



# Poughkeepsie City School District

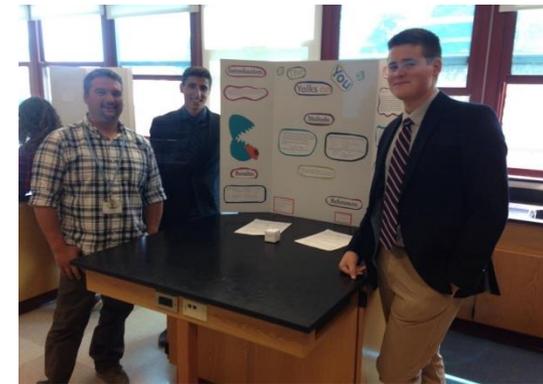
Delivering on the promise of a high-quality education

*Every scholar. Every day. Every classroom.*

## The Promising Practices Conference

November 4-5, 2016

Albany, New York- Empire State Plaza



**Implementing A Coherent Organizational/Instructional  
Framework To Transform Teaching and Learning**

***Poughkeepsie City School District***

***"Case Study on Poughkeepsie High School Receivership"***

# **Poughkeepsie City School District Presentation Team**

**Dr. Nicole Williams**  
Superintendent of Schools

**Mrs. Tracy Farrell**  
Assistant Superintendent Curriculum, Instruction, and Grants Management

**Mrs. Phee Simpson**  
Executive Principal of Poughkeepsie High School

**Mr. Da’Ron Wilson**  
Principal Poughkeepsie Middle “Model” School (Receivership)

**Mr. Dan Wilson**  
E-TECH Principal

**Mrs. Nancy Dingee**  
2nd Vice President PPSTA/Special Education Math Teacher

# Agenda

- ❑ **Overview of the Poughkeepsie City School District**
  - ❑ Goal: Top 10% by 2020
  - ❑ Demographic Snapshot
  - ❑ Theory of Action
- ❑ **Poughkeepsie High School Case Study**
  - ❑ Focus Instructional Learning Walks
  - ❑ Teamwork and Communication
  - ❑ Data Walls/Data Dashboards
  - ❑ *Mission Literacy*- ICLE/HMH
  - ❑ Rigor/Relevance/Engagement- Quadrant B/Quadrant D
  - ❑ Operation Graduation (Adopt-A-Senior)- Red/Yellow/Green
  - ❑ New York State Receivership Identification & Removal from Accountability Status as a Receivership School
- ❑ **Organizational/Instructional Coherence in the Poughkeepsie City School District**
  - ❑ “Communities of Practice”
  - ❑ Aligning Resources- Overview of Revenues and Expenditures



# Our Goal: Top 10% by 2020

## Building Structures and Pathways to Maximize Performance

### EVIDENCE OF SUCCESS GOALS

#### Goal 1

Academic Achievement

#### Goal 2

Safety and Security

#### Goal 3

Family and Community Communication and Engagement

#### Goal 4

Performance Management and Talent Development

#### Goal 5

Organizational Efficiency and Accountability



100% GRADUATION

SAT Combined Score of 1200  
or ACT Score of 22

Level 3 or 4 on One AP Exam

Grade 10 PSAT  
Combined Score of 145

Grade 9 GPA of 2.5

Level 3 or 4 in  
Five Core Regents Exams

Level 3 or 4 on Grades 3-8  
ELA and Math Assessments

RIT Score of 193 on Grade 3 MAP  
Reading Assessment

Demonstrate Proficiency and  
Readiness for Grade 3

Pre-K to K Readiness DIAL-  
Social/Emotional/Academics

COLLEGE AND CAREER READINESS: CLIMBING THE LADDER TO SUCCESS



# Poughkeepsie City School District

## *A Demographic Snapshot*



# Poughkeepsie City School District Snapshot

Learning Sites: 8

Enrollment: (Pre-K - 12 and Out-of-District) 4,700

## 2016-2017 PreK-12 Student Data

Male: 52%      Female: 48%

African American: 52%

Caucasian: 12%

Hispanic: 32.7%

English as a Second Language (ESL) population: 10%

Special Education population: 16.14%

Free/Reduced Lunch Rate: 86.2%

Homeless Population: 4%

# District Accountability Status 2016-2017 School Year

District: Focus (ranking in the bottom 10% of 700 districts in New York State)

Clinton Elementary School: Focus

Krieger Elementary: Focus

Morse Elementary: Priority

Warring Elementary: Priority

Early Learning Center: In Good Standing

Poughkeepsie Middle School: Receivership

Poughkeepsie High School: Removed from  
Receivership/Priority

E-TECH: In Good Standing

# Theory of Action for Improvement

## *If the district...*

- aligns resources (human and fiscal) strategically to develop and support effective, high-quality school leaders and teaching staff;
- provides targeted support to schools and implements clear standards and data-driven processes for accountability;
- implements high-quality, robust professional development linked to improving student learning;
- designs and delivers a uniform, rigorous district-wide core curriculum preK-12;
- aligns systemic processes and targeted support for continuous school improvement.

## *Then we will...*

realize statistically significant improvements in student achievement district-wide.

# OVERVIEW OF POUGHKEEPSIE CITY SCHOOL DISTRICT FOCUS STRATEGIES (7 Schools)

2016-2017

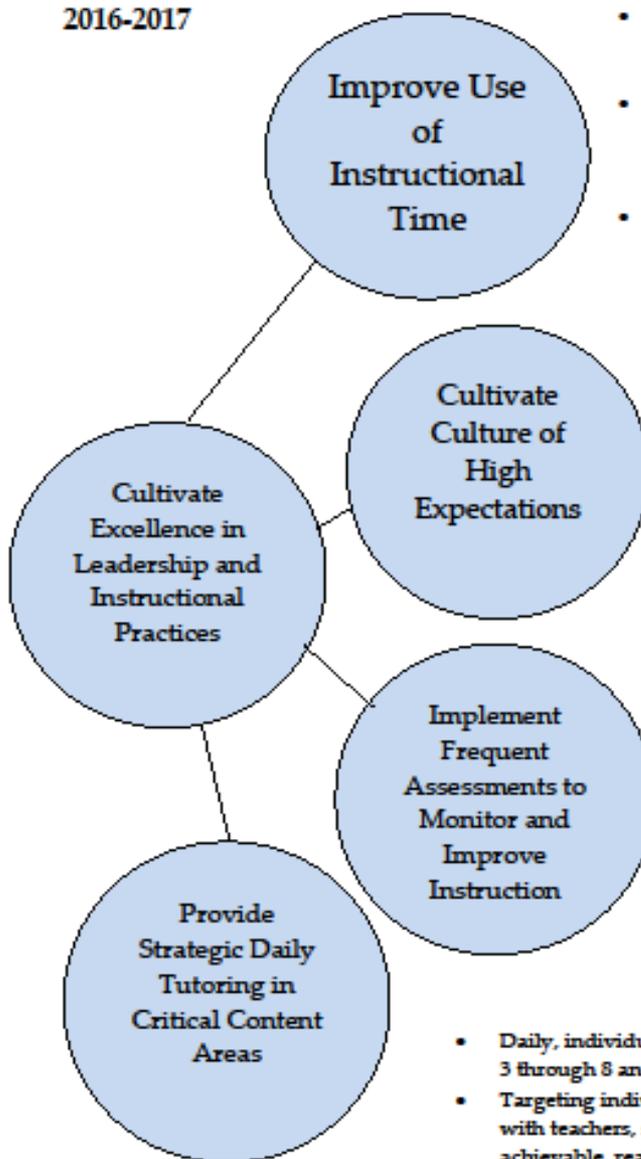
**PCSD Focus District Strategies**  
 1 Receivership – SIG/2 Priority Schools (PMS/ Morse, Warring)  
 3 Focus Schools (Clinton, Krieger, PHS)  
 1 School In Good Standing (ELC, E-TECH)

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

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

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

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



- Improve use of instructional time for student learning and increase student engagement- "opt-in" no "opt-out"
- Cultivate common planning time for teacher learning and collaboration ("communities of practice" model)
- Use EngageNY modules as the curriculum to support Common Core Learning Standards planning and implementation of the core curriculum
  - Cultivate a college-going culture (pennants, staff bios)
  - Robust learning environments (literacy as a key lever)
  - Student support systems (RTL, PBIS/Restorative Justice approach, Peer mediation, "peace circles")
  - Use of Instructional Technology
  - Imagine Learning (AIS and progress monitoring)
  - Progress tools/data dash-boards (attendance, discipline, academics)- Infinite Campus
  - Instructional systems that empower teachers to identify struggling students, ( i.e., MAP/Regents assessments, Imagine Learning)
  - Data-driven approach to re-teaching, remediation, and small-group differentiation (study book: *Driven by Data* by Paul Bambrick-Santoyo)
- Daily, individualized instruction in grades 3 through 8 and high school (Imagine Learning)
- Targeting individual student learning needs, coordinating with teachers, set SMART Goals (specific, measurable, achievable, realistic, time-bound)
- 30-60-90 day planning
- Strategic tutoring- Peer tutors, Community-based/Higher Education Partnerships, Administrators/Title teachers

# Poughkeepsie High School Case Study

## *Simulated Focused Instructional Learning Walk (FILW)*

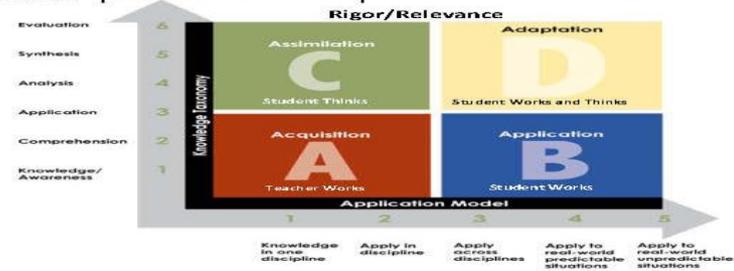
“Learning about the Learning in our Community of Practice”



# Focus Instructional Learning Walk Tool

## “Noticings and Wonderings”

Focused Instructional Learning Walk Classroom Visitation Tool (Aligned with NYSUT Teacher Practice Rubric)															
Grade:	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
Subject, Time/Period, # of Students, Room #	Subject		Time				Period		Room #		# of Students			M	F
Type of Class:	<input type="checkbox"/> Gen. Ed		<input type="checkbox"/> Spec. Ed				<input type="checkbox"/> CTT		<input type="checkbox"/> ELL/ESO		<input type="checkbox"/> CTE			<input type="checkbox"/> Other	
Lesson Portion Viewed:	<input type="checkbox"/> Beginning				<input type="checkbox"/> Middle				<input type="checkbox"/> End						
Name of Reviewer:															
ANECDOTAL EVIDENCE: LOW-INFERENCE OBSERVATIONS (“NOTICING AND WONDERINGS”)															
"Noticings" (Observations/I see...I hear) (Scripts What is the teacher doing? Saying? What are the students doing? Saying? What is the task?)							"Wonderings" (Questions I have as a result of what I see and hear.)								
<i>Focus: How do we ensure that every classroom is a place of rich and valuable learning for all students?</i>															
<b>Coherent Instruction</b> I. 2a. Designs lessons to include several instructional strategies for language acquisition (academic vocabulary, literacy across the curriculum) III. 1a. Aligns instruction to learning standards III. 1b. Uses research-based instructional practices III. 1c. Instructional practice engages students at high levels of cognitive demand III. 5b. Provides synthesis, critical thinking, and problem-solving. IV. 3b. Establishes instructional groups that are well organized and students are productively engaged IV. 4a. Organizes learning environment to accommodate all learning needs		<b>Culture of Learning</b> III. 1c. Engages students III. 3b. Implements challenging learning experiences III. 4a. Differentiates instruction III. 4b. Implements strategies for mastery of learning outcomes IV. 2a. Promotes student pride in work and accomplishments IV. 2b. Promotes student curiosity and enthusiasm IV. 3a. Established seamless routines		<b>Environment of respect and support:</b> IV. 1a. Interactions with students reflect respect, caring, cultural understanding and promotes risk-taking IV. 1b. Supports student diversity to enrich the learning environment IV. 1c. Reinforces positive interactions among students IV. 3a. Establishes routines/procedures/ transitions and expectations for student behavior		<b>Questioning/Discussion Techniques:</b> III. 2b. Uses questioning techniques that challenge students to think and demonstrate reasoning III. 2c. Responds to students and challenges thinking; Bloom's Taxonomy, Higher Order Thinking Questions. III. 5b. Provides regular opportunities for students to synthesize		<b>Engaging Students in Learning:</b> III. 5a. Provides opportunities for collaborating student-centered learning; high levels of cognitive demand. III. 5b. Learning experiences connect to prior knowledge, new learning and connect across disciplines		<b>Assessing Student Learning</b> III. 3a. Articulates measures of success III. 6a. Uses formative assessment to monitor and adjust pacing III. 6b. Provides feedback during and after instruction V. 1a. Designs and/or selects assessments to establish learning goals and inform instruction V. 1c. Aligns assessments to learning goals V. 2b. Engages students in self-assessment, goal-setting strategies					



On a scale of 1-5 (1= low; 3= moderate; 5= high), rate the level of engagement. What coaching/high-yield strategy will you share to increase the level of engagement?  
 Source: <http://www.leadered.com/our-philosophy/rigor-relevance-framework.php> (Dr. Willard R. Daggett)

# Focus Instructional Learning Walk Tool

## Rigor, Relevance, Engagement- Quadrant B/D

<p><i>Focus: How do we ensure that every classroom is a place of rich and valuable learning for all students?</i></p>					
<p>Coherent Instruction: I. 2a. Designs lessons to include several instructional strategies for language acquisition (academic vocabulary, literacy across the curriculum) III. 1a. Aligns instruction to learning standards III. 1b. Uses research-based instructional practices III. 1c. Instructional practice engages students at high levels of cognitive demand III. 5b. Provides synthesis, critical thinking, and problem-solving. IV. 3b. Establishes instructional groups that are well organized and students are productively engaged IV. 4a. Organizes learning environment to accommodate all learning needs</p>	<p>Culture of learning: III. 1c. Engages students III. 3b. Implements challenging learning experiences III. 4a. Differentiates instruction III. 4b. Implements strategies for mastery of learning outcomes IV. 2a. Promotes student pride in work and accomplishments IV. 2b. Promotes student curiosity and enthusiasm IV. 3a. Established seamless routines</p>	<p>Environment of respect and rapport: IV. 1a. Interactions with students reflect respect, caring, cultural understanding and promotes risk-taking IV. 1b. Supports student diversity to enrich the learning environment. IV. 1c. Reinforces positive interactions among students IV. 3a. Establishes routines/procedures/ transitions and expectations for student behavior</p>	<p>Questioning/Discussion Techniques: III.2b. Uses questioning techniques that challenge students to think and demonstrate reasoning III.2c. Responds to students and challenges thinking; Bloom's Taxonomy, Higher Order Thinking Questions. III. 5b. Provides regular opportunities for students to synthesize</p>	<p>Engaging Students in Learning: III. 5a. Provides opportunities for collaborating student-centered learning; high levels of cognitive demand; II. 5b. Learning experiences connect to prior knowledge, new learning and connect across disciplines</p>	<p>Assessing Student Learning: III. 3a. Articulates measures of success III. 6a. Uses formative assessment to monitor and adjust pacing III. 6b. Provides feedback during and after instruction V. 1a. Designs and/or selects assessments to establish learning goals and inform instruction V. 1c. Aligns assessments to learning goals V. 2b. Engages students in self-assessment, goal setting strategies</p>
<p><b>Rigor/Relevance</b></p> <p><b>Knowledge Taxonomy</b></p> <p><b>Application Model</b></p> <p>Knowledge in one discipline    Apply in discipline    Apply across disciplines    Apply to real-world predictable situations    Apply to real-world unpredictable situations</p>					

On a scale of 1-5 (1= low; 3= moderate; 5= high), rate the level of engagement. What coaching/high-yield strategy will you share to increase the level of engagement?

Source: <http://www.leadered.com/our-philosophy/rigor-relevance-framework.php> (Dr. Willard R. Daggett)



# Poughkeepsie City School District

Delivering on the promise of a high quality education

*Every scholar. Every day. Every classroom.*

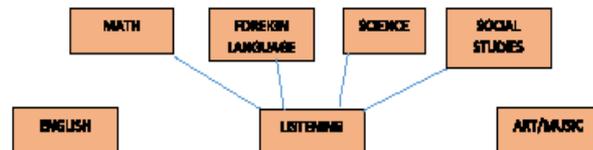
## Our Mission: LITERACY



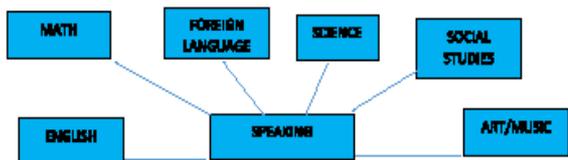
- For content (both literal and inferential)
- To apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- To research a topic
- To gather information
- To comprehend an argument
- To determine the main idea of a passage
- To expand one's experiences



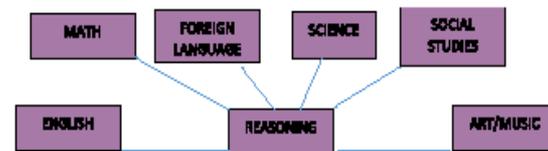
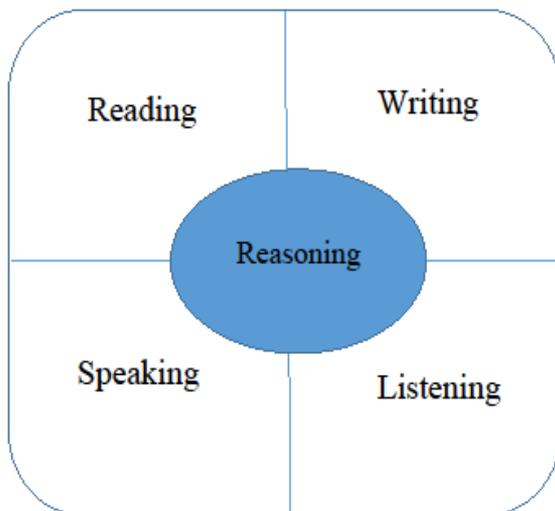
- To take notes
- To explain one's thinking
- To argue a thesis and support one's thinking
- To compare and contrast
- To write an open response
- To describe an experiment, report one's findings, and report one's conclusion
- To generate a response to what one has read, viewed, or heard
- To convey one's thinking in complete sentences
- To develop an expository essay with a formal structure



- To listen attentively to the speaker
- To listen actively, utilizing the five components:
  - Testing understanding (Can I just clarify? You're saying that...)
  - Questioning (Could you tell me some more about...?)
  - Building on understanding (What you said about... is really interesting. I think we should discuss this more.)
  - Feedback to the speaker (non-judgmental, clear, honest, immediate, brief)
  - Summarizing the discussion (So let's recap on what has been said and agreed.)
- To critique how listening and questioning benefit learning
- To strengthen one's listening skills and relate to one's learning styles
- To listen, research, and write a well-developed essay identifying *Mission Literacy*, its components, and benefits by including supporting details summarized from listening attentively



- To convey one's thinking in complete sentences
- To interpret a passage orally
- To debate an issue
- To participate in class discussion or a public forum
- To make an oral presentation to one's class, one's peers, one's community
- To present one's portfolio
- To respond to what one has read, viewed, or heard
- To communicate in a manner that allows one to be both heard and understood



- To create, interpret and explain a table, chart or graph
- To compute, interpret and explain numbers
- To read, break, and solve a word problem
- To interpret and present statistics that support an argument or hypothesis
- To identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- To detect the fallacy in an argument or solution
- To use analogies and/or evidence to support one's thinking
- To explain and/or interpret relationships of space and time

Adapted from the following source: "Transformed by Literacy," by Dr. Susan Szachowicz, Principal Leadership, November 2010.

A special "thank you" to Ms. Platt and Ms. Brudnak's 2014-2015 third grade classes for adding the domain of "Listening" to our *Mission Literacy* Framework.

# Focused Instructional Learning Walk (FILW)

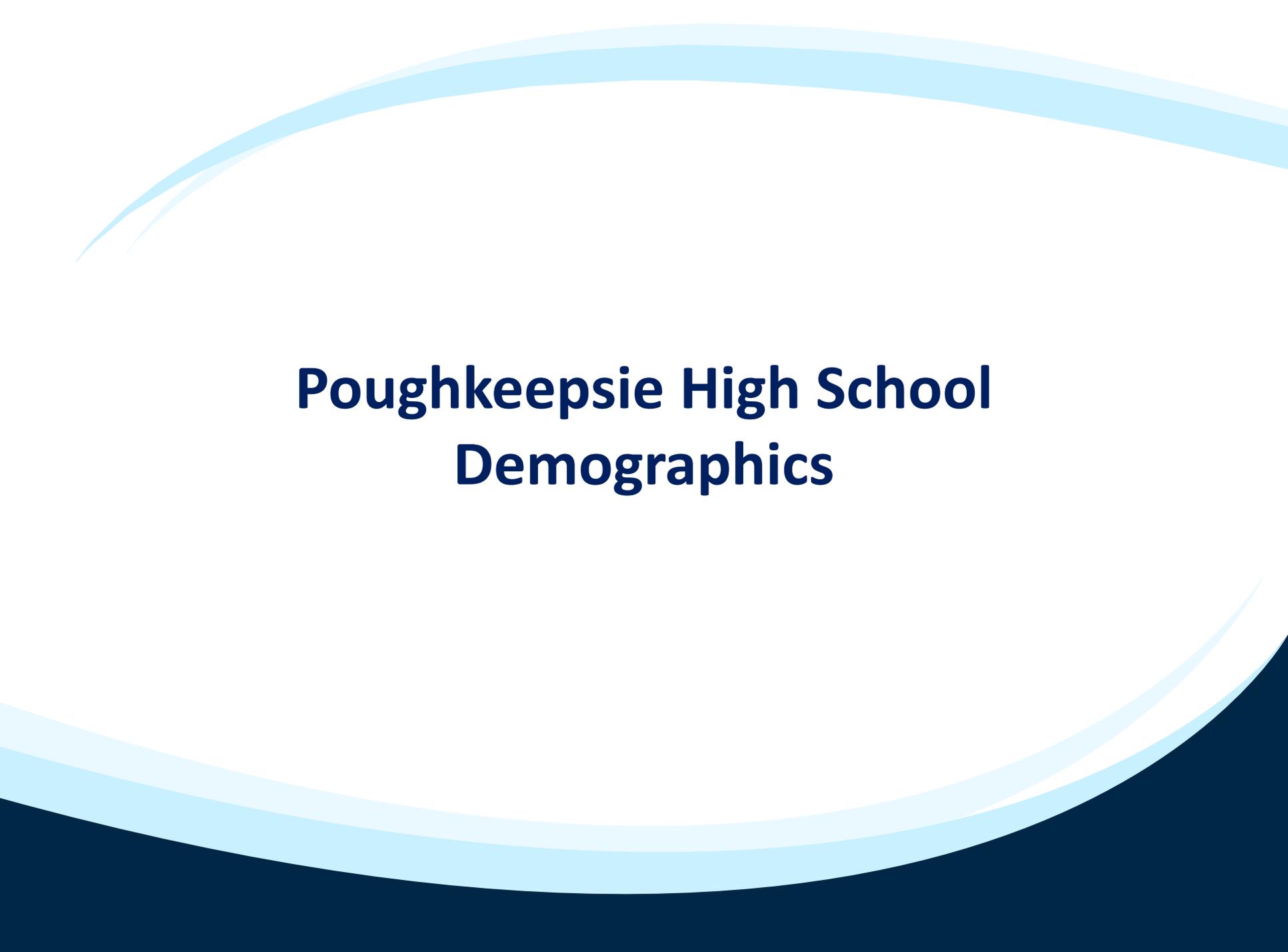
## Classroom Observations and Cognitive Coaching

- Increase rigor/relevance/engagement- Quadrant B and D
- Increase Bloom's Taxonomy (Higher Order Thinking)
- Develop a laser-like focus on coherent instruction
- Establish a culture through observation where the instructional leaders influence teaching and learning
- SMART Charts, *Mission Literacy*, and Data Walls present in all classrooms
- Draw on interdisciplinary literacy strategies Student engagement "opt-in"-

# Poughkeepsie High School Case Study

□ *Drawing on high-leverage strategies to improve academic performance, increase attendance, and reduce disciplinary infractions (resulting in out-of-school suspensions):*

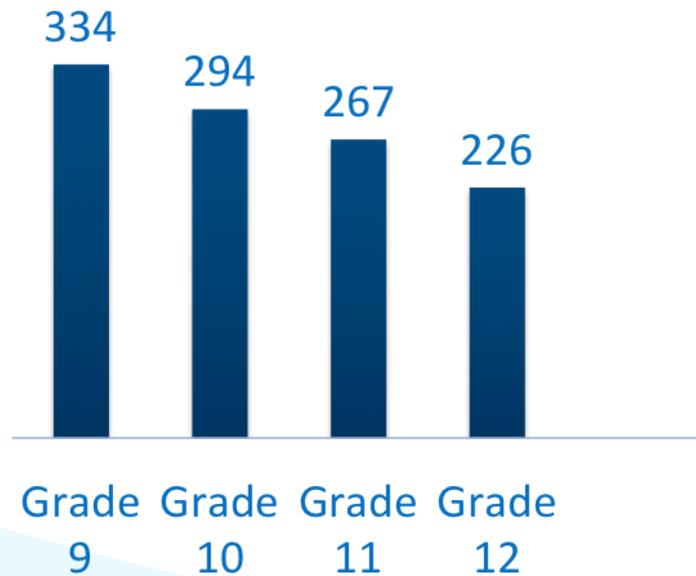
- *Mission Literacy Initiative (HMH/ICLE)*
- *Rigor/Relevance/Engagement- Quadrant B and D*
- *Collaborating and sharing accountability for student success (Data Dashboards- Red/Yellow/Green)*
- *Cultivating a Results-Driven School Culture*
  - *Community Engagement Team*
  - *Alignment of the CCLS and Curriculum*
  - *Strategic Tutoring- “How are the Children”*
  - *Dutchess County Regional Chamber of Commerce Career Action Center*
  - *Operation Graduation- Adopt-A-Senior (Red/Yellow/Green)*



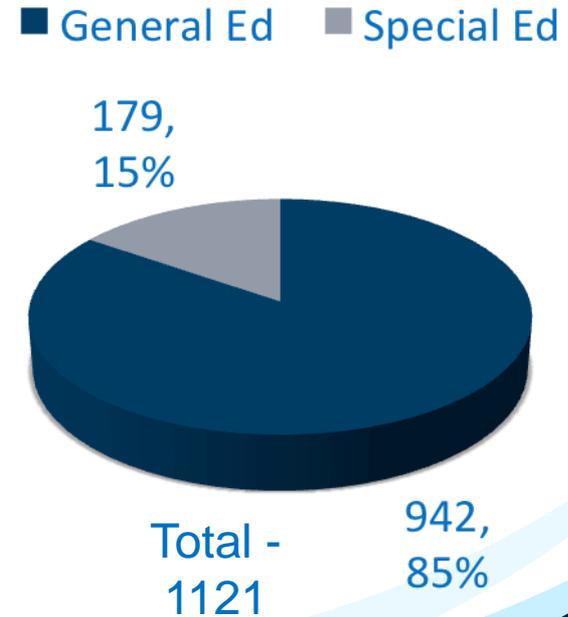
# **Poughkeepsie High School Demographics**

# Poughkeepsie High School Total Enrollment

## Students Enrollment



## Student Sub-groups

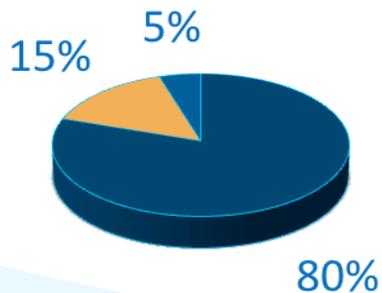


# Poughkeepsie High School

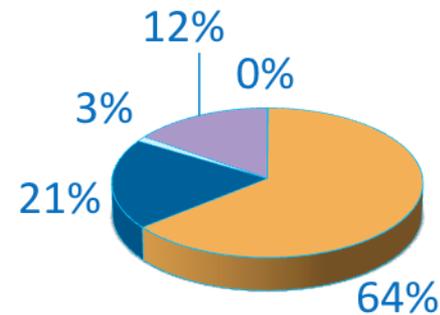
## Demographic Factors

### % Economically Disadvantaged

- Free Lunch
- Reduced Lunch
- Limited English Proficiency



### % of Students by Ethnicity

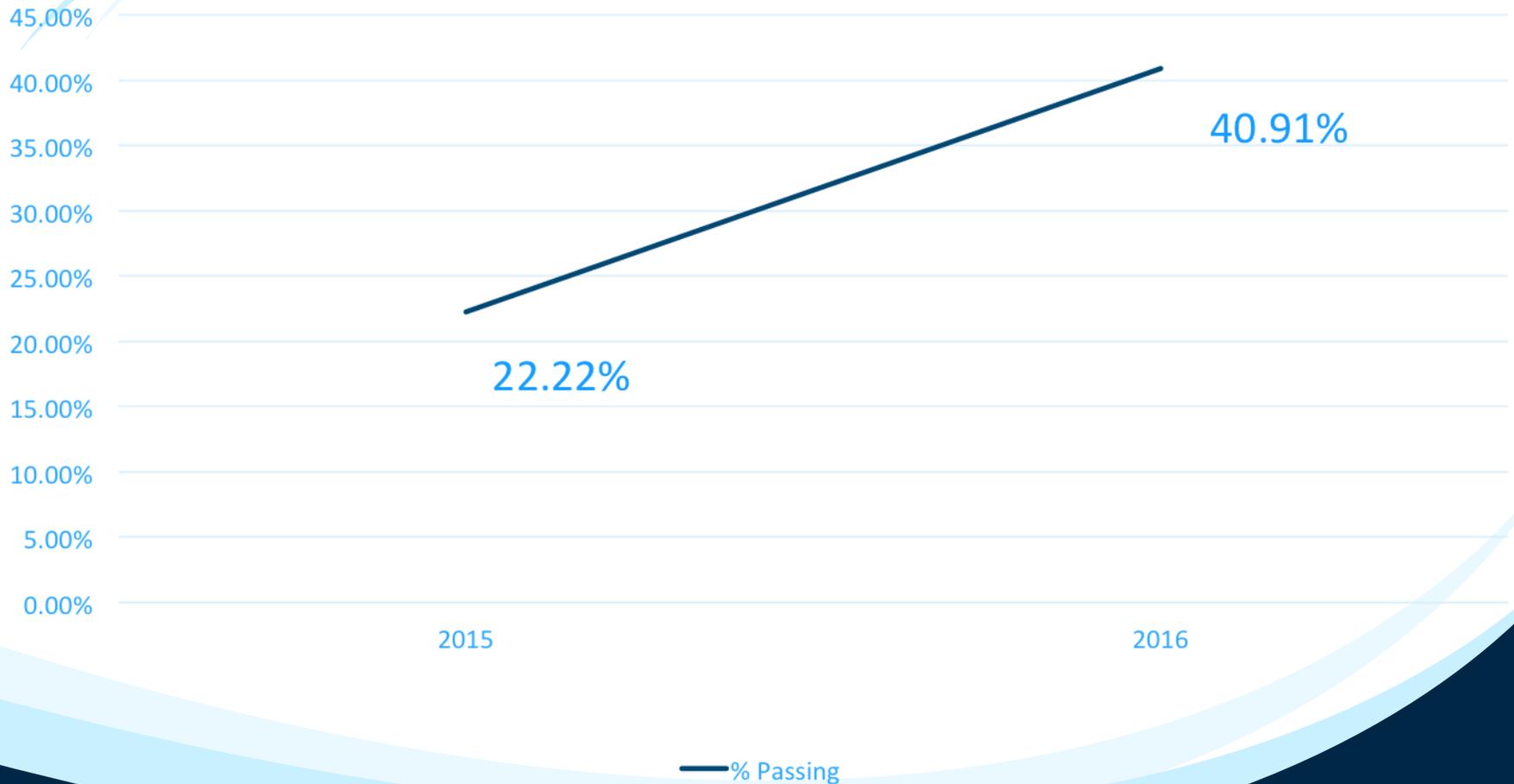


- American Indian/Alaska Native
- Black/African American
- Hispanic/Latino
- Asian/Native Hawaiian
- White

# Poughkeepsie High School Overview of *Academic Achievement*



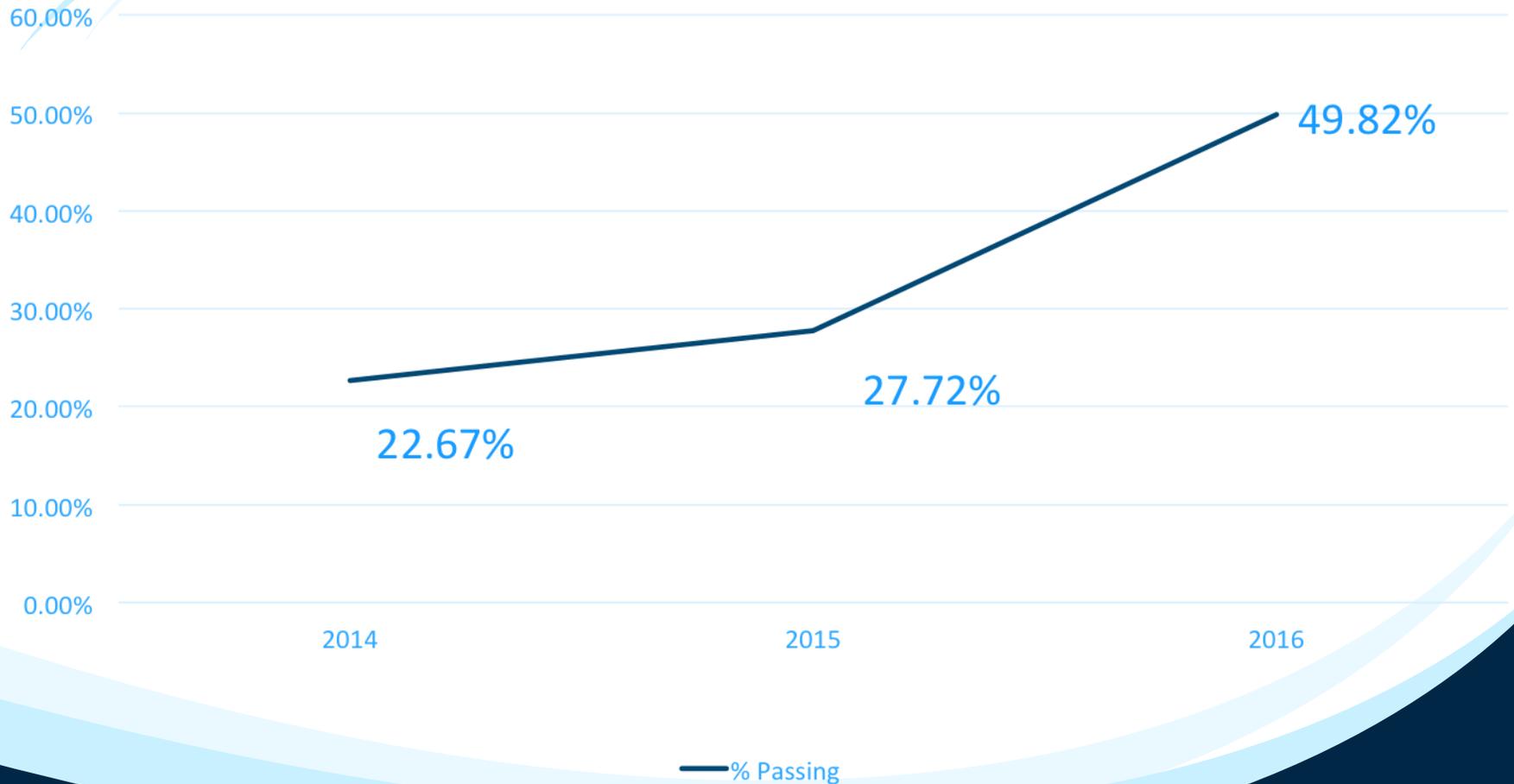
# Common Core Geometry Regents Exam (2<sup>nd</sup> Year of the Administration of the Exam)



Progress Made: +18.69 percentage points



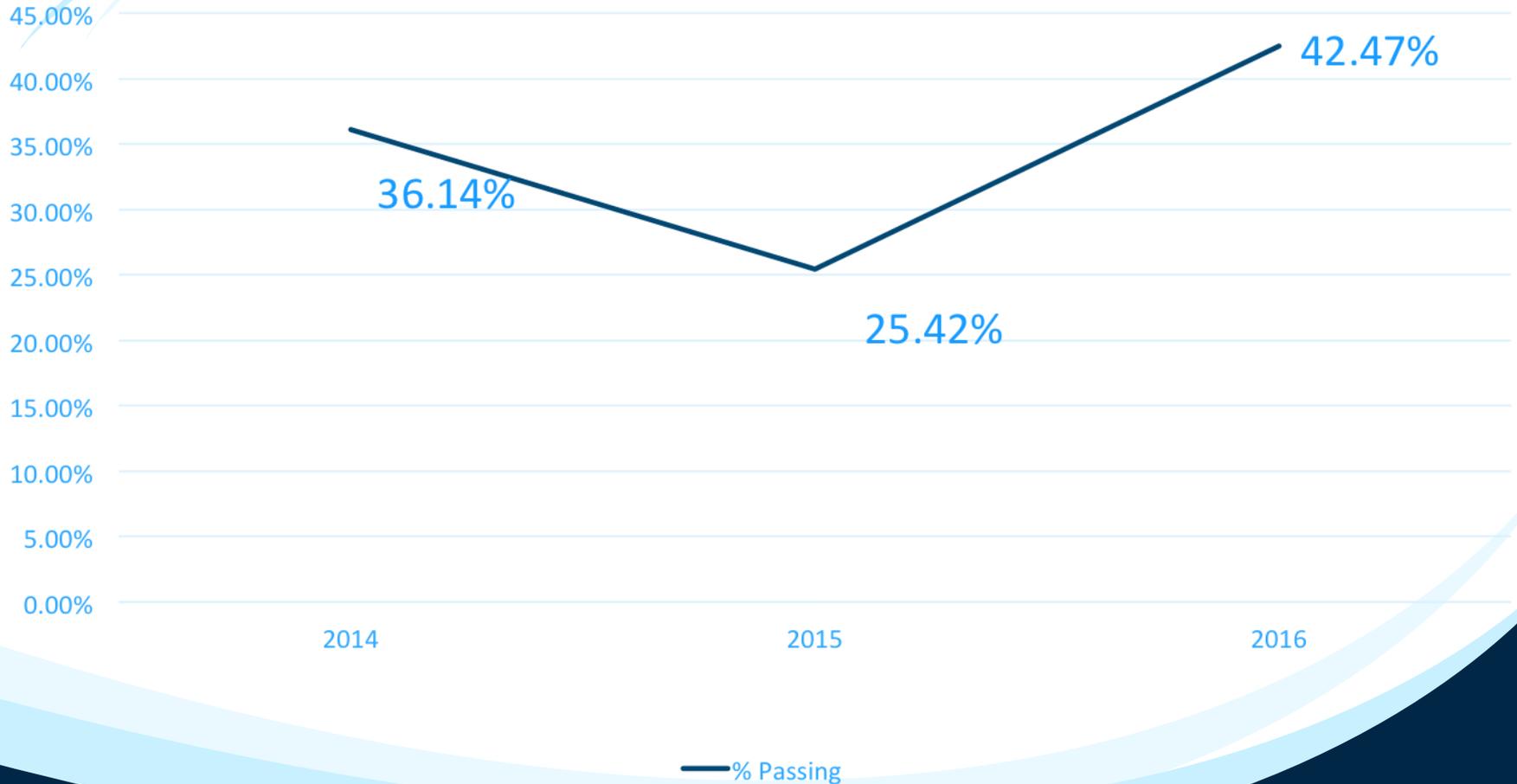
# Common Core Algebra Regents Exam



Progress Made: +22.1 percentage points



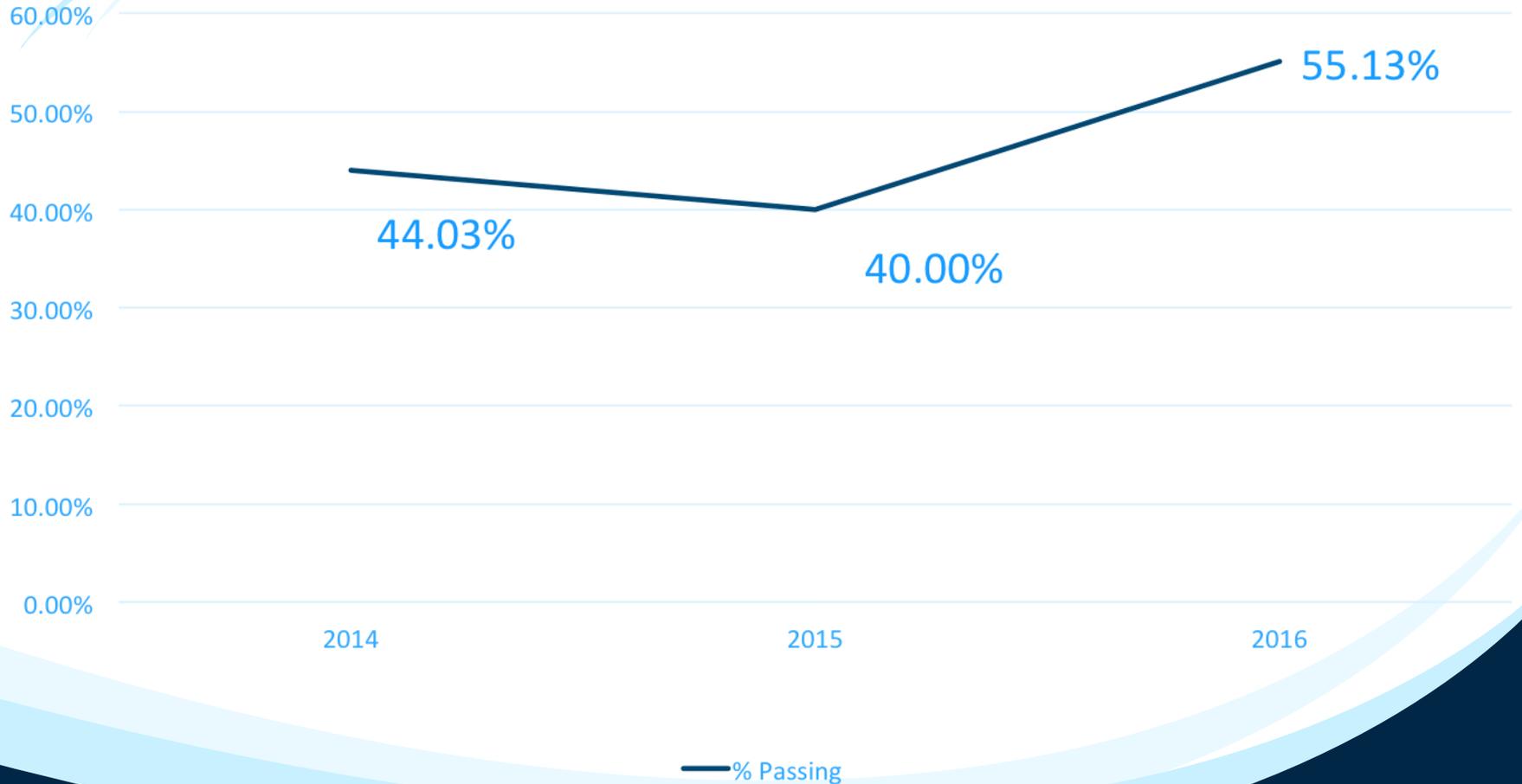
# Algebra II and Trigonometry Regents Exams



Progress Made: +17.05 percentage points



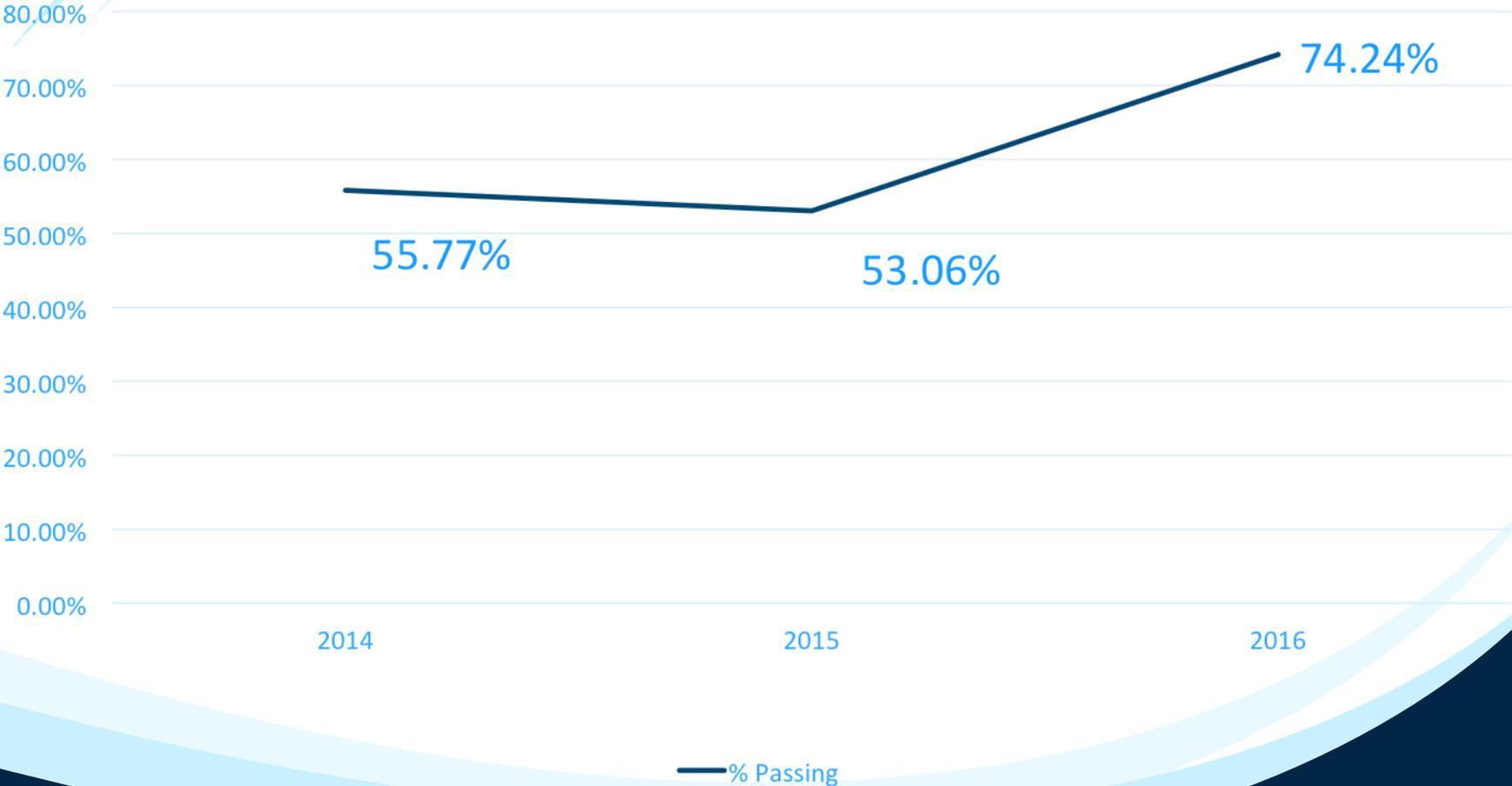
# Living Environment Regents Exam



Progress Made: +15.13 percentage points



# Chemistry Regents Exam

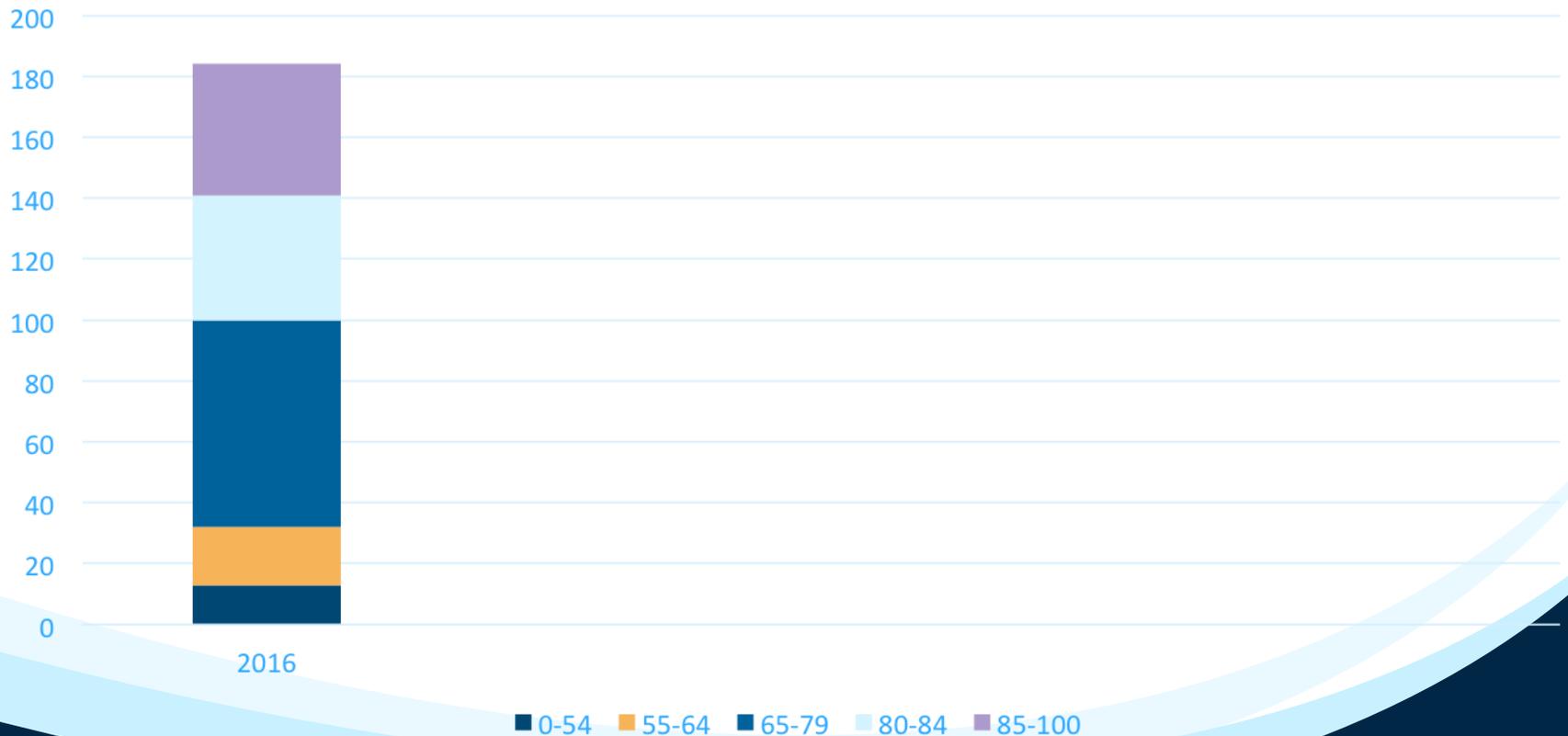


Progress Made: +21.18 percentage points



# Common Core English Language Arts 83% Passing Rate- Year 1 June 2016

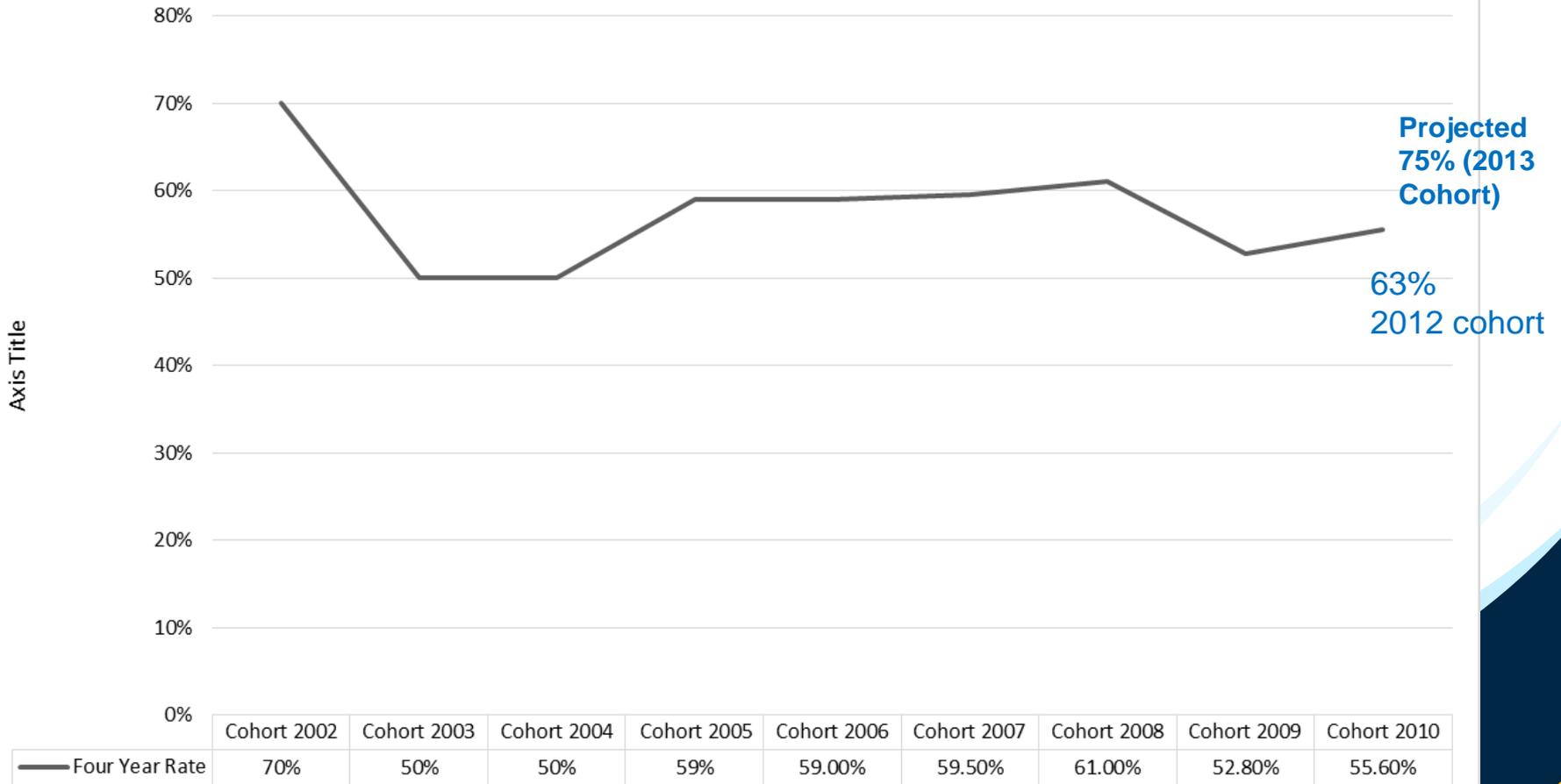
First Administration at PHS in June 2016



# Graduation Rate

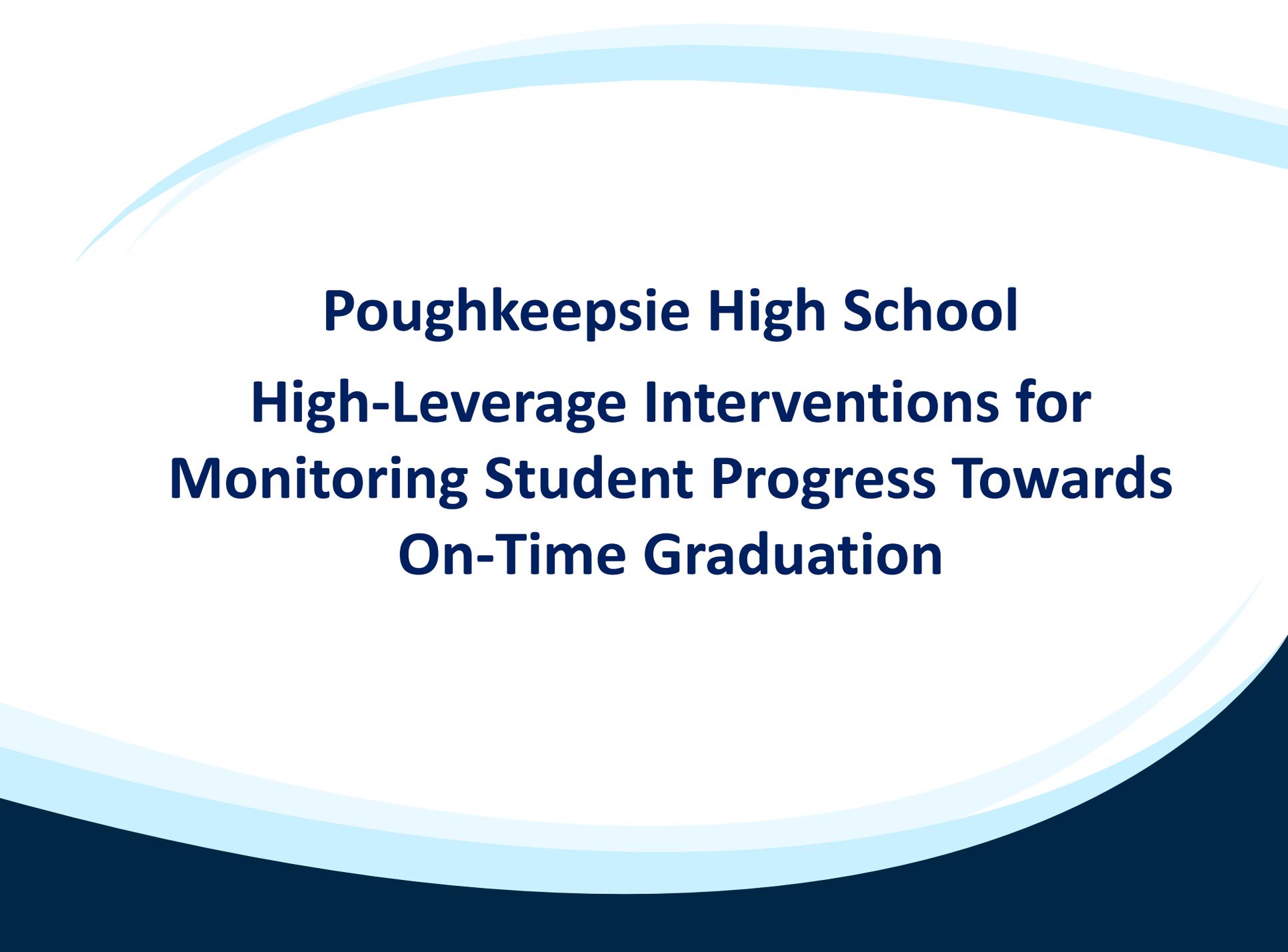
Currently the graduation rate is at 63% (2012) Cohort. The goal for the current Cohort (2013) is 75%

Poughkeepsie City School District  
Official Four Year Rate



Progress Made: +10.00 percentage points





**Poughkeepsie High School**  
**High-Leverage Interventions for**  
**Monitoring Student Progress Towards**  
**On-Time Graduation**

# High-Yield Interventions

## Classroom Interventions

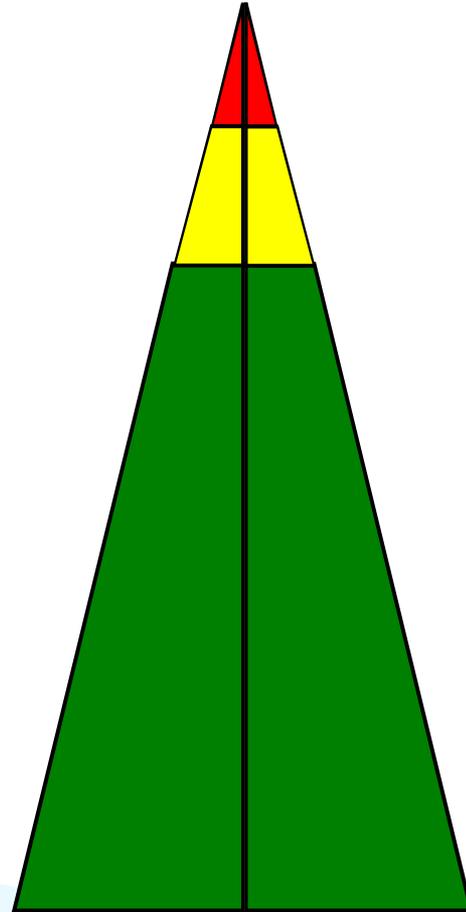
- Progress Monitoring with Individual folders
- Differentiated Instruction (variety of texts, instructional approaches, and assessments)
- *Mission Literacy*-interdisciplinary focus on literacy
- Continual development of literacy skills (Double Entry Journals, Frayer model for vocabulary acquisition, Active Reading)

## Academic Intervention Services (AIS)

- Use item analysis data from January/June/August exam for targeted instruction
- Work on specific skill and content deficiencies using data from the New York State Regents-based formative assessments
- Enhance student test-taking skills including time management, multiple-choice strategies, and reading strategies-

# PHS Continuum of School-Wide Supports

## “Operation Graduation”



### TIER 2

- Scholars with enough credits but lacking Regents Exams
- AIS Classes
- Peer Tutoring
- Adopt-A-Scholar (Mentor)
- Regents Review

### TIER 3

- Scholars deficient in credits and Regents Exams
- Credit Recovery
- Regents Review
- Peer Tutoring
- AIS Classes
- Weekly counseling with Guidance Counselor

### TIER 1

- Scholars on target to graduate with credits and Regents Exams
- Regularly scheduled classes
- Quarterly Monitoring of grades

# Operation Graduation: Overview of Strategy

Beginning of the 2015-16 SY

Green -142

Yellow - 58

Red – 25

**Super Seniors: 2013, 2014 & 2015 cohort students.**

Green – 5

Yellow - 27

Red – 12

\* Adopt-A-Senior: All Yellow

Students are adopted by staff @ PHS and district cabinet as part of the “How are the Children” initiative

- As of April 18, 2016
- Green – 177
- Yellow - 24
- Red - 25
- Peer Tutoring
- Marist & Vassar Tutors
- Regents Prep

# Rubric for Monitoring Student Progress

TIER LEVEL 1	TIER LEVEL 2	TIER LEVEL 3
<p>Student is ON TRACK to earn CORE credits, 1 elective, <b><u>AND</u></b> pass 3 Regents Exams</p>	<p>Student is ON TRACK to earn CORE Credits, 1 elective, <b><u>AND</u></b> pass 1 or more Regents Exams.</p>	<p>Student is NOT ON TRACK to earn CORE Credits, 1 elective, <b><u>AND</u></b> pass 1 or more Regents Exams</p>
<p><u>Annual Guidance Support:</u></p> <ol style="list-style-type: none"> <li>1. August Orientation</li> <li>2. Monthly newsletter on web</li> <li>3. September Parent Breakfast</li> <li>4. October- Career Self-Assessment delivered during Social Studies class to all students.</li> <li>5. October –January small group meetings to continue Career Exploration</li> <li>6. November Parent Information Night for 9<sup>th</sup> and 10<sup>th</sup>.</li> <li>7. February- May Course Selection meetings. Course request goes home with scholar for parent signature.</li> <li>8. June final course request goes home with scholar.</li> </ol>	<p><u>Guidance Interventions:</u></p> <ol style="list-style-type: none"> <li>1. December meetings to review Smart Goals and develop academic improvement plans. Academic improvement plan goes home for parent signature.</li> <li>2. February meetings to review Smart Goals and develop academic improvement plan. Academic improvement plan goes home for parent signature.</li> </ol> <p>NOTE: SMART (Specific, Measurable, Action-oriented, Results-driven, Time-bound)</p>	<p><u>Guidance Interventions:</u></p> <ol style="list-style-type: none"> <li>1. December meetings to review Smart Goals and develop academic improvement plans. Academic improvement plan goes home for parent signature</li> <li>2. December beginning support groups that focus on Academics, Attendance and Discipline issues.</li> <li>3. February meetings to review Smart Goals and develop academic improvement plans. Academic improvement plan goes home for parent signature.</li> <li>4. IST referral</li> <li>5. Youth Services referral</li> </ol>

# Poughkeepsie City School District *Resource Allocation*



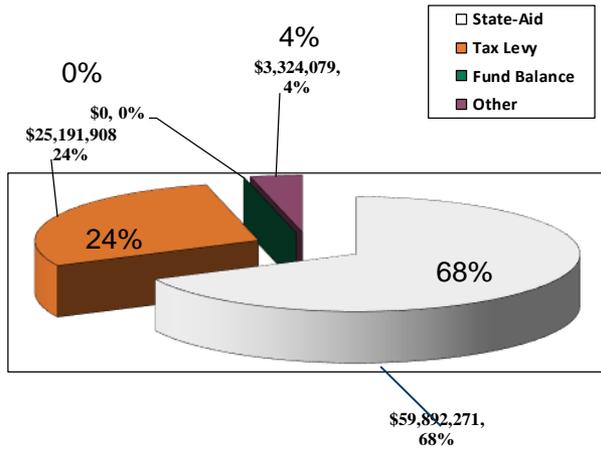
# Revenue and Expenditure External Pressures

- Equity in the distribution of State funding- “Small Cities” (“equity and excellence”-educating high needs students)
- Steady decrease of State funding
- New York State Property Tax Cap
- State mandates as a “Focus District”
- Increased health care costs
- Funding enrollment growth
- Competitive salaries and benefits

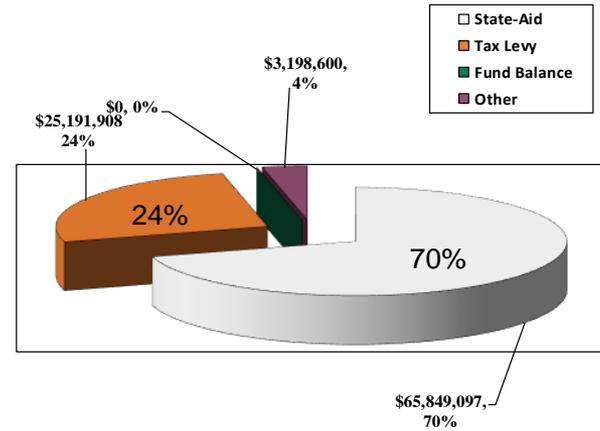


# Revenue: Funding Sources

2015-2016

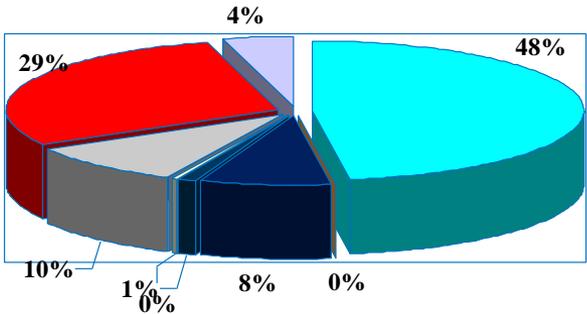


2016-2017

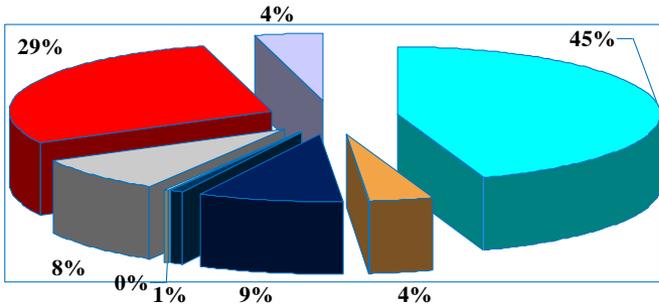
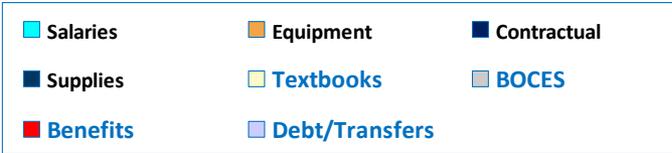


# Expenditures

2015-2016



2016-2017



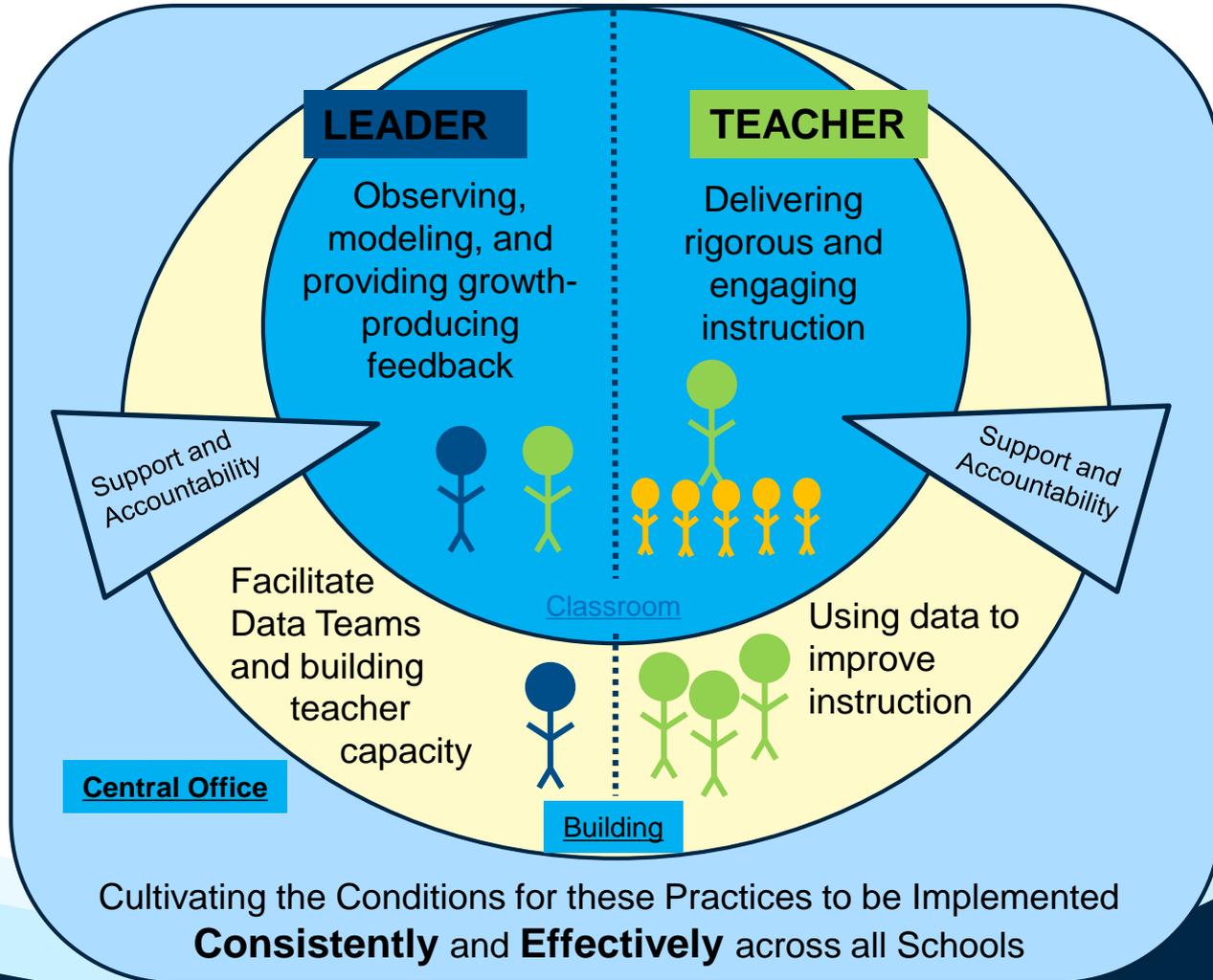
Large increase in equipment is Smart Schools allocation amount

# Poughkeepsie City School District

## *“Communities of Practice”*



# Vision for the Instructional Work



# PCSD Look-Fors (FILWs)for Principals & School Teams

What is monitored...	How frequently...	Using what tool?...
Student growth	Monthly (follow district assessment calendar)	Data Walls Data Reviews (3 for the year)
Student achievement	Bi-weekly Quarterly	NWEA/MAP, common assessments
Teacher implementation of literacy model	Each teacher at least weekly	FILWs, classroom/school-wide assessments/ NYSUT Coaching Rubric
Data meetings and student work review	Monthly/30-60-90	FILWs, classroom/Data Walls, school-wide assessments
Building Visuals (Wall Walks/ Student Work/SMART Goals)	Monthly/30-60-90	FILWs Data Walls Data Dashboards

# Instructional Coherence

- Clear, High Standards
- Aligned, Fair, Ongoing Assessments
- Curriculum Frameworks Derived From the Standards
- Instructional Materials Aligned to the Curriculum Frameworks
- Instruction Aligned to Standards
- Safety Nets for All “Scholars” Not Meeting the Standards
- Leadership and Professional Development to Ensure Implementation

Source: National Institute for School Leadership (NISL)

**“Schools must be *learning organizations* marked by deliberate effort to identify helpful knowledge and spread its use within the organization.”**



*Peter Senge (1991); Louise and Simsek (1991); City, Elmore, Fiarman, and Teitel (2009)*



## Poughkeepsie City School District

Delivering on the promise of a high-quality education

*Every scholar. Every day. Every classroom.*

For more information visit: [www.poughkeepsieschools.org](http://www.poughkeepsieschools.org)

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Mrs. Tracy Farrell, Assistant Superintendent

Mrs. Phee Simpson, Executive Principal, PHS

Mr. Da'Ron Wilson, Principal, PMS

Mr. Dan Wilson, Principal, E-TECH

Mrs. Nancy Dingee, 2<sup>nd</sup> Vice President PPSTA, Math/Special Education  
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