

Receivership Schools ONLY

Quarterly Report #2: October 31, 2016 to January 30, 2017

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: www.wyandanch.k12.ny.us			
Milton L. Olive Middle School	5801-0902-0004	Wyandanch UFSD		Check which plan below applies:			
				SIG/SIF	SCEP		
				Cohort:			
				Model: Extended Learning Time			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight	Mr. Kenya Vanterpool, Principal	Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Mary Jones	Mr. Kenya Vanterpool			5-8	20.0%	18.9%	724
	Appointment Date:						
	July 9, 2015						



Executive Summary

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to *no more than 500 words*.

The Staff at the Milton L. Olive Middle School is currently implementing the core objectives outlined in the 2015-2016 School Receivership Plan and the School Improvement Grant. The school continues to tailor their work towards meeting the seven goals as described by New York State (Level 1) and the five goals chosen by the district (Level 2). Our goal is to provide students with a progressive and disciplined learning environment that is rigorous, academically challenging, safe, and secure. We will meet this goal through implementation of best practices in teaching and partnering with families and community based organizations to ensure student achievement is realized. Our goals and objectives are to ensure that students receive the necessary skills to excel in preparation for high school/college and career readiness and beyond. We have embraced and included the seven (7) indicators that Demonstrable Improvement identified by the New York State Education Department (Level 1) as well as, the five (5) indicators identified by the school's Community/Engagement Team. The indicators are:

NYS Demonstrable Improvement Targets	Level of Increase	CET/School Improvement Targets	Level of Increase
Priority School makes yearly progress School Safety 3-8 ELA All Students Level 2 & Above 3-8 Math All Students Level 2 & Above 3-8 ELA All Students MGP 3-8 Math All Students MGP Grades 4 and 8 Science All Students Level 3 and Above	NA 10% Reduction in Serious Incidents 1% Increase 1% Increase 1% Increase 1% Increase 1% Increase	Student Suspension Rate (Out of School) Family and Community Engagement (DTSDE Tenet 6) Providing 200 Hours of quality Extended Day Learning Time (ELT) Teacher Attendance Chronic Absenteeism of Students	1% Decrease NA NA 1% Increase TBD

In order to improve student academic achievement, we researched evidence that support school wide goals. We included an extended learning time. We modified our schedule from an 8 period day to a 9 period day (43 minutes each period). We implemented a double period (86 minutes) of ELA and double period (86 minutes) of Mathematics daily for all students. The length of the nine period school day is 7:15AM until 2:15PM. An after school component (ELT) provides remedial, computer-assisted instruction, homework help, Academic Intervention Services (AIS), mentoring and enrichment opportunities. This time also allow parents additional opportunity to conference with teachers, counselors and school leaders. There is a Saturday mentoring program supported by Alpha Phi Alpha Fraternity which began in November, 2016, which mentors male students in grades 7 and 8 in the areas of College and Career Readiness, Behavior Modification, Reading and Writing, Health (Physical Fitness). The Liberty Partnership Program (LPP) provides:

1. Mentoring and individual and group counseling
2. College and Career exposure focusing on academic majors and career interests.
Trips to colleges and universities
3. Academic Advising



4. Photography
5. Equity and Social Justice issues
6. Behavior Management
7. Time Management

The Community Engagement Team (CET) continues to meet monthly and are engaged in conversations centered on the broad areas of:

- Effective instruction aligned to CCSS
- Data regarding student growth
- Development of effective collaboration among parents, various CBOs, and the school.
- Meeting the 12 Demonstrable growth targets as set under Receivership guidelines. - Health and wellness of students

The strategies for implementing the goals for improvement under Receivership are discussed regularly with District and Board personnel, CET members and other key stakeholders in the community. These discussions are centered on how progress is being made towards meeting the goals and to elicit feedback to address any areas of adjustment needed. (See CET Minutes) The CET is divided into groups which, work with the school to provide supports in the areas of Financial Literacy, STEM/STEAM projects, parent and community involvement, ELA and Math supports

BOCES Consultant, Lisa Boerum along with the leadership team, has facilitated the professional development and the workshops and statements of John Hattie's 10 evidence based instructional practices which are:

- Practice 1: Clear Lesson Goals (Common Core aligned Learning Objective/ Learning Targets and Essential Question)
- Practice 2: Show and Tell (Modeling of lesson strategies/ Direct Instruction)
- Practice 3: Questioning to Check for understanding (formative assessments, student conferencing and embedded assessments)
- Practice 4: Summarizing New Learning in a Graphical Way (Concept maps/ Experiential Charts/ Creation of Anchor Charts/ Skills Charts)
- Practice 5: Plenty of Practice (Provide students with multiple opportunities to practice the new learning)
- Practice 6: Teacher Feedback (Provide students with specific and constant feedback that is reflective of a rubric) Teacher feedback will inform scholars of what they did well and specific next steps to improve their work
- Practice 7: Be Flexible About How Long It Takes to Learn (Mastery Learning)
- Practice 8: Get Students Working Together (Cooperative Grouping in Productive Ways)
- Practice 9: Teach Strategies Not Just Content (Explicitly teach strategies)
- Practice 10: Nurture Meta-Cognition (explicitly teach meta-cognitive strategies)



Guidance counselors are working with the PTA to refine and support family and Community engagement by holding meetings on various topics and offering incentives to encourage parental participation. For example, School supplies for their children such as lunch bags, book bags, books, ice cream social, orientation to school, walk-throughs, volunteering, parents serving as translators are some of the services. Much of the data collected is in use to inform our growth towards making yearly progress.

Key strategies that have been showing promise towards increased growth includes formal and informal walk-throughs, observations, evaluations, effective use of data to drive instruction, administrator and teacher team coaching, professional development, and protocols to be implemented during vertical and horizontal data team meetings.

Ms. Boerum works tirelessly in collaboration with MLO administration to support our efforts in the areas of:

- Receivership: Helping the MLO school show demonstrable improvement (with our targeted population of special needs and ESL/ENL students.) Using John Hattie's (10) Evidence-based Instructional Practices.
- PBIS: Working with Ms. Boerum's former staff at the "Little Flower School, she demonstrated how the PBIS framework can be used effectively by highlighting the rationale, data collection, launch, feedback for continuous improvement of our school's tone and environment.

The Superintendent Receiver actively monitors the success of the approved plan and is using the powers granted under Receivership to ensure school success. Superintendent conducts daily walk-throughs, classroom visitation, weekly meetings with school leadership teams and individual meetings with staff.

To further accelerate the pace at which achievement occurs, the Superintendent/Receiver has recommend to the Administration and put in place, this quarter additional supports namely:

- Targeting and progress monitoring 100 students on each grade who we believe can, with extra supports and mentoring, raise their scores by 1 level or on a higher level. Ex. Level 2 – 3; Low level 3 to High level 3 or 4.
- Addition of a six week Saturday Program with intensive test review mentoring, test taking strategies, etc.
- Increased the pace by which staff observations and evaluations are conducted and feedback provided.
- Supported the purchase and use of additional Common Core aligned practice workbooks for in class and take home weekend study packets.
- Added additional classroom space in the form of Modular classrooms as an instructional wing, to accommodate the additional student enrollment increases and overcrowding. Grade 5 students are currently housed in that added space.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority School Makes Yearly Progress	Y	13-14	n/a	1. Implementation of ELT program of 2 hours duration. Focus is on providing additional Math & ELA supports to level 2 students and low level 3 students, homework help, PBIS, mentoring, etc. 2. Curriculum Planning for teachers (5-8) to align instruction and assessments to CCLS based on data review and assessments; create common assessments to identify student deficiencies and reteach skills when needed. 3. Implementation of a Math and ENL inclusion model on each grade level to support SPED students to increase achievement on the NYS ELA, Match & Science Assessments. 4. Adapted into curriculum Partnering with Renaissance 360, ELA 6-8 Pearson Common Core Literature Series, Teacher made Assessments CCLS aligned, 5th grade ELA Modules – Expeditionary Learning (Read 180, the SWDs' Core Curriculum), Accelerated Math & Accelerated Reading for Grades 5-8 individualized to target specific skills, Interactive Science Modules (5-8) digital version. a. Provide common planning time for teachers across all grade levels. b. Creation of curriculum maps that focus on literacy and aligned with CCLS to develop common assessments to target deficiencies. Tiered professional development, leadership team/PD Committee, whole group, small group and individualized.	Due to budgetary constraints and because we did not receive grant funds we were not able to implement the Extended School Day Model. However, we are providing extra learning time (ELT) of 200 hours after the regular day from 2:30 p.m. to 4:30 p.m. During ELT, the following is offered: Math, ELA, Science, Social Studies, and Technology. Enrichment activities such as: <u>ELA/Math/ENL</u> For grades 5-8 offering help in ELA, Math, and ENL/ESL using the following resources: - o Accelerated Math and Reading (Renaissance 360 program) - o Test Sophistication books for ELA + Math (Read books) - o Target instruction reading passages, writing review - o Vocabulary.com - o Teacher created materials, homework help, Assessment preparation <u>Technology/Robotics</u> • Advisor – Mr. James Temps <u>Band</u> • With Mr. Jones as a before school program beginning February 1, 2017 <u>1 World Club</u> • Grades 5/6 – Mrs. Baum • Grades 7/8 – Mrs. Roth <u>Double Dutch Clinic</u> • All grades with Mrs. Welch-Woodley <u>Student Government</u> • With Ms. Demery



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

	<u>LPP (Liberty Partnership Program)</u> • With Mrs. Demory + Mrs. Williamson along with some of our Wyandanch High School Scholars <u>National Junior Honor Society</u> • Advisor – Ms. Demory <u>Achieve Now</u> • Help with all subject areas through an Educational Program where scholars complete various programs at their own level. <u>Financial Planning</u> • With Pat Edwards Citibank and Craig Fligstein (United Way) on Thursdays beginning on January 26, 2017 <u>Suffolk Community College</u> • Headed by Dr. Daphne Gordon and some of the college students as part of a mentoring Program with our Basketball and Cheerleader squads. <u>MLO Choir</u> • Advisor – Mrs. Williamson <u>Chess Club</u> • Advisor – Mr. Shaw The students are being prepared to compete in the LUSEF Broadcom MASTERS Science Fair for Middle School Students. The following strategies are in place as a result of the measurements that were implemented: - Extend the school day by 1 hour for General Education Focus is to provide additional time-on-task activities in all classes to provide academic rigor for general education students and students in various subgroups. - Development of a district-wide data/curriculum team to analyze students' performance on a weekly basis through vertical, horizontal leadership team. Implement additional time in after school program of 1 hour duration to support homework help, PBIS, mentoring, music programs, and club activities. - Inclusion model on each grade level to strengthen achievement efforts for SPED and ENL students. - Strengthening of our curricula focus utilizing partnering with Renaissance 360, Math-I-Focus (6-8), Engage NY Modules (Grades 5), NYS				
--	--	--	--	--	--



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

				Engage math modules, ELA 6-8 Pearson Common Core Literature Series, Teacher made Assessments CCLS aligned, 5th grade ELA Modules – Expeditionary learning, Read 180 (SPED students Core Curriculum. Accelerated Match & Accelerated Reading for Grades 5-8 individualized to target specific skills. Interactive Science Modules (5-8) digital version. - Provides PD to entire staff on a rotating basis supported by Administrators. - Common Planning Time for Teachers which is embedded in the Master Schedule has become part of the teacher's individual schedule. - Groups meet according to the following schedule: implement Curriculum mapping using Rubicon Atlas that focuses on promoting literacy across the curriculum, developing lessons/units and assessments that are aligned with CCLS. - Outcomes: As of the result of the Review Team Meeting, Teachers must implement Common Planning Cycle: 1. Looking at data (Student Work) 2. Instructions (curriculum) 3. Lesson Planning 4. Interventions (enrichment)
School Safety	Y	13-14	Behavior modification program (PBIS Team) to allow school personnel to take an intensified proactive approach in reducing negative behaviors and suspensions. Mandatory parent meetings for students who consistently breach the school rules. School has established a DASA team headed by a Representative from the Teachers Union. Strong collaboration with counselling staff to support students with behavioral needs. Suspension rates have been reduced this quarter by 10%. PBIS – Reward System – For positive behavior outcomes Measurement for Safety includes: - Reduction of Superintendent Hearings (2 to date). - Reduction of Out of School Suspension for the 1st Quarter. - Reduction of In-school suspensions for the 1st quarter. - Steady increase in the amount of incentives points earned through PBIS (Pilot Program). Out of points, students have continued to earn points earned points to date.	- Continued collaboration between school support/intervention team to analyze the data and implement strategies to reduce incidences of negative behaviors. - Creation of additional classroom space through the purchasing of portable classrooms to negate overcrowding in the hallways and classrooms during periods. Provides additional seating space between students. - Implement BIPs, contracts for behavior and learning, IEP's. - Quarterly assemblies to reward good behavior and scholarships. Outcome for this component: The expected outcome is a 2016-2017 target less than 1% of students being suspended and less than 1% of Superintendent's Hearings. To date this has been the trend.



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

3-8 ELA All Students Level 2 & Above	Y	13-14	Implementation of CCLS curriculum in all core academic subjects supplemented by an after school extended day program. Provide Tier II and Tier III intervention to all students identified. Expand the use of technology by providing electronic access to assist with implementing AIS resources. Provide intense daily small group instruction in ELA for students at Tier II and III intervention. We are using STAR Renaissance 360 Benchmarks in Reading and Math to determine student growth. The Renaissance Benchmark Assessment was administered on September 19, 2016 through September 31, 2016. The following entry percentile ranks were revealed: <u>Reading Percentage Growth</u> <table><thead><tr><th></th><th>Grade 5 (190 Stdnts)</th><th>Grade 6 (179 Stdnts)</th><th>Grade 7 (174 Stdnts)</th><th>Grade 8 (142 Stdnts)</th></tr></thead><tbody><tr><td>■ At/ Above</td><td>19%</td><td>17%</td><td>20%</td><td>8%</td></tr><tr><td>■ Below Benchmark</td><td></td><td></td><td></td><td></td></tr><tr><td>■ On Watch Below</td><td>18%</td><td>15%</td><td>20%</td><td>11%</td></tr><tr><td>□ Intervention Below</td><td>25%</td><td>23%</td><td>26%</td><td>25%</td></tr><tr><td>■ Urgent Intervention</td><td>37%</td><td>45%</td><td>35%</td><td>56%</td></tr></tbody></table> As a result, the following structures are in place to propel student growth: 1. Weekly Teacher Common Planning Teams with a focus on using data to inform instruction (using a Looking at Student Work Protocol) 2. In looking at the STAR 360 Reading and Math Benchmark data for grade 5 – 8 students along with their teachers have developed Quarterly SMART goals. All goals are based on focus skills from the Renaissance STAR 360 Instructional Planning Report and NYS ELA and Math Assessment Data. 3. Extended School Day Program provided to all students with a focus on targeted skill deficits in ELA and Math. 4. Monthly Common Core writing focus calendar (October 2016 – June 2017) for grades 5 through 8 in ELA. 5. Weekly ELA Strategies and Skills Calendar across all subject areas.		Grade 5 (190 Stdnts)	Grade 6 (179 Stdnts)	Grade 7 (174 Stdnts)	Grade 8 (142 Stdnts)	■ At/ Above	19%	17%	20%	8%	■ Below Benchmark					■ On Watch Below	18%	15%	20%	11%	□ Intervention Below	25%	23%	26%	25%	■ Urgent Intervention	37%	45%	35%	56%	- Milton L. Olive Middle School is committed to the partnerships with outside agencies SUNY Old Westbury, Stony Brook University, Farmingdale University, Suffolk Community College, and BOCES OWL Teacher Center to provide professional development in data analysis and data driven instruction. - Continue to implement the target skill instructional plan to monitor the progress of our struggling AIS Students. Outcomes: Next Assessment will be administered on February 6 through February 17, 2017. The expectation is that students will reflect a 10% increase in all achievement levels.
	Grade 5 (190 Stdnts)	Grade 6 (179 Stdnts)	Grade 7 (174 Stdnts)	Grade 8 (142 Stdnts)																														
■ At/ Above	19%	17%	20%	8%																														
■ Below Benchmark																																		
■ On Watch Below	18%	15%	20%	11%																														
□ Intervention Below	25%	23%	26%	25%																														
■ Urgent Intervention	37%	45%	35%	56%																														

3-8 Math All Students MGP	Y	13-14	Ensure implementation of curriculum in all core academic subjects supplemented by after school extended day program. Provide Tier II and Tier III to all students identified. Expand the use of technology by providing electronic access to implement AIS, R180, and Renaissance Start 360. Quarterly benchmark and accelerated reading /math resources. Provide intense daily small group instruction in Math for students at Tier II and III intervention. The MGP (Mean Growth Percentile) Progress Target for 2016-2017 is 39.99%. Renaissance Star 360 has been purchased in Spanish to accommodate our ENL & Bilingual scholars to support their growth and academic needs.	- Milton L. Olive Middle School is committed to the partnerships with outside agencies SUNY Old Westbury, Stony Brook University, Farmingdale University, Suffolk Community College, and BOCES OWL Teacher Center. To provide professional development in data analysis and data driven instruction. - Continue to implement the target skill instructional plan to monitor the progress of our struggling AIS Students.	
Grades 4 & 8 Science all Students Level 3 & above	Y	13-14	Implementation of Interactive Science Series K – 8 (Pearson). 8th grade honors students/P/Tech students (25-30 students) being prepared for the 8th grade regents exams in Earth Science and Algebra.	Continue to implement these strategies as indicated.	



LEVEL 2 Indicators

Please list the school's Level 2 Indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Student Suspension Rate (Out of School)	Y	Student Suspension Rate (Out of School)	1% DECREASE	Implementation of a PBIS proactive approach model with reward incentives to target inappropriate behaviors. Social worker and guidance counselors will coordinate efforts to intensify counseling supports, home visits, parent conferences, Behavior Intervention Pupil Support (BIP's), Pupil Services Support Team (PSST) meetings, mentoring Support (Alpha Phi Alpha SUNY – Old Westbury) and behavior contracts. Teachers are trained in implementing classroom techniques to diffuse behaviors and acting out episodes.	We will continue to implement the strategies in place. They have been producing positive results with our students as demonstrated in the reduction of suspensions and student disciplinary referrals. Create a chart to share school wide gains in this area and post in a conspicuous area to show growth and encourage students and staff in our efforts to reduce school wide suspensions. To date less than 10% of students have been suspended.
Family & Community Engagement (DTSDE Tenet 6)	Y	14-15	N/A	We have been placing great emphasis on communication with families. On an ongoing basis, parents are notified regarding students' academic progress, and attendance/lateness. There is regular outreach concerning school initiatives through mailings, automated calls, and bi-yearly Newsletter, Parent University workshops and PTA meetings. Our community Engagement Team (CET includes parents, teacher, administrators and community partners), is responsible for making many important decisions about the school, and for making sure that other parents, teachers and community members are informed about what they do. Communication is disseminated in 3 major languages – English, Spanish & Haitian Creole. Our school is working closely with the Community Resource Center (CRC) in town, where parents may receive an assortment of helpful information about our school and community resources. All parents are provided with an individual account to access their child's/children school information including grades and attendance. At home school supports are provided by Social Worker and Guidance Counselor. There are also	We will invite new members to join the CET as a few members have discontinued their attending. Plans are in place to fund a district-wide parent coordinator for the 16-17 school year (part-time status). This person will work closely with school staff, school leadership teams, parent associations, community groups, and parent advisory councils. This person will also identify issues of concern to families and will work with school leaders and support staff to ensure that these issues are addressed in a timely manner. The Parent Coordinator will establish hours to meet with families. 1. Working closely with school, parent, community organizations, and PRC. 2. Serves as facilitator for parent and school community concerns and issues. 3. Establishment of a dedicated Parent Room that can serve as a meeting room for school staff and parents. 4. Conducts outreach to engage parents in their children's education.



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

				computers connected to the internet in the Parent Resource Center and library in town, where parents have access to their child's school information, including grades, attendance and homework. We are planning a community event to showcase what the CET group has been engaged in to date, and any growth in achievement as indicated in the results of the State Assessments. Date to be arranged pursuant to the publication of the results of the State Assessments.	5. Convenes regular parent support meetings and events around topics of key concerns to parents. 6. Attends parent meetings. 7. Serves as a school liaison to Central Office 8. Maintains ongoing contact with community organizations that are involved with providing services to support the school's educational program. 9. Organizes open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents. 10. Provides referral information on immigration and legal services 11. Provides housing resources 12. Provides Translation/English Language Classes. 13. Provides referrals to Social Services and Counseling. Outcomes: The District did not receive grant funds that were projected to support the hiring of a districtwide Parent Liaison. However, we secured the services of a consultant through the Sutton Group who has been providing Parent Development Workshops to support families and the PTA group. To date, 4 such workshops have been conducted around the areas of - Why parent engagement is important - Practical Ideas to assist your children with homework - The importance of keeping communication with your child's teachers - What the NYS assessments are like There are 4 workshops remaining to be held between February and June, 2017. As a result there has been an increase in parent involvement by 1% compared to this time last year.	The school day will be lengthened by one (1) additional hour each day to provide extra time on task in general subject areas for general education and sub group of students. In addition, there will be one hour made
Providing 200 hours of Quality Extended Day Learning Time (ELT)	Y	13-14	N/A	After school programs beginning immediately after the regular school day for a duration of 2 hours where additional Math, ELA, Science and homework help are		



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

					provided alongside Social/Emotional supports, mentoring and enrichment activities. Farmingdale State College/Liberty Partnerships Program – This program is facilitated by a middle-school guidance coordinator, who helps students gain a strong understanding of entrance criteria for community colleges and four-year universities. This strengthens families by promoting dialogue between parents and middle school students regarding college and career readiness through SMART Goal writing. Through access to student leaders and support services, students are exposed to college and career tasks aligned to CCSS that help prepare students for the academic rigor of high school and beyond. Students participated in four college tours SUNY Farmingdale, Binghamton University, Cornell University, and Tompkins Cortland Community College, so that students understand acceptance criteria and have the opportunity to meet with college students to learn more about what is expected at the college level. Dr. Veronica Henry, SUNY Farmingdale (grades 5-8) promotes analytical thinking through the use of mathematical algorithms and computer science skills so students learn to code, based on their individual experiences with coding, in alignment with code.org. Students participated in the STEM Diversity Summit at SUNY Farmingdale Spring 2017, which will be supported by parents and guardians. Girls Who Code supports stronger families by addressing the current workforce shortages and underrepresentation of females and students of color in STEM careers. The program helps to level the playing field for females, by providing more equitable access to programs that traditionally have not been offered to females. Citibank Financial Literacy Ms. Pat Edwards/Bethpage Federal Bank 7th and 8th grade students participate in the Citibank Financial Education workshops on a monthly basis during the extended day program. Citibank representatives speak to students about the importance of money	available for students to engage in after school programs such as; clubs, mentoring and enrichment activities. Outcome: Due to financial considerations, the District is not able to implement a lengthened school day. However, ELT has been implemented since October, 2016. There are 300+ students who are enrolled. Additional ELT is planned to be implemented during our Saturday programs which begins next month (March). The Renaissance Star 360 data indicates that students need additional supports in areas of deficiency, as reported in ELA and Math.
--	--	--	--	--	---	---



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

Teacher Attendance	Y	13-14	1% INCREASE	management, savings, and building wealth/assets for themselves. This program builds stronger families by providing opportunities for students to learn money management skills, and to engage in conversations about the importance of balancing spending and savings, while also considering the importance of long-term financial planning. The District offers a "buy-back of days" program where teachers are allowed to buy back 2-1/2 sick days at 2x their daily rate of pay if they have not used any sick days for the period September – January 30. For second semester February 1 – June 30, they can buy back another 2-1/2 at 2x their daily rate of pay. Classroom supports through PBIS initiatives, guidance counselor and social worker supports, intense parent and community engagement supports and union support (WTA) for addressing Receivership mandates are all in place and are working. Teachers who participate in all professional development sessions will receive achievement certificates at the end of the year. Teachers who show evidence of understanding and implementing the "10 Evidence Based Teaching practices" will receive an "AHA" award.	Will continue implementation. In addition, provide opportunities for teachers to determine and select optional methods of professional development. Outcomes: Teacher improvement in regular attendance has shown a .5% growth. The District has continued to offer the incentive for attendance and closely monitors teachers who are absent on specific days of the month, before and after holiday, etc.
Chronic Absenteeism	Y	13-14	TBD	An attendance policy is in place to address absenteeism. PBIS initiatives include incentives for good/improved attendance. Parents of students who are not in attendance by period 2 (8:28 a.m. – 9:08 a.m.) are notified via connect-ed calls (robo calling system). This is followed by a 2 day, 3 day and 5 day letter that is mailed home. If no response is received from parents, home visits are made by Guidance Counselor, Social Worker or Attendance Aides, depending on outcome and feedback letters and visits, DSS/PINS petition action may be initiated. Home visits also help to address barriers to school attendance such as socio-economic and other needs which when identified are addressed through the appropriate agency referrals and follow up of the family/student (s). Post office checks to verify student addresses, which is usually generated through "return mails." Guidance, attendance and social work staff cross reference student data with surrounding districts to locate and verify student status in preparation for removing, chronically absent students from registration.	Outcomes: There has been increased monitoring of student attendance with PBIS (Positive Behavior Incentives System) in place to reward students who are attending regularly. Home visits are being conducted as needed. Chronic absenteeism has been reduced by .5% when compared to last year this time.



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
-------	--	--------	---	--	---



Part II – Key Strategies

Key Strategies Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1. Tenet 2: Effective September 2015, the school leaders provided a minimum of two hours per month for teachers to develop and create detailed lesson plans which are aligned with the Danielson Rubric as evidenced by instructional walk-throughs. Double period (86 minutes) of ELA and Math additional instructional time for ELA & Math.	Y	Time was built into the master 16/17 schedule. However, the impact will not be determined until Spring 2017 results from ELA, Math and Science State Exam scores are released. Data Team and Administrators will analyze the data from the state assessments for 2015-2016 and provide local recommendations for recourse as needed to facilitate additional instructional time. However, the impact will not be fully determined until the spring 2017 results for ELA, Math and Science are available. The results of the Renaissance Start 360 shows that this additional time is needed, especially for students who are on the cusp of making it to high level 2 & 3.
2. Tenet 3: Effective September 2016, school leaders and coordinators will continue to use a developed lesson plan template aligned to the Danielson Rubric to address teacher practices with a focus on designing coherent instruction.	Y	A lesson plan template aligned to the Danielson Rubric is in place, which is further aligned to Common Core shifts in ELA, Math, and Science. The templates are helping teachers to plan more effective lessons as evidenced upon walk throughs, and the level of rigor being applied.
3. Tenet 4: School leaders continue to review lesson plans to determine the use of data to drive student achievement as well as walk-throughs and observations that will determine the professional needs of teachers as outlined in the Danielson Rubric with special consideration for our sub groups.	Y	Data/Leadership Teams are in place to implement the use of data to address student instructional needs. Vertical and Horizontal teacher teams are in effect. These meetings of these groups facilitate teacher improvement, and data review. Teacher teams support the classroom teacher in areas of weakness.
3. Tenet 5: The School leaders used the 15-16 survey results about the school's beliefs and behaviors to move to the next state of the implementation of PBIS to establish a culture of learning in 80% of the classrooms.	Y	The ELA and Math AIS Program is in place. Progress has been made in this area. We are servicing all level 2 and low level 3 students with additional time of 43 minutes each day. Our providers and CET devote time to working with our students on various projects, and create matrix which outlines the desired behavior expected in various areas of the building, classroom, hallway and cafeteria. Also, the district's focus centered on PRIDE is strategically placed in each building. This year 2016-2017, the PBIS program has taken off and is having an effect.
4. Tenet 6: The school leaders will provide multiple opportunities for parents, community members and school staff to be involved in our	Y	We have been placing great emphasis on communication with families. On an ongoing basis, parents are notified regarding students' academic progress, and attendance/lateness. There is



Receivership Quarterly Report – 2nd Quarter
October 31, 2016 to January 30, 2017
(As required under Section 211-f(11) of NYS Ed. Law)

	students' education life experiences through parent involvement in school activities and events. - Parent university has been established - PTA continues to provide support to parents alongside the Guidance Department. - Quarterly Awards - Parent Workshops in the areas of Accessing Parent Portal, Awards Assembly Quarterly, Hispanic Heritage, and Kwanzaa celebrations		regular outreach concerning school initiatives through mailings, automated calls, Parent University workshops and PTA meetings. Our community Engagement Team (CET) includes parents, teacher, administrators and community partners), is involved in making many important decisions about the school, and for making sure that other parents, teachers and community members are informed about what they do. Communication is disseminated in 3 major languages – English, Spanish & Haitian Creole. The minutes of the CET which highlights the work of the group is posted for all to view. This year, the CET met jointly twice with the PTA during parent workshops and general meetings. Our school is working closely with the Community Resource Center (CRC) in town, where parents may receive an assortment of helpful information about our school and community resources. All parents are provided with an individual account to access their child's/children school information including grades and attendance. At home school supports are provided by Social Worker and Guidance Counselor. There are also computers connected to the internet in the Parent Resource Center and library in town, where parents have access to their child's school information, including grades, attendance and homework. We are planning a community event to showcase what the CET group has been engaged in to date, and any growth in achievement as indicated in the results of the State Assessments. The date is set for Wednesday, November 30, 2016. Outcome: The group agreed that the community event be postponed until the status of the Receivership be removed.	Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
--	--	--	---	-------	--	--------	---	---



Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)

Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.

Status (R/Y/G)	Analysis/Report Out
Y	Meetings of the CET are held monthly. Usually the last Wednesday of each month. The format of the meetings include a review of the minutes and any new matters to be discussed as they arise from the minutes. After clarifying and discussing these matters, the group breaks out into their sub committees to review any work they have undertaken. The group reconvenes after an hour and reports out to the group at large. Discussions follow after each group has reported out. Members are allowed to vote to decide which recommendations will be allowed in the SCEP. These decisions are captured in the minutes of the meetings and are placed on line for review by all community members. During its initial meeting in September, the CET determined and established (1) goals and objectives; (2) timely and accurate communication procedures (3) data collection analysis. Members stipulated which goals would be targeted by the CET. CET members had an opportunity to provide suggestions and recommendations for implementation and documentation on quarterly reports. Sub-committees were established. To address target goals selected by the CET the following Sub committees met during break-out sessions to focus on data collection, dissemination of information and plan implementation, Community Schools Model, Student Suspensions, Extended Day (200 hours), Teacher Attendance, and Chronic Absenteeism, as well as the health needs of students. (1) To reduce student suspension rate (2) to extend school day by 200 hours (3) to improve teacher attendance (4) to reduce chronic student absenteeism. The established Sub-committees provided the following recommendations, resources, and information regarding CET goals: Several discussions regarding needs assessments, parent assessment survey, location and times of services to provide comprehensive health care to students. There are several CBO's and appropriate segment of the school/community being represented on the team. There have been a few challenges to overcome; such as refocusing the group to concentrate on the purpose of the CET. There have been efforts on the part of a few to derail the process by raising objection to the current Superintendent being approved as the Receiver. In at least one instance, a letter was sent to SED noting this objection on grounds that were contrived. However, meetings continue monthly and attendance has been maintained. CET conducts business using the Robert's rules of Order model. This model was selected because it assures participation by each member of the group. Membership comprise parents, students, teachers, staff, community members, Board members, university partnerships and CBO's. Occasional visitors are welcomed at each meeting. Minutes are kept and published after each meeting. Agenda items are developed in concert with representation from the school prior to the meeting. Meeting duration is limited to two hours. 2016-2017 Continued implementation of the protocol established for September 2016. The CET will have an opportunity to reuse protocols in place and by using Roberts Rules of Order, determine what changes need to be made, if any. The CET will continue to work with partnerships and stakeholders and solicit support and feedback from the school and community and monitor the progress of the school community implementation and demonstrative indicators improvement as outlined in the SCEP. The CET membership will be reviewed and new members encouraged to join. CET will meet with PTA at their meetings to support the growth of the group.



Powers of the Receiver

Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

Status (R/Y/G)	Analysis/Report Out				
Y	The Superintendent of Schools who also serves as the Receiver for the Milton L. Olive Middle Schools (MOMS) has communicated to all stakeholders, staff and students regarding the emphasis on Receivership and the implications of continued student achievement. The Superintendent Receiver also shared with Board and community the results of the spring 2016 State Assessments. 1. A new principal was hired on July 9, 2015, received an "Effective" Rating from SED, and therefore will continue for the 2016-2017 school year. 2. An Administrator (Assistant Principal) appointed to lead the curriculum efforts in the school, as well as to supervise teaching and learning activities, will continue for the 2016-2017 school year. 3. Funding sources were revised to allow for after school learning time of 200 hours as a result of not receiving grant funds. 4. Funding sources were revised to provide additional Professional Development for teachers. 5. New members added to the CET to replace vacancies. 6. Addition of a Social Worker, a Spanish-speaking Guidance Counselor and a Dean to support PBIS initiatives to support the Social-Emotional program of the school. 7. Daily classroom visitations, and teacher observation and evaluation in concert with AP of Curriculum have continued. 8. Application of an accelerated approach to address the needs of struggling students (Renaissance 360) have continued. 9. Enhance curriculum offerings by adding new materials, programs and the inclusion of several CBO partners to support instructional initiatives. 10. Vertical and horizontal team meetings to review data, ensure implementation of instructional shifts, and align best practices with data outcomes. Leadership teams have been added. 11. Increased focus on parental involvement through PTA meetings, Parent University activities and CET. 12. Implementation. These initiatives will continue for the 2016-2017 School Year. The Receiver will exercise the following options to ensure the school day and curriculum are aligned to meeting and exceeding demonstrable improvement indicators. Expand and alter the curriculum and program offerings of the school, aligned with research-based strategies for educating the diverse population of students serviced by the district. 13. Emphasis will be placed on the incorporating practices to make certain all newcomers, students with interrupted informal education, and students with disabilities are provided with programs and supports to graduate on time; 14. Begin the process to replace teachers and administrators, including school leadership who are not appropriately engaged in meaningful and effective improvement of learning. Commissioner Elia visited our school and complimented us on the 94% rate of the students who took the NYS assessments in ELA, Math and Science during the 2015-2016 school year.				
Green	<table><tr><td>Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.</td><td>Yellow</td><td>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</td><td>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</td></tr></table>	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		



Part IV – Instructional Technology Plan

Instructional Technology Plan				
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.				
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.		
1. Current status of the District Technology Plan pertinent to this school	Y	The technology department is in the process of stabilizing the existing network infrastructure, upgrading network servers, upgrading network switches and port capacity at Milton Olive Middle School. Before major instructional technology initiatives can take place on a broader level, the Network Operations Center has to be able to support existing and future growth in instructional and administrative technology. The installation of a high-speed, high bandwidth, fiber based GIG-E solution should be completed by February 2017.	Outcomes: The work continues and is slated to be completed by February 28, 2017.	
2. Use of technology in the classroom	Y	Milton L. Olive Middle School, Google Apps in Education was piloted last year with one six grade class and a targeted group of teachers. To prepare for schoolwide implementation, Milton L. Olive teachers have recently attended professional development on Google Apps for Education. This learning focused on Google Classroom, Experiential Learning, and Google Forms. Once the infrastructure is in place we plan to increase usage to include 2 additional 6 th grade classes. These classes will be designated as 1:1 technology classes. Teachers will use Google Classroom to assign rigorous, student centered tasks, monitor student learning and communicate with both students and parents through district provided Gmail accounts. Students will utilize Google Classroom to develop not only content skills but 21 st Century technology skills to close the college and career readiness gap.		
3. All classrooms to be outfitted with Smart Boards	Y	All teachers are implementing Smart Board technology in the classrooms.		
4. Addition of the @-Space Technology – 3 Dimensional Virtual technology to assist in the instruction of all subject areas. For use in all grades.	Y	Assign rigorous, student centered tasks to perform science labs, etc. and develop the assimilation of content skills which will aid students in their grasp of knowledge as well as help to close the college and career readiness gap.		
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part V – Budget

Budget Analysis		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3.
Eight Million Dollars from the District budget supports the MLO (\$8,000,000)	Y	This amount supports staff salaries (additional staff hired to meet receivership mandates), benefits, professional development, Renaissance benchmark assessments and ELT.



Part VI: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.

List the best practice currently being implemented in the school.

Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.

1. Lesson Plan Template

Allows teacher to more closely align his/her lessons to the common Core Objectives and supports the strategic/teaching of all subgroups.

2. Extra Learning time (ELT)

Provides the opportunity for all students to gain additional learning outside of the regular classroom setting. Supports the addition of enrichment opportunities to develop learning and stimulate other interests in activities not conducive to dedicated classroom teaching time. This quarter the school added chess to its afterschool offerings. Many students have shown an interest in learning how to play chess.

3.



Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Dr. Mary Jones

Signature of Receiver: *Mary Jones*

Date: 1/31/2017

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): Desiree Brown

Signature of CET Representative: *Desiree Brown*

Date: _____

SUTTON GROUP

PTA/PTSA MEETING

AGENDA

Friday, January 13, 2017

10:00 A.M.

1. Finding way to address low parental turn out at meetings
2. Revision of Mission & Vision Statements
3. Expanding Stakeholders Identification and Community Support
4. "Gap Time" Work/Activity
5. Action Plan Development

Mission Statement

1. What the Group does
 - a. Preparations and Activities
2. Why it exist (Essentially why)
3. What reasons are most compelling for your organization? (Is the Mission Statement essential for guiding changes in your Organization?)
4. What challenges do you see going forward?
5. How do you propose to address them?
6. Dimensions of Organization Capacity:
 - a. Structure of Processes
 - b. Staffing
 - c. Leadership
 - d. Member Agencies
 - e. Partnerships
 - f. Financial Resources
7. Review of organizational strengths and limitations in each capacity area.
8. Consider problems/limitations

Create Action Steps

For each priority/change to be sought, describing:

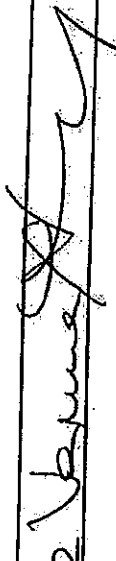
- What will be done to bring about change?
- Who will carry it out?
- When will it be completed or it's duration?
- Resources – fund, staff needed
- Communication – who should know what?

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Event: Parent and Community Engagement Team Meeting

DATE: January 12, 2017

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1. Robin Argueta	Sara R de Argueta	631-4807363	
2. Jose Benitez	JOSE BENITEZ	631 855 8055	
3. Nelson Santos	Nelson O. Santos	631 560 9080	
4. Dr Henry	Armuy de la State College	631-420-2622	
5. Poetry Enameli King	Veneria Miller	631 643 4532	
6. Anabel Sanchez	Joelvin Sanchez	631-639-1130	
7. Kimberly D Fuentes	Tomasa Fuentes	631-827-0393	
8. Yvette Zavala	ISOSE ZAVALA	631-882-4086	
9. Brandon Zavala	ISOSE ZAVALA	631-882-4086	
10. Frank Madrid	Frankie Madrid	631-662-5819	
11. Ismael Villalita	Janet A villalita	631 782-4237	ismael.jane+h@yahoo.com
12. Yaniel Villalita	" "	11 11 11	11
13. Auda villalita	" "	11 11 11	11
14. Bessie Blanton	Mr. D. Blanton	631-420-2622	July 30 2017 + gmail use
15. Ruth and Jovita	Glenda Gutierrez	889-9099	
16. Glenda Sanchez	marion J Cruz	631-575-8940	

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Event: Parent and Community Engagement Team Meeting

DATE: January 12, 2017

PARENT SIGN IN SHEET

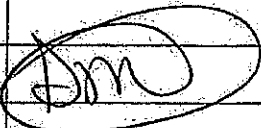
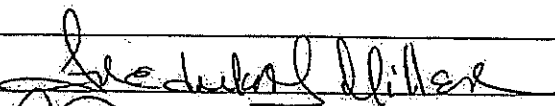
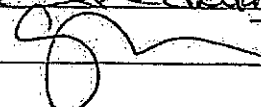
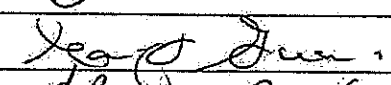
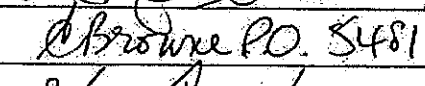
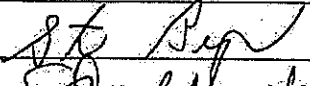
Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1. Angel L. Santurana Cruz	Dalila Cruz	631 988 9795	dalila.cruz.87@gmail.com
2. Nivica Mitchell	Blaine Casperides	516 617-6777	blaine8426@me.com
3. Laurie Fader	Laurie Fader	516-938 6152	starflerp@aol.com
4. Tynia Mann	Tynia Mann	(631) 455-4580	
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

MILTON L. OLIVE MIDDLE SCHOOL
Parent and Community Engagement Team Meeting
 Wednesday, January 12, 2017

<u>Staff Name</u>	<u>Signature</u>
Aasiya-Bey, Bree	
Alcala, Cynthia	
Anzisi, Vincent	
Baum, Kelly	
Breier, Barbara	<i>B Breier</i>
Brown, Desiree	
Brown, Laurie	
Carberry, Kelly	
Ciuro, Michelle	
Cooney-Treudler, Linda	
Crawford, Katrina	
Dassau, Alison	<i>Alison Dassau</i>
Deluca-Nuzzi, Vivian	
DeMarzo, Christopher	
DeMory, Monique	
Denny, Barbara	
Duran, Nelly	
Edelman, Jeffrey	
Edwards, Andre	
Elie-Pierre, Rosario	
France, Dexter	
Frosch, Vivian	
Galbo, Brianna	
Gibson, Gabrielle	
Haynes, Barbara	
Herron, Daphene	
Herron, Lamard	
Hudson, Chelsee	

STAFF

Staff Name	Signature
Jones, James	
Kester, Allison	
Kirk, Leanne	
Legge, Michael	
McCarthy, Tonya	
Mederos, Francisco	
Mignanelli, Jennifer	
Miles, Arlene	
Mitchell, Carmen	
Morton-Greiner, Corrine	
Owens, Korvella	
Parker, Kelly	
Perez-DeJesus, Jessica	
Perry, Vanessa	
Pierce, Regina	
Popko, Kathlyn	
Ring, Tracy	
Robinson, Naomi	
Robinson, William	
Rodriguez, Olga	
Rohan, Matthew	
Rollins, Lisa	
Roth, Stephanie	Stephanie Roth
Ruiz, Meagan	
Rapelyea, Brian	
Salamone, Karen	
Santiago, Laura	
Sanz, Donna	
Schmaeling, Yvonne	
Skeen, Melissa	Melissa Skeen
Spencer, Gilliane	

	Signature
Sternberg, Stephanie	
Stewart, Michelle	
Swartout, Nicole	
Taylor, Trudy	
Temps, James	
Thomas, Victoria	
Thompson-White, Dorothea	
Vaval, Jean Marshall	
Valentino, Dana	
Vines, Christeen	
Voyack, Shannon	
Walker, Danessa	
Western, Ian	
Wheatley, Kesi	
Williams, Corinthian	
Williamson, Rene	
Zindman, Steve	
Frederick Miller	
Jordan, Christine	
Izett Thomas	
Margaret Guarneri	
P.O. Browne	
Steve Berger	
Gina Talbert	

MLO CET/PTA Meeting

January 12, 2017 MLO Auditorium

6:50am – Welcoming remarks by Dr. Jones and Mr. Vanterpool

Translated in Spanish by Mrs. Peralta,

Dr. Jones acknowledged CET members who were present: Mr. Blassingame, Dr. Henry, and Ms. Laurie Farber. She also thanked other attendees: Ms. Venetia Miller (MLO PTA President), Officer Brown (HOPE), community members, parents, students, teachers, and administrators.

Dr. Jones reviewed the district's uniform policy, and she called attention to the number of students and faculty members wearing their green uniform shirts today. She discussed the success of the 5th grade students moving to the portables on Monday, January 9th.

Dr. Jones stressed the importance of high academic achievement, mentioning that NYSED Commissioner MaryEllen Elia met with administrators this afternoon. Commissioner Elia emphasized the importance of academic growth, especially for MLO, which is designated as a Receivership school. MLO's progress is closely monitored by NYSED, Consequently, Dr. Jones mentioned that NYSED all information, including this meeting's minutes, will be sent to NYSED.

Mr. Ernest Sutton from the Sutton Group, LLC was introduced by Dr. Jones. She provided a biography of Mr. Sutton's impressive biography. She explained that that Mr. Sutton will address parents and the community for the second time, as a follow-up to his first CET/PTO presentation in November 2016. Mr. Sutton recognizes the importance of parental involvement in educating children. Dr. Jones indicated that Mr. Sutton is going to provide four more presentations after tonight's meeting this academic year.

Mr. Sutton's presentation

Mr. Sutton thanked Dr. Jones, Mr. Vanterpool, Ms. Venetia Miller, parents, students, teachers, community members, and everyone else who was present for their support. Mr. Sutton reviewed the agenda. He asked the group to repeat, "We Will Rise." He then asked participants to stand, if they believe *We Will Rise*. All participants stood up and clapped. Mr. Sutton mentioned that he will be asking participants to complete an evaluation, encouraging an honest critique and analysis of how we can collaborate to continue the *We Will Rise* initiative.

Dr. Jones and Mr. Sutton thanked a PTA member, Mrs. Peralta, for her service to the WUFSD community, especially community outreach. Mrs. Peralta translated in Spanish at this evening's event, and she has translated at previous MLO events and meetings in the past.

Mr. Sutton discussed a Power Point slide that focused on the positive outcomes of parental involvement – improvement in test scores, participation in sports program, reduction in discipline issues, as well as recognition of student and staff success. Other benefits mentioned were increased safety and well-being provided at schools, and the ability of schools to meet NCLB mandates.

According to Mr. Sutton, every child in the school system contributes to the enhancement of the overall system, so we cannot leave any child behind. Benefits for parents of parental involvement include, but are not limited to: greater knowledge of education programs and how schools work, greater confidence about ways to help children learn, greater empowerment, and greater teaching effectiveness. He also stated that increased parental involvement contributes to the community having a more positive view of teachers, parents knowing about and having more access to available services, and improved overall morale. Mr. Sutton encouraged parents to volunteer in the school community, which sets an example of how to give back to the community. He stated that, when children are optimally educated, the entire community benefits. Mr. Sutton explained that when families are involved in their children's education, there are improved student outcomes in math and reading.

Mr. Sutton articulated that effective home/school connection programs assist parents in providing home environments that foster learning, while also providing support and encouragement to promote children's success. Certainly teachers benefit from training that promotes effective parent/family involvement.

Mr. Sutton indicated that variations in culture, ethnicity and/or socioeconomic factors impact parental involvement. Parental involvement may differ for ethnic and cultural groups. These differences should be considered when planning parent/family involvement programs.

Some Outdated Thinking Concerning Parental Involvement:

- 1) Parents should come to school only when invited
- 2) Parents help raise money for school
- 3) Parents visit school mainly for children's performances

Dr. Sutton stated that schools that have been the most successful in involving families look beyond traditional definitions to a broader view that considers parents/families as full partners in the education of their children.

What is a Family?

We must change the way we identify families, such as traditional, blended, etc.

For the purpose of today's conversation, a parent or family is anyone actively involved in raising and educating a child.

Mr. Sutton indicated, "If you are not riding the wave of change, you are beneath it."

Factors in Parental Involvement

Parents are the child's first teachers

Parent involvement must be a legitimate element of education. It deserves equal emphasis with elements such as program improvement and evaluation. Teachers are some of the hardest working folk Mr. Sutton knows, aside from parents. These are all of our children.

Parental involvement is a process, not a program of activities. It requires ongoing energy and effort. Parents' interaction with their own children is the cornerstone of parental involvement. A program must recognize the value, diversity, and difficulty of this role. Mr. Sutton emphasized that most barriers to parental involvement are found within school practices; they are not found with parents.

Mr. Sutton ended his presentation by indicating that one type or "size" of parental involvement does not fit all. Parents need support to help build the home/school connection, so this will be an integral role of Mr. Sutton when collaborating with the WUFSD.

Video Presentation

Mr. Sutton indicated that participants would watch a video, Father/Daughter Breakfast, and then engage in a table talk group activity. Mr. Sutton asked what the video tells us about the importance of parental involvement. The young man in the video is still on the streets, after he spent time in prison. Nevertheless, this young father recognized the importance of his relationship with his daughter. Mr. Sutton asked all parents in the audience to stand, and the remainder of the participants applauded them for their involvement.

After the video presentation, parents and students collaborated in small groups to complete an activity regarding parental involvement. One student shared the findings of the collaborative activity with all participants.

The session ended at approximately 9pm, after participants completed the evaluation form.

Sutton Group
2nd Cup of Coffee, Tea and Cocoa
Parental/Community Engagement Forum
Agenda
January 12, 2017

1. Welcome – Dr. Jones
2. Introduction of Facilitator – Dr. Jones
3. Power Point Presentation – Mr. Ernest Sutton President “The Sutton Group”
4. Video Presentation – Father Daughter Breakfast
5. Table Talk and Parent Participation & Discussion
6. Parents will Report Out on Discussion
7. Re-Cap of Parent Discussion – Mr. Sutton
8. Facilitator Evaluation
9. Closing Remarks – Dr. Jones



District-Wide PTA/PTSA Meeting
Monday, December 12, 2016
Sign In Sheet

	Name	School	Title
1	Venetia Miller	MLO	President
2	Wanda Myers	WMHS	VP PTSA
3	Tanisha Crawford	MLK/LFH	VP PTA
4	Alicia Portwine	LFH/MLK	Treasurer
5	Alejandra Fonseca	WMHS	Building Rep.
6	Desiree Brown	MLO	Treasurer
7	Barbara Adams	WMHS	Treasurer
8	Cindy Paschel	WMHS	Sec.
9	Mary Jones	Supt's Office	Supt
10	Monique DeMorey	MLO	VP - via phone
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			



District-Wide PTA/PTSA Meeting
Monday, December 12, 2016 @ 6pm
Meeting Agenda

- What are our goals as a PTA/PTSA?
- What are some obstacles that are experienced within our school that has hindered our success?
- How can we resolve them going forward?
- Ideas for increasing parental involvement...
- Unifying the PTA/PTSA's Vision and Mission. They should address:
 - Student Achievement
 - Community Engagement
 - Pride

For Discussion:

- Who are the stakeholders are
- Identify and clarify our roles



District-Wide PTA/PTSA Meeting
Monday, December 12, 2016 @ 6pm
Meeting Minutes

- **What are our goals as a PTA/PTSA?**
Our goals are to get parents more involved.
Incorporate the school's Vision and Mission into the PTA/PTSA's Vision and Mission.
- **What are some obstacles that are experienced within our school that has hindered our success?**
For further discussion. The only hindrance discussed at today's meeting was the low parental involvement.
- **How can we resolve them going forward?**
We hope that working with Mr. Sutton will allow us to more effectively plan to resolve our low attendance/membership rates.
- **Ideas for increasing parental involvement...**
For further discussion. To be worked on at the next meeting with Mr. Sutton. This meeting will occur on Friday, January 13th @ 3pm. Tentative location is the Small Conference Room at Central Administration.
- **Unifying the PTA/PTSA's Vision and Mission.**
Below, please find the 1st draft of our unified Vision, Mission and Values. Please review and make any revisions that may be necessary. Any and all feedback is welcomed. We will discuss at our next meeting to finalize them.
The Wyandanch UFSD's PTA/PTSA identifies the stakeholders as the:
 - Scholars
 - Parents
 - Families
 - Educators
 - Community Members

Mission Statement:

The overall purpose of the PTA is to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

Vision Statement:

The WUFSD PTA/PTSA's Vision is to achieve scholar proficiency by engaging scholars, families, the community and the stakeholders as partners in education.

PTA/PTSA Values:

The PTA/PTSA values PRIDE as its foundation in achieving its Mission, Vision and Goals.

- P – Perseverance: We persevere by advocating to remove all barriers in order to promote strong parent, family and school connections.
- R – Respect: We respect the contribution of our scholars, families, educators and community in our efforts to achieving our goals.
- I – Integrity: We demonstrate integrity by acting consistently with our beliefs and readily acknowledge areas in which improvement is needed.
- D – Dignity: The PTA conducts itself in a dignified manner to model self-worth and equality of all its stakeholders.
- E – Empathy: As members of the community, we will seek to understand and empathize with the cultural needs of our diverse community.

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Parent and Community Engagement Team Meeting

DATE: Wednesday, November 30, 2016

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1. Christeen Vines	Christeen Vines	TH	UCD
2. Sexte GRIFFITH	YUSEF GRIFFITH		YUSEF@CICOL.COM
3. Catalina	Membreno		
4. Brandon Baez	Michelle Cardeliza	631 482 4265	michellecardeliza@gmail.com
5. Kevin Ibarra	Norma Salazar	631 714-9561	
6. Diego A Gonzalez	Maria A Diaz	631 644 3665	
7. Jussie Dossing	Bubba Dossing	631 482-1733	
8. Manra Cruz	Kathy y park	631-3976051	
9. Maria Nelson Santos	Miriam Hernandez	631 561-9080	miriam1782@icloud.com
10.			
11. Nivica Mitchell	ELAINE CASPER	516-617-6777	on file
12. Andre Kergibeny	Shironda Banks	(631) 457-3251	slurmasba@hotmail.com
13. Shantese Berry	Shantese Berry	631 746-2045	SHANTESEBERRY@hotmail.com
14. Ariel Moraley	Sonia Bonilla	516 457-3790	beuncl23@yahoo.com
15. Sebastian Moraley	Sonia Bonilla	"	"
16. Brian A Fuentes	Jesus A Fuentes	631 889 3241	

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Parent and Community Engagement Team Meeting

DATE: Wednesday, November 30, 2016

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1. TOMMY M			
2. LEONEL M			
3. JOSEMAN SOTO			
4. Rafael Martinez Jr	Rafael Martinez	916 880 8447	
5. Mark			
6. Kesi Uheerty	Teacher		
7.	Kay Kisch	631 595 6816	
8. Kelvin Ventura	Marcela Rivera	516 850 8935	
9. Kevin Ventura	Marcela Rivera	516 850 8935	
10. Vin Salmeron	Orfilia y Pedro	631 671 3999	
11. Wette Crawford			
12. MAR KYA DIXON	Wette Crawford	631 991 5590	
13. Shellyah Stevenson	(Gardens) Nana Sawyer	631 336 4705	n1041210@yahoo.com
14. Yvette Zavaia	Glady's Escobar	631 882 4077	geobogolive.com
15. Charle Zavaia	Glady's Escobar	631 882 4077	same
16. Miley End	Wette Crawford	631 991 5590	

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Parent and Community Engagement Team Meeting

DATE: Wednesday, November 30, 2016

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1. Andre Thompson	Andre Thompson Sr		
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Parent and Community Engagement Team Meeting

DATE: Wednesday, November 30, 2016

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Télefono	Email Address
1. Deborah ISSA	MARIE Benjamin	631 920 5589	
2. STEVE BERGER		631 870-0510	berger @ wufed.net
3. CYNTHIA Morales	BYRON morales	516 250 0074	
4. Ligia Spizzo	Shirley Baker	631-975-7416	
5. Rosa Melendez	ANGIE Melendez	631-972-2961	anamelendez 288@gmail.com
6. Phyllis Gustafson	Bose Marie Gustafson	516 301-0718	
7. Ny Sain Gibson-Hughes	S. Floyd-Baugh	631-643 0820	
8. Nathan Jackson			
9. Beroulette Bendon	8 Bendon	631 838-7193	Rollagde@TCloud.com
10. Brandon B Benson	Chun Li	631 612-0030	
11. Jesse Blessington	Angie Blessington	631 255 7879	
12. Angel			
13.			
14.			
15.			
16.			

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Parent and Community Engagement Team Meeting

DATE: Wednesday, November 30, 2016

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1. Izett Thomas	Central		thomas@wufsd.net
2. Fidel Bonilla	Fidel Bonilla	5644555812	
3. Isaac Isaac	Pam Beasley	631884260	
4. Jim Mauerich	Fanny Mauerich	631-522-3091	
5. Sidney Rodriguez	Cindy Mauerich	631-867-8129	
6. Dennis Morris	Blanca Campos	631-723-8009	
7. Leonel Gonzalez	RAMON LALO	6314824539	
8. Isaac Lazo	RAMON LALO	6314824539	
9. Edwig Perla	Maisses Perla	637-488 4009	
10. Emerson Molina	Yulvia Molina	516-544 4110	
11. Cecilia Lopez	Josa Lopez M.	631-4815039	
12. Selvin Fucina	Maria Fucina	631-4915204	
13. Jason Bryan			
14. Jayla Bryan	Jason Bryan		
15. Oscar Melendez	Sam Guenora	661 575 6137	
16. Laila Smith	Selenia Robinson	631-897-1621	

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Parent and Community Engagement Team Meeting

DATE: Wednesday, November 30, 2016

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1.	Laurie Farber	516-938-6152	starflep@aol.com
2.	Cesar MALAGA	631-669-0911	cesar-malaga@verizon.net
3.	Kelley Parker		Kelley.Parker@wufsd.net
4.	Cesar Vasquez	Lorena Hernandez 631-449-6795	
5.	Hector J DIAZ	HECTOR DIAZ 631-671-2281	
6.	Robin Argueta	Sara R. de Argueta 631-218-0736	
7.	Frank Madrid	Delmi's 291919 631-920-5089	Delmi's
8.	Brian Diermissen	Narcisa Benitez 631-374-8676	ELY 877-123 a Ya.hoo-com.
9.	Sonathan Diermissen	Narcisa Benitez 631-374-8676	ELY 877 123 a Ya.hoo com.
10.	Christine Jordan	Central WUFSD 870 0415	clordan@wufsd.net
11.	Liana Q-Stan		
12.	Keyisha Chanvella	Isabelle V Chanvella 631-935-6820	
13.	Kathleen Jones	Kathleen Jones 631 491 0572	
14.	Pauley King	" " " " 11 "	
15.	Margaret Cuarnen	Central Office 631-870-0447	S margaret.guarneri@wufsd.net
16.	Diana Rivera	Central Office 631-870-0558	diana.rivera@wufsd.net

WELCOME TO MILTON L. OLIVE MIDDLE SCHOOL

Parent and Community Engagement Team Meeting

DATE: Wednesday, November 30, 2016

PARENT SIGN IN SHEET

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Teléfono	Email Address
1. J. Carlson	Ms. Perin		412-239/1
2. Ali Ham	" "		" "
3. Tyria Mann	Ikeyia Mann	(631) 455-4582	ikayiaM1109@gmail.com
4. Anore Villalta	Janet Villalta	631 782-4027	
5. Angel Santamaria	Dalila Cruz	631 988 9795	
6. Elizabeth Santamaria	Dalila Cruz	631 988 9795	
7. Amy J Morgan	Dylan Morgan	631 920-5714	---
8. Mekeshia Kimbrough	Kristianna Kimbrough	631-448-2320	---
9. Sabrina Fearn	CEA		steera@ec-suffolk.com
10. Oscar Alvarez	Santos Aguzta	631 645-7819	
11. Daniel Alvarez	Santos Aguzta	631 645-7819	
12. Jayden Hayward	Shatisa Hayward	317 631 4772	
13. Zyaire Hayward	Shatisa Hayward	317 631 4772	
14. Dada Friedman	.	516-633-7645	
15. Michukh Bennett			michukh.stewart@wufsd.net
16. Brianna Galbo	Brianna Galbo	631-807-9723	brianna.galbo@wufsd.net

DATE: Wednesday, November 30, 2016

Student Name Nombre del estudiante	Parent Name Nombre del padre	Telephone Télefono	Email Address
1. Jayla Bryen	Lakesha King	631 920 0079	Jayla.bryen@gmail.com
2. Faith WALLS	Mrs WALLS	—	—
3. Joshua Sierra	Joshua Sierra	—	—
4. Josue Sierra	Pran Pearson	—	—
5. —	Daphne Navar	631-805-2360	daphnemansho@yahoo.com
6. Emilio Repinoso	Gilda Mercado	631) 920 5145	—
7. Felicia White	Sabana King	(631) 639-5332	—
8. Delemon Jackson	Sabana King	(631) 639-5332	—
9. Brenner Jackson	Sabana King	(631) 639-5332	—
10. Rosa Woyd	Nyasia Butler	631 643 0620	MSKhasa@yahoo.com
11. Gina Talbert	Carrie Vigne	—	—
12. Vanessa Pugh	—	—	SCPOZ
13. Jarrod Curry	Michelle Curry	(631) 505 5055	mrscurry9116@gmail.com
14. Tenia Brutus	Luella Brutus	631-505-9276	Luella.brutus44@gmail.com
15. Ashiya Nubilla	Lawrence Brutus	9128346161	Carrie22@aol.com
16. Sharon	Sharon	—	—

November 30, 2016 CET Parent Meeting MLO Gymnasium

Dr. Mary Jones addressed the group indicating that we have a lot to celebrate. Since we are just beginning to turn the corner, Dr. Jones asked that parents and the community so please continue to collaborate with the Wyandanch UFSD. Tonight, as you will see based on our special presentation (by Reverend Sutton) , we will focus our energies on implementing our new strategies in keeping you involved as integral partners throughout the district, and especially at MLO Middle School.

The second week of January, scholars will wear the *We Will Rise* shirts that will be provided for free. These shirts reflect the district's initiative to continue improving. Dr. Jones mentioned that the district is moving to wearing uniforms.

Dr. Jones mentioned that soon the fifth grade scholars will be moving to the modules. For parents and community members who have not yet seen the modules, we will afford you the opportunity to have a tour, once the modules are ready.

Dr. Jones indicated that since we have not overspent, and we are staying within the budget (this statement elicited applause by the audience).

Dr. Jones mentioned that the band program is back, stating that they performed at Wyandanch Day. "If you went to Wyandanch Day, you saw them perform." Dr. Jones shared the PRIDE song, which is reflective of the district's **PRIDE** initiative - Perseverance, Respect, Integrity, Dignity, and Empathy. Dr. Jones reviewed the lyrics of the district's PRIDE song, which will be presented by the scholars on December 21st during the district's winter concert.

Dr. Jones reminded parents that the district uses the Infinite Campus Parent Portal, so parents can check assignment completion, review attendance, and access grades.

Dr. Jones cited the *Newsday* article, "2 LI Schools Improve." MLO received the higher points of the two districts, receiving 83%, yet the other school received 57%. She extended a huge thanks to the community and to the CET team, stating that the minutes that are submitted to NYSED, reflect our collaboration, dedication, and hard work toward meeting initiatives.

Dr. Jones then reviewed the data on the ELA and Math Assessments, highlighting improvements from prior year. She mentioned that the passing rate was 78% for the 8th graders who took the CC algebra Regents exams, which is up from 72% from prior year. Also, regarding high school credit, for the first time the district offered Earth Science instead of Living Environment to some 8th grade scholars. 58% of the scholars passed the Earth Science Regents exam.

Dr. Jones then updated the audience about the MLO initiative to teach agriculture, and she showed a photo of the MLO School Garden.

Mr. Vanterpool then introduced Bishop Sutton, guest speaker from Elizabeth City, North Carolina. Each table in the audience was asked to collaborate to come up with one idea to make the Wyandanch School or schools better. Bishop Sutton stated that he believes that the Wyandanch UFSD will be a

model for the nation in term of exceeding expectations. Bishop Sutton discussed "teaming" and the extent to which teamwork makes positive things happen.

Bishop Sutton provided the attendees with a brief autobiography. He mentioned that he was a correction warden, managing the second largest prison in in North Carolina. He indicated that loved that job because of the opportunity to guide the lives of children who "fell through the cracks, but had awesome minds." Bishop Sutton believes that a lot of student achievement is about community attitude. To that end, he asked the audience to consider the types of attitudes shared by community businesses, churches, etc. His point was that it will take a community attitude to create a culture to educate every child. Bishop Sutton mentioned that Trustee Baker made his presence possible today. He discussed the importance of communication and coordination to achieve our goals. Bishop Sutton encouraged us to celebrate our achievement, but we must still continue to strive for better outcomes.

Bishop Sutton continued to relate that his parents never allowed the family to have a "poverty mentality," as he was "raised to give back." He was taught the value of family in various contexts. If you are a human being, then you are part of a human family that can transcend poverty.

According to Bishop Sutton, it took a family spirit to help the Wyandanch UFSD rise, and this spirit will enable Wyandanch to continue to rise. If we do a better job of building trust, we will have the kind of community engagement that will set Wyandanch apart. People will say that we care about the children. Bishop Sutton mentioned that, according to the African proverb, it takes a village not only to raise but to educate a child.

Bishop Sutton read a quote by John Schaar, "The paths are not to be found, but made." He emphasized the importance of making a path where there is not one. Bishop Sutton also mentioned that we should motivate our scholars/children by "catching them doing something right." He discussed that all adults must consider themselves to be leaders. Ask your children what they want to be, so that you can provide them with supports.

The presentation was followed by the performance by the Middle School Band led by Mr. Jones, MLO Band Teacher.

Dinner was served following the band performance.

WYANDANCH UNION FREE SCHOOL DISTRICT

COMMUNITY ENGAGEMENT TEAM & PTA MEETING Milton L. Olive Middle School

Wednesday, November 30, 2016

6:30 p.m.

Agenda

1. Welcome and Greetings
2. PTA Co-Vice President, Janet Villalta
3. We are Rising - Where Are We Now?
4. Review of Newsday Article, November 23, 2016
5. 2 year NYS Test Comparison
6. MLO School Garden
7. Additional Classroom Space
8. Workshop (Part I) Keeping Parents Engaged and Focused on Student Achievement
9. Musical Performance by MLO Students
10. Dinner Served
11. Workshop (Part II) Keeping Parents Engaged and Focused on Student Achievement
12. Raffle
13. Wrap Up

