

New York State Education Department  
LEA School Improvement Grant Update Application, FY 2011  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965

School Improvement Grants Update Application

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

Cover Page

LEA BEDS Code

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

**New York State Education Department**  
**LEA School Improvement Grant Update Application, FY 2011**  
**Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

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: 4/26/12

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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: 4/27/12

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**SECTION I: 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.





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**SECTION III: TEACHER AND PRINCIPAL EVALUATION SYSTEM REQUIREMENTS**

Directions: Provide documentation that your APPR plan has been approved by the Commissioner, and include a web-link to your approved plan. Also, check the statement that describes your current APPR:

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations for all classroom teachers and building principals in the district in 2012-2013, and ensures that all classroom teachers and building principals will be evaluated in accordance with these provisions. □

In addition to your district's agreement to comply with the requirements outlined in this SIG application, your district has an approved APPR plan that describes how the district is implementing Education Law §3012-c and Commissioner's regulations and all of its provisions for all classroom teachers and building principals in SIG Transformation and Restart schools in 2012-2013, and ensures that all classroom teachers and building principals in these schools will be evaluated in accordance with these provisions. □

NOTE: Your district must submit proof of approval (in the manner described in the directions above) by no later than July 1, 2012. At the time of submission, the district must also clarify whether the APPR applies to all classroom teachers and principals in the district, or only those in the SIG Transformation and Restart Schools, in 2012-2013.

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**SECTION IV: DISTRICT SUPPORT OF PLA SCHOOLS UPDATE**

**Cohort 1, Year 3**

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it related to district support of PLAs. In the second column, entitled *Summary of Year 2 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 3 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

Brief description of each LEA-level approved '09 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 2 Implementation (no more than one paragraph for each activity)	Plans for Year 3 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress

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**Cohort 2, Year 2**

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it related to district support of PLAs. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued.

Brief description of each LEA-level approved '10 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Align District Negotiated Agreements with Transformation model	The one year agreements have been submitted and approved for both teachers and administrators.	Renegotiations will be completed by July 1, 2012 for both teachers and administrators	Proceeding according to approved '10 SIG plan
Administrator and Teacher Evaluations	The one year agreements have been submitted and approved for both teachers and administrators.	Renegotiations will be completed by July 1, 2012 for both teachers and administrators	Proceeding according to approved '10 SIG plan

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Brief description of each LEA-level approved '10 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Peer Assistant Review (PAR)	PAR Coordinator 0.5 FTE hired and the coordinator is preparing different models for approval.	PAR will be refined and implemented.	Delayed. The District has implemented the NYSUT rubric as its evaluation tool for the new APPR. Records show the amount and certification of professional development provided to all administrators, teacher departments chair people as well as all potential PAR candidates. The PAR candidates have already begun to provide turnkey professional development to all PHS teachers in preparation for the teaching standards aligned to SLO. In the coming school year, the high school will fully implement a PAR model that is affordable to the District.
Redesign the Organizational Structure of PHS	A new principal has been hired at PHS. The organizational chart outlines the roles of the Principal, Assistant Principals, Cohort teams, SIM, departments and academies, along with the roles of the Turn Around Officers.	Review and revise where needed.	Proceeding according to approved '10 SIG plan

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Brief description of each LEA-level approved '10 SIG Plan Activity (no more than one paragraph for each activity)	Summary of Year 1 Implementation (no more than one paragraph for each activity)	Plans for Year 2 Implementation (no more than one paragraph for each activity)	Characterization of Activity Progress
Hire SIM and Turn Around Officers	The SIM has been hired as of October, 2011. Turn Around Officers will complete four 3-day visits to PHS. Their reports will be on file in the Office of Curriculum & Instruction.	The SIM will continue through the next year. The Turn Around Officers' visits will be reduced to three.	Proceeding according to approved '10 SIG plan
Restructure the school day	The 10 <sup>th</sup> period was implemented to include approximately 15% of the students. Advisories were begun on Feb. 1, 2012. PLC for all teachers began in September, 2011.	The use of the 10 <sup>th</sup> period will be expanded for all students. Advisories will be reviewed and improvements made. They will begin early September 2012. PLC school-wide will continue for 2012-13.	Proceeding according to approved '10 SIG plan
Restructure the course offerings	The course titles were aligned with New York State definitions and identification systems. Teaching staff is associated with course offerings according to NYSED definitions.	N/A	Completed
Develop a process to ensure staff commitment to work in the new High School under the transformation model	Commitment letters were signed and are on file in the Office of Human Resources.	Look at staffing needs and recruit staff, where needed.	Proceeding according to approved '10 SIG plan

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Align and balance PHS Curriculum	ELA and Math curriculums were revised to reflect the Common Core. Some Social Studies, Science and Art courses were written and published on the web-site.	Continue writing new curriculum in Social Studies, Science, Art, ESL and Spanish.	Proceeding according to approved '10 SIG plan
Redesign the Restructuring Team into the Transformation Team	Board of Ed approval was obtained to redesign the Restructuring Team into the Transformation Team. The Team has met and minutes are on file in the Office of Curriculum & Instruction.	Transformation Team will be re-submitted for approval by the Board of Education in September 2012.	Proceeding according to approved '10 SIG plan
Customize the PDP to address the specific needs of the PHS	The PDP was revised to include all professional development for PHS reflecting the needs of the Transformation model.	Review and revise, if needed.	Completed
Extension of the School Day and additional time within the school day	PLC has been scheduled on the master schedule for all PHS teachers. A 10 <sup>th</sup> period has been built into the master schedule. AIS is being provided to some students.	Provide AIS for all eligible students by adjusting the master schedule for 2012-13.	Proceeding according to approved '10 SIG plan

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Access to accurate student and program data	Parent portal has been purchased and training has been provided to parents. Data is reviewed regarding the percentage of Cohort students moving towards diploma status and turn-key PD has been provided on utilization of the Student Management System.	Continue training parents, reviewing data, and providing PD on the Student Management System.	Proceeding according to approved '10 SIG plan
Program Implementation and Monitoring	All materials and resources are in place. Review of data to drive instruction, monitor class and grade levels for students. Progress monitoring using the RTiM continues. Monitoring by the Turn Around Officers ensures consistency with the Transformation model. Protocols for student attendance and drop-outs are reviewed monthly. Parent communication has been improved by the principal's monthly newsletter.	All of these need to be continued.	Proceeding according to approved '10 SIG plan

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Provide additional technology for instructional use	Netbooks have been purchased, distributed, and training has been given to all teaching staff. The building is now wireless throughout. Training on the use of Google, Smart Boards, and using technology to improve instruction will take place in June 2012.	The professional development will be continued in the 2012-13 school year.	Proceeding according to approved '10 SIG plan
Bridging the gap between home and school – parental involvement	Training has been provided for parents on the use of the Parent Portal on Datacation. Parent meetings by Cohort have occurred quarterly.	Continue nurturing the mindset that parents are partners and we need to set 2012-13 annual calendar of activities for parents.	Proceeding according to approved '10 SIG plan
Increase Community Based Organization Involvement	CBO involvement calendar and events are maintained by the SLC Assistant Principal.	The CBO involvement calendar will be updated for the 2012-13 school year.	Proceeding according to approved '10 SIG plan
Develop a vision and mission statement aligned to the transformation model that reflects the newly designed high school	The task was started and will be completed by the Principal by June 2012.	Review and revise, if necessary.	Proceeding according to approved '10 SIG plan

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Revamp BLT	The BLT lacked full stakeholder membership according to the CR 100.11. Membership has been recruited and although better representation from parent and community-based organizations has improved, it is not fully implemented. Agendas have been created and meetings have been held.	The Poughkeepsie High School will develop and articulate a clear distinction between the CR 100.11 and the Transformation Team that has been fully implemented. This will help to better serve the school by defining their roles and consolidating teams.	Proceeding according to approved '10 SIG plan
Plan for the 4 days of professional development that will occur during the summers	Because the SIG was not received until mid-August, the 4 days of professional development will occur as a PHS Teacher Institute during the week of June 25, 2012.	In August 2012, there will be 2 additional days of professional development.	Proceeding according to approved '10 SIG plan
Plan for the 6 days of professional development that will occur during the school year	Agendas for professional development days along with teacher attendance are on file with the Curriculum & Instruction Office.	Plan for 2012-13 school year professional development days.	Proceeding according to approved '10 SIG plan
Purchasing and training for Netbooks for teachers	Netbooks have been ordered and training has taken place. An inventory of netbook serial numbers and assigned staff is maintained.	N/A	Completed

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Review present duties of IST and revise duties	Duties were reviewed and two more ISTs were assigned to the PHS. There is currently one IST assigned to each Cohort. Each Cohort IST reviews student progress reports quarterly.	IST review of student progress will continue for the 2012-13 school year.	Proceeding according to approved '10 SIG plan
Dissemination of the SIG requirements under the Transformation model	A powerpoint presentation was given to PHS staff, students, parents and community. SIG information and updates on SIG activities are published on the District web-site and in PRIDE, and in local media. The principal has created a web-site for feedback and to provide information to the community.	The dissemination of SIG information to parents, community and staff will continue for the 2012-13 school year.	Proceeding according to approved '10 SIG plan
Develop a protocol for the Turn Around Officers	The Turn Around Officers' calendar included four visits – November, January, March and May. The three-day visits included interviews with staff, committee presentations and classroom visitations, which reflected the JIT.	Turn Around Officers' calendar of visits will be prepared for the 2012-13 during the May visit and will be reduced to three visits.	Proceeding according to approved '10 SIG plan

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Creating opportunities for In-Service that supports the Transformation model	In-service will be provided in the PHS Teacher Institute June 25-29, 2012. In-service workshops such as Classroom Management, Using Technology in the Classroom, Spanish for Educators, RTiM, etc. will be provided at that time.	This needs to be continued during the school year for 2012-13.	Proceeding according to approved '10 SIG plan
Provide transitions for middle school students into their freshman year and ongoing, Career Choices	A transitional program for 8 <sup>th</sup> grade students coming to PHS was provided with one day per week of transitional activities. This occurred in the Summer 2011. Career Choices was embedded into the 9 <sup>th</sup> Grade Academy.	Reviewing last year's program, it was decided to revise the offerings and develop interdisciplinary Social Studies, ELA and Reading courses, as well as project-based Math and pre-requisite Science, providing transitional skills for students. This will occur July 2012. A parent meeting will kick off this program. Career Choices will be embedded into the 9 <sup>th</sup> Grade Academy. In September 2012, a whole day 9 <sup>th</sup> grade orientation will take place to provide a smooth transition from Poughkeepsie Middle School to Poughkeepsie High School.	Proceeding according to approved '10 SIG plan

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Embedded Professional Development	Teachers in departmental groups receive embedded training through PLCT. Topics include the new APPR, goal setting, and teacher reflection. Attendance at PLCT and embedded professional development, along with agendas are kept on file in the Office of the Principal.	Embedded professional development will continue for the 2012-13 school year.	Proceeding according to approved '10 SIG plan
Create a Student Advisory	Lead teachers for Student Advisories were hired in December, 2011. Protocols were developed in collaboration with Adelphi University and the Advisory Committee. Student Advisories began for students February 1, 2012. Meetings for teachers to continue development have occurred monthly.	Review and revise, if needed. Advisories will begin September 2012.	Proceeding according to approved '10 SIG plan
Improving Interactions between the Parent and the School	The Parent Portal was created and the district parent liaison, when she returned from family leave in December, has held structured meetings and activities for parents.	The family liaison will create a 2012-13 calendar of activities for parents by August, 2012.	Proceeding according to approved '10 SIG plan

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Improving Interactions between the Community Based Organizations and the School	The Assistant Principal for SLC develops breakfast forums with CBOs to address transformation program updates. Opportunities for students are developed and discussed at these breakfasts.	Interactions between the PHS and community CBOs will continue for the 2012-13 school year.	Proceeding according to approved '10 SIG plan
Develop a protocol to provide data to all staff in a meaningful user friendly format	Protocols for the continued use of data have been developed. These protocols provide access to data for PHS staff.	Data protocols will continue to be developed and revised for the 2012-13 school year.	Proceeding according to approved '10 SIG plan
Assessment of present programs for students (co-curricular activities, clubs, and athletic programs)	An assessment of programs and activities occurred in June 2011. Some programs were discontinued, others developed and offered to students. Stipends were developed with collective bargaining units.	A review of all programs must take place in June, 2012 and some programs may be revised, discontinued or new programs may be added.	Proceeding according to approved '10 SIG plan

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Assessment of present programs for students in partnership with Community Based Organizations and/or Higher Learning Institutions	The Smaller Learning Communities Assistant Principal and the Principal of PHS review all programs semi-annually in regards to student participation, demographics and parent engagement. They develop other programs for students to have opportunities related to college experiences. The SLICK program will be developed for the end of June 2012.	This program needs to be reviewed and a cost analysis needs to be done.	Proceeding according to approved '10 SIG plan

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**SECTION V: SCHOOL MODEL IMPLEMENTATION UPDATE**

**Turnaround Model**

Complete for **each Cohort 1 school which received SIG funds** to implement the Turnaround Model in the 2010-2011 SY.

School: \_\_\_\_\_  
Grades Served: \_\_\_\_\_

NCES#: \_\_\_\_\_  
Number of students: \_\_\_\_\_

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Turnaround Model. In the second column, entitled *Summary of Year 2 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 3 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits or during Cohort 1 SIG monitoring visits in the *Characterization of Activity Progress*.

<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to			

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<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates			
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff			
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 the turnaround school			
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional			

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<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
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			
Promote the continuous use of student data (such as from formative, interim, and summative assessments)			

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<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
to inform and differentiate instruction in order to meet the academic needs of individual students			
Establish schedules and implement strategies that provide increased learning time			
Provide appropriate social-emotional and community-oriented services and supports for students.			
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.			

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**Turnaround Model**

Complete for **each Cohort 2 school that received SIG funds** to implement the Turnaround Model in the 2011-2012 SY.

School: \_\_\_\_\_  
Grades Served: \_\_\_\_\_

NCES#: \_\_\_\_\_  
Number of students: \_\_\_\_\_

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Turnaround Model. In the second column, entitled *Summary of Year 1 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 2 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially			

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
improve student achievement outcomes and increase high school graduation rates			
Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff			
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 the turnaround school			
Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped			

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
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			
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			

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
academic needs of individual students			
Establish schedules and implement strategies that provide increased learning time			
Provide appropriate social-emotional and community-oriented services and supports for students.			
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.			

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**Transformation Model**

Complete for **each Cohort 1 school which received SIG funds** to implement the Transformation Model in the 2011-2012 SY.

School: \_\_\_\_\_  
Grades Served: \_\_\_\_\_

NCES#: \_\_\_\_\_  
Number of students: \_\_\_\_\_

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled *Summary of Year 2 Implementation*, please describe the actions taken to date for the approved activity. In the third column, entitled *Plans for Year 3 Implementation*, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled *Characterization of Activity Progress*, please categorize LEA implementation of the described activity as:

- proceeding according to approved '09 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits or during Cohort 1 SIG monitoring visits in the *Characterization of Activity Progress*.

<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Replace the principal who led the school prior to commencement of the transformation model			
Use rigorous, transparent, and equitable evaluation systems for			

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<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>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 practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement;</p>			
<p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school 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>Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding</p>			

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<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>subject-specific pedagogy, instruction that 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>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.</p> <p>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</p>			

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<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
standards			
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 academic needs of individual students.			
Establish schedules and strategies that provide increased learning time			
Provide ongoing mechanisms for family and community engagement			
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			
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)			

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<b>Required Action</b>	<b>Summary of Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 3 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>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</p>			



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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	2010.		
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 practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement;	Agreements with the teachers' bargaining unit were completed and NYSED approved the NYSUT rubric as the evaluation model. Agreements with the principal's bargaining unit were completed and NYSED approved the Reeves Leadership Performance Matrix.	Renegotiations will be completed by July 1, 2012 for both teachers and administrators.	Proceeding according to approved '10 SIG plan
Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done	Principal and Assistant Principals have received stipends for additional supervisory time and additional responsibilities. Teachers have received an increase in compensation based on before and after school work, summer work, Saturday program and participation in professional	Compensation for administrators and teachers for additional responsibilities, PD, and extra work will continue.  Review of staff improvement initiatives (TIP and PIP) to determine viability of maintaining these staff must continue for 2012-	Proceeding according to approved '10 SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
so.	development outside of the school day. PBIS teams have developed incentive based celebrations for students and parents. Opportunities for improvement and the implementation of the new evaluation and communication of expectations to staff have been implemented in March through June 2012. Staffing will be reviewed and staff who fail to demonstrate improvement will be terminated or transferred.	13.	
Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that 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	The PDP was revised to reflect the areas of professional development needed at the high school to provide for the transformation model. PDP on the new APPR, teacher observation and walk through and the use of student data occurred in March 2012. The PHS Teacher Institute is being developed for the week of June 25, 2012.	Professional development to support turn around activities must continue during the 2012-13 school year. The courses/workshops that will be offered will reflect the needs of the staff in relationship to turn around activities.	Proceeding according to approved '10 SIG plan

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
have the capacity to successfully implement school reform strategies;			
<p>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.</p> <p>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</p>	<p>Career Choice Lead Teacher received a stipend. The transition program between middle and high school was developed and run during the Summer of 2011.</p> <p>Netbooks were purchased for reflective journaling and to access data.</p> <p>First year teachers received mentoring.</p>	<p>The Career Choice Lead Teacher will continue providing fluid transitions between 8<sup>th</sup> grade and 9<sup>th</sup> grade. Reviewing last year's program, it was decided to revise the offerings and develop interdisciplinary Social Studies, ELA and Reading courses, as well as project-based Math and pre-requisite Science, providing transitional skills for students. This will occur July 2012. A parent meeting will kick off this program. Career Choices will be embedded into the 9<sup>th</sup> Grade Academy. In September 2012, a whole day 9<sup>th</sup> grade orientation will take place to provide a smooth transition from Poughkeepsie Middle School to PHS.</p> <p>Netbooks will not be purchased this year because the activity was completed. Their use will</p>	<p>Proceeding according to approved '10 SIG plan</p>

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		<p>continue to develop the mastery of the use of data to inform instruction as well as to develop curriculum.</p> <p>First year teachers will receive mentoring.</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 academic needs of individual students.</p>	<ul style="list-style-type: none"> <li>• Teacher created format assessments have been developed and are used quarterly with data analysis that follows each assessment.</li> <li>• Cohort and guidance counselor team identify students at risk of not meeting graduation requirements and provide opportunities for success.</li> <li>• Cohort ISTs track student interventions using RTiM</li> <li>• Entry college assessments for 11<sup>th</sup> grade students have been given in April 2012 identifying college readiness (collaboratively with Dutchess Community College)</li> <li>• The National Student</li> </ul>	<p>The activities mentioned in Year 1 will continue as described.</p>	<p>Proceeding according to approved '10 SIG plan</p>

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	<p>Clearinghouse provides data identifying students graduating from two-year colleges and those enrolled in four-year colleges. This data will be used by guidance and cohort teams.</p> <ul style="list-style-type: none"> <li>• Cohort level IST reviews attendance, discipline and academic progress for all students according to a rubric to provide interventions. This is reviewed quarterly.</li> </ul>		
<p>Establish schedules and strategies that provide increased learning time</p>	<p>School day increased to a 10<sup>th</sup> period day including formal AIS structures and tutorial assistance, as well as enrichment opportunities, accelerated learning and opportunities to gain college credit.</p>	<p>The use of the 10<sup>th</sup> period will be expanded for all students. Additional courses providing enrichment and acceleration will be developed for 2012-13. Advisories will be reviewed and improvements made. They will begin early September 2012. PLC school-wide will continue for 2012-13.</p>	<p>Proceeding according to approved '10 SIG plan</p>
<p>Provide ongoing mechanisms for family and community engagement</p>	<ul style="list-style-type: none"> <li>• Training has been provided for parents on the use of the</li> </ul>	<ul style="list-style-type: none"> <li>• Training will continue for parents on using the Parent</li> </ul>	<p>Proceeding according to approved '10 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	<p>Parent Portal on Datacation by the District Family Advocate.</p> <ul style="list-style-type: none"> <li>• Collaboration with the City of Poughkeepsie via SWAG will be held in May 2012.</li> <li>• Along with the work of the Smaller Learning Communities Grant, additional informational meetings were held with CBO, parents, students and staff. This involved small workshops and additional student assemblies.</li> </ul>	<p>Portal. The District Family Advocate will develop a calendar of parent activities to continue nurturing the mindset that parents are partners.</p> <ul style="list-style-type: none"> <li>• Collaboration with the City of Poughkeepsie will continue.</li> <li>• Additional parent and community based town hall type meetings and workshops will specifically be held for: parents of ELLs to discuss the concerns related to the graduation and passing rates as reflected in the District's AMAO.</li> <li>• Efforts to consolidate school-wide teams, providing more effect use of resource and time, will continue for 2012-13.</li> </ul>	

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
<p>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</p>	<ul style="list-style-type: none"> <li>• The Principal has been allowed to choose appropriate staff, hire the SIM, contract with the Turn Around Officers, plan and deliver professional development, plan PLC for all staff and revise and write curriculum.</li> <li>• Bridge opportunities for students with Dutchess Community College have been developed and implemented.</li> <li>• Novanet web-based instruction has been implemented to assist students who are consistently failing or repeating courses.</li> <li>• The District has reviewed policies that have historically created conflicting issues in relation to student achievement. The retention policy is being reviewed and revised. It is on the table to be accepted by the</li> </ul>	<ul style="list-style-type: none"> <li>• The Principal should continue to have operational flexibility, budgetary control and the ability to support or move staff where evaluations indicate a need.</li> <li>• More bridge opportunities should be developed with Dutchess Community College.</li> <li>• The effectiveness of Novanet should be reviewed and adjustments made, where needed.</li> <li>• Policy pertaining to attendance is being aligned to the principal-course-student linkage. Policy regarding the grading system. This policy will be completed and adopted by the Board of Education. Policy and regulation</li> </ul>	<p>Proceeding according to approved '10 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	<p>Board of Education. School District regulation regarding student class' status is being aligned to reflect the wording of the student cohort status. Policy pertaining to attendance is being aligned to the new teacher-course-student linkage. Policy regarding the grading system. The preliminary work to develop a revised grading system for all students is being reviewed for regulation revisions. Policy and regulation pertaining to AIS, linking it to RtI has been submitted to SED.</p>	<p>pertaining to AIS, linking it to RtI, revisions will be made and it will be adopted by the Board of Education and SED.</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>	<ul style="list-style-type: none"> <li>• The Turn Around Officers were contracted in October 2011 and provided data, used to monitor the program, four times during the 2011-12 school year.</li> <li>• The District has worked with Andy McGrath and other SED</li> </ul>	<ul style="list-style-type: none"> <li>• The Turn Around Officers will be contracted in September 2012 to provide three 3-day visits to Poughkeepsie High School providing feedback on year 2 of the Transformation model.</li> <li>• The district will continue to work with SED liaisons</li> </ul>	<p>Proceeding according to approved '10 SIG plan</p>

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
	designated liaisons to monitor the progress of the Transformation model and to develop recommended changes.	providing ongoing monitoring and support for year 2.	
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	<ul style="list-style-type: none"> <li>• Adelphi University has been contracted to work with the PHS staff on the topics of Student Advisories and Cultural Competence.</li> <li>• NYU has been contracted to work with PHS on the topic of Disproportionality.</li> <li>• Two Turn Around Officers have been contracted to provide four three-day visits which have provided feedback on SIG activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The Transformation Team will continue to review the need to provide external partners ensuring their quality for the 2012-13 school year. One example is to contract with the America’s Choice Whole School Reform to provide the training for instruction in the classroom aligned to the Common Core Standards along with increasing content vocabulary which is also referred to as literacy in the content areas. The America’s Choice will provide workshop on routine and rituals, Readers and Writers Workshop that will help increase the graduation rate.</li> </ul>	Proceeding according to approved '10 SIG plan

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**Restart Model**

Complete for **each Cohort 2 school which received SIG funds** to implement the Restart Model in the 2011-2012 SY.

School: \_\_\_\_\_ NCES#: \_\_\_\_\_  
 Grades Served: \_\_\_\_\_ Number of students: \_\_\_\_\_

Directions: Please fill out the following chart, and provide information on implementation of the approved SIG plan as it relates to the implementation of the Transformation Model. In the second column, entitled Summary of Year 1 Implementation, please describe the actions taken to date for the approved activity. In the third column, entitled Plans for Year 2 Implementation, please describe the actions that will be taken during the 2012-2013 school year related to the approved activity. In the final column, entitled Characterization of Activity Progress, please categorize LEA implementation of the described activity as:

- proceeding according to approved '10 SIG plan
- proceeding according to approved amended plan
- delayed
- discontinued
- completed

This characterization should be based upon the information given in columns 2 and 3 of the chart. If the LEA characterizes any activity as delayed or discontinued, the LEA must provide a description of the reasons the activity has been delayed or discontinued. LEAs must address any findings provided by SED during PLA school visits in the *Characterization of Activity Progress*.

<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
The LEA must implement a “rigorous review process” for selecting the pool of Educational Partner Organization applicants for implementation of the Restart model.			
The LEA must demonstrate how the			

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
school will now have the capacity to significantly improve academic outcomes as a result of the expertise of the chosen EPO and the program implemented.			
The Restart EPO with which the LEA has contracted shall assume the powers and duties of the superintendent for purposes of implementing the educational program of the Restart School, and the Principal will report to and be under the direct supervision of the EPO. This governance relationship between the LEA, EPO and the school board or Chancellor as outlined in Education Law 211-e must be adhered to completely.			
The LEA must create an accountability contract with the EPO, with clearly defined goals for student achievement.			
The LEA must ensure, through agreement with collective bargaining units and its contracting process with selected EPOs that Commissioner’s Regulation 100.2(o), and Education			

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
Law 3012-c, are being implemented in Restart schools in the 2011-2012 school year.			
The LEA must require the EPO to create a mandatory professional development plan for all staff consistent with New York’s approved Race to the Top application that ensures the effective implementation of the New York State standards, including the Common Core.			
The LEA must require the EPO to include in this professional development plan activities that promote data driven instruction and inquiry.			
The LEA must require the EPO to delineate for school staff and administrators how the professional development plan will inform and affect rigorous principal and teacher evaluations, as it may require mandatory additional professional development days and/or modified schedules for increased collaboration and planning.			
The LEA must enroll, within the			

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<b>Required Action</b>	<b>Summary of Year 1 Implementation (no more than one paragraph for each activity)</b>	<b>Plans for Year 2 Implementation (no more than one paragraph for each activity)</b>	<b>Characterization of Activity Progress</b>
grades the Restart school serves, any former student who wishes to attend the school.			
The LEA must notify parents and community of Restart model selection, and provide information on school choice options available.			
The LEA must create a plan to transfer students who either a) cannot attend the new school because their grade is not served; or b) have parents who wish to opt-out. Provide NYSED with a list of schools that will receive transfer students.			
If external partners will be used to accomplish all or any of the actions described above- the LEA must describe how it will recruit, screen, and select external providers to ensure their quality.			

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**SECTION IV: SCHOOL DATA UPDATE**

Complete for **each** school receiving SIG funds.

School: Poughkeepsie High School  
Grades Served: 9-12

NCES#: 362376003307  
Number of students: 1154

To inform and evaluate the effectiveness of the interventions described in this grant application, as well as to fulfill requirements for data reporting to USED, NYSED will monitor a school's progress on achievement and leading indicators. Additionally, NYSED is reviewing data on the proportionality of students with disabilities, English language learners, and students with interrupted formal education within persistently lowest-achieving schools. The following indicators are those that we request the LEA to provide. In addition to those indicators listed below, NYSED will also review state gathered data on the following: AYP status; AYP targets met and missed by the school; school improvement status; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; college enrollment rates; discipline incidents; and truants.

Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Percentage of students with disabilities	School: 17% District average: 20%	School: 14% District average: 18%	School: 14% District average: 16%
Percentage of English language learners	School: 4% District average: 9%	School: 4% District average: 10%	School: 4% District average: 10%
Percentage of students with interrupted formal education	School: District average: <b>This data is not available.</b>	School: District average: <b>This data is not available.</b>	School: District average: <b>This data is not available.</b>
Number of minutes within the school year	75,600	75,600	75,600

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Indicator	2008-2009 SY	2009-2010 SY	2010-2011 SY
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	#: <u>  96  </u> %: <u>  92.3  </u>	#: <u>  96  </u> %: <u>  95  </u>	#: <u>  142/148  </u> %: <u>  96  </u>
Teacher attendance rate	92%	94.2%	94.1%
Distribution of teachers by performance level on LEA's teacher evaluation system*	N/A	N/A	N/A
*Please describe the LEA's teacher evaluation system, and provide data on how many teachers are at each level within the evaluation system for the school.	The teacher evaluation system providing levels was implemented beginning March 2012. This data will be available July 2012.		

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**SECTION VII: SCHOOL GOALS UPDATE**

**Directions: Please describe any progress made on the annual goals the LEA established in their approved '09 and/or '10 SIG application for monitoring student achievement on the State's assessments in reading/language arts and mathematics and/or annual goals the LEA established for graduation rate in Tier I and II schools that receive school improvement funds. Please ensure that data provided in this section is consistent with data provided to SED by the LEA in each school's Academic Performance Plan (APP). Please also revise or provide additional goals for the academic and leading indicators tracked by the United States Department of Education.<sup>1</sup>**

**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 2010-11 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 2011-2012 School Accountability Report, for the second consecutive year.

**Black/African American:**

This sub-group's performance index for the 2011-12 Accountability Report was 176. It exceeded their effective AMO by 1 point.

**White:**

The white population continues to meet/exceed the Effective AMO.

**Hispanic:**

The Hispanic population met the effective AMO for the 2010-11 and 2011-12 school accountability reports.

**Students with Disabilities:**

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<sup>1</sup> These academic and leading indicators were defined by USDE pursuant to the School Improvement Grants under Section 1003(g): AYP status; AYP targets met and missed by the school; school improvement status; number of minutes within the school year; percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics; student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup; average scale scores on State assessments in reading/language arts and mathematics, by grade, for the "all students group", for each quartile, and for each subgroup; percentage of limited English proficient students who attain English language proficiency; graduation rate; dropout rate; student attendance rate; number and percentages of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes; college enrollment rates; discipline incidents; truants; distribution of teachers by performance level on LEA's teacher evaluation system; and teacher attendance rate.

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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. For the 2011-12 School Accountability Report, this group did not meet Safe Harbor Targets nor did they meet eligibility for Safe Harbor.

**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 Safe Harbor Target was met for the 2011-12 school accountability report, however, as a result of graduation rate, this group was ineligible for Safe Harbor. The performance index was 173, two points short of meeting the Effective AMO.

**LOCAL ELA/Reading DATA BY COHORT**

**2008 Cohort General Education Population:**

Approximately 17% of students in the 2008 Cohort that have attempted to take the ELA Regents Comprehensive Exam during grade 11 have yet to pass the exam.

**2008 Cohort Students with Disabilities:**

Approximately 33% of the SWDs have not met the passing State criteria for the ELA Regents Comprehensive Exam, as well as the Regents Competency Test.

Approximately 8% 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 49% of the students have passed the ELA Regents Comprehensive Exam with a score higher than 65.

Approximately 0% 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, for the 2011-12 Accountability Report, our scores remain the same and as such, we did not meet the Effective AMO, Safe Harbor Target, nor were we eligible for Safe Harbor in this area because of graduation rate.

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**Black/African American:**

Due to not making the graduation rate, this sub-group was not eligible for Safe Harbor. The performance index for the 2011-12 Accountability Report for this group was 170. This group did not achieve the effective AMO nor the Safe Harbor Targets, nor were they eligible for Safe Harbor based on graduation rate.

**White:**

The white population continues to meet the Effective AMO. This year 2011-12, the scoring increased by 16 points.

**Hispanic:**

The performance index for the 2011-12 Accountability Report for this group was 162. This group did not achieve the effective AMO nor the Safe Harbor Targets, nor were they eligible for Safe Harbor based on graduation rate.

**Students with Disabilities:**

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

**Limited English Proficient:**

There are not enough students to establish a cohort. The team will continue to work on individual analysis of students' scores.

**Economically Disadvantaged:**

The Safe Harbor Target was not met in the 2011-2012 school accountability reports. The performance index for the 2011-12 Accountability Report for this group was 166. This group did not achieve the effective AMO nor the Safe Harbor Targets, nor were they eligible for Safe Harbor based on graduation rate.

**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. This goal was not met. Our actual graduation rate was 59%.

For all students, the graduation rate was 59%. We failed to meet our Progress Target by 4%.

The following data is based on the New York State Report Card.

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**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%. The graduation rate for the 2006 cohort was 57%. We failed to meet the Progress Target by 5%.

**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%. The graduation rate for the 2006 cohort was 71%. We failed to meet our Progress Target by 3%.

**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%. The graduation rate for the 2006 cohort was 50%. We failed to meet the Progress Target by 2%.

**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%. The graduation rate for the 2006 cohort was 49%. We failed to meet the Progress Target by 9%.

**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:**

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%. The graduation rate for the 2006 cohort was 59%. We failed to meet the Progress Target by 3%.

**School Improvement Status**

The Poughkeepsie High School's improvement status, according to the 2010-11 New York State School Report Card is as follows:

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

**Average Scale Score**

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**ELA Students in Levels 1 and 2**

Students scoring in Level 1 in ELA in 2010-11 was 28%. 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 4%. 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 26%. 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 9%. 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.

**Percentage of Students Meeting Proficiency**

The percentage of students meeting proficiency, according to the New York State School Report Card, for the 2007 Cohort (2010-11 SY) is as follows:

- ELA – 68%
- 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 2010-2011, the percentage of LEP students who attained English Language proficiency was 0%. 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%. In 2010-11, the percentage of graduates who enrolled in post secondary education following graduation is 65.3%. 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.

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**Number of Minutes within the School Year**

The number of minutes during the 2010-11 school year for students was 75,600 minutes. The schedule design for the 2011-12 school year is staggered for teachers, thus creating an additional period for students during the school day. The number of minutes for students during the 2011-12 school year is 83,880 minutes. The overall increase of instructional time is 8,100 minutes per year and the Poughkeepsie High School has a ten period schedule.

**Participation Rate**

The percentage of participation rate, according to the New York State School Report Card for the 2010-11 school year is as follows:

- ELA – 99%
- 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 10%. The 2010-11 Drop Out Rate was 6%. The APP goal is to continue to decrease the Drop Out Rate to 5% in 2011-12.

**Student Attendance Rate**

In 2009-10, the Student Attendance Rate was 89%. The 2010-11 student attendance rate was 88%. The APP Goal for 2011-12 is 90%. The SIG application goal was to meet or exceed the Attendance Rate of 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 SIG application goal was 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.”*

[In reference to the above:] We have changed the data format for students taking advanced course work. As we now have students in lower grades taking advanced coursework, the calculation will be a percentage of students in advanced courses compared with the BEDS day population of the Poughkeepsie High School.

For 2009-10 school year, # 96 students completed advanced coursework which represents 7.7% of the PHS student population of 1245.

For the 2010-11 school year, # 142 students completed advanced coursework which represents 12.1% of the PHS student population of 1177.

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**Suspension Rate**

In 2009-10, the suspension rate was 18%. In 2010-11, the suspension rate was 15%. The APP goal for suspension rate is 10% for the 2011-12 school year. The SIG application goal was 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 2010-11 school year, the rate is 42.9%
- For students enrolled at the end of the year, the rate is 38.2%
- For students enrolled at the end of the year, with 20 **consecutive** days absent, the rate is 2.8%

The APP indicated a truancy rate for the 2010-11 school year as 10.2%. The goal for the 2011-12 school year is 7%.

**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 has been developed and observations are underway.

**Teacher Attendance Rate**

In 2009-10, the Teacher Attendance Rate was 94%. The 2010-11 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.

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**SECTION VIII: CONSULTATION and COLLABORATION**

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's FY 2011 application update. Identify stakeholders, and describe any relevant outcomes from the consultations. 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. Also complete the Consultation/Collaboration Form on the following page.

The Poughkeepsie High School successfully completed many of its initiatives that were indicated in the 2011-12 application. Therefore, we were able to work with the identified stakeholders that we indicated in the grant would help to move the School Improvement Grant forward. The Turn Around Officers played a significant role, following the model that was established by SED in its creation of a Joint Intervention Team. By using this model, the Turn Around Officers have provided quarterly reports to the Poughkeepsie High School. These reports indicate the progression and the lack of it in identified areas that were established in the SIG. Utilizing these reports, as well as working in consultation/collaboration with these experienced educators, have helped to formulate the application update for submission for the 2012-13 school year.

The BOCES Network Consortium Team, under the RTTT initiative and funds, has played an integral role to assist in the preliminary development of the SLOs. They have worked directly with the Poughkeepsie High School staff providing professional development in the NYSED Regulations for Certification of Lead Evaluators. This template has been a driving tool to begin the work based on the 9 components of the criteria and providing additional professional development related to the Common Core Standards and their shifts.

The Poughkeepsie High School leadership team, as indicated in the SIG, has also worked collaboratively to gather and disaggregate pertinent data to indicate meeting the goals established in the SIG. This team, consisting of building level administrators and department chairs, as well as the Literacy and Math Coaches, really identified the areas of success and also the areas that are in need of improvements and/or revisions as indicated in the second year submission of this application.

The Poughkeepsie High School's work with Adelphi University provided substantial evidence related to cultural competence. Students and parents have been surveyed, as well as interviewed related to school morale, user-friendly office, access to academic guidance, and the level of safety related to the cultural environment of the school building. The work that has been gathered has also played a significant role in determining how to work on our academies, career choice opportunities and the overall scope related to the student as a whole.

The SIG Grant also provided the Poughkeepsie High School the opportunity to create an Instructional Support Team (IST) for each cohort grade level. This was significant in accessing and reviewing students that were academically at risk related to report grades and outcomes, as well as for

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attendance and discipline. This team and the work they have provided has served as an important collaborator to the overall process and the impact on student passing rates and providing and implementing other avenues to help students to remain in school in order to increase the graduation rate.

The Transformation Team has been the cohesive unit that has taken all of the aforementioned to develop the application update that is being submitted for the 2012-13 school year. This team has produced and gathered all of the pertinent information that related to the goals and activities listed on the 2011-12 application. Based on the findings, the Transformation Team has made recommendations that have now been listed in the second year application. In addition, the team has continued to work throughout the year to make the necessary changes and revisions within the school year in order to increase the level of success for students. In the application, you will find on the next page, *Consultation/Collaboration Form*, the stakeholders' signatures of this team that played a significant role to collectively gather the findings that is representative of the Poughkeepsie High School's entire community, as well as the input and work of the District in order to complete and submit a second year application that will continue its efforts to increase the graduation rate as we have been identified for in the SIG.

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Poughkeepsie City School District/ Poughkeepsie High School

BEDS Code:	1	3	1	5	0	0	0	1	0	0	0	0
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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 and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Pam Knittel Signature	ESL Coach PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Debby Brooks Signature	Chief Building Representative PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Lilly Pavlo Signature	PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Cheryl McNulty Signature	Guidance 9-12 - IST PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Lynnette Williams	Special Ed Teacher w/Adelphi PHS Transformation Team Member	Meeting March 13, 2012	

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Signature		Assistant Superintendent of Curriculum & Instruction	Meeting March 13, 2012
Individual's Name (Print/Type) Jose Carrion			
Signature		Assistant Superintendent of Pupil Personnel Services	Meeting March 13, 2012
Individual's Name (Print/Type) Dr. Lynne Pampel			
Signature		PTSA President – PHS Parent	
Individual's Name (Print/Type) Jacqueline Roman			
Signature		Assistant Superintendent of Human Resources	Meeting April 27, 2012 Meetings 4/20/12 & 3/23/12
Individual's Name (Print/Type) Dr. Hasna Muhammad			
Signature			

<b>1. Individuals Consulted</b>	<b>2. Individual's Title and Constituency Group Represented</b>	<b>3. Date and Method of Consultation</b>	<b>4. Signatures Unobtainable/ Summary of Documentation</b>
Individual's Name (Print/Type) Kirsten Ruglis	Turn Around Officer	April 4, 2012 Telephone Conference	Signature Unobtainable
Signature			
Individual's Name (Print/Type) Diane Albano	Turn Around Officer	April 4, 2012 Telephone Conference	Signature Unobtainable
Signature			
Individual's Name (Print/Type) Dr. Devin Thornberg	Adelphi University Consultant	April 11, 2012 Telephone Conference	Signature Unobtainable
Signature			
Individual's Name (Print/Type) Edgar Glascott	PHS Principal		
Signature			
Individual's Name (Print/Type) Carole Mineo	School Improvement Manager		

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**SECTION VIII: SUMMARY OF COHORT 1 EXPENDITURES BY FS-10 BUDGET CODES FOR 2011-2012**

Directions: Please complete the following chart, detailing the expenditures that have occurred during the 2011-2012 SY related to implementation of your approved '09 School Improvement Grant application/budget. In the column labeled Proposed Expense Description, please ensure that the expense description is aligned clearly with the information that you have provided as part of your district and school implementation updates.

<b>FS-10 Code Number</b>	<b>Amount Allocated</b>	<b>Proposed Expense Description</b>	<b>Amended Y/N (if yes include amount)</b>	<b>Actual Amount Expended<sup>2</sup></b>	<b>Projected Balance/Carryover</b>	<b>Projected Cost 2012-13</b>

<sup>2</sup> On January 3<sup>rd</sup>, the Commissioner suspended SIG funds in ten districts as a result of failure to implement Education Law 3012-c. When listing the actual amounts expended for particular codes, districts should also use this space to describe any affects of the suspension of funds on expenditures for the 2011-2012 SY.

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**BUDGET NARRATIVE**

Directions: For each Code on the FS-10, provide a description and dollar amount for each proposed expenditure in the space below.

**Poughkeepsie City School District 131500010000  
SIG Cohort 2  
Budget 2012-2013**

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i>			
<i>Code 15 Professional Salaries</i>	SIM (School Improvement Manager)	1.0 FTE	\$120,000	\$120,000
	PAR (Peer Assistance Review) Site Coordinator	0.5 FTE	\$113,482	\$56,741
	Professional development: pay for before or after school workshops 11.5 hour X 115 teachers X \$65	hourly rate \$65	11.5 hours X 115 teachers X \$65	\$82,225
	Principal's stipend	stipend	\$5,000	\$5,000
	Assistant Principals' stipend	stipend	5 APs X \$3,000	\$15,000
	Stipend for teaching a 6th assignment (16 teachers)	PPSTA stipend	16 teachers X \$15,300	\$244,800
	Reading Teacher	1.0 FTE	\$87,963	\$87,963
	Administrators to supervise Saturday and Extended Day Programs	hourly rate \$75	1 Administrator X \$75 X 160	\$12,000

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<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i>			
	<b>Professional Development</b>			
	2 Full Days for professional development Summer 2012	Daily rate \$374	115 teachers X \$374 x 2 days	\$86,020
	Substitutes to allow teachers to attend embedded PD	per diem substitute rate \$100	25 days of substitutes X \$100	\$2,500
	Instructors for 10 in-service workshops aligned to the transformation model	hourly rate \$65	9 hours per workshop X 10 workshops X \$65	\$4,550
	5 Teacher leaders for PD for site-based training	hourly rate \$65	36 hours X 5 leaders X \$65	\$11,700
	<b>Curriculum Writing</b>			
	5 Facilitators for writing and editing web-based aligned and balanced curriculum English, Math, Social Studies, Science, and Art	hourly rate \$63	5 facilitators X 70.5 hours X \$65	\$22,913
	Curriculum Authors for writing and editing various aligned and balanced curriculum (web-based)			
	Revisions to reflect the Common Core : all English and Math courses, Trig, Chemistry, Earth Science, block Global, US History	hourly rate \$65	27 editors X 30 hours X \$65	\$52,650
	Newly aligned and balanced curriculum: Forensics, Advisory Manual, Physics, Spanish 1, French 1, Native Speaker Spanish,	hourly rate \$65	22 Curriculum Authors X 40 hours X \$65	\$57,200

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<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i>			
	Music, etc.			
	6 salary points to increase IST cohort chairs by 2	\$500 per point	2 IST chair X 6 points x \$500 per salary point	\$6,000
	Advisory lead teacher to provide guidance and support for teachers in the advisory role (2.5 salary points)	\$500 per point	2 lead teachers X 2.5 salary points X \$500 per point	\$2,500
	<b>Career Choices Program</b>			
	Career Choices Lead Teacher (3 salary points)	\$500 per point	1 lead teacher X 3 salary points X \$500 per point	\$1,500
	5 Career Choices Teacher hourly training	hourly rate \$65	5 CC teachers X \$65 X 5 hours	\$1,625
	Hourly pay for teachers to participate in Transformation Team meetings	hourly rate \$65	10 teachers X 10 meetings X 2 hours per meeting X \$65	\$15,600
	PAR 10 peer evaluators to work in pair evaluation teams using the NYSUT rubric for teacher evaluation for those PHS teachers who volunteer.	hourly rate \$65	10 teachers (peer evaluators) 2 hours X 5 evaluations X \$65	\$6,500

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<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i>			
<i>Code 16 Support Staff Salaries</i>	2 Teacher Assistants to provide coverage for teachers to attend embedded PD	2.0 FTE	\$33,251.50	\$66,503
<i>Code 40 Purchased Services</i>	2 Turn Around Officers	TBD	3 visits X 3 days per visit X \$1,000 per day X 2 Officers	\$18,000
	Consultant for professional development: Literacy across the content areas	TBD	20 days X \$500 per day	\$11,000
	Developing the attendance component and the growth component for the APPR.	James Early	15 days X \$1,000 per day	\$15,000
	ABC - A Balanced Curriculum purchasing curriculum space on the ABC web-site for English, Math, Social Studies, Science, Art, Music, Spanish, etc.	Dr. David Squires	\$6,000.00	\$6,000
	America's Choice Whole School Reform Initiative - program fee. This fee will provide PHS with an America's Choice consultant to provide embedded professional development.	America's Choice	\$30,000.00	\$30,000

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<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i>																							
<i>Code 45 Supplies and Materials</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">10 Mimeo Boards</td> <td style="width: 25%; text-align: center;">\$2,000.00 each</td> <td style="width: 25%; text-align: right;">\$20,000</td> </tr> <tr> <td>PBIS Incentives for each cohort (4 cohorts)</td> <td style="text-align: center;">\$5,000.00 per cohort</td> <td style="text-align: right;">\$20,000</td> </tr> <tr> <td>Professional Library - books for PLC</td> <td style="text-align: center;">\$10,000.00</td> <td style="text-align: right;">\$10,000</td> </tr> <tr> <td>Workbooks for Career Choices</td> <td style="text-align: center;">1 workbook for each ninth grader</td> <td style="text-align: right;">\$7,000</td> </tr> <tr> <td>Transitional activities - students moving from grade 8 to PHS in grade 9</td> <td style="text-align: center;">\$5,000.00</td> <td style="text-align: right;">\$5,000</td> </tr> <tr> <td>Supplies and materials for professional development. i.e.: chart paper, markers, post-it notes, etc.</td> <td></td> <td style="text-align: right;">\$5,000</td> </tr> <tr> <td>Replacement bulbs for Smartboards</td> <td></td> <td style="text-align: right;">\$6,000</td> </tr> </table>			10 Mimeo Boards	\$2,000.00 each	\$20,000	PBIS Incentives for each cohort (4 cohorts)	\$5,000.00 per cohort	\$20,000	Professional Library - books for PLC	\$10,000.00	\$10,000	Workbooks for Career Choices	1 workbook for each ninth grader	\$7,000	Transitional activities - students moving from grade 8 to PHS in grade 9	\$5,000.00	\$5,000	Supplies and materials for professional development. i.e.: chart paper, markers, post-it notes, etc.		\$5,000	Replacement bulbs for Smartboards		\$6,000
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<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i>		
<i>Code 46 Travel Expenses</i>	<b>Traveler</b>	<b>Purpose of travel</b>	<b>Cost</b>
	Principal of PHS	PD for transformation school principal as per transformation model	\$5,000
	Career Choices lead Teacher and Assistant Principal assigned to Career Choices	PD to refine transitional program (Middle school to High school) as well development of Career Choices Program for 9th Graders	\$5,000
	America's Choice National Conference	To re-establish America's Choice Program at PHS and to contact other PLA schools across the country	\$15,000

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<b><i>CODE/ BUDGET CATEGORY</i></b>	<b><i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY</i></b>
<i>Code 80 Employee Benefits</i>	<b>Social Security @ 7.65% = \$163,703</b> <b>Teacher Retirement @ 8.62% = \$294,3356</b> <b>Worker’s Compensation @ 0.69% = \$15,879</b> <b>Health Insurance = \$85,620</b>
<i>Code 90 Indirect Cost</i>	<b>There are no indirect costs charged to this grant.</b>
<i>Code 49 BOCES Services</i>	<b>There are no BOCES services charged to this grant.</b>
<i>Code 30 Minor Remodeling</i>	<b>There are no minor remodeling charged to this grant.</b>
<i>Code 20 Equipment</i>	<b>There is no equipment in this grant.</b>

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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;
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**

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

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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.).
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.

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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**

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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**

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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.
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.

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**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

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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**

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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;

(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**

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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);

(10) in the case of a local educational agency, as a condition of receiving funds under the No Child Left Behind Act, the

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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).

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Poughkeepsie City School District/ Poughkeepsie High School

BEDS Code:	1	3	1	5	0	0	0	1	0	0	0
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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 and Constituency Group Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Kristen Roglis Signature	Turn Around Officer	April 4, 2012 Telephone Conference	Signature Unobtainable
Individual's Name (Print/Type) Diane Albano Signature	Turn Around Officer	April 4, 2012 Telephone Conference	Signature Unobtainable
Individual's Name (Print/Type) Dr. Devin Thornberg Signature	Adelphi University Consultant	April 11, 2012 Telephone Conference	Signature Unobtainable
Individual's Name (Print/Type) Edgar Glascoff Signature <i>Edgar Glascoff</i>	PHS Principal	meetings 3/27, 3/29 4/10, 4/13, 4/20	
Individual's Name (Print/Type) Carole Mineo Signature <i>Carole Mineo</i>	School Improvement Manager	meetings 3/27, 3/29 4/10, 4/13, 4/20	

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**CONSULTATION/COLLABORATION FORM**

Complete the Collaboration and Consultation Form below with signatures from consulted stakeholders.

LEA Name: Poughkeepsie City School District/ Poughkeepsie High School

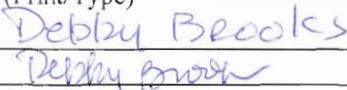
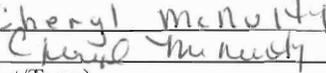
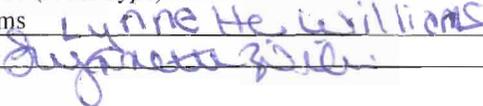
BEDS Code:	1	3	1	5	0	0	0	1	0	0	0	0
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Copy and use additional pages as necessary

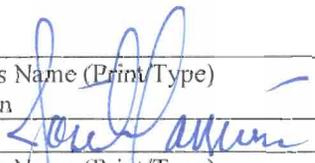
The U.S. Department of Education School Improvement Grant Guidelines, Under Section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant application. LEAs **MUST** include representatives of collective bargaining units and recognized 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 Represented	3. Date and Method of Consultation	4. Signatures Unobtainable/ Summary of Documentation
Individual's Name (Print/Type) Pam Knittel Signature 	ESL Coach PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Debby Brooks Signature 	Chief Building Representative PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Lilly Pavlo Signature	PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Cheryl McNulty Signature 	Guidance 9-12 - IST PHS Transformation Team Member	Meeting March 13, 2012	
Individual's Name (Print/Type) Lynette Williams Signature 	Special Ed Teacher w/Adelphi PHS Transformation Team Member	Meeting March 13, 2012	

**New York State Education Department  
LEA School Improvement Grant Application Year 2 Update, FY 2011  
Under 1003 (g) of the Elementary and Secondary Education Act of 1965**

Individual's Name (Print/Type) Jose Carrion	Assistant Superintendent of Curriculum & Instruction	Meeting March 13, 2012	
Signature 			
Individual's Name (Print/Type) Dr. Lynne Pampel	Assistant Superintendent of Pupil Personnel Services	Meeting March 13, 2012	
Signature 			
Individual's Name (Print/Type) Jacqueline Roman	PTSA President – PHS Parent		
Signature			
Individual's Name (Print/Type) Dr. Hasna Muhammad	Assistant Superintendent of Human Resources	Meeting April 27, 2012 Meetings 4/20/12 & 3/23/12.	
Signature 			