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)

**PCSD Focus District Strategies**
1. Receivership – SIG/2 Priority Schools (FMS/Morse, Waring)
2. Focus Schools (Clinton, Krieger, PHS)
3. 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)

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**2016-2017**

**Improve Use of Instructional Time**
- 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 Culture of High Expectations**
- Cultivate a college-going culture (pennants, staff bios)
- Robust learning environments (literacy as a key lever)
- Student support systems (RTI, PBIS/Restorative Justice approach, Peer mediation, "peace circles")
- Use of Instructional Technology
- Imagine Learning (ALL and progress monitoring)
- Progress tools/data dashboards (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: Drive by Data by Paul Bambrick-Santoyo)

**Implement Frequent Assessments to Monitor and Improve Instruction**
- 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

**Provide Strategic Daily Tutoring in Critical Content Areas**
- Build Capacity at All Levels of the Organization to Focus on Teaching and Learning

Adapted from The Education Innovation Laboratory at Harvard University (Dr. Roland Fryer, 2012)
Last Edited: June 27, 2016
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 Visitaton Tool
(Aligned with NYSTT Teacher Practice Rubric)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pre-K</th>
<th>N</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>M</th>
<th>F</th>
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<tbody>
<tr>
<td>Subject, Teacher, # of Students, Room #</td>
<td>Subject</td>
<td>Time</td>
<td>Period</td>
<td>Room</td>
<td># of Students</td>
<td>M</td>
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<tr>
<td>Type of Class</td>
<td>( ) Disc Ed</td>
<td>( ) Spec. Ed</td>
<td>( ) CTE</td>
<td>( ) ELASO</td>
<td>( ) CTE</td>
<td>( ) Other</td>
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<tr>
<td>Lesson/Unit/Viewed</td>
<td>( ) Engaging</td>
<td>( ) Middle</td>
<td>( ) End</td>
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<td>Name of Reviewer:</td>
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**ANECDOCTAL EVIDENCE/LOW-REFERENCE OBSERVATIONS (NOTICING AND WONDERING**

*Noticings* (Observations I see - I hear (Step 2): What do I notice about the teacher doing? What do I notice about students doing? Saying? What is the talk?)*

*Wonderings* (Questions I have as a result of what I see and hear)

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**Rigor/Relevance**

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

Focus: How do we ensure that every classroom is a place of rich and valuable learning for all students?

Focus Instructional Learning Walk Tool
Rigor, Relevance, Engagement- Quadrant B/D

<table>
<thead>
<tr>
<th>Coherent Instruction:</th>
<th>Culture of learning:</th>
<th>Environment of respect and rapport:</th>
<th>Questioning/Discussion Techniques:</th>
<th>Engaging Students in Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. 2a. Designs lessons to include several instructional strategies for language acquisition (academic vocabulary, literacy across the curriculum)</td>
<td>III. 1c. Engages students</td>
<td>IV. 1a. Interactions with students reflect respect, caring, cultural understanding and promotes risk-taking</td>
<td>III. 2b. Uses questioning techniques that challenge students to think and demonstrate reasoning</td>
<td>III. 5a. Provides opportunities for collaborating student-centered learning: high levels of cognitive demand;</td>
</tr>
<tr>
<td>III. 1b. Uses research-based instructional practices</td>
<td>III. 3b. Implements challenging learning experiences</td>
<td>IV. 1b. Supports student diversity to enrich the learning environment.</td>
<td>III. 5b. Learning experiences connect to prior knowledge, new learning and connect across disciplines</td>
<td>II. 5b. Learning experiences connect to prior knowledge, new learning and connect across disciplines</td>
</tr>
<tr>
<td>III. 1c. Instructional practice engages students at high levels of cognitive demand</td>
<td>III. 4a. Differentiates instruction</td>
<td>IV. 1c. Reinforces positive interactions among students</td>
<td>III. 5c. Responds to students and challenges thinking: Bloom's Taxonomy, Higher Order Thinking Questions.</td>
<td></td>
</tr>
<tr>
<td>III. 5b. Provides synthesis, critical thinking, and problem-solving.</td>
<td>III. 4b. Implements strategies for mastery of learning outcomes</td>
<td>IV. 3a. Establishes routines/procedures/ transitions and expectations for student behavior</td>
<td>III. 6a. Uses formative assessment to monitor and adjust pacing</td>
<td></td>
</tr>
<tr>
<td>IV. 3b. Establishes instructional groups that are well organized and students are productively engaged</td>
<td>IV. 2a. Promotes student pride in work and accomplishments</td>
<td>IV. 4a. Organizes learning environment to accommodate all learning needs</td>
<td>III. 6a. Provides feedback during and after instruction</td>
<td></td>
</tr>
<tr>
<td>IV. 4a. Organizes learning environment to accommodate all learning needs</td>
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</tbody>
</table>

Rigor/Relevance

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

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?

Our Mission: LITERACY

- 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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>334</td>
<td>294</td>
<td>267</td>
<td>226</td>
</tr>
</tbody>
</table>

Student Sub-groups

- General Ed
- Special Ed

- Total: 1121
- 179, 15% (Special Ed)
- 942, 85% (General Ed)
Poughkeepsie High School
Demographic Factors

% Economically Disadvantage
- Free Lunch
- Reduced Lunch
- Limited English Proficiency

% of Students by Ethnicity
- American Indian/Alaska Native: 15%
- Black/African American: 5%
- Hispanic/Latino: 21%
- White: 64%
- Asian/Native Hawaiian: 0%
Poughkeepsie High School
Overview of Academic Achievement
Progress Made: +18.69 percentage points
Common Core Algebra Regents Exam

Progress: +22.1 percentage points
Algebra II and Trigonometry Regents Exams

Progress Made: +17.05 percentage points
Progress Made: +15.13 percentage points
Chemistry Regents Exam

Progress Made: +21.18 percentage points

Year  | % Passing
--- | ---
2014  | 55.77%
2015  | 53.06%
2016  | 74.24%
Common Core English Language Arts
83% Passing Rate - Year 1 June 2016

First Administration at PHS in June 2016

2016

0-54  55-64  65-79  80-84  85-100
Graduation Rate

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

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 1**
- Scholars on target to graduate with credits and Regents Exams
- Regularly scheduled classes
- Quarterly Monitoring of grades

**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
Operation Graduation: Overview of Strategy

Beginning of the 2015-16 SY
Green - 142
Yellow - 58
Red – 25

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

<table>
<thead>
<tr>
<th>TIER LEVEL 1</th>
<th>TIER LEVEL 2</th>
<th>TIER LEVEL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is ON TRACK to earn CORE credits, 1 elective, <strong>AND</strong> pass 3 Regents Exams</td>
<td>Student is ON TRACK to earn CORE Credits, 1 elective, <strong>AND</strong> pass 1 or more Regents Exams.</td>
<td>Student is NOT ON TRACK to earn CORE Credits, 1 elective, <strong>AND</strong> pass 1 or more Regents Exams.</td>
</tr>
</tbody>
</table>

**Annual Guidance Support:**
1. August Orientation
2. Monthly newsletter on web
3. September Parent Breakfast
4. October - Career Self-Assessment delivered during Social Studies class to all students.
5. October – January small group meetings to continue Career Exploration
7. February - May Course Selection meetings. Course request goes home with scholar for parent signature.
8. June final course request goes home with scholar.

**Guidance Interventions:**
1. December meetings to review Smart Goals and develop academic improvement plans. Academic improvement plan goes home for parent signature.
2. February meetings to review Smart Goals and develop academic improvement plan. Academic improvement plan goes home for parent signature.

**NOTE:** SMART (Specific, Measurable, Action-oriented, Results-driven, Time-bound)

2. December beginning support groups that focus on Academics, Attendance and Discipline issues.
3. February meetings to review Smart Goals and develop academic improvement plans. Academic improvement plan goes home for parent signature.
4. IST referral
5. Youth Services referral
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

- State-Aid: $3,324,079 (4%)
- Tax Levy: $25,191,908 (70%)
- Fund Balance: $0 (0%)
- Other: $3,324,079 (4%)

2016-2017

- State-Aid: $3,198,600 (4%)
- Tax Levy: $25,191,908 (70%)
- Fund Balance: $0 (0%)
- Other: $3,198,600 (4%)

Funding Sources Breakdown:

- State-Aid: $59,892,271 (68%)
- Tax Levy: $25,191,908 (24%)
- Fund Balance: $0 (0%)
- Other: $3,324,079 (4%)

Funding Sources Total: $65,849,097 (100%)
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

Delivering rigorous and engaging instruction
Observing, modeling, and providing growth-producing feedback

Cultivating the Conditions for these Practices to be Implemented Consistently and Effectively across all Schools

Facilitate Data Teams and building teacher capacity
Using data to improve instruction

Support and Accountability

Central Office

Building

Classroom

LEADER

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

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

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