation –Parent Portal	1. Fall 2011 and ongoing	1. General Fund, SLC Fund,

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for family and community engagement	<p>will provide parents accessibility at home and/or community based organizations (i.e. Library) to review and access their child’s academic progress, attendance and tardiness data. <i>The District Family Advocate will prepare quarterly districtwide parent meetings that will include a Datacation trainer. This training will give parents hands-on experience in using Datacation.</i></p> <p>2. Plans for a Parent University are being developed. Parents will be able to choose two out of 16 workshops, which will be offered. Meals, childcare, and prizes will be offered as incentives as</p>	<p>2. <i>Spring 2011 and pre-implementation activity. Parent University activities will begin in October 2011. WHY: The Adelphi Committee is working on recreating a Parent University to increase</i></p>	<p>SIG Fund Cost previously noted.</p> <p>2. 611 Fund</p>

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	<p>well. Local CBO's will be available to provide information about the services they offer.</p> <p>3. Collaboration with the City of Poughkeepsie to promote S.W.A.G. (Society@ War Against illegal Guns – D.I.V.A.S. (Diverse Intelligent Ambitious Sisters to increase collaboration between local school districts, law enforcement, and community based organizations.</p>	<p>parental engagement, as well as providing parents with information related to community supports and other outside agencies. The Parent University is expected to begin in fall 2011.</p> <p>3. Ongoing WHY: The DIVAS, in collaboration with the City of Poughkeepsie, will be creating two in-school assemblies regarding bullying, violence, and weapons during the school year for all students.</p>	<p>3. General Fund</p>
Permissible Activities: <u>Increasing learning time and creating community-oriented schools</u>			
Partnering with parents and parent organizations, faith- and	1. Parent Community Liaison is currently developing	1. Ongoing WHY: The Parent	1. General Fund, SLC Fund, Outside Agency Fund

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<p>community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs</p>	<p>programs to inform parents about the importance of parental support and involvement. These programs will be offered in a workshop model. Local Community Organizations such as the Chamber of Commerce, Family Services, the Department of Social Services, the Police Department, Marist College, Vassar College and Dutchess Community College, and others will be active participants to these workshops.</p> <p>2. Locally developed "Away from Home Program," to provide Seniors with five consecutive weekends (fall and spring semesters) to provide educational, psychological and personal</p>	<p>Community Liaison, the SLC Assistant Principal, and the Steering Committee will be developing and inserting into the high school calendar designated dates for workshops specifically to high school parents. Please note, Parent University is a district-wide initiative for all parents.</p> <p>2. Present through Summer 2011 WHY: The Superintendent has provided a concept paper indicating the implementation of a weekend program for</p>	<p>2. The school district is searching for grant funds and/or outside agencies to support this initiative.</p>

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	relations, and social support for young people.	approximately 75 students. The Curriculum and Instruction Department along with the Principal and SLC Assistant Principal will work on developing this type of program by researching and meeting with neighboring institutions of higher learning such as Marist College and Vassar College.	
Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	1. Through the coordination of the advisory facilitators, the advisories will be established.	1. Summer 2011 WHY: Prior to implementation of the advisories, the concept of advisories will be developed to work within the PLC structure to address how to work with struggling students, work with highly motivated students to accelerate learning opportunities, communicate	1. SIG Fund Cost previously noted.

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		with parents, and establish positive rapport with students.	
Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	<ol style="list-style-type: none"> 1. A calendar will be developed to include motivational speakers to provide assemblies pertaining to bullying, graduation success, and self-dignity through initiatives such as Project S.W.A.G. 2. The High School will increase their efforts, through the PBIS team, to ensure that all cohorts have implemented strategies and techniques to promote student success. 3. The High School will continue to implement peer mediation in order to foster healthy relationships 	<ol style="list-style-type: none"> 1. Summer 2011 and ongoing WHY: The SIM and Public Information Officer will develop a quarterly student calendar specifically for the high school that will include all activities. 2. Ongoing WHY: The PBIS team will meet with each cohort to provide recommendations for strategies to be implemented for the 2011-12 school year. 3. Ongoing WHY: In its second year implementation, the Peer Mediation Team will begin 	<ol style="list-style-type: none"> 1. General Fund, SLC Fund 2. General Fund, SIG Fund Cost previously noted. 3. General Fund

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	<p>between peers.</p> <p>4. The High School will begin to implement job embedded PDP opportunities in order to insure evidence of cultural competence.</p>	<p>immediately in September 2011.</p> <p>4. Fall 2011 and ongoing WHY: As part of the pre-implementation activities, the PDP committee will also ensure that cultural competence is included into the plan.</p>	<p>4. SIG Fund Cost specifically for Professional Development is \$449,600 for the 3-year period. Other costs are indirectly covered throughout the narrative.</p>
Expanding the school program to offer full-day kindergarten or pre-kindergarten	N/A	N/A	N/A
Required Activities: <u>Providing operational flexibility and sustained support</u>			
Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	1. Full implementation of the systemic changes as per the Transformation model to the school as identified above. <i>The SIG and the Transformational model have the full support of the Superintendent of Schools and the Board of Education, ensuring that</i>	1. March 2011 and ongoing WHY: The pre-implementation activities will allow for the flexibility to develop a new extended day schedule. The Principal will be allowed to choose the appropriate staff, hire a SIM, contract with Turnaround Officer	1. General Fund, SIG Fund SIG FUND total budget for the 3-year period is \$5,536,982.

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	<p><i>the school and the building Principal have operational flexibility, budgetary control and the ability to support and/or move staff where evaluations indicate a need.</i></p> <p>2. The District will review policies that have historically impeded students with the opportunities to be successful within the same school year.</p> <p>3. Create Bridge opportunities for students through Dutchess Community College. This requires review of the PPSTA contract. In Years two and three, the District will look into partnerships with local</p>	<p>consultants, plan and begin professional development, establish PAR, develop PLC for all staff, and revise and write curriculum.</p> <p>2. June 2011 and ongoing WHY: It is necessary for effective change to address school district policies and make recommendations to the BOE for revisions, where necessary.</p> <p>3. July 2011- August 2011 WHY: All dual credit college courses, as per the PPSTA Contract, must be taught by a member of the PPSTA Unit, therefore review of this obstacle will occur during the pre-</p>	<p>2. N/A</p> <p>3. N/A</p>

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<p>four year colleges.</p> <p>4. Web-based instruction to increase student graduation rate through NovaNET for students consistently failing and repeating courses.</p>	<p>implementation period.</p> <p>4. Ongoing WHY: The school will conduct a review of the implementation of NovaNET during Spring 2011 to determine the effectiveness of success to determine whether to increase portals.</p>	<p>4. General Fund, SLC Fund</p>
<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>1. The District will contract with education experts, <i>who will provide support for the school and building principal. Feedback from these Turnaround Officers will be used to monitor program, assist in moving forward with change, and support the efforts of the school and district staff.</i></p> <p>2. The District will continue to work with the designated</p>	<p>1. June 2011 and ongoing WHY: Prior to the beginning the school year, in order to implement the JIT process, Turnaround Officers will be contracted.</p> <p>2. Ongoing WHY: Successful</p>	<p>1. SIG Fund The cost for the Turnaround Officers is \$72,000 for the 3-year period.</p> <p>2. General Fund, Title Fund, and SIG Fund</p>

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	SED liaison.	implementation of the Transformation model requires that we continue our efforts to collaborate and seek support from SED.	
Permissible Activities: <u>Providing operational flexibility and sustained support</u>			
Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	1. The Transformation Team will serve as the umbrella to all other sub-committees, community based organizations and groups. This committee represents all stakeholders.	1. June 2011 and ongoing WHY: During site based training in the summer, the SIG Roll Out will include the new organizational structures at the High School in order to increase communication and for successful implementation of the Transformation model.	1. General Fund, SIG Fund The cost of the transformation team is \$46,800 for the 3-year period.
Implementing a per-pupil school-based budget formula that is weighted based on student needs	1. The Assistant Superintendent for Business, Director of Special Projects, and	1. Present and ongoing WHY: The first meeting has already been held to address the implications of	1. All Funds

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	building principal will work with designated members of the Transformation Team to ensure that the General Funds, SLC Funds, 611 Funds and SIG Funds are appropriately allocated in order to most effectively meet the needs of all students.	different funding for the high school. These meeting will continue in order to ensure that funds are being utilized appropriately for the effective management of the high school, as well as ensuring our students are provided with ample opportunities for success.	
10. If external partners will be used to accomplish all or any of the actions described- Recruit, screen, and select external providers to ensure their quality	<ol style="list-style-type: none"> 1. The PHS Transformation Team will first, conduct a needs assessment to determine the validity and appropriateness of the services currently being provided by our partners that are listed throughout this plan. 2. The PHS will recruit partners, as needed to fill gaps that may be identified. <i>Contact with the Office of</i> 	<ol style="list-style-type: none"> 1. June 2011 and ongoing WHY: The new Transformation Team will begin this work in June in order to ensure that our school pamphlets indicate appropriately what services and programs are offered to our students in the 2011-12 school year. 2. Ongoing WHY: This work is continual and will be led by the SLC Assistant Principal 	<ol style="list-style-type: none"> 1. SLC Fund 2. To Be Determined

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Action Required By Transformation Model	Description of how the action will be accomplished by LEA	Describe when the action will occur during the grant period(include actions taken during the pre-implementation period), and why at that time	Description of costs associated with the action (description should align with budget narrative and budget provided for grant)
	<i>School Reform will provide information regarding the quality of candidates that will be possible partners.</i>	and the Steering Committee to ensure ample opportunities for students.	

APPENDIX B: TRANSFORMATION MODEL

Cost of Implementation of Model (over 3 years)	Amount of 1003(g) funds LEA will allocate to school	Amount of additional funds, to be provided by other sources, LEA will allocate to school
\$7,682,070	\$5,536,982	\$2,145,088

Describe how the LEA will fund the actions described in the model, including resources other than 1003(g) to support the interventions, and plans to sustain the interventions after the grant ends.

The Poughkeepsie High School is a Tier II School. The Poughkeepsie High School is primarily funded by the district's general fund. In 2008, Poughkeepsie High School was awarded the Smaller Learning Communities Grant for a three-year period at approximately \$250,000 per year. Prior to the end of this school year, we will be notified if the SLC Grant will be extended for an additional two

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years. Since the High School does not receive Title I Funds, the SLC funds have provided support to the overall goal of increasing the graduation rate. It also provided us with financial assistance in implementing the Freshman Academy and Career Academies.

Adaptations will be made to the SIG budget if the funds allocated are lower than the funds requested. The adjustments will be made so that the integrity of the program will follow the Transformation model. Due to the large amount of costs related to Personnel and related benefits, this will be the first category considered in the reduction of the bottom line.

Under 1003(g), schools are required to increase learning time and provide job-imbedded professional development. As we have detailed in the grant application, the high school will create a ten period day where the schedule will be staggered for staff. By implementing this staggered schedule, as opposed to compensating staff members for a sixth assignment, additional funds will not be required to sustain salaries after the three-year grant period. As noted in “Section B: Descriptive Information,” we demonstrated our capacity to provide Professional Learning Community Time for a portion of our instructional staff. The goal is to continue to increase those opportunities during the school day for all other content areas by providing collaborative learning time.

As noted in this School Improvement Grant application, many of our initiatives, programs and activities have already been implemented at the high school. However, there is a tremendous need to create a Professional Learning Community culture/mindset that encompasses appropriate professional development, site based training opportunities, and in-service courses that will enable the instructional staff to set goals aligned to the SIG. In addition, the goal is to ensure that teachers who are trained by consultants will then turnkey the information, thus, reducing the number of outside consultants. We will continue to work cooperatively with other districts in Dutchess County, through Dutchess County BOCES, to maximize our professional development dollars. By increasing our involvement with our post secondary partners, we can increase the number of rigorous dual enrollment academic offerings for our students with no additional cost.

During the pre-implementation period, some of the activities will require continuous dialogue with the designated collective bargaining units to ensure that we will sustain the interventions after the grant ends.

The district will also continue to research grants that will assist the high school toward the overall goal to increase the graduation rate and prepare students for college and career readiness.

The Poughkeepsie City School District, as indicated in the Budget Narrative, does not plan to utilize SIG Funds to support other LEA activities. The SIG Funds will be used to support SIG activities, with district and federal funds also supporting SIG activities specifically at the high school.

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For those teachers who are being paid stipends for a sixth assignment: if the Transformation model is implemented successfully, there will not be the need for as many teachers to teach a sixth assignment.

The continuation of the Reading lab, along with the Reading teacher, will be recommended for continuation, if the data supports them, showing improved student reading scores and improved reading comprehension in the content areas.

Describe any obstacles to implementing this plan (ex: collective bargaining agreements, lack of professional staff, etc.) that the LEA faces at this school, and how the LEA plans to address these challenges.

As indicated in “Section B: Descriptive Information,” the district has been proactive by meeting and working collaboratively with the collective bargaining units to ensure that the obstacles that were stated will not impede the success of the School Improvement Plan under the transformation model.

The district has maintained all records of meetings and workshops conducted pertaining to obstacles that may cause challenges to the implementation of the transformation model. Thus far, the work that has been done has resulted in positive dialogue and a willingness to continue to work together. Education Law 3012c has also been helpful to work towards this process because it has allowed for the collective bargaining units to understand that change will occur in spite of the PLA status at the Poughkeepsie High School. Through the collaboration efforts of joining the BOCES Network Team, under the RTTT initiative, the principal and teacher performance evaluation component will be addressed through a larger consortium by providing the district with the necessary supports to implement this initiative successfully. The purpose for stating the RTTT initiative is to demonstrate another avenue on how the obstacles pertaining to principal and teacher evaluation will be alleviated by this process.

As indicated in the Appendix B of the Transformation Model, the district and PPSTA will continue to work on ensuring that the advisories to be implemented at the high school will require some additional work to determine responsibilities and compensation, if deemed appropriate to the PPSTA Contract.

All parties have reached an agreement to work on resolving all obstacles under the transformation model.

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The person we envision to assume the role of the SIM would be an experienced retired candidate. The person that best fits the description for this position is Carole Mineo, retired Principal from the Newburgh Enlarged City School District. If Ms. Mineo were to take on this position, it would require for the New York State Education Department to provide her with a waiver, as indicated in the RFI teleconference.

Describe how the LEA will modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively in this school.

The district will:

- Review district policies and regulations to ensure that the efforts being made under the transformation model are aligned
- Provide a detailed job description for the SIM
- Develop the appropriate protocols for the Turnaround Officers
- Re-define the RtI and AIS models to ensure that all students are placed and/or provided with appropriate interventions
- Ensure that all staff will adhere to the new guidelines of the transformation model
- Create AMOs with clearly defining stipend, hourly, and daily rates for instructional part-time positions
- Extend the school day
- Provide job-imbedded professional development for all staff
- Increase the level of parental engagement
- Bridge the gap between home and school
- Require teachers to participate in a minimum of 9 hours of in-service courses
- Review and strengthen relationships with Community Based Organizations

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BUDGET NARRATIVE: SCHOOL LEVEL ACTIVITIES FOR TIER I AND II

Directions: For each model type (turnaround, restart, closure, or transformation), complete the following budget narrative. List all of the schools implementing the model type, and complete the chart detailing the costs. For example, if the LEA is implementing turnaround in four schools, the individual schools would be listed below, but the budget narrative would detail the total costs associated for implementing turnaround in all four schools.

Model: Transformation Model

List of Schools implementing model:

School Name	NCES #:	Tier I	Tier II
Poughkeepsie High School	362376003307		X

Category	Description of Budget Item	Proposed LEA allocation				Other Federal or State allocations, determined by the LEA				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
Professional Staff	1.0 FTE SIM (School Improvement Manager) The SIM will serve as the conduit between all activities and the principal under the	\$125,000		\$127,500	\$103,050					\$355,550

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	transformation model.									
	1.0 FTE Reading Teacher: The Reading Teacher will provide direct instruction to students who have little or no reading skills.		\$65,000	\$66,300	\$67,626					\$198,926
	0.5 FTE PAR (Peer Assistance Review Site Coordinator): The PAR will work with the staff to implement the peer review model. SIG Funds	\$55,629		\$56,741	\$57,876					\$170,246
	0.5 FTE PAR (Peer Assistance Review Site Coordinator): The PAR will work with the staff to implement the peer review model. AFT Funds						\$55,529	\$56,741	\$57,876	\$170,146
	1.0 FTE Literacy Coach: This Literacy Coach provides on-site						\$81,977	\$83,617	\$85,289	\$250,883

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support for the English Department including data, curriculum discussions, etc Supported by General Funds										
1.0 FTE Math Coach: This Math Coach provides on-site support for the Math Department including data, curriculum discussions, etc Supported by General Funds						\$89,843	\$91,640	\$93,473	\$274,956	
0.3 FTE ESL Coach: This ESL Coach provides on-site support for the all Departments regarding LEP/ELL's in the classroom. Supported by Title II funding						\$20,389	\$20,797	\$21,213	\$62,399	
1.0 FTE Assistant Principal for SLC: This AP provides on-site support for the Smaller Learning						\$101,794	\$103,830	\$105,906	\$311,530	

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Communities for the overall objective to increase the graduation rate. Funded by the SLC Fund.										
1.0 FTE Attendance Teacher: This attendance teacher provides hands-on support to parents and students to improve student attendance. Funded by the General Fund.						\$71,284	\$72,710	\$74,164	\$218,158	
0.5 FTE PHS Family Liaison: This Family Liaison provides support and workshops to increase the level of parental engagement . Funded by the SLC.						\$11,923	\$12,161	\$12,405	\$36,489	
10 th period salary increment: To Extend the teaching day as well as to implement PLC 1 hr. X 100		\$252,000	\$260,000	\$268,000					\$780,000	

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	teachers X \$63 per hour.									
	Principal's incentive: To provide financial incentive for demonstrated success in school transformation efforts and improving student achievement.		\$5,000	\$5,000	\$5,000					\$15,000
	Assistant Principals' incentive: To provide financial incentive for demonstrated success in school transformation efforts and improving student achievement. 5 AP's X \$3,000.		\$15,000	\$15,000	\$15,000					\$45,000
	Stipend for teaching a 6 th Assignment: According to the PPSTA contract, teachers will receive 1/7 th of their salary when teaching a 6 th assignment. 15 teachers X		\$150,000	\$255,000	\$255,000		\$45,000	\$45,000	\$45,000	\$795,000

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	\$10,000 from SIG funds. 3 teachers X \$15,000 from General Funds.									
	Stipend for administrators to develop and supervise Saturday and extended day programs		\$12,000	\$12,000	\$12,000					\$36,000
	Hourly pay for teachers to teach Saturday and Extended Day programs						\$45,360	\$46,800	\$48,240	\$140,400
	Professional Development: To provide daily rate for teachers to attend 4 full-day professional development during the summer. 100 teachers X \$364 per day X 4 days	\$145,600		\$148,000	\$156,000					\$449,600
	50 per diem substitutes to allow teachers to participate in embedded PD SIG Funding. 135 per diem substitutes for PD participation paid		\$5,000	\$5,000	\$5,000		\$13,500	\$13,500	\$13,500	\$55,500

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	by general funds									
	Instructors for in-service workshops including the following topics: Rigor, literacy across the content areas, RtI level 2, technology, utilizing data to drive instruction, etc. 7 instructors X 9 hours X \$63 per hour for SIG funds. Compensation 100 teachers \$75 paid by General funds.		\$3,969	\$4,095	\$4,221		\$7,500	\$7,500	\$7,500	\$34,785
	Teacher leaders for site-based PD. 15 leaders X 36 hours X \$63 paid by SIG funds. (7 leaders X 20 hours X \$63)		\$34,020	\$23,400	\$21,708		\$6,615	\$6,825	\$7,035	\$99,603
	4.5 Facilitators for writing & editing web-based aligned and balanced curriculum for English, Math, Social Studies,	\$19,845		\$17,483	\$17,483					\$54,811

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	Science and Art.									
	Curriculum authors for writing & editing various aligned and balanced curriculum (web-based) revisions: all English courses, Algebra, Geometry and Living Environment. New curriculum: Trig, Extended Algebra, Calculus, Extended Living Environment, Chemistry, Earth Science, block Global Studies, US History, PIG, ECO, Global 10, Ceramics and Creative Crafts Revisions: 16 authors X 30 hours X \$63 per hour New: 29 authors X 60 hours X \$63 per hour	\$139,860		\$56,550	\$20,100					\$216,510
	Add 2 cohort IST chair people. This will allow for more		\$6,000	\$6,000	\$6,000		\$6,000	\$6,000	\$6,000	\$36,000

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	<p>intensive IST work with students and teachers. These chair people receive 6 salary points as financial incentive to chair the IST. 2 chairs X \$500 per point X 6 points paid with SIG funds. 2 chairs X \$500 per point X 6 points paid with General funds.</p>									
	<p>2 lead teachers for advisories. These lead teachers will provide guidance and support for teachers in the advisory role. These lead teachers will receive 2.5 salary points as financial incentive. 2 lead teachers X 2.5 points X \$500 per point.</p>		\$2,500	\$2,500	\$2,500					\$7,500
	<p>Lead teacher for Career Choices program. This lead teacher will</p>		\$1,500	\$1,500	\$1,500					\$4,500

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<p>provide integration of the Career Choices program as well as the Transitional programs (middle school to high school) This lead teacher will receive 3 salary points as incentive. 1 lead teacher X \$500 X 3 points.</p>									
<p>20 hourly Career Choices Teachers. These teachers will be trained in Career Choice for students transitioning from the Middle school to the high school. 20 Teachers X \$63 per hour X 5 hours</p>		\$6,300	\$6,500	\$6,700					\$19,500
<p>Hourly pay for teachers to participate in transformation team meetings. 10 teachers X \$63 per hour X 24 hours</p>	\$15,120		\$15,600	\$16,080					\$46,800

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Support Staff	2.0 FTE Teacher Assistants to provide coverage for embedded professional development and support service to the Reading Lab.		\$51,500	\$52,530	\$53,581					\$157,611
Purchased Services (Consultant)	2 Turnaround LEA Officers to provide evaluation and feed back of program as per transformation model. 4 visits X 3 days per visit X \$1,000 per day X 2 Officers		\$24,000	\$24,000	\$24,000					\$72,000
	Consultant for professional development – Literacy Across the Content Areas. 10 days X 1,000 per day		\$10,000	\$5,000	\$2,000					\$17,000
	Consultant for professional development – Using Technology to Support Instruction 10 days X 1,000 per day		\$10,000	\$5,000	\$2,000					\$17,000

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Building a parent portal on Datacation Consultant James Early 20 days X \$1,000 per day		\$20,000	\$5,000	\$5,000						\$30,000
Parent Portal Datacation: To improve parent /school communication. This cost will purchase the parent portal on Datacation.		\$20,000	\$20,000	\$20,000						\$60,000
Professional Development: Adelphi University Cultural Competence 10 days X \$1,000						\$10,000	\$10,000	\$10,000		\$30,000
Professional Development: NYU – Disproportionality 10 days X \$1,000						\$10,000	\$10,000	\$10,000		\$30,000
Professional Development: Tuoro College – SIOP Training 6 days X \$1,000						\$6,000	\$6,000	\$6,000		\$18,000
Purchasing Curriculum Space on the ABC for	\$6,000		\$6,000	\$6,000						\$18,000

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	Aligned and Balanced Curriculum for all content areas									
	Multi-measure AFT Innovation Bernadette Leland and Duffy Miller \$2,000 per day X 10 days	\$20,000								\$20,000
Supplies and Materials	Materials to increase connectivity and improve communication systems; Dlinks wireless routers 15 X \$300	\$4,500								\$4,500
	Dell Latitude 2120 NetBooks for Staff to increase teacher productivity 100 NetBooks X \$600	\$60,000		\$6,000	\$6,000					\$72,000
	Mimeo Boards for integration of technology instruction in the classroom 10 Mimeo Boards X \$2000	\$20,000		\$40,000	\$12,000					\$72,000
	Dell Vostro 3500 Cohort Laptop for students - Reading and	\$30,000	\$30,000	\$30,000						\$90,000

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	Course Recovery Lab 40 Laptops X \$750									
	PBIS Incentive for each Cohort to support the strategies and activities that motivate students to stay in school and be successful \$3,000 per cohort X 4 cohorts		\$12,000	\$12,000	\$12,000					\$36,000
	Professional Libraries Books for PLC	\$10,000		\$20,000	\$20,000					\$50,000
	Laptop Carts for Cohort Computer Labs 2 X \$1,500	\$3,000		\$3,000	\$3,000					\$9,000
	Software License		\$1,500	\$1,500	\$1,500					\$4,500
	16G Flashdrives for Staff 100 Flashdrives X 20	\$2,000		\$200	\$200					\$2,400
	Workbooks for Career Choices		\$7,000	\$7,000	\$7,000					\$21,000
	Transitional Activities for students moving from grade 8 to grade 9		\$3,000	\$3,000	\$3,000					\$9,000
Travel	Principal of the High School travel for	\$5,000		\$5,000	\$5,000					\$15,000

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	professional development as per transformation model									
Employee Benefits	Employee Benefits Supported By SIG Funds Benefits supported by others		\$620,860	\$504,188	\$450,567		\$186,078	\$189,800	\$193,596	\$2,145,089
Equipment										
Grand Total		\$656,554	\$1,343,149	\$1,833,587	\$1,703,692	\$0	\$768,792	\$1,134,649	\$1,115,113	\$8,555,536

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BUDGET NARRATIVE: LEA LEVEL ACTIVITIES FOR TIER I AND II SCHOOLS

Directions: Complete the following budget narrative, describing the LEA level activities associated with implementing the models in the PLA schools the LEA has proposed to serve with SIG funds. This budget narrative should be in alignment with both the activities described on p. 12 and 16, and with those described in the model implementation plans (where applicable). Please keep in mind that SIG funds are generated by each PLA school, and while the LEA is permitted to use a portion of these funds for LEA level activities, LEAs will not receive additional SIG funds for these activities and LEAs are not permitted to use these funds to support schools beyond those they proposed to serve in this application.

Category	Description of Budget Item	Proposed LEA allocation				Total Project Allocation
		Pre-implementation	Year 1- Full Implementation	Year 2	Year 3	
The district does not plan to use SIG Funds for LEA activities.						
Professional Staff						
Support Staff						
Purchased Services (Consultants)						
Supplies and Materials						
Travel						
Employee Benefits						
Equipment						
Grand Total		N/A				

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APPENDIX C: CONSULTATION/COLLABORATION DOCUMENTATION FORM

LEA Name: _____

BEDS Code: _____

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Copy and use additional pages as necessary

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 the LEA’s School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration around the LEA’s School Improvement Grant application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

This form must be completed and submitted to SED by each LEA applying for funds under 1003(g) 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 in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA.
2. For representatives of constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in column 4; supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with LEA’s School Improvement Grant Application.

1. Individuals Consulted	2. Individual’s Title <u>and</u> Constituency Group Represente	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual’s Name (Print/Type)			
Signature			
Individual’s Name (Print/Type)			
Signature			
Individual’s Name (Print/Type)			
Signature			

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APPENDIX D: SUGGESTED LANGUAGE FOR COMMITMENT LETTER

Please provide a document signed by the Superintendent and the Local Teachers Union Leader, and where applicable a document signed by the Superintendent and the Leader of the Union representing building principals, committing to the following:

By no later than the end of the 2010-11 school year, any existing collective bargaining agreement shall be amended as necessary to require that teachers (or building principals where applicable) assigned to schools for which the district is receiving §1003(g) funds to implement a transformation model will be evaluated using a system that fully implements all of the provisions of Education Law section 3012-c that will be applicable in the 2011-12 school year and thereafter, including those provisions that must be implemented in accordance with locally developed procedures negotiated pursuant to the requirements of Article 14 of the Civil Service Law.

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Statement of Assurances

The following assurances are a component of your application. By signing the certification on the application cover page you are ensuring accountability and compliance with state and federal laws, regulations, and grants management requirements and certifying that you have read and will comply with the following assurances and certifications.

Federal Assurances and Certifications, General:

- Assurances – Non-Construction Programs
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- General Education Provisions Act Assurances

Federal Assurances and Certifications, NCLB (if appropriate):

The following are required as a condition for receiving any federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- NCLB Assurances
- School Prayer Certification

General Federal Assurances

1. The program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
2. Each LEA shall assure its compliance with all supplement not supplant requirements;
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency or in a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
4. The applicant will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

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5. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
6. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
7. The applicant agrees to comply with the following civil rights authorities, their implementing regulations, and appropriate federal and State guidelines: Title VI of the Civil Rights Act of 1964, Title IX of the Federal Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975.

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, and by signing the application cover page, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal

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assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction sub agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

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14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.), which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Standard Form 424B (Rev. 7-97), Prescribed by OMB Circular A-102, Authorized for Local Reproduction, as amended by New York State Education Department

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CERTIFICATIONS REGARDING LOBBYING

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the Application Cover Page provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions; and

- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

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**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY
AND
VOLUNTARY EXCLUSION — LOWER TIER COVERED TRANSACTIONS**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing the Application Cover Page, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

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7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, as amended by the New York State Education Department

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GENERAL EDUCATION PROVISIONS ACT ASSURANCES

These assurances are required by the General Education Provisions Act for certain programs funded by the U.S. Department of Education.

As the authorized representative of the applicant, by signing the application cover page, I certify that:

- (1) that the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction –
 - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

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(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

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**NEW YORK STATE DEPARTMENT OF EDUCATION
NO CHILD LEFT BEHIND ACT ASSURANCES**

These assurances are required for programs funded under the No Child Left Behind Act.

As the authorized representative of the applicant, by signing the Application Cover Page, I certify that:

(1) each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

(2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will

administer the funds and property to the extent required by the authorizing statutes;

(3) the applicant will adopt and use proper methods of administering each such program, including—
(A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
(B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

(4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;

(5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;

(6) the applicant will—
(A) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
(B) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties;

(7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment;

(8) the applicant has consulted with teachers, school administrators, parents, nonpublic school representatives and others in the development of the application to the extent required for the applicant under the program pursuant to the applicable provisions of the No Child Left Behind Act;

(9) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 3214(3)(d) and (f) and the Gun-Free Schools Act (20 U.S.C. § 7151);

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(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7908 on military recruiter access;

(11) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of 20 U.S.C. § 7904 on constitutionally protected prayer in public elementary and secondary schools;

(12) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the applicant is complying with the requirements of Education Law § 2802(7), and any state regulations implementing such statute and 20 U.S.C. § 7912 on unsafe school choice; and

(13) in the case of a local educational agency, the applicant is complying with all fiscal requirements that apply to the program, including but not limited to any applicable supplement not supplant or local maintenance of effort requirements.

SCHOOL PRAYER CERTIFICATION

As a condition of receiving federal funds under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (NCLB), the local educational agency hereby certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the current guidance issued pursuant to NCLB Section 9524(a).